INSTITUTIONAL REPORT:
CONTINUOUS IMPROVEMENT OPTION

UAHuntsville
THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

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Dr. Mary Piersma, Chair
Dr. Erica Slate Young, Accreditation Director

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I. Overview and Conceptual Framework

I.1   What are the institution's historical context and unique characteristics (e.g., HBCU or religious)? [one paragraph]

The University of Alabama in Huntsville (UAHuntsville) is a public co-educational, state-supported research university within The University of Alabama System. UAHuntsville was founded as part of the University of Alabama in 1950 and became an autonomous campus within the UA System in 1969 and is dedicated to excellence in teaching, research, and service. UAHuntsville is a key participant in one of the nation's major international centers for advanced technological research and utilizes its position in this environment to provide unique opportunities and creative programs for students, faculty, and the community.

I.2   What is the institution's mission? [one paragraph]

UAHuntsville is committed to maintaining a diverse academic community of the highest quality, and to providing an environment that facilitates intellectual, cultural, personal, and professional growth. UAHuntsville fosters leadership, creative and critical thinking, clear communication, a respect for knowledge and the pursuit of truth, and an engagement in the challenge and pleasure of a lifetime of learning. The College of Liberal Arts, in which the unit is housed, articulates its mission as a commitment to excellence in teaching, research, and service in the following disciplines: fine arts, humanities, the social and behavioral sciences, and **teacher education**. For its own majors, as for those in the professional schools, the College strives to provide superior liberal arts education characterized by close interaction between teachers and learners. Believing in the centrality of liberal learning to the mission of a university, the College is committed to maintaining a diverse community of teacher-scholars of the highest quality and to providing an environment that encourages personal and professional growth.

I.3   What is the professional education unit at your institution, what is its relationship to other units at the institution that are involved in the preparation of professional educators, and what are the significant changes since the last NCATE review? [2-4 paragraphs]

The professional education unit at UAHuntsville is the Department of Education. It is housed in the College of Liberal Arts (CLA), which includes 10 other departments: Art and Art History,   Communication Arts, English, Foreign Languages and Literatures, Music, History, Philosophy, Psychology, Political Science, and Sociology. The departmental chairs report to the Dean of the College of Liberal Arts. Departmental chairs in both the CLA and the College of Science (COS) work closely with the chair and certification officer of the education department to insure that Programs of Study for all teacher candidates meet state education guidelines. Secondary teacher candidates (English, History, Foreign Languages, Math and Science) and P – 12 candidates in Music Education have the major in their disciplines, and Programs of Study for these candidates require approval from both the discipline advisor and the education department.

Faculty across all departments support the development of the knowledge, skills and dispositions that have been articulated for the UAHuntsville teacher candidates. They assist in evaluating potential candidates for teacher education prior to their admission to the program they serve on intern exit review committees for secondary candidates who are housed in their discipline; and they provide evidence for the ways in which their courses contribute to the competencies that have been defined for teacher education candidates.

At the time of the last NCATE review, elementary education teacher candidates were required, in addition to their education major, to have a second area of study. Second area programs were available from all departments in the College of Liberal Arts and from the math and biology departments in the College of Science. The only second area of study housed in the education department was the Collaborative Teacher program which prepared candidates to work with special needs students and led to dual certification in

elementary education and special education. While any second area of study can contribute to the knowledge, skills and dispositions of the teacher candidates, the feedback from teacher candidates during their field experiences and internships indicated a lack of strategies for responding to the needs of P – 12 students whose first language was not English. A review of the changing demographics in the UAHuntsville service area revealed that the non-English speaking population has grown exponentially over the last several years and that local schools have few resources for meeting the needs of this group of students. Departmental chairs in the College of Liberal Arts and the College of Science agreed to the demise of the disciplinary second area of study requirement and supported the idea of the development of a second area which focuses on teaching strategies for working with non-English speaking students in P – 12 classrooms. Working closely with the Linguistics and English Language division of the English Department, a sequence of courses was devised to fill this need. As of the fall 2010, elementary candidates may choose either the Collaborative Teacher option or the Language and Culture option to help them prepare to meet the needs of the diverse students they will encounter as they enter the profession.

I.4 Summarize basic tenets of the conceptual framework, institutional standards and candidate proficiencies related to expected knowledge, skills, and professional dispositions as well as significant changes made to the conceptual framework since the last NCATE review [2-4 paragraphs]

We envision the Teacher Education Program (TEP) at The University of Alabama in Huntsville as meeting the challenge of preparing effective, knowledgeable, and caring teachers who are committed as leaders to addressing the challenges of educating diverse students. Our goal is captured in the following description:

> **Through Teaching, We Lead** *We believe that professional teaching combines an imaginative and empathic understanding of learners with a rigorous, research-based body of pedagogical knowledge. These components must be integrated with a substantive preparation from the disciplinary knowledge. We want our teacher candidates to become educators who are reflective leaders committed to the continuing development of dispositions and skills that become manifested in their own practices as an effective balance of both support and challenge for learners.*

In order for UAHuntsville teacher candidates to realize the vision and goals as set forth above, we have identified the following competencies and dispositions by which they will be measured:

UAH Teacher Candidate Competencies
1. Content Knowledge
2. Pedagogy
   a. Teaching
   b. Assessing Student Learning
   c. Managing the Learning Environment
3. Critical Thinking
4. Diversity
5. Communication
6. Professionalism
   a. Collaboration and Relationships
   b. Reflection and Professional Development
   c. Professional Dispositions

UAH Teacher Candidate Dispositions
1. Intellectual Curiosity
2. Respect for all Learners
3. Multicultural Sensitivity
4. Self-initiative
5. Flexibility
6. Interaction with Others
7. Tact and Judgment
8. Reliability/Dependability
9. Oral Communication Skills

10. Written Expression
11. Attendance/Punctuality
12. Professional Appearance

In addition to updating our scholarly references in the body of the document, the most significant change to the Conceptual Framework since the last NCATE review is in our refinement of competencies to better align with the Alabama Quality Teaching Standards. We originally had 8 competencies: Content, Pedagogy, Reflective Practitioner, Developmental Professional, Critical Thinking, Communication, Student Enabler, and Leader & Professional. We have condensed those to the six listed above.

I.5   Exhibits (See Electronic Exhibit Room)

I.5.a	Links to unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies Undergraduate Catalog Graduate Catalog
I.5.b	Syllabi for professional education courses
I.5.c	Conceptual framework(s)
I.5.d	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)
I.5.e	Updated institutional, program, and faculty information under institutional work space in AIMS

II. Unit Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

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

1.1   What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results. [maximum of three pages]

The Department of Education at UAH uses multiple internal and external assessments to gather data about candidates' performance. An overview of the assessment system is presented in Standard 2, Exhibit 2.3.a in the Electronic Exhibit Room and the alignment of the key assessments with candidates' knowledge, skills, and dispositions is presented in Exhibit 1.3.c. The Internship Evaluation Rubric that is used to evaluate candidate performance during student teaching and at the exit review is a key data source for this standard. The rubric is used by cooperating teachers in each of the candidates' two placements and by the university faculty committee who conduct the portfolio exit review. The rubrics for the cooperating teacher and the university supervisor for each program are presented in Exhibit 1.3.c, Forms and Rubrics, Internship Evaluation Rubrics. Another key data source for this standard is the Intern Survey, located in Exhibit 1.3.c, completed at the conclusion of their student teaching experience. We ask the candidates to rate how well they believe they are prepared to enter the profession in the areas of content knowledge, pedagogical content knowledge, pedagogical and professional knowledge, and student learning. A similar in-service survey is sent to graduates of the program three years after graduation. Data tables from these assessments are referenced in the various sub-sections of this standard.

A. Content Knowledge for Teacher Candidates

Content knowledge is important for teachers in all subjects and at all grade levels. Therefore, we have multiple measures for assessing our candidates' content knowledge at various stages of our program. One way we evaluate candidate content knowledge is by tracking GPA in General Education Requirement (GER) courses for our

elementary candidates and GPA in coursework within the major for secondary and graduate candidates. First, before candidates are admitted to the Teacher Education Program (TEP), they must have completed nearly all of the General Education Required (GER) courses. Criteria for admission to the TEP include a GER GPA of 2.5 or greater. As of Spring 2011, elementary candidates are not admitted into the TEP unless they have a GPA of at least 2.5 overall in their GER coursework AND at least a 2.5 GPA in each GER subject area (Language Arts, Science, Math and Social Studies). Secondary candidates must maintain a GPA of 2.5 in their Major course work. Candidates in the advanced/5th year programs must maintain a GPA of 3.0 in their majors. Candidates who do not meet this standard or whose GPA drops below the required levels are advised in writing that they may be dismissed from the TEP if they do not bring their grades up. After admission to the program, candidates must maintain their GER and content area GPA's to the pre-admission standards. In addition, candidates must pass the Alabama Prospective Teachers Test (APTT) and the appropriate Praxis II examination to the standards set by the Alabama State Department of Education. Candidates do not proceed to their internships until these requirements are met, therefore, our pass rate for program completers on these exams is 100%. Candidates who are unsuccessful at passing APTT or Praxis II are counseled out of or dismissed from the program. Beginning in Spring of 2011, we began tracking not only if our candidates pass Praxis, but also their raw scores on the subsections of each test and if those scores fall in the "average performance range" as reported by ETS. Our candidates across programs consistently score either within the "average performance range" or above the "average performance range" (See Exhibit 1.3.d, Praxis II Data)

In addition to GPA and state licensure testing requirements for content knowledge, the Unit uses a comprehensive set of assessments to collect data throughout the program, prior to admission to student teaching, during student teaching, and during the portfolio exit review. Our Decision Point assessments are illustrated in Exhibit 2.3.a. Also, each intern gets a "content knowledge" rating from both cooperating teachers, one from his or her university supervisor and another from his or her portfolio committee. These are averaged together to give an "Average Content Rating" (See Exhibit 1.3.d, Content Ratings). Furthermore, each candidate is rated based on the Alabama Quality Teaching Standards (AQTS), which have a "content" component. This composite rating is based on candidate performance in related coursework, performance during the internship, scores on the APTT (Alabama Prospective Teachers Test) and EDUCATE Alabama scores (also assessed during the internship) (See Exhibit 1.3.d, AQTS). On the Intern Survey we ask specifically about the candidates' perceived ability to "understand central concepts and processes of inquiry" See Exhibit 1.3.d, Intern Survey Results.

B. Pedagogical Content Knowledge and Skills for Teacher Candidates

Candidates in all undergraduate initial certification programs, K-6, P-12, and 6-12, take specific courses which address instructional strategies, professional standards, and technology. ED 308 - Educational Psychology is taken during Block 1 for all undergraduate education candidates. The major aspects of this course include human development, individual differences (learning styles and multiple intelligences), learning theories and motivation. EDC 311 - Instructional Strategies for the Inclusive Classroom, focuses on instructional options that diverse learners need in order to be successful. Various teaching models that are grounded in the theory and research of effective teaching are investigated and candidates develop lessons which are based on the models. Candidates are first introduced to state and national teaching standards and their alignment with the unit's competencies in ED 301 - Introduction to Education, and in the Handbooks for Teacher Candidates. Technology skills are introduced in ED 350 - Technology for the Classroom and are refined as candidates apply the skills in their methods classes, in their field experiences, and during student teaching. Candidates in the elementary (K-6) certification program learn discipline-specific instructional strategies in their methods courses, ED 371-Teaching Language Arts, ED 372 - Teaching Social Studies, ED 373-Teaching Elementary Science, ED 374 - Teaching Elementary Math, ED 375 - Teaching Reading in Primary Grades, and ED 405 - Reading Strategies in Intermediate Grades. Secondary (6-12) certification candidates take ED 408 - Teaching Reading in the Content Areas and, as of Spring 2011, a subject-specific methods course which focuses on constructivism, planning, instructional strategies, and assessment within the specific content areas. P-12 music candidates, in addition to taking EDC 311 - Instructional Strategies, learn discipline-specific instructional strategies in four courses that are taught in the music department: MUE 326 - Teaching Music in Elementary Schools, MUE 328 - Teaching Music in Secondary Schools, MUE 428 - Vocal/Choral Methods for Secondary Schools, and MUE 429 - Directing and Organizing Instrumental Groups in Secondary Schools.

The Alabama Courses of Study and the standards associated with national professional organizations (NCTE, NSTA, NCTM, NCSS, IRA) guide lesson development in the methods courses, where candidates have opportunities

during field experiences to implement the lessons in P-12 classrooms. An overview of the field experience program is presented in Standard 3. Examples of candidates' responses to the assignments, along with the assessment rubrics or rating scales, are available in the Electronic Exhibit Room in Exhibit 1.3.h.

Class means for the courses that highly support the development of pedagogical content knowledge are presented in Exhibit 1.3.d, Pedagogical Content Knowledge Ratings. Candidates' scores on the Internship Evaluation Rubric pedagogical content knowledge items are aggregated and presented in Exhibit 1.3.d, Pedagogical Content Knowledge Ratings.

C. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

All undergraduate initial certification candidates take a number of courses that support their development of professional and pedagogical knowledge and skills. These courses include: ED 308, Educational Psychology, ED 309, Classroom Management, and EDC 301, Teaching the Exceptional Child.

Candidates who add the collaborative teacher certification to their elementary or secondary certification have additional course opportunities that build their professional and pedagogical knowledge and skills, especially in the area of working with diverse learners. These courses include EDC 302 - Introduction to Low Incidence Populations, EDC 321 - Collaborative Consultation, EDC 331, Critical Issues in Special Education, EDC 341, Transitions for K-12 Students: Assessing to Inform Change and EDC 351, Behavior Analysis.

