

Continuing Accreditation Report

submitted to

**The National Council for the Accreditation of
Teacher Education (NCATE)**

Preparing Informed, Dynamic Professionals

for

Diverse Settings

**College of Education
Kean University
Union, New Jersey**

March 2004

INSTITUTIONAL REPORT

**Prepared for the
National Council for the Accreditation of
Teacher Education**

**Kean University
Union, New Jersey**

March 27-March 31, 2004

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I. Overview of the Institution, the College of Education, and Professional Education Programs

A. Kean University

Founded in 1855 as a Normal School in the public school system of the city of Newark, Kean University today is a comprehensive regional institution of higher education serving close to 13,000 full-time and part-time students. Of this number approximately 2,800 are graduate students. Kean University is the oldest of nine public institutions in the New Jersey state higher education system. The University, two miles from Newark International airport and 30 minutes from New York City, sits on two adjoining campus sites covering 155 acres.

Kean University was the first public post-secondary institution in New Jersey. Today, its enrollment is the third largest among the public and private state colleges and universities in New Jersey. Kean University began as a normal school, training teachers and principals for the Newark school system. As a result, the institution graduated many of the first generation of professionally trained school teachers in New Jersey. In 1957, the college relocated to the Township of Union on a site purchased from the Kean family estate. In 1958, the institution's programmatic mission changed from a single purpose, training teachers, to become a comprehensive undergraduate institution. Fifteen years later, the institutional name was changed from Newark State College to Kean College of New Jersey. In September 1997, the Commission on Higher Education granted university status to the institution. Currently, there are five colleges in the University.

Kean University's president, Dawood Farahi, who assumed his position in July of 2003, has spearheaded a vision to create a Center for Science and Technology to prepare highly qualified Mathematics and Science educators for the area's public schools. As a result of this initiative, the professional unit in collaboration with the Center, has developed a five year program which culminates in an M.A. in Instruction and Curriculum and certification in Mathematics or Science. The program was recently approved by the New Jersey Department of Education. Having adopted a less traditional university model, Kean is pursuing a deliberate course of involvement with regional, civic, business, educational, and governmental constituencies.

Programs of study are offered in four colleges: the College of Business and Public Administration; the College of Arts, Humanities and Social Sciences; the College of Natural, Applied and Health Sciences; and the College of Education. An Office of Graduate Studies was created in 1997, which was renamed the Nathan Weiss Graduate College in 2003. The University is governed by a Board of Trustees.

Undergraduate major programs cover a range of disciplines in the liberal arts, natural and social sciences, health professions, teacher education, and applied disciplines organized within the four colleges. The Nathan Weiss Graduate College administers graduate programs ranging from education and biotechnology to public administration and nursing. Kean's faculty is recognized for teaching excellence, scholarship, and service.

The quality of Kean's 45 baccalaureate, 26 graduate degree programs is reflected in the University's success in achieving recognition and accreditation from relevant accreditation bodies. Kean University is accredited by the Middle States Association of Colleges and Schools. The University is also licensed by the New Jersey Commission of Higher Education. All major programs in professional education have accreditation by the National Council for Accreditation of Teacher Education since 1954 and are approved by the National Association of State Directors of Teacher Education and Certification. Other programs are individually recognized or accredited by national professional organizations.

One of the proudest accomplishments and strengths of the University is its diversity. The faculty is comprised of individuals who are highly qualified in their fields and committed to the instructional purposes of the institution. Almost a quarter of the faculty are members of underrepresented groups, up from 22 percent in 1998; 46 percent of the full-time faculty are female, up from 44 percent in 1988.

The student body is equally diverse. About 67 percent are women and some 41 percent are from underrepresented groups, one of the largest such representations in New Jersey's system of higher education. Entering freshmen have been rather equally distributed between the 30th and 80th percentiles on high school class ranks, a trend reflecting the University's commitment to maintain high admission standards, while simultaneously offering access to students of differing academic abilities and academic preparation. The University conducts a number of programs to improve the basic skills of high-risk students and foster their retention. The majority of students are the first members of their families to attend a university.

B. Institutional Mission

As a public institution of higher education in New Jersey, Kean University's primary mission is to provide a comprehensive range of educational opportunities for the citizens of New Jersey, particularly within the context of the economic, social, and demographic changes that continue to shape the State. The University strives to prepare its students to adapt to change, to be lifelong learners, and to be contributing citizens of the 21st century.

Kean University is dedicated to the belief that its graduates should have a rigorous foundation in the liberal arts and sciences and be able to think critically and creatively. The University provides students with a broad array of quality baccalaureate and graduate programs, and is committed to preparing citizens appropriately for the 21st century. Through its programs and services, the University continues to remain responsive to changing social and economic conditions within the nation, state, and region, changing technology and other innovations in the workplace, and evolving needs of students who attend Kean. The central theme of this dynamic mission continues to be teaching excellence, which is supported by a commitment to research and scholarship that includes not only the advancement of knowledge within basic disciplines, but also enhancement of skills and levels of practice within professions and applied disciplines.

Kean University actively participates in and contributes to the community in which it is located. The University remains responsive to that community through outreach and adult education programs, public service activities, and sponsorship of cultural events that bring together the campus and its environs. Emphasis is placed on those services and activities that promote partnerships and coalitions between Kean and businesses, industries, schools, and community organizations located in the communities surrounding the University.

Kean University is committed to providing wide access to higher education. Its commitment to access goes beyond recruiting diverse populations of students. Kean has accepted an obligation to offer support programs and services for underprepared students, for adults returning to college, and for students with special needs. The University is dedicated to maintaining an educational environment in which cultural diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic campus community. Kean University seeks to combine excellence and equity by offering a range of demanding programs and by providing the kind of high quality of instruction and support services necessary to make those programs truly accessible to a wide range of New Jersey citizenry.

Ninety-four (94) percent of Kean University students are New Jersey residents, 76 percent come from Union (29%), Middlesex (22%), Essex (13%), and Monmouth (11%) counties. The

demographics of the state are: 66% White, 13% African American, 13.3% Hispanic, 5.7 % Asian, 2% other.

C. The College of Education and the Professional Education Unit

Kean University has placed high priority on the education of teachers since 1855. The mission of the professional education unit is to prepare informed, dynamic professionals who have the prerequisite knowledge, skills, and values to be effective educators in diverse settings. Each year, over 800 Kean University graduates enter the field of education. In addition, the College of Education, like the institution, is committed to strengthening its efforts to recruit underrepresented and disadvantaged students and to providing the necessary support services to insure that they receive a quality education. The College of Education affords accessibility to research and methodology for teachers in the workplace; and its Bureau of Educational Services maintains a continuous outreach to New Jersey schools by providing workshops, courses, and consultation to administrators, teachers, and parents.

The professional education unit at Kean University consists of the programs in the College of Education (COE) as well as the programs residing outside the COE that prepare school personnel (Art Education, Music Education and School Psychology). Dean Ana Maria Schuhmann has headed the unit and the College of Education since 1989. She is assisted by an Associate Dean, Dr. Ethel Young, appointed in July 1997, and by an Assistant to the Dean.

The COE has 93 full-time faculty members organized into six (6) departments: Communication Disorders and Deafness (8 faculty), Communication Sciences and Educational Services (12 faculty); Early Childhood and Family Studies (11 faculty); Instruction and Educational Leadership (29 faculty); Physical Education, Recreation and Health (17 faculty); and Special Education and Counseling (16 faculty). Each department is headed by an elected chairperson, and major programs at the initial and advanced levels are administered by program coordinators.

In addition to the 93 full-time tenure track faculty members, the unit has hired 3 full-time and 9 half-time clinical faculty for the professional development schools (PDSs). Four faculty members in the Liberal Arts are considered part of the unit; they are from Music Education, Art Education, School Psychology and the inter-college program to prepare English As A Second Language teachers. The unit is supported by ten other administrators (the Directors of the Teaching Performance Center, Child Care Center, and the NJ Center for Early Care and Education) and 23 professional staff members. The College of Education includes the Teaching Performance Center, which coordinates all field experiences; the Bureau of Educational Services, which coordinates all off-campus offerings; the Child Care Center; the Campus School; the Institute of Child Study; the Speech and Hearing Clinic; the Center for Bilingual Education; the Center for Integration of Math and Science (CIMS); the Office of Pre-College Programs, and the NJ CECE. The college offers 14 undergraduate programs and ten graduate programs. Tables 1 and 2 list Kean University's professional education programs and options at the initial and advanced levels, including the related departments, majors, programs, options, collaterals, related academic degrees, and enrollments.

Currently, in Fall 2003, there are 3,307 enrolled in the unit—2,827 students at the initial level and over 1,026 advanced students (see Tables 3, 4, and 5). At the initial level, almost 29% of the unit's candidates are from underrepresented groups: 10.5% African American, 16% Hispanic, 2% Asian. At the advanced level, over 24% of the enrollment is from diverse ethnic and racial backgrounds: 13.5% African American, 9% Hispanic, and 2% Asian. Every semester, over 250 students complete student teaching internship at the initial level. Every year, the unit recommends about 530 candidates for initial teacher certification. Of those, about 65% are undergraduate students, 25% are post baccalaureate certification students, and 10% are enrolled in the M.A. in Classroom Instruction with initial certification.

Although the COE offers a variety of coursework in school districts at the request of our partner schools, the unit does not offer any off-campus programs in their totality. The same applies to offerings via distance learning technologies: Even though the unit is a campus leader in the area of interactive television, on-line and web-supported courses, no program is delivered exclusively through this medium.

The professional education unit at Kean University is committed to diversity and partnerships with the education and business community. Diversity is reflected in the unit's mission, conceptual framework, student body, faculty composition, curriculum, and field experiences. The College has special programs and scholarships for paraprofessionals from underrepresented groups and several award-winning pre-college programs to encourage minority students to pursue teaching careers. The College of Education has a large number of collaborative programs with surrounding school districts designed to promote the simultaneous renewal of the schools and the University.

The unit has been accredited by NCATE since 1954, and the last NCATE visit occurred in March 1999 with accreditation awarded in Fall 1999. All standards were met and no weaknesses or areas for improvement were cited. In the 1994 visit, the BOE team identified two exemplary practices related to the College's commitment to diversity and partnerships with the public schools. Diversity and collaboration continue to be major strengths of the professional education unit.

Table 1 Initial Programs Fall 2003
Programs Based in the College of Education

Department	Program	Options/ Collaterals	Service Courses	Degree/ Non- Degree	Enrolled	Status of National Reviews
Communication Disorders and Deafness	Speech and Hearing	Education of the Hearing Impaired		B.A. Post Bac.	51	CEC in compliance
Communication Sciences	None		Developmental Reading Core Courses for Education Majors			N.A.
Early Childhood and Family Studies	Early Childhood (P-3 Certification)			B.A. Post Bac. M.A.*	553	NAEYC in compliance

DEPARTMENT	PROGRAM	OPTIONS/ COLLATERALS	SERVICE COURSES	DEGREE/ NON- DEGREE	ENROLLED	STATUS OF NATIONAL REVIEWS
Instruction and Educational Leadership	Elementary Education (K-8 Certification)	Elementary Bilingual (K-8)	None	B.A. Post. Bac.	796	ACEI in compliance
	Secondary Education (K-12)	Science -Biology -Chemistry -Earth Science		BA/BS Post. Bac.	30 4 16	NSTA in compliance
		English		BA Post. Bac.	111	NCTE rejoinding
		Mathematics		BA Post. Bac.	85	NCTM in compliance
		Social Studies -History -Economics -Political Science -Sociology		BA Post. Bac.	172	NCSS rejoinding
		Spanish		BA Post. Bac.	92	N.A.
		Speech, Arts & Dramatics		BA Post. Bac.	7	N.A.
		Instruction and Curriculum (M.A.)	Classroom Instruction		M.A.	
Physical Education, Recreation and Health	Physical Education (K-12)		P.E. Activities	B.A. Postal Bac.	350	NASPE rejoinding
	Health and Physical Education (K-12)		Health			
Special Education and Counseling	Education of Individuals with Disabilities (K- 12)		None	B.A. Post Bac.	387	CEC in compliance

* Graduate level program awarding Initial Teacher Certification

Collaborative Programs with Other Colleges in Kean University
(Candidates take EDUC core professional education courses based in COE.)

Programs based in the College of Arts, Humanities and Social Sciences

Department	Program	Options/ Collaterals	Degree	Enrolled	Status of National Review
Fine Arts	Art Education (K-12)		B.A. Post Bac.	51	NASAD Accredited
Music	Music Education (K-12)		B.A. Post Bac.	39	NASM Accredited

Table 2 Advanced Programs Fall 2003
Programs Based in the College of Education

Department	Program	Options	Degree	Enrolled	Status of National Review
Communication Disorders and Deafness	Speech Pathology		M.A.	93	ASHA Accredited
Communication Sciences	Reading Specialization	-Reading Specialist -Basic Skills Specialist	M.A.	50	IRA in compliance
	Educational Media Specialist		M.A.	46	
Early Childhood and Family Studies	Early Childhood	-Advanced Curriculum and Teaching -Administration -Education for Family Living	M.A.	108	NAEYC in compliance
Instruction and Educational Leadership	Instruction and Curriculum	-Bilingual/Bicultural (K-12) -English as a Second Language (K-12) -Earth Science Education -Mastery in Teaching -Math/Science Computer Education	M.A.	174	N.A. ELCC in compliance
	Educational Administration	-Principals and Supervisors -Supervisors -School Business Administrators	M.A.	243	

Department	Program	Options	Degree	Enrolled	Status of National Review
Special Education and Counseling	Counselor Education (K-12)	-School Counseling -Community Agency Counseling (N.P.E.) -Business and Industry (N.P.E.) -Alcohol and Drug Abuse	M.A.	168	CACREP Initial Visit 2004
	Special Education	-Emotionally Disturbed and Socially Maladjusted -Learning Disabilities -Developmental Disabilities -Pre-School Handicapped	M.A.	130	CEC in compliance
	Learning Disabilities Teacher Consultant (Post M.A.)				CEC in compliance

Programs in Other Colleges in Kean University

Programs based in the College of Arts, Humanities and Social Sciences

Department	Program	Options/ Collaterals	Degree	Enrolled	Status of National Review
Psychology	School Psychology		Professional Diploma	32	NASP Accredited
Fine Arts	Fine Arts Education		M.A.	46	NASAD Accredited

D. Professional Education Unit Guiding Beliefs and Mission

On October 2001, the faculty of the professional education unit re-affirmed the following guiding beliefs and mission:

- We believe that quality learning for students depends on quality learning for educators.
- We believe that each program must articulate specific knowledge, skills, and values related to how its graduates will promote teaching and learning.
- We believe that all educators need to be willing and able to participate as collegial partners to enhance school/classroom improvement.

- We believe that all educators must appreciate and celebrate diversity and cultural understanding among all people in a free, democratic society.
- We believe that our candidates have a right to high-quality preparation programs that provide opportunities for reflection and self-improvement.
- We believe that our College of Education is responsible for preparing educational leaders who are willing and able to be agents of change.
- We believe that educators have a moral responsibility to make a difference in the lives of their students.

The mission of the professional education unit at Kean University, based on our conceptual framework, is to prepare informed, dynamic professionals who:

- demonstrate a broad background in humanities, mathematics, and the sciences, have an in-depth understanding of one academic discipline, and can apply this knowledge and understanding in their professional settings, (Knowledge and Skills);
- think creatively and critically in solving educational problems and can make sound decisions based on their knowledge of theory, (Knowledge and Skills);
- design and integrate a variety of instructional strategies matched to appropriate diverse learning styles, (Skills);
- recognize, respect, and respond appropriately to individual and cultural differences, (Dispositions/Values);
- establish professional and collaborative relationships among all educational stakeholders, (Dispositions/Values); and
- commit to be life-long learners and advocates for quality schooling for all; (Dispositions/Values).

To these ends, the unit offers baccalaureate, post-baccalaureate certification, and graduate programs which support and develop the above-stated goals. The College of Education seeks interactivity by working closely with local and state organizations and the academic and social communities. In pursuit of this phase of its mission, the College of Education provides family services, offers workshops, conferences, and professional development for educators, maintains partnerships with school districts, disseminates emerging ideas, and provides support for and technical assistance to beginning teachers.

The faculty in the professional education unit are active scholars who pursue and advance theoretical and applied knowledge and who take great pride in serving as models of teaching excellence for their students and the Kean University community.

The original motto of Newark Normal School, "Who dares to teach must never cease to learn," remains the motto of the College of Education at Kean University. This motto is consonant with our primary belief that quality learning for all students depends on quality learning for all educators.

Major Organizational and Programmatic Changes in the University and the Professional Education Unit Since 1999

The following list summarizes the major organizational changes in the University and Professional Education Unit since the last NCATE visit (Spring 1999):

- The College of Education moved to a new building in January 2000.
- A new general education program was approved and implemented.
- The School of Education became the College of Education in 2001.
- The College of Education was restructured from five to six departments in 2001. A new department of Communication Disorders and Deafness was created.
- The M.A. program in Educational Media Specialist was implemented.
- P-3 certification programs were developed, approved by the NJ Department of Education, and implemented.
- A new major in Mathematics, Science and Technology (MST) for Elementary Education candidates was approved and implemented.
- The number of Professional Development Schools grew to fifteen.
- GPA for admissions and program completion in professional education was raised from 2.5 to 2.75 in September 2000.
- A comprehensive assessment system was developed and implemented.
- The Technology Education (Industrial Arts) program was suspended.
- The new secondary program in Speech and Dramatics was established in collaboration with the College of Arts, Humanities and Social Sciences. (No program graduates as of yet.)
- A program in School Nursing was developed.
- Enrollments in the COE increased from 1,953 in 1998 to 2,281 in 2003 at the undergraduate level, and from 861 to 1,026 at the graduate level in the same time period (see Table 3).
- The number of full-time tenure track faculty since the last NCATE visit increased from 84 to 93. In addition, 12 clinical supervisors for PDS were hired (3 full-time, 9 half-time).
- A five-year program, science and technology was submitted to the NJ Department of Education and approved Fall 2003.
- The number of candidates enrolled in the Early Childhood program and in Secondary Education increased significantly.

