BOARD OF EXAMINERS REPORT

NCATE

National Council for Accreditation of Teacher Education

CONTINUING ACCREDITATION VISIT TO:

Edinboro University of Pennsylvania
Edinboro, Pennsylvania
April 1-5, 2006

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Type of Visit

First
Continuing X
Combination
Probation
Focused
(on standard(s) not met)
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## SUMMARY FOR PROFESSIONAL EDUCATION UNIT
National Council for Accreditation of Teacher Education

**Institution:** Edinboro University of Pennsylvania

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<td>M M</td>
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*M = Standard Met  
NM = Standard Not Met*
INTRODUCTION

A. The Institution

Edinboro University of Pennsylvania is a public, four-year institution located in the rural, northwestern section of the state near Lake Erie. It is one of 14 universities in the Pennsylvania State System of Higher Education. The official Carnegie designation for the institution is Postbaccalaureate Comprehensive.

The university has a long history as an educator preparation institution. It was established in 1857 as a private academy and four years later became a Normal School. In 1911, the state of Pennsylvania purchased the property, and the institution became a state-supported Normal School. Over the years, the university has undergone expansion of its campuses, programs, and enrollments. Programs are offered on the Edinboro campus through the School of Education, the School of Liberal Arts, and the School of Science, Management, and Technology. In addition to the main campus, Edinboro University offers programs at off-campus centers in Erie and Meadville.

In fall 2005, 7,691 full-time and part-time students were enrolled in programs at the university. Of this number, 6,523 were undergraduate students, and 1,168 were enrolled in graduate programs. The institution employs 340 tenured or tenure-track faculty, which results in a student to faculty ratio of 18:1.

A unique characteristic of the institution is its commitment to serve students with disabilities. Edinboro currently ranks first among institutions in its higher education system in the number of wheelchair-bound students and among the top 10 universities in the nation for service to students with disabilities.

B. The Unit

The professional education unit at Edinboro University of Pennsylvania includes the School of Education and the art education, music education, and speech-language pathology programs in the School of Liberal Arts. Approximately 1,800 candidates were enrolled in professional education programs in fall 2005, which represents 23.4 percent of the overall institutional enrollment. During the 2004-2005 academic year, 429 degrees were awarded which constitutes 29.2 percent of the total degrees awarded by the university.

During the 2005-06 academic year, the unit employed 66 full-time tenured or tenure-track faculty members and 13 part-time faculty. Eighty-eight graduate assistants were also employed in the unit. Graduate assistants perform varied roles in the unit and university but do not teach courses. All education courses at Edinboro are taught by faculty members.

The unit offers preparation programs leading to the initial certification of teachers at the undergraduate level and advanced programs that provide for continuing preparation of teachers. The unit also offers graduate programs for the preparation of other school personnel in positions as school counselors, instructional technology specialists, principals (K-12), reading specialists, school psychologists, supervisors, speech-language pathologists, special education supervisors,
and superintendents/intermediate unit executive directors. A complete list of programs in the unit is provided in Table 1.

All programs utilizing face-to-face instruction are offered on the campus in Edinboro. Although some courses are offered at off-campus centers in Erie and Meadville, no programs are offered at these sites. Web-based master’s degree programs are offered in reading, middle and secondary education, educational leadership, and special education.
Table 1: Programs that Prepare Individuals to Work in P-12 Schools

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Award Level</th>
<th>Program Level (Initial or Advanced)</th>
<th>Number of Credit Hours</th>
<th>Number of Candidates</th>
<th>Agency or Association Reviewing Program (state, SPA, etc)</th>
<th>Status of National and State Program Review</th>
<th>Current Status (initial review, rejoining complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>260</td>
<td>ACEI</td>
<td>Y</td>
<td>Nationally recognized</td>
</tr>
<tr>
<td>Elementary Education/ Special Education (Dual)</td>
<td>Bachelor</td>
<td>Initial</td>
<td>132</td>
<td>148</td>
<td>ACEI</td>
<td>Y</td>
<td>Nationally recognized</td>
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<tr>
<td>Early Childhood Education</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>173</td>
<td>NAEYC</td>
<td>Y</td>
<td>Not nationally recognized; rejoinder to be sent 4/10/06</td>
</tr>
<tr>
<td>Art Education</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>3</td>
<td>NASAD</td>
<td>Y</td>
<td>Currently under review by NASAD</td>
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<tr>
<td>Health and Physical Education</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>133</td>
<td>NASPE</td>
<td>Y</td>
<td>Nationally recognized</td>
</tr>
<tr>
<td>Secondary English</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>88</td>
<td>NCTE</td>
<td>Y</td>
<td>Not nationally recognized; rejoinder to</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Initial</td>
<td>Credits</td>
<td>Certification</td>
<td>Recognized</td>
<td>Notes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Foreign Language: German, Spanish</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>27</td>
<td>ACTFL</td>
<td>Y Not nationally recognized; rejoinder to be sent</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>Bachelor</td>
<td>Initial</td>
<td>126</td>
<td>2</td>
<td>NASM</td>
<td>Y Nationally recognized</td>
<td></td>
</tr>
<tr>
<td>Secondary Biology</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>22</td>
<td>NSTA</td>
<td>Y Nationally recognized with conditions; rejoinder will be sent</td>
<td></td>
</tr>
<tr>
<td>Secondary Chemistry</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>5</td>
<td>NSTA</td>
<td>Y Nationally recognized with conditions; rejoinder will be sent</td>
<td></td>
</tr>
<tr>
<td>Secondary General Science</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>7</td>
<td>NSTA</td>
<td>Y Nationally recognized with conditions; rejoinder will be sent</td>
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<tr>
<td>Secondary Earth and Space Science</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>14</td>
<td>NSTA</td>
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<tr>
<td>Program</td>
<td>Degree</td>
<td>Initial</td>
<td>Core</td>
<td>Electives</td>
<td>Recognized Body</td>
<td>Approved</td>
<td>Notes</td>
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<tr>
<td>Secondary Mathematics</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>36</td>
<td>NCTM Y</td>
<td></td>
<td>Nationally recognized with conditions; rejoinder will be sent</td>
</tr>
<tr>
<td>Secondary Physics</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>6</td>
<td>NSTA Y</td>
<td></td>
<td>Nationally recognized with conditions; rejoinder will be sent</td>
</tr>
<tr>
<td>Secondary Social Studies</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>115</td>
<td>NCSS Y</td>
<td></td>
<td>Nationally recognized with conditions; rejoinder will be sent</td>
</tr>
<tr>
<td>Special Education/Elementary Education (dual)</td>
<td>Bachelor</td>
<td>Initial</td>
<td>132</td>
<td>59</td>
<td>CEC Y</td>
<td></td>
<td>Nationally recognized with conditions; rejoinder will be sent</td>
</tr>
<tr>
<td>Program</td>
<td>Level</td>
<td>Initial</td>
<td>Credit</td>
<td>Advanced</td>
<td>Credit</td>
<td>Accreditation</td>
<td>Status</td>
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<tr>
<td>Special Education</td>
<td>Bachelor</td>
<td>Initial</td>
<td>120</td>
<td>32</td>
<td>CEC</td>
<td>Y</td>
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<tr>
<td>School Counseling</td>
<td>Master</td>
<td>Advanced</td>
<td>51</td>
<td>NA</td>
<td>CACREP</td>
<td>Y</td>
<td>Nationally recognized; currently under continuing review</td>
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<tr>
<td>Master of Education in Educational Leadership</td>
<td>Master</td>
<td>Advanced</td>
<td>30</td>
<td>54</td>
<td>ELCC</td>
<td>Y</td>
<td>Nationally recognized with conditions; rejoinder will be sent</td>
</tr>
<tr>
<td>Master of Education in Middle and Secondary Instruction</td>
<td>Master</td>
<td>Advanced</td>
<td>30</td>
<td>88</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Elementary Education</td>
<td>Master</td>
<td>Advanced</td>
<td>30</td>
<td>63</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Reading</td>
<td>Master</td>
<td>Advanced</td>
<td>30</td>
<td>108</td>
<td>IRA</td>
<td>Y</td>
<td>Not nationally recognized; rejoinder to be sent</td>
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<tr>
<td>PDE Certification in Instructional Technology</td>
<td>Post-Baccalaureate</td>
<td>Advanced</td>
<td>25</td>
<td>2</td>
<td>ISTE</td>
<td>Y</td>
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<tr>
<td>Position</td>
<td>Program Type</td>
<td>Level</td>
<td>YR</td>
<td>CR</td>
<td>Recognition Status</td>
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<td>-------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Specialist I</td>
<td>Master</td>
<td>Advanced</td>
<td>36</td>
<td>77</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education in Special Education</td>
<td>Post-Masters</td>
<td>Advanced</td>
<td>18</td>
<td>44</td>
<td>CACREP</td>
<td></td>
<td></td>
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<tr>
<td>School Guidance Counselor (post-master’s)</td>
<td>Post-Masters</td>
<td>Advanced</td>
<td>EUP-15 Not EUP-27</td>
<td>49</td>
<td>ELCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal K-12 (post-master’s)</td>
<td>Post-Masters</td>
<td>Advanced</td>
<td>30</td>
<td>17</td>
<td>ELCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent/Assistant Superintendent, IU Director Letter of Eligibility (post-master’s and post certification Principal K-Y12)</td>
<td>Post-Masters and Post L-12 certification</td>
<td>Advanced</td>
<td>45 + Master’s</td>
<td>24</td>
<td>NASP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology (post-master’s)</td>
<td>Post-Masters</td>
<td>Advanced</td>
<td>27</td>
<td>7</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Supervision (post-master’s)</td>
<td>Post-Masters</td>
<td>Advanced</td>
<td>40 (two cohorts of 20)</td>
<td>CAA/ASHA</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Language Impairment (in conjunction with Master’s)</td>
<td>Post-Masters</td>
<td>Advanced</td>
<td>Part of master’s degree</td>
<td>NaN</td>
<td>Y</td>
<td>Nationally recognized</td>
<td></td>
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</tbody>
</table>
Programs are offered through five departments in the School of Education: Elementary Education, Health and Physical Education, Professional Studies, Secondary Education, and Special Education and School Psychology. In addition, programs in art education, music education, and speech-language pathology are located in the School of Liberal Arts. All professional education programs in the unit are approved by the Pennsylvania State Department of Education.

Numerous changes have taken place in the unit and its programs since the last accreditation visit in 2000. Examples of the significant changes that have occurred include:

- Restructuring the School of Education by eliminating the departments of Educational Services and Counseling and creating two new departments, Professional Studies and Secondary Education
- Creation of the professional education unit to include the five departments in the School of Education and the art, music, and speech-language pathology programs in the School of Liberal Arts, which facilitated more faculty involvement in unit decision making and encouraged interdisciplinary practice among faculty across the unit
- Development and implementation of a new conceptual framework to guide all professional preparation programs in the unit
- Development and implementation of a unit assessment system for undergraduate and graduate programs
- Development of a plan to assess each of the components in the new conceptual framework
- Adoption of two new unit standards in the area of technology and diversity
- Expansion of technology resources in the unit
- Creation of a new Assessment Director position
- Adoption of LiveText and creation of Zeus, a relational database, as assessment and data management tools
- Creation of a candidacy-to-program gate

C. The visit

The on-site visit was conducted in conjunction with Edinboro University of Pennsylvania’s application for continuing NCATE accreditation. An NCATE Board of Examiners team comprised of six members conducted the visit. A state consultant from the Pennsylvania Department of Education assisted with the visit and provided consultation regarding state program approval policies and processes. While on site, the team examined both initial and advanced programs for the preparation of teachers and advanced programs for the preparation of other professional school personnel.

Following a review by the Pennsylvania Department of Education in April 2004, all programs in the unit were approved by the state through the 2009-2010 academic year. Recently, two new programs that prepare instructional technology specialists and school superintendents were also fully approved by the state.
The NCATE and state of Pennsylvania partnership protocol was followed in the conduct of the site visit. The protocol specifies that the NCATE BOE team functions as a single team with support and technical assistance provided by the Pennsylvania Department of Education. The protocol indicates that program approval is the responsibility of the state; however, the institution submitted programs to the specialty professional associations for review. Feedback from the SPAs will be discussed in Standard 1. Because the institution was not required to submit programs for national review, areas for improvement were not cited for those programs lacking national recognition. The BOE team chair confirmed this position with Dr. Antoinette Mitchell during the visit.

During the orientation session for the BOE team during the site visit, the state consultant provided an overview of the state’s educator preparation and program approval standards. Throughout the visit, the team chair and state consultant conferred with the dean and NCATE coordinator to provide the unit with a status report on team findings and to request additional information as needed.

As indicated earlier, all programs in the unit are located on the campus in Edinboro. However, the unit is becoming increasingly involved with online course and program offerings. Since web-based courses were first implemented in the unit in fall 2001, enrollment in graduate courses has increased from approximately 700 to 1,100 candidates. Online master’s degree programs are now offered in reading, middle and secondary education, educational leadership, and special education. The master’s degree in special education requires a summer residency during which time candidates complete the special education diagnostic course. The online format offers candidates the flexibility and convenience of taking courses at home, the office, or wherever they have Internet access. Courses have been designed to ensure continuous interaction with the instructor and other candidates through threaded discussions and chat sessions. These courses were reviewed during the site visit by conducting interviews with faculty who teach the courses; reviewing candidate portfolios and electronic journals; and reviewing resources dedicated to online learning through the unit.

The unit announced its upcoming accreditation visit in the *Erie Times News* and on the Spotlight portion of Edinboro University’s home page. The announcement invited interested individuals to send comments about the unit to the NCATE office for review by the Board of Examiners. However, no third party testimony regarding the unit was received as a result of the announcement.

There were no unusual or extenuating circumstances that affected the visit.
CONCEPTUAL FRAMEWORK

The conceptual framework(s) 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(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Overview of conceptual framework

The conceptual framework for the professional education unit at Edinboro University of Pennsylvania is guided by the theme Effective Facilitators of Learning. This model provides the vision and underlying assumptions for professional education programs in the unit. The model is operationalized through the application of ten belief statements which include:

- Effective facilitators of learning accept the requirement to build a civil society that focuses on respect and embraces diversity.
- Effective facilitators of learning demonstrate pedagogical skills on a solid foundation of discipline-specific content, reinforced by a broad liberal education and supervised clinical experiences.
- Effective facilitators of learning utilize community resources to support the educational and personal growth of learners.
- Effective facilitators of learning engage in the professional learning community committing themselves to excellence, continual study, practice, reflection, and self improvement.
- Effective facilitators of learning exhibit continual informed decision making, planning, and facilitation of learning based on knowledge of research, best practices, state and national student performance standards, and ethical standards of the profession.
- Effective facilitators of learning give back to the community through civic action.
- Effective facilitators of learning lead and monitor all student learners using motivational and management skills.
- Effective facilitators of learning recognize the importance of technology and are able to utilize current and appropriate technology for instruction, administration, and facilitation of learning.
- Effective facilitators of learning strive for congruence of professional and interpersonal dispositions to interact, communicate, and collaborate effectively with students, families, colleagues, and the community.
- Effective facilitators of learning utilize personal creativity, flexibility, and skill in assessing, creating, and adapting instruction that provides opportunities for every student to be successful.
A. Mission of institution and unit

The themes of the conceptual framework are evident in both the mission of the institution and the mission of the unit. The mission statement of Edinboro University of Pennsylvania, which is made available to candidates, faculty, staff, administrators, alumni, and visitors in numerous publications and on the institution’s website, reads as follows, “The mission of Edinboro University is to create and share knowledge by providing access to education and learning experiences for the academic, cultural, and personal growth of the students and the larger community we serve.”

