INSTITUTIONAL REPORT:
CONTINUOUS IMPROVEMENT OPTION

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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]

Founded in 1770, the College of Charleston is the oldest educational institution south of Virginia, and the 13th oldest in the United States. Several of the College's founders played key roles in the American Revolution and in the creation of the new republic. Three were signers of the Declaration of Independence and another three were framers of the U.S. Constitution. The College became the nation's first municipal college in 1837, when the City of Charleston assumed responsibility for its support. In 1917, women were first admitted to the College. From 1905 to 1935, enrollment increased from just 68 students to more than 400. Enrollment remained at about 500 students until the College of Charleston became a state institution in 1970. The first African American students enrolled in 1967. Beginning in 1968, student numbers increased to about 5,000 and physical facilities expanded, from fewer than ten buildings to more than 100. Between 1979 and 2001, enrollment climbed to more than 10,000. In 1992, the College launched its first graduate program, now called The Graduate School of the College of Charleston. The Graduate School now offers 19 degree and nine certificate programs and coordinates support for the College's many nationally recognized faculty research programs. Since 2000, the College has renovated many historic structures and opened several new buildings, including two new residence halls, the Beatty Center (School of Business), the Addlestone Library and new facilities for the School of Education, Health, and Human Performance. Most recently, the College opened the TD Arena, the Cato Center for the Arts, and the School of Sciences and Mathematics Building. Plans are underway for a new research and residence facility at the Grice Marine Laboratory and the first phase of construction at the Dixie Plantation site.

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

The College of Charleston is a state supported comprehensive institution providing a high quality education in the arts and sciences, education and business. The College retains a strong liberal arts undergraduate curriculum and a superior quality undergraduate program is central to the mission of the College. The College seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College serves a diverse student body from its geographical area and attracts students from national and international communities. The College of Charleston provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society. In addition to offering a broad range of baccalaureate degree programs, the College provides a range of master's degree programs compatible with the needs of the community and the state. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, the state, and the nation. The College’s emphasis on lifelong learning includes credit and non-credit programs as well as a variety of cultural activities offered to the residents of the South Carolina Lowcountry.

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 School of Education, Health, and Human Performance (EHHP) is divided into two departments supporting its undergraduate and graduate programs: the Department of Teacher Education (TEDU) and the Department of Health and Human Performance (HEHP). The professional education unit encompasses all TEDU faculty and staff, and Physical Education faculty in HEHP, as well as two faculty members from the School of Languages, Cultures and World Affairs. Other faculty throughout the institution support the professional education unit through general education curriculum and majors for secondary education. (Exhibit 6.3.b.)

The unit is an active part of the College of Charleston and community, with relationships maintained through initiatives and organizations that actively involve faculty, candidates, community members, school personnel, and students. The Teacher Education Council provides opportunities for institutional constituents (P-12 practitioners; teacher candidates; and department members of the professional communities) to interact and analyze data, exchange ideas, advocate for professional education programs, and provide advice on how various actions impact programs or departments. Unit faculty also actively participate in institutional bodies including Academic Council, Faculty Senate, Faculty Curriculum Committee, President’s Commission on Diversity, and other formal and informal working groups which address candidate education.

Significant changes to the unit since the last NCATE review include the following:

- Name changed from School of Education to the School of Education, Health, and Human Performance
- New facilities at 86 Wentworth, (home of the Jeremy Warren Vann Teacher Education Center and its Curriculum Resource Lab, Teaching Fellows workroom, and candidate workstations) and the Volpe Center (located within the Thaddeus Street Education Center and home to classrooms, a technology lab, and materials storage);
- Unit reorganization from a three department structure to two;
- Master of Education (M.Ed.) programs in Early Childhood, Elementary, Middle Grades and Special Education eliminated due insufficient enrollment;
- Launch of new professional education programs in Master of Arts in Teaching (M.A.T.) in Performing Arts, M.A.T. in Middle Grades, and M.Ed. in Teaching, Learning, and Advocacy;
- Implementation of the Center for Partnerships to Improve Education;
- Implementation of programs designed to increase diversity among candidates including Call Me Mister, a Early Literacy partnership with the Charleston County School District, and the Volpe Fellowship;
- Formation of the School of Education, Health, and Human Performance Development Council;
- Receipt of over $6 million in grant funding for the unit and creation of related programs such as the Center for Recording for the Blind and Dyslexic and Center of Excellence for the Center of Excellence for the Advancement of New Literacies in Middle Grades; and
- Increase in the number of unit scholarships from five to 19.

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]

The conceptual framework provides the underlying structure and rationale for the professional education unit that directs programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. The framework sets forth the unit’s shared vision for efforts to prepare candidates to work effectively in P-12 schools. Its design is knowledge based, consistent with EHHP’s mission, and continuously evaluated. EHHP faculty authored the original framework over several years
and continue to evaluate the relevance of its processes while assessing programs and unit operations. The unit’s mission is to develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. The unit’s vision is to strive to be a community of diverse leaders who ensure exemplary learning and wellness opportunities for all individuals. The unit’s theme, MAKING THE TEACHING-LEARNING CONNECTION, expresses the belief that professionals create these opportunities. (Exhibit I.5.c.)

Unit faculty conceived the following teaching and learning standards to promote the highest achievement of every candidate by defining the knowledge and skills they should acquire at each program point at which they are assessed. These standards are correlated with NCATE’s standards. No changes have been made to the standards since the last NCATE visit.

I. Evidence theoretical and practical understanding of the ways learners develop;
II. Demonstrate understanding and application of the critical attributes and pedagogy of the major content area;
III. Evidence a variety of strategies that optimize student learning;
IV. Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the professions;
V. Communicate effectively with students, parents, colleagues, and the community;
VI. Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning; and
VII. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

Three elements of teacher competency broadly define the unit’s beliefs about essential teacher proficiencies as expressed in learning standards and dispositions. Highly competent teachers:

• Understand and value the learner;
• Know what and how to teach and assess and how to create an environment in which learning occurs; and
• Understand themselves as professionals.

The following professional dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

• We believe that all children can learn.
• We value and respect individual differences.
• We value respectful human interactions.
• We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
• We are committed to inquiry, reflection, and self-assessment.
• We value collaborative and cooperative work.
• We are sensitive to community and cultural contexts.
• We engage in fair, responsible, and ethical practice. *

* Prior to 2008, the eighth disposition implied fairness but did not include the word “fair.” This word was added to clarify the disposition and was approved by faculty in 2006. Additional unit assessments have also been added including the Long Range Plan (LRP) and Candidate Work Sample (CWS). (Exhibit 1.3.c.)

I.5 Exhibits

Please refer to the electronic evidence room at http://acts.cofc.edu/schoolofeducation for exhibits.
II. Unit Standards

1 Standard 1. 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]

One way the unit ensures candidates meet professional standards is through assessments measured by each program as guided by their respective Specialized Professional Associations (SPA) as follows: (Exhibit I.5.d.)

- The following initial bachelor’s programs are nationally recognized by the SPA until 2020: Biology, Chemistry, Emotional and Behavior Disorders, Foreign Language Education, Learning Disabilities, Mathematics, Mental Retardation/Developmental Disabilities, Middle Grades, Physical Education, Physics, and Social Studies.
- Early Childhood and Elementary Education initial bachelor’s and initial master’s programs, and the initial English/Language Arts bachelor’s program are nationally recognized with conditions. The unit submitted Response to Conditions reports in March 2011.
- The following initial master’s degree programs are nationally recognized by the SPA until 2020: Emotional and Behavioral Disorders, Learning Disabilities, and Mental Retardation/Developmental Disabilities.
- In December 2010, the South Carolina Department of Education (SCDE) approved the Master of the Arts in Teaching (M.A.T.) in Middle Grades Education, a joint program between the College of Charleston and The Citadel. As a new program, no report has been submitted yet to the Association for Middle Level Education (AMLE).
- In 2007, the SCDE approved the M.A.T. in Performing Arts with a Choral Music concentration. The institution’s Music Department has submitted its reaccreditation rejoinder to the National Association of Schools of Music (NASM) and full approval is expected during summer 2012.
- The proposal for a Theatre concentration within the M.A.T. in Performing Arts was submitted to the SCDE in 2012 and is pending approval. The institution’s Theatre Department was reaccredited by the National Association of Schools of Theatre (NAST) in 2008 and submitted annual program reports in all subsequent years.
- Candidates in all advanced programs, including Master of Education (M.Ed.) in Science and Mathematics (SMFT), M.Ed. in Languages and Language Education (LALE), and M.Ed. in Teaching, Learning, and Advocacy (MTLA), must meet the standards of the National Board for Professional Teaching Standards (NBPTS.)

To meet state requirements, professional education institutions must measure initial candidate performance using the state’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The unit uses these standards along with SPA-specific requirements as elements of program coursework and measures initial candidate performance using an ADEPT rubric during field experiences and clinical internships. The ADEPT standards help ensure all initial candidates have the knowledge, skills, and dispositions to teach P-12 students. All initial certification program completers are required to reach mastery on the final ADEPT assessment in order to meet clinical internship requirements and be recommended for certification by the unit. To be recommended for certification by the unit, the candidate...
must also achieve a passing score on the PRAXIS II exam for their content area as required by the state. Practicing teacher performance on the Summative ADEPT Formal Evaluation of Teachers (SAFE-T) assessment instrument, during the second year of full-time teaching, demonstrates the unit accurately measures candidate performance on the ADEPT instrument during clinical internships. (Exhibit 3.3.a.)

Performance on unit assessments indicates candidates meet institutional standards. (Exhibit 1.3.d) For a candidate to be recommended for certification, the unit requires target level performance on all clinical internship assessments. Candidates demonstrate professional and pedagogical skills as well as their ability to make learning meaningful to all students and to couch learning in the context of the family, the school and the community in their performance on ADEPT, Candidate Work Sample (CWS), Long Range Plan (LRP), Technology Integration Project (TIP), and in measures of dispositions. Candidates also reflect on their performance in multiple ways throughout the program and during clinical internships, in a daily reflective journal, in daily meetings with the cooperating teacher, in college supervisor meetings, at the joint midterm and final examination meetings with the cooperating teacher and college supervisor, and on each ADEPT evaluation form used by observers. Small groups of interns meet weekly with their college supervisor to reflect on the week in the classroom, share concerns, and collaborate on strategies. These unit expectations are outlined in the Clinical Practice Handbook, which is distributed to all candidates, faculty, college supervisors and cooperating teachers. (Exhibit 3.3.e)

Candidates have a positive impact on P-12 student learning as demonstrated by initial certification candidate performance on the CWS (Exhibits 1.3.c and 1.3.g) Advanced candidates in MTLA, SMFT, and LALE programs demonstrate their impact on student learning by analyzing issues that shape learning environments and developing projects to address the issues. (Exhibit 1.3.l) Expectations include the ability to plan and implement appropriate teaching and learning experiences. Internships and field experiences provide candidates multiple opportunities to apply and gain knowledge through involvement in the field with diverse populations of students. Mastery level performance is the expectation for each candidate at completion of each course.
1.2 Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 1.2.b.

1.2.a Standard on which the unit is moving to the target level [maximum of five pages]

**Standard 1 Element a: Content Knowledge for Teacher Candidates**

As illustrated in the conceptual framework, the unit considers candidates’ content knowledge critical, believing students are unlikely to learn what teachers do not know. A focus on content knowledge is found in Elements of Teacher Competency (ETC) 2: Knowing what and how to teach and assess and how to create an environment in which learning occurs, and in Teaching and Learning Standard II: Demonstrate understanding and application of the critical attributes of pedagogy of the major content area. Initial undergraduate program candidates perform exceptionally well on PRAXIS II tests of content knowledge for licensure. (Exhibit 1.3.d) Undergraduate candidates have liberal arts core coursework across content areas and must have a minimum of 2.5 cumulative GPA. Initial certification programs use that as the basis for method and procedures courses where candidates learn how to use the content, to teach the content and to assess student learning. Graduate candidates, initial and advanced, must maintain a 3.0 grade point average in order to remain in the program, which ensures they demonstrate proficiency in all coursework and in their content areas.

Clinical interns use reflective components to demonstrate critical skills and knowledge in order to ensure students are learning. The CWS and LRP are examples of inquiry, analysis and synthesis and evaluate the content, as well as sequence, time, materials, characteristics of students, and best practices as they pertain to students. (Exhibit 1.3.c) The CWS builds on and analyzes specific elements of the LRP. Clinical interns are required to collect pre- and post-data on the content they are teaching to discern what students did and did not learn. Based on the results, they are able to know what works and what needs refinement in terms of how materials are taught. Advanced candidates are required to do at least three action research projects (ARPs) within each program. The ARPs go beyond the CWS, looking at new techniques in literature, trying the techniques in the classroom, and critically analyzing the results on student learning. Advanced candidates build upon the ARP with a capstone project, in-depth action research with incorporation of leadership components. They learn how to share their research with other teachers, administrators, and policy makers and to advocate for the approach. The SMFT and LALE programs provide specialized content emphasis while promoting interdisciplinary courses and enhance the interaction among teachers and faculty specializing in the content. The MTLA program includes a deeper understanding of content knowledge, theory, and research, and specific knowledge in the social, cultural, historic, and political contexts in which students learn or knowledge of teacher professionalism and advocacy. Both are assessed at the course level through projects, research papers, tests, and presentations. The MTLA Student Curriculum Map lists program outcomes by course, the level at which each outcome is expressed in the course, and the emphasis placed on each. (Exhibit 1.3.l.)

Candidates for initial certification must pass the PRAXIS II Content exam and on the PRAXIS II Principles of Learning and Teaching (PLT) exam to be recommended for licensure. Annual Title II Reports include consistently high pass rates for unit candidates. (Exhibit 1.3.b.) (Program completer pass rates are not consistently 100% because this assessment is not required to complete the clinical internship.) Should an initial candidate not pass a PRAXIS exam, the candidate may earn a degree in education without recommendation for certification from the unit. In some cases, candidates who graduate without recommendation for certification later retake the examination/s to achieve passing scores, enabling them to become recommended for certification.

Employer surveys completed by school administrators provide follow-up data on candidates’ effectiveness in meeting professional, state, and institutional standards once they are teaching. (Exhibit
1.3.j.) Telling evidence of exceptional performance in the profession comes from the numerous teaching honors awarded unit graduates. (Exhibit 5.3.i)

The unit ensures candidates have in-depth content knowledge which impacts candidate performance through its unit assessments which are aligned to professional, state, and institutional standards. The unit will sustain target level performance by continuing to maintain high performance standards for candidates and retaining strong relationships with other units at the institution that provide content coursework for candidates.