Graduate candidates, initial and advanced, also have learning opportunities in their courses for developing professional and pedagogical knowledge and skills. These courses include ED 593, Teaching Exceptional Children and Youth and ED 604, Contributions of Psychology to Education. Initial certification candidates at the master's level also demonstrate their competencies during student teaching, as do the undergraduate candidates. Exhibit 1.3.d, Professional And Pedagogical Knowledge Means summarizes the course means for those classes which highly support the development of professional and pedagogical knowledge and skills. Specific assignments and student work samples are in Exhibit 1.3.h, Samples of Candidate Work.   Candidates' scores on the Internship Evaluation Rubric professional and pedagogical knowledge and skills items are aggregated and presented in Exhibit 1.3.d, Professional and Pedagogical Knowledge Ratings.

D. Student Learning for Teacher Candidates

The Unit considers the issue of student learning to be integral with pedagogical knowledge and our assessment tools reflect that integrity. Exhibit 1.3.g, Student Learning for Teacher Candidates, presents the unit indicators, as articulated in the Conceptual Framework, which align with the demonstration of candidates' knowledge and skills regarding student learning.

In addition to learning about assessment of student learning in the context of instruction in their methods courses candidates also take specific courses to help them develop an understanding of assessment issues, knowledge about a wide variety of assessments, and opportunities to learn how to use assessments to inform instruction. Elementary candidates are required to take ED 315 - Education Evaluation and Measurement and secondary candidates take ED 410 - Foundations of Educational Evaluation, both of which focus on evaluation as an integral part of instructional planning. Initial and advanced graduate candidates take ED 607 - Educator as Evaluator, which focuses on issues of evaluation, developing appropriate assessment instruments, using them to inform instruction, and learning how to report the results of assessments to various stakeholders. In addition to taking ED 315 - candidates in the collaborative teacher program also take EDC 341, Transitions for K-12 Students: Assessing to Inform Change, and EDC 351 - Behavior Analysis and Intervention, which focuses on evaluating students based on observation and systematic recording of academic or social behaviors, then developing an intervention plan (functional behavioral assessment). Exhibit 1.3.g, Student Learning Means, lists the courses that focus specifically on assessment and presents the class means for those courses.

Candidates have opportunities to develop and practice sound assessment strategies in the field experience components of their methods classes. The rubrics for the field assignments articulate the expectations for the student learning component of the assignments, and examples of them are in Exhibit 1.3.c, Grading Guides.

During their internships, candidates gather evidence that they are able to appropriately assess student learning using a variety of strategies and to use the assessments results to plan instruction. The component of the Internship Evaluation Rubric that is used to evaluate candidate performance with regard to student learning is included in *Competency 2B, Pedagogy: Assessing Student Learning,* and the results of the candidate evaluations are presented in Exhibit 1.3.g, Student Learning Ratings. Samples of candidate work in this area can be found in Exhibit 1.3.h, Intern

Portfolios. The intern and graduate surveys provide evidence of the contribution of the teacher education program to candidates, knowledge and abilities with regard to student learning. The results of the survey responses are reported in Exhibit 1.3.d, Intern Survey Results.

E. Knowledge and Skills & F. Student Learning for Other School Professionals : Not Applicable

G. Professional Dispositions for All Candidates

In their first education class, ED 301 - Introduction to Education, candidates are introduced to UAH Teacher Education Program (TEP) competencies and their alignment with professional and state standards. Indicators for each of the competencies are presented to them and they begin to gather portfolio evidence of their development of the competencies. The unit also uses a dispositions rubric, which is also introduced during ED 301 - Introduction to Education. The candidates complete a self-assessment which helps them understand the parameters of the dispositions that the unit has determined to be essential for success in the profession. The three education faculty members who teach the Block 1 courses rate each of the candidates, and Block 1 field experience cooperating teachers are also asked to rate the candidates who complete the experience in their classrooms. Composites of the ratings for each candidate are given to the candidate's advisor who discusses the results during the admission interview. If there are any areas where the candidate was rated 2 or 1, a Professional Development Plan (PDP) is developed with the candidate to address the issue and show improvement in the following semester. Candidates with whom a PDP was developed during Block 1 are reevaluated in Block 2, whereas other candidates are not reevaluated until Block 3. The aggregated results for each of the twelve items on the dispositions rubric are reported in Exhibit 1.3.f . The ratings on the Internship Evaluation Rubric and EDUCATE Alabama items that relate to candidate dispositions are reported in Exhibit 1.3.f, Internship Evaluation Rubric.

1.2.b   Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 1.

During the 2008-2009 academic year, the department revisited and revised the competencies by which we evaluate teacher candidates. Prior to the revisions, the 8 competencies included: Content Knowledge, Pedagogy, Reflective Practitioner, Developmental Knowledge, Critical Thinking, Effective Communication, Student Enabler, and Professionalism. Changes including expanding Pedagogy into the subcategories of Teaching, Assessment of Student Learning, and Management of the Learning Environment. Student Enabler and Developmental Professional were collapsed under the heading of Diversity. Collaboration was added as a subcategory of Professionalism, and Reflective Practitioner also became a subcategory of Professionalism. Indicators for the competencies were clarified to insure that they were observable and measurable. The revisions to the competencies bring them into closer alignment with the Alabama Quality Teaching Standards.

Survey information from initial certification secondary candidates, both undergraduate and graduate, indicated that the UAH teacher education program was not providing them enough methodology background in their respective disciplines. Although they were required to take a methodology course, candidates in the class were from various disciplines: English Language Arts, Social Studies, Mathematics and the various Sciences. During the 2009-2010 academic year, unit faculty worked to develop discipline specific methods courses, two of which (English and Social Studies) were offered for the first time in Spring 2011. The Math methods course was offered in Fall 2011. The Science methods course has yet to be offered due to the low number of students in this discipline. The course will be offered in Spring 2013. These courses replace the generic methods course previously required of secondary candidates and should better prepare the candidates with the pedagogical knowledge and skills to be more effective teachers. Initial observations of history/social studies candidates who had completed ED 424/524, showed they better utilized subject specific methodology in teaching and assessment. We will continue to monitor the effectiveness of this change through survey data and the proficiencies ratings the candidates receive during their internships.
Another programmatic change that is now in place concerns elementary teacher candidates. Prior to fall 2010, elementary candidates were required to complete a second area of study from one of the following disciplines:

collaborative teacher, (21),biology (23), English (30), math, (30) music (16), philosophy (15),political science (18), communication arts (21), psychology (18), sociology (18), or foreign language (25). The number in parentheses following each discipline represents the credit hours, as set by the department in which the discipline is housed. Only the collaborative teacher sequence was housed in the department of education with the courses taught by departmental faculty. The sequence of courses also led to certification by the state in special education. A review of the changing demographics in the UAHuntsville service area revealed that the non-English speaking population has grown exponentially over the last several years and that local schools have few resources for meeting the needs of this group of students. Departmental chairs in the College of Liberal Arts and the College of Science agreed to the demise of the disciplinary second area of study requirement and supported the idea of the development of a second area which focuses on teaching strategies for working with non-English speaking students in P – 12 classrooms. Working closely with the Linguistics and English Language division of the English Department, a sequence of courses was devised to fill this need. As of the fall 2010, elementary candidates may choose either the Collaborative Teacher option or the Language and Culture option to help them prepare to meet the needs of the diverse students they will encounter as they enter the profession.

As mentioned earlier in the report for this standard, we have adjusted the entry level GPA requirements for our elementary education majors. Prior to Spring 2011, the only GPA requirement for admission to the elementary education program was an overall GPA of 2.5 or higher in their General Education Required courses. Since elementary teachers must teach multiple subjects, we made the decision that in addition to an overall GER GPA of 2.5, candidates must also have a minimum 2.5 GPA in each of the subject areas of Mathematics, Science, Social Studies and Language Arts.

Regarding plans for future improvement to our programs, since we have started tracking Praxis II performance by sub-section, we have noticed trends in candidate performance in the various subject areas. We plan to meet with subject area department chairs and advisors to discuss these trends. Hopefully we will be able to use this data to work on the continuous improvement of our candidate's subject matter knowledge. Additionally, we will continue to explore additional ways to reinforce our candidates' abilities to assess and analyze student learning in their pre-internship courses, particularly in the assessment and methods courses.

1.3 Exhibits (See Electronic Exhibit Room)

1.3.a	State program review documents and state findings (Some of these documents may be available in AIMS.)
1.3.b	Title II reports submitted to the state for the previous three years
1.3.c	Key assessments and scoring guides used for assessing candidate learning against standards and proficiencies identified in the unit's conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)
1.3.d	Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
1.3.e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
1.3.f	Data and summaries of results on key assessments of candidates' professional dispositions (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
1.3.g	Examples of candidates' assessment and analysis of P-12 student learning
1.3.h	Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.3.i	Follow-up studies of graduates and summaries of the results
1.3.j	Employer feedback on graduates and summaries of the results
1.3.k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available

Standard 2: Assessment System and Unit Evaluation

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

2.1   How does the unit use its assessment system to improve candidate performance, program quality and unit operations? [maximum of three pages]

A: Assessment System

The Department of Education at UAH uses multiple internal and external assessments to gather data to make decisions about individual candidates, programs, and unit operations. Data which assesses the performance of individual candidates are aggregated and used in the program review process. Additional data are collected from candidates and other stakeholders to inform the assessment of unit operations. Exhibit 2.3.a in the Electronic Exhibit Room contains an overview of the UAH Department of Education assessment system. One crucial function of the assessment system is the evaluation of how our candidates perform across the competencies as stated in the Conceptual Framework. Exhibit 2.3.a, Alignment of Undergraduate Assessments, illustrates how the key assessments for candidates seeking initial certification align with our competencies. Exhibit 2.3.a, Alignment of Assessments of Initial and Advanced Graduate Candidates shows how the advanced candidate competencies are aligned with National Board Professional Teaching Standards.

Decision Points and Assessments

In addition to the formative and summative evaluations associated with individual coursework and field experiences, candidates are formally assessed at major decision points. Exhibit 2.3.a, Assessment Decision Points, articulate the decision points for progressing through the teacher education programs at the undergraduate initial certification level, the graduate initial certification level, and the graduate advanced level, respectively. Initial certification programs, undergraduate and graduate, have five major decision points. Advanced certification programs have three major decision points. If candidates, initial or advanced, do not meet the requirements for moving forward in the program at any of the decision points, they may take advantage of assistance available to them for making improvements in their knowledge, skills, or dispositions. The forms of assistance are articulated in the Decision Points and Assessment Figures. Data from candidate decision point assessments are utilized, along with student teacher surveys, and graduate surveys, to assess and inform changes to programs and unit operations.

Undergraduate Decision Points and Assessments (Initial Certification)

Potential candidates for the teacher education program are initially identified when they make contact with the education department at which time they fill out the *Intent to Apply for Admission* to the Teacher Education Program form. When potential candidates have completed the bulk of their general education requirements (GER) with no more than two remaining to be taken and have a GPA of ≥2.5 with grades of C or higher in specified GER courses, they may enroll in the Block 1 education classes (Decision Point 1). As of Spring 2011, Elementary Education candidates must also have a GPA ≥2.5 in the four GER content areas, namely Language Arts, Social Studies, Science and Mathematics. Block 1 classes include ED 301, Introduction to Education, ED 305, Foundations of Education, ED 308, Educational Psychology, and ED 350, Technology in the Classroom. During the introductory course, ED 301, candidates are introduced to the department's vision and mission statements and the competencies that they will be expected to demonstrate. These, as well as the policies and procedures for moving through the teacher education program, are articulated in the Handbook for Teacher Candidates, found in Exhibit I.5.a, Handbooks.

Block 1 classes give potential candidates opportunities to learn about the theoretical underpinnings of education, gain some technological expertise, and through the field experience component, to engage with students and teachers in P - 12 settings. These experiences give potential candidates some knowledge of the profession that helps inform their choice of career. Education faculty and field experience teachers also have the opportunity to gather information about candidates' knowledge, skills, and dispositions and their potential for success in the profession. Candidates submit an Application for Admission to the Teacher Education Program during Block 1. A file is created for them and they become part of the Teacher Education Program electronic database. At this time, the unit is using

Microsoft Excel® databases for performance and survey information. The assessments that are used to determine admission to the program (Decision Point 2), in addition to GPA requirements, include satisfactory ratings on Block 1 field experience papers and performance, the dispositions rubrics, the interview, the application essay, and three letters of recommendation.

After admission to the program and in order to progress through it (Decision Point 3), candidates must continue to meet GPA requirements, have satisfactory ratings on dispositions by university faculty and P - 12 field experience teachers, successfully complete the field experience requirements associated with each block of courses, and must have passing scores on the Alabama Prospective Teacher Test and Praxis II. Eligibility for an Internship Placement (Decision Point 4) is based on meeting the continuation requirements and having logged a minimum of 200 hours of field experience. Candidates must also have applications for internship and graduation on file.

Recommendation for teacher certification (Decision Point 5) is based on completion of all degree requirements, satisfactory evaluations of performance during the student teaching experience, completion of senior seminar, a satisfactory exit review, and having all the required paperwork on file with the certification officer.

Graduate Decision Points and Assessments (Initial and Advanced)

Graduate candidates in the Alternative Fifth Year Program seeking *initial certification* at the Master's level must meet the same requirements as the undergraduate initial certification candidates, but must maintain a higher GPA (≥3.0) both in the teaching field courses and in education courses. Graduate courses are not organized in blocks as are the undergraduate courses, therefore the data collection points for field experiences and dispositions ratings are tied to courses rather than to a "block" experience. Graduate candidates seeking initial certification must also take and pass the APTT and Praxis II exams and complete 200 hours of field experience prior to the internship.