Consistent with the institution’s mission statement and reflecting the conceptual framework of the unit, the mission of the professional education unit is as follows:

The mission of the NCATE Unit at Edinboro University is to prepare highly qualified professionals who meet the needs of P-12 schools, community agencies, health and fitness organizations, and the broader workforce. Clinical experiences for candidates are designed to assist agencies and to help public schools meet the challenge of state and federal accountability measures while providing optimum learning experiences for students. Program development is based on a philosophy of continuous improvement through ongoing assessment. Candidates are encouraged to promote the ideals of American citizenship and to improve the quality of life for all people in a diverse and technologically sophisticated society.

B. Unit’s philosophy, purposes, professional commitments, and dispositions

The conceptual framework, *Effective Facilitators of Learning*, reflects the philosophy, purposes, professional commitments, and dispositions of the unit. Ten belief statements outlined in the conceptual framework provide the foundation and direction for the unit. Two of these statements serve as the underpinnings for the professional dispositions expected of professional educators completing preparation programs at Edinboro University. Based on these two belief statements, “Accept the requirement to build a civil society that focuses on respect and embraces diversity” and “Strive for congruence of professional and interpersonal dispositions to interact, communicate, and collaborate effectively with students, families, colleagues, and the community,” the unit identified the following dispositions:

- Display respect for diverse populations and perspectives
- Model collaboration with colleagues, partners, agencies, and the larger community
- Demonstrate an enthusiasm for the profession and professional responsibilities
- Commit to an interactive, client-responsive learning community
- Reflect on own practice
- Demonstrate ethical and professional behavior
In addition to the dispositions adopted by the unit, program faculties have adopted dispositions that are specific to their respective programs. Candidates are assessed on dispositions at candidacy and throughout their preparation programs. Examples of assessments include reflective narratives, position papers, case studies, self analyses, and evaluations by field supervisors and unit faculty during clinical practice.

Commitments to diversity and technology are also documented in the conceptual framework. The institutional commitment to diversity is emphasized in its mission statement, which states, “The mission of Edinboro University is to create and share knowledge by providing access to education and learning experiences for the academic, cultural, and personal growth of the students and the larger community we serve.” Likewise, the unit’s commitment to diversity is reflected in its mission statement, which specifies, “Candidates are encouraged to promote the ideals of American citizenship and to improve the quality of life for all people in a diverse and technologically sophisticated society.” An emphasis on diversity is also reflected in two belief statements outlined in the conceptual framework, “Accept the requirement to build a civil society that focuses on respect and embraces diversity” and “Utilize personal creativity, flexibility, and skill in assessing, creating, and adapting instruction that provides opportunities for every student to be successful.”

Diverse learners and diverse learning needs are presented throughout coursework and field and clinical experiences in professional preparation programs in the unit. In addition, the performance standards that are integrated throughout courses, experiences, and portfolio assessments contain expectations for candidate performance in working with diverse populations. Candidates submit portfolio entries documenting their ability to evaluate the diverse learning needs of their students, to adapt their instruction to meet these diverse needs, and to use a variety of assessments to meet different learning styles and abilities.

The unit’s commitment to technology is documented through the inclusion of a belief statement focusing on instructional technology, i.e., “Effective facilitators of learning recognize the importance of technology and are able to utilize current and appropriate technology for instruction, administration, and facilitation of learning.”

Reviews of course syllabi and interviews with candidates and faculty document that candidates are required to demonstrate proficient use of instructional technology throughout their courses and field and clinical experiences. Faculty members model the integration of technology throughout their courses and provide a variety of assignments and activities designed to prepare candidates to effectively plan, select, implement, and evaluate technology applications in their coursework and field placements. Sample technology applications incorporated into assignments include WebQuest™, Internet research, course listservs, WebCT™, and PowerPoint™. Portfolios demonstrate the ability of candidates to integrate technology as a tool for instruction in their work in schools.
The unit has also demonstrated its commitment to technology through the expanded use of technology resources available to candidates and faculty in the unit, through the integration of technology applications in the curriculum and field experiences, and through planned faculty development in technology. For example, the unit has provided faculty development sessions focused on technology applications associated with the assessment system, specifically in preparing faculty to work with LiveText.

C. **Knowledge bases, including theories, research, wisdom of practice, and education policies**

Classic literature sources and literature that represents most recent research and best practices are cited as the knowledge base for the conceptual framework. Unit faculty across all programs compiled extensive reference lists associated with each of the ten belief statements in the framework. These references, including theoretical and research-based literature as well as national and state policy reports, provide the philosophical underpinnings of the key components in the conceptual framework. Reviews of course syllabi and candidate and faculty interviews confirm that this literature provides the basis for curriculum and instruction in professional educator programs in the unit.

D. **Performance expectations and alignment with professional, state, and institutional standards**

The unit faculty aligned the conceptual framework with the Pennsylvania State Department of Education standards; the Interstate New Teacher Assessment and Support Consortium (INTASC) standards; the institution’s Graduate Knowledge, Skills, and Dispositions standards; and the National Board for Professional Teaching Standards. Syllabi and program materials demonstrate the use of state and professional standards in designing and implementing programs in the unit. These standards are used in the development of courses, the implementation of instruction, the requirements for field and clinical experiences, and the assessments of candidate performance. Candidates are required to demonstrate proficiency in meeting these standards throughout their respective programs. Candidates also demonstrate their proficiency on the various components of the conceptual framework through multiple performance-based assignments, narratives, work samples, and professional portfolios. As will be discussed in Standard 2, alignment of course assignments and rubrics with national professional standards has been inconsistent in the educational leadership-superintendent, health and physical education, reading, and secondary English education programs.

E. **System by which candidate proficiencies are assessed**

Unit faculty members are committed to preparing candidates who demonstrate the knowledge, skills, and dispositions required of professional educators, particularly as these relate to the candidate goals outlined in the conceptual framework. To ensure that candidates at Edinboro University become effective educators, the unit uses a continuous assessment process to monitor candidate competencies outlined in the conceptual
framework and in institutional, state, and professional standards. The unit’s assessment systems for initial and advanced programs are described under Standard 2.

Changes to the conceptual framework since previous visit

Since its last NCATE review in 2000, the unit has replaced its original conceptual framework, *Educating as Informed Decision Making*, with the current framework, *Effective Facilitators of Learning*, to align more closely with the mission of the institution and the mission of the unit. In January 2003, the NCATE Steering Committee reviewed the existing framework in view of the new NCATE 2000 standards and determined the framework no longer reflected the mission and work of the unit. In fall 2003, the dean appointed a Conceptual Framework Committee, comprised of faculty members from seven academic departments, the Office of the President, and the Office of University Planning, Institutional Research, and Continuous Improvement, to develop a new conceptual framework to support the vision and mission of the institution and unit and the NCATE 2000 standards. Committee members obtained feedback from education faculty and faculty in other units on campus as versions of the conceptual framework were created and distributed for comment. After ongoing review and revision, the unit faculty officially adopted and President Frank Pogue formally endorsed the conceptual framework in January 2004.

Candidate and professional community understanding of conceptual framework

The conceptual framework is shared with candidates, school personnel, and faculty colleagues in other departments on campus in multiple formats. For example, the conceptual framework is described in program handbooks and materials that are distributed to candidates and in packets that are distributed to cooperating teachers. In addition, the conceptual framework is published on the website and in recruitment brochures, the university bulletin, and course syllabi.

At the last site visit, two weaknesses were cited indicating that unit faculty, university faculty outside the unit, and P-12 school personnel were unable to articulate the conceptual framework. During this visit, interviews confirmed that these individuals are now able to articulate the framework and relate it to their work. Candidates indicated that numerous course assignments and program assessments include components related to the conceptual framework principles. In addition, education faculty confirmed their involvement in the design and development of the framework throughout the various stages of revision.

Reflection of conceptual framework in curriculum, field experiences and clinical practice, instruction, and candidate assessments

The conceptual framework is evident in syllabi and candidate assessments. The outcomes expected of candidates completing professional preparation programs at Edinboro University are captured in state standards and the relevant specialized professional association standards. The curriculum, field experiences and clinical
practice, and assessments are aligned with the elements of the conceptual framework. Interviews with faculty and candidates confirmed that unit faculty also model the components of the conceptual framework in their own work.
STANDARD 1:  CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

Level: Initial and Advanced

A. Content knowledge for teacher candidates

Teacher candidates demonstrate that they have an in-depth knowledge of the subject matter they teach or plan to teach as described in professional, state, and institutional standards. Candidates document this knowledge through a variety of program and unit assessments that require inquiry, critical analysis, and synthesis of the subject.

Initial teacher candidates are required, by state regulation, to complete the same content courses as other academic majors who earn the Bachelor of Arts or Bachelor of Science degree and all required electives in the content area they plan to teach. Therefore, the required content courses are the same for education and arts and sciences programs within the same field of study. In addition to these state requirements, the unit has increased its minimum GPA requirement for candidacy to initial teacher preparation programs to 2.8, which is based largely on work completed in content courses.

At the last NCATE site visit in 2000, the GPA necessary for student teaching was 2.5. Because there was no candidacy gate, it was not unusual for candidates to have a 2.0 or less in the subject matter-oriented courses in general education. Improvements have been made, as evidenced by a comparison of general education GPAs for fall 1999 graduates with fall 2005 graduates. A random sample of 20 graduating seniors in fall 1999 had an average general education GPA of 2.65 as compared to a 3.25 general education average for 20 graduating seniors randomly selected from fall 2005.

Over the past four years, the unit pass rate on PRAXIS II content examinations has steadily increased. The unit pass rate in academic content areas has been 89 percent for 2003-2004, 87 percent for 2002-2003, 85 percent for 2001-2002, and 83 percent for 2000-2001. The unit pass rate for other content areas has been 100 percent for each of the past four years.

In addition to the PRAXIS II examinations, student teachers are assessed with a state assessment, the Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice (referred to as PDE 430), which includes an assessment of candidate content knowledge. Scores range from 0, which is considered unsatisfactory, to 3, which is considered exemplary. The mean score for the unit on the content knowledge component is 2.59 with a standard deviation of 0.64. The mean score for each program area meets or exceeds 2, which is considered superior.
Initial candidates are also assessed using the unit’s Teacher Candidate Performance Profile (TCPP), which is based on INTASC standards. Ratings range from 3, which is considered target, to 0, which is considered unacceptable. In use for two semesters, the TCPP is completed once by candidates and university supervisors during junior field and twice by student teachers, university supervisors, and cooperating teachers during the student teaching experience. The five items on the TCPP that address content knowledge and the unit means for the items are as follows:

- Represents and uses differing viewpoints, theories, ways of knowing, and methods of inquiry in his/her teaching of subject matter. (2.78 mean for spring 2005 and 2.71 mean for fall 2005)
- Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. (2.75 mean for spring 2005 and 2.72 mean for fall 2005)
- Creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. (2.74 mean for spring 2005 and 2.70 mean for fall 2005)
- Relates his/her disciplinary knowledge to other subject areas. (2.81 mean for spring 2005 and 2.73 mean for fall 2005)
- Understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. (2.75 mean for spring 2005 and 2.69 mean for fall 2005)

On these items linked to content knowledge, candidates were rated well above the acceptable rating of 2.0.

The items on the TCPP are closely aligned with items on the PDE 430 assessment. Since the categories on the two instruments are similar, the unit is able to correlate the two assessments, provide a more detailed analysis of candidate content knowledge, and feel more confident about the data generated by the two assessments.

All programs in the unit are approved by the Pennsylvania Department of Education through 2009-2010. Although the state is responsible for conducting program reviews as specified in the NCATE/PDE protocol, the unit also submitted its programs to the specialty professional associations (SPAs) for review. Initial teacher preparation programs achieving national recognition include elementary education, dual elementary education/special education, health and physical education, and music education. Initial teacher preparation programs receiving national recognition with conditions include secondary biology, secondary chemistry, secondary general science, secondary earth and space science, secondary mathematics, secondary physics, secondary social studies, dual special education/elementary education, and special education. Initial teacher preparation programs not achieving national recognition include early childhood education, English education, and foreign language education. Rejoinders have been submitted, or will be submitted, for programs that have not yet received national recognition. Because the institution was not required to submit programs for national review, areas for
improvement are not cited for programs lacking national recognition. The BOE team chair confirmed this position with Dr. Antoinette Mitchell during the site visit.

The initial teacher preparation program in music education is also accredited by the National Association of Schools of Music (NASM). At the time of the site visit, the initial preparation program in art education was under review for accreditation by the National Association of Schools of Art and Design (NASAD).

Content knowledge for teacher candidates in advanced programs is assessed using the unit-developed Knowledge, Skills, and Dispositions-Graduate (KSD-GRAD) assessment. The instrument enables advanced candidates and their faculty advisors to determine candidate proficiency at the target, acceptable, developing, and unacceptable levels. Four of the items on the instrument are related specifically to content knowledge in the respective disciplines. Data from these items indicate that candidates in advanced teacher preparation programs meet or exceed the acceptable level, with scores ranging from 2 (acceptable) to 3 (target).

In addition to the data from various sources indicating that teacher candidates possess strong subject matter expertise, interviews with candidates, graduates, unit faculty, cooperating teachers, and principals indicate that candidates and practicing teachers are knowledgeable of the content in their respective fields of study. Many commented that teacher candidates are now much better prepared in content than in the past. Principals expressed exceptional support for Edinboro candidates and a strong interest in hiring graduates to teach in their schools.

B. Content knowledge of other school personnel

The unit prepares school counselors, school psychologists, reading specialists, school administrators (principals – building level, superintendents – district level), instructional technology specialists, and speech language impaired specialists. Candidates in these programs are required to demonstrate content knowledge by passing state required PRAXIS exams and by completing an internal Knowledge, Skills, and Dispositions Graduate (KSD-GRAD) assessment at candidacy and application to graduation.

Four-year trend data from the PRAXIS exams for 2001 through 2004 indicate that pass rates for 66 reading specialists candidates ranged from 88 to 95 percent. Pass rates for 98 school principal candidates ranged from 93 percent to 100 percent. School psychology candidates (N=28) had a 100 percent pass rate for the four-year period. Counselor candidates (N=57) had pass rates ranging from a low of 77 percent to 100 percent. (The 77 percent was the lowest pass rate for the four-year period and occurred in 2002; however, candidates had 100 percent pass rate for two years, in 2001 and 2004, and 88 percent in 2003).

Content knowledge for other professional school personnel is also assessed using the unit-developed KSD-GRAD assessment. The instrument enables candidates and their faculty advisors to determine candidate proficiency at the target, acceptable, developing,
and unacceptable levels. Four of the items on the instrument are related specifically to content knowledge in the respective disciplines. Data from these items indicate that candidates in other school personnel programs meet or exceed the acceptable level, with scores ranging from 2 (acceptable) to 3 (target).

Data available in the Institutional Report and on site indicate that all advanced programs have undergone review and are approved by the Pennsylvania Department of Education. This approval extends through 2009-2010. Although the state is responsible for conducting program reviews as specified in the NCATE/PDE protocol, the unit also submitted its programs to the SPAs for review. Programs preparing other school personnel that have achieved national recognition include school counseling, educational leadership – building principal, and speech language impairment. Programs not achieving national recognition include educational leadership – district superintendent, reading specialist, and instructional technology specialist. Rejoinders have been submitted, or will be submitted, for programs that have not yet received national recognition. Because the institution was not required to submit programs for national review, areas for improvement are not cited for programs lacking national recognition. The BOE team chair confirmed this position with Dr. Antoinette Mitchell during the site visit.