Standard 1 Element b: Pedagogical Content Knowledge and Skills for Teacher Candidates

The unit makes certain all professional coursework contains instruction, application, and assessment of pedagogical content knowledge and skills. Based on analysis of the professional education curriculum, candidates demonstrate proficiency in content and content-specific pedagogy in their coursework and subsequently during clinical internships. (Exhibit 1.3.m) Course syllabi demonstrate how skills and proficiencies are studied, developed, and assessed. (Exhibit 1.5.b.) Pedagogical content knowledge is central to ETC2. In initial certification programs, the unit measures candidate performance on several unit assessment points (UAPs) that specify these skills, including ADEPT, CWS, LRP, TIP, PRAXIS II/PLT and dispositions. (Exhibits 1.3.c.) State certification and courses and experiences leading to certification are content and pedagogical content specific. Programs build upon unit assessments with SPA addendums. Advanced programs are designed to deepen and expand content and content specific pedagogy. Reflection is demonstrated in the ability to complete the ARP and capstone research projects. Advanced candidates enter the programs with the appropriate content background, then expand and deepen it through additional coursework that modernizes content while incorporating pedagogical content shown to have greater efficacy. They then test these methods by completing a minimum of three different ARPs, which require multiple explanations and instructional strategies to ensure all students learn.

All programs require candidates to engage students by discussing topics using context from existing examples in their everyday lives, making the content interesting and relevant. Candidates recognize technology can be a tool to help students learn, and they understand how technology can be utilized to present content. Candidates are introduced to a variety of tools and taught to use technology at varying levels per student. Feedback from evaluations and surveys are reviewed by the Department Management Team, which uses anecdotal data to identify classroom technology trends and to implement the new technologies into the Technology for Teachers courses, taken prior to field experiences. Advanced programs build upon existing practices to incorporate more advanced technologies to deliver content and are introduced to content-specific technologies (ex. Probeware, SPSS and other analytical software used to collect, compile and analyze data). Results of candidate performance on UAPs demonstrate candidates present content in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. (Exhibit 1.3.d.)

Many of the unit’s M.Ed. candidates are grade level chairs, department chairs, or liaisons to district curriculum committees. Many are involved in educational policy, and many are recognized as teachers of the year for schools and districts. Some graduates of these advanced programs who have appropriate teaching backgrounds are hired by the unit to teach undergraduate course sections. One goal of the MTLA program is to prepare candidates for Ph.D. programs of study and to eventually become faculty teaching initial candidates. Throughout the SMFT and LALE programs, candidates in advanced programs collaborate with other teachers and faculty specializing in their content areas who model pedagogical content knowledge in their respective fields. Advanced programs contain multiple components such as capstone research projects and field experiences (three of at least 25 hours each). These projects involve researching, planning, and managing instruction to help all students learn. (Exhibits 1.3.g and 1.3.h)
Candidate scores on UAPs, course grades, and feedback from the community demonstrate the impact of unit efforts to ensure candidates meet high expectations for pedagogical content knowledge and skills. The unit sustains these results and continues to improve through review of assessment instruments and examination of current assessment rating scales. The unit seeks to expand rating scales for initial candidates’ performance so assessment instruments will better predict clinical internship performance. The unit will upgrade rubrics used for assessing advanced candidates’ performance on capstone experiences to ensure those rubrics reflect professional, state, and institutional standards. The unit is investigating methods of incorporating inter-rater reliability to ensure assessments are accurate and consistent in addressing candidate’s pedagogical content knowledge and skills.

**Standard 1 Element c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

In initial undergraduate and graduate programs, the unit measures candidate performance on unit assessments that specify skills delineated in professional, state, and institutional standards. Performance data on these assessments reflect a thorough understanding of content and content-specific pedagogy and professional and pedagogical knowledge and skills. (Exhibit 1.3.d) Initial undergraduate candidates take EDFS303: Human Growth and Education Process and initial graduate candidates take EDFS654: Human Growth and Development. These courses focus on cognition and social factors and how to look at children’s development through those lenses. In conjunction with these courses, candidates have field experiences that align the age group they seek certification to teach. This knowledge and experience is incorporated into the LRP and CWS and all future program experiences as further evidenced through ADEPT assessments. Advanced candidates are required to take EDFS632: Education Psychology Learning, Cognition, and Motivation and complete an ARP based on this new knowledge.

Professional and pedagogical content knowledge and skills are examined when initial candidates complete clinical internships. Performance in the field is assessed using SAFE-T to measure and provide feedback on criteria related to observed teaching performance. (Exhibit 1.3.k) The criterion relating learner content supplies valuable data on candidates’ ability to do so in long term teaching experiences. Clinical interns receive numerical scores on unit assessments and receive written feedback from their cooperating teachers and college supervisors. Candidates reflect on their performance based on this documentation following each observation by the college supervisor or cooperating teacher and reflect on their performance daily in their clinical internship journals. Both holistic data and component scores on assessments indicate candidates can make learning accessible and meaningful for all students, and that they consider school, family, and community contexts in connecting students and their learning to real world issues. (Exhibit 1.3.d)

Candidate scores on UAPs demonstrate the impact of unit efforts to ensure candidates meet high expectations for professional and pedagogical knowledge and skills. The unit will sustain these results by continuing close relationships with school-based faculty who are instrumental in fine-tuning these skills in the unit’s candidates during clinical internships.

**Standard 1 Element d: Student Learning for Teacher Candidates**

Central to the ETCs and the unit’s dispositions is a commitment to challenge all students. Initial and advanced programs increase candidate knowledge and skills related to working with diverse students. The unit begins assessing candidates’ ability to help all students learn at the time of program admission by assessing dispositions to ensure they believe all students can learn. The unit holds high standards for content knowledge and is confident candidates are knowledgeable about the content they will teach. Throughout programs, at multiple unit assessment points (UAPs), the unit frequently assesses professional and pedagogical content knowledge and skills and dispositions in courses, field experiences, and clinical internships. Candidates learn through their programs teaching is effective only if a teacher is
able to determine learning occurs. The unit provides candidates multiple opportunities to study the effects of their work by learning about and demonstrating the ability to accurately assess and analyze student learning, by making appropriate adjustments to instruction, and by monitoring student learning. The unit ultimately evaluates candidates on their ability to have a positive effect on student learning, as measured by the CWS during clinical internships. Initial certification candidates focus on student learning throughout their coursework and, in particular during clinical internships, when they have extended experiences teaching, assessing, and analyzing their own students’ learning. These extended experiences allow for frequent monitoring of student progress with multiple and varied formative assessments and use of this data to adjust instruction and make learning positive for all students. Clinical intern performance on ADEPT, CWS, and LRP makes it clear candidates plan for diverse learners, can adjust to the teaching needs of all students, and are competent in planning for, assessing, and using assessment data. (Exhibit 1.3.d)

Because of their school and community experiences, advanced candidates understand various forms of assessment such as student, classroom, and school performance data. In their advanced coursework and in practice, advanced candidates use data and collaborate with other professionals to select and create strategies and interventions that enable all students to learn. Advanced candidates have more intensive academic relationships with faculty than do initial candidates; advanced candidates are already professionals who come into their programs to collaborate with educators, language specialists, scientists, and mathematicians who model content-based learning strategies and a strong research focus.

Candidate performance on unit assessments demonstrate the impact of unit efforts to ensure candidates assess student learning through thoughtful application of both formal and informal formative assessment measures and resulting analysis of summative performance. Since assessment is one of the most difficult areas for candidates, the unit will sustain these results by continuing to add more grade-appropriate assessment content to courses across the curriculum.

Standard 1 Elements e and f: These elements do not apply to the unit.

Standard 1 Element g: Professional Dispositions for All Candidates

The unit’s professional dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support self-directed learning and development by creating caring and supportive learning environments. The following unit dispositions reflect expectations of candidates, faculty and staff: 1) We believe that all children can learn, 2) We value and respect individual differences, 3) We value respectful human interactions, 4) We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas, 5) We are committed to inquiry, reflection, and self-assessment, 6) We value collaborative and cooperative work, 7) We are sensitive to community and cultural contexts, 8) We engage in fair, responsible, and ethical practice. The unit believes candidates must have more than knowledge and skills; they need a set of dispositions used to characterize interactions as educators. These dispositions characterize candidates’ approach to learning and to functioning as contributing professionals. Just as knowledge and skills develop over time and experiences, dispositions of effective teachers also develop gradually through coursework and discussions, readings, and experiences in schools with students. Candidates exhibit these dispositions through their ongoing interactions with students, families, colleagues and communities, and multiple assessments of these dispositions reflect growth as candidates advance through the program and as educators. The Dispositions Across the Professional Life Span matrix provides benchmarks describing the development of dispositions over time. (Exhibit I.5.c) Disposition assessment forms collected at each unit assessment point are used to evaluate candidates and aggregate data on dispositions were developed from these benchmarks; the indicators are behaviors that demonstrate the dispositions. (Exhibit 1.3.e)
Dispositions and the unit’s teaching and learning standards appear on professional education syllabi. (Exhibit I.5.b)

Dispositions are assessed at multiple times during the candidate’s progress through the professional education program. The first UAP, occurs at admission and assesses novice level dispositions. For UAP1, applicants submit three novice disposition forms from those who have observed them working with children and young people. The second UAP occurs during field experiences and assesses emerging competent level dispositions. For UAP2, the cooperating teacher and college supervisor assess candidates’ dispositions. The third UAP occurs during clinical internship and assesses competent level dispositions. For UAP3, cooperating teachers and college supervisors assess candidate dispositions. Advanced candidates are assessed at the time of admission through UAP3, when they submit a self-assessment of dispositions and two competent level disposition assessments from recommendations. When necessary, contracts between the department chair or associate chair and any candidate with behaviors of concern are written and discussed within the context of the unit’s standards and dispositions. (Exhibit 2.3.f.)

Because candidate dispositions are appraised by observing multiple examples of each candidate’s behaviors over time, the unit provides examples of ways unit dispositions can be expressed in the classroom. The unit operationalizes dispositions with multiple examples in order to give each disposition more clarity for candidates. The EHHP Dispositions and Examples of their Expression in Practice resource makes it clear the examples therein are only examples—there are many ways of demonstrating dispositions when working with students in classrooms. (Exhibit I.5.c.) The unit’s professional dispositions are used to measure candidate performance in all courses, field experiences, and other educational activities as well as clinical internships. Candidate performance is measured against standards and dispositions during field experiences and clinical internships. Post-observation conferences contain candidate self-assessments of performance based on these measures.

Candidate scores on unit dispositions demonstrate the impact of unit efforts to ensure candidates meet high expectations for pedagogical content knowledge and skills. The unit will sustain these results by continuing to model and reinforce these dispositional expectations in courses and assessments. The unit constantly examines the disposition assessment instruments and rating scales to determine how they can be modified or expanded to more clearly measure candidate dispositional growth between unit assessment points.

1.3 Exhibits

Please refer to the electronic evidence room at http://acts.cofc.edu/schoolofeducation for exhibits.
2. **Standard 2. 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]

The unit assessment system (UAS) has been in development since the early 2000’s and has been refined over time to improve candidate performance, program quality, and unit operations. The UAS contains clearly delineated articulation of a sequential, developmental process through which candidates acquire the knowledge, skills, and dispositions of competent teachers as expressed in the conceptual framework. The Unit Assessment Handbook contains a detailed description of the UAS and how it is implemented in all initial and advanced programs. (Exhibit 2.3.a)

In short, a professional education candidate can be assessed at five formal unit assessment points (UAPs). The first point, UAP1, is formal admission to the professional education program; the second, UAP2, encompasses candidates’ field experiences; and the third, UAP3, covers activities assessed by cooperating teachers and college supervisors during CP. At UAP3, the unit recommends that candidates mastering required competencies during CP be certified to teach by the state of South Carolina. Advanced candidates enter professional programs at UAP3 and complete the programs at UAP4. At UAP5, once candidates graduate, are recommended for certification, and receive state certification to teach, the unit continues to track their performance through the state’s ADEPT evaluation process, now entitled Summative ADEPT Formal Evaluation of Teachers (SAFE-T). (Exhibit 1.3.k) The unit also attempts to track and evaluate graduates after the first year of teaching through alumni and employer surveys. (Exhibits 1.3.i and i.3.j)

The purposes of the UAS are multiple and interrelated: to assess candidates throughout their programs, to inform the unit and programs on candidate progress, and to provide data that are used, in conjunction with data from other sources, to analyze unit operations and to improve the unit and its programs. The utility of the UAS to improve candidate performance, program quality, and unit operations is based on the following:

- The UAS reflects the conceptual framework, which is built upon professional, state, and institutional standards.
- The UAS was built according to the assessment and reporting needs of faculty and staff and is regularly evaluated by the Data Specialist and Information Manager (DSIM), the director of the Office of Student Services and Certification (OSSC), and professional education faculty and staff.
- The UAS is comprehensive and integrates assessment and evaluation measures to monitor candidate performance at each UAP.
- Faculty are familiar with performance assessments used throughout their respective programs.
- The UAS collects data using multiple measures and draws from multiple sources, both internal and external to the unit.
- Unit data show a strong relationship between performance assessments and candidate success throughout programs and later in classrooms and schools.
- Data gleaned from the system can be aggregated and disaggregated for unit and program analysis.
- The unit and programs regularly review data and make data-driven changes to programs and assessment instruments to improve the effectiveness of the professional education program.

The Assessment Committee, chaired by the NCATE coordinator, oversees the UAS to ensure it maintains the capacity to improve candidate performance, program quality, and unit operations. Members
of the Assessment Committee include the director of OSSC, DSIM, and faculty representatives from each professional education program in the unit. To better engage the faculty, the Assessment Committee removed the term “unit” from its title, reflecting a commitment to focus not only on the unit, but also on specific programs. The purposes of this committee are to coordinate unit assessment efforts for continuous improvement, oversee and assist with program assessment, and facilitate unit and program preparation for reaccreditation. The Assessment Committee engages faculty in the assessment process, especially new faculty members, promoting understanding and inclusion of standards, dispositions, data, and assessment in teaching and assessment. Departmental representatives of the committee share data with faculty at faculty meetings and request feedback on assessments from a unit and program perspective. Additionally, faculty and staff meet for an annual Assessment Day to formally review the UAS.

The unit maximizes faculty resources to design, implement, and evaluate curriculum and experiences for candidates. The Department of Teacher Education (TEDU) maintains an effective faculty organizational system, which facilitates both internal and cross-program dialogues concerning program and course design and candidate performance measures. Faculty align themselves with a specific program group according to academic and teaching expertise and research interest. Faculty are also organized into slightly different groups by semester, according to the primary program in which they are currently teaching. The Department Management Team (DMT) and an active curriculum committee facilitate TEDU’s work designing, implementing, and evaluating curriculum and experiences for candidates. The Teacher Education Council (TEC) is made up of department chairs, dean, associate dean, director of OSSC, program directors, and representatives from other campus departments who provide general education for candidates and specialized content training for secondary education candidates who take a first major in their content area. TEC meets each semester to discuss data, the unit, and performance of its UAS. The valuable connections across other schools and departments in these meetings strengthen work with candidates in academic content courses.
2.2 Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 2.2.b.