Relevant Historical Documents in the NCATE EXHIBIT

- | | |
|--|---|
| • 1999 Institutional NCATE Report | • NCATE Annual Reports |
| • 1999 BOE Team Report | • Status of Curriculum Folios |
| • Most current undergraduate catalog | • Third Year Review of Annual Report Data |
| • Most current graduate catalog | • College of Education Strategic Plan |
| • Five Year Program Document – Center for Science and Technology Education | |

Table 3 Professional Education Enrollments at Initial Level Full Time and Part Time

	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Early Childhood	366	356	413	437	511	553
Elementary Education	755	767	739	714	740	795
Physical Education	258	267	303	330	358	351
Speech and Hearing	132	129	116	128	126	132
Ed. of Individuals with Disabilities	363	400	374	374	355	387
Recreation (N.P.E.)	79	84	64	54	56	63
TOTALS	1953	2003	2009	2037	2146	2281

N.P.E. = Not Professional Education

Total Professional Education, College of Education: **2218**

**Table 4 Professional Education Enrollments at Initial Level Fall 1998 - Fall 2003
Secondary Education (Undergraduate and Post-Bac)**

	1998	2003
Art Education	34	51
Spanish	30	92
Biology	24	30
Chemistry	4	4
Earth Sciences	13	16
Mathematics	57	85
English	92	111
Social Studies (SS)	117	172
• Economics (SS)	(13)	(4)
• History (SS)	(94)	(148)
• Political Science (SS)	(6)	(8)
• Sociology (SS)	(10)	(12)
Speech Arts and Dramatics* ⁽¹⁾	0	7
Ed Tech* ⁽²⁾	21	2
Music	34	39
Total	426	609

*⁽¹⁾ New Program/no graduates

*⁽²⁾ Discontinued Program

Table 5 Enrollments at Advanced Level Full Time and Part Time

	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Counselor Education	130	120	138	155	169	168
Early Childhood	48	62	58	65	78	108
Educational Administration	164	183	218	253	257	243
Instruction and Curriculum	175	184	203	190	166	174
Reading Specialist	61	58	77	64	70	50
Special Education	192	139	139	133	129	130
Speech Pathology	80	86	82	91	102	93
Educational Media Specialist	11	28	38	40	41	46
Exercise Science (N.P.E.)				2	15	14
TOTALS	861	861	953	993	1027	1028

N.P.E. = Not Professional Education

II. CONCEPTUAL FRAMEWORK

Kean University's professional education unit prepares its graduates to be informed, dynamic professionals in diverse settings. Toward that end, a basic curriculum model called the SPECTRUM has been adopted to provide teacher education candidates with the knowledge, skills and dispositions (values) necessary. We have integrated this framework into all that we do; the framework guides our growth in the assessment of student learning and in the areas of diversity, technology.

Webster defines a SPECTRUM as an array of components, separated and arranged in order of some varying characteristics. Kean University models its SPECTRUM as a series of circles. The center or locus of the circles is the informed, dynamic professional whose development is created by the intersection of three smaller inner circles representing knowledge, skills, and dispositions (values). Each of the small circles is interconnected, giving and receiving input from the classroom, school, community, state, nation and world. Surrounding the inner core is a larger circle that establishes boundaries of professional studies, field experience, academic specialties and general education. The turning of the circles emphasizes that development of an informed, dynamic professional is interconnected, interdependent and interrelated. The colors of SPECTRUM blend together as do the content, process and context of the College of Education. Each course and field experience contributes to the sum of an educator who is well grounded in basic skills and in content knowledge, is competent in the practices of instruction as measured by the learning success of students, and is a reflective member of the larger community of learners.

These separations and arrangements are also similar to the SPECTRUM of colors created when white light passes through a prism. In our curricula each component – *Knowledge, Skills, Dispositions* – is represented by a primary color of the SPECTRUM. Areas of application are represented by secondary colors of the SPECTRUM, and when they all meet or are added together they produce the white light that signifies the “Informed Dynamic Professional”.



The unit's conceptual framework is based on essential knowledge, skills, and dispositions derived from current established research and sound professional practice and is based on the belief that the “task of defining the knowledge, skills, and dispositions essential to teaching must be central to schools of education” (Dill & Associates, 1990, p. 238). We realize that teacher education curricula should be built on a professional *knowledge* base formed by pedagogic theory and current research (Freppon, 2001). We believe that this knowledge base must translate into learned abilities (or *skills*) in order that future educators positively influence student achievement (Howey, 1996). We also affirm that dispositions must be expressed (Fenstermacher, 1990, 1992; Noddings, 1992; Richardson, 1996) and engrained by habituation and training as well as by the reasoning process used to justify actions or guide teaching decisions (Yost, 1997).

Our framework is only as strong as its conceptual base, which in turn must be supported by a firm set of beliefs (Richardson, 1996). Beliefs, according to Richardson, 1996) are “psychologically held understandings, premises, or propositions about the work that are felt to be true” (p. 103). Our thinking patterns, belief systems, or “mindsets”, as Sergiovanni (1991) calls them, are intimately connected to the language we use and, ultimately, to our actions. What are the qualities or dispositions we want future educators to possess? What essential knowledge must these educators possess in order to effectively deal with the plethora of challenges they will face in the twenty-first century? Can these educators effectively translate their knowledge into action? What are the knowledge, skills, and dispositions essential to good teaching? Who can impart the knowledge, skills and dispositions? The professional education unit houses a cadre of active scholars pursuing and advancing theoretical and applied knowledge. The faculty in the College of Education takes great pride in serving as models of teaching excellence for their students and the Kean University community.

The basic structure and concepts of the unit’s conceptual framework have not changed since the 1993 NCATE visit. The college has worked, however, to develop the full implications of the model at the programmatic and course work levels. These revisions were formally adopted by the unit in the Spring of 2003 at an all-College retreat. Most importantly, the faculty has made earnest attempts to integrate more fully the framework throughout its institutional standards (candidates’ outcomes), curricula, clinical experiences, programs, practices and the assessment system.

The College of Education has held numerous meetings and retreats to discuss ways we may better integrate the conceptual framework at the program level. For example, we have integrated the framework into each program’s assessments and evaluation forms, all course outlines, field experiences and outcome statements.

A. Shared Vision

The SPECTRUM conceptual framework provides the shared vision for the unit’s programs and preparation of educators. It was developed in 1993 as a common foundation for the entire professional education unit, and is consistent with the institution’s and the College of Education’s missions. All course outlines, field experience evaluations, educational portfolios, and other assessments are aligned with the SPECTRUM. The SPECTRUM is well-articulated. It is discussed at every faculty meeting, and faculty members contribute to its continual updating. They redesign their courses around it. The SPECTRUM is presented at every candidate orientation (e.g. *Introductory Field Workshop* on development of the Educational Portfolio with SPECTRUM-based rubrics). The SPECTRUM appears around campus on posters, flyers, newsletters and bookmarks.

B. Coherence

In addition to a shared vision, the SPECTRUM provides a system for ensuring coherence within the curriculum of all programs, to assessment systems and to field experiences. Candidates in the Introductory Field Experience reflect on their classroom observations using the SPECTRUM model. They begin collecting artifacts for their portfolios within the framework of the SPECTRUM, and their coursework and professional conduct are evaluated on an assessment form aligned to the SPECTRUM and consistent with subsequent assessment forms for their later pre-professional and professional field experiences.

C. Professional Commitments and Dispositions

The conceptual framework provides the foundation for the professional commitments and dispositions specified by the professional education unit. It identifies “caring, fairness, honesty, responsibility and social justice” as important general dispositions in teaching. Corresponding College of Education and Institutional Standards include:

- Appreciation of and respect for individual differences
- Commitment to developing self-confidence and competence in all children
- High expectations for all children to achieve success
- Sensitivity to community and cultural norms
- Responsibility for establishing and maintaining positive learning climates
- Responsibility for serving as a positive adult role model

Appropriate disposition goals for candidates are stated in the syllabus of every course. Every field experience assessment asks supervisors and cooperating teachers to assess students on disposition standards.

Administration, faculty and supervisory staff have committed to the mandatory educational portfolio to measure both teaching competence and student learning. The College of Education standards/outcomes are listed in the *Portfolio Guidelines* and candidates must choose artifacts reflecting at least two of them to demonstrate that they have internalized the dispositions necessary to teach effectively. Moreover, candidates must be able to reflect upon those dispositions accurately and meaningfully.

D. Commitment to Diversity

The unit’s conceptual framework reflects a commitment to preparing candidates to support learning for *all* students. Our candidates experience socio-cultural consciousness directly within our diverse classrooms. Candidates must interact with a wide variety of other candidates with different cultural and social norms. Through critical reflection, intellectual discourse and autobiographical reflection, they explore first-hand racial, ethnic, economic, language and gender relations. Candidates that respect cultural differences believe that all students can learn.

In accordance with the conceptual framework, knowledge, skills and dispositions are integrated across the curriculum, instruction, field experiences, clinical practice and assessment. For example, inclusion modules that were developed by faculty committees led by the special education programs provide a unit-wide model for accommodating not only cultural and racial diversity, but issues

arising from developmental differences and inclusion. Faculty members are supported in modeling good instruction to non-traditional and minority candidates by professional development courses held every semester. These include programs like Project Tell that facilitate fair treatment of linguistically diverse students. Faculty are themselves a diverse population. The unit's commitment to diversity is reflected in the curriculum, the recruitment and retention of diverse candidates; hiring and retaining diverse faculty. In addition, the unit ensures that candidates have at least one field experience in an urban multicultural school.

In addition to a variety of state-wide diversity initiatives such as Diversity 2000 and other diversity projects, the College of Education itself administers several demonstration community programs and services that show the unit's commitment to diversity: The Child Study Institute, The Speech and Hearing Clinic, The three-classroom Campus School for children classified "communication impaired", the Reading Clinic. These provide candidates with exposure to diverse children with exceptionalities. Currently Kean produces more special education teachers than any other University in the State of New Jersey. There are also programs for diverse candidates who themselves have differences: Project Excel for learning disabled students, the Foreign Accent Reduction lab for ESL students preparing for classroom teaching, the Reading Clinic for Kean students.

E. Commitment to Technology

Consistent with the conceptual framework, the unit is committed to ensuring that candidates are prepared to incorporate technology into the teaching and learning process. Every program offers a course on how to incorporate technology into classroom teaching. Faculty members model the use of technology in required coursework. Candidates and faculty are assessed on an on-going basis on their knowledge and skills regarding technology.

The College of Education has made remarkable strides in the application of technology in the last five years, and the underlying reason has been the development of faculty-candidate-student programs based on our conceptual framework. Our commitments to both teacher education and technology have enabled us to establish profound and systemic changes across the entire unit. Since 1995, the Kean University School of Education Technology Committee has been working to infuse technological competence into the knowledge, skills and values of Informed Dynamic Professionals. Some of the committee's accomplishments include the creation of two five-year technology plans, the acquisition of funds from AT & T and software from the Microsoft Corporation, and the creation of workshop series programs for Kean University faculty, pre-service teachers, and teachers from the local school districts. With support from a federal "Preparing Tomorrow's Teachers to Use Technology" grant (PT3) ongoing since 1999, the professional education unit has embarked on several initiatives. These include:

- Curriculum re-design in a program-by-program sequence with specific criteria indicated for sophomore, junior, and senior years,
- Technology proficiency as a graduation requirement for all pre-service teachers, including the creation of a classroom-based website, an internet-based research project for students, a project that uses the computer to collect, organize and interpret data, a lesson based on packaged instructional software, a learning module that incorporates distance technologies, a presentation of a software-based lesson, and an electronic, multi-media portfolio.
- A minimum of two technology-oriented retreats per academic year required of all faculty members and supervisors, and the requirement that every instructor infuse one technology based

- class into every course taught per semester, including the supervision of fieldwork experiences.
- A faculty mentorship program within every department guaranteeing on-going instruction at a personal level.
- An innovative “Side-by-Side” Program that pairs pre-service and in-service mentor teachers for technology training and fieldwork experiences.

F. Candidate Proficiencies Aligned with Professional and State Standards

Candidate proficiencies/outcomes/standards at the initial and advanced levels reflect the conceptual framework as well as state and national standards. Portfolio and coursework assessment, and field experience evaluations are all aligned with New Jersey Professional Standards for Teachers and INTASC Principles.

Standard 1: Candidate Knowledge, Skills, and Dispositions

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

The goal of the professional education unit at Kean University is to prepare informed, dynamic professionals who have the knowledge, skills, and dispositions to be effective educators in diverse settings. Grounded in national and state standards for teachers, our initial and advanced outcomes/standards delineate the proficiencies we expect candidates to develop. These outcomes include content knowledge, professional and pedagogical knowledge and skills, dispositions, and the ability to impact K-12 student learning.

Element 1. Content Knowledge for Teacher Candidates

The belief of the College of Education, reflected in its conceptual framework, is that effective teacher candidates and other school personnel must have in-depth subject matter knowledge and make that content meaningful to students. At the initial level, all teacher education candidates follow an approved sequence of courses and experiences designed to develop an understanding of the requisite knowledge, skills, and dispositions for the content areas they are preparing to teach. Content knowledge for teacher candidates is developed in the general education component as well as in the arts and science or integrated major that all teacher candidates must complete. Between these two components, general education and the arts and science major, most candidates complete 96 credits in the Liberal Arts and Sciences.

Currently, all undergraduate teacher education students complete a minimum of 60 semester hours in general studies. The General Education (GE) program at Kean University has been revised since the last NCATE visit to include coursework in English, speech communication, mathematics, biological and physical sciences, fine arts, literature, history, psychology, sociology, health issues, and technology. The unit’s conceptual framework influences the general education component for the entire university. All general education courses must specify the skills that are to be developed and assessed and also identify the cognitive goals, the diversity goals, and the values addressed by each course.

Elementary and early childhood majors must complete a full major (of at least 30 credits) in a liberal arts or science. Secondary majors (K-12) complete a full major in the discipline they will be teaching. Physical education and special education majors complete an integrated major. All programs are approved by the state and NCATE, and follow guidelines of the appropriate national specialized associations as well as INTASC principles.

The unit outcome/standard that addresses this element is: **The teacher has a thorough understanding and knowledge of subject matter and uses such knowledge to create effective learning experiences for students.**

The following chart lists the assessment measures of candidate knowledge for initial programs. Following the chart is a discussion of the data for these measures.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Academic Profile Test (APT) • GPA • Pre-professional and Professional Field Experiences Assessed by Supervisors and Cooperating Teachers • Video Analysis • COE Report Cards Completed by Juniors and Seniors | <ul style="list-style-type: none"> • Praxis II Licensure Test Scores • Educational Portfolios • Follow-up Studies – Surveys of Graduates and Focus Groups • Follow-up Studies – Surveys of Employers, Focus Groups • SPA Reviews |
|---|---|

New Jersey does not require Praxis I tests for admission to teacher education. The unit has elected to test candidates with the Academic Profile Test to assess the basic content knowledge of candidates in reading, writing, mathematics, humanities, science, and social studies. To qualify for admission to the program, candidates must achieve a score of 439. Of the 359 candidates applying for admission in 2002-2003, 179 or 50 % achieved scores required for admission to the program. The unit has been collecting these data for three years and the results are indicated on the following table. The 113 and 114 cut-offs in each category that are listed in the table are based on studies conducted by the unit. The studies indicate that candidates who score below 113 or 114 in an area will need additional support. The academic advisor uses this information to counsel candidates.

Table 1.1.1 Pass Rates of Academic Profile Test

	<u>TOTAL/Overall Percentage</u> Oct. 1999-July 2000 262 Total Students	<u>TOTAL/Overall Percentage</u> Sept. 2000-May 2001 264 Total Students	<u>TOTAL/Overall Percentage</u> Sept. 2001-July 2002 372 Total Students	<u>TOTAL/Overall Percentage</u> Sept. 2002-July 2003 359 Total Students
ABOVE 439	54%	58%	52%	50%
BELOW 439	46%	42%	48%	50%
<u>Humanities</u>				
ABOVE 113	66%	64%	65%	62%
BELOW 113	34%	36%	35%	38%
<u>Natural Sciences</u>				
ABOVE 113	74%	70%	76%	65%
BELOW 113	26%	30%	24%	35%
<u>Critical Thinking</u>				
ABOVE 113	24%	25%	28%	29%
BELOW 113	76%	75%	72%	71%
<u>Social Sciences</u>				
ABOVE 114	39%	33%	41%	43%
BELOW 114	61%	67%	59%	57%

<u>Reading</u>				
ABOVE 114	81%	80%	77%	76%
BELOW 114	19%	20%	23%	24%
<u>Math</u>				
ABOVE 113	41%	41%	40%	40%
BELOW 113	59%	59%	60%	60%

These data help the unit understand the strengths and weaknesses of entering candidates, information used to design programs to help candidates be more successful. Thus, candidates who do not meet the scores required are counseled to increase their knowledge by working on the Learning Plus software, taking additional coursework in the subject areas identified or prescribed other means to improve their performance. Recently, the unit has made the decision to change the cutoff from 439 to 435 because it became evident that students who achieved up to five (5) points below 439, when allowed into the program did well academically and passed the Praxis II.

As stated above, content knowledge at the point of admission to teacher education is also assessed through overall grade point average. All initial teacher education candidates must have a GPA of 2.75 or higher in all coursework to qualify for admission.

Content knowledge is also assessed through evaluations completed during two of the three levels of field experiences and student teaching internships. Candidates must achieve a score of 3 or higher on a scale of 1 to 5 in both the pre-professional field experience and the student teaching evaluation. A minimum rating of 3 indicates that the candidate is performing satisfactorily and is developing consistency and independence.

In the area of content, 99% of the 313 pre-professional interns and 99.7% of the 291 professional interns achieved a score of 3 or above for the spring of 2003. The following tables illustrate the data aggregated for the pre-professional and professional internships by both cooperating teachers and university supervisors for the past three years.