At the last NCATE visit, the school administration program was cited as lacking consistency in delivery, preparation, and assessment of competencies as defined by the learned society. Since that time, the curriculum and assessments in the educational leadership program have been revised. The educational leadership – building principal program has been recognized by the Educational Leadership Constituent Council (ELCC). The educational leadership – district superintendent program is a new program that is approved by the state but not yet recognized by ELCC.

Two programs in the other school personnel category are accredited by another accrediting agency. These include accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the school counseling program and accreditation from the American Speech-Language-Hearing Association (ASHA) for the speech language impairment program.

Interviews with candidates in other school personnel programs, graduates, internship supervisors, and administrators indicated that candidates receive the content knowledge needed to perform the job responsibilities associated with their academic programs. Employers in surrounding school districts indicate that other school personnel possess the requisite content knowledge to succeed in their respective positions.

C. Pedagogical content knowledge for teachers

The unit emphasizes the importance of strong pedagogical content knowledge for its teacher candidates as reflected in the second belief statement in the conceptual framework: Effective facilitators of learning demonstrate pedagogical skills on a solid
foundation of discipline-specific content, reinforced by a broad liberal education and supervised clinical experiences.

Teacher candidates acquire pedagogical content knowledge as defined by professional, state, and conceptual framework standards. Super matrices illustrate the alignment of these standards sets with requirements and assessments in professional education courses and methods courses, such as HPE 278 Physical Education in the Elementary School, SEDU 573 Instructional Techniques for Social Studies, and ELED 360 Methods of Teaching Science in the Elementary School. Catalogues and advising sheets document the availability of similar courses across program areas.

Evidence of pedagogical content knowledge for teacher candidates is captured in three basic data sources: the Teacher Candidate Performance Profile (TCPP), the Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice (PDE 430), and the Instructional Assessment Plan (IAP). As indicated earlier, the TCPP is based on INTASC standards and completed by candidates and their supervisors during junior field experience and by student teachers and their cooperating teachers and university supervisors during the student teaching experience. Sample items and resulting data from the TCPP related to pedagogical content knowledge include the following:

- Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings. (97.9 percent of 448 candidates during spring 2005 were rated target or acceptable; 96.9 percent of 319 candidates during fall 2005 were rated target or acceptable)
- Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies, e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction. (98.2 percent of 448 candidates during spring 2005 were rated target or acceptable; 97.2 percent of 319 candidates during fall 2005 were rated target or acceptable)
- Knows how to take contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences. (98.6 percent of 448 candidates during spring 2005 were rated target or acceptable; 97.5 percent of 319 candidates during fall 2005 were rated target or acceptable)

The PDE 430 measures pedagogical content knowledge using the following item: Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. During fall 2005, the mean score for this item for 243 candidates in programs across the unit was 2.53 with a standard deviation of 0.78. Disaggregated data for all program areas exceeded 2.0, which is considered superior on the rating scale.
Pedagogical content knowledge of teacher candidates is also assessed using the Instructional Assessment Plan (IAP), which measures candidate ability to deliver and assess standards-based instruction and document the impact of their practice on student learning. The IAP was adapted from the work of the Renaissance Group, a nationwide consortium of institutions dedicated to preparing quality teachers. Through teacher work samples, candidates provide evidence of their ability to use multiple teaching and assessment modes to assess student learning before, during, and after instruction. These data are used to profile student learning, communicate information about student progress, plan for future instruction, and reflect on instruction and student learning to improve teaching. The IAP was piloted in spring 2005 and fully implemented in fall 2005. Data from these two semesters indicate that ratings for all teacher candidates on the six areas of the Instructional Assessment Plan exceed the 2.0, or acceptable, level.

Pedagogical content knowledge of teacher candidates in advanced programs is assessed by faculty advisors using the KSD-GRAD. Items on the instrument related to pedagogical content knowledge include the following:

- Comprehends current technology and its uses in their disciplines.
- Comprehends knowledge, skills, and dispositions delineated in their professional, state, and institutional standards.
- Demonstrates mastery of content, pedagogy, methods, and research for their discipline.
- Demonstrates use of methodologies that reflect state and national standards.

Data indicate that teacher candidates meet or exceed the acceptable level, with scores ranging from 2 (acceptable) to 3 (target), for these items measuring pedagogical content knowledge.

Interviews with candidates, student teachers, faculty, and cooperating teachers and reviews of assessment data confirm that candidates know how to modify instruction to address the needs of diverse learners. Candidates cited SEDU 271 Education in a Multicultural Society, a foundations course required of all candidates in initial teacher preparation programs, as a valuable component of the curriculum in preparing them to work with students from diverse backgrounds. The course emphasizes viewing the world from a multicultural perspective by encouraging candidates to begin to explore the cultural contexts of a student’s world and understand how the family, community, socioeconomic factors, cultural influences, and societal issues may impact student learning. In the course, candidates are exposed to various pedagogical approaches that address differences in learning, such as cooperative learning, culturally responsive pedagogy, differentiated instruction, learning styles, techniques for teaching the ESL learner, and adaptation of instruction for individual needs. Other courses that focus on meeting the needs of all students are HPE 360 Adapted Physical Education and SPED 330 Adapting Instruction for Special Needs Students.
Teacher candidates were found to reflect a thorough understanding of pedagogical content knowledge as delineated in professional, state, and institutional standards. They demonstrated in-depth understanding of the subject matter they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. According to cooperating teachers, university supervisors, and principals, teacher candidates and practicing teachers are able to present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

Interviews with graduates, cooperating teachers, and school administrators who employ program completers indicate that pedagogical content knowledge of candidates and graduates is outstanding as compared to graduates from other university programs in the surrounding areas. According to school administrators, Edinboro graduates are frequently chosen for employment in local school districts as a result of their thorough professional training.

D. Professional and pedagogical knowledge and skills for teachers

The unit emphasizes the importance of professional and pedagogical knowledge and skills for teacher candidates as reflected by the following belief statements in the conceptual framework:

- Effective facilitators of learning strive for congruence of professional and interpersonal dispositions to interact, communicate, and collaborate effectively with students, families, colleagues, and the community.

- Effective facilitators of learning utilize personal creativity, flexibility, and skill in assessing, creating, and adapting instruction that provides opportunities for every student to be successful.

Candidate performance in the area of professional and pedagogical knowledge and skills is measured using the PRAXIS Professional Knowledge Examination, the Teacher Candidate Performance Profile (TCPP), the Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice (PDE 430), and the Instructional Assessment Plan (IAP). Please refer to descriptions of the TCPP, PDE 430, and the IAP in earlier sections of the report.

Unit pass rates for the PRAXIS Professional Knowledge Examination range from 87 to 89 percent over a three-year period. In 2000-2001, the pass rate was 87 percent (N=325); in 2001-2002, the rate was 89 percent (N=234); and in 2002-2003, the rate was 89 percent (N=302).

Candidates’ professional and pedagogical knowledge and skills are also assessed using the TCPP, which contains items linked specifically to professionalism. A sample item is worded as follows: The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being. The mean score
for candidates on the professionalism component of the TCPP was 2.79 for spring 2005 and 2.73 for fall 2005. A score of 2.0 is considered acceptable, and a score of 3.0 is considered target.

Professional and pedagogical knowledge and skills are also assessed using the PDE 430 instrument. The item related to professionalism specifically addresses professional and pedagogical knowledge and reads as follows: Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom and building. Means and standard deviations are provided by program and by semester for all student teachers in initial programs. During fall 2005, the mean score for this item for 243 candidates in programs across the unit was 2.74 with a standard deviation of 0.74. Disaggregated data for all program areas exceeded 2.0, which is considered superior on the rating scale.

The IAP provides another source of evidence that teacher candidates can apply professional and pedagogical knowledge. In this student teaching assignment, candidates are required to design an instructional plan containing at least five lessons. Candidates must consider a variety of contextual factors as they plan and implement the lessons. Candidates are also required to evaluate their performance and complete reflective narratives for each lesson. The IAP was piloted in spring 2005 and fully implemented in fall 2005. Data from these two semesters indicate that ratings for all teacher candidates on the six areas of the IAP exceed the 2.0, or acceptable, level.

Professional and pedagogical knowledge and skills of teacher candidates in advanced programs are assessed by faculty advisors using the KSD-GRAD. The following items from the KSD-GRAD relate especially to the assessment of professional and pedagogical knowledge and skills:

- Comprehends the ethical code of conduct for the profession
- Demonstrates goal setting that meets the diverse needs of each client
- Demonstrates strategies to foster positive social interactions, intrinsic motivation, and active engagement
- Demonstrates appropriate communication with colleagues, related service personnel, paraprofessionals, administrators, families, and community members
- Demonstrates procedures and routines that create a safe environment

Data indicate that advanced teacher candidates meet or exceed the acceptable level, with scores ranging from 2 (acceptable) to 3 (target), on these items measuring professional and pedagogical knowledge and skills.

Initial and advanced teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills as delineated in professional, state, and institutional standards. Meaningful learning experiences are facilitated in coursework, field experiences, clinical practice, and professional reflections.
E. Professional knowledge and skills for other school personnel

The unit emphasizes the importance of professional knowledge and skills for other school personnel by the inclusion of the following belief statement in the conceptual framework: Effective facilitators of learning exhibit continual informed decision making, planning, and facilitation of learning based on knowledge of research, best practices, state and national student performance standards, and ethical standards of the profession. The unit has aligned this belief statement with state (PDE), national (SPA), and institutional (KSD-GRAD) standards.

Candidates in other school personnel programs are evaluated to ensure that they have an understanding of the professional knowledge expected in their fields. The professional knowledge and skills they acquire are those delineated in professional, state, and institutional standards.

Assessments in various programs are embedded in coursework and field experiences as documented in syllabi. Examples of courses that require data collection and analysis, reflective practice, and the use of technology to support student learning include SCHA 700 Introduction to Educational Administration and READ 709 Analysis and Correction of Reading Difficulties. Candidates must also demonstrate the ability to collect and analyze data in EDUC 788, Research in Education. In this course, candidates are required to identify a problem, complete a literature review, choose appropriate statistical measures, and construct a plan for completing the research. Counseling candidates use the EDUC 788 course as the foundation for the grant-proposal assignment in COUN 725, Organization and Development of Programs in the Helping Professions. Candidates pursuing the master’s degree in middle and secondary education use the research proposal planned in EDUC 788 to complete the thesis. School psychology candidates complete a second research course, APSY Research in Special Education and School Psychology, which focuses on single-subject design.

Other school personnel candidates must also document their ability to support and improve instruction through the use of technology. Sample courses include SEDU 731 Selection, Utilization, and Production of Instructional Materials, SCHA 795 Computer Literacy for School Administrators, and ELED 626 Technology Integration in the Classroom.

In addition to course-embedded assessments, candidate attainment of professional knowledge and skills is evaluated at the unit level through the KSD-GRAD, which is administered at the candidacy stage and at program completion. Professional knowledge and skills assessed through the KSD-GRAD include the following: Effective facilitators of learning demonstrate mastery of content, pedagogy, methodology, and research for their disciplines; goal setting that meets the diverse needs of each client; strategies to foster positive social interactions, intrinsic motivation, and active engagement; appropriate communication with colleagues, related service personnel, paraprofessionals, administrators, families, and community members; critical thinking through inquiry, discussion, and reflection; the use of methodologies that reflect state and national
standards; and procedures that create a safe environment. Data indicate that other school personnel candidates meet or exceed the acceptable level on the KSD-GRAD, with scores ranging from 2 (acceptable) to 3 (target), on items measuring professional knowledge and skills.

Candidates learn to know their students/clients, families, and communities by interacting with them in both supervised and independent learning situations such as clinical observations, field experiences, internships, and practica. Candidates learn to use current research in their coursework and throughout their supervised field experiences. Interviews with candidates, faculty, and administrators document the use of technology to acquire information, provide information to students, develop learning experiences, collect and evaluate assessment data, prepare reports and maintain records, and share data with stakeholders.

F. Dispositions

The unit’s emphasis on candidate dispositions is evidenced through two belief statements in the conceptual framework:

- Effective facilitators of learning accept the requirement to build a civil society that focuses on respect and embraces diversity.
- Effective facilitators of learning strive for congruence of professional and interpersonal dispositions to interact, communicate, and collaborate effectively with students, families, colleagues, and the community.

Based on these belief statements, the unit identified the following dispositions for candidates in initial and advanced programs:

- Display respect for diverse populations and perspectives
- Model collaboration with colleagues, partners, agencies, and the larger community
- Demonstrate an enthusiasm for the profession and professional responsibilities
- Commit to an interactive, client-responsive learning community
- Reflect on their own practice
- Demonstrate ethical and professional behavior

Candidates are made aware of these dispositions early in their programs. For example, prior to candidacy, they must complete on LiveText an anonymous dispositions survey designed by the NCATE Committee on Knowledge, Skills, and Dispositions. They must also attend a career development workshop and complete a statement addressing candidate dispositions, which must be signed by an academic advisor. Prior to junior field and student teaching, candidates are required to submit Act 151 Pennsylvania Child Abuse History Clearance and Act 34 Criminal Record Check.

Junior field candidates, student teachers, cooperating teachers, and university supervisors use the TCPP instrument to assess dispositions of candidates during junior field and
student teaching experiences. Means for all candidates on items reflecting dispositions meet or exceed the 2.0, or acceptable, level.

University supervisors also assess the dispositions of student teachers at the conclusion of the student teaching experience through the PDE 430 instrument, which is directly linked to criteria specified in the Pennsylvania Code of Professional Practice and Conduct for Educators. These criteria include integrity, ethical behaviors, and professional conduct.

Dispositions of candidates in advanced programs are assessed using the KSD-GRAD instrument at several points in their programs. Data indicate that candidates meet or exceed the acceptable level on the KSD-GRAD, with scores ranging from 2 (acceptable) to 3 (target), on items related to candidate dispositions.

Unit faculty designed and adopted a dispositions policy, which provides a framework for departmental procedures for remediating problems related to dispositions. While program faculty members provide guidance and professional assistance, candidates are expected to take ownership of their professional conduct. Should a candidate demonstrate behavior deemed by faculty to be unacceptable, the following process will be enacted:

- Faculty will discuss concerns with the candidate.
- If necessary, faculty will discuss concerns with the program committee.
- If necessary, the program committee may direct the advisor to meet with the candidate to address concerns and specific recommendations aimed at improving the behavior.
- The program committee may require the candidate to meet with the program committee to discuss concerns and develop a plan of action that will assist the candidate with interpersonal and professional growth. The advisor will meet with the candidate to develop a specific action plan.
- In the event candidate behavior does not comply with the action plan, the program faculty may ask the Dean of Education to remove the candidate from the program.

Candidates have the right to appeal such a decision as outlined in the Undergraduate and Graduate Catalogues.

Evidence was found that candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state and institutional standards. Interviews with candidates, faculty, and school personnel revealed they were able to identify the dispositions and describe how the dispositions are assessed throughout the various programs.

G. Student learning for teacher candidates

The unit emphasizes the importance of preparing teacher candidates to positively impact student learning as evidenced in the following belief statement in the conceptual framework: Effective facilitators of learning utilize personal creativity, flexibility, and
Candidate ability to positively impact student learning is assessed using the TCPP and the IAP. Fourteen items on the TCPP are linked to aspects of student learning. Candidates were assessed on these items during the spring 2005 and fall 2005 semesters. Mean scores for each of the items exceed the 2.0, or acceptable, level. Candidates were also assessed on six areas of the IAP during the spring 2005 and fall 2005 semesters. The IAP requires candidates to assess student learning before, during, and after instruction with the intent of modifying instruction to meet individual learning needs. Data from the IAP assessment indicate that all teacher candidates exceed the 2.0, or acceptable, level on criteria related to student learning.