2.2.a. Standard on which the unit is moving to the target level [maximum of five pages]

**Standard 2, Element 2a: Assessment System**

The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of the UAS. The UAS reflects the conceptual framework and incorporates candidate proficiencies outlined in professional, state, and institutional standards, as stated in the narratives of Standards 1 and 2 of this report. (Exhibits I.5.c and 2.3.a)

The UAS is a strength of the unit and is utilized extensively by the unit and its programs. The UAS allows the unit and programs to utilize information collected from internal and external constituents to keep abreast of changes in assessment technology and professional standards. To ensure the validity and utility of the UAS:

- Instructors provide course syllabi, aligned with professional, state, and institutional standards, and make clear candidate expectations. Syllabi contain assessment schedules and weighting of assessments in computation of final grades. (Exhibit I.5.b.)
- Multiple sources of assessments, internal and external to the unit, are used to guide candidate status decisions. (Exhibit 1.3.c.) Advisors and the associate chair of TEDU use the Education Database and Assessment System (EDA-SYS) to assess candidate status by UAP.
- Rubrics are used to score all unit and program assessments and ensure consistency in grading. Rubric revisions improve effectiveness and ensure inter-rater reliability. (Exhibit 1.3.c.)
- Candidates, cooperating teachers, and college supervisors utilize the Clinical Practice Handbook to ensure constituents have the same understandings of expectations. (Exhibit 3.3.e.)
- College supervisors evaluate candidate performance on ADEPT, the Candidate Work Sample (CWS), Long Range Plans (LRP), and unit dispositions and work with the director of OSSC and faculty for the most effective way to incorporate these instruments assessments. (Exhibit 1.3.c.)
- Ongoing dialog among supervisors and the OSSC director help continually monitor field experiences and clinical internships as well as the tools used to measure those experiences.
- The development of assessments is meticulously planned and continuously reviewed by the Assessment Committee. Modifications are made when valid concerns arise.
- Supervisory faculty and cooperating teachers are ADEPT/SAFE-T trained and, where appropriate, annually create their own classroom LRP’s. (Exhibit 3.3.a.)
- Program faculty review assessments in department, teaching team, and program meetings; in the Assessment Committee; and during the annual Assessment Day. Cooperating teachers and college supervisors comment on the effectiveness and meaningfulness of assessments at data gathering meetings following each CP semester and on evaluations.
- The content and degree of difficulty involved in unit assessments matches beginning teacher expectations. ADEPT performance standards, including those by which candidate performances in field experiences and clinical internships are measured, are the same as those assessed in practice using SAFE-T. The CWS and disposition assessments measure expectations for beginning classroom teacher performance. Content expertise is measured in lesson planning and delivery and in candidates’ content course assessments. (Exhibit 1.3.c.)
- The Assessment Committee is working to identify potential difficulties which could be remediated during the final field experience and clinical internship by using video analysis and the ADEPT instrument as a predictive and formative assessment prior to internships.
- The Assessment Committee is examining the rating scales used on assessments to determine those which may warrant more specificity and definition.
• Dispositions align with program, state, and institutional standards, reflecting groups of observable behaviors. (Exhibit 1.3.e.) Furthermore, the UAS is aligned with the Elements of Teacher Competency (ETC) that are aligned with unit, state, and professional standards.

A key reason for the continued validity and reliability of the UAS is the unit’s knowledge and understanding of the data in relation to unit and program requirements, as well as use of systematic processes to crosscheck the data with internal and external sources, which allow the unit to be certain the system and its data are valid and reliable.

Through the UAS, the unit makes decisions about candidate performance based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Elements of these assessments are related to professional, state, and institutional unit standards and are taught multiple times, in multiple ways, and within varied contexts throughout the program. Monitoring candidates at various assessment points informs candidates, programs, and the unit about unit expectations and candidate performance. (Exhibits 2.3.a and 2.3.d.)

The unit continually reviews and makes data-driven changes to ensure candidates acquire the knowledge, skills, and dispositions of competent teachers. Each assessment has been pilot tested, has a rationale for inclusion, supports the conceptual framework, and is a credible assessment of expectations for candidate development. Data from unit assessments demonstrate the assessment system is working well, and the unit is continually improving its functionality to produce effective classroom teachers. Successful candidate scores on assessments during clinical internships are at the target level; unit candidates generally exceed state averages on PRAXIS II exams; and 98% of graduates working as SC teachers pass the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Formal I review. (Exhibit 1.3.d.) Standards and dispositional competencies measured on ADEPT, the CWS, the LRP, and unit dispositions are taught and assessed not only during clinical internships, but also prior to the internship semester in coursework at multiple assessment points and different proficiency levels. (Exhibit 2.3.a.) SAFE-T data collected on graduates working in P-12 schools show they perform consistently better than the state average on each element assessed and overall. For example, in 2011 97.5% of unit alumni assessed passed the ADEPT – Formal 1 review, versus the state average of 95.5%. (Exhibit 1.3.k.)

As part of the unit’s efforts toward continuous improvement, it has developed successful processes to ensure unit operations and assessment procedures are fair, accurate, consistent, and free of bias. This is ensured through the following:

• Unit and course assessments correspond with professional, state, and unit standards to guide course development and match course objectives on syllabi.
• Due process is available to candidates at both the unit and institution levels.
• Non-discrimination statements ensure fairness and unbiased judgments.
• Each clinical intern is assessed under specified circumstances and guidelines and at the same points in the internship.
• Program groups and teaching teams continuously examine the fairness, accuracy, and consistency of program assessments.
• Through faculty representatives, the Assessment Committee hears and acts on faculty feedback regarding the fairness and accuracy of unit assessment instruments.
• Each program in the unit seeks to maintain fairness, accuracy, and consistency of its assessment procedures and operations by making data-driven changes in its practices. For example, in a spring 2011, clinical interns and supervisors reported to the director of the OSSC confusion about the CWS unit assessment. After researching the validity of the concern, the instructions, template, and rubric were redesigned by the Assessment Committee.
Data show a strong relationship between performance assessment and candidate success in programs and later in schools and demonstrate consistently high candidate performance on all unit assessments. (Exhibit 1.3.d) Alumni receive positive survey and assessment results from employers and receive numerous honors and awards from their schools and districts. (Exhibit 5.3.i)

To sustain the positive impact of the UAS, the unit continues to review and adjust its policies according to feedback received from the multiple components of the UAS. The unit will continue to implement new technologies to assess candidate performance, and the Assessment Committee will continue to refine and add assessments to further fine tune the capacity of the UAS.

**Standard 2 Element 2b: Data Collection, Analysis, and Evaluation**

Unit data are accessible to faculty through EDA-SYS, a system that integrates the EHHP conceptual framework, professional, state, and institutional standards, unit and program data reporting requirements, and contains candidate and unit/program assessment data. EDA-SYS allows faculty and staff members to access, enter, and manipulate data in a dynamic, web-based system. It assists in the assessment and evaluation of courses, programs, and unit effectiveness, providing the architecture for informed, data-driven decisions. Faculty and staff enter scores and ratings for candidates on each of the program and unit assessments. Unit data are disaggregated by program. Additionally, the Data Specialist and Information Manager (DSIM), who both wrote and maintains the database system, imports data relating to assessments from internal and external sources. In their roles as advisors, faculty and staff use EDA-SYS to track candidate progress on unit assessments at the various UAPs, and faculty are able to maintain records on the content of candidate advising meetings. Finally, with the assistance of the DSIM, faculty and staff manipulate and analyze EDA-SYS data to inform program change and improvement.

Unit and program accessibility to data is maintained through the DSIM’s design of EDA-SYS. Within the system, the Candidate Database component contains data on current and former candidates in professional education programs since 2000. Candidate data accessibility meets FERPA guidelines. Users can access candidate personal and educational data, conduct unit audits, view rubrics, manage advising, view and enter assessment scores, and view data at UAPs. The Data Entry component facilitates the collection of data at each UAP. All unit and program assessments are entered through this module. The Reporting component is a repository for unit and program data and reports. The data from EDA-SYS is used to provide regular and comprehensive data on program quality, unit operations, and candidate performance. The DSIM collaborates with faculty to design reports to meet data analysis and reporting needs. The DSIM provides guidance to faculty for end-of-semester data entry procedures and customizes data screens for specific data analyses.

In addition to EDA-SYS the unit uses other technologies for data collection including Qualtrics, Scorelink, the ETS Data Manager, the ADEPT Institute of Higher Education (IHE) Portal, and the institution’s course management system, OAKS. (Exhibit 2.3.i.)

The unit conducts systematic assessment of candidate progress using rubrics to score all assessments. Teaching teams ensure reliable scoring on rubrics by teaching new faculty how to interpret and score candidate work. Rubrics are used in courses to ensure consistency and non-bias in grading. Rubrics are revised to improve effectiveness and to ensure inter-rater reliability when multiple raters are involved. Multiple assessments, from multiple sources internal and external to the unit are used for any decision about a candidate’s status. With the assistance of their faculty advisors, candidates can chart in EDA-SYS where they are in relationship to completion of required items at any assessment point. Rubrics are used to score all assessments in the unit and programs.
Most unit assessments are measured during clinical internships. Each semester, the director of OSSC schedules training for interns, cooperating teachers, and college supervisors in the use of clinical internship assessments. To provide consistency in clinical internships, interns, cooperating teachers, and supervisors receive the same explanatory training information about clinical internships expectations and use of unit assessments in the Clinical Practice Handbook and in syllabi. (Exhibit 3.3.e and I.5.b.) The unit’s assessment results are consistent.

Candidates regularly evaluate faculty teaching using the institution’s course evaluation instrument. These assessments become part of each faculty member’s annual review. If course evaluations are lower than expectations, the department chair and faculty member determine a plan of action for improvement. Faculty employ an ongoing peer coaching model with other faculty.

At the beginning, middle, and end of clinical internships, the director of OSSC requests feedback from college supervisors about the assessment instruments used during this semester. These suggestions and those from cooperating teachers are used to provide continuous improvement to these assessments. Feedback on assessment instruments goes to the Assessment Committee for review, editing, feedback, and approval of adapted forms. The unit maintains confidential record of formal candidate complaints and their resolution. Candidates report complaints and faculty report candidates of concern. The procedure for managing candidate concerns is covered in the EHHP Policies and Procedures Manual. (Exhibit 6.3.a.)

The UAS provides data to support anecdotal reports from clinical and regular teaching faculty about candidate performance. The plan followed for handling faculty-reported problems with candidates is a due process policy known as a NEAT plan that Notifies, Explains, Assists, and establishes a Timeline for meeting predetermined goals for improvement. (Exhibit 3.3.a.) The supervisor documents and contacts the department chair and the director of OSSC when a problem has been recognized. Each instance of difficulty or failure to meet ADEPT Performance Standards or disposition requirements is documented and dated; a joint meeting with the clinical candidate, supervisor, department chair, and director of OSSC is scheduled to discuss the letter sent to the candidate (including documentation, goals, and timeline for goal completion). This process is reviewed each semester with all college supervisors.

The UAS has served the unit well and has not been significantly changed since 2004; however, the unit has made changes to the organization of several assessments to better use data for program improvement. EDA-SYS, one of the major components of the UAS, continues to positively impact program and candidate performance through its ability to provide disaggregated data and examine scores of individual components of each assessment instrument. This allows for the fine tuning of instruction and course planning. In spring 2013, the unit plans to sustain and enhance these results by integrating EDA-SYS into the institution’s primary database platform so the unit, programs, and individual faculty will be able to access and manage data in the same environment the institution has adopted.

**Standard 2 Element 2.c Use of Data for Program Improvement**

The Unit Assessment Handbook details the UAS and the relationships between unit evaluations as related to professional, state, and institutional standards. (Exhibit 2.3.a) The following exemplifies how the unit works through the Assessment Committee to make changes based on candidate performance data and examine the changes to ensure they strengthen programs.

- Faculty and the Assessment Committee collaborate to clarify scoring rubrics for both candidates and faculty. For example, when clinical internship supervisors, cooperating teachers and candidates reported difficulty with the initial CWS due to its length, complexity, and redundancy, the committee opted to omit redundancies in the initial CWS, made changes for clarity and utility, and adapted the rubric for simpler scoring and interpretation. In 2010, the CWS was again
updated with clearer relationships between candidate responses and the scoring rubric. Feedback from supervisors and candidates has been positive.

- Because candidates are required to reach mastery level skills in clinical practice, unit assessment scores are always near 100%. To identify areas for improvement, the unit will pilot ADEPT in the last field experience prior to clinical practice.

- The Assessment Committee is researching the addition of new incremental rating scales for assessment rubrics to enhance fairness, accuracy, and specificity and to determine growth. The unit hopes this approach will produce predictive and prescriptive data from the final field experience to enhance intern guidance during the early stages of clinical internships.

- The unit hosts an annual Assessment Day including full- and part-time professional education faculty and administrators. Previously, the unit analyzed and discussed data and its implications for candidate and program performance in unit, department, and program meetings. Individual program groups and teaching teams in TEDU continue to analyze and discuss data and plan for positive program changes.

- Field and college supervisors provide multiple opportunities for candidates and interns to review their data from multiple assessments and to reflect on their own performance to promote improvement. Interns reflect on both their own and observed practices daily with cooperating teachers. Supervisors informally assess candidate reflective journals. Interns meet with supervisors and cooperating teachers for formal midterm and final evaluations to reflect on their practice in the context of dispositions and ADEPT. These practices provide more anecdotal data for candidates from supervisors and cooperating teachers recorded on ADEPT instruments. The process enhances the level of reflective anecdotal data on these instruments from candidates.

- Through the Assessment Committee and based on anecdotal data from clinical practice supervisors and cooperating teachers, the unit has made several changes to unit assessments, adding clarity to rubrics and instructions.

- In 2007, the state made changes in ADEPT, precipitating changes to unit assessments.

- In order to provide more feedback of richer value to interns and to enhance the clinical practice experience, the unit is currently examining the use of video software for observation, assessment, and feedback. In 2012, the unit is pilot testing this technology for field experiences and clinical practice, particularly in a new initiative in Charleston’s Innovation Zone schools.

- The unit incorporates state requirements regarding the Education and Economic Development Act (EEDA) and classroom climate in instruction and assessment across multiple courses and in multiple ways. This content is varied and fits most appropriately into the curriculum in numerous courses rather than just one. Although the Assessment Committee is considering separate assessment instruments to measure state requirements, the unit believes EEDA and classroom climate content is critical to effective teaching and learning that only one assessment for either would not cover all the nuances of the required content. For this reason, the content is spread across multiple courses as demonstrated in course and content matrices. (Exhibit 1.3.a)

- Based on the results of the College, District and School Interaction Survey conducted in 2010, the unit added a double major for secondary candidates: a major in content and a cognate major in secondary education. (Exhibit 3.3.a) The intent of this change elevates the level of the teaching profession in the view of both teachers and other professionals and provides candidates recognition for the additional workload required of both majors. The unit also added a Master of Arts in Teaching degree (M.A.T) in middle grades, offered jointly with The Citadel. Finally, the unit added an M.A.T in Performing Arts with concentrations in Choral Music, has applied to add a Theatre concentration, and plans to add a Dance concentration in the future.

The unit will continue to use data for program improvement. To sustain this effort, faculty will continue to implement the UAS in their course content and assessments. The unit and programs will
continue to make valid, data-driven changes to continually improve candidate performance and their impact on P-12 student learning.