**Table 1.1.2 Pre-professional Field Experience Assessment Supervisor Ratings
Percentage at Developing/Competent/Strong Competencies (\geq Level 3)**

Knowledge	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Knowledge of Content is Created	99.2%	99.5%	99.2%	98.8%	99%
Knowledge how Students Learn	99.2%	100%	98.3%	99.2%	99.4%

**Table 1.1.3 Professional Internship Competency Assessment Supervisor Ratings
Percentage at Developing/Competent/Strong Competencies (\geq Level 3)**

Knowledge	Fall 2000 (N: 222)	Spring 2001 (N: 253)	Fall 2001 (N: 256)	Spring 2002 (N: 228)	Fall 2002 (N: 218)	Spring 2003 (N: 291)
Knowledge of Content is Created	99.5%	100%	100%	100%	100%	99.7%
Knowledge of how Students Learn	99.5%	100%	100%	100%	99.5%	99.7%
Knowledge of Subject Matter	99.5%	100%	100%	100%	100%	99.7%

**Table 1.1.4 Pre-professional Internship Assessment Supervisor Ratings
Percentage at Accomplished Level/Strong Competency (Level 5)**

Knowledge	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring 2003 (N: 193)
Knowledge Content is Created	52%	42%	49%	48%	48%
Knowledge Students Learn	42%	40%	39%	42%	36%

**Table 1.1.5 Pre-professional Internship Assessment Cooperating Teacher Ratings
Percentage at Accomplished Level/Strong Competency (Level 5)**

Knowledge	Spring 2001 (N: 214)	Fall 2001 (N: 198)	Spring 2002 (N: 214)	Fall 2002 (N: 202)	Spring 2003 (N: 165)
Knowledge Content is Created	60%	53%	60%	55%	45%
Knowledge Students Learn	50%	50%	50%	52%	46%

**Table 1.1.6 Professional Internship Competency Assessment Supervisor Ratings
Percentage at Accomplished Level/Strong Competency (Level 5)**

Knowledge	Fall 2000 (N: 221)	Spring 2001 (N: 252)	Fall 2001 (N: 260)	Spring 2002 (N: 228)	Fall 2002 (N: 218)	Spring 2003 (N: 291)
Knowledge Content is Created	60%	66%	66%	69%	63%	68%
Knowledge Students Learn	55%	57%	61%	62%	61%	61%
Knowledge of Subject Matter	70%	74%	74%	75%	74%	77%

**Table 1.1.7 Professional Internship Competency Assessment Cooperating Teacher Ratings
Percentage at Accomplished Level/Strong Competency (Level 5)**

Knowledge	Fall 2000 (N: 214)	Spring 2001 (N: 239)	Fall 2001 (N: 119)	Spring 2002 (N: 223)	Fall 2002 (N: 213)	Spring 2003 (N: 262)
Knowledge Content is Created	65%	67%	66%	72%	71%	68%
Knowledge Students Learn	63%	68%	66%	69%	65%	60%
Knowledge of Subject Matter	75%	72%	68%	75%	79%	75%

These data indicate that candidates are successful in the dimensions that measure content knowledge. There is also developmental growth indicated between the pre-professional and the professional internship that supports the content being taught in the course of study in the area of candidates who performed at the highest level (5). At the professional level, of the 291 candidates who met this dimension successfully, 77% scored at the highest level in the area of knowledge of subject matter.

In addition to the internship observations, candidates complete a video that is analyzed by the supervisor and the candidate. Data aggregated from the 47 videos analyzed in the fall 2003 indicate that 87.2% received a score of 5 (accomplished) and 12.8% were rated competent in the area that “demonstrates competency in content”. In the spring of 2003, of the 185 videos analyzed, in the area that “demonstrates competency in content” 76.5% of the candidates were rated 5 (accomplished), 18.2% were rated 4 (competent) and 4.3% were rated 3 (satisfactory).

Data from the *College of Education Report Card* for spring 2003 show that 87% of the 65 candidates responded in the highest two of five categories indicating that they were provided with knowledge and understanding of subject matter and uses of such knowledge to create effective learning experiences for students. The following table compares the ratings over the last two years.

**Table 1.1.8 Initial Program Report Cards
Percentage of Seniors Responding Strongly/Partially Agree**

	Spring '02		Fall '02		Spring '03		Fall '03	
	Partially	Strongly	Partially	Strongly	Partially	Strongly	Partially	Strongly
Subject Matter	35.13%	56.75%	29.68%	60.93%	34.4%	59.45%	57.8%	60.3%
Create Opportunities for Academic Achievement	38.73%	51.35%	32.81%	65.62%	40.86%	33.78%	27%	73.8%
Accommodate Learning Differences	36.03%	45.94%	32.81%	62.5%	39.78%	47.29%	38.7%	48.6%

Content knowledge for initial teacher candidates is additionally assessed through the Praxis II Examination that is summarized in the following table. The percentage of passing candidates has increased over the past three years from 89% to 97%. The data from the individual content areas also indicate that scores have been increasing. The biology pass rate still needs improvement. Based on this information, the science department has been revising courses, instituting programs to better meet the needs of the candidates and focusing more intensely on content in the field experience assessments. The following table indicates the results based on the last three years.

Table 1.1.9 Praxis II Data

	1999 – 2000	2000 – 2001	2001 – 2002
Kean University Summary Pass Rate	333/373 = 89%	322/339 = 95%	321/330 = 97%
State Wide Pass Rate	92%	97%	98%

Table 1.1.10 Praxis II Scores

	1999-2000			2000-2001			2001-2002			Totals		
	Number Tested	Number Passed	Pass Rate	Number Tested	Number Passed	Pass Rate	Number Tested	Number Passed	Pass Rate	Number Tested	Number Passed	Pass Rate
Art	16	16	100%	7	7	100%	14	14	100%	37	37	100%
Biology	6	5	83%	8	4	50%	7	4	57%	21	13	62%
Earth Science	2	2	100%	0	0	--	2	2	100%		4	100%
Elem/Early Childhood	250	216	87%	223	218	98%	212	210	99%	685	644	94%
Mathematics	7	6	86%	11	11	100%	5	5	100%	23	22	96%
Music	8	8	100%	4	4	100%	6	6	100%	18	18	100%
Physical Education	27	27	100%	35	34	97%	44	44	100%	106	105	99%
Spanish	14	14	100%	13	13	100%	11	11	100%	38	38	100%
Social Studies	20	17	85%	34	28	82%	20	17	85%	74	62	84%

The educational portfolio process through which candidates demonstrate their ability to teach, assess and reflect on their work provides additional information. Content knowledge, aligned with the conceptual framework, the SPECTRUM, is specifically addressed in the rubric identified as “Achievements Based on COE Learning Outcomes, Knowledge”. Full implementation of the portfolio process began in fall 2003. The rubric consists of five levels. Of the 202 evaluations

completed for candidates in the professional internship, 98% were rated three or above on a scale of one to five in the area of content knowledge.

On surveys distributed to graduates of initial programs, when asked to indicate their level of agreement with a statement regarding how well the program helped them gain content knowledge, based on data gathered in the fall 2003, 92% of the responses indicated that they strongly agreed or partially agreed with the statement that they gained “a thorough understanding and knowledge of subject matter content” and 96% agreed that they had “a knowledge of student learning in subject areas.” As a way to gather additional data, the unit has held focus groups in various areas. At a focus group of recent graduates, all of the participants stated that they considered themselves to be well prepared in the area of content knowledge.

Employers are regularly surveyed about the quality of Kean graduates. All responses indicate satisfaction with the candidates in the area of content. The unit also conducts focus groups to augment the data. At a recent focus group of employers, the responses indicate that newly hired Kean graduates were strong in content area. The group suggested that the Kean graduates were usually their best prepared teachers at both the elementary and secondary level.

Another indicator that the unit is providing appropriate programs to prepare candidates is the SPA program reviews submitted by each program to the appropriate professional organization. The results for the initial preparation of teachers are summarized below:

Table 1.1.11 SPA Results Initial Programs

Program	Options	Status of National Reviews
Speech and Hearing	Education of the Hearing Impaired	CEC in compliance
Early Childhood (P-3 Certification)		NAEYC in compliance
Elementary Education (K-8 Certification)	Elementary Bilingual (K-8)	AECI in compliance
Secondary Education (K-12)	Science -Biology -Chemistry -Earth Science	NSTA in compliance
	Social Studies	NCSS rejoining
	Spanish	N.A.
Instruction and Curriculum (M.A.)	Classroom Instruction	ACEI rejoining
Physical Education (K-12)		NSPE rejoining
Education of Individuals with Disabilities (K-12)		CEC in compliance

Table 1.1.12 SPA Results for Collaborative Programs Based in the College of Arts, Humanities and Social Science

Program	Option	Status of National Review
Art Education (K-12)		NASAD accredited
Music Education (K-12)		NASM accredited

Advanced Programs for Continuing Teacher Preparation

The unit offers advanced programs for the continuing preparation of teacher candidates in Instruction and Curriculum, Early Childhood and Family Studies and Special Education.

The unit outcome/standard that measures content for advance professions is: **The candidate knows subject/field and knows appropriate pedagogy, strategies, and practices.**

The following are assessment measures of candidate knowledge for advanced programs.

- | | |
|---|--|
| • GRE or MAT Test Scores | • COE Report Card |
| • GPA | • Follow-up Studies – Graduate Surveys and Focus Groups |
| • Thesis | • Follow-up Studies – Employers Surveys and Focus Groups |
| • Comprehensive Examination | • SPA Program Reviews |
| • Internship or Field Experience Evaluation | |

Content knowledge is developed through the core of studies which is comprised of courses in research, theories of learning, advanced seminar and statistics as well as through the specialty studies for each program. Some examples of these courses are: Foundations of Early Childhood and Family Studies, Integrated Curriculum Development, Educational Strategies for Students with Disabilities, Teaching Content Areas in Bilingual Education and Advanced School Curriculum.

Upon admission, candidates must have an undergraduate GPA of 2.75 or better and a Form Score of 1500 or better. The Form Score is a composite of the G.P.A. and the mathematics and verbal portions of the G.R.E.

In each program, candidates must complete a thesis. An example of the data aggregated for this measure is the following: In spring 2003, thirty-four candidates in Special Education completed a thesis. Thirty-three candidates scored adequate or above in all areas and only one candidate scored adequate in all areas except one. The thesis data for all programs is available in the NCATE Exhibit Room.

The comprehensive exam data also provide information in the area of content knowledge. These data are reviewed at the program level and are used to support program modifications. In the TESOL option of the Instruction and Curriculum Program, in 2003, eighteen candidates took the exam and fifteen passed all sections. As an example of how the programs use these data, based on the information from the exams the instructors in the TESOL option revised courses to include additional areas. Data on comprehensive exams are available in the NCATE Exhibit Room.

Report cards also provide data about candidates' perceptions of how well prepared they are in the area of content knowledge. Report card data collected over the past two years in the area of content knowledge indicate the following: in Instruction and Curriculum 100% of respondents agreed they were well prepared, and in Special Education 92% of respondents agreed they were well prepared.

Survey results collected over the past two years in the area of content knowledge indicate the following: in Early Childhood 89% of respondents agreed they were well prepared and in Instruction and Curriculum 92% of the respondents agreed they were well prepared.

Employer surveys also support the results of other data and indicate satisfaction with the candidates in the area of content. At a recent focus group of employers, the responses indicated that newly hired Kean graduates were strong in content area.

Another indicator that the unit is providing appropriate programs to prepare candidates is the program reviews submitted by each program to the appropriate specialized professional association (SPA). The results for advanced programs for the continuing education of teacher candidates are summarized below.

Table 1.1.13 SPA Results Continuing Education Programs

Program	Status of National Review
Early Childhood	NAEYC in compliance
Instruction and Curriculum	N.A.
Special Education	CEC in compliance

Element 2. Content Knowledge for Other School Personnel

Kean University prepares candidates for roles in counselor education, educational administration, educational media, reading, school psychology and speech pathology. Content knowledge of candidates in advanced programs is addressed the following unit standard/outcome: **The candidate knows subject/field and knows appropriate pedagogy, strategies, and practices.**

The following chart lists the assessment measures of content knowledge for other school personnel. Following the chart is a discussion of the data for these measures.

<ul style="list-style-type: none"> • GRE or MAT Test Scores • GPA 	<ul style="list-style-type: none"> • COE Report Card • Follow-up Studies – Graduates Surveys and Focus Groups
<ul style="list-style-type: none"> • Thesis 	<ul style="list-style-type: none"> • Follow-up Studies – Employers Surveys and Focus Groups
<ul style="list-style-type: none"> • Comprehensive Examination 	<ul style="list-style-type: none"> • SPA Program Reviews

Content knowledge for other school personnel is developed through core requirements in each of the programs. Content knowledge is also assessed at the point of admission; through the required GPA and GRE or MAT scores. Upon admission all candidates must have a GPA of 3.0 and must maintain this GPA throughout the program.

In each program, candidates complete a thesis. The thesis data are reviewed at the program level and are used to support program modifications if necessary. These data are aggregated at the unit level and are maintained in the NCATE Exhibit Room.

The comprehensive exam data also provide information regarding the evaluation of other school personnel in the area of content knowledge and are used to support program modification. They are maintained in the NCATE Exhibit Room.

In some programs, content knowledge is evaluated during the internship. In Counselor Education, the data collected during 2003 indicate that 100% of interns were rated excellent or good in all areas of the knowledge component. In Educational Administration, 97% of interns had sufficient or exemplary ratings in content knowledge. In Educational Media, 100% of the interns cored in the highest two categories and in Speech Language Pathology, results from the observation of clinical performance indicate that on a scale of one to five, 88% of the candidates scored in the two highest categories.

Report cards completed by candidates provide data on how well they “know their subject/field and use appropriate pedagogy”. Data for 2002 and 2003 indicate that in Counselor Education 100% of respondents agreed with the statement, in Educational Administration 96% agree, in Educational Media 100%, in Reading 100%, in School Psychology 100% and in Speech Language Pathology 100%.

Surveys completed by candidates in these programs provide additional information. Data for 2002 and 2003 indicate that 78% of respondents in Counselor Education agreed, 78% in Educational Administration, 100% in School Psychology, and 100% in Speech Pathology respondents strongly or partially agreed that they were provided with sufficient knowledge in subject and field.

Content knowledge for other school personnel is also measured in the program reviews submitted to the specialized professional organization (SPA) for each program. The following table summarizes the status of the program reviews.

Table 1.2.1 SPA Reviews for Advanced Programs for Other School Personnel

Program	Status of National Review
Speech Pathology	ASHA Accredited
Reading Specialization	IRA in compliance
Educational Media Specialist	
Educational Administration	ELCC in compliance
Counselor Education (K-12)	CACREP Initial Visit 2004
School Psychology	NASP Accredited

Element 3. Pedagogical Content Knowledge for Teacher Candidates

Pedagogical content knowledge at Kean University is closely aligned with New Jersey regulations for teacher education. Currently professional preparation at the initial level is limited to a maximum of thirty credits, including all field experiences and student teaching internship. New Jersey delineated the Boyer Topics as the content to be taught in all teacher education programs. However, the newly revised New Jersey Administrative Code delineates new Standards for Teachers. The unit’s standards are closely aligned with the state standards. New Jersey does not require candidates to be tested in professional or pedagogical knowledge. The only test required by the state is the Praxis II Test of Content Knowledge.

At Kean, pedagogical content knowledge is developed through the methods courses specific to the teaching major. The sequence of courses in pedagogical studies helps candidates develop an understanding of pedagogical content including the areas of multicultural education, exceptionality issues, and technology applications in the classroom. It is also developed through a well planned pre-professional and professional internship sequence. All programs have made substantial progress at integrating technology and issues of exceptionalities into professional and pedagogical studies for initial teacher preparation.

Pedagogical knowledge for initial teacher candidates in the unit is addressed in the following learning outcomes/standards:

Planning Instruction: The teacher plans instruction based on knowledge of subject matter, students, and curriculum goals and models.

Student Learning: The teacher has knowledge of how students learn and develop and creates opportunities for each student’s academic development.

Diversity of Learners: The teacher demonstrates understanding of differences in how students learn and knows how to provide instruction to accommodate such diversity.

Assessment: The teacher demonstrates understanding of assessment and evaluation of student learning.

The following chart lists the assessment measures of pedagogical and content knowledge for teacher candidates. Following the chart is a discussion of the data for these measures.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Educational Portfolios • Pre-professional and Professional Field Experience Assessments • Videotape Analysis | <ul style="list-style-type: none"> • COE Report Cards • Follow-up Studies – Graduate Questionnaires |
|--|---|

In the portfolio process, specific artifacts must demonstrate mastery in content as well as successful demonstration of skills, instructional strategies and technologies. During the fall 2003 semester, the data measuring pedagogical content indicate that 99% of the two hundred and two evaluations completed were three or above on a scale of one to five.

Through internships, candidates also demonstrate competence in pedagogical content knowledge. Evidence of success in is summarized in the following tables.

Table 1.3.1 Pre-professional Field Experience Assessment Supervisor Ratings Percentage at Developing/Competent/Strong Competencies (\geq Level 3)

	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Plans Instruction	98.4%	97.6%	96.5%	97.2%	96.8%
Varies strategies for individual learners	98.1%	97.6%	96.5%	98.4%	96.5%
Motivates/Engages Learners	99.2%	100%	98.3%	98%	99.4%
Respects diversity	98.1%	98.6%	99.6%	98.4%	99.4%

Table 1.3.2 Professional Field Experience Assessment Supervisor Ratings Percentage at Developing/Competent/Strong Competencies (\geq Level 3)

	Fall 2000 (N:222)	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Plans and implements instruction	99.5%	99.2%	100%	99.6%	100%	99.7%
Varies strategies for individual learners	99.5%	99.6%	99.2%	99.6%	99.5%	99.7%
Motivates/Engages Learners	100%	99.6%	99.6%	99.6%	99.5%	99.7%
Manages learner behavior	100%	99.6%	99.2%	99.6%	100%	99.3%
Assesses student progress	100%	100%	100%	100%	100%	99.7%
Uses technology and media	100%	100%	100%	99.6%	99.5%	100%
Fosters critical thinking	99.5%	99.6%	99.6%	99.1%	100%	98.3%
Respects diversity	100%	99.6%	100%	99.1%	100%	98.3%

The following is a summary of report card data:

Table 1.3.3 Initial Program Report Cards/ Percentage of Candidates Responding Agree

	Spring '02		Fall '02		Spring '03		Fall '03	
	Partially	Strongly	Partially	Strongly	Partially	Strongly	Partially	Strongly
Instructional Strategies	40.5%	45%	39%	53.1%	46.2%	50%	39.6%	52.2%
Learning Environment	27.9%	62.2%	29.7%	65.6%	40.9%	54%	27.9%	62.1%
Communication Techniques (Including Technology)	41.4%	47.7%	31.3%	54.7%	36.6%	50%	37.8	56.7%

The *survey* data aggregated for initial programs indicate that 96% of respondents agreed that they were able to use a variety of instructional strategies, 94% were able to create learning environments that encourage active, engaged learning, 96% were able to use a variety of communication skills, including verbal and nonverbal techniques and media, 69% understood the appropriate technological applications.