Graduate students seeking *advanced certification* at the Master's level must hold a valid Alabama Class B Teaching Certificate in the same or broader field in which advanced certification is sought. They must be unconditionally admitted to UAH and to the major discipline department and have an undergraduate GPA ≥3.0. Admission to the Reading Specialist Program requires at least 2 years of successful classroom teaching experience and certification in one of the following areas: Early Childhood, Elementary, or Collaborative Teacher; or they must have taken two reading courses, one of which is introductory. For program continuation, candidates must maintain a GPA ≥3.0 throughout the program, provide three letters recommending them for the advanced program, and provide evidence, at program mid-point, of progress in compiling a portfolio that demonstrates their competencies. Recommendation for advanced certification is based on satisfactory completion of all education and teaching field courses with a GPA ≥3.0, passing comprehensive exams in education and in the discipline, satisfactory completion of internships, and satisfactory exit review. Candidates for advanced certification as reading specialist must also present a research-quality paper at a graduate symposium and submit the research to a professional organization for possible presentation.

B. Data Collection, Analysis, and Evaluation

The unit is currently using Excel databases for aggregating, analyzing, and building graphic representations of the data. Tables, charts, and graphs have been used to present the data to unit faculty, and other stakeholders. An overview of when the data is collected and used for candidate and program review is summarized Exhibit 2.3.a, Assessment Collection Procedures. Responsibilities for initiating, collecting, and recording the data are summarized in Exhibit 2.3.a, Data Collection Matrix. The responsibility for analyzing the data, building graphic representations, and presenting the data to various stakeholders is currently being carried out by the Director of Accreditation Activities.

Record of Formal Complaints and Resolutions

Section 6.8 of the UAH Student Handbook, found in Exhibit I.5.a, Handbooks, describes the procedure for candidates to follow for filing a grievance. Candidates are made aware of the process during their orientation to UAH and are reminded again in ED 301, Introduction to Education. The chair of the Education Department keeps in her office a file of formal complaints, appeals, related correspondence, and resolutions.

C. Use of Data for Program Improvement

Performance assessments are used to identify candidate competencies which have been aligned with unit, state, professional, and national standards. Unit faculty have aligned their course assignments with the conceptual framework competencies. Faculty in discipline departments have identified the competencies which are supported in

their courses and have provided evidence of candidate work and their assessment of that work in the Course Evidence folders available in our electronic exhibit room in Exhibit 1.3.h, Course Evidence. Aggregated data have been presented at department faculty meetings, and to other stakeholders. We use feedback from the various stakeholders to make adjustments and improvements to the assessment system as necessary.

The unit is currently using the Microsoft Excel® databases for recording, analyzing, and building graphic representations of the data. As our program grows and as our assessment needs become more complex, other systems will be explored as necessary. Currently, Excel is meeting our needs adequately. One advantage to being a small program and having direct control of our assessment system is that changes can be made to the programs and the assessment systems relatively easily. See Exhibit 2.3.h for a summary of assessment driven changes.

2.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 2.

During the summer of 2009, the department expanded its use of technology for recording and analyzing data on teacher candidate performance. We now have a dedicated computer which acts as a server for departmental data and shared files can be accessed by department faculty. A database was created that effectively interfaces teacher candidate files, including Programs of Study, Alabama Quality Teaching Standards data, and Candidate Competency Evaluations. A summary report can be generated for each candidate.

We continue to make efforts to analyze our candidates' impact on student learning. Upon completion of the teaching internship, candidates provide a data set with regard to their ability to document impact on student learning. During the internship, university supervisors and collaborating P-12 teachers systematically evaluate and report candidates' abilities to use assessment data to document impact on whole class and individual student learning, including progress on IEP goals, where applicable and to use assessment data when planning instruction. Aggregated data were used to inform changes to assessment courses to insure that candidates were getting the tools needed to document impact on student learning. During the internship, candidates attend a workshop to review the skills needed for this task. As a result of these concerted efforts, we have begun to see improvements in the evidence of impact on student learning that candidates are providing during their portfolio reviews. We will continue to refine our assessment methodologies courses and track the performance of our candidates on this during their internships. We will also be examining our current courses and discussing ways to incorporate more authentic assessment activities into our current assessment and methods courses, so candidates will be more aware and better prepared to monitor the impact of their teaching on student learning.

Regarding our assessment system itself, although Excel is perfectly adequate as the primary data management tool, we will be investigating a new database system in the coming months. Our new Director of Accreditation Activities is making plans for how the system can be refined and improved, especially in regard to the data collection process. Currently there are numerous forms and other data collection instruments, some electronic and some hard copy, and Dr. Slate Young is investigating how to streamline the process. In addition, Dr. Slate Young intends to design a meta-analysis system for a more comprehensive Program Evaluation. One element of the system could include systematically tracking students with PDP's in order to assess the impact the PDP process. See Exhibit 2.3.e, Future Assessment Work for an example of one possible approach. Other areas for analysis could include refining assessment instruments to make them better predictors of ultimate success in the program by investigating the relationships between GER GPA, Ed course GPA, dispositions and competency ratings, and internship grade in order to determine what, if any, correlations exist. Also, conducting a systematic analysis of candidate progression through our programs to look for trends – who withdraws from the program, who is dismissed, who ultimately finishes successfully and who finishes successfully "on time". If we can detect trends, we will be able to better advise and support our candidates.

2.3 Exhibits (See Electronic Exhibit Room)

2.3.a	Description of the unit's assessment system in detail including the requirements and key assessments used at transition points
2.3.b	Admission criteria and data from key assessments used for entry to programs
2.3.c	Policies, procedures and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias
2.3.d	Policies, procedures and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement
2.3.e	Data and summaries of results on key assessments disaggregated by program, alternate route, off-campus, and distance learning programs (Cross reference with Exhibits1.3.d and 1.3.f as appropriate)
2.3.f	Policies, procedures and practices for managing candidate complaints
2.3.g	File of candidate complaints and the unit's responses and resolutions (This information should be available during the onsite visit)
2.3.h	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

Standard 3: Field Experience and Clinical Practice

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

3.1   How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn? [maximum of three pages]

A. Collaboration between Unit and School Partners

The UAH Field Experience Program has a central role in the development of candidate knowledge, skills, and dispositions. In order to provide the best possible field experience and clinical sites for candidates, the Department of Education has established working relationships with the three area school systems, Huntsville City, Madison City, and Madison County. Faculty work with teachers, administrators, and candidates in the schools to ensure that the field experiences and student teacher internships support the development of the candidate competencies as articulated in the conceptual framework. Cooperating teachers, university supervisors, and an exit review committee comprised of education faculty (and discipline faculty for secondary candidates) evaluate the performance and dispositions of student teachers during the semester-long internship. P-12 teachers who supervise candidates during the field experiences evaluate candidate performance and dispositions. University faculty members for each of the Block field experience assignments collaboratively evaluate the products (papers, case studies, journals, etc.) of the candidates' experiences. Results of candidate performance and feedback from candidates, cooperating teachers, and university supervisors are used to review and revise the field experience program.

B. Design, Implementation, and Evaluation of the Field Experiences and Clinical Practice

Design: The Field Experience Programs at UAH are designed to provide a context for courses in each program. The field experiences for initial certification undergraduate candidates are shaped around blocks of courses and are the unifying factor for the block. Field experience and student teaching handbooks have been developed to inform candidates and P- 12 teachers of the progression, expectations, requirements, and assessments used for the field experiences and clinical practice. Exhibit 3.3.e contains descriptions of the field experience and clinical practice requirements by program.

Implementation of Field Experience and Clinical Practice

General Procedures: The department chair, who acts as director of field placements, is the liaison between the teacher education programs and the school systems in scheduling and implementing arrangements for all field

experiences. She and the staff assistant work with school administrators to ensure that all candidates gain experiences with diverse students in a variety of settings as they progress through the teacher education program. See Standard 4 for a more detailed discussion of diversity of Field Experience placements.

Field Experience Procedures: Prior to the beginning of each semester, the department contacts the administrators of the P-12 schools where teacher candidates are to engage in the field experience as determined by Block enrollment. Letters, describing the field experience requirements associated with each block of courses, are sent to the schools along with a contract requesting placements for 4 or 5 candidates. Administrators select teachers to serve as cooperating teachers for the field experiences, sign the contract and return the signed contract to the department. The staff assistant provides candidates with a copy of the signed contract, and candidates then contact their assigned teachers to schedule their visits to the school. Field experience handbooks, one for elementary undergraduates, one for secondary undergraduates, and one for initial certification graduate candidates provide a method for keeping all stakeholders apprised of the requirements and processes for field experiences.

Clinical Practice Procedures: The unit chair works directly with school principals to place student teachers with cooperating teachers who will be good role models and mentors for the student teachers. Qualifications for P-12 faculty who work with student teachers are defined by the Alabama State Department of Education (ALSDE) and are explained in Standard 5. University faculty who supervise teacher candidates during the internship must also meet standards outlined by ALSDE, including the criteria that they must have recent experiences working with P-12 students and teachers.

Orientation and Support for Supervising Clinical Practice: A handbook for the student teaching experience is provided for teacher candidates, their cooperating teachers, principals, and university supervisors. The handbook outlines the requirements for the internship and the responsibilities of stakeholders and includes assessment procedures and rubrics for the evaluation of candidates. University supervisors communicate with cooperating teachers regarding procedural or candidate performance issues.

Evaluation of Field and Clinical Experiences: Evaluation rubrics for all field experiences and the student teaching experience are aligned to the Alabama Quality Teaching Standards (AQTS), EDUCATE Alabama, INTASC or NBPTS and the UAH conceptual framework. The UAH teacher candidate competencies are articulated on the assessment forms.

Assessment of Field Experiences: The key methods for evaluating candidate knowledge, skills, and dispositions for field experience assignments are articulated in the Field Experience Handbooks. They include field experience papers, lesson plans, case studies, reflective journals, observation and feedback from cooperating teachers and university supervisors, and dispositions rubrics.

Candidates write a comprehensive field experience paper for each block of courses. The papers are included in the professional portfolio as evidence of their developing competencies. Rubrics developed for each field experience paper are aligned with UAH competencies, and the alignment is articulated in the field experience handbook and on the evaluation rubric for the assignment. Block faculty members collaborate to evaluate the evidence for candidate demonstration of the competencies. Cooperating teachers evaluate candidates' dispositions using a dispositions rubric and evaluate candidate teaching performance during the Block 3 and 4 methods courses. Upon completion of their semester-long internships, teacher candidates are asked to evaluate the quality of their field experience program and their internship experience. They respond to survey items which address quality of placements, variety of experiences, supervision by university faculty, and supervision by cooperating teachers by rating the items excellent, good, fair, or poor. Exhibit 1.3.d, Intern Survey Results presents the responses to the survey items from the Spring 2011 and Fall 2011 Interns.

Assessment of Student Teaching: Student teachers are provided with ongoing, systematic evaluation and feedback during the 15-week assignment. Cooperating teachers in each of the candidate's two assignments use the rubric that is aligned with UAH Candidate Competencies to focus the feedback and evaluations. The same rubric is used by the university faculty committee who conduct the portfolio exit review. University supervisors, at the conclusion of the student teaching experience, also evaluate candidate performance using the EDUCATE Alabama standards.

All teacher candidates are required to compile a portfolio that is presented during their exit conference. Candidates begin to construct a website where their portfolios will be posted when they enroll in ED 350, *Technology in the Classroom,* or ED 520, *Computer-Based Instructional Technologies*. They collect evidence for the competencies for their portfolios as they progress through the teacher education program. The portfolios contain evidence for the

knowledge, skills, and dispositions as they are aligned with the conceptual framework competencies and dispositions.

C. Candidates' Development and Demonstration of Knowledge, Skills and Professional Dispositions to Help All Students Learn

Criteria: Illustrations of the Decision Points at which candidates are systematically evaluated are presented in Standard 2. A summary of the entry and exit criteria for internship follows:

Entry Criteria for Admission to Clinical Practice:

1. Undergraduates: Minimum 2.75 GPA in ED courses and 2.5 in teaching field courses; no grade lower than C; Graduates: 3.0 GPA in ED courses and in teaching field courses; no grade lower than C.
2. Satisfactory completion of ≥200 hours of field experiences.
3. Satisfactory ratings on Dispositions Ratings by education, teaching field faculty, and field experience cooperating teachers.
4. Satisfactory Letters of Recommendation
5. Passing Scores on *APTT & Praxis II.*
6. Applications for internship and graduation on file

Exit Criteria for Successful Completion of Internship and Recommendation for Certification:

1. Satisfactory internship evaluations by cooperating teachers and university supervisors.
2. Satisfactory completion of Senior Seminar.
3. Satisfactory Exit Portfolio Review.
4. Review of transcripts to verify eligibility.
5. Submission of required forms.

The numbers of eligible candidates for each of the program internships during Spring 2011-Fall 2011 and the 2011 summer session (reading specialists only) are presented in Exhibit 3.3.g.

The effect of candidate performance on student learning during field experiences and the internship is documented by the inclusion of student work samples within candidate portfolios. In addition, each candidate must demonstrate the ability to conduct a pre-assessment, use that pre-assessment to inform their instruction and administer a post-assessment to gauge the change in student learning. Examples of candidate portfolios from Spring 2011-Spring 2012 are available in the Exhibit 1.3.h, Intern Portfolios, in the Electronic Exhibit Room.

Candidates are introduced to the concept of being a reflective practitioner in their first education course, ED 301. Field experience papers for each block, reflective responses to questions, the student teaching journal, and finally the candidate portfolio, all require reflective thinking by candidate. Candidates are encouraged to reflect on the connection between the theory taught in their courses and the practices they observe and participate in during their field placements. They also reflect on their performance and the impact of the field experience on their own growth and development as a leader and professional. Rubrics and checklists for the following tasks or assignments have been designed to assess candidates' growth as reflective practitioners:
- reflective journals
- field experience papers
- self-evaluation of lessons taught
- peer-evaluation of lessons taught (co-taught lessons)
- coop teacher assessment of dispositions
- reflective analyses of lessons in professional portfolio

In Standard 4, a more detailed discussion is provided regarding candidates' opportunities to work with diverse students and students with exceptionalities during their field experiences and clinical practice. To give a brief overview, candidates are systematically assigned to field experience placements in various settings within the three area school systems. Each semester, candidates spend at least 50 hours in their field experience schools observing, tutoring, and even teaching. Block I candidates are assigned to the Huntsville City System, an school system which, of the three systems has the highest minority population and the highest eligibility for free or reduced lunches. Elementary and secondary candidates in Block II courses complete part of their 50-hour field experiences in special education settings in the county school system. During Blocks III and IV, the two methods blocks, undergraduate

candidates are assigned to a school in the suburban Madison City School System for one of the blocks, then they rotate back to the Huntsville system for the other block.