The ability of teacher candidates in advanced programs to positively impact student learning is assessed using the KSD-GRAD instrument. Data indicate that candidates meet or exceed the acceptable level on the KSD-GRAD, with scores ranging from 2 (acceptable) to 3 (target), on items related to student learning.

Interviews with candidates, cooperating teachers, and principals indicated that candidates are well equipped to meet the learning needs of all students. Candidates cited numerous examples of strategies and activities to assess their impact on student learning.

Surveys of employers suggest that the unit is successful in preparing teacher candidates to develop supportive learning environments to promote student learning. For example, 100 percent of principals and superintendents responding to a 2005 survey indicated that Edinboro graduates were comparably or better prepared to work with students with disabilities than graduates of other institutions. Similarly, 96 percent indicated that Edinboro graduates were comparably or better prepared to work with diverse students.

H. Student learning for other school personnel

The unit emphasizes the importance of preparing other school personnel to positively impact student learning as evidenced in the following belief statement in the conceptual framework: Effective facilitators of learning utilize personal creativity, flexibility, and skill in assessing, creating, and adapting instruction that provides opportunities for every student to be successful.

K-12 student and client learning are promoted by candidates in other school personnel programs in laboratory experiences, field placements, clinical practice, and internships. Student learning is the primary objective for each candidate, and the candidates themselves are evaluated in part by their ability to help all students learn. Candidates learn different methodologies to determine which help individual students or clients learn best, to assess that learning, and to make necessary revisions to accommodate diversity and different learning styles.
The primary methods for evaluating candidates’ ability to positively affect learning are candidate and student work samples. As with teacher candidates, interviews with other school personnel indicated a variety of activities are utilized to assess candidate impact on student learning.

**Overall Assessment of Standard**

The professional education unit at Edinboro University prepares educators at initial and advanced levels. Candidates know the content they plan to teach and know the conceptual framework that undergirds the unit programs. Candidates utilize a wide variety of instructional techniques in their programs and in their classrooms and are committed to the professional dispositions espoused throughout the program. Administrators, cooperating teachers, and others in the educational community express satisfaction with candidates’ ability to utilize professional and pedagogical knowledge in their field experiences and workplaces. Various assessment measures are used to gather data supporting candidate learning of content knowledge, professional knowledge and skills, and dispositions.

**Recommendation:** Met

**Areas for Improvement:**

**New**

None

**Continued**

None

**Corrected**

(Former Standard I.F: Advanced Professional Studies) (Advanced level only) The school administration program lacks consistency in delivery, preparation, and assessment of competencies as defined by the learned society.

**Rationale:** The curriculum and assessments in the school administration program have been revised since the last site visit. The school administration – building principal program has been recognized by the Educational Leadership Constituent Council. The school administration – district superintendent program is a new program that is not yet recognized by ELCC.
STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

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

Level: Initial and Advanced

A. Assessment system

The unit’s assessment system was developed through a collaborative process over a two-year period. The unit undertook the development of a comprehensive and integrated set of evaluation measures that are unified by the conceptual framework. The intended purposes of the new assessment system included providing information for use in monitoring candidate performance and providing information for managing and improving unit operations and programs. The new assessment system had to be characterized by its clarity, accessibility, transparency, flexibility, and freedom from bias. It was to provide horizontal and vertical articulation of performance. It was to be reflective and refractive, in other words, have the dual nature of whole and part using a common set of mirrors, lenses, and prisms.

During fall 2003, a committee of unit faculty began with an examination of the expectations articulated in Standard 2. The committee’s deliberations included an examination of existing assessments, development of initial program transition points, and conducting a series of data “queries.” During spring 2004, members of the faculty attended a conference related to the LiveText data system, examined assessment models from several universities, piloted a student teacher/cooperating teacher survey, analyzed the Pennsylvania Department of Education (PDE) 430 data, and developed transition points for advanced programs. The committee recommended the essential design of the assessment system, adoption of LiveText, the appointment of an assessment director, and adoption of the INTASC standards for initial programs. LiveText training also began during spring 2004, and data collection methodologies were refined. During summer 2004 through fall 2004, LiveText training and PDE 430 analyses continued. Faculty also developed the Teacher Candidate Performance Profile (TCPP) and identified graduate knowledge, skills and dispositions to be developed and assessed in all advanced programs. LiveText was also piloted in five courses during this period. During spring 2005, the decision was made that all faculty would begin using LiveText immediately. In addition, the graduate knowledge, skills and dispositions data collection required at candidacy and at program completion began. Zeus, a relational database that provides access to candidate profiles, was adopted during this period. During summer and fall 2005, the generation of program report data and candidate profiles through LiveText and Zeus began.

The development and implementation of the assessment system has resulted in a culture shift for the unit. It now has an institutionalized system with support and shared governance. The use of data for informed decision-making is the norm, and new
questions about teaching and learning have been raised by program faculty.

The assessment system addresses candidate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards. At the initial level, the ten candidate proficiencies outlined in the conceptual framework, the standards of the Pennsylvania Department of Education, and national professional standards are assessed through multiple assessments. These assessments include standards based-assessments conducted in coursework, a diversity survey-Cultural Diversity Assessment Instrument (CDAI), a dispositions assessment, and examination of GPA. Additional assessments include INTASC-based field and student teaching evaluations, classroom observations, review of Praxis I and Praxis II scores, the Instructional Assessment Plan, and the Pennsylvania Department of Education 430 Scoring Form. At the advanced level, candidate proficiencies are assessed through standards-based assessments conducted in coursework; a Knowledge, Skills and Dispositions instrument; a diversity survey (CDAI); examination of GPA; and Praxis II scores.

The standards-based assessments conducted in coursework are built around rubrics and assignments that are intended to reflect the proficiencies outlined in the conceptual framework, the standards of the Pennsylvania Department of Education, and national professional standards. Alignment of course assignments and rubrics to national professional standards has not been consistent. Alignment deficiencies were cited by the SPAs for the programs in educational leadership-superintendent, health and physical education, reading, and secondary English. The SPA responsible for reviewing the early childhood education program could not do so because the assessments submitted were aligned with the “old” standards. Program faculty reported that they are addressing the deficiencies presented in the SPA reports and will be submitting revised reports.

The key assessments used to monitor candidate performance at the initial and advanced levels are presented in the tables below.

**Key Assessments in Initial Programs**

<table>
<thead>
<tr>
<th>Assessment Point</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition 1: University Admission</td>
<td>SAT, High School Deciles, Demographics, Math and Writing Placement Level</td>
</tr>
<tr>
<td>Transition 2: Pre-Candidacy</td>
<td>LiveText Standards-based Assessments, First Year GPA, Dispositions, Diversity Survey</td>
</tr>
<tr>
<td>Transition 3: Candidacy</td>
<td>Formal Application, Cumulative GPA, Praxis I Scores, Technology Survey, LiveText Standards-based Assessments</td>
</tr>
</tbody>
</table>
Transition 5: Student Teaching
Cumulative GPA, Praxis II Scores, INTASC-based Student Teaching Evaluation, Instructional Assessment Plan, Formal Application, Classroom Observation, Dispositions Survey, Diversity Survey, PDE 430 Scoring Form

Transition 6: First Year Professional
Graduate Focus Groups, Employer Survey, Certification Information

### Key Assessments in Advanced Programs

<table>
<thead>
<tr>
<th>Assessment Point</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition 1: University Pre-Admission</td>
<td>MAT/GRE Scores, Demographics, Official Transcript, Undergraduate GPA</td>
</tr>
<tr>
<td>Transition 2: Pre-Candidacy</td>
<td>LiveText Standards-based Assessments, First Year GPA</td>
</tr>
<tr>
<td>Transition 3: Candidacy</td>
<td>Formal Application; Knowledge, Skills, and Dispositions Form; Diversity Survey; LiveText Standards-based Assessments</td>
</tr>
<tr>
<td>Transition 4: Graduation</td>
<td>Cumulative GPA, Graduation Audit Card, Praxis II Scores, Diversity Survey</td>
</tr>
<tr>
<td>Transition 5: First Year Professional</td>
<td>Program Surveys, Certification Information</td>
</tr>
</tbody>
</table>

The assessment measures used in all programs to determine admission, continuation in, and completion of programs are adhered to with integrity. Deviation from the measures requires exceptional consideration. No other entry and exit criteria exist within the unit. All candidates for admissions are considered by the candidacy committee and those not accepted may be considered by the exceptions committee. The progress of candidates admitted under exceptional circumstances is monitored by the unit’s “candidacy gatekeeper.” Candidates at the initial level must also participate in a university-sponsored career development workshop prior to admission into the program.

Assessment procedures are developed through faculty and include multiple assessments. In addition, several of the assessment instruments used, such as the CDAI, have established reliability and validity.

The unit has relied on program surveys, certification information, graduate focus groups, and employer surveys to predict success at the next transition point. These data are aggregated and used for program improvement.
Candidate assessment serves as a foundation for program and unit evaluation. Aggregated data from the individual candidate database and external data, such as employer surveys and graduate surveys, serve as the basis for program improvement plans. Curriculum review to ensure alignment of the conceptual framework and applicable program standards also contributes to the development of program improvement plans. Aggregate program data, recruitment and retention data, and unit-wide faculty, diversity, and governance data are analyzed to improve unit performance.

B. Data collection, analysis, and evaluation

Data collection is continuous within the unit. For candidates, the assessment timeline through coursework is as delineated in the course syllabi. The data collection timeline for the key candidate assessments or transition points identified above is during each semester.

Collected data are continuously summarized and analyzed by the unit in multiple ways. Depending on the nature and purpose of the data, summaries are formatted or presented in tabular form, narratives, and/or graphs. Report formats include LiveText form reports, LiveText assessment reports, and hard copy reports. Individuals responsible for summarizing and analyzing the data vary. These include staff of the dean’s office, the assessment director, program heads, department chairs, staff of the student teaching office, and the candidacy gatekeeper. LiveText and Zeus serve as the primary information technologies used to maintain the unit’s assessment system.

Candidate complaints are addressed through an appeals process delineated in the university catalog. Responsibility for maintaining records of formal candidate complaints and their resolution rests with the administration of the university.

C. Use of data for program improvement

Assessment data are available to candidates, faculty, and other stakeholders in several ways. Data are readily accessible though electronic media, including LiveText and Zeus. Data are also made available through traditional media such as reports and presentations in committee meetings.

Candidates and faculty use data continuously to improve their performance. For example, candidates at the initial level use the Instructional Assessment Plan to examine student work and to analyze student learning. As a result of their analysis, candidates are able to make appropriate changes to improve student learning. In addition, feedback to candidates on standards-based assessments is provided by course instructors. Unit faculty reported numerous program changes that have occurred as a result of using data. With respect to curriculum changes, the alignment of SPA standards with the conceptual framework, INTASC standards, the KSD-Graduate standards, and the PDE standards caused faculty to determine how courses fit or did not fit into their respective programs and what common assessments could be created for program improvement. This process served as a catalyst for data-driven curriculum change. Another example cited by faculty
involved examination of PRAXIS data which led to conversations about the need to modify assessments and scoring rubrics. The decision to require candidates to participate in career development workshops prior to candidacy resulted from analyses of candidate dispositions.

**Overall Assessment of Standard**

The assessment system addresses candidate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards. As a result of the assessment system, the use of data for informed decision making is the norm and new questions about teaching and learning have been raised by unit faculty. Data collection is continuous within the unit. Assessment data are available to candidates, faculty, and other stakeholders in several ways. Collected data are continuously summarized and analyzed by the unit. Candidates and faculty use data to improve their performance.

**Recommendation:** Met

**Areas for Improvement:**

New

Alignment of course assignments and rubrics to national professional standards has not been consistent.

*Rationale:* Alignment deficiencies were cited by the SPAs and confirmed during the on-site visit for programs in educational leadership-superintendent, health and physical education, reading, and secondary English education.

Continued

None

Corrected

(Former Standard II.A: Qualifications of Candidates) (Initial teacher preparation only)
No unit-determined admission process exists.

*Rationale:* Initial teacher preparation candidates are admitted on the basis of data analyzed at Transition 1.

(Former Standard II.C: Monitoring and Assessing Candidates) (Advanced level only)
The systematic assessment of candidate progress in the school administration program is insufficient.

*Rationale:* Systematic assessment of candidate progress in all programs exists in the unit.
(Former Standard II.D: Ensuring Competence of Candidates) (Advanced level only)
The school administration program does not utilize multiple assessments or sources of data to measure the competence of candidates.

Rationale: All programs within the unit utilize multiple assessments or sources of data to measure the competence of candidates.
STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

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

Level: Initial and Advanced

A. Collaboration between unit and school partners

Evidence was presented indicating that the unit and its school partners collaborate in the design, delivery, and evaluation of initial and advanced field and clinical experiences. Clinical faculty and school administrators working with both initial and advanced candidates reported that they are consulted on a regular basis regarding field and clinical experiences, from initial placement to overall evaluation of program effectiveness.

Clinical faculty members were able to describe improvements in the field and clinical experience that have resulted from feedback they have given the unit. Evidence of cooperation was found during interviews with school personnel, school visits, and the review of documents such as the Student Teaching Guidebook.

The design of field and clinical experiences for initial and advanced candidates is “primarily the responsibility” of the higher education faculty, but the evidence demonstrated that feedback from clinical faculty and other partners has influenced the design and delivery of field and clinical experiences. For example, feedback from school personnel regarding the overall quality of junior field experience placements is evident.

It is also evident that collaboration has occurred in the design of field and clinical experiences at the elementary Professional Development School (PDS) in Erie (Pfeiffer Burleigh Elementary). Faculty from the school, the unit, and the School of Liberal Arts served together on a steering committee that created the instructional and research agenda for the school. In addition, Pfeiffer’s major project for 2005-2006 was the redesign of the clinical experience for candidates assigned to the school. During the visit to Pfeiffer, the principal described the co-teaching approach the school used in classes where its 14 assigned candidates were completing their clinical experiences. Cooperating teachers affirmed the high level of collaboration that was occurring. Additional evidence confirms that school partners in other schools are involved in the delivery and evaluation of field and clinical experiences. The Student Teaching Handbook (pages 19 and 26-29) delineates the roles principals and cooperating teachers play in the delivery and evaluation of field and clinical experiences.

The Office of Student Teaching and Student Assistance collaborate on initial candidate placements. Each participating school district has established a set of procedures and contact requirements for candidate placements. These procedures generally require an initial communication with the superintendent who in turn communicates with principals who have agreed to place candidates with teachers who have agreed to serve as clinical faculty. Candidates request placements following the regulations for placement provided in the Student Teaching Guidebook. Candidates indicated that regulations are available
to them and followed by the unit. Proposed matches are submitted by the Office of Student Teaching to individual schools or districts for approval. The director of student teaching then works with principals and other contact persons to finalize placements.

For candidates in advanced programs, placements are generally made through the cooperation of an appropriately licensed and experienced individual at the candidate’s work site. Faculty reported that they have followed state and SPA requirements and made the unit’s expectations for site supervisors clear prior to approving the site supervisor.

B. Design, implementation, and evaluation of field experiences and clinical practice

Candidates for initial certification in both bachelor’s and post-baccalaureate programs participate in two levels of field experience and one 15-week student teaching experience. A number of foundations and methods courses require a field experience early in the program. The second level of field experience is referred to as “junior field.” Each department has designed its own “junior field” course and special requirements. No centralized placement service was created for the “junior field” experience; however, all “junior field” courses adhere to a set of expectations. These expectations include admission to teacher education, experience in assisting teachers, writing lesson plans, participation in a variety of public school functions, supervision by a higher education faculty member, assignment to an appropriately certificated and experienced teacher, and a minimum of 90 hours in their placement(s).