Advanced Programs for Continuing Teacher Preparation

The unit outcome/standard that measures pedagogical content for advanced programs is: **The candidate knows subject/field and knows appropriate pedagogy, strategies, and practices.**

The following chart lists assessment measures of candidate pedagogical knowledge for advanced programs. Following the chart is a discussion of the data for these measures.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Course of Study • Comprehensive Exams • COE Report Cards | <ul style="list-style-type: none"> • Follow-up Studies – Surveys of Graduates • SPA Program Reviews |
|--|---|

The course of study for the continuing preparation of teachers in advanced programs includes courses in research, theories of learning and specialty studies for each program which provide the candidates with a thorough understanding of the subject matter allowing them to develop multiple instructional strategies and present content in clear, challenging ways. Some examples of these courses are: Language Reading and Thought in the Young Child; Science for Early Childhood Teachers; Theory and Practice of Teaching Language Arts in the School; General Linguistics; Educational Programming for Students with Disabilities.

Candidates also demonstrate their pedagogical content through the successful completion of comprehensive exams. The data on the comprehensive exam for the continuing preparation of teachers are on file in the NCATE Exhibit Room.

Report card data for the past two years indicate that when asked to respond to statements indicating their knowledge of content, pedagogy and professional practice 100% of the respondents in both Curriculum and Instruction and Special Education agreed or partially agreed.

Survey data for the past two years indicate that when asked to respond to statements indicating their knowledge of content, pedagogy and professional practice 100% of the respondents in Curriculum and Instruction, indicate that they agreed or partially agreed and 71% in Early Childhood agreed or partially agreed.

The SPA reviews are another indicator that the unit is providing appropriate programs to prepare candidates. The results of the program reviews for advanced programs for the continuing education of teacher candidates are summarized in the table in Table 1.2.1.

Element 4 Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Candidates completing initial and advanced programs must demonstrate professional and pedagogical knowledge, show their ability to combine content knowledge and pedagogical knowledge and to reflect and create learning experiences that facilitate learning for all students. They must apply the knowledge and skills delineated in professional, state and institutional standards as well as in the college's conceptual framework. Candidates must implement the professional and pedagogical skills used daily by exemplary teachers as they present content knowledge.

Professional and pedagogical knowledge and skills for teacher candidates are addressed in the following unit outcomes/standards:

Instructional Strategies: The teacher uses a variety of instructional strategies that encourage each student to develop critical-thinking and problem-solving skills.

Learning Environment: The teacher creates a learning environment that encourages active, engaged learning; positive interaction; and self-motivation for all students.

Communication: The teacher effectively communicates in the classroom by using a variety of communication skills, including verbal and nonverbal techniques, technology and media.

Classroom Management: The teacher demonstrates understanding of classroom management theories.

Assessment: The teacher effectively uses formal and informal assessment strategies to evaluate student progress.

Student Support: The teacher works with parents/family members, school colleagues, and community members to support student learning and development.

Reflection and Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

The following chart is a list of assessment measures of professional and pedagogical knowledge and skills for teacher candidates. Following the chart is a discussion of the data for these measures.

- | | |
|--|--|
| • Educational Portfolios | • Follow-up Studies – Surveys of Graduates |
| • Reflective Journals | • Follow-up Studies – Surveys of Employers |
| • Pre-professional and Professional Field Experience Assessments | • Follow-up Studies – Focus Groups |
| • COE Report Cards | |

Professional and pedagogical knowledge and skills for initial teacher candidates are addressed through the education core (EDUC) coursework and a well-planned sequence of field experiences and student teaching which provide candidates with the ability to plan, deliver and assess meaningful learning experiences for their students. Field experiences with accompanying seminars

are the major ways by which students demonstrate integration of content and pedagogical knowledge with classroom skills. Candidates must consider all aspects of the system in which they work and must assess the effects that school, family and community may have on student learning. At all levels, classroom teachers and university supervisors assess and provide students with feedback on their ability to integrate what they have learned throughout their course of study. Since the last NCATE visit, journals and portfolios, now required in all programs, have become additional means by which students document their integration of knowledge, skills, and values and by which faculty evaluates the success of that integration.

Portfolio data collected in fall 2003 provide information on the success of candidates in professional and pedagogical knowledge and skills. These two areas required the inclusion of artifacts that demonstrated both knowledge and pedagogical content and skills. Of the 202 evaluations completed, 98% of the candidates scored three or above on a scale of one to five in the area of knowledge and 99% in the area of skills.

Journals are used as a means of reflection between the candidates, faculty and supervisors. Although the data are not aggregated, the journals are maintained by the candidates and are used by supervisors and instructors to review the candidates' experiences, reflect on the success of their teaching and discuss the way students learn.

The pre-professional and professional internships provide detailed information on candidate mastery. The following tables provide a summary of candidates achieving a three (satisfactory) or above in the areas of field experiences that measure these learning outcomes.

**Table 1.4.1 Pre-professional Field Experience Assessment Supervisor Ratings
Percentage at Developing/Competent/Strong Competencies (>Level 3)**

	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Plans Instruction	98.4%	97.6%	96.5%	97.2%	96.8%
Varies strategies for individual learners	98.1%	97.6%	96.5%	98.4%	96.5%
Motivates/Engages Learners	99.2%	100%	98.3%	98%	99.4%
Manages learner behavior	98.5%	99.5%	97.9%	96.8%	97.4%
Projects professional presence	98.1%	98.5%	99.6%	98.8%	99.1%

**Table 1.4.2 Professional Field Experience Assessment Supervisor Ratings
Percentage at Developing/Competent/Strong Competencies (>Level 3)**

	Fall 2000	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Plans and implements instruction	99.5%	99.2%	100%	99.6%	100%	99.7%
Varies strategies for individual learners	99.5%	99.6%	99.2%	99.6%	99.5%	99.7%
Motivates/Engages Learners	100%	99.6%	99.6%	99.6%	99.5%	99.7%
Manages learner behavior	100%	99.6%	99.2%	99.6%	100%	99.3%
Assesses student progress	100%	100%	100%	100%	100%	99.7%
Fosters critical thinking	99.5%	99.6%	99.6%	99.1%	100%	98.3%
Projects professional presence	100%	100%	100%	98.2%	100%	99.7%
Professional relationship with students, parents, staff	99.5%	99.2%	100%	98.2%	99.5%	100%

Report cards ask candidates to describe their level of agreement with statements describing their professional and pedagogical knowledge and skills. The following table summarizes those data:

Table 1.4.3 Initial Program Report Card Data Professional and Pedagogical Knowledge

	Spring '02		Fall '02		Spring '03		Fall '03	
	Partially	Strongly	Partially	Strongly	Partially	Strongly	Partially	Strongly
Subject Matter, Curriculum Goals & Models	47.7%	44.1%	29.7%	64.1%	32.3%	41.9%	51.3%	45%
Instructional Strategies	40.5%	45 %	39%	53.1%	46.2%	50%	39.6%	52.2%
Learning Environment	27.9%	62.2%	29.7%	65.6%	40.9%	54.1%	27.9%	62.1%
Communication Techniques	41.4%	47.7%	31.3%	54.7%	36.6%	50%	37.8%	56.7%
Evaluation Strategies	51.4%	35.1%	42.2%	42.2%	49.5%	36.5%	46.8%	36.9%
Reflective Practitioner	33.3%	60.4%	17.2%	73.4%	35.5%	55.4%	27%	64.8%
Parents/Community	38.7%	37.8%	39.1%	45.3%	46.2%	36.5%	34.2%	46.8%

Survey data collected in 2003 indicate that 96% of respondents agreed that they were able to use a variety of instructional strategies, 94% are able to create learning environments that encourage active, engaged learning, 96% are able to effectively communicate in the classroom by using a variety of skills, including technology, and 69% understand appropriate technological applications.

Advanced Programs for Continuing Teacher Preparation

The unit outcomes/standards that address candidate professional and pedagogical knowledge and skills for continuing teacher preparation in advanced programs are:

The candidate applies knowledge and content pedagogy and/or professional practice to appropriate field and setting.

The candidate applies a practical problem-solving perspective sensitive to the context of the school, community and society.

The candidate demonstrates ability to assess, analyze, monitor and promote student progress.

The candidate implements effective strategies for teaching/supervision/professional practice.

The following chart lists the assessment measures of candidate professional and pedagogical knowledge and skills. Following the chart is a discussion of the data for these measures.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Course of Study • Comprehensive Examinations • COE Report Cards | <ul style="list-style-type: none"> • Follow-up Studies – Surveys of Graduates • Follow-up Studies – Surveys of Employers |
|---|--|

The sequenced courses of study for each program specifically target advanced knowledge and skills in the planning, delivery and assessment of meaningful educational experiences and are measured through course-based assessments reflected in the grade point average at program exit.

Data on comprehensive examinations are used at the program level to modify programs as needed. They are aggregated at the unit level and are maintained in the NCATE Exhibit Room.

Report card data measure candidates' level of agreement with statements describing their professional and pedagogical knowledge and skills. The data collected over the past two years indicate that when asked to respond to statements describing their ability to apply knowledge, content pedagogy, professional practice and practical problem solving perspectives appropriate to field and setting, 100% of respondents in Instruction and Curriculum and 92% of respondents in Special Education agreed or partially agreed. When describing their ability to assess, analyze, monitor, motivate and promote student progress, 95% of the respondents in Instruction and

Curriculum and 96% of the respondents in Special Education agreed or partially agreed. When asked to respond to statements describing their ability to implement effective strategies for teaching, 93% of the respondents in Instruction and Curriculum and 96% of the respondents in Special Education agreed or partially agreed.

The results of follow-up *surveys* also provide data on similar statements. Seventy-two percent of respondents in Early Childhood and 100% of respondents in Instruction and Curriculum agreed or partially agreed with the statement that they were taught how to apply knowledge and content pedagogy and/or professional practice appropriate to their field and setting. Eighty-eight percent of respondents in Early Childhood and 100% of respondents in Instruction and Curriculum agreed or partially agreed with the statement that they were taught how to implement effective strategies for teaching and supervising professional practice.

Follow-up surveys of employers also support the results of other data and indicate satisfaction with the candidates in the area of professional and pedagogical knowledge and skills.

Element 5. Professional Knowledge and Skills for Other School Personnel

Kean University prepares candidates for other school roles. Candidates in advanced programs for other school personnel must meet the same standards as other advanced programs. The unit outcomes/standards that address this element are under Element 4:

The following chart lists the assessment measures of professional knowledge and skills for other school personnel. Following the chart is a discussion of the data for those measures.

- | | |
|--------------------------------|--|
| • Course of Study | • COE Report Cards |
| • Comprehensive Examinations | • Follow-up Studies – Surveys of Graduates |
| • Field Experience Assessments | |

Professional knowledge and skills are developed through the sequence of courses for each program and are measured through multiple course-based assessments reflected by the grade point average. A 3.0 GPA is required for any degree or certification at Kean University. Assessment methods throughout the programs are diverse and include instructional plans, course level portfolios, and classroom demonstrations.

The data on comprehensive exams provide additional information on the success of candidates in the area of professional knowledge and skills and are used at the program level to support program modification when appropriate. They are also aggregated at the unit level and are maintained in the NCATE Exhibit Room.

In the *field experience* or practicum during 2003, in Educational Administration, Educational Media and Counselor Education 100% successfully completed the performance-based areas that pertain to the standards measuring professional knowledge and skills. In Speech Pathology, 65% scored at the two highest levels and 35% scored at the competent level.

Report card data also provide information for this element. In data collected over the past two years, the following tables summarize the percentage of respondents who agreed or partially agreed with the statements.

Table 1.5.1 Advanced Programs Report Card Data for Other School Personnel

	Counselor Education	Educational Administration	Educational Media	Reading	Speech Pathology
Knowledge and content pedagogy	100%	89%	100%	100%	100%
Ability to assess, analyze and monitor	100%	94%	100%	100%	100%
Effective strategies	100%	94%	100%	100%	100%
Research into practice	96%	92%	100%	92%	94%

Survey data provide similar results in the same areas.

Element 6. Dispositions for All Candidates

The dispositions candidates must possess are identified in the unit's conceptual framework and are delineated in the unit outcomes/standards. Preparing candidates with the commitments, skills and knowledge necessary to work with a diverse community is an important component of Kean's philosophy.

The unit outcomes/standards that address this element are:

Diversity/Individual Differences: The teacher appreciates individual differences, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence.

High Expectations: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

Community/Culture: The teacher is sensitive to community and cultural norms.

Positive Climate: The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

Positive Role Model: The teacher recognizes his/her responsibility to serve as a positive adult role model.

Lifelong Learner: The teacher is a lifelong learner who seeks out opportunities for continued growth.

The following chart lists the assessment measures of candidate dispositions. Following the chart is a discussion of the data for these measures.

- | | |
|--|--|
| • Initial Essay and Interview for Admission to Teacher Education | • COE Report Cards |
| • Pre-professional and Professional Field Experience Assessed by Supervisors | • Follow-up Studies – Surveys of Graduates |
| • Educational Portfolios | • Follow-up Studies – Surveys of Employers |
| • Reflective Journals | • Follow-up Studies – Focus Groups |

As one of the components for admission, candidates must pass the initial interview. During the interview process, the academic advisor asks questions related to the candidates dispositions. Each candidate must also submit an essay that explains why he/she wants to teach. Because candidates must pass both of these components, the pass rate for candidates enrolled in the program is 100%.

The field experiences assessments are excellent measures of the candidates' dispositions. They are measured in all three experiences. At the Introductory Field Experience level, candidates are assessed on their ability to analyze and reflect on his/her motivation for choosing teaching as a career, to identify and analyze the characteristics of a diverse/inclusive classroom and to assess the impact on the classroom of the school, community and larger society. The introductory field Instructors collected this information. However a new form to collect these data was recently developed because the data from the previous format did not provide the unit with appropriate or consistent data. The first set of data was collected in 2003.

Both the pre-professional and the professional field experiences assess dispositions. Through the field experience observations, supervisors provide support and guidance for candidates. If inappropriate dispositions or behaviors arise, supervisors meet with the candidates to address the situation, or in more serious cases, an improvement plan is provided for the candidate.

The following tables summarize the data regarding dispositions for candidates in the pre-professional and the professional field experiences.

**Table 1.6.1 Pre-professional Field Experience Assessment Supervisor Ratings
Percentage at Developing/Competent/Strong Competencies (\geq Level 3)**

Dispositions	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Respects diversity	98.1%	98.6%	99.6%	98.4%	99.4%
Projects professional presence	98.1%	98.5%	99.6%	98.8%	99.1%

**Table 1.6.2 Professional Internship Assessment Supervisor Ratings
Percentage at Developing/Competent/Strong Competencies (\geq Level 3)**

Dispositions	Fall 2000 (N: 222)	Spring 2001 (N: 253)	Fall 2001 (N: 256)	Spring 2002 (N: 228)	Fall 2002 (N: 218)	Spring 2003 (N: 291)
Respects diversity	100%	99.6%	100%	99.1%	99.5%	99.7%
Projects professional presence	100%	100%	100%	98.2%	100%	99.7%
Professional relationship with students, parents, staff	99.5%	99.2%	100%	98.2%	99.5%	100%

In the *portfolio* process, both the philosophy statement and artifacts must demonstrate the candidates' dispositions. In data collected in fall 2003, of the two hundred and two evaluations, 98% of the candidates scored at three or above in both the philosophy section and in the area of dispositions.

The *reflective journals* are an important component in the development of dispositions for candidates. Although the data is not collected, supervisors and faculty as a vehicle to help candidates reflect on their work use the journals. If adjustments are needed they work together to help the candidates make the necessary modifications.

The unit also aggregates data from *report cards* and *surveys* distributed to candidates in initial programs. The following table indicates the results of statements from candidates asking if they agree or partially agree with statements regarding dispositions.

Table 1.6.3 Initial Program Report Cards
Percentage of Seniors Responding Strongly/Partially Agree

	Spring '02		Fall '02		Spring '03		Fall '03	
	Partially	Strongly	Partially	Strongly	Partially	Strongly	Partially	Strongly
DISPOSITIONS								
Individual Differences	18%	73.7%	14%	84.4%	30.1%	58.1%	23.4%	72.9%
All Students Achieve	27%	66.7%	18.8%	81.3%	27.9%	64.9%	28.8%	68.4%
Work Within Community	41.4%	47.7%	26.6%	68.8%	30.1%	60.8%	40.5%	52.2%
Positive Climate	26.1%	71.2%	17.2%	81.3%	21.5%	77%	24.3%	72%
Positive Role Model	20.7%	76.6%	12.5%	87.5%	17.2%	79.72%	18.9%	80.1%
Lifelong Learner							18%	81%

The results of *surveys* distributed to recent graduates indicate the success of Kean candidates in the area of dispositions. In data aggregated for 2003, 100% responded that they were provided with knowledge and understanding of individual differences, 88% were able to demonstrate high expectations for students, 84% were encouraged to commit to collaboration and professional partnerships in schools and other learning communities, 93% created a positive climate, 100% were positive role models and 100% are life-long learners.

Employers consistently rate Kean candidates very high in the area of dispositions. At a recent *focus group* of employers, one principal stated that the Kean candidates were always respectful of diversity and sensitive to children's and community needs.

Advanced Programs for Continuing Teacher Preparation and Other School Personnel

The unit outcomes/standards that address this element are:

The candidate promotes an appreciation and understanding of diversity in schools and society.

The candidate commits to collaborative professional partnerships in schools and other learning communities.

The candidate creates a positive school climate.

The candidate recognizes the ethical implications surrounding contemporary problems and issues.

The candidate commits to ethical principles of research.

The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people.

The candidate models professional and leadership behaviors in all interactions with school and community.

The following chart lists the assessment measures dispositions for all candidates. Following the chart is a discussion of the data for these measures.