2.3 Exhibits

Please refer to the electronic evidence room at http://acts.cofc.edu/schoolofeducation for exhibits.
3. **Standard 3. 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]

Completion of professional education programs in the unit requires candidates interact with students in local P-12 schools to develop the knowledge, skills, and dispositions to help all students learn. Initial certification candidates must successfully complete a minimum of two field experiences that total more than 100 hours and a clinical internship in order to be recommended for certification by the unit. Advanced candidates must complete at least three field experiences of a minimum of 25 hours each. Placement of candidates in classrooms for these experiences requires a strong collaborative relationship between the unit and school partners.

Within the unit, the Office of Student Services and Certification (OSSC) is the unit’s hub for advising, admitting, and placing candidates in field experiences and clinical practice. Along with college supervisors, OSSC monitors interns and recommends them for certification. Personnel in OSSC include a director, a coordinator of student services, and an administrative assistant. The director of OSSC was a teacher in Berkeley County for many years and recently served as chair of the Berkeley County School District (BCSD) board. The dean of the unit taught in Dorchester School District Two (DSD2) schools and worked at the district level in both DSD2 and the Charleston County School District (CCSD). Many of the cooperating teachers and school-based administrators with whom the unit works are former candidates in unit programs. These relationships are continuously reinforced through positive interactions between unit faculty, college supervisors and school partners and enable the unit to sustain its long history of collaboration and partnership with school personnel in decisions involving candidate experiences. These connections with the three school districts afford the unit exceptional cooperation in placing field experiences and clinical internships. (Exhibit 3.3.b)

The unit’s professional education program requires multiple field experience placements in specific diverse settings. Schools regularly accommodate these needs by taking as many candidates in one school as possible. Schools designate school-based personnel to work with faculty to manage field experience placements for each school, to provide meeting spaces for faculty to work before and after school visits, and to provide locations for weekly faculty/intern seminars upon request. To focus and enhance candidate learning in field experiences, programs have established co-requisite courses that candidates take during the field experience semester.

In the past, many field experience and clinical internship placements were determined by rural, urban, and suburban categories. Placements were planned so each candidate would experience work with students at least once in each of these three categories. However, districts lacked a sufficient number of schools in each category to accommodate all candidates in all programs every semester, and travel to the large number of schools was both time and cost prohibitive for unit faculty and candidates. At present, all candidates experience field placements in at least one Title I school. Enrollment data for area Title I schools indicate candidates experience inclusion as well as socioeconomic and cultural diversity in field experiences and clinical internships in Title I schools.

Three of the unit’s assessments, designed around state teacher assessments, prepare candidates for professional evaluations they will encounter as first-year teachers in South Carolina. (First-year teachers in South Carolina are supported through induction programs in which trained mentors for new teachers...
are matched as closely as possible to the grade level and subject area of the new teacher. In some instances, a district may provide an additional year of diagnostic assistance to a novice who is making progress but is not yet ready for formal evaluation. The majority of beginning teachers are formally evaluated during their second full year of teaching. Meetings with cooperating teachers and college supervisors prior to clinical internships allow all parties to develop consensus on processes and assessments embedded in clinical practice. College supervisors and cooperating teachers collaborate as they assess and provide feedback to interns at midterm and final conferences and dispositions meetings. Signatures of all parties document meetings. College supervisors also receive feedback about intern performance from school-based administrators, staff, and other district observers.

Candidates are taught Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Performance Standards (APS) in coursework and are observed during field experiences, clinical internship, and the first years of teaching. During clinical practice orientation, school-based faculty review ADEPT standards as they relate to clinical practice. Candidates also receive detailed instructions for writing Long Range Plans (LRP) and Candidate Work Samples (CWS). The LRP is an extended course syllabus containing a description of intended student learning outcomes, content of an instructional unit, anticipated timelines, planned assessments, and criteria for determining student progress and achievement. The CWS documents interns’ effectiveness in their ability to promote student achievement defined as measurable growth in students’ content knowledge and skills over a specified instructional period. The CWS evidences teacher performance relative to APS2 (Short Range Planning of Instruction) and APS3 (Planning Assessments and Using Data). Both the LRP and CWS evolved from multiple sources including the unit’s conceptual framework, NCATE standards, and The Renaissance Partnership for Improving Teacher Quality Project. Graduates of professional education programs working in P-12 schools are evaluated using the Summative ADEPT Formal Evaluation of Teachers (SAFE-T). SAFE-T is one of the major components of South Carolina’s ADEPT system for evaluating teachers in the state’s public schools. SAFE-T replaces the original ADEPT formal evaluation model and provides a consistent, reliable, valid measure of teacher effectiveness in South Carolina schools.

College supervisors plan and implement weekly individualized clinical internship seminars for small groups of clinical interns. These meetings address content and application of criteria in the state approved ADEPT plan as well as that of other unit assessments gathered during internships. Supervisors, cooperating teachers, school district administrators, faculty, and interns assist in the development of and participate in the Transition to the Profession conferences held each semester for interns. College supervisors and cooperating teachers collaborate on intern evaluations. When interns experience difficulties, the college supervisor, cooperating teacher, and the chair of the Department of Teacher Education (TEDU) collaborate on a plan and goals to help the intern address the difficulties and ensure a successful experience.

In order to ensure candidates, college supervisors, cooperating teachers and other school partners are aware of their responsibilities, OSSC maintains a Clinical Practice Handbook which includes program syllabi. OSSC makes positive data driven changes in internships and updates the Handbook based on feedback from faculty, supervisors, school-based personnel, and candidates.
3.2 Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 3.2.b.

3.2.a Standard on which the unit is moving to the target level [maximum of five pages]

**Standard 3 Element a: Collaboration between Unit and School Partners**

The unit’s conceptual framework, developed more than ten years ago, is regularly reviewed by faculty, college supervisors, cooperating teachers, and school-based administrators. (Exhibit I.5.c) Field experiences and clinical internships are continuously refined as a result of formal and informal feedback from these groups.

The unit partners with local schools to share knowledge about the kinds of student learning data teachers are expected to use to differentiate learning, plan instruction, and ensure students learn to their highest ability. Both cooperating teachers and supervisors collect and collaborate on ADEPT data for their shared interns and collaborate on plans for remediating areas of candidate weakness. The unit began analyzing ADEPT data from initial candidates’ last field experience in 2011, to help predict areas of concern that may appear in clinical practice. For example, as collaboration with school-based faculty and analysis of ADEPT data gathered during clinical practice, the elementary education program is evaluating the feasibility of creating an addendum to the final ADEPT evaluation that specifically asks the cooperating teacher and college supervisor to evaluate the quality of instruction in literacy, math, science, and social studies. This addition will enable tracking candidate knowledge and ability to plan and teach in each of the major content areas as well as provide a more specific focus for observations of interns. Collecting and analyzing ADEPT data from field experiences may assist in predicting clinical practice difficulties related to ADEPT and provide more prescriptive early assistance for candidates experiencing problems in clinical practice. The unit will continue to use and share data with school-based personnel in order to gain the rich perspectives of classroom teachers who are in the classroom daily with candidates in field experiences and internships.

In addition to field experiences and clinical internships, the unit collaborates with school partners on several professional development programs for candidates which are enhanced by participation from cooperating teachers, school district administrators, college supervisors, and faculty. Resume sessions assist candidates in developing academic resumes. At the conclusion of their clinical internship semester, candidates participate in the Transition to the Profession conference to learn to further “transition” to their own classrooms. Through their coursework in EDEE 407: Creating Learning Environments and EDFS 303: Human Growth and Education Process and in workshops conducted by Darkness to Light and the Dee Norton Lowcountry Children’s Center, candidates learn to recognize signs of sexual abuse. Other examples of ongoing collaboration and resource integration between the unit and school partners include grants, special events, mentoring, and advising, technical assistance on special projects. (Exhibit 5.3.e)

The unit ensures professional education faculty are accomplished professionals prepared for their roles as mentors and supervisors. (Exhibit 5.3.a) School-based administrators and unit faculty recommend effective school-based faculty. OSSC conducts required cooperating teacher and supervisor training each semester prior to internships and receives feedback about program improvement from participants at both the beginning and end of the semester. Intern data collected during clinical practice reflect effectiveness and professionalism modeled by faculty with whom candidates work. (Exhibit 3.3.f) The unit continually monitors effectiveness of and enhances training for school-based faculty based on feedback from field experience and clinical practice supervisors and school-based faculty themselves.

The unit provides opportunities for cooperating teachers to participate in advanced coursework. Cooperating teachers may opt to receive a $200 stipend for mentoring a clinical practice intern or two
vouchers for courses offered through the unit, helping them to maintain currency in their field. Additionally, the unit’s advanced programs in education are often offered in local schools immediately following school hours to enhance availability of these programs to classroom teachers. This is an opportunity to attract more exceptional teachers to become cooperating teachers.

The unit and its school partners jointly determine specific placement of clinical practice interns to maximize the learning experience for candidates and P-12 students. (Exhibit 3.3.b) OSSC works with the associate chair of TEDU to plan placements with area school districts, with input from program directors and faculty as needed. OSSC collaborates with schools based on written agreements relating to established criteria for field experience and internship placements as well as selection of school-based faculty. With letters of agreement, OSSC formalizes placements within schools in three districts: CCSD, BCSD, and DSD2. (Exhibit 3.3.a)

In addition to maintaining strong cooperative relationships with school partners, the unit, programs, and the unit’s Center for Partnerships to Improve Education (CPIE) is sustaining continuous improvement of field experiences through candidate placement in a group of Title I schools known as the Innovation Zone learning community. Four of these schools are within the Charleston Promise Neighborhood, which has a seamless network of educational and socially conscious programs for a targeted geographic area spanning downtown Charleston to North Charleston. Advantages of these placements for candidates include extended time working with students, interaction with teacher coaches who assist with candidate supervision, and use of video analysis and extensive specific feedback for field experience observations. Planning for these field experiences began in 2012.

The unit’s partnerships for candidate development are not limited to P-12 schools. The unit also collaborates with local institutions of higher learning to share knowledge and expertise and model professionalism. Such collaborations include district and unit sponsored career fairs for interns as well as joint cooperating teacher training with The Citadel, Charleston Southern University, and school districts. The unit’s close relationships and collaborations with its school partners has positively impacted the unit’s ability to offer exceptional and supportive placements in diverse settings for candidates, maximizing learning experiences for candidates and P-12 students.

Standard 3 Element b: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The professional education unit ensures field experiences and related coursework facilitate candidates’ development as professional educators by providing many and varied opportunities for candidates to observe in schools and other agencies; tutor students; teach individuals, small groups, and whole-class mini and full lessons; participate in education related community events; interact with families of students; attend school-based and local school board meetings; and assist teachers and other school professionals prior to clinical practice.

Field experience course requirements vary by program and are listed on program worksheets, on the unit website, and in institution catalogs. Initial certification candidates complete at least 100 and up to 145 hours, in field experiences. Advanced candidates complete at least three 25 hour field experiences. Because the special education program is P-12, field experience candidates work in placements that ensure exposure to a variety of grade levels and service delivery models including self-contained, resource, multi-categorical, and inclusion/general classroom. Field experiences are held primarily in Title I schools and schools with diverse populations in the three surrounding school districts. Many alumni of the unit’s undergraduate and M.A.T. programs are teachers and administrators in these schools.
The unit ensures clinical faculty, including both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge and professional dispositions in relation to professional, state, and institutional standards. These measures include but are not limited to unit and individual program assessments. Data from ADEPT, dispositions, CWS, and LRP demonstrate impact of candidates’ meeting standards. (Exhibit 1.3.d) Unit’s field experiences and clinical practice opportunities allow candidates to participate as pre-service teachers and to learn in authentic settings. Undergraduate and M.A.T. candidates complete required field experience hours based on individual program requirements. Both field experiences and clinical practices reflect the unit’s conceptual framework and help candidates develop content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards.

The unit continues to collect and analyze data on assessments in order to improve assessment clarity, match with standards, and administration. Data from records of candidate problems incurred during clinical practice inform the unit that a “pretest” measure of ADEPT performance data might allow supervisors to provide additional targeted assistance to candidates as needed. In 2011, the unit began collecting ADEPT data from the field experience just prior to clinical practice. Knowledge of interns’ beginning skill level is expected to help college supervisors better plan for and implement their work with interns on ADEPT criteria. In 2012, supervisors will be surveyed on the value of this “pretest” data for planning.

Unit and school-based faculty model beliefs and standards set forth in the unit’s conceptual framework. (Exhibit I.5.c) The unit maintains quality by collaborating with school-based faculty to develop a meaningful conceptual framework with standards and dispositions for candidates and the faculty with whom they work. School-based faculty are selected carefully based on feedback from school-based administrators and faculty supervisors who adhere to and model unit standards and dispositions. (Exhibit 3.3.c)

Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. Clinical practice requirements for both undergraduate and M.A.T. candidates involve a minimum of 16 weeks in a public school classroom incorporating six weeks of full-time teaching. Any hours or days missed must be made up during the same semester. In addition to ongoing formative evaluations, candidates are formally evaluated using the ADEPT instrument and unit disposition criteria at least four times each by their cooperating teacher and college supervisor. (Exhibit 1.3.c) Candidates interact with college supervisors following observations, in weekly meetings with other candidates and the supervisor, and with the supervisor and cooperating teacher at formal midterm and final. Interns reflect on and justify their own practice in these formal and informal conferences and in the daily journal. Interns attend faculty meetings, school events, and parent teacher conferences. As outlined in the Clinical Practice Handbook, interns follow a set sequence of taking over from and releasing teaching duties with the cooperating teacher during the internship. (Exhibit 3.3.e)

If a candidate does not meet requirements, the supervisor initiates a due process policy that notifies, explains, assists, and establishes a timeline (NEAT plan) for meeting predetermined goals for improvement. (Exhibit 3.3.a) When a problem arises, the college supervisor, in collaboration with the cooperating teacher, documents the problem and contacts the department chair and director of OSSC. Each instance of failure to meet ADEPT or dispositions requirements is documented and dated. A joint meeting with the supervisor, department chair, and director of OSSC is scheduled, followed by a detailed letter to the candidate documenting goals and timeline for their completion. This process is reviewed each semester with all supervisors.
In order to continue to improve clinical practice, unit faculty and staff are investigating applications of and findings from full year internship programs to determine efficacy for program candidates, feasibility at the institution given the institution’s liberal arts expectations, and viability in the geographical area. The unit is also investigating means to better predict performance during clinical practice by gathering more data from the final field experience and expanding rubric rating scales to fine tune candidate performance data in field experiences and clinical practice and to target necessary skills or dispositional development at the beginning of clinical practice. New collaborative video technology is being investigated for use in both field experiences and clinical practice.