Student teaching serves as the clinical capstone experience for all candidates in initial programs. It has been established as a semester long, full-time assignment with prerequisites as described in the Undergraduate Catalogue. Student teaching differs from junior field in a number of ways including length of time in a school, requirements for diverse school settings, and total number of hours (student teaching is 525 hours). Placements and general requirements are determined by the Office of Student Teaching and Student Assistance rather than by individual departments and are adhered to as specified in the Student Teaching Guidebook.

There are 10 advanced programs in the unit. Five of the advanced programs that lead to certification and/or master's degrees have capstone internship experiences. These programs include school counseling, speech-language pathology, school psychology, instructional technology, and educational leadership. Four programs which lead to master's degrees without certification include special education, art education, elementary education, and middle and secondary education. The instructional technology specialist (ITS) is a certification program that can be tied to a master's program. Field and clinical experiences for advanced candidates differ from experiences for initial candidates in a number of ways. For example, advanced programs require practica and/or internships with different durations and requirements as dictated by the respective SPA standards. As an example, the field experiences and internship in the educational leadership program consists of a minimum fifteen-hour field experience linked to each course for a
total of 180 hours of field work. During these field experiences, candidates complete a log, summary, evaluation, and reflection. The internship consists of two noncontiguous sessions of three months. During the internship, candidates work with a site supervisor and a university supervisor. The candidates and the on-site supervisors meet daily to discuss, evaluate, and reflect. Candidates meet with university supervisors weekly using a face-to-face or virtual meeting format. These meetings follow a protocol for review, discussion, evaluation, and reflection on the learning that has occurred during the week. Field experiences for candidates in other advanced programs differ from educational leadership, but include features that are appropriate for the candidates and aligned with SPA field experience expectations. The unit has sought recognition for each of its advanced programs. A review of the SPA responses indicated that recognition or conditional recognition was granted to all programs, except reading specialist and educational leadership-district superintendent. Field and clinical experience was not cited as unmet for the reading specialist program, but it was listed as a “not met” area for educational leadership-district superintendent. As a new program, the educational leadership-district superintendent program will use feedback from the recent ELCC report to make adjustments to the program. When asked how field experiences differ for candidates enrolled in online programs, i.e., educational leadership-building principal, reading specialist, and special education, faculty stated that there are no differences and were able to describe how they are able to make the experiences the same.

Field and clinical experiences have been designed to provide initial candidates with opportunities to demonstrate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards. The unit’s conceptual framework has been linked with NCATE standards. Program expectations have been linked with appropriate national standards. The PDE standards were aligned with NCATE standards according to the state consultant working with the BOE team. The linkage that exists between standards is evident in the design and evaluation of field and clinical experiences for initial candidates. A number of assessments are used during field and clinical experiences to determine if candidates meet proficiencies. For example, the Teacher Candidacy Performance Profile (TCPP) is aligned directly with INTASC standards. In addition, the PDE requires that all candidates be assessed during their clinical experience at least twice using the Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice, a performance evaluation that requires evidence to support demonstration of knowledge, skills, and professional dispositions.

University supervisors and cooperating teachers share responsibility for evaluating candidates during field and clinical experiences. Candidates must complete an instructional unit and an in-class observation on LiveText, reflect on lessons they prepare and teach, and keep a three-ring binder that includes school policies, lesson plans with reflections, and observations by the candidate with reflections. The unit has adopted a requirement that all candidates have a significant field or clinical experience in a school with students from diverse ethnic and socioeconomic groups. The unit reported that 84 percent of candidates completing student teaching during spring 2006 were placed in schools that fit the unit’s criteria for diversity or were placed in a diverse setting for
junior field. With implementation of the new policy, it is anticipated that 100 percent of program completers during 2006-2007 will have had a placement in a diverse setting.

Advanced candidates are able to demonstrate the proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards. The manner in which proficiency is demonstrated differs across programs; however, the primary means evident across programs is adherence to standards and the development of assessments, reflection protocols, and procedures that are standards-based.

Technology is infused in the clinical experience for initial and advanced candidates in a variety of ways. For example, candidates are required to participate in an intensive technology orientation at the Northwest Tri-County Intermediate Unit where an instructional media specialist trains candidates in the uses of educational databases and other electronic resources available to public school teachers. In addition, all candidates are required to use LiveText during their student teaching experience to submit instructional plans, observations, and surveys. During interviews, candidates, cooperating teachers, and administrators provided examples of how candidates use technology during field and clinical experiences. One principal commented that candidates had helped school faculty develop additional technology skills.

The Student Teaching Guidebook states that the public school administrator is asked to “recommend periodically to the university those teachers under his or her supervision who are qualified, capable, and desirous of working with student teacher/candidates.” It further states that “cooperating teachers are selected jointly by the university and the local school authorities.” State code requires that all cooperating teachers hold a baccalaureate degree, have a valid teaching certificate, and have at least three years of successful experience in an approved school. When asked if they thought their cooperating teachers were accomplished professionals, candidates indicated that they were. They spoke often about the high level of feedback they received and the excellent modeling their cooperating teachers had provided. During the school visits, clinical faculty members were visited and were observed to be accomplished professionals. The unit keeps records and documents that verify clinical faculty members have met the established criteria.

Clinical faculty members working with advanced candidates are approved based on the state and SPA criteria established for each program area. Candidates generally seek approval of appropriate individuals at their work site, and the unit follows up with communications in which requirements, expectations, and agreements are provided. Faculty stated that clinical school-based faculty members are individuals with whom they have worked and with whose accomplishments they are familiar. They also indicated that their online programs have caused them to use some clinical school-based faculty with whom they are not familiar. In these instances, they use telephone conversations with school-based faculty to communicate expectations and verification of credentials. Advanced candidates indicated they have had positive experiences with their site supervisors and that they are accomplished professionals.
Clinical faculty members who work with initial candidates participate in two days of training during the summer prior to receiving candidates. The training includes a review of the unit conceptual framework, appropriate standards, forms, guidebooks, procedures, and expectations. The training has been evaluated and revised on a yearly basis.

Clinical faculty members working with candidates in advanced programs are offered professional development opportunities on a semester or yearly basis. For example, the educational leadership and counseling programs provided a day-long training in spring 2005, which covered program expectations and procedures.

Expectations for supervising teachers and other individuals who work with initial and advanced candidates are clearly spelled out in unit documents. Clinical faculty sign agreements prior to placements that indicate the unit’s expectations regarding level of support candidates will receive. Examples of feedback and evaluations from clinical faculty are provided candidates. When asked about the support they had received from clinical faculty, candidates reported high levels of support. One candidate stated, “The teacher I was with was amazing…she sat with me after each lesson… to provide detailed feedback and make suggestions.”

C. Candidates’ development and demonstration of knowledge, skills, and dispositions to help all students learn

Approximately 350 initial candidates are eligible for clinical practice yearly. The number of candidates eligible for clinical practice varies from semester to semester with the spring semester having the highest number. Generally, the number ranges from 150 to 200 candidates across all initial teacher preparation programs each semester. From 2003 through 2005, the number of initial candidates eligible for clinical practice ranged from 136 to 218. In each semester from fall 2003 through fall 2005, fewer than five percent of the candidates failed to successfully complete clinical practice. Approximately 100 advanced candidates are eligible for clinical practice yearly. Almost all of the candidates successfully complete clinical practice.

As noted earlier, assessments are conducted throughout field experiences and clinical practice. Initial candidates are evaluated by their unit supervisors three times during each half semester. These evaluations are in writing and are followed by a conference. Clinical faculty members evaluate candidates formally on a weekly basis and informally on a daily basis. Each candidate is required to complete an instructional unit and an in-class observation on LiveText. Candidates also complete a reflection on every lesson they prepare and teach.

For advanced candidates, assessments of knowledge, skills, and dispositions occur prior to and following clinical experience through the Graduate KSD form and during the clinical experience with a variety of assessments described in the pertinent course syllabi. Samples of these assessments include case studies, interviews, observations, audio and videotape presentations, and action research. Dispositions are continually assessed on an informal basis but are specifically addressed at candidacy and at the time of exit. Each of
the departments in the unit has adopted a disposition policy to address disposition concerns.

Reflection and feedback are incorporated into the field experiences and clinical practice for both initial and advanced candidates through the procedures and expectations embedded in program materials. It was evident from discussions with clinical faculty, unit faculty, and candidates that reflection and feedback have been thoroughly incorporated into all aspects of field and clinical experience.

**Overall Assessment of Standard**

Field and clinical experiences provide initial and advanced candidates with ample opportunities to engage in authentic work situations. The experiences are structured to allow candidates to demonstrate knowledge, skills, and dispositions embedded in standards and program expectations. Clinical faculty members are qualified and provide continuous feedback to candidates. School partners are involved in ongoing evaluation and refinement of the program.

**Recommendation:** Met

**Areas for Improvement:**

New

None

Continued

None

Corrected

(Former Standard I.H: Quality of Field Experiences) (Advanced level only) No clear and consistent expectations or assessments exist for progressing through or exiting the school administration program.

**Rationale:** The school administration program has revised its expectations and assessments for candidate progress throughout the program, including program exit. These expectations are written in program documents and communicated to candidates.
STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Level: Initial and Advanced

A. Design, implementation, and evaluation of curriculum and experiences

Belief Statement A in the unit’s conceptual framework sets the expectation that all candidates “accept the requirement to build a civil society that focuses on respect and embraces diversity.” Candidates are expected to develop and demonstrate responsiveness to communities and individuals of various cultures and learning abilities. Candidates must be committed to teaching and learning for all students. Specifically, these actions are delineated in the belief statements as follows: using community resources effectively to support learners, adapting instruction to give every learner the opportunity for success, and giving back to the community through civic action.

Initial candidates develop an awareness of the importance of diversity in teaching and learning through a variety of classroom, field, and clinical experiences. The required course, EDUC 271 Education in a Multicultural Society, covers the historical, philosophical, and societal influences on the development of American education. One course objective requires students to describe the challenges in providing equal opportunities to students with disabilities, those who have low SES, ESL students, and students who are racial minorities. In EDUC 271, candidates are required to write their personal educational philosophy incorporating issues of diversity. For this assignment, which constitutes one of the required performance assessments, 90 percent of candidates demonstrated target performance in the area of knowledge, 96 percent in the area of skills, and 93 percent in the area of dispositions, during the fall 2005 semester. Candidates in initial programs are also required to take a three-credit course in the core area of cultural diversity and cultural pluralism.

A new course, SPED 330 Exceptional Learners in P-12 Inclusive Classrooms, is replacing APSY 213. The new course provides candidates with specific opportunities to learn to adapt instruction for students with learning disabilities. Non-special education majors will take the course when they are enrolled in a field experience to integrate SPED 330 course work directly into the classroom experience. The course proposal indicates the course will be implemented in fall 2006.

The knowledge, skills, and dispositions of initial candidates to adapt instruction for diverse populations are facilitated in the field in several ways. Eighty-four percent of student teachers completing programs in spring 2006 have had a placement in a diverse setting either during junior field or student teaching. A new policy requires that all
Program completers have a placement in a diverse setting effective fall 2006. The requirement to design an Instructional Assessment Plan includes the mandate to illustrate how instruction will be adapted based on school, classroom, and student characteristics. Candidates must also demonstrate the knowledge, skills, and dispositions required to adapt instruction through two required Student Teacher/Candidate Planned Observations. These assignments require candidates to note and observe students with visual or hearing impairments, learning or physical disabilities, limited English proficiency, emotional impairments, or giftedness. Candidates record three teaching methods used to meet the individual learning needs of these students and then discuss alternate approaches for addressing the lesson objectives with the unit supervisor. Self-evaluation through reflection is facilitated through an assignment on LiveText.

Course work at the advanced level includes SPED 780 Learning Disabilities, which has a research project designed to further develop the knowledge, skills, and dispositions of candidates. Interviews with course instructors indicate that candidates in this course are matched with other college students on campus who have difficulties with reading comprehension. The candidates serve as an intervention tutor using progress monitoring to inform instruction.

Candidates in other school personnel programs are also required to develop knowledge, skills, and dispositions to adapt instruction and services for diverse learners. For example, candidates in the instructional leadership program must develop an action plan that describes strategies and adaptations designed to meet diverse needs. Course work with diversity components for other school personnel includes SCHA 760 Legal Aspects of School Administration and COUN 745 Multicultural Counseling.

Web-based distance learning programs, which are offered almost exclusively at the advanced level, have the same requirements for candidate completion of diversity instruments such as the Cultural Diversity Assessment Instrument (CDAI). Faculty interviews indicate that recruitment of minority candidates for web-based programs at the advanced level has resulted in opportunities for candidates in areas beyond the geographic area of campus.

The following assessments provide evidence regarding initial candidates’ proficiencies related to diversity: the unit assessment for undergraduates with diversity surveys at transition points 2, 4, and 5; the CDAI at the beginning and end of SEDU 271; the completion of the CDAI during junior field and student teaching; the Teacher Candidate Performance Profile (some items relate to diversity); the Instructional Assessment Plan (IAP) designed by the candidate; and the diversity component of the two required observations.

Student teaching assessments during the spring 2006 semester reveal that 87 percent of candidates were scored as target and 12 percent as developing on issues related to diversity. On the field observation assessments in spring 2006, 53 percent of candidates were assessed at target, 11 percent acceptable, and seven percent unacceptable. Candidate performance on the item, adaptations based on individual needs of students,
from the spring 2005 Instructional Assessment Plan, was rated as target for 62 percent of candidates, as acceptable for 33 percent of candidates, and as developing for four percent of candidates.

The results of these assessments suggest that the majority of candidates demonstrate understanding of student differences and the instructional strategies and dispositions used to meet the needs of diverse learners (target rubric). Candidate work samples show multilevel learning entry points for students of various abilities as well as inclusion of culturally diverse study. Interviews with student teachers in health and physical education reveal that their practice includes use of equipment and strategies for full inclusion of students with physical limitations. A candidate in a second grade placement explained a behavior motivation technique that involves positive rewards and results in higher student engagement.

Candidates in advanced programs are assessed on their dispositions related to diversity on the Graduate Survey of Knowledge, Skills, and Dispositions, which is aligned with the conceptual framework, Effective Facilitators of Learning. An example is item 17, which requires demonstration of strategies to foster positive social interactions, intrinsic motivation, and active engagement.

B. Experiences working with diverse faculty

According to data presented in the 2005-2006 University Fact Book, nine percent of the university faculty are members of racial or ethnic minority groups, while 7.6 percent of the unit faculty represent racial or ethnic diversity. The percentage of racial diversity among the unit faculty has increased 5.43 percent since 2000. Gender diversity among university faculty is almost evenly split as is gender diversity among the full-time, tenure-track faculty in the unit.

Many unit faculty have special credentials or professional experiences that facilitate the preparation of initial and advanced candidates to work with students with exceptionalities and/or from diverse cultural backgrounds. As reflected on the Faculty Diversity Matrices, unit faculty report personal experiences teaching in culturally-diverse rural and urban elementary and secondary schools, working with students with disabilities, developing community-wide ethnic art experiences, presenting work on rethinking holiday celebrations, and using focus group feedback to implement Professional Development School (PDS) partnerships with diverse schools.

The development of the PDS partnerships has also given initial candidates increased opportunities to learn from teachers who have professional experience working with diverse students in urban elementary and secondary settings. While racial diversity among the teaching force in the geographic region is limited, initial and advanced teacher candidates and other school professionals have opportunities, through the PDS partnership, to work with educators who have expertise in teaching different kinds of learners. Interviews with cooperating teachers reveal experiences working with students
with a range of learning abilities, cultural and socioeconomic influences, and limited English proficiency.