- | | |
|--------------------------------|--|
| • Course work | • Follow-up Studies – Surveys of Graduates |
| • Field Experience Assessments | • Follow-up Studies – Focus Groups |
| • COE Report Cards | |

The coursework for all advanced programs is closely aligned to the standards for dispositions. The assessment methods throughout the programs to measure dispositions are diverse and include classroom projects, course level portfolios, classroom demonstrations and oral presentations.

During the *field experiences*, candidates in the advanced programs consistently score high in the area of dispositions. Some examples of the results indicate that in areas that measure dispositions, 100% of the candidates in Educational Media score in the two highest categories, in Educational Administration between 96% and 98%, in Counselor Education 100%, and in Speech Pathology 100% score in the three highest categories with the third category as competent.

Report cards also measure candidates' dispositions. When asked to respond to statements regarding (1) professional, legal and ethical research issues, (2) profession's ethical and legal standards in practice and research, (3) appreciation of individual, cultural and linguistic differences and a respect for diversity, (4) the establishment of a positive climate and serve as a role model and (5) a commitment to personal and professional growth, between 97% and 100% of all respondents agreed or partially agreed with the statements.

Survey and *focus group* results strongly support the report card data in the area of dispositions.

Element 7. Student Learning for Teacher Candidates

As stated in our conceptual framework, Kean's commitment to preparing candidates to be effective teachers is the basis for all of our programs. Teacher candidates are expected to impact student learning in all of their work. Throughout the course of study and in the field experiences, candidates must be able to analyze and monitor student learning and adjust their teaching as appropriate. The unit outcomes/standards that address this element are:

Instructional Strategies: the teacher uses a variety of instructional strategies that encourage each student to develop critical-thinking and problem-solving skills.

Learning Environment: the teacher creates a learning environment that encourages active, engaged learning; positive interaction and self-motivation for all students.

Communication: the teacher effectively uses formal and informal assessment strategies to evaluate student progress.

The following chart lists the assessment measures of student learning for initial programs. Following the chart is a discussion of the data for these measures.

- | | |
|--|--|
| • Reflective Journals | • COE Report Cards |
| • Pre-professional and Professional Field Experience Assessments | • Follow-up Studies – Surveys of Graduates |
| • Educational Portfolio | |

During the candidates' educational program, both instructors and supervisors use the reflective journal to study the impact of the candidates on student learning. Expectations and actual teaching results are discussed and decisions are made to modify instruction as appropriate.

During the field experiences, candidates demonstrate their ability to teach, assess student learning

and modify teaching or reteach based on student progress. The following tables illustrate the data aggregated for the pre-professional and professional internships by supervisors for the past three years.

**Table 1.7.1 Pre-professional Field Experience Assessment Supervisor Ratings
Percentage at Developing/Competent/ Strong (> Level 3)**

	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Varies strategies for individual learners	98.1%	97.6%	96.5%	98.4%	96.5%
Creates a positive learning environment	99.2%	100%	98.3%	98%	99.4%

**Table 1.7.2 Professional Field Experience Assessment Supervisor Ratings
Percentage at Developing/Competent/Strong (>Level 3)**

	Fall 2000 (N:222)	Spring 2001 (N: 263)	Fall 2001 (N: 209)	Spring 2002 (N: 233)	Fall 2002 (N: 254)	Spring/SU 2003 (N: 313)
Varies strategies for individual learners	99.5%	99.6%	99.2%	99.6%	99.5%	99.7%
Creates a positive learning environment	100%	99.6%	99.6%	99.6%	99.5%	99.7%
Uses assessment to evaluate progress	100%	100%	100%	100%	100%	99.7%

In addition to the internship ratings, candidates complete *educational portfolios*. The artifacts included in the portfolios are case studies and/or lessons delivered that include assessment and examination of student work and reflection on the success of the candidates' teaching. For the data aggregated for fall 2003, of the 201 evaluations submitted for the professional internship, 97% achieved a three or above on a scale of one to five in the area of "impact on student learning" and in the area of reflection.

Data from the COE *Report Cards* for has been aggregated for the past two years. The success of candidates in the area of student learning is listed in the following table:

**Table 1.7.3 Initial Program Report Cards
Percentage of Seniors Responding Strongly Agree/Agree**

	Partially	Strongly	Partially	Strongly	Partially	Strongly	Partially	Strongly
Accommodate for learning deficiencies	36%	45.9%	32.8%	62.6%	39.8%	47.2%	38.7%	48.6%
Assessment	41.4%	43.2%	43.8%	45.3%	33.3%	44.6%	36%	45.9j%
Evaluation Strategies	51.4%	35.1%	42.2%	42.2%	49.5%	36.5%	46.8%	36.9%

The *surveys* of graduates of initial programs provide additional data in the area of student learning. For 2003, when asked to respond to statements reflecting the candidates' self-perception of success in areas pertaining to student learning, 96% believed they were successful in planning for student learning, 94% were able to implement appropriate strategies, and 98% could use assessment to evaluate student progress.

Advanced Programs for Continuing Teacher Preparation

Candidates in the continuing teacher preparation programs develop the ability to assess and analyze student learning, and positively affect the learning of all students.

The unit standards/outcomes that measure this element are:

The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress.

The candidate implements effective strategies for teaching/supervision/professional practice.

The following chart lists the assessment measures of candidate impact on student learning. Following the chart is a discussion of the data for these measures.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Field Experience or Internship Assessments • Thesis | <ul style="list-style-type: none"> • COE Report Cards • Follow-up Studies – Surveys of Graduates |
|--|--|

In the programs for the continuing preparation of teachers, student learning is addressed throughout the coursework and in internships or *field experiences*. For example, in Special Education, candidates must conduct observations and analyses of classes. An in-depth analysis of the observed teaching and learning is conducted with the university instructor. In the Learning Disabilities option in Special Education, candidates work directly with students in the Child Study Institute. Each candidate completes a comprehensive assessment of a student, prepares lessons, teaches, assesses learning and adjusts his/her teaching. In Instruction and Curriculum, candidates in the bilingual option observe a minimum of six classes and are engaged in direct analysis of the teaching and learning in the classes. The analysis is done in the form of a presentation to the class and candidates react to student learning and discuss ways to adjust teaching.

In each program, candidates complete *theses* that are related to student learning. The thesis data are reviewed at the program level and are used to support program modifications if necessary. These data are aggregated at the unit level and are maintained in the NCATE Exhibit Room.

In response to *report cards* distributed to candidates in continuing teacher preparation programs, when describing their ability to assess, analyze, monitor, motivate and promote student progress, 95% of the respondents in Instruction and Curriculum and 96% of the respondents in Special Education agreed or partially agreed. When asked to respond to statements describing their ability to implement effective strategies for teaching, 93% of the respondents in Instruction and Curriculum and 96% of the respondents in Special Education agreed or partially agreed.

In *surveys* of graduates collected in 2003, when asked to respond to statements reflecting the candidates' self-perception of success in their ability to assess, analyze, monitor and promote student/client progress, 83% of the respondents in Early Childhood agreed or partially agreed and 87% of the respondents in Instruction and Curriculum. In assessing their ability to implement effective strategies for teaching/supervising professional practice, 86% of respondents in Early Childhood agreed or partially agreed and 88% of the respondents in Curriculum and Instruction.

Element 8. Student Learning for Other School Personnel

Candidates for other professional school roles must meet the same standards as other advanced programs. They must be able to assess the school environment and use the data as it relates to their professional roles. These elements are addressed throughout the program course work and in field experiences.

The unit standards/outcomes that measure this element are:

The following chart lists the assessment measures of candidate impact on student learning. Following the chart is a discussion of the data for these measures.

• Course of Study	• COE Report Cards
• Internship or Field Experience Assessments	• Follow-up Studies – Surveys of Graduates
• Thesis	

In the programs for the preparation of other school personnel, student learning is addressed in the *course work* and the clinical experiences. Throughout the course of study, candidates develop case studies, do action research projects and oral presentations that allow them to critique and reflect on their work within the context of student learning.

In the *field experience* or practicum during 2003, in Counselor Education, 100% of the candidates scored in the two highest categories in the three statements measuring student knowledge. In Educational Administration, 94% scored in the two highest categories in their ability to assess, analyze, monitor and promote student/client progress. In their ability to analyze and evaluate their own professional skills, 93% of the candidates scored in the two highest levels. The Speech Pathology internship requires candidates to assess and evaluate students, interpret the data and develop appropriate sequential treatment plans. The results of the data indicate that 88% scored in the two highest categories and 12% scored in the competent category in their ability to select and administer appropriate evaluations. In their ability to interpret data and develop a sequential treatment plan, 65% scored in the two highest categories and 35% scored in the competent category. In Educational Media, 100% of the candidates scored in the highest category in the area-measuring student learning.

Report card data also provide information for this element. In data collected over the past two years, the following tables summarize the percentage of respondents who agreed or partially agreed with the statements.

Table 1.8.1 Advanced Programs Report Card Data for Other School Personnel

	Counselor Education	Educational Administration	Educational Media	Reading	Speech Pathology
Ability to assess, analyze, and monitor	100%	94%	100%	100%	100%
Implement effective strategies	100%	94%	100%	100%	100%

Survey data in this element support the results of the report cards.

Summary of Changes in Standard 1 Since 1999

- Implementation of a comprehensive assessment system.
- Implementation of a unit-wide educational portfolio process.
- Revision of internship rubrics for initial programs.
- Expansion of internships for advanced programs.
- Implementation of focus groups.
- Revision of initial outcomes/standards.
- Revision of advanced outcomes/standards.
- Revision of video analysis form.
- Initiation of retreats to share data.

Relevant Documents for Standard 1

- | | |
|---|-------------------------------------|
| • Initial Program Outcomes/Standards | • Survey Data |
| • Advanced Programs Outcomes/Standards | • Employer Survey Data |
| • Field Experience Data for Initial and Advanced Programs | • Focus Group Data |
| • Video Analysis Data | • GELAP Curriculum |
| • Portfolio Data | • Revised NJ Standards for Teachers |
| • Report Card Data | |

Standard 2: Assessment System and Unit Evaluation

The College of Education at Kean University believes in the purposeful, systemic and ongoing evaluation of programs, candidates, curriculum and instruction. The Unit Assessment System (UAS) is based on the shared values reflected in the Conceptual Framework and links the performance of its candidates to national, state and professional standards and student learning. The purpose of the UAS is to ensure that all candidates exit the program with the skills, knowledge and dispositions necessary to be “informed, dynamic professionals for diverse settings”.

Element 1. Assessment System

“Who dares to teach must never cease to learn.” This motto is consonant with our primary belief that “quality learning for all students depends on quality learning for all educators.” Based on this philosophy, the unit’s Conceptual Framework, the SPECTRUM, is the curriculum model which enhances general education, content and professional education, and emphasizes the application of knowledge, skills and dispositions to learning.

To assess student learning at the university level, Kean has adopted the nine principles for Good Practice for Assessing Student Learning which were adopted under the auspices of the American Association of Higher Education Assessment Forum as listed in the manual *Outcomes Assessment at Kean University, a Design for Excellence and Continuous Improvement*, January 2001. The principles are as follows:

1. **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement.
2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities, but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.
3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – those derived from the institution’s mission, from faculty intentions in program and course design, and from knowledge of students’ own goals.
4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students end up matters greatly. But to improve outcomes, we need to know about student experience along the way – about the curricula, teaching, and kind of student effort that lead to particular outcomes.
5. **Assessment works best when it is ongoing, not episodic.** Assessment is a process whose power is cumulative. Though isolated, “one-shot” assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time.
6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community.
7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions people really care about.
8. **Assessment is most likely to lead to improvement when it is a part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contributions come on campuses where the quality of learning is visibly valued and worked out.
9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the public that supports or depends on us to provide information about the ways students meet goals and expectations.

At the time of the last NCATE visit, the unit had a well-developed system of assessing and monitoring candidate performance. The system assessed each individual candidate at critical stages aligned to the conceptual framework of the SPECTRUM. Data from individual assessments were used for monitoring and improving individual candidate performance, however, data were not systematically aggregated, summarized or used directly for program improvement, nor did data examine the candidates' effectiveness in guaranteeing P-12 student learning.

In the fall of 2000, the unit began the development and implementation of a more comprehensive assessment system. The system was developed by Program Coordinators of both initial and advanced programs who met on a regular basis to examine data collection with two new goals in mind: 1) the use of data for program improvement, and 2) measurement of P-12 student learning. All programs examined and revised their program outcomes/standards and aligned them with the conceptual framework and with the College of Education outcomes/standards. All advanced programs reviewed and modified their transition points/benchmarks, determining appropriate assessments and rubrics for each transition. Several existing assessment instruments were examined and revised to collect data by program (e.g., Report Cards, Surveys of Graduates, and Field Experience Assessments). New instruments were created (e.g., Employer Surveys, Introductory Field Assessment).

In the summer of 2000, a Portfolio Committee was created that included members of the faculty, supervisory staff and PDS schools. The committee created initial guidelines for the mandatory educational portfolio, with several items directed specifically at collecting data about P-12 student learning. Over the next two years the committee grew in size and wisdom. In the process of implementing pilot projects and conducting multiple workshops for students, faculty, supervisors, and school personnel, changes were made and an increasingly sophisticated rubric for the evaluation of the portfolio emerged.

With the involvement of the professional community, through the participation of the Network of Partnership Schools and the Field Experience Advisory Committee, the assessment system that was developed uses multiple measures to assess, aggregate and analyze candidate performance. The assessment system is aligned with national, state and program standards and is linked to P-12 student learning.

In the Fall of 2002, the unit hired an assessment coordinator whose responsibility is to coordinate all assessment activities in cooperation with the NCATE coordinator.

The Unit Assessment System (UAS) is based on the belief that assessment is both developmental and continuous. Candidates must have the opportunity to connect their own practice to the learning of P-12 students. These learning opportunities must be at the core of our teacher education program and assessment is integral in the process. As candidates progress through the teacher education program, they engage in multiple assessments that allow both faculty and candidates to reflect on their teaching and learning and to use this information for continuous improvement of both candidate performance and program implementation. Data from the initial and advanced programs are regularly and systematically compiled, analyzed and reported for the purpose of improving candidate performance, program quality and unit operations.

Consistent with the Unit Accreditation Board for transitioning to the NCATE 2000 standards and expectations for institutions with visits in the Spring of 2004, the Unit has completed the

development of the components of its system and has been implementing them for two years or more. During this period, recommendations have been made to revise instruments and modify components based on the results of implementation. As the Unit continues to examine data for evidence of candidate growth and program improvement, it also looks at the effectiveness of the assessment tools and makes revisions as necessary.

The Unit Assessment System (UAS) is designed to determine eligibility for admissions into professional education and to continuously monitor the professional growth of candidates toward proficiency at both the initial and advanced levels. The UAS is structured to provide assessments at critical stages (levels) as well as to guarantee common assessments across programs. The following matrices identify the assessment points at critical stages, the benchmarks, the assessment tools, and the people responsible for each assessment and explain the assessment process and how the documentation is used for program improvement.

Table 2.2.1 Kean University Unit Assessment System Initial Programs

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
Exploratory Stage					
Admission to Teacher Education	Content Knowledge	2.75 GPA	Transcripts (I)	Dean's Office Academic Advisor	<ul style="list-style-type: none"> Applicants are admitted to the program if they meet all of the criteria for admission. Each applicant works with an advisor so their academic progression is monitored, and the courses are aligned with the specific program of study and also to ensure compliance with the benchmarks. If external criteria are not met, applicants may continue to work with advisors to determine plans to meet criteria. Applicants must successfully complete the Introductory Field Experience course and Performance-Based assessment. In this course, the foundation for the portfolio is developed and artifacts are submitted for review.
	Content Knowledge	Grades of C or better in: -English Comp -Speech -History -Health -Biology -Mathematics	Transcripts (I)	Dean's Office Academic Advisor	
	Content Knowledge	Passing score on the Academic Profile Test	Academic Profile Test (E)	Dean's Office	
	Pedagogical Knowledge and Skills	Achievement of adequate score on the Speech/Hearing Test	Speech/Hearing Test (I)	Department of Communication Disorders and Deafness	
	Dispositions	Demonstration of teaching readiness	Interview/ Essay (I)	Academic Advisor	
	Content Knowledge	Completion of first stage of portfolio	Artifacts of Student Work (I)	Dean's Office Instructors	
	Pedagogical Knowledge and Skills	Satisfactory performance in Exploratory Field Experience	Introductory Field Experience Evaluation Rubric (I)	Instructors Teaching Performance Center	
	Dispositions	Recommendation from	Admission to Teacher	Instructors	

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
	<p>Dispositions</p> <p>Content Knowledge</p> <p>Pedagogical Knowledge and Skills</p> <p>Dispositions</p>	<p>instructor of Exploratory Field Experience</p> <p>Demonstration of Teaching Readiness</p> <p>Successful completion of assignments in identified key courses</p> <p>Successful completion of assignments in identified key courses</p> <p>Successful completion of assignments in identified key courses</p>	<p>Education Recommendation Form (1)</p> <p>Letters of Recommendation (1)</p> <p>Course specific rubrics</p> <p>Course specific rubrics</p> <p>Course specific rubrics</p>	<p>Teaching Performance Center</p> <p>Academic Advisor</p> <p>Instructors Program Coordinators Assessment Coordinator</p> <p>Instructors Program Coordinators Assessment Coordinator</p> <p>Instructors Program Coordinators Assessment Coordinator</p>	<ul style="list-style-type: none"> Common assignments and scoring rubrics are used in all sections of the identified key courses. Data are aggregated within each program and used for program improvement.
<p>Pre-Professional Stage</p> <p>Admission to Pre-Professional Field Experiences</p>	<p>Content Knowledge</p> <p>Content Knowledge</p> <p>Content Knowledge</p>	<p>2.75 GPA</p> <p>60+ credits General Education</p> <p>Prerequisite coursework with C or better:</p>	<p>Transcripts (I)</p> <p>Transcripts (I)</p> <p>Transcripts (1)</p> <p>Application to Pre-Professional</p>	<p>Dean’s Office Academic Advisor Teaching Performance Center</p> <p>Academic Advisor Teaching Performance Center</p> <p>Academic Advisor Teaching Performance Center</p> <p>Academic Advisor</p>	<ul style="list-style-type: none"> Candidates are allowed to continue in the teacher preparation program if they have the required GPA and have successfully completed coursework and the Introductory Field Experience. Transcripts are reviewed by the academic advisor. Rubrics are used to assess candidate