Clinical practice provides opportunities for interns to use technology skills acquired in professional education courses to support teaching and learning. Undergraduate candidates take EDFS 326: Integrating Technology into Teaching and M.A.T. candidates take EDFS 687: Introduction to Educational Technology (unless they enter the program with equivalent coursework). Analysis of the Technology Integration Project (TIP) data indicates candidates meet technology requirements prior to clinical practice. Unit faculty collaborate with school-based faculty to maintain currency in courses and candidate requirements. Anecdotal data show district teachers learn many technology skills from unit candidates during clinical practice. In clinical practice, interns are assessed on technology use with the ADEPT evaluation and demonstrate their ability to:

- Record student data in electronic attendance and grading systems provided by districts;
- Provide information and feedback to parents and students with email and on websites;
- Use SmartBoards for interactive lesson planning and instruction allowing student interaction;
- Prepare lessons and course materials incorporating online resources such as Google Earth and other educational databases and software;
- Present learning content with software such as PowerPoint, Voicethread, and Prezi;
- Use technology for student response and engagement;
- Utilize resources such as Evernote, and institutional platforms (OAKS) to keep intern journals;
- Participate in social networking related to education; and
- Create blogs, wikis, mind maps, graphic organizers and websites for interactive experiences.

Field experiences for Master of Education (M.Ed.) candidates require completion of 75 hours of observation and research in a candidate’s or colleague’s classroom during which they establish an action research project that requires a literature review to synthesize theory in classroom and community contexts. These activities require candidates to extend their study to independent research in authentic practice. Program faculty evaluate performance in field experience with assessments including capstone and end of course research. Feedback from candidates and results of assessments inform necessary changes to programs.

Advanced candidates in the Teaching, Learning and Advocacy (MTLA) program participate in field experiences through a variety of educational and professional opportunities which enhance their ability to teach and advocate for students with diverse needs and backgrounds. Courses require candidates to develop programs based on student and community need and to implement programs either in their own classrooms or with children and youth in an outside setting. Candidates conduct action research plans (ARPs) to evaluate the success of these projects and to enhance the candidate’s reflective practitioner skills. The ARPs candidates develop are informed by best practices identified through required coursework. For example, in the course EDFS 632: Education Psychology Learning, Cognition, and Motivation, candidates expand their understanding of constructing learning to align with current understanding of how the brain works. MTLA candidates consolidate their learning experiences through the capstone course, a culminating experience which provides the opportunity to identify a critical issue, need, or policy in an educational setting and to formally propose and conduct research to address the topic, and to make formal presentations of their findings.
The advanced Science and Mathematics for Teachers (SMFT) program requires significant field experience with a strong research component. Candidates acquire this experience in their own classrooms, as visitors in other classrooms, or in a non-classroom educational setting such as a museum, nature center, or aquarium. The field experience requirement is met by development of a capstone project and is designed, implemented, and evaluated by the candidate with written research or curriculum reports evaluated by the SMFT steering committee. Two required courses, EDFS 660: Nature of Science, Mathematics, and Science/Mathematics Education and EDFS 632: Education Psychology Learning, Cognition, and Motivation, require reflective field-based action research. The advanced Language and Language Education (LALE) program curriculum includes a 50 hour field experience in which observations and teaching-related experiences are documented following the propositions of the National Board for Professional Teaching Standards (NBPTS.)

The unit will sustain the positive impact of clinical practice experiences on candidates by continuing to observe candidates more often than the required four visits in order to more carefully observe candidate growth on each ADEPT criteria in different learning contexts. The unit will soon begin use of video observation hardware and software for field experiences to provide more observations and better feedback to candidates.

Standard 3 Element c: Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn

Two measures ensure candidate knowledge, skills, and dispositions to help all students learn: dispositions measured at each unit assessment point (UAP) and the CWS assessed during clinical practice. In clinical practice, two or more clinical practice interns who are placed in the same school collaborate for peer review of lesson plans, assessments, and required assignments. Supervisors meet with their candidate groups in weekly sessions to share ideas and reflect on their performance, continually seeking to improve practice. College supervisors model reflective practice with ongoing questioning and constructive feedback. The unit continues to seek and respond to feedback from supervisors about the effectiveness of weekly intern meetings.

During field experiences, candidates develop and demonstrate proficiencies that support learning by all students. Sequential work in the field experience begins with classroom observations, moves to small group and tutoring practice, and culminates in full-class teaching. All field experiences meet the hourly requirement, but each program distributes hours in various courses and across semesters in different ways. In both field experiences and clinical practice, cooperating teachers model best practices. Initial and advanced candidates participate in field experiences and clinical practice in diverse settings in Title 1 schools in three surrounding school districts.

Initial and advanced field syllabi detail expectations; all coursework requires demonstration of proficiencies supporting learning for all students. College supervisors and cooperating teachers use one of several measures to formally assess initial candidate performance in full class teaching. Some courses require use of the ADEPT system to formally assess initial candidate performance of full class teaching that is taught in coursework and in the field experience prior to clinical practice. All initial interns are assessed using state-required ADEPT criteria, unit dispositions, CWS, and LRP, as well as program-specific assessments such as the Family Involvement Project required by elementary and early childhood programs. (Exhibit 1.3.c)

3.3 Exhibits

Please refer to the electronic evidence room at http://acts.cofc.edu/schoolofeducation for exhibits.
4. **Standard 4.** 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]

The unit’s formal and comprehensive Diversity Plan (Exhibit 4.3.j) represents the unit’s commitment to prepare candidates to work effectively with diverse students and to ensure diversity in each candidate’s educational experience. A commitment to diversity is threaded throughout the conceptual framework to guide course content, field placements, clinical practice, candidate assessment, and capstone experiences. A commitment to learning for all students is an important strand in each of the unit’s Elements of Teacher Competency (ETC), and all unit assessments reflect the diversity strands in the three elements of teacher competency. In order to understand and value the learner (ETC1), candidates must recognize, value, and build upon myriad differences characterizing P–12 students. In order to know what and how to teach and assess and how to create an environment in which learning occurs (ETC2), candidates must be able to identify and use materials that present multiple perspectives and offer students insights into different cultures and ways of life. Candidates must seek out and use multiple teaching and assessment strategies, and establish an equitable and inclusive learning environment that encourages and fosters expression of multiple perspectives and ideas. To understand themselves as professionals (ETC3), candidates must embody all the beliefs and values reflected in the dispositions identified by the unit. (Exhibit 4.3.a) For initial candidates, this involves believing all students can learn, respecting individual differences, and being sensitive to community and cultural contexts. For advanced candidates, this involves advocating for all students and helping create environments in schools and communities where diverse voices are recognized and respected.

In initial programs, unit expectations are for candidates to enter the programs with some awareness of diversity gained through social experiences and general education coursework. Faculty have researched and continue to review its carefully chosen requirements and options within the institution’s general education framework, which each candidate must complete prior to entering the professional education program. Some general education course content directly impacts an awareness of diversity, such as anthropology, sociology, psychology, history, and literature; however, these courses provide limited understanding of how diversity is manifested in the classroom. Through professional education courses, candidates develop this awareness as well as the ability to apply knowledge of diversity to successfully teach all students. In field experiences and especially in clinical practice, candidates learn to contextualize teaching and draw effectively on representations from the students’ own experiences and cultures. Candidates challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation. Advanced program candidates are expected to enter the programs with experience-based knowledge of diversity in the classroom, though these candidates must seek to develop a more sophisticated awareness of how diversity impacts classrooms, schools, and communities.

During coursework, field experiences, and clinical practice, candidate experiences are built on and reflect unit standards and dispositions, which include fairness and the belief all students can learn. Clinical practice interns demonstrate their ability to develop a classroom climate that values diversity through adapting learning and services to meet the needs of various learning styles, designing lessons and learning opportunities around their students’ cultures and experiences, and communicating with students.
and families in ways that reflect unit standards and dispositions. Clinical practice interns are assessed on these competencies relating to diversity through the Assisting, Developing, and Evaluating Professional Teaching system (ADEPT), Candidate Work Samples (CWS), the Long Range Plan (LRP) and unit dispositions. (Exhibit 4.3.c)

During clinical practice, interns examine their performance data and set improvement goals within a culture that demands adherence to high expectations and, at the same time, provides nurturing, feedback, and guidance for professional growth. Intern performance data is assessed frequently and in numerous ways including:

- Multiple informal meetings each day with cooperating teachers;
- Supervisor visits and post-observation discussions with supervisors;
- Writing and review of the candidate’s reflective journal;
- Weekly meetings with peer interns and the supervisor; and
- Midterm and final feedback and reflections with the cooperating teacher and supervisor.
- At the end of the clinical practice semester, candidates share information with the director of the Office of Student Services and Certification (OSSC) at the Transition to the Profession Conference.

Candidate assessment data relating to diversity is collected on ADEPT, the CWS, the LRP, and dispositions. (Exhibit 4.3.c) Data from these varied sources as well as information from their own reflections provides interns a rich environment for professional development. The unit is currently examining and piloting new collaborative technologies to better and more efficiently track, collaborate on, and collect feedback from candidates, peers, and observers during field experiences and clinical practice.

Diversity components are embedded in every ADEPT Performance Standard. (Exhibit 4.3.c) These standards are measured in field experiences and clinical practice, and the majority of candidates excel in these components. Analysis of candidate performance in clinical practice clearly demonstrate that candidates plan for diverse learners, can adjust teaching to student needs, and can competently plan for assessing students and use assessment data to adjust learning for all students. Candidates plan, construct, and administer assessments that are reasonable in difficulty and length, and they are skilled at observation and questioning. In short, candidates obtain the specific knowledge, skills, and dispositions relating to diversity. Initial certification candidates develop these at the competent level by the end of their program; advanced candidates build on their knowledge and experiences to develop proficiencies that help them become advocates for all children.
4.2 Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 4.2.b.

4.2.a Standard on which the unit is moving to the target level [maximum of five pages]

Standard 4 Element a: Design, Implementation, and Evaluation of Curriculum and Experiences

The unit’s slogan, MAKING THE TEACHING-LEARNING CONNECTION, reflects the commitment to preparing candidates to support learning for all students. It frames the conceptual understanding of how knowledge, skills, and dispositions related to diversity are integrated in the conceptual framework, impacting on initial and advanced programs’ curriculum, field experiences, and assessments. The unit’s commitment to diversity is exemplified in the Diversity Plan Course Matrix, which outlines diversity issues and candidate learning opportunities in coursework. (Exhibit 4.3.b) This commitment is reinforced in field experiences and clinical internships and is assessed throughout a candidate’s professional education coursework. The Standard 4 Alignment Matrix for Unit Assessments indicates the assessment of diversity related knowledge, skills, and dispositions as it aligns to each element of the conceptual framework. (Exhibit 4.3.c.)

The unit bases its curriculum including field experiences and clinical practice on well developed knowledge bases relating to diversity. Faculty stay current with the latest research in the field and continuously update their research base for instruction and working with candidates as indicated in examples below. (Underlined names are current faculty who have conducted significant research and/or have noteworthy refereed publications in the area.)

- Achievement gap: Boykin, Noguera, Barton, Lee, Ladson-Billings, Cohen, Garcia, Apfel
- Literacy: Jukes, Dubeck, Sailors, Lesaux, Kodu, Gevas, August, Vaughn, Manis, E. Skinner, Hagood, Blake-Jones
- Gifted and talented: Morrison, Rizza, Ford, Montgomery, Baska, Swanson, Kattigannis, Forness, Bonner
- Poverty: Hart & Risely, Jensen, Bronfenbrenner, Rodriguez, Payne, Lang, Corcoran
- Race, ethnicity: VanSickle & Blake, Juvonen, Lee
- Sexual orientation: Roth & Miller, Frankowski, Button
- Bullying: Espelage, Bauman & Del Riv, Aronson, Sutton, O’Moore, Swearer
- Family strengthening: Moll, Dust, Bronfenbrenner, Kumpfer, Caspe
- Science: ELL & Disabilities: Crowther, Stephanovic
- Classroom social, emotional, behavioral, and learning processes: Pianta, Rimm-Kaufman, Bronfenbrenner, Weissberg, Denham, Kochanska, Blair, Carlson, Cameron, McClelland, Finnan

The unit has policies and procedures in place to ensure data reflect development of knowledge, skills, and professional dispositions related to diversity. Data, including measures of candidate ability to work with all students, are reviewed by faculty to improve practice and programs 1) during Department of Teacher Education (TEDU) meetings, 2) in individual program meetings, 3) at teaching team meetings, and 4) as a unit at the annual Assessment Day, at which both unit and program data are analyzed to determine program and unit needs. Furthermore, anecdotal data from clinical practice are collected and discussed at semi-annual meetings of clinical practice supervisors following each semester’s internship.
Data are disaggregated by each component of every unit assessment to review and determine candidates’ ability to meet various criteria. The CWS, ADEPT, and unit dispositions contain components relating to the candidates’ ability to work with all students and plan for improvement. Candidates recommended for certification consistently score at mastery level in these areas. (Exhibit 4.3.c) During clinical practice, cooperating teachers and supervisors review this data with interns, and interns reflect on their performance on ADEPT instruments and in their clinical practice journals. Initial certification candidates complete a minimum of two field experiences in diverse settings. Advanced candidates complete a minimum of 75 hours of intense field experiences in diverse settings and participate in reflection and planning to meet the needs of all learners. Unit faculty regularly examine candidate data and continue to improve the unit’s programs as demonstrated in the EHHP Diversity Plan. (Exhibit 4.3.j)

**Standard 4 Element b: Experiences Working with Diverse Faculty**

Policies at the College of Charleston reflect the institution’s commitment to promoting diversity and cultural sensitivity and ensure candidates interact with diverse faculty in other units. The institution has invested heavily in developing and implementing a Diversity Strategic Plan (Exhibit 4.3.g) and actively reviews and refines diversity initiatives through the President’s Commission on Diversity, Access, Equity, and Inclusion. The initiatives overarching purpose is to achieve inclusive academic and institutional excellence within a campus climate and community that is diverse, inclusive, inviting, welcoming, vibrant, and supportive of social justice for all. The dean and associate dean of the School of Education, Health, and Human Performance (EHHP) and one unit faculty member are active members of this commission.

All hiring policies are detailed in the College of Charleston’s Faculty and Administration Manual (FAM). (Exhibit 5.3.h) The institution supports equal opportunity in both education and employment for all qualified persons, meeting all state and federal regulations, and the unit complies with all institutional policies and procedures. The institution’s Department of Human Resources ensures the job application system is accessible to individuals with disabilities and to disabled veterans and provides accommodations for applicants with special needs. The Office of Human Relations & Minority Affairs ensures institutional compliance with all applicable state and federal laws as amended. The Director of Human Relations ensures equal opportunity in all institutional programs and activities and serves as an ex-officio member of all search committees. All administrative units and academic departments must follow a search, screen, and selection process. When hiring, faculty, classified administrators, staff, and other employees must use the forms provided by the Office of Human Resources to ensure adherence to the institution’s Affirmative Action and Equal Employment Opportunity policies.

Along with the general methods used to advertise, departments are expected to demonstrate positive action to diversify the applicant pool. The Offices of Academic Affairs and Institutional Diversity are working together to develop specific approaches for consideration by departments and deans. Meanwhile, departments and deans may continue with prior year approaches or consider new approaches and are encouraged to consult with the Associate Provost for Faculty Affairs or the Director of Human Relations. Failure to demonstrate positive action to diversify the applicant pool may result in delayed approval to interview faculty candidates.