An effort of the unit to increase the diversity of the Erie schools is the collaboration with the School District of Erie and the Greater Erie Community Action Committee, which has resulted in the East Erie Cohort. A program leading to an associate degree in liberal studies with a minor in special education is offered in Erie at a nominal cost. In fall 2005, the cohort began with 30 candidates, most of whom are African American. Completion of the program will qualify graduates to be teacher aides and/or provide opportunities for them to move into the bachelor’s program in education.

The affirmation of the value of diversity is shown through good faith efforts to increase and maintain unit faculty diversity. The unit diversity plan calls for aggressive strategies to increase faculty of color. Interviews with university administrators highlighted the unit’s efforts, through the Frederic Douglas Teacher Scholars, to provide minority faculty from other campuses a five-week experience on a non-minority campus. Currently, the unit is conducting a national search for the Carter Godwin Woodson Professor of Secondary Education who will serve as an expert in multicultural and urban education. The unit also actively recruits minority faculty using national directories of minority and women candidates who are completing doctoral programs. In addition, unit faculty and staff actively recruit minority candidates through individual correspondence and at national conferences.

C. Experiences working with diverse candidates

Candidates of color make up 8.17 percent of the student body in the unit. This percentage has almost doubled since 2000. The unit also has 30 candidates with physical disabilities. It is routine to see candidates with disabilities participating in campus activities and interacting with non-disabled candidates. The unit has 18.79 percent of candidates considered non-traditional (those 25 years of age and older) as reported in fall 2005. A variety of ages and experiences add to the diversity of the candidate mix.

Efforts to recruit and retain diverse candidates at initial and advanced levels were described in interviews with university and unit administrators and members of the Diversity Committee. Examples of the many recruitment and retention efforts in the unit include the following:

- Unit faculty make personal visits to historically-black Lincoln College to offer graduate assistantships that include stipends and waivers of admission fees.
- The Benjamin Wiley Partnership allows for 55 to 65 tenth-grade students to spend two weeks each summer on campus. The following summer the students participate in a four-week experience at the unit’s sister school, Mansfield University. Pending successful completion of program requirements, participants are eligible to attend any of the 14 universities in the state system of higher education.
The Latino Project Partnership with the public schools allows the unit to provide a pre-collegiate experience to migrant students.

A planned partnership with the United States Army will provide educational opportunities for returning Iraqi war veterans.

The unit conducts direct mailings to minority students, including personalized mailings to Pennsylvania McNair Scholars and Multicultural Academic Award recipients.

The unit participates in a joint recruitment effort with other Pennsylvania universities.

Unit faculty recruit candidates at college fairs throughout the state.

Minority candidates in the unit participate in a “phonothon” event to encourage minority applicants to enroll in the institution and teacher preparation programs.

The unit has developed posters and brochures that advertise specific areas of study.

The campus provides transportation to area churches and opportunities to participate in and/or attend choir performances.

D. Experiences working with diverse students in P-12 schools

The community in the area surrounding the unit is primarily rural and Caucasian. To prepare candidates for service in all schools including those that are urban and populated by persons of color, the unit, the Pennsylvania Department of Education, and individual schools worked together to identify 110 schools in northwest Pennsylvania, which have greater percentages of students of color and low-income families. A diversity metric was established based upon a combination of the variables ethnicity and poverty. The metric is used by the Office of Student Teaching to make diverse placements for candidates during their field or student teaching experience. Currently, the placement rate for candidates in diverse schools is 84 percent with a goal of having all candidates engage in a placement in diverse settings in fall 2006.

Additional strategies are used to provide candidates with opportunities to work with diverse students. For example, an urban experience is offered through SEDU 300 Urban Seminar to students in art, elementary, and secondary education. This opportunity immerses students in a supervised field experience in inner-city Philadelphia schools that are ethnically and linguistically diverse.

In field experiences and clinical practices, initial candidates develop and practice knowledge, skills, and dispositions related to diversity. Candidates are required to plan lessons that require adaptations for a variety of learners, practice delivering and refining lessons, submit observations with reflections of the lessons, and confer with cooperating teachers and unit supervisors on ways to meet the needs of all students. Interviews with literacy faculty indicate that group sessions to discuss readings (such as Ruby Payne’s work on poverty) and to reflect and provide peer feedback on candidate performance are held regularly in the PDS schools. Candidates reflect in journals and in assignments on LiveText. Candidates not meeting success with dispositions for diversity receive a one-on-one intervention with regular follow-up by program faculty.
Interviews with cooperating counselors reveal that the counseling internship is a “hands-on experience” with many opportunities to develop and practice knowledge, skills, and dispositions related to diversity. Counseling interns are directly involved with students and videotape counseling sessions for self-reflection and conversation with supervisors. Interviews with principals indicated that principalship interns complete projects designed to meet the needs of schools comprised with diverse student bodies. A sample project involved the scheduling of special education students into inclusion classrooms, feedback from students and teachers, and ways to facilitate the valuing of diversity for all.

**Overall Assessment of Standard**

Standards and beliefs related to diversity are clearly stated and represented throughout the curriculum and embedded experiences and assessments. Initial candidates have many opportunities to develop proficiencies that support student learning through the adaptation of instruction and environment. Advanced candidates are expected to provide leadership in creating environments where teachers value diversity and employ strategies to engage students, their parents, and their communities in meeting high levels of achievement. Initial and advanced candidates have opportunities to enact their commitment to diversity as a means to help all children. The aggressive, ongoing diversity plan of the unit has resulted in increased opportunities for candidates to interact with diverse faculty, students, and other candidates.

**Recommendation:** Met

**Areas for Improvement:**

*New*

None

*Continued*

None

*Corrected*

(Former Standard II.B: Composition of Candidates) (Initial and advanced levels)
The unit is not successful in recruiting and retaining a diverse student body.

**Rationale:** Candidates of color make up 8.17 percent of the student body (almost doubling since 2000). The unit has 30 candidates with physical disabilities. These candidates participate in campus activities and interact with candidates without physical disabilities on an ongoing basis. The unit has 18.79 percent of candidates considered non-traditional (those 25 years of age and older) as reported in fall 2005. A variety of ages and experiences add to the diversity of the candidate mix.
Cultural diversity among the faculty is limited.

*Rationale:* Data from the 2005-2006 University Fact Book indicate that nine percent of the university faculty represent racial minorities, while 7.6 percent of the unit faculty are racial minorities. Racial diversity of unit faculty has increased 5.43 percent since 2000.
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.

Level: Initial and Advanced

A. Qualified faculty

Professional education faculty include 66 full-time faculty administratively housed in the School of Education, three in the Department of Speech-Language Pathology, three in the Department of Art, and one in the Department of Music. Of these professional education faculty, 94 percent hold doctoral degrees, with 56 percent of the degrees awarded by out-of-state institutions. Faculty without the doctorate have at least master’s degrees in their appropriate fields. Interviews with the unit head revealed that the part-time and adjunct faculty are generally employed to conduct supervision of field experiences. The vita for these faculty revealed that they have recent experiences in P-12 schools as teachers or school administrators. All faculty who teach courses which award graduate credit have doctorates and are required by university policy to be members of the Graduate Faculty.

Reviews of vita and interviews confirmed that faculty who supervise student teaching and other field and clinical experiences have recent experiences in P-12 schools, and many hold teacher certification in the areas they teach and supervise. Reviews of vita indicate that most of these faculty have prior teaching experiences in P-12 schools, including faculty in departments external to the School of Education. There is also evidence that these faculty participate in P-12 school settings as professional developers or in other collaborative endeavors. Documents confirmed that 65 percent of the unit faculty supervise field experiences or student teaching as part of their workload. This includes unit faculty from art, music, and speech-language pathology. Reviews of their vita confirmed that all of these faculty have ongoing experience with P-12 schools, and most have previous experience as P-12 teachers in their area of expertise. Interviews with candidates and recent program completers confirmed that these faculty are well qualified to provide effective supervision at the partner school sites.

Standards from the PDE require that school-based faculty who supervise student teachers must be certified in their area, have at least three years of teaching experience, teach in their area of certification, and receive training from the higher education institution. Credential reviews confirmed compliance with these criteria. Interviews and site visits to partner schools confirmed that these are highly accomplished faculty.

The unit offers online programs at the advanced levels. Faculty who teach in the online program have been provided assistance and incentives ($2,000 per course) in development of quality online courses, with an additional $2,000 upon completion of the
third offering of the online course. The unit has provided professional development opportunities for faculty to develop the requisite proficiencies to offer high quality online programs. By practice, only faculty who teach the course on campus are allowed to teach the course as an online experience. Documents and interviews revealed that some of the faculty have conducted empirical studies which confirm that the performance of candidates completing courses and programs delivered online is comparable with that of candidates in the site-based programs.

B. **Modeling best professional practices in teaching**

There was ample evidence from faculty-prepared course syllabi and candidate products to verify that instruction in the unit reflects elements of the conceptual framework and current research in the specific fields. Syllabi indicated that faculty utilize national standards and the unit conceptual framework in planning for courses and experiences and implement a variety of instructional approaches including lecture, class discussions, cooperative learning groups, guest presentations, case study analyses, candidate reflections, and clinical experiences in area P-12 schools or with area children’s organizations. Candidates in advanced programs have options for completion of a thesis that requires original research. Candidate portfolios and other products indicated faculty utilize a variety of assessment instruments in responding to candidate performance, including utilization of authentic assessments and specific rubrics for evaluating candidate work. Interviews with candidates resulted in comments that the faculty modeled consistently high expectations, “hands-on/minds-on” methodologies, and strategies for working with diverse student populations. Candidates indicated that they were engaged in simulated situations and encouraged to think about such questions as: “What would you do in this situation? Why?” They commented that they were expected to reflect on what they had learned, focus on possible applications, and self-reflect on any simulated or real teaching they completed.

Observations in advanced courses revealed that candidates had requirements to participate in such activities as authentic research projects, discussions about qualities of effective leaders and values of high school exit examinations, and reflections on role conceptions of the principal. Candidates were actively engaged by faculty in identifying national standards in the field which were addressed by the classroom activities and student work products. When interviewed, candidates indicated that focus on their own learning was maintained by faculty during courses. This perception was confirmed in interviews with the faculty who articulated their commitment to development of candidates as facilitators of learning. Both candidates and recent completers confirmed that they were provided high quality experiences in classes and that faculty modeled effective use of collaborative learning techniques, utilization of instructional technology including PowerPoint™ presentations and video clips, and utilization of a wide range of instructional resources. Candidates also provided examples of ways in which faculty promoted commitment to diversity and assisted them in preparing for teaching diverse students, specifically with strategies for differentiating instruction. Candidate work products verified that faculty maintain commitments to technology both in their teaching and in their expectations for candidate performance. Many of the courses reviewed
provided some type of online component for instruction, and the unit has determined to implement LiveText for candidate assessment as well as unit assessment purposes. Candidates are expected to apply technology to their own work and to utilize technology in securing appropriate instructional resources and completing components of their electronic portfolios. Interviews with candidates and program completers indicated that they are proficient in the use of multiple instructional technologies appropriate for their discipline. Examples include Internet use, development of simple videos to support lessons, and use of calculators, geometer sketchpads, human performance electronic measurement devices, and specific software programs.

Observations of advanced courses revealed that both faculty and candidates utilize technology through PowerPoint™ presentations, electronic podiums, and LiveText for creation of course-specific portfolios. In addition to formal teaching evaluations, faculty specified that they also use informal means of securing candidate responses regarding the quality of their instruction through self-constructed instruments which candidates complete at the conclusion of each course. Faculty indicated that they use the anonymous feedback to strengthen and improve courses. One senior faculty member indicated that she requires the candidates to reflect on how the course assisted their attainment of expectations related to the conceptual framework and that responses were especially valuable in making course revisions. Another commented that she required the course completers to provide at least one suggestion for improvement in the anonymous evaluations.

C. **Modeling best professional practices in scholarship**

The unit identifies itself as a predominantly teaching university, and the evidences of scholarship by the faculty are typical of a teaching mission. Examples of scholarly work include major research and curriculum innovation presentations at international, national, regional, state, and local conferences and conventions. A review of faculty vita and other documents indicated that over the report period, faculty had made six international presentations, 37 national presentations, 33 regional and state presentations, and dozens of local colloquia, professional workshops, and guest lectureships. The presentations were made at such prestigious conferences as the International Reading Association, the National Middle Schools Association, the Association for Counselor Educators, the American Speech-Language-Hearing Association, the Crises Intervention Personnel Conference, the International Society of Technology Educators, and the National Association of Laboratory Schools. Regional presentations were made to such conventions as the Rehabilitation Association, the Pennsylvania Association of Colleges for Teacher Education, and the Pennsylvania Middle School Association.

Faculty have also participated in a number of grant preparations to such funding agencies as the University Senate, the Pennsylvania State System of Higher Education, the Erie Arts Council, Bell Atlantic, the National Association of Laboratory Schools, and the National Science Foundation, with some success in securing funding. These projects provide for professional development, support for faculty research projects, and curriculum development projects in P-12 schools.
With the rapid expansion of graduate education, the university recently expanded its mission to include expectations for scholarship of research and publication. Scholarly activity criteria for faculty seeking appointment to the graduate faculty have changed to include “research, theoretical, or tutorial articles published in refereed journals; textbooks, theoretical or other professional books; and/or chapters in edited textbooks published by a national publisher and reviewed by peers” (Graduate Faculty Status Policy). Interviews with faculty and administrators revealed expectations that these criteria and the additional emphasis on scholarship at the unit level will promote increased quantity and quality of scholarship.

Currently, some faculty are engaged in research and publications, but there is variation in productivity across departments. Information provided on faculty publications showed that over the report period, there were 56 publications in a variety of forms. These included six dissertations, a book, five book chapters, two curricula, four book reviews, 10 newsletters or bulletins, a journal review, 16 local reports, a monograph, a handbook, a website, four state journal articles, and 18 national journal articles.

D. Modeling best professional practices in service

Unit faculty, including those administratively housed in departments other than in the School of Education, have participated in a wide range of service endeavors. Faculty vitae, faculty interviews, and other documents verified that unit faculty participate on major committees at the university, including University Senate, University Tenure and Promotion Committees, the University Curriculum Committee, the Graduate Appeals Committee, the Highlands Center for Faculty Initiatives, the Graduate Council, as well as a full array of SOE committees. Faculty have also provided leadership to their professional organizations at local, state, and national levels by serving on boards of directors, as officers, and as conference planners for organizations such as the State Reading Association, National Council for Teachers of English, Phi Delta Kappa, the Middle School Association, and the Association for Education Communications and Technology. Unit faculty have recently won awards such as the Adviser of the Year, the Edinboro Researcher of the Year, and the Award for Service to the Social Studies Council. Over the past five-year period, faculty have provided hundreds of professional development workshops and special presentations in P-12 schools on such topics as assessment, integration of curriculum, curriculum development projects, and cooperative external grant projects, such as Art Smart. Unit faculty have provided professional development presentations on topics consistent with their areas of specialization for other faculty at Edinboro through the Highlands Center for Faculty Initiatives. Vita and interviews also provided evidence that faculty members serve on boards of directors, school boards, and other advisory boards for local education agencies. In addition, they participate in a range of service activities through the recently-created Professional Development School initiative with three area schools. Faculty have also served on advisory boards for children’s programs and participated in special events for children such as Science Day activities. Available data resulted in an estimate that 90 percent of
the unit faculty are heavily involved in service initiatives at university, community, and P-12 sites.