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
			Experience (I)	Teaching Performance Center	<p>performance at key points in identified courses. The same assignment and scoring rubric are used in all sections of the course and the data are used for program improvement.</p> <ul style="list-style-type: none"> The portfolio process is continued from the Introductory Level. Faculty and supervisors work with candidates to develop the portfolio. Artifacts are submitted for review by the university supervisor and EDUC 3000 or appropriate methods course faculty. All areas of the portfolio are developed. Data from the portfolios are aggregated and distributed to supervisors and faculty. If there are patterns of weaknesses, programs are modified as needed.
	Pedagogical Knowledge and Skills	Satisfactory completion of Introductory Field Experience	Introductory Field Experience evaluation rubric (1)	Instructor Academic Advisor	
	Dispositions	Completion of satisfactory essay "Why I Want to Teach"	Essay evaluation (1)	Instructor Academic Advisor	
	Content Knowledge	Satisfactory performance in content coursework	Course specific rubrics (1) Transcripts (1)	Instructor Program Coordinator Assessment Coordinator	
	Pedagogical Knowledge and Skills	Successful completion of EDUC 3000 or equivalent methods course	Course specific rubrics (1) Transcripts (1)	Instructors Academic Advisor Program Coordinator	
	Content Knowledge	Successful completion of second stage of the portfolio	Portfolio evaluation rubric (1)	Instructor Supervisor Teaching Performance Center Assessment Coordinator	
	Pedagogical Knowledge and Skills	Successful completion of second stage of the portfolio	Portfolio evaluation rubric (1)	Instructor Supervisor Teaching Performance Center Assessment Coordinator	
	Dispositions		Reflective Journal (1)	Instructor Supervisor	<ul style="list-style-type: none"> Reflective journals are not submitted to program

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
		Demonstration of teaching readiness			but are used by individual instructors and supervisors as a means of evaluating progress and identifying the teaching readiness of the candidates.
<p>Professional Stage</p> <p>Admission to Professional Field Experiences</p>	<p>Content Knowledge</p> <p>Content Knowledge</p> <p>Content Knowledge</p> <p>Content Knowledge</p> <p>Pedagogical Knowledge and Skills</p> <p>Dispositions</p>	<p>2.75 GPA</p> <p>95 completed credits</p> <p>Completion of major in Liberal Arts or Sciences</p> <p>Successful completion of pre-professional field experience</p> <p>Successful completion of pre-professional field experience Recommendation by clinical faculty</p> <p>Readiness for teaching</p>	<p>Transcripts (I)</p> <p>Transcripts (I)</p> <p>Transcripts (I)</p> <p>Pre-professional field experience evaluation rubric</p> <p>Pre-professional field experience evaluation rubric</p> <p>Reflective Journal</p>	<p>Dean’s Office Academic Advisor Teaching Performance Center</p> <p>Dean’s Office Academic Advisor Teaching Performance Center</p> <p>Dean’s Office Academic Advisor Teaching Performance Center</p> <p>Instructor Supervisor Teaching Performance Center</p> <p>Instructor Supervisor Teaching Performance Center</p> <p>Instructor Supervisor</p>	<ul style="list-style-type: none"> Candidates are allowed to continue in the teacher preparation program if they have the required GPA, have successfully completed the coursework and the Pre-professional Field Experience. Transcripts are reviewed by the academic advisor and the Teaching Performance Center. Field experience data are aggregated and analyzed by program and by unit. The data are shared with program coordinators and are distributed at the College of Education meetings and at the Administrative Council. The data are used to modify or improve programs based on need. Reflective journals are

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
	Content Knowledge	Satisfactory performance in content coursework	Course specific rubrics	Instructor Program Coordinator Assessment Coordinator	<p>not submitted to programs but are used by individual faculty members as a means of evaluating progress.</p> <ul style="list-style-type: none"> Rubrics are used to assess candidate performance at key points. The same assignment and rubric are used in all sections of the identified courses. At the end of the semester scoring rubrics are submitted to the assessment coordinator, aggregated, and analyzed. Candidates must achieve a satisfactory score on the portfolio rubric. Data are analyzed and aggregated and distributed to the faculty in each program.
Program Completion	Content Knowledge	GPA 2.75 or higher	Transcripts (I)	Dean's Office Academic Advisor Teaching Performance Center	<ul style="list-style-type: none"> Candidates are recommended for program completion if they have the required GPA and have met all of the requirements.
	Content Knowledge	Completion of coursework in Professional Education and Liberal Arts or Sciences major	Transcripts (I)	Dean's Office Academic Advisor Teaching Performance Center	

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
	Dispositions	Demonstration of Teaching Readiness	Recommendation from Education Advisor and Liberal Arts or Sciences Advisor (I)	Academic Advisor	<ul style="list-style-type: none"> Professional Field Experience Data are aggregated and analyzed. Remedial plans are instituted where necessary. Reflective journals are not submitted to programs but are used by individual faculty as a means of evaluating student progress. The portfolio process is continued during the profession; stage. The Capstone instructor and the university supervisor score the portfolio
	Content Knowledge	Successful completion of Professional Field Experience	Professional field experience evaluation forms (I/E) and observation/evaluation forms (I) from Clinical Supervisor (I) and Cooperating Teacher (E)	Dean's Office Teaching Performance Center	
	Pedagogical Knowledge and Skills	Successful completion of Professional Field Experience	Professional field experience evaluation forms (I/E) and observation/evaluation forms (I) from Clinical Supervisor (I) and Cooperating Teacher (E)	Dean's Office Teaching Performance Center	
	Dispositions	Successful completion of Professional Field Experience	Professional field experience evaluation forms (I/E) and observation/evaluation forms (I) from Clinical Supervisor (I) and Cooperating Teacher (E)	Dean's Office Teaching Performance Center	
	Dispositions	Demonstration of teaching readiness	Reflective journal (I)	Instructor Supervisor	
	Content Knowledge	Successful completion of portfolio	Portfolio evaluation rubrics (1)	Instructor Supervisor Teaching Performance Center Assessment Coordinator	
	Pedagogical Knowledge and Skills	Successful completion of portfolio	Portfolio evaluation rubrics (1)	Instructor Supervisor Teaching Performance Center Assessment Coordinator	

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
	Pedagogical Knowledge and Skills	Videotape and self-analysis	Video analysis form (I)	Supervisor Teaching Performance Center Dean's Office Assessment Coordinators	<ul style="list-style-type: none"> Candidates and supervisors analyze videos. They are the basis for identifying areas of strengths and weaknesses in teaching.
Licensure	Content Knowledge	Passing scores on Praxis	Score of 439 or higher on appropriate Praxis Exam (E)		<ul style="list-style-type: none"> Praxis data are collected, aggregated, and analyzed after each test. The data are sent to the assessment coordinator and shared with program coordinators

Table 2.2.2 Kean University Unit Assessment System Advanced Programs

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
Admissions	Content Knowledge	Prior Degree	Transcripts (E)	Graduate Office	<ul style="list-style-type: none"> Upon application, the candidate's eligibility is reviewed by the Graduate Office. If the candidate meets all the criteria he/she is admitted. If the candidate meets most of the criteria but demonstrates a weakness in one area, the Program Coordinator and the Dean interview the candidate and may decide on a conditional admittance.
	Content Knowledge	GPA 2.75	Transcripts (E)	Graduate Office Department Chairpersons	
	Content Knowledge	GRE/MAT form score	Scores (E)	Graduate Office Department Chairpersons Program Coordinators	
	Dispositions	Demonstration of teaching ability Letters of recommendation	Letters of Recommendation (I)	Program Coordinators	
	Dispositions	Successful completion of interview	Interview (I)	Program Coordinators	
Prior to Internship/ practicum	Content Knowledge	GPA 3.0 or better	Transcripts (I)	Graduate Office	<ul style="list-style-type: none"> The Graduate Office reviews GPA and transcripts to ensure eligibility. Candidates and department are notified of academic probation or dismissal. Rubrics are used to score projects in identified courses. The data are collected to use for program improvement
	Content Knowledge	Successful completion of assignments in identified courses	Course specific rubrics (I)	Instructors Program Coordinators Assessment Coordinator	
	Pedagogical Knowledge and Skills	Rubrics		Instructors Program Coordinators Assessment Coordinator	

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
Prior to Comprehensive	<p>Content Knowledge</p> <p>Content Knowledge</p> <p>Pedagogical Knowledge and Skills</p> <p>Dispositions</p>	<p>Satisfactory completion of required courses</p> <p>Successful completion of assignments in identified courses</p> <p>Satisfactory completion of internship/practicum</p> <p>Satisfactory completion of internship/practicum</p>	<p>Transcripts (I)</p> <p>Course specific rubrics (I)</p> <p>Internship/practicum evaluation forms (I)</p> <p>Internship/practicum evaluation forms (I)</p>	<p>Graduate Office Program Coordinators</p> <p>Instructors Program Coordinators Assessment Coordinator</p> <p>Instructors Program Coordinators Assessment Coordinator</p> <p>Instructors Program Coordinators Assessment Coordinator</p>	<ul style="list-style-type: none"> Graduate Office continues to review GPA and transcripts for eligibility. Internships are completed and assessed. Sessions are held to counsel students on comprehensive exams. Program Coordinators aggregate data from internship and review data with faculty. Based on the results, program modifications may be implemented.
Program Completion	<p>Content Knowledge</p> <p>Content Knowledge</p> <p>Pedagogical Knowledge and Skills</p> <p>Pedagogical Knowledge and Skills</p>	<p>Satisfactory completion of comprehensive exam</p> <p>Satisfactory completion of coursework</p> <p>Satisfactory completion of practicum/internship</p> <p>Satisfactory completion of thesis</p>	<p>Comprehensive Exam (I)</p> <p>Transcripts (I)</p> <p>Internship/ Practicum evaluation form (I)</p> <p>Thesis Grades (I)</p>	<p>Program Coordinators Assessment Coordinator</p> <p>Graduate Office Program Coordinators</p> <p>Instructor Program Coordinator</p> <p>Graduate Office Program Coordinators</p>	<ul style="list-style-type: none"> The Graduate Office continues to review eligibility. A two semester research course supports candidates as they complete their theses. Designated readers score comprehensive exams and scores are submitted to the Graduate Office.

Table 2.2.3 Kean University Unit Assessment System Post Graduation

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
<p>Post Graduation</p>	Content Knowledge	Satisfactory ratings	Surveys (E)	Dean's Office Program Coordinators Assessment Coordinator	<ul style="list-style-type: none"> Follow-up surveys and report cards are distributed to all graduates of initial and advanced programs. The data collected provides information on the candidates' perceptions of the extent to which the program has provided them with the knowledge, skills and dispositions necessary to be effective teachers. The data is aggregated by Unit and by Program. Aggregated data is distributed at the COE meetings, at the Partnership of Network Schools and at the Administrative Council meetings.
	Content Knowledge	Satisfactory ratings	Report Cards (E)	Dean's Office Program Coordinators Assessment Coordinator	
	Content Knowledge	Satisfactory ratings	Focus Groups (I)	Dean's Office Program Coordinators Assessment Coordinator	
	Content Knowledge	Satisfactory ratings	Employer Surveys (E)	Dean's Office Program Coordinators Assessment Coordinator	
	Pedagogical Knowledge and Skills	Satisfactory ratings	Surveys (E)	Dean's Office Program Coordinators Assessment Coordinator	
		Satisfactory ratings	Report Cards (E)	Dean's Office Program Coordinators Assessment Coordinator	
	Satisfactory ratings	Focus Groups (I)	Dean's Office Program Coordinators Assessment Coordinator		
<p>KU Unit Assessment System Post Graduation</p>					

Assessment Points at Critical Stages	Standards/ Outcomes	Benchmarks	Assessment Tools Internal (I) and External (E) Measure	Aggregated Data Responsibility	Processes
	Dispositions	Satisfactory ratings	Employer Surveys (E)	Dean's Office Program Coordinators Assessment Coordinator	<ul style="list-style-type: none"> Employer surveys are distributed to principals of schools hiring graduates. The data collected provides information regarding the candidates' ability and identifies areas of potential weakness. The data are analyzed at the Unit level and the program level and are used to make modifications as needed. Professional development is developed based on the data.
		Satisfactory ratings	Surveys (E)	Dean's Office Program Coordinators Assessment Coordinator	
		Satisfactory ratings	Report Cards (E)	Dean's Office Program Coordinators Assessment Coordinator	
		Satisfactory ratings	Focus Groups (I)	Dean's Office Program Coordinators Assessment Coordinator	
		Satisfactory ratings	Employer Surveys (E)	Dean's Office Program Coordinators Assessment Coordinator	

The Dean of the College of Education oversees all of the activities related to the collection, aggregation, and dissemination of data. All field experience data are collected, stored and analyzed by the Teaching Performance Center. Courses and other data such as admissions, GPA, Praxis, demographics and comprehensive examination scores are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. Program Coordinators are responsible for sharing program data and for program changes based on the data.

The Assessment System has a common framework that is shared by all programs both initial and advanced. The following are common elements:

1. Candidates' knowledge, skills and dispositions are assessed continuously based on unit standards/outcomes and state standards.
2. Multiple assessments are used to evaluate candidate performance in a variety of ways.
3. Rubrics are used to determine levels of performance.
4. Candidate performance is assessed at critical points.
5. Data are used to make decisions about admission, retention and program completion.
6. External assessments such as the Praxis, Academic Profile Test and Graduate Record Exam are used.
7. Internal assessments such as portfolios, videos, clinical field experiences are utilized.

At the **initial level**, continuous assessment data are collected at the five stages dedicated in the matrix: Exploratory, Pre-professional, Professional, Post graduate and Licensure for the initial programs. Multiple assessments are used at each stage:

Exploratory/Admissions

Academic Profile Test (APT)

Academic progress based on the GPA

Interview/Essay

Recommendation from instructor of Introductory Field Experience

Introductory Field Experience

Portfolio (initial artifacts)

Course Specific Assignments

Pre-professional Stage

Successful completion of a minimum of 60 hours

Successful completion of General Education courses

G.P.A. of 2.75 or higher

Successful completion of prerequisite coursework

Satisfactory completion of Introductory Field Experience

Essay

Portfolio

Course Specific Assignments and Rubrics

Professional

- G.P.A of 2.75 or higher
- Successful completion of 95 credits
- Successful completion of second major
- Successful completion of Pre-professional Field Experience
- Recommendation by clinical faculty
- Satisfactory performance in professional methods and content coursework
- Successful completion of portfolio
- Reflective Journal

Program Completion

- G.P.A. of 2.75 or higher
- Successful completion of second major
- Successful completion of Professional Field Experience
- Portfolio
- Videotape and self-analysis
- Reflective journal

Licensure

- Successful completion of course of study
- Passing score on Praxis II Exam

New Jersey does not require candidates to take or pass the Praxis I test. The unit uses the Academic Profile Test (APT) for admissions. The **APT data** are used to focus on the strengths and weaknesses of entering candidates. Based on this information, candidates are provided direction as well as additional support as needed. The continuous assessment of candidates includes traditional forms of testing as well as performance tasks that are simulated through course work. Programs have developed common rubrics for assignments in key courses and are using these rubrics to more closely monitor candidate performance at the program level.

Clinical experiences are major components of the assessment system. The rubrics for all clinical experiences are designed to measure knowledge, skills and dispositions consistent with the unit's conceptual framework. Although the assessments employ the same evaluation criteria, they are developed to measure growth and more complex performance as the candidates progress. Candidates are expected to build on their knowledge and demonstrate their knowledge, skills and dispositions at increasingly higher levels of performance. During the course of the program, using data from the clinical experiences, candidate and program coordinators are notified of areas of improvement and candidates are given special assistance if needed. If a candidate is unable to demonstrate satisfactory competence at any point in the internship, a Special Case in Field Experience Report is filed and the candidate receives intervention or remediation. This intervention may occur by placing the candidate in an intensely supervised setting to repeat the internship. Academic progress and successful completion of coursework are monitored at each stage.

A **portfolio process** consistent with the conceptual framework of the unit and program standards has been instituted and has been revised based on recommendations from faculty and students. As candidates progress through the teacher education program, they now develop an educational portfolio providing a portrait of the candidate as a beginning teacher. Although many programs in the Kean University College of Education have historically employed portfolios as successful measures of candidate growth, the portfolio became a universal requirement mandated in the unit the fall 2003 semester. The revised rubric for Kean's educational portfolio was developed by a

committee comprised of faculty and supervisors. It provides a vehicle for candidates to demonstrate their ability to apply what has been learned in the teacher education program to real classroom settings. An important component of the rubric includes the impact on student learning by the candidates. Thus, the portfolio, which may be electronic or bound, provides meaningful information about candidates' accomplishments relative to the conceptual framework and the mandate to become informed dynamic professionals.

The portfolio assessment is a continuous process which is evaluated three times. The evaluation process begins in the Introductory Field Experience course. In the Pre-professional and culminates in the Professional Stage. Since the UAS is built on the assumption that assessment should be developmental and continuous, the candidates demonstrate greater knowledge, skills and dispositions as they progress. These assessments allow the candidate to see growth and to receive focused feedback while the faculty uses the information to modify courses to better develop knowledge, skills, and dispositions.

New Jersey does not require a test of professional/pedagogical knowledge, however, the successful passing of the **Praxis II exam** is required for licensure. The unit analyzes the data from the Praxis exam and uses these data to direct program changes as needed. The data are also aggregated and compared over multiple years to identify patterns that impact on programs.

At the **advanced level**, all programs include the same major assessments at critical points, admissions, prior to internship/practicum, prior to comprehensives exam, and at program completion. Multiple assessments measuring knowledge, skills and dispositions are used at each stage.

Admissions

- Prior degree
- G.P.A. 2.75 or better
- GRE/MAT score
- Letters of recommendation

Prior to Internship/practicum

- G.P.A 3.0 or better
- Completion of required coursework

Prior to Comprehensive

- Completion of required coursework
- Completion of internship/practicum

Program Completion

- Successful passing of comprehensive exam
- Satisfactory completion of thesis
- Completion of coursework

At both the initial and advanced levels, additional evaluation measures are used to provide follow-up information on graduates:

Annual Survey of Graduates

- Report cards distributed to annually in culminating experiences.