3.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 3.

In order to address the problematic issue of spring semester interns not having the opportunity to experience beginning of school year activities, the "Early Start" program was developed. Teacher candidates who are scheduled to intern in the spring are assigned to a teacher and a school for two weeks prior to the beginning of the university fall semester (schools in our area typically open the first week in August). This allows the teacher candidates to participate in professional development workshops offered by the school district, assist teachers in setting up classrooms, and to understand the processes that in-service teachers use to establish the routines for their classrooms. Teacher candidates remain in the early start placement to complete the required 50 hours per semester field experience.

Although our field experience program requires candidates to accumulate at least 50 hours per semester in an assigned P-12 classroom and to spend a minimum of 3 hours per visit, unit faculty felt the need for the candidates to have a more sustained experience. Therefore, faculty in the elementary methods blocks agreed to suspend on-campus classes for one week so that the candidates could have the pre-internship experience of being in a classroom for the entire day for 5 consecutive days. Candidates complete relevant assignments, observing, participating, assessing and teaching, for each of their methods courses. Secondary candidates are typically not able to take full advantage of this opportunity because of course requirements in their respective subject area departments.

We hope to continue the improvement of our Field Experiences and Clinical Practice elements by revising and refining the Field Experience components of our courses, in particular those pertaining to student learning and by strengthening our relationships and collaborations with local schools. We will also continue to make every effort to ensure our candidates have the opportunities to work with diverse P-12 students as well as more diverse field experience teachers and cooperating teachers. We have established a Field Experience Advisory Group which will provide oversight to the field experience plan and placements for teacher candidates. The initial meeting will be held in May 2012 and will meet once a semester to provide ongoing feedback and advice to the Director of Field Experiences.

3.3 Exhibits (See Electronic Exhibit Room)

3.3.a	Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical practice, including memoranda of understanding
3.3.b	Policies, practices, and data on candidate placement in field experiences and clinical practice
3.3.c	Criteria for the selection of clinical faculty, which includes both higher education and P−12 school faculty
3.3.d	Examples of support and evaluation of clinical faculty across programs
3.3.e	Guidelines/handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support provided by the unit and opportunities for feedback and reflection
3.3.f	Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
3.3.g	Performance data on candidates entering and exiting from clinical practice for all programs (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)

Standard 4: Diversity

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

4.1   How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area? [maximum of three pages]

As we state in our Conceptual Framework, "Teacher candidates must develop an empathic cultural sensitivity to the demographic changes and cultural diversity that continues to develop in the public schools as a result of the dramatic demographic shifts in population and a pervasive change from a national to an international society." (p.31). We, as a unit, have made a commitment to designing, implementing and evaluating our 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.

A: Design, Implementation, and Evaluation of Curriculum and Experiences
The Teacher Education Program at UAH recognizes that a society cannot function to its fullest when it ignores the ideas, contributions, efforts, and concerns of any of its citizens. As candidates move through the program, they become increasingly more familiar with the variables that define diversity including culture, ethnicity, exceptionalities, socioeconomic status, religion, gender, sexual preference, and geographic background. As articulated in our Conceptual Framework and communicated to teacher candidates in the Teacher Education Program Handbooks and course Syllabi, "A competent teacher candidate understands and embraces Diversity**"**

Candidates encounter diversity expectations at all programmatic levels. During content area and Block 1 and 2 courses, candidates learn to appreciate the benefits of a diverse population to society and develop the understanding that they need to serve a diverse student body, their families, and their communities. They learn to articulate the variables that define diversity and learn of their responsibility to create caring learning communities that are responsive to the diverse needs of <u>all</u> learners.

During Block 3 and 4 methods classes, candidates learn about the characteristics of effective teachers who demonstrate the teaching attitudes and skills that will enable them to support the learning of all students. They plan lessons that differentiate instruction and accommodate the needs of diverse learners. During the teaching internship, candidates demonstrate their respect for the families, cultures, and languages of students and leverage these factors to help students learn. They identify students' learning styles and developmental levels and use this information to differentiate instruction. They utilize recognized methods for assisting ESL students, and they demonstrate that they value <u>all</u> students' efforts by providing appropriate positive reinforcement and assessment feedback.

See the Exhibit 4.3.b - Diversity Components Matrix in the Electronic Exhibit Room for a list of examples of the learning opportunities encountered in coursework and field experiences that support the development of the competency of understanding and embracing Diversity In addition to diversity expectations encountered in course work, faculty also evaluate candidates' dispositions related to diversity (Respect for Others and Multicultural Sensitivity) during Blocks 1, 3 and 4. The basis for the faculty ratings during Block 1 are tied to specific assignments: a diversity paper in ED 301 and a reflective journal based on field experience in ED 308. Any candidates with unacceptable ratings on these (or any other areas) are placed on a Professional Development Plan (PDP) in order to address and correct the deficiency. The candidate's advisor monitor's the progress on the PDP. If adequate progress is not made by the candidate in addressing/correcting the issue, the candidate may be dismissed from the program. Candidates also complete a Dispositions Self-Evaluation assessment during Block I when they enter the program and again in Block 4 just prior to the internship semester.

Diversity in Field Experiences:
In Alabama, candidates in teacher preparation programs must log a minimum of 200 hours of field experience in public school settings prior to being assigned to the semester-long internship. Through the UAH education office, in collaboration with school administrators, candidates are systematically placed among schools in the three districts comprising our service area. Candidates develop the knowledge and skills needed to help <u>all</u> students learn, including students from diverse populations and students with exceptionalities as they systematically rotate through the three diverse school systems. The demographics of these three systems are presented in Exhibit 4.3.f – School System Demographics.

Block I candidates are assigned to the Huntsville City System, a large system with both low and high income schools, which has the highest minority population and the highest eligibility for free or reduced lunches of the three systems. As part of their coursework in ED301- Introduction to Education, candidates complete an intensive 50 hour field experience in a Title I school in this district. They write about their experiences through several lenses, one of which is the diversity perspective (Diversity Paper). Also during this first block in ED 308 - Educational Psychology, as part of the Study Buddy Program, candidates are assigned to tutor a student at University Place, an urban elementary school adjacent to the UAH campus. The student body at University Place is 74% African-American, 15% Hispanic, and 2% Asian. More than 90% of the students are eligible for free or reduced lunches.

Elementary and secondary candidates in Block II courses complete part of their 50 hour field experiences in special education settings in the county school system. For their field experiences in EDC 301 - Teaching the Exceptional Child, candidates focus on the needs of students with disabilities, where and how they receive services, and how the services are initiated. In EDC 311- Instructional Strategies for Inclusive Classrooms, candidates focus their field experiences on the ways in which classrooms provide multiple ways to provide learning opportunities so that diverse needs are met.

During Blocks III and IV, the two methods blocks, undergraduate candidates are assigned to a school in the suburban Madison City School System for one of the blocks, then they rotate back to the Huntsville system for the other block. For their course work and field experiences, candidates plan and implement instruction for small groups of students, assess and tutor at risk learners, develop and teach lessons that are appropriate for the learners, and assess student learning. They practice a variety of teaching and assessment strategies designed to enable all learners, including ESL students, at risk learners, and special needs students, to be successful.

Elementary and Secondary Collaborative teacher candidates have additional field experiences during Blocks III and IV which put them in direct contact with students with special needs. In EDC 302 - Low Incidence Population, candidates take a field-based class where they work for 4 weeks, 3.5 to 4 hours per day with high needs/low incidence disabilities students in a summer program provided by one of the local school districts.

Diverse Field Placements for Graduate Candidates
Initial and advanced graduate candidates have similar opportunities to develop the knowledge and skills needed to work with diverse P-12 students and enable all students to learn, including students with exceptionalities and from diverse populations. Initial certification candidates rotate through the three local school systems in a manner similar to the undergraduate candidates, moving from urban to rural to suburban settings for their field experiences.

Advanced 6-12 secondary and P-12 reading candidates
These candidates enhance their knowledge and abilities engaging in reflective work in their own classrooms. In order to gain insights regarding diverse learners, including those with exceptionalities and those from diverse populations, they are assigned to spend at least one day each semester in a classroom that presents a different demographic profile from their own classroom. In all undergraduate and graduate programs, rubrics are used to assess candidates' abilities to meet the needs of all learners, including students with special needs, ESL students, at risk students, and students from diverse populations. Examples of candidate work from their field placement assignments and from internships are available in the Exhibit 1.3.h.

Teacher candidates, during their internships, are expected to demonstrate their commitment to working with students with diverse needs. Indicators for this commitment include demonstrating respect for the families, cultures, and languages of students and leveraging these factors to help students learn. They are expected to identify students' learning styles and developmental levels and use this information to differentiate instruction. They are expected to

value all students' efforts and provide appropriate positive reinforcement and assessment feedback. As part of their exit portfolio presentations, they articulate this commitment and provide evidence for meeting the expectations. See Exhibit 4.3.c – Intern Average Diversity Ratings for a summary table of intern performance on the diversity competencies, both UAH and EDUCATE Alabama.

B. Experiences working with Diverse Faculty
The UAH Department of Education recruitment procedures follow the university guidelines for insuring diversity among department faculty, and efforts to increase the ethnic diversity within the department faculty over the last few years have been somewhat successful. The addition of a full time tenure-earning African American female to the faculty was the result of aggressive recruiting. The candidate had been interviewed and offered the position for the fall of 2003, but she declined the offer in order to pursue her research agenda. The department maintained contact with her and again offered her the position for the fall of 2004, which she accepted. All undergraduate teacher candidates take courses in the College of Liberal Arts and the College of Science to meet their general education requirements. Secondary initial certification candidates complete between 30 and 40 additional hours beyond general education requirements with faculty in liberal arts or science in the discipline area of their certification. Programs for graduate candidates require from 24 to 30 hours in the chosen discipline beyond the 24 hours of education courses. Exhibit 4.3.d – Demographic Data for UAH Faculty in the Electronic Exhibit Room illustrates the ethnic and gender composition of the faculty across the University and within the unit.

In addition to interactions with diverse faculty within the university, candidates, through their field experiences, have multiple opportunities to work with diverse cooperating teachers in the elementary, middle, and high schools. Field assignments are coordinated through the education office and arranged so that candidates will have experiences in a variety of schools in the three local area systems that are available to us for observation, participation, and internships. During Block I, candidates are assigned to the Huntsville City system, a district which includes a large number of inner city schools, high minority population and high rate of eligibility for free or reduced lunches for the students; Block II field assignments are in the Madison County system, which includes primarily rural schools; Block III assignments are in a suburban system, Madison City.

Our unit faculty are knowledgeable about preparing candidates to work with diverse students. Even though we are a small department, with ten faculty members (full and part time), we have 2 faculty members with doctorates in Special Education and extensive experience working in schools with children with exceptionalities. Another faculty member, who designed and teaches the ED430/530 Applied Multiculturalism course, has implemented the "UAH Latino/Latina Summer Institute" which began in the summer of 2011 The program brought 16 middle and high school students from the Huntsville City Schools to the UAH campus for a week-long "college experience", focused on STEM activities, designed to introduce students to what a university is like and to follow them until they are ready to enter college, ideally at UAH. Another faculty member is working to develop an Emerging Young Leaders mentoring program for girls in the 6th-8th grade, focused on character building, self-esteem and leadership to girls in an afterschool setting. Additionally, one of our faculty members was recently awarded a $1,225,000 grant for Project HAPPENS (Helping Academic Professionals Prepare ELLs for Newfound Success), a collaborative project with Huntsville City Schools to provide more effective Sheltered English instruction to English Language Learners. The project will provide professional development to in-service teachers as well as UAH Elementary Education majors.

C: Experiences Working with Diverse Candidates
UAH teacher candidates are fortunate to be members of a student body that represents multiple cultures and ethnicities. During undergraduate coursework when meeting their general education requirements (GER), candidates have opportunities to interact with UAH students from the Colleges of Engineering, Administrative Sciences, Liberal Arts, Nursing, and Science. Once they have completed their GER, elementary and secondary initial certification undergraduate candidates will primarily take classes with each other in the Teacher Education Program (TEP) and with students in the College of Liberal Arts (CLA) and the College of Science (COS) as appropriate for their disciplines.

Huntsville is home to two other institutions (both HBCUs) who offer programs in teacher preparation, Alabama A&M University and Oakwood College. Nevertheless, the Teacher Education Program at UAH has consistently maintained an African-American enrollment that is close to the university average of about 12% for undergraduates over the past several years. Currently our numbers of candidates from various race and ethnic subgroups are lower

than we would prefer. Part of our continuous improvement in diversity will be to actively recruit more diverse candidates. See Exhibit 4.3.e -Candidate Demographics for the gender, race and ethnicity data for the unit, the University and the surrounding area.

Even though our race and ethnicity percentages do not match the proportions found in the service area, our candidates still come from diverse backgrounds. They come from various socio-economic backgrounds, some of whom are first generation college students. We have a large number of candidates who are non-traditional students. In many cases, these candidates have had careers in fields outside of education. We have candidates with exceptionalities including one visually impaired candidate and one candidate with Cerebral Palsy. We formed the Disabilities Planning Advisory Group (discussed in more detail later in the report) in large part to help these candidates proceed through our program. Candidates reflect on and analyze their experiences with diversity during their first course, ED 301- Introduction to Education as well as during the ED 430/530 - Applied Multiculturalism course and EDC 301 - Teaching the Exceptional Child.