E. Collaboration

The unit faculty are actively engaged as a community of learners, systematically and regularly interacting with colleagues from other campus departments, with P-12 partners, with colleagues from state and national professional organizations, and with other community partners. Interviews with faculty from departments throughout the university confirm that there actually exists a “team spirit” as described by a dean from arts and sciences. Faculty discussed their involvement in refining outcomes for the conceptual framework, determining ways to measure dispositions, and creating rubrics to measure student performance. Specific collaborative projects mentioned included a CETP grant which involves Edinboro faculty from mathematics, science, and education and candidates, as well as school children from the area. According to faculty from mathematics and science, this project has resulted in significant changes in mathematics and science teaching with a focus on constructivist pedagogy and inquiry-based teaching. The project also provides opportunities for teaching candidates to engage children in mathematics and science learning through the planetarium and “Days of Science.” The unit has recently entered into a Professional Development School collaboration with the School District of the City of Erie with a mission to close the achievement gap between people of poverty and privilege. This arrangement involves faculty from the unit who are preparing teachers, counselors, and school leaders, as well as other departments throughout the university to focus on content knowledge needs of the schools.

F. Unit evaluation of professional education faculty performance

The unit has a well-developed and comprehensive system for evaluation of, and facilitative feedback to, faculty at both pre-tenure and post-tenure levels. The pre-tenure annual evaluation system requires student course evaluations for each course taught each semester, peer faculty classroom observations and evaluations twice during the year, written evaluations by the specific department chair, and written evaluation by the dean of the School of Education. The Performance Review and Evaluation conducted by the dean focuses on modeling best professional practices in teaching, modeling best professional practices in scholarship, modeling best professional practice in service, collaboration, composite evaluation, and summary comments. A five-component rubric is used in the process. Reviews of samples of the evaluations indicated that the summary comments frequently identify areas of need and recommendations for improvement. For tenured faculty, the process is repeated every fifth year of employment. Should a concern arise about continued intellectual vitality of the faculty, the department head or the dean may request interim performance reviews. The performance reviews of professional faculty in art, music, and speech-language pathology are conducted according to the same system identified, excepting the format and rubric used by the dean of the School of Education. Interviews with the deans in the respective schools reveal that there is an informal process of addressing any concerns that may arise with unit faculty performance. The deans have developed a level of cooperation that enables them to
discuss and remedy any concerns promptly. An example was provided by the dean of the School of Liberal Arts of a faculty in that school who was ineffective as a supervisor of student teachers and how the matter was promptly resolved.

G. Unit facilitation of professional development

The unit provides numerous opportunities for professional development of faculty, consistent with their own professional development needs and the needs of the specific departments or the School of Education. The unit promotes the scholarship and development of its faculty by providing resources to support them as they present papers and research at national, state, and regional conferences. Faculty have also received funding to attend special workshops which foster and expand their areas of expertise and expand their knowledge bases in relationship to components of the conceptual framework and emerging practices. Specific activities related to recent departmental needs have focused on faculty development in applications of technology and in utilization of LiveText in the unit assessment plan.

Through its Highlands Center for Faculty Initiatives, the university sponsors numerous guest speakers on timely topics and special pedagogy training in best practices. The center also sponsors the Values Newsletter, which provides a publishing opportunity for faculty, and the Scots Record which seeks to showcase scholarly and creative work of Edinboro faculty.

Overall Assessment of Standard

Unit faculty are qualified by advanced degree training and experience to perform their expected roles in providing high quality learning experiences for candidates at initial and advanced program levels. They are grounded in the content they teach and model best practice in pedagogy. Faculty also integrate national and state standards into their courses and curricula and demonstrate effective use of technology in their teaching and assessment.

Many have been recognized by peers and program completers for their high quality teaching, their care for candidates and colleagues, and their passion for creating positive differences in P-12 school systems. The faculty demonstrate scholarship in presentations to professional organizations, research, grant work, and publications in local or regional venues. Faculty also provide high levels of service to the university, the unit, the community, and partner schools in the area. They are actively engaged in personal and school improvement activities and provide high levels of service to numerous local, state, and national professional organizations.

Recommendation: Met

Areas for Improvement:

New
(Former Standard I.A: Conceptual Framework) (Initial teacher preparation only) University faculty outside the unit and P-12 faculty are unable to articulate the conceptual framework with any depth of understanding.

Rationale: Multiple interviews with faculty and administrators from throughout the university, cooperating teachers, area administrators, and other P-12 partners confirmed their understanding of the elements of the conceptual framework. Many could provide examples of expected outcomes, and both candidates and arts and sciences faculty could address the system used to assess candidate demonstration of conceptual framework competencies. The dean of Liberal Arts summed it best, “If anyone does not know the conceptual framework, it’s because that person has not been listening.”

(Former Standard I.A: Conceptual Framework) (Initial teacher preparation only) Unit faculty members vary in their level of understanding and articulation of the conceptual framework.

Rationale: Multiple interviews with candidates and unit faculty confirmed that unit faculty members understand and are able to articulate the conceptual framework. They provided examples of expected outcomes and described the system used to assess candidate demonstration of conceptual framework competencies.

(Former Standard I.I: Professional Community) (Initial and advanced levels) The unit does not currently have a vehicle for members of the professional community to design and renew effective programs for the preparation of school personnel.

Rationale: The unit has been reconfigured to provide coordination and facilitation of collaboration among members of the professional community on campus and with P-12 school partners. Documentation of minutes of meetings, interviews with faculty and administrators on campus and at partner schools, and discussions with other university personnel confirm that this redesigned unit configuration results in high levels of collaboration.
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.

Level: Initial and Advanced

A. Unit leadership and authority

The School of Education and programs in art education, music education, and speech-language pathology in the School of Liberal Arts constitute the recognized professional education unit at Edinboro University of Pennsylvania. This unit, referred to by Edinboro faculty and administrators as the NCATE Unit, has responsibility for initial and advanced preparation of professional educators. It is responsible for providing the leadership for effectively planning, delivering, operating, and coordinating coherent programs of studies, which prepare candidates to meet institutional, state, and professional standards.

The dean of the School of Education serves as the unit head and is responsible for providing leadership in the development of educational programs within the unit. The dean reports to the provost who reports to the president of the institution. Deans at Edinboro serve on the President’s Executive Council. Regular meetings of the council provide an opportunity for the dean of the School of Education to have a voice in the management and operation of the institution and to share accomplishments and needs of the professional education unit with the president, provost, vice presidents, and deans who serve on the council.

The School of Education is organized into five academic departments: Elementary Education, Health and Physical Education, Professional Studies, Secondary Education, and Special Education and School Psychology. Art education is housed in the Department of Art, music education in the Department of Music, and speech-language pathology in the Department of Speech and Communications Studies, all located in the School of Liberal Arts.

Unit faculty members actively participate in the decision-making processes of the unit and university. Through various standing committees and ad-hoc committees appointed by the dean on an as-needed basis, faculty reported that they have input into all aspects of unit governance. The NCATE Steering Committee, Conceptual Framework Committee, NCATE Standards Committees, and Standards Chairs Committee have representation from all departments that prepare professional educators.

The Unit Leadership Committee provides a vital mechanism through which members of the professional education unit communicate and collaborate on policies and procedures that affect the entire unit. Membership on the Unit Leadership Committee includes the dean of Graduate Studies, the deans of the schools of Education and Liberal Arts, and the
chairs from each department in the schools of Education and Liberal Arts that prepares educators. In addition, the School Council serves in an advisory capacity to the dean on all matters pertaining to the unit. Membership on the committee includes faculty representatives from each department, and the dean who serves as committee chair.

The unit utilizes a variety of strategies to ensure collaboration with its school partners. Sample collaborative initiatives include the K-16 Council sponsored by Edinboro University and the Northwest Tri-County Intermediate Unit which assisted with the revision of the unit’s mission statement and the reorganization of the School of Education; advisory groups of practitioners who provide feedback to the educational leadership and school psychology programs; and participation of superintendents and school principals in the evaluation of unit graduates.

Feedback from interviews with supervising teachers suggests that unit faculty and practitioners work closely together on placement and supervision of candidates and evaluation of processes for program improvement. It is evident that the unit and its faculty are held in high regard in school districts in which they work. Teachers had high praise for the quality of program graduates.

The unit ensures that all candidates are provided quality advising by faculty advisors in education. Secondary education majors have two faculty advisors, one in education and a second in the content area. Similarly, dual elementary and special education majors have a faculty advisor in both program areas. Candidates in advanced programs are assigned faculty advisors based on their interests and the expertise of faculty members in the program. Recruiting and admissions policies for the unit are clearly delineated in catalogs and on the unit website. Candidates reported that they have easy access to these materials and are provided necessary information throughout their programs and in a timely manner.

B. Unit budget

The operating budget for the School of Education has averaged approximately six million dollars each year over the past five fiscal years. Based on enrollments, the level of funding for the School of Education appears equitable when compared with the other two schools on campus. Faculty and candidates reported that funding levels are adequate to prepare candidates to meet standards associated with their respective programs.

The unit also provides adequate resources and opportunities for professional development for faculty. Expenditures from the unit budget for faculty travel to professional conferences have averaged approximately $23 thousand each year over the past three years, with expenditures totaling $26,250 for the 2004-05 academic year. In addition to funding from the base budget, faculty may request additional travel funds from the Office of the Provost.
C. Personnel

Unit faculty at Edinboro University are expected to participate in teaching, scholarship, and service. A collective bargaining agreement between the Association of Pennsylvania State College and University Faculties and the Pennsylvania State System of Higher Education defines workload policies for all faculty at Edinboro. The standard workload is 12 credit hours for undergraduate courses, 9 credit hours for graduate courses, and 12 credit hours for a combination of undergraduate and graduate courses. The workload for student teaching supervision is .6 load hours per student teacher, which equates to 20 student teachers per FTE faculty. A review of workload reports for fall 2004 and spring 2005 revealed that few faculty exceed the standard teaching workload and, in actual practice, supervision of student teaching did not usually exceed 18 student teachers per FTE faculty even though the agreement allows for a maximum of 20 student teachers per FTE faculty. In the few instances in which faculty supervised 20 student teachers, it was determined that these faculty were hired for this purpose exclusively. When workloads exceed the standard established by the agreement, faculty load is adjusted accordingly the following semester or the faculty member is compensated with an overload payment. These workload policies are clearly delineated in the collective bargaining agreement that extends through June 30, 2007. Reviews of faculty documents and interviews with faculty and administrators revealed that the workload for unit faculty is consistent with these guidelines.

Eighty-eight graduate assistants were also employed in the unit during the spring 2006 semester. Graduate assistants perform varied roles in the unit and university but do not teach courses. All education courses at Edinboro are taught by faculty members.

The unit has adequate support personnel who provide clerical and technical support to help administrators and faculty accomplish the goals and mission of the unit. At the current time, 13 staff members provide support to 66 full-time faculty members in the unit. During interviews, faculty, staff, and unit administrators indicated the unit has sufficient staff to meet the support needs of faculty and administrators in the unit. Since the last site visit, the unit has designated an assessment coordinator.

D. Unit facilities

Facilities are adequate to support teaching and learning in the unit. Six buildings house faculty and administrative offices, classrooms, computer labs, and clinic space for the unit: Butterfield Hall, Crawford Center, Doucette Hall, Heather Hall, Leader Clinic, and Miller Research Learning Center. Butterfield Hall, which was recently renovated, is home to the Office of the Dean of Education, the Department of Special Education and School Psychology, and the Office of Professional Studies. Now a wireless environment, Butterfield has 18 smart classrooms, a distance learning classroom, a clinic with individual counseling and assessment rooms, a classroom, and a conference room. Housing the Department of Health and Physical Education, the Crawford Center features a 15-station lab, gymnasium, three smart classrooms, a fitness center, and a human
performance lab. The Art Education Program is located in Doucette Hall, and the Music Education Program is located in Heather Hall, which includes a rehearsal hall and auditorium. The Speech-Language Pathology Program is located in the Leader Clinic in Compton Hall, which features therapy rooms, reception area, administrative offices, computer lab, counseling rooms, and treatment rooms. Miller Research Learning Center is home to the Department of Elementary Education, the Department of Secondary Education, and the Office of Student Teaching and Student Assistance. Miller includes a Mac lab, a PC lab, reading clinic, six smart classrooms, and a Math and Science Materials Center.

E. Unit resources including technology

Resources in the unit, including technology resources, are adequate to fund programs that prepare candidates to meet standards. Library and computer technology resources are accessible to candidates, faculty, and staff on the Edinboro campus. The information technology resources are adequate to support the development and implementation of the unit’s assessment system and the work of candidates, faculty, and staff in the unit. These technology resources are reviewed and updated as needed.

As indicated in the previous section, the renovation of Butterfield Hall has resulted in a completely wireless environment and 18 smart classrooms. In addition, computer labs are available in each department to meet the needs of students, staff, and faculty at the institution. The Baron-Forness Library provides faculty and candidates with access to library, curricular, and electronic resources. Librarians are assigned as liaisons to each department on campus. Library holdings, as reviewed on site, are adequate to support the work of faculty, candidates, and staff. The library also offers many electronic resources, including an online catalog and access to more than 80 electronic indexes and databases, many of which offer access to full-text online journals. These online resources are available through the library’s home page and are accessible off campus. The library also houses a newly renovated Curriculum Materials Center, which features a children’s literature collection, a P-12 textbook collection, a storytelling corner, and curriculum kits.

Overall Assessment of Standard

Unit faculty have opportunities to participate in shared governance at the unit and institution levels. The Unit Leadership Committee provides a mechanism for communication and collaboration across all educator preparation programs in the institution. The School Council ensures the involvement of education faculty in issues related to the School of Education. Departmental faculties in the unit are also represented on the University Senate and affiliated Senate committees. Well-maintained and recently renovated facilities are adequate to support the instructional needs of faculty and candidates. Clerical and technical staff members are sufficient to support unit operations, including the unit assessment system. Library, technology, and curricular resources are adequate for faculty to prepare candidates to meet professional and state standards.

Recommendation: Met
Areas for Improvement:

New

None

Continued

None

Corrected

(Former Standard IV.A: Governance and Accountability) (Initial teacher preparation only) The previous mechanism for the unit to operate as a professional community has been replaced, but it is not clear that the unit operates as a professional community with oversight over its programs under the new mechanism created for this purpose.