- Employer surveys

- Focus Groups

The data from these instruments are used to provide program information and also aggregated to provide unit information. Focus groups have been implemented to augment the results of the surveys.

The unit has looked closely at the data and the instruments used to collect data in order to establish fairness, accuracy and consistency of its assessments. Both internal and external assessments have produced similar results. For example, the APT results indicate that candidates score lowest in the area of critical thinking and those data are consistent with internal assessments that demonstrate lower performance in that same area. Also, comparisons of evaluations from cooperating teachers and supervisor indicate a high correlation of the results. Studies were also completed correlating the APT and the General Knowledge section of the National Teachers' Exam to determine which skills needed to be included in the APT. The Teaching Performance Center has looked at both data and the assessment forms. Based on data and feedback from faculty, supervisors and candidates, the forms have been revised by the Field Experience Advisory Committee, which includes both university and public school members. For example, in 2002-03, the assessment form for the Introductory Field Experience was completely revised and aligned to the conceptual framework and the unit's outcomes/standards. This revision was based on the work of a committee who examined the form because the data being received were inadequate to measure student performance.

The portfolio rubric that was developed initially was also extensively revised based on the data retrieved from the first rubric. To ensure fairness in assessing the portfolio, the committee developed training sessions for faculty and supervisors. Sessions were held for faculty and supervisors to rate sample portfolios to ensure accuracy in the rating system. The candidates were also brought together to review the new version of the rubric and to ensure a clear understanding of the portfolio process. After the first full year of implementation, the rubric will be modified again. The unit is collaborating with the Psychology Department to develop a study to look at inter-rater reliability and the consistency of the reviews.

Element 2. Data Collection, Analysis and Evaluation

The Unit Assessment System incorporates the collection and analysis of data and the use of this information for candidate, program and unit evaluation for both initial and advanced programs. Data are collected from both internal and external sources and are used to assess candidates' skills, knowledge and dispositions consistent with the conceptual framework and unit outcomes/standards as well as state standards. Processes have been developed for collecting, analyzing and reporting data.

The Teaching Performance Center (TCP) database maintains clinical experience data as well as records of teaching videos. These data are collected by program, by supervisor and by cooperating teacher. They are then aggregated and analyzed each semester at both the program and unit level. Portfolio data are being tracked and will become part of the TCP database. The data are aggregated by program and shared with the Administrative Council and the program coordinators. Portfolio data are collected and analyzed through the Dean's office, as are all survey and report card data.

The University, through its GELAP Program, maintains data on students' performance and perceptions of specific courses in the General Education Program. The COE is beginning to plan the implementation of coordinated activities to maintain unit course data in the same electronic format

as GELAP in order to be able to compare results.

Assessment data are reported to faculty via the Dean's Administrative Council and unit retreats. The Council reviews the data and makes recommendations to the Dean. Data are shared with faculty at the unit's biannual meetings. Data are shared with candidates at all Field Experiences Orientation meetings, Freshmen and Transfer Orientation Days, colloquia and other candidate group meetings. Data are shared within the professional community at the Network of Partnership School meetings, Field Experience Advisory Meetings, Cooperating Teachers' Institutes, and supervisor meetings.

While the Dean's Office provides direction and support for the use of data, program coordinators and faculty also review data such as Praxis scores, Academic Profile Test information, portfolios, surveys and report cards, and field experience data at the program level.

In addition to collecting, aggregating and analyzing data on candidate performance, the College of Education has developed a five-year strategic plan with goals, objectives and activities to review unit level data. Every year the unit prioritizes its goals as well as evaluates progress toward these goals. To assess unit goals and operations, the COE collects, aggregates, summarizes and distributes the following data on a yearly basis:

- Candidate enrollment by program, initial and advanced.
- Candidate enrollments by gender, race and ethnicity (by programs, initial and advanced)
- Program completers by programs, race and ethnicity
- Number of candidates placed in field experiences
- Professional Development Schools maintained or created
- Number of candidates placed on professional development schools (PDSs)
- Faculty lines, full-time, part-time and adjunct
- Faculty diversity
- Number of partnerships maintained and formed
- External funds received placed in field experiences, pre-professional and professional by program and area of licensing.

The unit also collects and analyzes unit-wide and program-specific data that include APT, Praxis, surveys and report cards, portfolio results, and aggregated field experience data. As the unit examines the validity and utility of the data produced, modifications are made as needed.

The unit is also responsible for resolving candidate complaints and maintaining the documentation of their resolution. Appeals are resolved by a formal process and the results are maintained in the Dean's Office. Most of the concerns pertain to grade issues. The formal process includes appeal to the instructor, then the Department Appeals Committee and finally the Dean.

There is a formal process for program dismissal. The process requires that a student who has been dismissed appeals to the undergraduate or graduate appeals committee that makes a recommendation to the Dean. A third area of concern is denial of program admission. These appeals are directed to the Dean. The fourth area pertains to concerns with the clinical experience.

These concerns are referred to the Teaching Performance Center. If they are not resolved at this level, they are referred to the Dean.

The university maintains student data on the Cougar System which is available to both students and faculty. The TPC database provides candidate data and all field experience evaluation results. This database allows for the summarizing and reporting of data aggregated by program and at the unit level. Reports are also issued to program coordinators identifying candidates scoring below the satisfactory level.

The unit works closely with the GELAP program to ensure compatibility in scoring rubrics at the program level. To further expand its reporting capability, the unit has recently purchased and is piloting the TEAS database developed by Dr. David Smith.

Element 3. Use of Data for Program Improvement

Through regular summary reports of assessment data, the unit and the programs within the unit reflect on candidate and faculty performance to identify strengths and weaknesses and to initiate change as needed.

Through the Portfolio Assessment, candidates must identify artifacts that demonstrate implementation of COE standards/outcomes and must reflect on their effect on student learning. Another venue to help candidates reflect on their practices and their effect on student learning is through the clinical experiences in both initial and advanced programs. Candidates confer with university or school-based supervisors to identify areas needing improvement and then work on these areas. Data from clinical experiences are also used to inform faculty of the efficiency of courses as they relate to the candidates' knowledge, skills and dispositions.

Surveys from graduates of both initial and advanced programs, report cards (surveys) of undergraduates and employer surveys are regularly reviewed to evaluate the success of programs in meeting institutional, state and national standards.

The APT data are analyzed, compared and used to focus on candidates' areas of need. Praxis II scores are regularly analyzed and the data are used to modify or strengthen programs and faculty development.

Continuous assessment is explicitly tied to ongoing revision and improvement of curriculum, instruction, and assessments. Results are also used for candidate and faculty development. The following are some examples of how data are used to improve programs:

Modification to Introductory Field Experience

As a result of data gathered from follow-up surveys and assessment meetings with faculty, it was decided that the Introductory (sophomore) Field Experience needed to be more closely aligned with the knowledge, skills and dispositions. A committee of faculty and staff redesigned a new Field Experience Performance Competency Assessment Form and identified a uniform structure for the field experience that includes specific areas relating to the knowledge, skills and dispositions that a candidate should possess at this level. Sessions were provided to both faculty and candidates to ensure equitable and appropriate implementation.

Revision of Portfolio Assessment Process

Although a portfolio assessment had been instituted, the lack of uniform data indicated a need to revisit and strengthen the process. A subcommittee of the Portfolio Committee was convened and reviewed the requirements and the concerns from both faculty and candidates. As a result, the process has been modified so it is a continuous assessment that builds over the three years. The scoring rubrics were redesigned to more clearly align with institutional and state outcomes and place an emphasis on the reflective aspect of the candidates' work. Sessions were provided to both faculty and candidates to ensure fair and accurate implementation. Training was provided to faculty on the scoring rubric and a study will be instituted to ensure inter-rater reliability.

Modification of Teacher Education Professional Core

From data gathered from surveys and from the clinical experiences, it became evident that candidates needed more specific coursework in technology and special education inclusion techniques. ID 2950, The Child and Technology, became a requirement in the Teacher Education Core, and a continuing series of technology sessions for faculty was implemented.

In Special Education, modules were developed and incorporated into existing course work. Faculty was trained in the use of these modules. In addition, the course ID 2955, Special Education, is now mandated.

Faculty Professional Development

Data from the APT results and clinical experiences indicated a weakness in the area of critical thinking for our candidates. A series of faculty development sessions was instituted so faculty could expand their knowledge and understanding of how to integrate critical thinking skills into their courses. A culminating activity was a conference held on Critical Thinking for cooperating teachers and supervisors.

Praxis II Data

Although unit candidates score in the ninety-seventh percentile on the Praxis Exam, a review of the data revealed lower success rates in science, especially biology. A cooperative effort between the COE and the College of Natural Applied and Health Sciences has resulted in the identification of specific content standards that need to be addressed, and these standards are being included in the course of study for biology majors. In social studies, several strategies have been identified. Faculty from both education and history are working to modify curriculum as well as to provide review sessions for candidates.

Also, as the unit reviewed areas where students have the most difficulty, it was decided that a series of review courses would be offered. Numerous courses are available each semester and advisors direct candidates to these courses before taking the Praxis and after reviewing the scores of candidates who do not successfully complete the exam the first time.

Summary of Changes in Standard 2 Since 1999

- Development of a Comprehensive Assessment Plan
- Aggregation and analysis of candidate performance data
- Alignment and revision of Teaching Performance Evaluation Instruments
- Revision and Implementation of Portfolio Process
- Sharing data at unit meetings, Network of Partnership Schools, etc.
- Implementation of Program Changes based on data

Relevant Documents for Standard 2

- | | |
|--|--|
| • Outcomes Assessment at Kean University, A Design for Excellence and Continuous Improvement | • Guide for Compiling an Educational Portfolio |
| • Spectrum Model | • Video Analysis Form |
| • Assessment System Document | • Report Card and Survey Instruments |
| • Professional Admissions Packet | • Employer Survey |
| • Field Experience Evaluation Instruments Initial/Advanced | • Focus Group Format |
| • Special Case Analysis Form | • Examples of Candidate Complaints and Resolutions |

Standard 3: Field Experiences and Clinical Practice

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

Field experiences and clinical practice are an integral and most important component of all programs offered by the professional unit. Kean's conceptual framework and institutional standards are fully integrated into the clinical component. The unit views the field experiences and clinical practice as the most meaningful way for candidates to demonstrate professional dispositions, apply content and pedagogical knowledge and practice professional skills to enhance student learning. All candidates are assessed in multiple experiences and are expected to demonstrate knowledge, skills and dispositions necessary to help students learn in diverse settings.

Element 1. Collaboration between Unit and School Partners

The College of Education has a long and proud history of partnerships with the community and K-12 schools. The unit strives to strengthen its efforts to develop collaborative relationships with its school partners and the professional community. During the 1993 visit, the BOE team cited this major strength in the College of Education: The unit's sustained commitment to service and partnerships in the service area advances the profession, promoting creative and collaborative responses to needs facing local education agencies and promoting ongoing interaction between sound theory and practice. This commitment is represented through the extensive number of innovative and recognized initiatives which have documented impact. (BOE Report, 1993, p.22) Ten years later, collaboration continues to be a hallmark of the unit. Interactivity has been a major theme as our institution has moved to university status. New partnerships with schools have been

developed since the 1999 NCATE visit and a much larger number of faculty members are involved with others within the university, in the schools, and throughout the larger community. Collaboration between the unit and its school partners is most evident in the design, implementation, and evaluation of field experiences and clinical practice. This collaboration is accomplished through formal structures such as the Field Experience Advisory Committee, the Network of Partnership Schools, the Title II Advisory Committee, the Cooperating Teacher Institute, as well as through daily interaction with our school partners.

- The **Teaching Performance Center (TPC) Field Experiences Advisory Committee**, which includes public school teachers and administrators, students, adjunct clinical supervisors, and departmental representatives, is charged with advising unit staff on field experiences and assessment. This committee has designed or revised all field experiences as well as the assessment system for the clinical component. Committee recommendations go to the COE Administrative Council for approval.
- The **Network of Partnership Schools** is an advisory committee in the COE, which includes unit faculty and staff and school personnel. It meets three or four times a year and makes recommendations regarding curriculum, field experiences, and professional staff development needs. The Network reviews assessment data and gives recommendations.
- The **Cooperating Teacher Institute**, offered twice a year, focuses on the daily work and practical needs of a cooperating teacher eager to provide excellent classroom experiences for an emerging professional. The topics discussed include the role and responsibilities of the field experience triad, assessing the teacher candidate, conferring with the field experience candidate and self-assessing the role of the cooperating teacher.
- The **Title II Advisory Committee** is composed of representatives from the university and school partners as well as policy makers and representatives of other organizations. The charge of this group is to improve teacher preparation across the state as well as in the three higher education institutions that form the Title II Partnership.

Element 2. Design, Implementation and Evaluation of Field Experiences and Clinical Practice

At the initial level, the basic structure of the field experience component has not changed since the last NCATE visit. We have, however, in collaboration with our school partners, redesigned all of our assessment forms, our portfolio, and video analysis forms to reflect our conceptual framework and institutional standards. Since the last NCATE visit, we have strengthened our clinical component by institutionalizing the Special Case Report, implementing a system for structured assistance for candidates at risk of not meeting all competencies/standards, and creating 15 Professional Development Schools. We have also aggregated, summarized, analyzed, and disseminated data from all field experiences.

The unit ensures that candidates have opportunities to work with diverse student populations as well as with children with exceptionalities. In all preservice teacher education programs (early childhood, elementary, secondary, physical education, music education, art education, and special education), there are three or four levels of field experiences which are sequential and build upon one another. Placements for all levels as well as supervision of candidates are arranged and monitored by the Teaching Performance Center in collaboration with our partner schools.

Exploratory/Introductory Level

The first preprofessional experience at the sophomore level is integrated with an introduction to education course and consists of a minimum of six full days in classrooms, half in a multicultural diverse urban setting and half in a suburban setting. Requirements for admission to this field experience include: 2.75 G.P.A., English Composition with “C” or better, Speech with “C” or better and a negative Mantoux test. The objectives of this experience are to observe and analyze actual classroom instruction, to assess personal aptitude and dispositions for teaching, to gain an overview for the profession and to insure that every candidate has at least one experience in an urban setting with diverse K-12 students. At this stage, candidates, who are intended education majors, keep a reflective journal and begin to develop an educational portfolio. The course instructor and cooperating teacher provide feedback to the candidate. Successful completion of this first experience is one of the prerequisites for admission into teacher education programs.

Pre-Professional Level

Admission to this field experience requires being fully admitted to a teacher education program; 2.75 G.P.A.; a minimum of 60 semester hours of course work and other requirements as determined by department and program. This second level of field work consists of a minimum of 15 full days in the schools. At this stage, the candidates progress from teaching individuals to teaching small groups, to eventually large group instruction, developing lesson plans and other instructional materials, and continuing the development of their portfolio. A major goal of this experience is to assess the candidate’s readiness for professional internship or student teaching. Some programs have a two semester experience at this level. Successful completion of pre-professional field experience(s) is one of the requirements for admission to student teaching or internship. In this experience, candidates receive feedback from both classroom teachers and university supervisors by means of performance assessment forms that are consistent with the unit’s conceptual framework and institutional standards. Other assessments include reflective journals, lesson plans, and portfolios. Data from the pre-professional field experience have been collected, aggregated, analyzed, disseminated and shared with candidates, faculty and school partners.

Professional Level

Clinical experiences in teacher education at the initial level culminate in a fifteen week, full-time student teaching experience in one or two classroom settings depending on the program. Admission to the professional level internship or student teaching requires a 2.75 GPA; a minimum of 95 credit hours of course work; successful completion of the pre-professional field experience and other education courses. University supervisors work with interns throughout the semester, conducting a minimum of seven visits and an equal number of narrative evaluations as well as two summative (mid term and final) evaluations. All candidates are videotaped, which provides them with the opportunity for self-analysis. Objectives of this internship include: to integrate educational theory into classroom practice; to develop self-evaluation and reflection skills; to assess readiness for classroom teaching responsibilities. The educational portfolio is finalized and assessed by the clinical supervisor and the faculty member teaching the capstone course. Candidates are assessed utilizing the unit standards and are expected to demonstrate they can meet all competencies.

At the beginning of every semester the Teaching Performance Center conducts a day long field experience session for the field experiences for candidates and supervisors. The conceptual framework, the institutional standards, the unit’s assessment system, results from assessments as well as performance expectations and exit requirements are discussed in detail.

Criteria for selection of clinical faculty include permanent certification in the content area of supervision or as an administrator/supervisor, a minimum of three years experience, a master's degree and supervisory experience.

The selection of clinical faculty begins with a group interview to which eight or more interested individuals are invited, along with faculty representatives and adjunct university supervisors, who interview candidates and make recommendations. A job description has been developed, an interview protocol established and a list of potential questions created.

Candidates for the positions of clinical instructor in PDS's follow a similar schedule for a group interview. However, school district personnel are added to the interview committee.

Field experience students regularly evaluate the PDS clinical instructors and the university supervisors. Data regarding the quality of adjunct and PDS supervisors are gathered at the conclusion of each semester, aggregated and disaggregated, then presented to each supervisor (adjunct), clinical instructor, and the office of the Dean.

The Teaching Performance Center conducts monthly meetings and a summer retreat for all clinical faculty (full-time and adjunct) to discuss important issues arising from assessment data. In this academic year, the topic has been critical thinking because this was the standard where field assessment data indicated that candidates do not perform as well as in other standards.

For clinical supervisors, each student teacher or intern represents one credit of instruction, therefore, supervision of three candidates is equivalent to teaching one three-credit course. Expectations for candidates, cooperating teachers, and university supervisors are fully outlined in the three field experiences handbooks.

The criteria for selection of cooperating teachers are outlined in the Clinical Experience handbooks and include license in the appropriate field, three years of experience and tenure. The unit sponsors a two-day Cooperating Teacher Institute once a semester. Cooperating teachers are introduced to the conceptual framework, institutional standards and assessment system as well as feedback strategies and other topics.

One of the biggest changes since the last NCATE visit in the field experience component has been the design and implementation of fifteen (15) professional development schools (PDS's) in diverse settings. Of these 15, 11 are elementary settings, two are high schools, and two are special education/inclusive settings. The Kean PDS model calls for a clinical instructor (employed by the university) who spends one or two days at the public school mentoring teacher education candidates as well as beginning teachers. The unit and the public schools have jointly recruited, interviewed and selected the 12 clinical supervisors currently employed by the unit. In some PDS's the clinical instructor has become almost a co-principal or staff developer providing leadership and support to all teaching staff. An average of 110 juniors and seniors every semester conduct their field experiences and student teaching in PDSs. In addition, 225 sophomores spend one of their two clinical experiences in a PDS. Guidelines for PDSs are outlined in a separate handbook which complements the three field experience manuals.