D. Experiences Working with Diverse Students in P – 12 Schools
As described above in Section 4a, the systematic placement of the teacher candidates as they rotate through the three diverse school districts in the UAH service area provide them with experiences working with P-12 students who are diverse in culture, ethnicity, socio-economic status, gender, and ability. The gender, ethnicity, and disability data for the students in the three school systems where UAH teacher candidates engage in their field experiences and clinical practice are summarized in Exhibit 4.3.f – School System Demographics in the Electronic Exhibit Room. Additionally, Exhibit 4.3.f - Diversity of P-12 Students shows the school-level demographics for schools where our candidates were assigned for their internships in Spring 2011 and Fall 2011.

4.2.a   Standard on which the unit is moving to the target level [maximum of five pages]
  ▪ Describe areas of the standard at which the unit is currently performing at the target level.
  ▪ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
  Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 4.

A: Design, Implementation, and Evaluation of Curriculum and Experiences

As shown in Exhibit 4.3.b, one common theme in our curriculum is the development of knowledge, skills and professional dispositions related to diversity. Courses are designed based on sound-research-based diversity principles. Candidates are required to take two courses directly related to issues of diversity – ED430/530 Applied Multiculturalism and EDC 301 – Teaching the Exceptional Child. Diversity components are included throughout the program of study, from the Study Buddy program in Block I to the diversity competencies included in the internship evaluation. As described above, we take great pains to ensure our candidates have a broad range of field experiences and that they have the opportunity to participate in diverse settings. We regularly review candidate performance on diversity dispositions and have a well-established plan for mentoring candidates who do not perform adequately through our PDP system.

B. Experiences working with Diverse Faculty

Our candidates have the opportunity to learn from faculty across the university from a broad range of racial and ethnic sub-groups and cultural backgrounds. Our unit faculty are knowledgeable about preparing candidates to work with diverse students. Even though we are a small department, with ten faculty members (full and part time), we have 2 faculty members with doctorates in Special Education and extensive experience working in schools with children with exceptionalities. Several of our faculty members actively work with under-represented groups; one through creation of the Latino/Latina Summer Institute and another through the creation of an Emerging Young Leaders mentoring program for girls in the 6th-8th grade, focused on character building, self-esteem and leadership to girls in an afterschool setting. Additionally, one of our faculty members was recently awarded a $1,225,000 grant for Project HAPPENS, a collaborative project with Huntsville City Schools to provide more effective Sheltered

English instruction to English Language Learners. The project will provide professional development to in-service teachers as well as UAH Elementary Education majors. The in-service teachers will come from schools with high numbers of ELL students.

C: Experiences Working with Diverse Candidates

Although the racial/ethnic demographics for our candidates are not as varied as we would like, we still have a very diverse group of candidates. We have a large percentage of non-traditional candidates, many of whom are entering the field of education from other, un-related careers. We have candidates from a broad range of socio-economic backgrounds, some of whom are first-generation college students. We also have two candidates with exceptionalities – one visually impaired and one with Cerebral Palsy. We formed a Disabilities Planning Advisory Group in order to make plans for how to best support students such as these as they proceed through our programs and on to internships. Our candidate with Cerebral Palsy recently completed her internship and was very successful. We require our candidates to reflect on their experiences with diversity in numerous places throughout the program beginning with the Diversity paper they write in ED 301 – Introduction to Education and ending with the reflections they write and portfolios they present as part of their internships.

D. Experiences Working with Diverse Students in P – 12 Schools

As described above, the systematic placement of the teacher candidates as they rotate through the three diverse school districts in the UAH service area provide them with experiences working with P-12 students who are diverse in culture, ethnicity, socio-economic status, gender, and ability. These experiences are specifically designed to allow the candidates to interact with students with exceptionalities and from a broad range of diverse groups. We are fortunate to be in close proximity to three very different school districts allowing for this level of diversity in field experiences.

Plans for obtaining Target Level in the coming years:

The university works diligently to recruit and retain diverse faculty across campus. We too are committed to recruiting and retaining a diverse faculty in the department and follow all university guidelines in our recruitment efforts. As faculty positions become available, we will continue our efforts to recruit diverse faculty who will enrich our lives and the lives of our students.

As a faculty we will explore avenues for attracting diverse candidates to teacher education. We will develop a strategic plan to address this. The department chair currently works closely with university recruitment teams and has provided the recruiters with information about our programs. We are planning to develop program-specific recruitment flyers to supplement the materials university recruiters have available. The associate dean of Liberal Arts is systematically meeting with counselors at area high schools; we will provide him with our new program-specific materials We will also focus additional attention on recruiting candidates from area community colleges.

We are currently working with area school systems in an effort to identify specific school partnerships. We have had initial conversations with the superintendent of Huntsville City Schools, ELL teachers in the Madison City School system, and teachers at Hazel Green High School in Madison County. We hope to expand our partnership with an elementary school in Huntsville; build on the Emerging Scholars project at Hazel Green High School and develop a new partnership for our elementary education majors during the summer. We hope to model our ELL experience after the four-week summer "Extended Year Program" for our collaborative teacher candidates. Implementation of the DOE Partnership Grant with Huntsville City Schools will also provide opportunities for our faculty and candidates to extend their knowledge and expertise in working with English Language Learners.

Finally, we have recently submitted a proposal for a new Master of Education Program with Focus on Differentiated Instruction and options in Elementary Education or Collaborative Teacher/Special Education – Autism. The proposal has passed review by the UA System Board of Trustees and we are awaiting approval from the Alabama Commission on Higher Education, the final phase before the program is accepted. The purpose of the proposed Master of Education program is to provide K-6 elementary and K-12 special educators with innovative approaches to meeting the instructional needs of an ever increasing diverse student population. The focus of the program will be on meeting the needs of diverse students, cultural factors influencing schools and classrooms,

effective management of learning environments, innovative approaches to assessment and instruction, and collaboration with parents, educators, and community members. If this program is approved, it would begin in the Fall of 2013 and will greatly enhance our ability to address issues of diversity, in particular issues regarding children with exceptionalities.

4.3   Exhibits (See Electronic Exhibit Room)

4.3.a	Proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools
4.3.b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)
4.3.c	Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.3.d	Data table on faculty demographics (see Appendix A for an example)
4.3.e	Data table on candidates demographics (see Appendix B for an example)
4.3.f	Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
4.3.g	Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty
4.3.h	Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates
4.3.i	Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

Standard 5: Faculty Qualifications, Performance and Development

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

5.1   How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance? [maximum of three pages]

A: Qualified Faculty

The faculty in the unit are a key element in the strength of our programs and the success of our graduates. Faculty share a common vision, that of preparing our teacher candidates to become reflective leaders in a dynamic, complex world. Their commitment is evidenced through the modeling of best practices in teaching, scholarship, and service.

The full-time faculty in the Department of Education consists of two tenured associate professors, six tenure-track assistant professors, and a lecturer. Unit faculty have earned doctorates from accredited universities throughout the United States: Arizona, Iowa, New York, South Dakota, Texas, Virginia, and Washington, D.C. and are teaching in their areas of expertise. All education faculty have teaching certificates and 7-20 years teaching experiences in K-12 schools. During the 2010-2011 academic year, six part time faculty were utilized by the department; three held doctorates and three master's degrees; all held teaching certificates and have extensive experiences in K-12 school settings. With the support of the college, the department established a three-quarter time position in special education ; the individual hired brings a strong background and 7 year of experience working with K-12 special needs children, particularly those with autism. She holds a Ph.D. and is certified in K-6 and 6-12 special education and educational administration. In January of 2012 the reading/literacy faculty member resigned to take a position in Arizona. We are currently conducting a search for a replacement for the reading/literacy position which was vacated in January 2012. See Exhibit 5.3.a, Qualifications of Unit Faculty.

Tenured and tenure-earning faculty in the unit, as well as faculty in the College of Liberal Arts and the College of Science, meet the qualifications set forth in the UAH <u>Faculty Handbook</u> which require that tenure-earning faculty have a terminal degree in the pertinent discipline. Faculty in the Colleges of Liberal Arts and Science who work with teacher candidates also meet the Alabama State Department of Education standards for teacher education faculty. See Exhibit 5.3.a, Annual ALSDE Approved Faculty List. In addition to meeting subject area criteria, unit faculty who are responsible for instruction, supervision, and assessment of candidates during field experiences and internships have "recent professional experiences in P-12 school settings." Faculty Activity Reports (found in Exhibit 5.3.d) and a survey of department faculty showed that faculty are actively engaged in working with public school teachers, administrators, and students.

All full time education faculty may supervise student teachers. P-12 teachers who supervise student teachers must have at least a master's degree, have three years of education experience in their teaching fields, be teaching classes in their areas of certification (Alabama Board of Education Code) and be recommended by their principals. P-12 teachers who supervise field experiences prior to the internship are also selected by the school principals. Criteria for cooperating teachers are discussed with principals when requests are made for placement of student teachers. If the principal does not have a teacher with a master's degree available, but believes that a tenured teacher with a bachelor's degree would be an excellent cooperating teacher, he/she signs a waiver verifying the cooperating teacher's qualifications as a role model and mentor. Documentation of the qualifications of cooperating teachers and copies of the waivers for non-master's degree cooperating teachers are kept in the department office. We continue to monitor the use of non-master's degree cooperating teachers when we request placement of our student teachers. Exhibit 5.3.b: Qualifications of Cooperating Teachers Fall 2010-Fall 2011

B: Modeling Best Professional Practices in Teaching

One of the strengths of the teacher education program at UAH is that all of our candidates are strongly grounded in the disciplines and take numerous courses from faculty who are experts in their discipline areas. UAH faculty hiring and reappointment policies ensure that our candidates are being taught by faculty who are knowledgeable in their disciplines. At the unit level, prior to offering an applicant a position with Education Department faculty, the applicant's credentials and official transcripts are evaluated internally, and then at the state level to ensure that he or she has an advanced degree or sufficient coursework related to the specific content to be taught. As a further measure of content knowledge, faculty members are evaluated by teacher candidates at the end of each course. Several items on the survey provide evidence that faculty know the content they teach. Results of these surveys are reported in Exhibit 5.3.f- Comparison of SIE's Dept. COS and CLA

While candidates in the Teacher Education Program learn about a variety of learning theories, including behaviorism, schema theory, information processing theory, and constructivism, as articulated in our Conceptual Framework, the TEP at UAH is based largely along the constructivist perspective. Evidence of the commitment to this perspective is found on departmental syllabi. In their own classrooms, faculty members consistently employ constructivist practices such as performance assessments and a wide variety of learner-centered, problem-based collaborative activities. Faculty support candidates as they explore connections among concepts within and across the disciplines, work to make sense of the course content, and apply their newly acquired knowledge in P-12 classrooms. Evidence can be found in requirements of all course syllabi and Exhibit 5.3.f: Utilization of Instructional and Assessment Strategies

Development of reflection, critical thinking, problem solving, and professional dispositions is supported throughout the teacher education program. Faculty model critical thinking and problem solving strategies. They pose questions and problems that encourage candidates to challenge the status quo and to think for themselves. Evidence can be found in requirements of all course syllabi. To support the development of dispositions appropriate to the profession, faculty seek to model the same dispositions on which candidates are evaluated throughout the program. Education faculty encourage all of our candidates to develop reflection as a critical means of developing their knowledge base, teaching philosophy and practice, and leadership potential.

Education faculty model an awareness of and a commitment to dealing with issues of diversity in their classes, including diversity of race, ethnicity, language, economic status, religion, gender, sexual orientation, exceptionalities, and learning styles. The ways in which faculty address topics of diversity in their courses are articulated in Standard 4.

Education faculty demonstrate their commitment to candidate learning by providing multiple contexts for candidates to engage in and demonstrate their learning. Course syllabi, Exhibit I.5.b and Faculty Activity Reports, Exhibit

5.3.d, provide evidence that, in addition to using more traditional teaching strategies (lecture, discussion, written tests and assignments), faculty employ a wide variety of engaging teaching and learning strategies to address the differences in candidate backgrounds and learning styles. They also use various tools to assess candidate knowledge and abilities. Exhibit 5.3.f: Instructional and Strategies of Full and Part-time Faculty.

Professional education faculty and faculty in general education and major courses are proficient in modeling the integration of technology in their courses. Tenured and tenure-earning faculty received training in the use of ANGEL for course management and grading practices. Candidates are able to observe faculty using technology they will be expected to use in their own classrooms. Evidence is included in all faculty syllabi.

Teaching is one of three aspects considered in the faculty reappointment, tenure, and promotion process at UAH. The annual Faculty Activity Report and the dossier of tenure-earning faculty document each faculty member's teaching philosophy, methodologies, self-evaluation, and personal goals for improving practice. Faculty also use feedback from required Student Instructor Evaluations (SIE) which are completed by all students in every course each semester, as part of their self-assessment. Copies of the evaluation instrument and course evaluation data are available in faculty files in the department office. SIE scores included in the Faculty Activity Report are part of the evidence considered for faculty reappointment and tenure, or non-reappointment.

C: Modeling Best Professional Practices in Scholarship

The university expects faculty members to conduct research and/or pursue creative activities as part of their academic obligations. "Peer-reviewed research and creative achievements" play an essential role for faculty in questions of promotion, tenure, and salary review" (Faculty Handbook). Full-time education faculty document their scholarship in the annual Faculty Activity Reports and vita. Examples of published faculty work may be viewed in the office of the Dean of Liberal Arts or requested from individual faculty. The increase in scholarly work reflects the dedication of young tenure-earning faculty and the continuing commitment of more senior tenured faculty to the role of scholarship in their academic careers. Exhibit 5.3.d: Summary of Faculty Scholarship and Individual Faculty Scholarship Contributions.