Candidates interact with diverse faculty in other units at the institution during the first two years of general education requirements, and secondary education candidates continue to interact with faculty in content major departments as they complete required double majors in education and in their discipline. In addition to interacting with diverse faculty outside the unit, candidates interact with professional education faculty and school faculty from a range of diverse groups.
To sustain diversity in hiring and in support of the institution’s policies, the unit actively seeks diverse faculty to ensure candidates interact with diverse professional education faculty. To this end, the unit supports faculty salary increase efforts, advertises open positions in diverse publications, highlights faculty and diversity in publications and online, and accesses networks such as the National Association of Holmes Scholars. Once hired, new faculty members are supported by current faculty members within teaching teams, program groups, and in new faculty mentorships through their third year review and beyond. The unit seeks to retain diverse faculty through mentoring, participating with associations whose primary focus is to work with underrepresented individuals (e.g., Holmes Scholars), highlighting faculty and diversity in publications and the website, encouraging new hires to participate in unit activities, and sponsoring workshops whose focus is communication and cultural sensitivity. (Exhibit 4.3.g)

Within the professional education program, candidates have an opportunity to interact with diverse faculty and with teachers from a wide range of backgrounds. At the completion of the fall 2011 semester, there were 45 full time faculty in EHHP which is home primarily to the unit. Among these faculty, 16(36%) were male, 29(64%) female, 34(76%) white, 4(9%) African American, 1(2%) Hispanic, 1(2%) nonresident alien, 1(2%) Asian, and 4(9%) unknown. In 2003, prior to the last NCATE visit, EHHP had 44 full time faculty with 12(27.3%) male, 32(72.7%) female, 37(84%) white, 6(13.6%) African American, and 1(1%) Hispanic. (Exhibit 4.3.d) During field experiences and clinical practice, candidates interact with diverse professional education faculty and teachers in the public schools. Starting in fall 2012, candidates will have opportunities to work with students in the Charleston County School District’s Innovation Zone, schools in the highest poverty neighborhoods in the region. Additionally, candidates have unique opportunities to work in schools internationally.

The unit ensures faculty are knowledgeable about and sensitive to preparing candidates to work with diverse students through the diligence of recruitment committees and clearly articulating expectations for faculty as stated in the unit’s conceptual framework. Most professional education faculty have experience working with diverse P-12 students and many came to the College of Charleston as former public school teachers. Some faculty are able to share their ongoing educational initiatives and research with cultures in locations such as Ecuador and Africa. The OSSC makes and receives recommendations for cooperating teachers from schools and districts that are familiar with the unit’s conceptual framework and expectations for teacher modeling and mentoring.

Diversity is inherent in unit standards and dispositions that were conceived by unit faculty and which continue to be the belief system upheld by both faculty and candidates. Because faculty in the unit have been successful professionals in school settings and subscribe to the unit’s conceptual framework, they know how to encourage and solicit active participation of candidates from diverse cultures and with different experiences and how to model unit standards and dispositions in their interactions with all candidates during classes, field experiences, and clinical practice. Candidates are able to reflect on and analyze these experiences in ways that enhance their development and growth as professionals during clinical practice in daily journals and collaborations with peers, cooperating teachers, and supervisors.

Unit standards and dispositions are not only expectations for unit faculty and initial candidates, but also for school based faculty. Cooperating teachers are selected based on school-based administrator recommendations and are evaluated following each semester by interns and supervisors to ensure compliance with the unit’s conceptual framework. Supervisors and school based faculty are trained in ADEPT, and school based faculty are licensed to teach in their respective areas. Professional education faculty incorporate diversity training across the curriculum in a variety of ways rather than in only one course for two reasons, 1) to model adherence to standards and dispositions across the curriculum and 2) to address issues of diversity from multiple perspectives. Candidates and cooperating teachers are evaluated on the same state assessment instrument, ADEPT, which contains performance standards relating to diversity.
Standard 4 Element c: Experiences Working with Diverse Candidates

As part of its mission and strategic plan, the College of Charleston has committed to enroll a broadly diverse student body, and this diversity is reflected in the unit’s candidates. The institution’s commitment requires partnership with several agencies on and off campus, specifically dedicated to increasing student diversity and exposing students to diverse cultures. The College of Charleston also provides student and faculty diversity opportunities and services through many campus offices and programs such as the Office of Multicultural Student Programs and Services, Avery Research Center for African American History and Culture, Center for Disability Services, Office of Human Relations and Minority Affairs, and the Center for International Education and Programs. (Exhibit 4.3.k)

Faculty encourage participation of all candidates and encourage discussion of matters relating to culture and communication. Candidates have numerous experiences during their coursework and campus social activities to work with diverse faculty and students. The College of Charleston campus includes 14 faith-based student organizations, the student body represents 70 countries, and ten percent of the student population is Jewish. The campus also supports diverse student organizations such as the Black Student Union, Arabic Club, Baha’i’ Club, Gay-Straight Alliance, Student Union for Multicultural Affairs, Asian Student Association, and the Indian Culture Exchange. (Exhibit 4.3.k) The institution also has a large number of international study abroad programs in which candidates may participate.

The unit has demonstrated a commitment to increasing diversity among candidates through the Changing the Face of Teaching (CFT) initiative and the Call Me MISTER program, which aim to close the achievement gap by improving the achievement of minority students in South Carolina through promoting diversity in the teaching profession. (Exhibit 4.3.h) Central to these initiatives are the recruitment and retention of minority professional education candidates, largely through financial and peer support. While they focus primarily on increasing the number of African American male teachers, the program also extends to African American females as well as both males and females from other minority ethnicities. Several scholarship opportunities are available to minority candidates pursuing degrees in the unit under the umbrella of this initiative. (Exhibit 6.3.d)

Standard 4. Element d: Experiences working with diverse students in P-12 schools

Final field experiences and clinical practice internships are placed in Title I schools to give candidates maximum exposure to diverse students. Candidates must design, implement, and reflect on strategies to improve student learning during these experiences. Field experiences and clinical internships are monitored and evaluated using ADEPT, CWS, LRP, and unit dispositions in weekly seminars, conferences, and midterm and final evaluations with the cooperating teacher and college supervisor. Each assessment addresses teaching and learning for all students. Candidates who succeed in the professional education program score at mastery level on diversity related competencies on these instruments. (Exhibit 4.3.c.)

Candidates, by completing field and clinical experiences in mostly Title I schools, encounter students from middle class, suburban, low income, urban and/or rural settings with mixed populations. In these settings, candidates work with populations of diverse students and with students with exceptionalities. Initial candidates are placed in schools in school districts in Charleston, Berkeley, and Dorchester Counties. Advanced candidates typically work in schools in these counties or are placed in field experiences serving diverse populations in classrooms. All settings provide mainstreamed or inclusion experiences with children with mild disabilities. Candidates in initial programs engage in field experiences culminating in a semester of clinical practice. Field experiences are developmental and sequential leading to the clinical practice semester.
The unit sees the impact of candidate’s work with diverse faculty, candidates, and students in their performance on unit assessments and accomplishments as full time teachers. The unit plans to sustain these results with new relationships in Charleston’s Innovation Zone, in hiring, and in recruiting. The unit seeks continuous improvement in its efforts to model and promote diversity.

4.3 Exhibits

Please refer to the electronic evidence room at http://acts.cofc.edu/schoolofeducation for exhibits.
5. **Standard 5. 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]

When the unit’s conceptual framework was created, the intent was for standards and dispositions to apply not only to professional education candidates but to faculty as well. This conceptual framework clearly outlines the unit’s commitment to making the connection between teaching and learning. (Exhibit I.5.c) Faculty reinforce this commitment and impact candidate performance by helping candidates develop skills in reflection, critical thinking and problem solving and by holding candidates accountable for professional dispositions that support learning for all students. Evaluations indicate faculty further address this conceptual framework through their teaching and assessments and encourage candidates to express themselves and reflect while providing constructive feedback on their progress. They model effective teaching by presenting information in a clear and logical way. Instruction is provided in multiple settings, from small groups to whole class to individual instruction based on need and interest. Faculty model research-based, effective pedagogy that ranges from inquiry-based science lessons to effective management techniques for emotionally disturbed students. In field experiences and clinical internships, unit and school-based faculty ask candidates to reflect on their observations and practice, to critique the teaching of peers, and to problem solve individually and with faculty and peers to provide the best learning experiences for all students. Additionally, faculty ensure they contribute to the preparation of effective educators with the following efforts:

- Teaching and modeling the unit’s standards and dispositions and holding high expectations for themselves and the candidates they teach;
- Integrating their diverse and well-rounded backgrounds in P-12 education into their teaching;
- Maintaining currency in their fields;
- Keeping abreast of and utilizing research-based practices in courses, as defined in the conceptual framework;
- Supervising candidates in field experiences and clinical internships;
- Fostering regular interaction with school-based educators; and
- Giving presentations, participating in workshops, and serving on a variety of local, state, and national committees. (Exhibit 5.3.d.)

Syllabi reflect the unit’s conceptual framework. (Exhibit I.5.b) Outcomes and assessments are linked to the Elements of Teacher Competency (ETC), to the unit’s Teaching and Learning Standards, and to professional standards. Through this integration, the conceptual framework comes to life in courses and field experiences. Courses provide rigorous and research-based instruction, designed to help candidates learn to understand and value the learner (ETC1), to know what and how to teach and assess and create an environment in which learning occurs (ETC2), and to understand themselves as professionals (ETC3). (Exhibit I.5.c)

Faculty demonstrate the value they place in candidate learning through advising initial and advanced candidates. From participating in advising for prospective candidates, to regular advising once candidates declare a major in professional education, candidates and advisors develop close and continual working relationships. Within courses, faculty assess candidates regularly and provide timely and constructive feedback.
Faculty perform frequent and varied assessment of candidate performance in courses, field experiences, and clinical internships. Course-level assessments are consistent with the conceptual framework and unit assessment system. (Exhibits 1.5.c and 2.3.a) Assessments are clearly linked to objectives, and where appropriate (i.e., papers, lesson plans, projects, journals), scoring rubrics are provided. Candidates are evaluated using a variety of assessment measures including personal reflections, tests, papers, lesson plans, units, Individual Education Plans (IEPs), projects, presentations, etc. Faculty assess candidate performance in field experiences and clinical internship using instruments based on South Carolina’s system for Assessing, Developing, and Evaluating Professional Teaching (ADEPT). (Exhibit 3.3.a) To fairly and consistently track candidate progress, the unit set assessment points at entrance to the program, prior to clinical internship, and prior to recommendation for certification. Programs closely monitor candidate progress, and utilize candidate data demonstrating growth in knowledge, skills, and dispositions are used to make individual and program decisions. Faculty work with candidates who are not making satisfactory progress and determine appropriate strategies to support their progress. Faculty also collaborate to ensure candidates demonstrate appropriate knowledge, skills, and dispositions in courses, field experiences, and clinical internships.

Faculty scholarship, service and teaching is evaluated regularly in accordance with the institution’s Faculty and Administration Manual (FAM), and the annual evaluation, third-year review, tenure and promotion policies therein outlined. (Exhibits 5.3.f and 5.3.h)

As described in the conceptual framework, the unit chose the slogan, MAKING THE TEACHING-LEARNING CONNECTION because faculty believe multiple connections improve professional education and student learning. One of the most important connections is with colleagues across the institution and with P-12 professionals. No faculty member can develop highly qualified teachers alone. Collaborative activities strengthen unit activities, including teaching, advising, scholarship, and service. In these ways and more, the unit’s faculty and programs impact candidate learning. The unit plans to sustain and enhance these practices to ensure candidates become teachers who make the teaching-learning connection.
5.2 Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is **not** the standard on which you are moving to the target level, respond to 5.2.b.

5.2.a Standard on which the unit is moving to the target level [maximum of five pages]

**Standard 5, Element a: Qualified Faculty**

Unit faculty possess qualifications appropriate for the programs of study in which they teach. (Exhibit 5.3.a.) In spring 2012, the unit employed 37 full-time professional education faculty members. Roster faculty have earned doctorates and/or exceptional expertise in the areas in which they teach and supervise and are considered full-time faculty. The one roster faculty member without an earned doctorate or terminal degree is a highly qualified instructor with a master’s degree with an exemplary history of Curriculum Publication and teaching. Roster faculty within the unit have received teacher certification, and although not required, many maintain their certification in their content or program area. School-based faculty and clinical internship supervisors are or have been licensed in the fields in which they teach or supervise and meet South Carolina state requirements for ADEPT training. (Exhibit 5.3.b) Current faculty mentor new adjuncts and new roster faculty.

Growing enrollments, new positions, unit reorganization, and program changes have contributed to the need for adjunct faculty who bring invaluable current public school experience and help the unit build a stronger program. In spring 2012, the unit employed 22 adjuncts on a semester-to-semester basis as part-time professional education faculty. Many adjuncts have demonstrated outstanding expertise and have become an integral part of the unit’s faculty. Adjuncts have earned a minimum of a master’s degree and many have extensive and varied public school experience; some are retired roster faculty from the unit. (Exhibit 5.3.a) Prospective adjuncts apply by submitting curriculum vita and the transcript of their highest degree along with a cover letter stating what courses they wish to teach. The Department of Teacher Education chair and program faculty review the application. The unit determines how the applicant will be credentialed according to SACS (Southern Association of Colleges and Schools) guidelines.

School-based faculty contribute greatly to the unit’s professional education program through their work with candidates in field experiences and clinical internships. Based on their experience and success as classroom teachers, school-based faculty are recommended by unit faculty and selected by school administrators and the Office of Student Services and Certification (OSSC). School-based faculty who participate in field experiences and clinical internships are identified as outstanding teachers who would be good mentors for candidates. School-based faculty who participate in clinical internships also have at least three years of classroom experience, have been trained in the state’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), and are certified to teach in SC. (Exhibit 5.3.b) The unit evaluates clinical internships through surveys and frequent communication with OSSC to ensure clinical interns have optimal learning opportunities with school-based faculty. Close supervision of candidates and clinical interns by unit faculty promotes a collaborative relationship with faculty and administrators in schools.

The unit hires new faculty in accordance with institution policy. Vita, transcripts, and areas of certification and past experiences are reviewed to ensure prospective faculty have appropriate content knowledge. The unit encourages faculty to be active in professional associations and also in the public schools in order to remain current with curriculum trends in local and state districts. Further expectations of the unit’s professional education faculty ensure they contribute to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance. The faculty evaluation instrument guides faculty in an in-depth inquiry into their own practice for self-reflection and improvement. (Exhibit 5.3.f)
Standard 5, Element b: Modeling Best Professional Practices in Teaching

The faculty model best professional practices in teaching. Most professional education faculty are or have been certified to teach in their disciplines. As stipulated in the FAM, roster faculty conduct research and stay up-to-date on current innovations in their teaching areas. Hence, they are able to integrate research into their teaching and candidate learning. (Exhibit 5.3.h) Faculty are fully informed about new professional standards and have attended workshops on a yearly basis to ensure full knowledge of them. Teachers in the P-12 schools often invite faculty to work with them as they implement the new standards in their classrooms. The local districts and our colleagues across the campus recognize us excellent teachers by asking us to work with them on curricular activities.