Rationale: The establishment of the Unit Leadership Committee with representation from all departments that prepare educators and the implementation of regular unit-wide meetings to include faculty and administrators in all educator preparation programs have provided mechanisms for programs across the institution to function as a unit.
SOURCES OF EVIDENCE

Documents Reviewed

**General Information**
Edinboro University Faculty Book 2005-2006
Financial Aid Website
Edinboro-at-a-Glance Website
Mission and Vision Statements
Office of Student Disabilities Website
Highlands Center for Faculty Initiatives Website
Institute for Human Services and Civility
21st Century Planning Committee
The Commission on Civility
Online Programs Brochure
Graduate View Book
Edinboro University Organizational Chart

**Conceptual Framework Evidence**
Former Conceptual Framework
Steering Committee Documents
Conceptual Framework Committee Members
Mission and Vision Statements
Graduate Mission Statement
School of Education Mission Statement
KSD-GRAD Instrument
PDE Chapter 354 Standards
Conceptual Framework Brochures
History of the Conceptual Framework
Conceptual Framework Belief Statements
Conceptual Framework References
Conceptual Framework Standards Alignment
Program Review Reports
SPA Reports
Instructional Assessment Plan
SPA Matrices
Carter Godwin Woodson Professorship Position
Diversity by School District
Urban Seminar Brochure
Technology Survey
Unit Assessment Documents
Cooperating Teacher Surveys
Teacher Candidate Performance Profile
Student Teacher Surveys
Evidence List for Standard 1

SPA Matrices
SPA Program Reports
CACREP Report
ASHA Report (CAA Reaccreditation Letter)
Program Advising Sheets
Undergraduate Catalogue
Graduate Catalogue
Sample Program Advisement Sheets
Program Approval Letter from Pennsylvania Department of Education (PDE)
Candidacy Application Form
PDE 430 Form
PDE 430 Data
Teacher Candidate Performance Profile (TCPP) Form
Teacher Candidate Performance Profile (TCPP) Summary Data
  - Dispositions
  - Diversity
  - Knowledge
  - Student Learning
Course Demonstrations
Graduate Knowledge, Skills, Dispositions (KSD) Form
Graduate Knowledge, Skills, Dispositions (KSD) Data
  - Summary Data
  - Disaggregated Data
Graduate Knowledge, Skills, Dispositions Meeting Documents
Departmental Dispositions Policies
  - Elementary Education
  - Health and Physical Education
  - Professional Studies
  - Secondary Education
  - Special Education and School Psychology
  - Speech-Language Pathology
Course Syllabi
Student Advising Files
Instructional Assessment Plan
Instructional Plan Rubric
Instructional Plan Unit Summary Data
Professional Development School (PDS) Agreement
K-16 Documents
Conceptual Framework Belief Statements
Act 151
Act 34
Addenda to Institutional Report regarding student learning for other professional school personnel
Technology Survey
Evidence List for Standard 2
Assessment Committee Members
Undergraduate Assessment Poster
Graduate Assessment Poster
Gollnick Mitchell PowerPoint
Faculty Survey
Banner Query Examples
PDE 430 Examples
Initial Assessment System
Advanced Assessment System
Graduate Knowledge, Skills, Dispositions Form
LiveText Training
SPA Documents
SPA Matrices
Standards Chairs Meetings
Cultural Diversity Assessment Instrument (CDAI)
Teacher Candidate Performance Profile (TCPP) Form
INTASC Survey Fall 2004
TCPP Input Email
Zeus Undergraduate Profile Sample
Unit Assessment System Resources
Conceptual Framework Brochure
Conceptual Framework Reflections
Northwest Pennsylvania Survey
Masters of Speech Language Pathology Survey
Dispositions Form
Dispositions Policies
Grade Appeal Process
Diversity Summary
Cooperating Teacher Survey Spring 2004
Diversity by School District
Diversity Placement
DASS Website
Elementary Education PRAXIS II Study Session
Professional Studies PRAXIS II Study Session
Dean of Education PRAXIS II Study Session
Erie City Professional Development School Agreement
PDS Evaluation Plans
Zeus Sample Reports
  • Person count and percentage by ethnicity
  • Undergraduate student profile
  • Graduate student profile
  • County of students by PA city
  • Program by PA city
  • Gender by PA city
  • Average undergraduate GPA by program
• Average undergraduate GPA by ethnicity
• Average undergraduate GPA by gender
• Average undergraduate high school decile vs. average GPA by program

Minutes from Department Dialogues
Evidence regarding Focus Groups

**Evidence List for Standard 3**
Undergraduate Catalogue
Graduate Catalogue
Unit Faculty Supervision Report
Instructional Assessment Plan Unit Summary, Spring 2005
SPA Documents
SPA Matrices
Field Experiences Requirements
Student Teaching Handbook
Agreement for Cooperating Teachers
Secondary Education Handbook
ELED 425 Field Experiences Evaluation
ELED 425 Evaluation Summary
PDS Report
PDS Steering Committee
PDS Student Teaching Experience
Placement Guidelines
Student Teacher Documents
Conceptual Framework Reflections
IMTS Overview
HPE 324 Electronic Portfolio
PDE 430 Form
Instructional Assessment Plan
Student Teacher Evaluations
Cooperating Teacher Daily and Weekly Evaluations
Student Teacher Lesson Reflections
Observations of Students with Special Needs
Clinical Practice Feedback from Site Supervisors
Minutes/Documents from Advisory Councils
Internship Evaluation
Council Manual
Internship Formal Agreement
Counseling Manual
Credentials of Internship Site Supervisors
Graduate KSD Form
Graduate Assessment System
Professional Studies Disposition Policy
Minutes/Dialogues from Departments
Professional Development Schools
  • Observational Experience for SEDU 271
- Teacher Agreement Form for SEDU 271

Examples of Student Work
- LiveText Exhibit Center
- Teaching Portfolios
- Language Profiles (ELED 180)
- Sample Unit Plans incorporating PowerPoint presentations (ELED 315)
- Student Reading Portfolio (SEDU 306)
- Theory Presentations (COUN 705)
- Multicultural Papers (COUN 730)
- Identity Development Papers (COUN 740)
- School Guidance Program Presentations (COUN 742)
- Research Assignment (SEDU 607)
- Research Papers (READ 706)

Student Work Matrices
- Elementary Education
- Professional Studies
- Reading
- Secondary Education
- Special Education

Evidence List for Standard 4
Undergraduate Catalogue
Institutional Data
NCATE 2003 Annual Report
Diversity Committee Members
Minutes of Diversity Committee
Conceptual Framework Belief Statement
Sample Course Syllabi Documenting Diversity Components (SEDU 271, SPED 330, ASPY 213, APSY 721, SPED 780, READ 702, COUN 745, ELED 240, HPE 360, SCHA 760, ARED 519, COUN 744, SEDU 271, SEDU 300)

Examples of Diversity Assignments
Cooperating Teacher Survey Fall 2004
Diversity by School District
PDS Agreement
Erie City PDS Report
Student Teacher Handbook
Initial Assessment System
Advanced Assessment System
History and Development of the Cultural Diversity Assessment Instrument (CDAI)
CDAI Instrument
Teacher Candidate Performance Profile (TCPP) Form
Diversity Data from TCPP
Graduate Knowledge, Skills, Dispositions (KSD) Form
2000 Institutional Report
2000-2004 Diversity Plan
2005-2010 Diversity Plan
Carter Godwin Woodson Professorship Position
Community Action Committee East Erie Agreement
Community Action Committee East Erie Brochure
Faculty Diversity Matrices
Demographic Information for Candidates
Edinboro University 2006 Affirmative Action Plan
Northwest Pennsylvania Diversity Data from U.S. Census Bureau
Sample Edinboro University Diversity Events

**Evidence List for Standard 5**
Faculty Vitae
Faculty Information
2000 Institutional Report
Unit Faculty Supervisors
Unit Temporary Supervisors
Cooperating Teacher Agenda
Clinical Faculty for Advanced Programs
Advisor of the Year Letter
CBA Article 12
Peer Evaluations of Teaching
Student Evaluations of Teaching
Chair Evaluations of Faculty
Dean Evaluations of Faculty
Course Demonstrations
Conceptual Framework Reflections
Graduate Assessment Poster
Online Program Brochure
PDE General Standard 11
Faculty Publications
Faculty Grant Writing and Awards
Faculty Artistic Creations
Faculty Presentations
Erie City PDS Report
Strong Vincent Behavior Agreement
Faculty Committee Assignments
Faculty Leadership Positions
Instructional Leaders’ Academy Documents
Erie City PDS Report
Corry Area School District Student Teaching Agreement
Art Smart: US DOE Grant Initiative
Art Smart Outcomes
Strong Vincent Overview
PEC Agendas
Dialogues Across the Disciplines
Edinboro Success Program: Living Learning Floor
Evidence List for Standard 6
PDE Documents
Undergraduate Catalogue
Graduate Catalogue
Fall 2005 Teacher Candidacy Application
Completed Candidate Applications
Zeus Undergraduate Profile Samples
Rationale for School of Education Change
School of Education Organizational Chart
NCATE Unit Organizational Structure
NCATE Annual Report 2004
Unit Meeting Documents
Leadership Committee Documents
Academic Calendar
Program Brochures
Student Advising Files
Teacher Candidacy Graduate Email
Unit Signage
Fall 2005 DASS Tutoring
Tutoring Email
Elementary Education PRAXIS Flyer
Career Planning from DASS Website
K-16 Documents
Mission Documents
Miller Agreement
Advisory Council Documents
Northwest Pennsylvania Survey
Graduate Survey
Erie City PDS Report
Corry Student Teaching
Library Allocations
Financial Summary Report
Collective Bargaining Agreement
INET Seat Counts Email
Unit Travel Reimbursements
Unit Temporary Employees Document
Unit Faculty Supervision
Unit Support
2004-2005 Annual Report of Highlands Center for Faculty Initiatives
Membership on Unit Committees
Graduate Professional Development
Tours of Butterfield Hall, Crawford Center, Heather Hall, Leader Clinic, Miller Research
Learning Center, Baron-Forness Library, Computer Labs
Summary of Grants
Special Education Online
Persons Interviewed

University Administrators
Frank G. Pogue, President
Pearl Bartelt, Provost and Vice President for Academic Affairs
Gordon Herbst, Finance Director
Donald Dilmore, Associate Vice President for University Libraries
Andrea Wyman, Librarian Liaison with School of Education

President’s Executive Council
Richard Arnold, Associate to President for Equity, Special Programs, Staff Development
Pearl Bartelt, Provost and Vice President for Academic Affairs
Mary M. Bevevino, Dean of Graduate Studies and Research
Janet Dean, University Ombudsperson and Associate Vice President for Human Resources and Faculty Relations
Donald Dilmore, Associate Vice President for University Libraries
Jerry Kiel, Vice President for Student Affairs and Student Success
Andrew Lawlor, Associate Vice President for Technology and Communications
Michael Mogavero, Vice President for Enrollment Services and University Planning
Brian Pitzer, Director of Public Relations
Eric Randall, Dean, School of Science, Management, and Technology
Kahan Sablo, Dean of Student Life
James Sheehan, Vice President for Finance and Administration
Emily Sinsabaugh, Executive to the President for University Communications and Administrative Initiatives
Terry Smith, Dean, School of Liberal Arts
Bruce Whitehair, Vice President for Development and Marketing

Deans
Mary M. Bevevino, Dean of Graduate Studies and Research
Scott Baldwin, Dean, School of Education
Eric Randall, Dean, School of Science, Management, and Technology
Terry Smith, Dean, School of Liberal Arts

Undergraduate Students
Erin Clem
Leah Cole
Ashley Cottengim
Tanya Craven
Anton Fengel
Rachel Gaber
Callie Iorfido
Brook M. Kempisty
Rachel Kobel
Michael LaBella
Danielle J. Lincoln
Julie Logan
Ashley Love
Michelle McAdor
Kirsten Neist
Heather O’Malley
Katie Perry
Kelly Richards
Mary Beth Roncik
Nick Santona
Fawn Scovil
Jennifer L. Stinger
Christella Surick
Ashley Taxacher

Student Teachers
Jennifer Barnes
Marcie Bookhamer
Erin Curphy
Jenn Drumm
Lindsay Hagadorn
Chelsea Hale
Rebecca L. Hostettler
Cara Noonan
Rebecca Shallenberger
Alison Walker

Graduate Students
Liz Andracki
Brandis Brown
Julianne Denikin
Tiffany Durney
Abby Kauppila (Laughlin)
Dana McLaughlin
Steven O’Donnell
Sean Peters
Dianna Wineberg

First-Year Teachers
Heather T. Consla
L. Maria Cross
Mike Graham
Chelsea Hall
Alicia Himes
Ed Holcomb
Danielle Mitchell
Kevin C. O'Connor
Laurie Siverling

Recent Graduates (Other School Personnel)
Curtis Ace
Scott Boyd
Michele Diminuco
Jason Noto
Denise Otteni
Martin Rimpa
Erica Skalko
Jarri Sperry

Members of Education Student Organizations
Tiffany Durney
Amy Grainger
Jade Page
Chad Waldron

NCATE Standards Chairs/Assessment Coordinator/Technology Specialist
Ken Adams
James Bolton
Lisa Brightman
Mary Jo Campbell
Salene Cowher
Patricia B. Flach
Laura Miller
Rosemary Omniewski
Jamie Plaster
Shon D. Smith

Unit Leadership Committee
Ken Adams
Kathleen Benson
Mary M. Bevevino
Sue Criswell
Ken Felker
Bill Mathie
Char Molrine
Barbara F. Rahal

School Council
Susan H. Packard
Andrew J. Pushchak
Thomas Roden
Ed Snyder
Rosemary Treloar

Unit Faculty: Health and Physical Education, Secondary Education, Elementary Education, and Speech-Language Pathology
Karen Bauer
Marian Beckman
Kathleen Benson
Lisa Brightman
Dennis Buckwalter
Susan Curtin
Patricia B. Flach
Denise Finazzo
Gloria Gerbracht
Virginia McGinnis
Laura Miller
Char Molrine
Barbara Rahal
Thomas Roden
Nick Stupiansky
Sandra Waite-Stupiansky

Unit Faculty: School Psychology, Special Education, Professional Studies, Art, and Music
Ken Adams
Janet Baker
James Bolton
Gary Connell
Salene Cowher
Susan Criswell
Susan Curtin
Jay Hanes
Juanita Kasper
Oksun Lee
Penelope Miller
Tammy Mitten
Sue Norton
Susan H. Packard
Andrew Pushchak
Shon Smith
Ed Snyder
Jeannie Tarelin
Michael Vetere

Open Faculty Meeting
Bill Mathie
Anne Quinn
Ron Spiller

Association of Pennsylvania State College and University Faculties (APSCUF)
President
David Obringer

University Senate President
Renata Wolynec

Director of Office for Students with Disabilities
Robert McConnell

Liberal Arts/Science, Management, and Technology Faculty
Kathleen M. Golden
Gary Grant
Patricia Hillman
Jerra Jenrette
Frank Marzaro
Char Molrine
Kerry Moyer
Frank Taylor

Support Staff
Helen Bamberg
Dusty Barton
Marie Beiswenger
Patricia Diebold
Lisa Drake
Barbara Federoff
Jen Gardner
Jennifer Gardner
Sharon Johnson

Field Coordinators
Mary Jo Campbell
Sue Lawrence
Mary Jo Melvin
Dawn Snodgrass

Cooperating Teachers/Internship Site Supervisors
Carol Baker
Dorothy Cokinos
Mim Dilmore
Gayle Gollmer
William Jeffaley
Cindy Lair
M. Romayne Martin
Patricia McKay
Ronald Menanno
Amy Smith
Lisa Stefanucci
Brian Uplinger

**P-12 School Administrators**
Deborah Amatangelo
Malinda C. Bostick
Michele Campbell
Benjamin Horn
Alan Karns
Dean C. Maynard
Brenda Meredith
Jan Nowak
Walter Price
Terry Trimble
Marjorie Wallace

**Web-Based Education Committee**
Kathleen Dailey
Donna Murphy
Andrew Pushchak
Rick Wagonseller

**Admissions Staff/Minority Recruitment Staff/Diversity Committee**
Richard E. Arnold
Terry Carlin
Susan Criswell
Susan Curtin
Melanie Lewis
Shon D. Smith
Attendees at Sunday Evening Reception and Poster Session

Ken Adams
Richard E. Arnold
R. Scott Baldwin
Helen Bamberga
Pearl Bartelt
Dusty Barton
Karen Bauer
Marian Beckman
Kathleen Benson
Mary M. Bevevino
Jim Bolton
Lisa Brightman
Mary Jo Campbell
Salene Cowher
Susan Criswell
Kathleen Dailey
Michelle DiMinuco
Jillian Englert
Kenneth Felker
Patricia Flach
William Mathie
Mary Jo Melvin
Laura Miller
Michael Mogavero
Charlotte Molrine
Donna Murphy
Susan Norton
Rosemary Omniewski
Jamie Plaster
Frank G. Pogue
Andrew Pushchak
Barbara Rahal
Eric Randall
Bill Renne
Kahan Sablo
Shon Smith
Terry L. Smith
Diana Wineberg
CORRECTIONS TO THE INSTITUTIONAL REPORT

There are no corrections to the Institutional Report.