Faculty Activity Reports and reappointment dossiers show that faculty use research to inform their teaching, and in some cases, class activities lead to action research projects which may result in presentations and/or published research. Dr. Enger's use of science journals in ED 373 – Elementary Science Methods is an excellent example of this relationship. Faculty who have had leadership roles in the Alabama Reading Initiative (ARI) or the Alabama Math, Science and Technology Initiative (AMSTI) also implement strategies imbedded in the statewide math, science and reading initiatives in the methods courses, thus ensuring that our candidates are prepared with current research-based strategies for instruction and assessment.

D: Modeling Best Practices in Service

Consistent with the department's conceptual framework and the mission of UAH, effectiveness in service and leadership are important for faculty members. As stipulated in the Faculty Handbook, faculty must engage in both internal and external service activities to earn tenure and promotion. Education faculty are committed to serving the university, the profession, and P-12 schools. They are active in regional, state, community, and campus organizations; serve on faculty committees and governance on campus and in advisement of student organizations; hold membership and leadership positions in professional organizations. Currently, all education faculty are members of department committees. As shown in vitae and Faculty Activity Reports, faculty members provide a broad range of services to the university, the community, and the profession. Examples of service are included in the exhibits - Exhibit 5.3.f, Department Summary of Service Activities and Exhibit 5.3.f, Individual Faculty Service Contributions.

Department faculty collaborate with colleagues in P-12 settings, faculty in other university departments, and members of the professional community. Some of the collaborative activities, such as the work with the Disabilities Planning Advisory Committee and the Council of Chairs, have resulted in improved communications across departments and led to improvements in the teacher education program (TEP). The Extended Year Summer Program for Special Needs Students, has been mutually beneficial to the school system and its students, unit faculty and candidates, who gain experience working with at-risk and special needs students; the P-12 and the students benefit from the interactions with the candidates. See Exhibit 5.3.e, Summary of Recent and Ongoing Collaborative Activities and Individual Faculty Interactions with P-12 Schools.

E: Unit Evaluation of Professional Education Faculty

The performance of all faculty at UAH is evaluated through a formal annual review process. The principles and procedures for reappointment, promotion, and tenure are addressed in detail in the Faculty Handbook. These procedures are consistent with AAUP policies. Copies of all recommendations and reports are kept in the departmental and the dean's offices.

During the first five years of a faculty's experiences at UAH, tenure-earning faculty submit a dossier to the chair, citing evidence of performance in teaching, research and scholarly works, and service. The dossier not only contains specific evidence of contributions in teaching research and service, but also the Faculty Activity Report which requires faculty to engage in self-evaluation and goal setting for the upcoming year.   The dossiers are reviewed by faculty committee, the department chair and the dean of the college.

In the tenure year (usually the sixth year), however, the dossier is reviewed by external College and University Committees. The Provost conducts an independent review before making a final decision. All faculty have successfully met criteria for reappointment over the past 4 years.

Tenured faculty are evaluated through an Annual Performance Review requiring them to document their performance in teaching, research, and service and to engage in self-evaluation and goal-setting for the future. The chair responds to the documents in the Faculty Activity Report both in writing and in a conference.

Full-time, non-tenure track (lecturers) and part-time faculty are reviewed by the departmental chair. The review for full-time lecturers is based on a Faculty Activity Report, except during a reappointment year, in which case it is based upon a reappointment dossier as well as a Faculty Activity Report. The university has established a policy for part-time faculty evaluation, and it was implemented this year. Data for part-time faculty assessment comes primarily from student course evaluations, student comments, and classroom observations. Department Chairs also complete an evaluation of part-time faculty member at the end of each semester. A conference is scheduled with the faculty member to discuss recommendations and commendations. Part-time faculty whose teaching is unacceptable are not asked to teach in the subsequent semesters.

Student Instructor Evaluations (SIEs) are an important source of information for ongoing evaluation of teaching in the unit and for self-evaluation by individual faculty members. Faculty members are provided with their individual SIE reports and with a summary of department SIE data each semester. Individual and unit data are used as one piece of evidence in the faculty review process. See Exhibit 5.3.f, SIE Department Summary.

F. Facilitation of Professional Development

The Office of the Provost and other major university units provide support for university-wide professional development initiatives such as: Technology workshops, Grant-Writing Workshops, the Junior Faculty Distinguished Research Program, Minority Faculty and Administrator Recruitment and Retention Professional Development Program, Diversity Workshops, Dossier Development Workshop, and Teaching Matters sessions. Faculty Activity Reports include a record of their participation in professional development opportunities offered by the university.

Faculty are also supported in their professional development through the sabbatical leave process. In addition to the opportunities listed above, the dean provides funding to attend and/or present papers at conferences or workshops. Furthermore, faculty may apply for travel funds through the Humanities Center or may include travel as a budget item in research mini-grants or other grant proposals. Faculty Activity Reports provide evidence that 2010-2011 faculty have participated in University supported professional development activities and have sought out additional activities to meet professional development needs identified in their self-evaluation and/or reappointment process. See Exhibit 5.3.g, Faculty Professional Development Activities 2010-2011 and Professional Development Opportunities at UAHuntsville.

5.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 5.

5a. Qualified Faculty.
We will continue to maintain qualified faculty who are certified and have teaching experience. We are currently searching for a reading/literacy faculty member. In addition to expecting a strong research and teaching record, we are also examining the individual's P-12 experiences and licensure.
We have recently received permission to submit a proposal for a new M.A. program to the Alabama Commission on Higher Education. If approved, we plan to recruit for additional faculty to support the program's implementation and development.
We continue to build a cadre of exceptional classroom teachers to mentor student teachers and support students participating in pre-internship field experiences. We will engage in a discussion and evaluate current method of providing information and support/mentorship to cooperating teachers.

5b. Modeling Best Professional Practices in Teaching
Faculty will continue to model use of current technology into teaching in classes, to incorporate assignments requiring students to use technology in their planning, presentations, teaching, and assessments.

5c. Modeling Best Professional Practices in Scholarship
Faculty continue to support one another and collaborate with one another in building scholarly records that inform teaching and professional life.

5d. Modeling Best Professional Practices in Service
In order to inform our own professional development and to meet the revised State Department of Education standard for P-12 experiences for teacher education, the department will explore additional opportunities for collaboration with area school superintendents and local principals and teachers. Efforts will be made to re-establish a school-community advisory committee to provide ongoing feedback for program development and assessment.
We will build/grow our graduate programs, especially in the areas of reading/literacy and STEM programs. The newly hired reading/literacy faculty member will be charged with developing and implementing a plan to grow the advanced reading program.

5e. Unit evaluation of Professional Education Faculty Performance
We will continue to utilize the university's system of evaluating faculty performance in teaching, research, and service.

5f. Facilitation of Professional Development
The department chair will work with the Dean of Liberal Arts and the Provost to support faculty research agendas including travel to conferences and other professional organizations.

5.3 Exhibits (See Electronic Exhibit Room)

5.3.a	Data table on qualifications of professional education faculty (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)
5.3.b	Data table on qualifications of clinical faculty (i.e., P–12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)
5.3.c	Policies and practices to assure clinical faculty meet unit expectations
5.3.d	Policies, expectations, and samples of faculty scholarly activities
5.3.e	Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing

5.3.f	Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results in areas of teaching, scholarship and service
	schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5.3.g	Policies, procedures, and practices for professional development and summaries of the results

Standard 6: Unit Governance and Resources

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

> 6.1 How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards? [maximum of three pages]

Unit Leadership and Authority: The University of Alabama in Huntsville (UAH) is an autonomous campus within The University of Alabama System and is under the authority of the UA System Board of Trustees. The chief executive officer of the institution is President Robert A. Altenkirch, who is in his first year at UAH. See Exhibit 6.3.b for the Institution Organization charts. Academic policies for the University are established through a shared governance system, involving the Faculty Senate. Policies and procedures are publicized through the Faculty Handbook. Since its inception at The University of Alabama in Huntsville, the Department of Education has been housed in the College of Liberal Arts, Collaboration between the Department of Education and disciplines housed in the College of Liberal Arts and the College of Science is reflective of an historical and continuing commitment to content rich programs. Responsibility for leadership in the Department of Education is held by Mary Piersma, Chair of the Department of Education who is serving her 21st year as departmental chair and who was supported by the department for reappointment to another four-year term in 2011-2012, in accordance with the procedures outlined in the Faculty Handbook. The Chair reports directly to the College of Liberal Arts Dean, Professor Glenn Dasher who has held this position since Fall Semester of 2007. The Chair of the Department of Education is a member of the College of Liberal Arts Council of Chairs. The weekly meetings of the Council of Chairs facilitate collaboration between the Department of Education and disciplines of the College, provide a vehicle for timely discussion of curricular and process issues, and, most importantly, enhance understanding and support of the TEP.

The Department of Education holds primary responsibility and authority for all teacher education programs offered at UAH. However, that responsibility in fact is shared by stakeholders, namely departments (and their respective colleges' council of chairs) that offer majors for secondary and P-12 certification programs, P-12 administrators and teachers with whom we collaborate, and alumni of our programs. Education establishes admission and progression standards, plans and delivers the education component of the teacher education program, provides teacher candidates with academic advising and access to counseling, and evaluates progress of candidates towards completion of the degree and recommendation for teacher certification. Department of Education faculty meets regularly, typically three times a month, to discuss and resolve such matters. More specifically, the Department of Education faculty has sole responsibility for the elementary education and collaborative teacher programs and work in concert with departmental faculty in other discipline units to provide secondary education programs. All curricular changes must be initiated by the department, reviewed by the College Advisory Curriculum Committee and approved by the Dean, subsequently reviewed by the University Curriculum Committee (undergraduate curricular matters) or Graduate Council (graduate curricular matters) and finally approved by the Office of the Provost. Unit faculty and administration continue to meet with faculty colleagues in other units across campus, especially the departments involved with teacher education from the College of Liberal Arts and the College of Science. These faculty representatives serve as a sounding board for potential changes to teacher certification programs at our institution, provide feedback following portfolio exit conferences, provide advice and evaluate exit examinations for graduate candidates, and coordinate the scheduling of courses. They have been a valuable asset in evaluating the way teacher candidates are assessed and in facilitating change in this and other critical areas.

In August of 2011we established an advisory council to begin a conversation about supporting, advising and evaluating teacher candidates with disabilities. The Disabilities Planning Advisory Group consists of general and special education teachers and administrators from area schools, representatives from the Alabama Department of

Rehabilitation Services, representatives from the UAH Office of Student Affairs, UAH Office of Disabilities and Counseling Services, UAH Office of Counsel, and Education faculty. The group examined the role of various stakeholders in supporting teacher candidates with disabilities and committed to sharing information regarding "essential functions" required for all teachers in public schools and helping develop a framework for supporting UAHuntsville teacher candidates with disabilities. As a result of the initial meeting, we have together developed a plan to support our teacher candidates. We are implementing the plan with one of our teacher candidates this spring 2012 semester and are planning to meet with the student and stakeholders to evaluate the success of the plan and identify any needs for revisions. The advisory group will meet twice a year to monitor our plan and our support of teacher candidates who have identified disabilities.

Essential information, advising, and counseling are provided to teacher candidates through various means. Admission requirements, program information, and grading policies are available in the *UAH Undergraduate Catalog* and the *UAH Graduate Catalog*, Exhibit I.5.a. The Teacher Education Handbooks (for initial undergraduate and alternative graduate) describe the policies and procedures of the Department of Education and are distributed to all students enrolled in ED 301.   Handbooks for advanced graduate candidates are available in the university bookstore and on the department's website. Information, standards, and evaluation for the student teacher experience are published in the Student Teacher Handbook and distributed at the student teacher orientation. Undergraduate students intending to seek teacher certification, but not yet admitted to the program, receive academic advising from the College of Liberal Arts Academic Advisor, Ms. Amy Smeal and Susan Gill, Teacher Certification Officer. The College Academic Advisor and the Certification Officer are well connected with the Office of Student Affairs, Office of Disabilities and Counseling Services, the Office of Student Support Services and tutoring services provided by the Student Success Center, and assist teacher candidates in identifying needs and securing services for them. Graduate teacher candidates are jointly advised through their discipline departments and the Department of Education.

B: Unit Budget Funds directly allocated by the University to the Department of Education include funds for salaries of full-time faculty and staff (part-time faculty salary funds are held by the College of Liberal Arts) and operating funds. Funds for the Department of Education compare favorably with other departments in the College of Liberal Arts. Salaries for faculty in the Department of Education typically exceed those of other departments in the College of Liberal Arts, given rank and time in rank.   The average salary for the Education lecturer is over $5000 greater than the College average for that rank. Likewise, the average salary of an Assistant Professor in Education is higher than the College counterpart; and the average salary of the Associate Professor in Education is approximately $4,000 over than of other disciplines in the College. When current faculty lines have not supported salary requirements of replacement faculty hires, central administration has provided additional funds so that quality hires can be made. See Exhibit 6.3.f 2011-2012 CLA Salary Averages and Average Salaries of CLA Faculty by Rank.