Faculty model unit standards and dispositions in course syllabi, materials, and especially in teaching. Understanding and modeling the unit’s conceptual framework as well as professional and state standards teaches candidates strategies for use in their own classrooms. Each semester, faculty are evaluated by the candidates they teach. Overall high ratings for both roster and adjunct faculty on course evaluations indicate candidates believe faculty have a thorough understanding of the content and model other attributes of effective teaching.

Faculty understand the significant issues of diversity and technology in the context of education and transmit these understandings in teaching and in mentoring of field experiences and clinical internships. Faculty and staff model use of social media such as email, blogs, chat, Twitter, smart phones, and Facebook to share information both in and out of class; instructional databases such as Google Earth, Sea, and Sky to enhance engagement and learning; SmartBoard technology to organize and improve direct instruction and candidate participation; learning management systems such as OAKS, the College of Charleston’s course management system; and web-based technologies as instructional resources.

Faculty utilize multiple forms of formative and summative assessments and assessment technologies to measure candidate learning and understand how to align assessments to best match expectations for candidate performance. They recognize the need for multiple and varied forms of assessment and utilize formats ranging from traditional multiple-choice tests to performance, product, or other creative assessments. Unit and program assessments have rubrics specifically designed to incorporate various levels of learning and to correlate with program and unit expectations; faculty are familiar with these assessments and rubrics. (Exhibit 1.3.c) Faculty understand the necessity to inform candidates of expectations prior to exhibiting appropriate performances; this is why most unit courses contain faculty-created content specific rubrics to match individual course assessments.

Standard 5, Element c: Modeling Best Professional Practices in Scholarship

Full-time faculty in the unit must participate in scholarly activity as described by the FAM; service is a component of faculty evaluation. (Exhibit 5.3.d) Scholarship in the unit is highly related to the content and pedagogy transmitted in teacher preparation coursework. Examples include:

- In 2010-11, 14 faculty within the unit completed a total of 23 peer reviewed journal articles, book chapters, and books.
- Two were appointed co-editors of the *Journal of Adolescent & Adult Literacy*, 2011-2016.
- Faculty regularly present their research at national and international conferences.
- The unit currently has six externally funded grants totaling $1.4 million. To further support research and scholarship, the unit employs a Grants Writer / Quantitative Researcher to support the faculty and staff in securing grants, conducting research and reporting results.
• The unit’s Senior Fellow was selected by the Charles Stewart Mott Foundation to develop a comprehensive study regarding the reach and impact of the 21st Century Community Learning Centers.

**Standard 5, Element d: Modeling Best Professional Practices in Service**

Faculty are expected to support the mission and goals of the unit and institution. Full-time faculty in the unit must participate in service as described by the FAM; service is a component of faculty evaluation. (Exhibit 5.3.d) Faculty conduct service and collaborate across schools, programs, communities, IHEs, and nations. (Exhibit 5.3.e) Examples include:

- Unit faculty regularly participate in College of Charleston Learning Communities and First Year Seminars.
- Five faculty members participate in ongoing work with the South Carolina Department of Education; seven members work with Berkeley, Charleston, and Dorchester Two school districts.
- One unit faculty member works with Charleston Physically Active Residential Communities and Schools (CPARCS), a pilot program in partnership with the City of Charleston’s Recreation Department through which undergraduate students provide no-cost wellness assessment, exercise prescription and training, and health advice to community members of all ages.
- Ten faculty are deeply involved in national and international organizations in presidencies, on committees, as program reviewers, and as members of editorial review boards.
- Unit faculty contributed to a task force created by the Charleston County School District to work in conjunction with the SC Department of Education to address merit pay for teachers.
- In 2010-11, unit faculty taught courses in Ecuador and piloted an English course for college students from other countries.
- The Master of Education (M.Ed.) in Science and Math for Teachers (SMFT) utilize courses from six departments across two schools; the M.Ed. in Languages and Language Education (LALE) incorporates courses from four departments in two schools. Both programs’ advisory boards include equal numbers of faculty from each school.
- The unit collaborates with the School of Business to present the annual Business-Education award at the Chamber of Commerce Education Foundation’s Business-Education Summit.

**Standard 5, Element e: Unit Evaluation of Professional Education Faculty Performance**

Formal faculty evaluations follow College of Charleston criteria as outlined in the FAM, and unit evaluation processes are also based on the unit’s conceptual framework. (Exhibit I.5.c) The three areas in which faculty are evaluated – teaching, scholarship, and service – are areas in which unit faculty model the conceptual framework’s three Elements of Teacher Competency.

Faculty regularly engage in self-assessment of their teaching. During annual evaluations of individual roster faculty, ratings for questions are compared within the evaluation to identify areas of strength and areas for improvement. Individual course evaluations are used to improve faculty performance. Written comments from candidates provide insights about specific strengths and areas for improvement. Faculty ratings are compared to the mean for the department and the institution. In addition to the formal evaluations required by the institution, faculty seek informal feedback from candidates, faculty, and school-based faculty through advisory groups and informal meetings.

The department chair annually evaluates full-time faculty using end-of-course candidate evaluation data and faculty packets which include required documentation based on the School of Education, Health, and Human Performance (EHHP) faculty evaluation guidelines. (Exhibit 5.3.f) Eight years ago the EHHP Faculty Evaluation Committee developed the faculty evaluation guidelines and associated evaluation rubric used currently (updated in 2009.) The dean reviews and signs faculty
evaluations. Should a faculty member not meet expectations in the annual evaluation, the department chair outlines deficiencies and suggested steps for improvement.

At the conclusion of each semester, the department chair reviews candidate course evaluations to determine if each adjunct meets unit teaching standards. If there are candidate complaints, the chair observes in the adjunct’s classroom and remediates or replaces them. Adjuncts attend teaching team meetings (with faculty who teach the same course during the same semester) to learn the best methods for teaching the particular course and to collaborate with other faculty. Course evaluations, faculty, and candidate reports determine an adjunct’s retention.

The College of Charleston is currently considering making more stringent its longstanding tenure and promotion guidelines as outlined in the FAM. The unit is engaging in discussions about tenure and promotion guidelines to contribute to institutional faculty discussions and deliberations. The dean meets individually with all faculty undergoing tenure and promotion and third year review and submits recommendations in accordance with institution policy.

**Standard 5, Element f: Unit Facilitation of Professional Development**

Faculty are encouraged to participate in professional development activities, with support funds designated in the unit budget. Clear guidelines for professional development activities are defined in the FAM. Faculty are encouraged to attend meetings, seek research grants, request institution research and development funds, and participate in research activities with undergraduate and graduate candidates. Graduate assistants support research and professional development. Full-time higher education faculty participate in some form of professional development annually. (Exhibit 5.3.g)

Professional development, while available for all faculty, differs by rank, personal interest, and need. First year faculty are carefully mentored so they will make a successful transition to the institution. Faculty who have successfully completed a minimum of six years successive full-time service to the College of Charleston are eligible for sabbatical leave granted for one or two semesters and designed to focus on professional enrichment and scholarly productivity. Recipients of a sabbatical leave must submit and present a final report describing the sabbatical work and degree of success in meeting the goals set forth in the application.

The institution supports faculty members’ individual needs for professional development within each department through a Research and Development (R&D) budget, which is separate from the operating departmental budget. Within the R&D budget, funds are allocated to support R&D efforts, including travel for professional development activities. These funds augment departmental operational funds and are earmarked specifically for R&D purposes. Additional funds may be secured by applying to the institution’s Faculty Research and Development Committee. Faculty wishing to conduct research with undergraduate or graduate candidates may also apply for special funds for this purpose.

The unit encourages faculty to engage in professional development which is consistent with the conceptual framework and which enhances the collective understanding of performance assessment, diversity, technology and other emerging practices. Monthly faculty meetings have been devoted to developing a collective understanding of the conceptual framework, of issues related to diversity, and to using new technology. Faculty are encouraged to utilize the professional development opportunities offered by the institution, including those which pertain to diversity and technology. Faculty are also encouraged to focus their individual professional development in areas consistent with the conceptual framework and in areas needed by the unit to enhance candidates’ learning.
Unit practices support professional education faculty in their efforts to be lifelong learners. The Department of Teaching, Learning, and Technology dedicates one instructional technologist to support professional education faculty in learning and applying new technologies in teaching and research. The department also offers faculty institutes several times each year in recent educational software applications for classroom and research use. Unit participation in these workshops always exceeds participation by other schools at the College of Charleston. The data specialist and information manager (DSIM), whose primary responsibility is maintaining the unit’s database, is available to faculty for technology assistance, as well. Because unit faculty teach the unit’s technology courses for candidates, technology instructors welcome other faculty participation in classes.

To facilitate faculty professional development by increasing the number and quality of publications, departments encourage faculty to attend professional conferences and present papers. It is expected most papers will subsequently become manuscripts for publications. Emphasis on research publication is clear and required, but faculty agree publications that are not purely research are useful supplements to help to explain their research in teaching. To assist with professional development, departments budget funding for travel to conferences, provide site-licensed software (Smart, NVivo, JMP, Qualtrix, etc.) for faculty use, utilize a grant writer and researcher to assist faculty (assistance began fall 2010), and ensure faculty have time for research and writing. The unit offers many opportunities for faculty to be continuous learners through participation in professional development.

5.3 Exhibits

Please refer to the electronic evidence room at [http://acts.cofc.edu/schoolofeducation](http://acts.cofc.edu/schoolofeducation) for exhibits.
6. **Standard 6. 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]

The School of Education, Health, and Human Performance (EHHP) is divided into two departments supporting its undergraduate and graduate programs: the Department of Teacher Education (TEDU) and the Department of Health and Human Performance (HEHP). The professional education unit encompasses all TEDU faculty (who teach in early childhood, elementary, middle, secondary, special education, and advanced programs), and Physical Education faculty in HEHP, as well as faculty outside the School. The director for the Master of Education (M.Ed.) in Languages and Language Education (LALE) program resides in the School of Languages, Cultures and World Affairs (LCWA). Faculty in other units throughout the institution also support the professional education unit through general education curriculum and majors for secondary education. The unit head is the dean. The unit’s Policies and Procedures Manual contains all policies and procedures related to unit governance and operations. (Exhibits 6.3.a and 6.3.b)

The unit coordinates the planning, delivery, and operations of professional education programs at initial and advanced levels. The unit plans and reviews curriculum for professional education programs and ensures candidates meet content standards for teaching and PRAXIS requirements through their work with the Teacher Education Council (TEC). The Teacher Education Council (TEC) coordinates the multiple faculty involved in professional education. Through the TEC, institutional constituents, P-12 practitioners, teacher candidates, and departmental members of professional communities analyze data, exchange ideas, serve as an advocate for professional education programs, and provide advice on how various actions impact programs or departments. Professional education faculty, in collaboration with general education content faculty, plan and review curriculum for professional education programs and ensure candidates meet content standards for teaching as well as for PRAXIS.

Within the unit, the Office of Student Services and Certification (OSSC) handles functions related to program admission, initial advising, field experience and clinical practice placement and supervision, and certification. The director serves as liaison between the unit and area school district administrators for field experience and clinical practice placement; supervises placement, removal, or reassignment of candidates during clinical practice; and coordinates implementation of the unit’s assessment plan and orientation programs for incoming interns, cooperating teachers, college supervisors, and candidates completing their clinical internships. OSSC outlines its standard operating procedures in an extensive document specifying office operations, data management, staff responsibilities, candidate services, management of unit and school based supervisory personnel, state and national accreditation and certification requirements, training for interns and supervisors, and crossover operations with others in the unit. (Exhibit 3.3.d)

Each department in EHHP has its own governance and academic decision-making body designed to plan, deliver, and coordinate professional education programs through carefully designed departmental committee structures overseen by their respective department chairs. TEDU’s structure consists of a chair, an associate chair, graduate program directors, and a Department Management Team (DMT) comprised of program representatives. Committees reporting to the DMT include Curriculum; Faculty Recruitment, Retention, and Welfare; and Faculty Research and Development. TEDU’s associate chair is the department’s point of contact with candidates and clinical interns; two faculty members in HEHP and two in LCWA also serve in this capacity. The TEDU associate chair also serves as chair in the chair’s absence, meets with potential new majors, handles grievances and other candidate interactions, and serves
as liaison between accrediting agencies and between candidates and OSSC. The current associate chair previously served a 5-year term as department chair and is thus able to conduct all chair responsibilities.

In 2008, the unit reorganized its departmental structure. After several years of extensive research, faculty collaboration, and external consultation, the unit reorganized from a three-department unit (two professional education departments and one physical education department) with an academic dean and an associate dean to form its current two-department structure, one professional education department (TEDU) and health and human performance (HEHP), which houses candidates in physical education teacher education. The department structure in place prior to 2008 proved inefficient and ineffective, because through that structure faculty worked in small exclusive groups, with redundant and inefficient committee structures, and there was perceived inequality in resources. Some of the positive purposes supporting reorganization described by the faculty reorganization task force included 1) increasing unit efficiency and effectiveness, 2) fostering collaboration and cooperation among disciplines, 3) matching program needs and departmental structure, 4) allocating faculty resources equitably, and 5) facilitating more collaboration among full-time, part-time, and school-based faculty. The unit continues to make needed organizational change to maintain highly effective professional education programs as it strives to meet the ongoing demands of positive growth.

The Administrative Council, made up of the dean, associate dean, department chairs, and operations manager, is the central governing body of the unit. It coordinates planning, budgets, personnel, curriculum, policies and procedures, and monitoring for the unit. The council meets at least four times per semester or as needed to examine issues of concern to the unit, develop and review policies and procedures, advise the dean on issues related to unit governance, and monitor program planning and curriculum development across departments and programs. The council receives items for consideration from faculty, programs, departments, and entities both internal and external to the institution. As part of the unit’s efforts to ensure continuity and to maintain a clear system of unit oversight, the council is charged with annually reviewing unit policies and procedures and other documents concerned with unit operations.

In 2010, the College of Charleston charged deans with fundraising responsibilities for their respective units, necessitating assistance for the dean with the day-to-day unit operations. In spring 2011, the unit hired an operations manager to supervise unit operations; to oversee the work of the budget and finance manager, the data systems and information manager (DSIM), and alumni and events coordinator; and to provide administrative support to the dean. An interim associate dean, who served along with the former associate dean, became the associate dean in January 2012. The new associate dean assumed all former associate dean duties (except those involving accreditation and assessment) along with the former interim duties that included oversight of OSSC, the Center for Partnerships in Education (CPIE), the Changing the Face of Teaching initiative, and the Office of Professional Development in Education. These duties were added to provide continuity within the growing, multifaceted unit. The recently retired former associate dean continues directing unit accreditation and assessment in a consultative position as of spring 2012.

To facilitate the assessment of candidates in meeting professional, state and institutional standards, the unit has developed and implemented the unit assessment system (UAS). (Exhibit 2.3.a) To track candidate proficiencies, the unit maintains a relational database, known as EDA-SYS: Education Database and Assessment System. EDA-SYS provides a means for unit data entry, access, manipulation, and analysis. All professional education faculty and staff are able to access EDA-SYS data for advising.
6.2 Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 6.2.b.