Operating funds are essentially the same as other departments in the college that have approximately the same number of faculty and students. For 2010-2011, operating budgets in the College of Liberal Arts ranged from $5,560 - $18,794. Budgeted operating funds for Education were $16,135 in fiscal year 2007 and have decreased to $14,867 for fiscal year 2010-2011. The decrease in the operating budget of the Department of Education, like other departments in the college, is the result of statewide proration, which required universities to return money to the state due to lower than expected state income. For the past five years, operating expenditures in the Department of Education have exceeded the original budgeted amount, ranging from $6,000 in 2007 to $15,900 in 2011. The Dean of Liberal Arts has supplemented the department's budget along with those of other departments, indicating continuing responsiveness at the Dean and Provost levels to needs of the department. Lean operating budgets are common across the university and are continually identified as a concern for the Colleges. Exhibit 6.3.f Comparison for CLA Department Budgets

C: Personnel Course load assignments for Education faculty are consistent with the Faculty Handbook, (24 hours) and with the practices of departments in the College of Liberal Arts. In accordance with research expectations, tenured and tenure earning professors in the College of Liberal Arts teach 18 hours per academic year and have 20% research and 20% service expectations. Because of the lack of research expectations, those in non-tenure earning positions teach 24 hours per year. Supervision of teacher candidate interns is considered a part of the workload by equating 4-5 interns to a three semester hour course.   Because Dr. Enger holds a joint appointment with the Institute for Science Education, she has a 50% AY courseload expectation. Course loads are also reduced for the departmental chair and the NCATE Director. Ms. Patrick, lecturer holds a 12 month contract; during the academic

year her primary responsibility is supervising student teachers and serving as a liaison to our first year teacher-graduates; during the summer she maintains the data base for follow-up surveys to graduates, cooperating teachers, and school administrators and collaborates with the NCATE Director in analyzing data from the surveys. All faculty teach undergraduate and graduate courses for the unit. A typical teaching assignment for education faculty is two courses and supervision of student teachers. See Exhibit 6.3.h, Faculty Workload Table 2010-2011, 2011-2012 and Record of CLA Faculty Workload.

Part-time instructional faculty participate, whenever possible, in workshops and meetings that focus on the alignment of courses with the conceptual framework. They are expected to construct their course syllabi to reflect the alignment and to identify assessment procedures aligned with the candidate competencies. Part-time supervisors of student teachers attend an orientation workshop along with the student teachers they will be supervising. Part-time supervisors serve as part of the exit review committee along with full-time faculty, which gives them the opportunity to further refine their understandings of departmental goals and philosophy as they engage in the process of reviewing candidates' performances. The Department of Education staff includes a full-time staff assistant and a full-time certification officer. Duties of the staff assistant include routine secretarial duties, maintenance of student and faculty files, coordinating field experience placements, and maintaining the field experience data base, and some public school related duties. The teacher certification officer provides academic advising support and oversees the licensure application process for teacher candidates.

The University of Alabama in Huntsville provides a variety of resources to support faculty development as teachers, scholars, and practitioners. For new faculty, this begins with provision of start-up funds (typically $3,500 for new faculty) and the annual new faculty orientation, at which many of the resources available for professional development are described. These resources include various units within the university, as well as specific policies and programs. Because of its roles in academic funding, in developing and carrying out University policy and procedures, and in the hiring, evaluation and retention (or dismissal) of faculty, the Office of the Provost and the academic units under its direction must be considered the primary unit of the University regarding the professional development of the faculty. Faculty have a varied and rich set of professional development opportunities available from a number of sources at the university. A more detailed description of these opportunities is available in Exhibits 5.3.g and 6.3.f

D: Facilities The Department of Education is housed on the second floor of Morton Hall. Dedicated physical space includes departmental office space; individual office space for each full-time faculty member, as well as the certification officer; a Teacher Material Center room that also serves as a classroom; additional teacher resource space located on the first floor of the building. Education courses may be held in any Morton Hall classroom. These classrooms well support faculty and candidate use of technology in instruction. The Salmon Library supports the department of Education through a variety of materials and research support. See below for a more detailed listing of the library resources available. A lab is reserved for the College of Liberal Arts is located on the second floor of the library.

E: Unit Resources Including Technology The Department of Education at UAH utilizes resources provided by the institution to maximize teacher candidate learning, faculty modeling, and faculty development. Resources include traditional, hands-on materials, and up-to-date software and hardware. The University of Alabama in Huntsville has committed $15-$19 million to enhance technology capabilities across the campus over the next 5 years. The initiative, which began in Spring 2011, will provide renovations to the data center and systems, improve network services, enhance security, invest in new software to improve functionality and maintenance, improve support and research services, and enhance the teaching and learning center. Nearly 10% of the total investment ($1.5-2.0 million) will be directed toward an Enhanced Teaching and Learning Center. Enhancement of the Teaching and Learning Center will include implementation of hybrid DL capabilities, multi-media update to 5 classrooms, tele-presence implementation, and improved facilities for the center. Student course fees are distributed to the colleges annually. The dean sets aside a portion of those fees each year for updates to faculty/staff computers, student labs, multimedia equipment purchases and updates, etc. Classrooms in Morton and Roberts Halls classrooms are equipped with multi-media systems. Two classrooms, one in the Education Department, are also equipped with Smart Boards. The College of Liberal Arts supports a three to four year replacement cycle for faculty computers to support the teaching and research activities. The Department of Education has additional resources within the department, such as digital, video cameras, and a portable multimedia system. Teacher candidates have

access to open computer labs on campus, including the computer arcade in Salmon Library. The Library lab used by education candidates is being equipped with a Smart Board and digital camera this summer.

The Salmon Library at UAH has been particularly effective in moving to a technologically supported library with numerous databases, online delivery services, and cooperative agreements with other institutions, while they continue to provide hands-on traditional assistance for teacher candidates and faculty. Library monograph holdings not only contain a collection specific to education, but books in teaching field and supportive disciplines as well. Monograph holdings include material in the Reference collection of the library as well, such as handbooks, encyclopedias, dictionaries, guides, etc. The library offers serial holdings through print and online subscriptions, as well as online databases with full-text holdings, in the areas of education and the other subject areas necessary for student research. Certain research databases, such as JSTOR, offer historical holdings of research and academic journals from their beginnings. Exhibit 6.3.i Library: Serials and Monographs summarizes the library holdings by subject area. The state of Alabama selects libraries as viewing sites for the textbook adoption program. Textbook vendors send sample copies of educational media and books for preview according to a set cycle for subjects. When the annual preview is completed, the textbooks and materials are sent to the education department's Teacher Materials Center.

Travel expenses to attend NCATE conferences have been provided for the director, the department chair, and a member of the department faculty. Funds have been made available by the Office of the Dean of the College of Liberal Arts and by the Office of the Provost to support needs related to managing the assessment system. The college and university provided concrete support when it approved the hiring of a full-time Director of Accreditation. Dr. Erica Slate-Young joined the faculty in the fall 2011.

6.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 6.

Unit Leadership and Authority
Candidates are assigned an Education advisor during Block 1; undergraduate and alternative graduate candidates also have an advisor in their teaching fields. Education faculty meet each semester to make recommendations for admission, development of a Professional Development Plan for an identified students, probation, or dismissal from the program.   The department chair meets informally with advisors in the teaching fields, as specific needs arise. In order to provide concrete, consistent advisement to candidates, it is important that all faculty who advise education candidates have access to the same information. Based on brainstorming conducted at a faculty meeting, the chair and faculty representatives will develop an advising handbook for Education faculty to use in advising admitted candidates. We will provide copies to advisors from subject area majors so they too may provide accurate and supportive advisement for teacher education candidates.

Unit Budget
The department chair will continue to work with dean of CLA regarding operating budgets, faculty travel for professional development and technology equipment and support.

Personnel
The department will continue to monitor faculty teaching load and supervision of student teachers (interns). During the 2011-2012 academic year all part time faculty hired held a doctorate in an area directly related to their teaching assignment. Faculty are not only effective teachers, but also active in scholarship and service. The chair will work with faculty to provide adequate support for their scholarship and their work in P-12 schools.

Unit Facilities

Resources in most partner schools are adequate and teachers are regularly using technologies such as Smart Boards, document cameras, I Pads, laptops, clicker systems, and calculators. The department will work to enhance its own set of technology resources.

Unit Resources including Technology

We will evaluate the current technology resources and our course syllabi to determine ways to more effectively prepare our students to use the technology they see in the schools. The chair will be meeting with the technology instructor to discuss current requirements in the technology courses and explore new options that will more broadly prepare candidates to use technology in area schools. We have made initial plans to incorporate a technology workshop into methods blocks (workshop early in semester), and then require students to develop lesson plans using the new technologies. Faculty will be encouraged to become familiar with more media and technology, and to use more technology in their classes, as it becomes available on campus. We will provide faculty with training on the use of technology as a tool to enhance teaching and learning.

We will also work to add monographs and other resources to the collection of library resources for education faculty and candidates specifically in the areas of assessment, special education, and English as a second language.

We will begin a search for a data management system that provides a more comprehensive and integrated system for the unit.

6.3   Exhibits (See Electronic Exhibit Room)

6.3.a	Policies, procedures, and practices for governance and operations of the unit
6.3.b	Organizational chart and/or description of the unit governance structure and its relationship to institutional governance structure
6.3.c	Policies, procedures, and practices for candidate services such as counseling and advising
6.3.d	Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the education community
6.3.e	Academic calendars, catalogs, unit publications, grading policies, and unit advertising
6.3.f	Unit budget, with provisions for assessment, technology, professional development, and support for off-campus, distance learning , and alternative route programs when applicable
6.3.g	Budgets of comparable units with clinical components on campus or similar units at other campuses
6.3.h	Policies, procedures, and practices for faculty workload and summary of faculty workload
6.3.i	Candidates' access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning
6.3.j	Candidates' access to distance learning including support services and resources, if applicable

Appendix A

Diversity of Professional Education Faculty
Standard 4, Element b

	Prof. Ed. Faculty Who Teach Only in Initial Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial & Advanced Programs n (%)	All Faculty in the Institution n (%) (2009 Institution Data)	School-based Faculty (Optional) n (%)
Hispanic/Latino of any race	0 (0%)	0 (0%)	0 (0%)	6 (1.9%)	
For individuals who are non-Hispanic/ Latino only:					
American Indian or Alaska Native	0 (0%)	0 (0%)	0 (0%)	1 (0.3%)	
Asian	0 (0%)	0 (0%)	0 (0%)	40 (12.8%)	
Black or African American	0 (0%)	0 (0%)	1 (10%)	18 (5.8%)	
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	Unknown (UAH reports Asian/Pacific Islander combined)	
White	0 (0%)	0 (0%)	9 (90%)	235 (75.1%)	
Two or more races	0 (0%)	0 (0%)	0 (0%)		
Race/Ethnicity Unknown	0 (0%)	0 (0%)	0 (0%)	13 (4.2%)	
TOTAL	**0 (0%)**	**0 (0%)**	**10 (100%)**	**313(100%)**	
Male	0 (0%)	0 (0%)	4 (40%)	197 (62.9%)	
Female	0 (0%)	0 (0%)	6(60%)	116 (37.1%)	
TOTAL	**0 (0%)**	**0 (0%)**	**10 (100%)**	**313 (100%)**	

Appendix B

Diversity of Candidates in Professional Education: Spring 2011 through Fall 2011
Standard 4, Element c

	Candidates in Initial Teacher Preparation Programs* n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area** Served by Institution n (%)
Hispanic/Latino of any race	2 (1.6%)		184 (2.4%)	**41,728 (6.1%)**
For individuals who are non-Hispanic/ Latino only				
American Indian or Alaska Native	0 (0%)		116 (1.5%)	**5,000 (0.7%)**
Asian	3 (2.4%)		268 (3.5%)	**10,383 (1.5%)**
Black or African American	11 (8.9%)		966 (12.7%)	**107,086 (15.7%)**
Native Hawaiian or Other Pacific Islander	0 (0%)		2 (0.03%)	**508 (0.1%)**
White	105 (85.4%)	3 (100%)	5428 (71.1%)	**505,139 (73.9%)**
Two or more races	0 (0%)		86 (1.1%)	**12,764 (1.9%)**
Race/Ethnicity Unknown	2 (1.6%)		199 (2.6%)	**721 (0.1%)**
TOTAL	123	3	7629	**683,329**
Male	30 (24.4%)	0 (0%)	4208 (55.2%)	**337,098 (49.3%)**
Female	93 (75.6%)	3 (100%)	3421 (44.8%)	**346,231 (50.7%)**
TOTAL	**123**	**18**	**7079**	**683,329**

* Candidate data prepared based on student enrollment in the program in Fall 2011

 ** Geographical Area defined to be Madison County and the 4 surrounding Alabama counties. Data taken from the 2010 Census Report.