6.2.a Standard on which the unit is moving to the target level [maximum of five pages]

**Standard 6, Element a: Unit Leadership and Authority**

The professional education unit resides in one of six academic schools at the College of Charleston and reports to the Office of Academic Affairs. The EHHP Organizational Chart describes the unit’s current governance and leadership structure: a dean, associate dean, staff, and faculty residing in one of two academic departments, TEDU and HEHP, each headed by a chair. (Exhibit 6.3.b) Due to the large number of candidates, faculty, and programs, an associate chair assists the chair with candidate affairs and enrollment management in TEDU. As physical education faculty, several members of the HEHP faculty are part of the professional education unit. While the LALE program director is part of another academic school within the institution (LCWA), she stays actively involved in the unit through participation in the Teacher Education Council (TEC). Within the unit, OSSC is the primary liaison between the unit and school districts to manage admission, field experience, clinical practice, and recommendation for certification. All unit constituents are charged with modeling and administering the unit’s mission and standards, which align with the mission of the institution.

Because the institution allows candidates to declare a major as late as early in their junior year, most of the unit’s recruiting occurs on campus. Other recruiting includes unit and institution websites, social media, iTunesU, and videos on YouTube. The institution’s marketing department provides promotional materials for high schools. Faculty attend career days and accepted students’ weekends at the institution. The unit supports Teacher Cadets and Teaching Fellows programs and actively seeks out candidates for Call Me Mister and other programs for underrepresented groups. (Exhibit 6.3.d)

The unit ensures candidates have access to resources such as advising and counseling. Within the unit, OSSC conducts advising for inquiries into the education program during summer orientations and at the time of declaration of the major. The EHHP Faculty Manual contains an advising manual detailing advising from an initial candidate’s entrance into a professional education program until recommendation for certification at the end of the program. (Exhibit 5.3.h) All faculty are trained in advising and review advising processes during the first semester faculty meeting. Department mentors and OSSC assist new faculty with advising. Faculty advisors have access to advisee data in EDA-SYS. In addition to advising resources within the unit, candidates have access to counseling services at the institutional level. These services include the Faculty Assisting Students in Trouble program, Students of Concern Committee, Counseling and Substance Abuse Services, Career Center, and Center for Student Learning.

The unit ensures accuracy and currency of calendars, publications, grading policies, and advertising. (Exhibit 6.3.e) The institution’s registrar’s webpage posts academic calendars, the unit annually reviews catalog entries, and the professional education faculty annually reviews grading policies. The appropriate unit and/or program leaders review unit publications for accuracy and currency. The Administrative Council approves all major publications and policy. EHHP Course Policies and Procedures are included in course syllabi and are distributed to all candidates. (Exhibit 6.3.e)

The unit and other faculty collaborate with school-based faculty and P-12 practitioners in program design and delivery and evaluation of the unit and its programs. The unit contains many faculty and staff members who work directly with schools in the Charleston County School District (CCSD), Berkeley County School District (BCSD) and Dorchester School District Two (DSD2). The response to Standard 5 and results of the District Interaction Survey list and describe the multiple ways in which the unit and districts work together. (Exhibit 3.3.a)
Colleagues in other units involved in professional education, school personnel, and other organizations recognize the unit as a leader. The TEC provides a mechanism for and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators. TEDU works closely with faculty in other departments across campus, especially within the context of the secondary education cognate majors. For example, the M.Ed. in Science and Math for Teachers (SMFT) program is the result of and continues to be a close working relationship between the unit and the science and mathematics departments. Through the TEC, the unit also works with other departments who offer required general education coursework for candidates prior to admission to unit programs. In addition to representation on the TEC, all M.Ed. programs have advisory boards with representatives from the academic departments. Faculty frequently serve, both formally and informally, as professional education consultants and liaisons for private business, with agencies seeking to collaborate on grants, with schools and other institutions of higher education, and with other departments in the College of Charleston who serve unit candidates in secondary, language, and interdisciplinary programs.

The unit provides professional development on effective teaching for faculty in other units of the institution. For over three years, the unit housed the College of Charleston’s Center for Faculty Development (CFD), providing an online library, grants supporting research in teaching, semi-monthly brown bag training, and weekly publications such as Tuesday Tech Tips and Friday Focus on Teaching. Additionally, the director of CFD served the institution by providing confidential teaching observations resulting in detailed reports for faculty annual reviews. Annual reports detail the annual Speakers Series and open workshops for faculty hosted by the unit. (Exhibit 6.3.k)

**Standard 6, Element b: Unit Budget**

The unit receives sufficient budgetary allocations to provide programs that prepare candidates to meet standards. Because there are no comparable professional education schools on campus, the unit compares its budget with other similar units in the state. (Exhibit 6.3.g) Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution. Separate budgets for curriculum, instruction, faculty, clinical work, scholarship, etc., support high-quality work within the unit and its school partners. Unit budgets are described in the unit’s annual reports. (Exhibits 6.3.f and 6.3.k)

To supplement budget allocations, the unit aggressively and successfully seeks resources to support high-quality and exemplary programs and projects to ensure candidates meet standards through faculty initiatives and global learning opportunities in areas such as Ecuador and Kenya. These fundraising activities occur with the support of the unit’s Development Council. The unit works closely with the College of Charleston’s Institutional Advancement office to secure grants for candidate and faculty programs and research; to obtain scholarship funding through individual donations and planned gifts; and to build and sustain a sufficient endowment for continued growth.

**Standard 6, Element c: Personnel**

Workload policies permit and encourage faculty to not only to be engaged in a wide range of professional activities, but also to professionally contribute on a community, state, regional, or national basis. The College, District, and School Interaction Survey and EHHP annual reports contain the numerous and significant contributions made by EHHP faculty in all areas. (Exhibits 5.3.e and 6.3.k) Formal policies and procedures have been established to determine faculty workload. (Exhibit 6.3.h)

Workload for full-time faculty within the unit has three components: teaching, scholarly activity and service. Teaching is the central mission of the institution, yet faculty are also expected to engage in
scholarly and service pursuits. Because of the nature of professional programs, it is expected that scholarly activity will contain applied scholarship, that service activities will be oriented toward service to constituents, and that both scholarship and service activities will be closely linked with teaching. The desired objective is a workload that provides time and opportunities for research and resulting publication and integrates service and scholarship with teaching. A full-time teaching load for tenured and tenure-track faculty is typically nine contact hours of group instruction per week. A full-time teaching load for instructors, senior instructors, and visiting professors engaged in undergraduate instruction is typically 12 contact hours of group instruction per week. In determining faculty teaching load, special consideration may be given to the number of candidates in classes, the number and nature of course preparations required, the nature of instructional patterns (e.g. lecture, discussion, clinical, or field experience), student credit hour production, and the extent of other responsibilities such as administrative duties, and scholarly and/or service activities. Chairs may also consider the encouragement of innovation, grants funded, and the need to assist faculty in delivering the most up-to-date instruction that can be provided within the limits of the school’s resources.

Assignment of clinical interns for full-time faculty is based upon existing workload and course enrollment in other assigned courses. The ratio of clinical practice interns to faculty is, on average, 4.5 interns per clinical practice supervisor. Supervision of clinical practice does not exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. Adjunct faculty whose sole responsibility is clinical supervision supervise no more than 18 candidates. The unit employs no graduate teaching assistants; only full-time, visiting, or adjunct faculty teach professional education coursework.

The unit makes appropriate use of full-time and part-time faculty and graduate assistants to ensure program coherence and integrity and to strengthen programs. Part-time faculty are included in the unit as valued colleagues in developing educators. Faculty who are not full-time faculty meet with full-time faculty at least twice each semester, once at the beginning for orientation, and once at the end for debriefing and dialog about the experience and to identify what, if anything, needs changing or updating about clinical practice and the program prior to clinical practice. Faculty from the various programs also attend these meetings to answer questions and respond to comments and concerns about any part of the program. College supervisors and adjuncts are encouraged to attend teaching team and program meetings. Teaching teams are composed of groups of faculty teaching in a particular area (e.g., elementary). Program meetings are held for those who teach in more than one area and choose to align themselves with one area of professional education.

In order to significantly enhance the effectiveness of faculty in their teaching and mentoring of candidates, the unit provides adequate support personnel, including administrative personnel, graduate assistants, lab managers, office managers, and receptionists. The associate dean coordinates and oversees the working of administrative offices in order to facilitate collaboration and efficiency among the various professional education services and to bring issues to the Administrative Council for further discussion. Graduate assistants are hired as support personnel for faculty, working on faculty-led research and course preparation and in the Curriculum Resource Lab.

The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. These activities engage faculty in dialogue and skill development related to emerging theories and practices. Professional development is a key component of the professional education faculty budget. The Department of Teaching, Learning, and Technology provides a departmental liaison and training in use of the institution’s learning management system; online tutorials; support staff; media production office; a technology lab; and instruction in technologies that support candidate learning in extensive semi-annual training for faculty. (Exhibit 5.3.j) The unit’s DSIM provides one-on-one training with specific computing issues and, in particular, use of EDA-SYS, the unit’s data management system. The DSIM transfers unit and program assessment forms to Qualtrix.
to facilitate data collection and entry. OAKS, the institution’s Course Management System (CMS), provides tools to foster collaboration and communication and facilitate learning outside the classroom. (Exhibit 2.3.i) The unit provides an annual speaker series and events for faculty development. Teaching teams and program groups work together in professional development activities. An educational technology blog hosted by the unit supports unit faculty, institution faculty, and other faculty in higher education around the state. (Exhibit 5.3.j)

**Standard 6, Element d: Unit Facilities**

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Partner schools provide the unit facilities for intern/supervisor meetings and for graduate courses held off campus for the convenience of school cohorts.

Since the last NCATE review period, the professional education program has made significant facilities improvements including building a new office structure attached to a renovated historic building, renovating classrooms to provide more and better resources for candidates and faculty, and reorganizing departmental structures. The new EHHP office building was constructed by restoring a historic building at 86 Wentworth Street and constructing a new, attached L-shaped building, the Jeremy Warren Vann Teacher Education Center, facing St. Philip Street. The main entrance to 86 Wentworth contains a lobby with candidate-accessible computers and the OSSC offices; the Dean’s Suite is on the second floor; the Center for Partnerships to Improve Education and faculty lounge are on the third. The Jeremy Warren Vann Teacher Education Center houses a Curriculum Resource Lab with technology, content, and pedagogical resources for candidates; the Teaching Fellows Lounge and workroom; and a candidate lounge area. Beyond the courtyard is the Alumni Center, a large meeting room seating ~80 and equipped with a modular divider, kitchen, and technology equipment. The second and third floors house faculty and staff offices, a candidate technology/work area on each level, and three additional small meeting rooms.

In addition to the new facilities, the unit recently renovated half of the second floor in the Thaddeus Street Education Center, converting it into education classrooms, a technology lab, and materials storage center known as the Volpe Center. Most professional education classes are held in these classrooms, which feature state-of-the art technology resources in each classroom and a technology lab for candidate use. Campus facilities utilized by candidates for general education courses are renovated and updated according to budgetary allowances. In 2012, the College of Charleston Board of Trustees unveiled a Facilities Master Plan to address the ongoing needs of the institution. (Exhibit 6.3.l)

**Standard 6 Element e: Unit Resources Including Technology**

Volpe Center facilities support the most recent developments in technology that allow faculty to model the use of technology and allow candidates to practice its use for instructional purposes. All classrooms in the Volpe Center are equipped with a teacher station with computing, video, and projection hardware; a classroom response system; lecture tapping capabilities; and SmartBoard technology. The Volpe Center’s technology lab is equipped similarly along with 23 computing stations for candidates. Two classrooms accommodate creativity, math, and science instruction with ample materials storage and sinks.

The unit provides additional technology for teaching: iPads, flip cameras, laptops, and projectors for faculty to use in teaching and for presentations. The Department of Teaching, Learning, and Technology (TLT) provides each unit at the College of Charleston with a liaison assigned to work with faculty on technology projects and research. TLT provides a Technology Lab, available for assisted work on technology projects for teaching, service, and research; semi-annual Faculty Technology Institutes; and frequent workshops and publications exploring new technology resources available for teaching. The
TLT supports unit and institutional core values by integrating educational technology with pedagogy and assessment to promote effective and innovative instructional practices and enhanced candidate learning. The intention is to deliver sound pedagogical practices, demonstrate technological tools, showcase experiences from institution faculty, and further the discussion and pedagogy revolving around what it means to teach, connect, and engage current College of Charleston students. (Exhibit 5.3.j) The institution’s HelpDesk provides immediate assistance to faculty with office and classroom technology.

Information Technology (IT) in the unit and at the institution provide exceptional services for candidates. Candidates have access to computers in the office lobby, graduate work areas, Volpe Center lab, Teaching Fellows Lounge, Addlestone Library, classrooms, and Curriculum Lab. The Faculty Technology Center provides technology assistance to faculty; the library provides technology assistance to both candidates and faculty. Candidates have access to Gmail as well as Google’s set of hosted and customizable communications solutions. In response to the prevalent use of SmartBoards in nearly all public classrooms in the region, the unit has integrated SmartBoards into all professional education classrooms and the Curriculum Resource Lab. The unit offers open lab hours for candidate work and practice with SmartBoard technology. All candidates for initial certification are required to complete EDFS 326: Integrating Technology into Teaching or EDFS 687: Technology Education for Teachers. Applicants, candidates, faculty, staff, and alumni can access and manage academic and administrative information and services through MyCharleston, the institution’s secure gateway to its online services, which manages grading, scheduling, timesheets, and access to OAKS, news, and information. While embracing technology for the benefit of candidates and faculty, the institution and unit remain vigilant in maintaining FERPA regulations.

The unit serves as an IT resource in education beyond the education programs—to the institution, community, and other institutions. Unit faculty regularly participate in the annual MUSC Technology Fair and have a higher rate of attendance at campus technology institutes than faculty in other units. For many years the TEDU associate chair led an annual state technology conference for classroom teachers, administrators, and higher education personnel. The TLT liaison hosts an educational technology blog for faculty and candidates. (Exhibit 5.3.j) The DSIM consults with other universities about development of data management software. The unit hosts a semi-annual workshop with training by the DSIM for unit faculty in data entry and other uses of EDA-SYS.

Professional education faculty and candidates have access to exemplary library, curricular, and electronic information resources and electronic information that serve not only the unit but also a broader constituency. The Addlestone Library contains 17 group study rooms with whiteboards, 260 computers, wireless connectivity inside and out, and electric and data ports. The library contains 200 databases and subject guides accessible from the library home page. Through the library, candidates have access to the Research and Information Desk, electronic reserves, special collections and interlibrary loans, including PASCAL Delivers, a three-day book delivery from other state academic libraries. The College of Charleston Friends of the Library advances the interests of the Addlestone Library through fundraising for library resources and a speaker’s series.

Evidenced by candidate data, candidate performance is positively and substantially impacted by the extensive facilities and resources provided by the unit and the institution. The unit’s governance structure has been recently reorganized to ensure the unit will be able to sustain and continue to improve its exceptional programs for candidates. In spite of several bleak financial years, the unit continues to support and improve its exceptional programs for professional educators.

6.3 Exhibits

Please refer to the electronic evidence room at http://acts.cofc.edu/schoolofeducation for exhibits.