Appendix C

Diversity of P-12 Students in Field Experience & Clinical Practice Sites in Spring 2011 & Fall 2011 for
Initial Teacher Preparation and Advanced Preparation Programs
Standard 4, Element d

Name of School*	Hispanic/ Latino of any race	For individuals who are non-Hispanic/ Latino only					Two or More Races	Race/ Ethnicity Unknown	Students Receiving Free/ Reduced Price Lunch	English Language Learners	Students with Disabilities
		American Indian or Alaska Native	Asian/Pacific Islander	Black or African American	Native Hawaiian or Other Pacific Islander*	White					
Academy for Academics and Arts	2.1%	1.2%	0.7%	52.8%		42.5%	Data not Available	Data not Available	28.9%	Data not Available	Data not Available
Academy for Science and Foreign Language	11.2%	1.9%	2.6%	58.2%		26.2%			57.5%		
Blossomwood Elementary	1.1%	0.0%	0.6%	12.2%		85.7%			14.3%		
Bob Jones High School	2.6%	1.0%	6.0%	19.4%		70.1%			13.2%		
Buckhorn High School	2.0%	5.6%	1.4%	21.0%		69.5%			27.4%		
Challenger Elementary	2.5%	0.2%	6.7%	16.3%		74.1%			27.9%		
Columbia Elementary	4.6%	0.4%	11.2%	17.6%		62.2%			18.4%		
Columbia High School	5.7%	0.7%	3.1%	60.5%		29.7%			38.5%		
Discovery Middle School	2.7%	0.8%	5.0%	18.8%		70.7%			17.6%		
Endeavor Elementary School	3.6%	3.9%	1.9%	16.5%		71.9%			14.0%		
Grissom High School	3.3%	0.6%	6.2%	8.6%		81.0%			11.8%		
Hampton Cove Elementary	2.3%	0.7%	4.1%	3.3%		89.5%			4.0%		
Hampton Cove Middle	1.8%	0.2%	5.2%	12.0%		80.7%			12.7%		
Hazel Green High School	1.6%	5.7%	1.3%	11.4%		80.0%			18.7%		
Heritage Elementary	2.3%	0.5%	7.1%	23.6%		63.7%			20.7%		
Huntsville High School	1.7%	0.5%	2.1%	20.3%		75.3%			15.7%		
Huntsville Middle School	1.9%	0.0%	1.5%	19.9%		76.2%			23.7%		

Legacy Elementary	2.8%	1.5%	3.6%	17.0%		71.2%			6.5%		
Madison Cross Roads Elementary	2.5%	5.7%	0.8%	17.9%		72.7%			44.6%		
Madison Elementary	4.2%	0.8%	11.5%	19.4%		61.7%			23.3%		
Monte Sano Elementary	1.3%	0.9%	3.9%	24.8%		68.7%			21.7%		
Morris Elementary	15.7%	0.7%	1.5%	61.9%		19.9%			85.2%		
Mountain Gap Middle School	3.2%	0.2%	3.2%	11.8%		81.6%	Data not Available	Data not Available	17.7%	Data not Available	Data not Available
Ridgecrest Elementary	30.9%	0.2%	0.7%	38.2%		25.2%			91.7%		
Sparkman High School	2.5%	1.8%	1.9%	31.6%		61.3%			20.9%		
Sparkman Ninth Grade Academy	1.6%	2.6%	1.9%	28.1%		64.7%			25.3%		
Westlawn Middle School	16.7%	0.9%	1.1%	64.4%		16.0%			91.9%		
Whitesburg Middle School	6.6%	0.5%	4.1%	23.4%		65.2%			28.5%		
Williams Middle School	4.7%	1.1%	3.6%	55.4%		34.9%			47.8%		

* Alabama does not disaggregate by Asian and Pacific Islander. The two are one demographic category.

Appendix D
Professional Education Faculty Qualifications and Experiences*
Standard 5, Element a

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Association, & Service: List up to 3 major contributions in the past 3 years	Teaching or Other Professional Experience in P-12 Schools
Mary L. Piersma	Ed.D. Curriculum and Instruction: Elementary Education University of South Dakota	Department Chair Professor	Associate Professor	Yes	Directed America Reads/Math Counts Program at UAHuntsville Evaluate proposals for Success through Academic Research (STAR) Project, through the UAHuntsville Office of International Programs Established school-university partnerships with two area elementary schools. Secretary, Alabama Association of Colleges of Teacher Education Board of Directors - AAMU-UAHuntsville Regional Inservice Center	Kindergarten teacher - 1 year First grade teacher - 6 years
Sandra K. Enger	PhD., Science Education, The University of Iowa	Associate Director ISEd, Education Faculty member, University Supervisor of Interns	Associate Professor	Yes	NSF Grant Funded: Lior Burko, PI, and Sandra Enger, Co-PI, NSF CCLI Exploratory Project: Case Study Based Introductory Undergraduate Course on Life in the Universe ($200,000 for years 2010-2012) Invited chapter to be published: Assessing Student Understanding in Science in Improving Science Learning for All Students. (Note: Publisher: Semarang State University Press (Universitas Negeri Semarang-Unnes Press) in Indonesia, and Ahmad Bihadja, Ph.D., is the editor. Enger, S.K., (2012, March). Changing the Assessment Culture in University Settings. Symposium Participant: Paper presentation at the Annual International Conference of the National Association for Research in Science Teaching (NARST) in Indianapolis, IN.	1982-1989 High School Science Teacher and Chair, Nettleton High School, Jonesboro, AR 1990-1992 Honors Chemistry, Chemistry, Honors Biology, Biology, Gifted and Talented, Student Research in Science, Nettleton High School, Jonesboro, AR 1981-1982 Secondary Mathematics Teacher, Forms 1-5 at St. Anne s College, Nassau, Bahamas 1980-1981 High School Mathematics Teacher, Jonesboro High School, Jonesboro, AR 1969-1971 High School Science and Mathematics Teacher,

						Thessaloniki, Greece 1967-1969 High School Biology and Mathematics Teacher, Galesville, WI 1965-1967 Junior High School Science and Mathematics Teacher, Neenah, WI
Monica L. Dillihunt	Ph. D. Educational Psychology, Howard University	Teaching, Supervision of student teachers, research, advising, service to the department, schools, and the profession	Associate Professor	Yes	Dillihunt, M.L. & Jenkins, C.D. (2011). It Costs to be the Boss: Negotiating the Rewards and Costs of Marriage When Professional Obligations are Great. In E. Gilcrest (Ed.), With This Ph.D., I Thee Wed: The Experiences of Single African-American Women Professors. (revised and resubmitted 2/11) Trammel, M.S. & Dillihunt, M.L. (2011). Black Girls: Talking Back, Resisting the Margins, and Representation in the Blogosphere and Internet In M.S. Bae & O. Ivashkevich (Eds.). Girls, Cultural Productions, and Resistance. Peter Lang (submitted 3/11) Tyler, K.M., Uqdah, A.L., Dillihunt, M.L., Beatty-Hazelbaker, R., Conner, T. Gadsen, N.C. Henchy, A.M., Hughes, T., Mulder, S., Owens, E., Roan-Belle, C., Smith, L., & Stevens, R. (2008). Cultural discontinuity: Towards a quantitative investigation of a major Hypothesis in education. Education Researcher, 37(5), 280-297.	Atlanta City Public Schools, Fairfax County Public Schools

Philip Kovacs	Ph.D. Educational Policy Studies, Georgia State University	Teacher undergraduate and graduate level ED courses; supervise interns	Associate Professor	Yes	1. Philip Kovacs, Ed., The Gates Foundation and the Future of U.S. Public Schools (New York: Routledge, 2011). 2. Jason Smith and Philip Kovacs, The Impact of Standards Driven Reform on Teachers: The Case of No Child Left Behind, Teachers and Teaching: Theory and Practice 17, no. 2. (April, 2011): 201-224. 3. Philip Kovacs, Education for Democracy: It Is Not an Issue of Dare; It Is an Issue of Can, Teacher Education Quarterly 36, no. 1. (Winter, 2009): 9-23.	Former high school English teacher in GA.
Jason O'Brien	Ph.D.-- Curriculum and Instruction-- Social Science Education University of South Florida	Teaching, Supervision of student teachers, research, advising, service to the department, schools, and the profession	Assistant Professor	Yes	O Brien, J. (2009). High school social studies teacher's attitudes towards English language learners. Social Studies Research and Practice. Volume 4(2), 36-48. O Brien, J. (2010). The system is broken and it's failing these kids: High school social studies teacher's attitudes towards training for ELLs. Journal of Social Studies Research. (in press). O Brien, J. & Sears, C. (2010). Victor or villain: Wernher von Braun and the space race. The Social Studies. (in press) Kappa Delta Pi--Psi Pi #568 Chapter Counselor	1999-2004 First, third, fourth, and fifth grade teacher (Sacred Heart Academy, Tampa, Florida) 2004-2008 Ninth, Tenth, Eleventh, and Twelfth grade social studies (European history, American History, Global Studies, Psychology, Government)
Derrick Smith, Ed.D., COMS	Doctorate of Education (Ed.D), Texas Tech University, Lubbock, TX. Major Field: Special Education.	Special Education; Mathematics methods (elementary and secondary)	Assistant Professor	Yes	Council for Exceptional Children (CEC), 2001-present Representative Assembly Committee, 2008-present: Chair, 2010-2011 CEC Division on Visual Impairments (DVI), 2001-present President-Elect, 2010-2011 Smith, D.W., Kelley, P.A., Maushak, N., Griffin-Shirley, N., & Lan, W.Y. (2009). Assistive technology competencies for teachers of students with visual impairments: A Delphi study. Journal of Visual Impairments & Blindness, 103(8), 457-469.	Secondary mathematics teacher, 9-12, Alabama School for the Blind, 2000-2005

| T. Gail Pritchard | Ph.D. Major: Language, Reading, and Culture Minor: Teaching and Teacher Education Cognate: English The University of Arizona | Resigned from UAH in January 2012. Assignment was teaching undergraduate and graduate courses in literacy education & supervision of interns | Assistant Professor | Yes | Research Interest: Current Trends and Issues in Children s and Adolescent Literature
Recent Publications:
1. Pritchard, T. G. (2011). A critical review of Emil and Karl by Yankev Glatshteyn, translated by Jeffrey Shandler. WOW Review: Reading Across Cultures. http://wowlit.org/on-line-publications/review/reviewiii2/3/.
2. Trundle, K.C., Troland, T.H., and Pritchard, T.G. (2008). Representations of the moon in children s literature: An analysis of written and visual text. Journal of Elementary Science Education, 20(1), 17-28.
3. Pritchard, T.G. with Pritchard, P.W. (2006). An Interview with Pat Mora: The reader and the writer. Journal of Children s Literature, 32(2), 23-26.

Professional Associations: WOW! Worlds of Words Advisory Board, National Council of Teachers of English, Children's Literature Assembly, International Reading Association, Children's Literature and Reading Association, Editorial Review Board for "Journal of Children's Literature," the "Dragonlode," and the "Reading Paradigm | Title 1 Reading and Math Teacher Middle School Language Arts and Social Studies Teacher High School English Teacher |

Erica Slate Young	PhD., Mathematics Education, University of Texas at Austin	Director of Accreditation Activities	Assistant Professor	No	DIY (Do It Yourself) Modeling Evaluator for this 2-year National Science Foundation Course, Curriculum and Laboratory Improvement (CCLI) Grant. DIY is a large-scale software and curriculum development project focusing on both mathematics and physics applications, with six participating colleges and universities. National Science Foundation's Transforming Undergraduate Education in Science, Technology, Engineering and Mathematics (TUES) Program Reviewed proposals submitted in Mathematics for the Type 2 and Type 3 competition. The College Board, College Level Examination Program (CLEP) Served on an advisory panel tasked with making recommendations for a possible re-design of the existing CLEP exams and creation of a new Interdisciplinary exam. (June 2010)	Mathematics Teacher, St. Francis Elementary School, Austin, Texas Co-taught and co-designed (with Dr. Jere Confrey) an Algebra course for sixth graders at this private school. Mathematics Teacher, East Side Story Program, Austin, Texas Co-taught and co-designed (with Dr. Jill Marshall and others) Math Path , a mathematics enrichment program, for elementary students in this inner city after school program. Math and Physics Teacher, Heavenly Mountain Ideal Girls School, Boone, North Carolina Taught three courses at this private girls boarding secondary school. Courses taught were Algebra II, Calculus and Physics. Dance Teacher, Watauga County High School, Boone North Carolina, Taught dance classes in the Arts Department at this high school. Substitute Mathematics Teacher, Avery County High School, Newland, North Carolina

Pamela Cowie Patrick	MA Early Childhood Education Alabama A&M University	Intern Supervisor New Teacher Mentor Early Start Supervisor	Lecturer	No	Support First Year Teachers Provided Parenting Workshops to Local Elementary School	20+ Years as Kindergarten, First Grade Teacher (1986-2006) Taught Extended Writing Unit in Second Grade Classroom (2010)
Whitney Meade	PhD., Autism and Behavior Disorders, Auburn University	Part time instructor, Intern Supervisor	Lecturer	No	Autism Resource Foundation - Board member. Provides training, scholarships and education to students and families living with Autism Camp Autism Smiles - Creator and Director. Weekend camp for families living with Autism Law Enforcement and Disabilities: Are Officers Trained? Council for Exceptional Children: Division of Behavior Disorders. New Orleans, LA (September, 2011)	Transition Teacher, Huntsville High School, 2009-2011 Educational Consultant for five south Alabama school systems: Coffee County, Andalusia City, Geneva County, Enterprise City, and Opp City Schools. (2006-present) Special Education Teacher - Autism Unit, Farley Elementary School, Huntsville, Alabama (2002-2004 Special Education Teacher, Oak Mountain Elementary School, Birmingham, AL (1999-2002)

| Georgina Nelson | PhD., Literacy Education (Elementary Education), University of Alabama | Teach various undergraduate and graduate courses in literacy Children s Literature, Research in Reading, and Reading in the Intermediate Grades | Adjunct | No | State Literacy Team Member, Alabama State Department of Education
International Reading Association, RtI Liason, Program Proposal Committee
Alabama Reading Association, Legislative Chair, President Emeritus | Director of Professional Learning, The Alabama Best Practices Center 2011 Present

Regional Coordinator, Alabama Reading Initiative/Alabama State Department of Education 2007 2011

Education Administrator for Reading Coaches, Alabama Reading Initiative/Alabama State Department of Education 2004 2007

Regional Reading Coach Alabama Reading Initiative, Alabama State Department of Education 2002 - 2004

Reading Specialist Grades 5 through 9, Discovery Middle School (Madison City Schools) 2000 2002

Classroom Teacher Language Arts & Social Studies, Discovery Middle School (Madison City Schools) 1997 2000

Title I After-School Tutoring Coordinator, Riverton Middle School (Madison County Schools) 1996 1997 |
| Donny Matthew Dean | EdD., Curriculum and Instruction, Science Education, University of Alabama | Part time instructor | Instructor | No | Lead AP Teacher at Buckhorn High School
Presenter for the A+ College Ready Program | Full-time science teacher at Buckhorn High School teaching Physics, AP Biology, and Chemistry. |

*Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into this table in the Online Institutional Report (IR). For further guidance on completing this table, see the directions on pp. 9-11 in the following document on our website: http://www.ncate.org/documents/accreditation/Guidelines_for_Tables_in_IR.doc.