Advanced programs at Kean University include internships and practica that help candidates integrate theory and practice and insure that they develop competencies for professional roles. In all instances, field experiences in Initial and Advanced programs are linked to the conceptual framework, goals, and objectives that undergird each program and the specific expected outcomes of each program.

Table 3.2.1 Chart of Advanced Internship/Practica

PROGRAM	EXPERIENCE	DURATION	SUPERVISION
Educational Administration	Each intern follows a specific action plan in a school.	Three hundred (300) hours	On-site supervisor and University supervisor
Counselor Education	Each intern participates in two internships in both individual and group counseling in a school.	One hundred twenty (120) hours and three hundred (300) hours	On-site supervisor
Educational Media	Each intern participates in a variety of experiences in a media center or library.	Seventy-five (75) hours	On-site supervisor and University supervisor
Instruction and Curriculum Bilingual/ESL	Each intern is involved in systemic observations and analyses of actual classroom performance.	Six observations during the course	University faculty
Reading Specialist	Each intern participates in three experiences: In the Kean University reading clinic, each intern works with an individual student. In a school each intern provides instruction to a student having difficulty. In a school each intern provides developmental reading instruction.	Thirteen (13) hours Thirty (30) hours Forty-five (45) hours	University faculty University faculty On-site specialist or administrator
School Psychology	Each intern participates in all aspects of school psychology in a school.	One thousand two hundred (1200) hours	On-site supervisor Program Coordinator
Special Education	Each intern completes a practicum based on requirements of the specialization. In the preschool handicapped, developmental disabilities emotionally disturbed options, each intern participates in a field experience consisting of observations and analyses in an approved site. In the LD option, each candidate participates in a supervised experience in the Child Study Institute. In the LDTC option, each intern completes a supervised experience in the Child Study Institute.	Twenty (20) hours Twenty (20) hours Twenty (20) hours	University faculty University faculty University faculty
Speech Language Pathology	Each intern participates in a variety of experiences with both adults and children at the Kean University clinic and three additional settings.	Three hundred seventy-five (375) hours	On-site supervisor University supervisor

Element 3. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

Before beginning each field experience, candidates must demonstrate academic eligibility of a grade point average of 2.75, acceptance by the specific department within the College of Education and successful performance in the previous field experience as well as completion of requirements which include specific courses and grades as determined by the individual program and department.

Qualifying scores on the Academic Profile Test are required by the Department of Early Childhood and Family Studies and the Elementary Education Program. Candidates are not placed with grades of INComplete, D or F in a professional education course.

At the initial level, knowledge, skills and dispositions are developed, demonstrated and assessed in the well-sequenced field experiences and student teaching or internship. The conceptual framework and the institutional standards are the basis for assessing all candidates in all three levels of field experiences. Candidates must score at 3 or above on a five-point rubric. The following tables summarize the data for the pre-professional field experience.

**Table 3.3.1 Pre-professional Field Experience Competency Assessment
Percentage of Candidates Performing at Satisfactory or Above**

Knowledge	Spring 2001 (N: 263)	Fall 2001 (N:209)	Spring 2002 (N: 233)	Fall 2002 (N:254)	Spring/SU 2003 (N: 313)
Knowledge of content is created	99.2%	99.5%	99.2%	98.8%	99.0%
Knowledge how students learn	99.2%	100%	98.3%	99.2%	99.4%

Skills	Spring 2001 (N: 263)	Fall 2001 (N:209)	Spring 2002 (N: 233)	Fall 2002 (N:254)	Spring/SU 2003 (N: 313)
Plans instruction	98.4%	97.6%	96.5%	97.2%	96.8%
Varies strategies for individual learners	98.1%	97.6%	96.6%	98.4%	96.5%
Motivates/Engages Learners	99.2%	100%	98.3%	98%	99.4%
Manages learner behavior	98.5%	99.5%	97.9%	96.8%	97.4%

Dispositions	Spring 2001 (N: 263)	Fall 2001 (N:209)	Spring 2002 (N: 233)	Fall 2002 (N:254)	Spring/SU 2003 (N: 313)
Respects diversity	98.1%	98.6%	99.6%	98.4%	99.4%
Projects Professional Presence	98.1%	98.5%	99.6%	98.8%	99.1%

At the professional or student teaching level candidates are expected to demonstrate competency in all institutional standards before completing the education program and being recommended for licensure. The following charts summarize the data for the professional field experience.

**Table 3.3.2 Professional Internship Competency Assessment
Percentage of Candidates Performing at Satisfactory or Above**

Knowledge	Fall 2000 (N: 222)	Spring 2001 (N: 253)	Fall 2001 (N: 256)	Spring 2002 (N: 228)	Fall 2002 (N: 218)	Spring 2003 (N: 291)
Knowledge of content is created	99.5%	100%	100%	100%	100%	99.7%
Knowledge how students learn	99.5%	100%	100%	100%	99.5%	99.7%
Knowledge of Subject Matter	99.5%	100%	100%	100%	100%	99.7%

Skills	Fall 2000 (N: 222)	Spring 2001 (N: 253)	Fall 2001 (N: 256)	Spring 2002 (N: 228)	Fall 2002 (N: 218)	Spring 2003 (N: 291)
Plans & Implements instruction	99.5%	99.2%	100%	99.6%	100%	99.7%
Varies strategies for individual learners	99.5%	99.6%	99.2%	99.6%	99.5%	99.7%
Motivates/Engages learners	100%	99.6%	99.6%	99.6%	99.5%	99.7%
Manages learner behavior	100%	99.6%	99.2%	99.6%	100%	99.3%
Assesses student progress	100%	100%	100%	100%	100%	99.7%
Uses technology and media	100%	100%	100%	99.6%	99.5%	100%
Fosters critical thinking	99.5%	99.6%	99.6%	99.1%	100%	98.3%

Dispositions	Fall 2000 (N: 222)	Spring 2001 (N: 253)	Fall 2001 (N: 256)	Spring 2002 (N: 228)	Fall 2002 (N: 218)	Spring 2003 (N: 291)
Respects diversity	100%	99.6%	100%	99.1%	99.5%	99.7%
Projects professional presence	100%	100%	100%	98.2%	100%	99.7%
Professional relationships with students, parents, staff	99.5%	99.2%	100%	98.2%	99.5%	100%

Low Scores, Special Case Reports, and Remediation

Field experience assignments may create challenges that require identification and management by the Teaching Performance Center (TPC), in conjunction with the department and program.

Scores of two (2) and below assigned to pre-professional field experience candidates and interns are highlighted and forwarded with a memo to program coordinators with copies to the dean, department chair, and assessment coordinator. During 2003, the Pre-professional Performance Competency Assessment was revised and strengthened in an effort to identify student weaknesses and provide remediation to students prior to the start of the internship.

The Field Experience Special Case: An Action Plan, is another alert to a field experience candidate who may be in difficulty. The filing of a Special Case which requires signatures of the candidate, the cooperating teacher, and the university supervisor, stimulates a formal conference with the department, TPC, university supervisor, and the cooperating teacher, when available. The conference is followed by a letter summarizing the outcomes, and the expectations for the candidate. Options available to the candidate are explained, and when deemed appropriate, the Teacher Development Program is recommended.

The Teacher Development Program is a guided practice intervention currently available in two elementary schools for education candidates seeking certification in early childhood, elementary, or teacher for students with disabilities. One university supervisor, assigned exclusively to each school, develops an intervention plan with the student and TPC in which competency areas or standards requiring remediation are identified. Candidate progress is monitored closely by the supervisor and principal, and reports are submitted that document measurable growth or lack thereof. An intervention may be necessary before a second assignment is made.

Data from the assessment of field experiences have resulted in changes in the curriculum, e.g.: mandating a technology course. The development and implementation of seminars and workshops for teacher candidates is a direct result of the analysis of data. Every fall semester the unit conducts a Saturday Classroom Management mini conference; every spring, an evening seminar addresses inclusion and differentiated instruction and a workshop focuses on Working with Parents and Families. In addition, a series of Saturday workshops on incorporating technology in the teaching and learning process has been conducted for over five years.

Data from field experiences have also been used to create the staff development for faculty. This academic year, a series of critical thinking workshops and retreats is addressing this standard.

Major Changes in Field Experiences and Clinical Practice Since 1999

Since the last NCATE visit, the quality of field experiences at the initial level has been enriched by the following changes, among others, that have taken place:

- Development and Implementation of 15 PDSs in urban, multicultural settings.
- Hiring of 12 clinical instructors (3 part-time and 9 half-time) to mentor pre-service and novice teachers in the PDSs.
- Revision of all field experience assessment forms to reflect the conceptual framework and the institutional outcomes/standards.
- Implementation of bi-monthly seminars for clinical supervisors on a variety of topics including critical thinking, portfolios, reflective journals, inclusion, and the NJ Core Curriculum Content Standards.
- Implementation of focus groups for supervisors and cooperating teachers.
- Development of institutes for cooperating teachers implemented Summer 1999 as a KU presidential initiative and offered twice an academic year since that time.
- Collection, aggregation, analysis and dissemination of data from all field experiences to faculty, candidates, clinical supervisors, cooperating teachers, and school partners.
- Development and implementation of seminars and conferences for teacher candidates to address areas that assessments indicate need more attention: e.g., classroom management, inclusion, differentiated instruction.
- Implementation of Teacher Development Programs in two elementary schools for the purpose of developing skills prior to second placement.

At the advanced level, the following changes have taken place:

- Development of new, more intensive internship requirements in the following advanced programs: Educational Leadership, Counselor Education, Special Education, Speech Pathology Educational Media Specialist.
- Development of internship assessment forms aligned with conceptual framework.
- Collection of data, aggregation of data.

Relevant documents for Standard 3

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|---|---|
| <ul style="list-style-type: none"> • Field Experience Policies • Field Experience Handbooks • Assessment Forms • Special Case Reports | <ul style="list-style-type: none"> • Field Experience Data • Advanced Internship/Practicum Data • Program Handbooks • Professional Development Schools (PDS) Handbook |
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Standard 4: Diversity

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

Kean University and the professional education unit have a true commitment to diversity. Diversity is a goal of the Kean University's Division of Academic Affairs Strategic Priorities as well as of the College of Education Strategic Plan.

The institution is most proud of its diverse faculty and student body. The unit is equally proud of its efforts and accomplishments in this area: diversity is reflected in the unit's conceptual framework, institutional standards/outcomes, assessments, candidates, faculty, staff, curriculum, and field experiences and in campus life.

The College of Education was recognized for its efforts in the area of multiculturalism and diversity by the 1993 NCATE accreditation team (see NCATE Examiners Report, December 1993, p. 22). Since then, the College of Education has continued its efforts in multiculturalism/diversity to ensure that teacher candidates apply professional and pedagogical knowledge and skills to become competent to work with *all* students. Multicultural and diversity issues are reflected in the beliefs that undergird the conceptual framework as well as in curricula and academic programming and remain a high priority in preparing future teachers. We are determined however, to not merely reaffirm our commitment to diversity, but to attempt to become a national model for diversity.

We in the College of Education at Kean University have found the work of Villegas and Lucas (2002) particularly helpful in terms of thinking clearly about providing comprehensive pedagogy for preparing culturally responsive educators. Villegas and Lucas argued that in order to “successful move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues...” (p.20). They identified strands that lay out the knowledge, skills, and dispositions essential for teaching in a culturally diverse society. Their curriculum model has influenced the way we in the College of Education conceive the work of pre-service teachers in culturally and linguistically diverse classrooms.

Zeichner (1998) and his colleagues identified a number of basic principles underlying “good practice” in multicultural teacher education. These principles are also clearly evidenced at Kean's professional education unit.

- The mission, policies and procedures of the unit reflect the values of diversity and multicultural education.
- The unit is committed to multicultural teacher education.
- The teacher education program is a living example of multicultural education.
- Faculty, staff and supervisors are committed to and competent in multicultural education.
- Multicultural perspectives permeate the entire teacher education curriculum, including general education courses and those in academic subject matter areas.
- The program is based on the assumptions that all students in elementary and secondary schools bring knowledge, skills, and experiences that should be used as resources in teaching and learning, and that high expectations for learning are held for all students.

In short, the aim of culturally responsive teaching is to improve school success of ethnically diverse students by preparing pre-service teachers with appropriate knowledge, skills, and dispositions.

Element 1. Design, Implementation, and Evaluation of Curriculum and Experiences

The unit has identified the diversity institutional standards/outcomes it expects all candidates to meet. At the initial level the following diversity outcomes have been established:

Knowledge: Diversity of Learners

The teacher demonstrates understanding of differences in how students learn and knows how to provide instruction to accommodate such diversity.

Skills: Instructional Strategies

The teacher uses a variety of instructional strategies that encourage each student to develop critical-thinking and problem-solving skills.

Dispositions: Diversity/Individual Differences

The teacher appreciates individual differences, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence.

Dispositions: High Expectations

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

Dispositions: Community/Culture

The teacher is sensitive to community and cultural norms.

Over 98% of all pre-professional and professional candidates scored at the satisfactory level or above in ratings by supervisors measuring success in the diversity institutional standards/outcomes.

Diversity is addressed in the Freshman Seminar, required of all students; the General Education (GELAP) curriculum; the liberal arts or science major and the professional education component of the program. Freshman Seminar includes a strong component in diversity. In the General Education component, all courses must address diversity goals before they are approved by the GELAP committee. The professional education sequence for all initial teacher preparation programs begins with an Introduction to Education in Multicultural Settings. Diversity is an integral part of this course, both theoretical aspects and in practice. The competencies of faculty in the area of diversity, as well as the curriculum in professional education (both initial and advanced levels) have been enhanced by Projects TELL and Bilingual TEACHER. Project TELL has as one of its objectives to assist the Kean University College of Education faculty to prepare pre-service teachers to meet the needs of linguistically and culturally diverse students.

Nineteen (19) faculty representing the six departments from the College of Education and two internship supervisors have participated in a series of intensive sessions addressing second language acquisition, culture and best practices in the education of English language learners (ELL).

Implications of these areas in the preparation of pre and in-service teachers were discussed. The TELL faculty have integrated activities that reflect the areas and issues studied in the courses they teach and field experiences they supervise.

Project Bilingual TEACHER has as one of its goals to prepare all general program pre-service teachers to meet the needs of second language learners by: (a.) providing professional development for the College of Education faculty and (b) revising the teacher education curriculum.

An interdisciplinary group of faculty has developed a module to prepare general program pre-service teachers to address the needs of second language learners. This module is to be used in selected required courses of all College of Education majors. The first module is intended for use in the sophomore level course that is a prerequisite to admission to any of the education majors for pre-service teachers. This course includes a field experience component of six full-day visits to schools. Fifteen College of Education faculty have used the first module during spring 2003. The module focuses on cultural issues and developing an awareness of cultural differences.

The second module will be accompanied by a videotape, which is currently being edited. Making a useful tape has been a challenge. The focus of this module is on experiencing learning through another language, identifying strategies for facilitating comprehension and learning, as well as cultural issues in the classroom.

The following table illustrates how diversity standards/outcomes are met in all of the required professional curriculum of candidates in the College of Education.

Table 4.1.1 How Diversity Standards Are Met in Required Courses for Initial Programs

STANDARDS/OUTCOMES	COURSES WHERE TAUGHT	HOW ASSESSED
<p>Knowledge: The teacher demonstrates understanding of differences in how students learn and knows how to provide instruction to accommodate such diversity.</p>	<p>IEL2800; 2801; EC2900; PED 2800; FA2900; MUS2900; SPED2120; TECH2010 Exploring Teaching/Lab Exp in Multicultural Classrooms</p> <p>EDUC3000: Curriculum, Evaluation and the Learner</p> <p>IEL3102: Science and Math for Special Populations</p> <p>(<i>bilingual</i>--IEL4441: History and Culture of LEP Students)</p>	<p>Observation/reflective journal; Portfolio; Introductory Field Assessment</p>

<p>Skills: The teacher uses a variety of instructional strategies that encourage each student to develop critical-thinking and problem-solving skills.</p>	<p>IEL3800; 3801; EC3400; FA3902, 3903; MUS3311, 3321; PED3690, 3691; SPED 3172, 3174; SPED3265, 3266; TECH3025: Field Experience in School</p> <p>EDUC3400, 3401: Language Arts/Reading in the Preschool and Elementary Curriculum</p> <p><i>(bilingual--IEL3410 Teaching Techniques for Bilingual/Bicultural Classrooms)</i></p> <p><i>(bilingual--IEL4440: Introduction to Bilingual Education)</i></p> <p>EDUC4000 Teacher and the Classroom</p> <p>IEL4800; 4801; SPED4134; EC4400; TECH4035 PED4690; SPED4204 Hearing impaired; EDUC5564</p> <p>IEL4801 Field Experiences in a Bilingual/Multicultural Setting</p>	<p>Teaching Performance Center Assessment; Portfolio Assessments; Reflective Journal; Special Case Reports</p> <p>Rubrics, Portfolios</p> <p>Unit plan preparation and presentation;</p> <p>Oral and written reports;</p> <p>Teaching Performance Center Assessment; Portfolio assessment, Reflective Journal, Video, Special Case Reports.</p> <p>Teaching Performance Center Assessment; Portfolio assessment, Video</p>
<p>Dispositions: The teacher appreciates individual differences, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence</p>	<p>IEL 3410 Teaching Techniques for Bilingual/Bicultural Classrooms</p> <p>IEL 4440: Introduction to Bilingual Education</p> <p>EDUC 3000: Curriculum, Evaluation and the Learner</p> <p>EDUC 4000: Teacher and the Classroom</p>	<p>Unit plan preparation and presentation;</p> <p>Examinations; APT</p>
<p>The teacher believes that all children can learn at high levels and persists in helping all children achieve success.</p>	<p>IEL4800, 4801; EC4400; FA4990; MUS4300; PED4690; SPED4134, 4203, 4204, 5227-5228; TECH4035; EDUC 5564</p> <p>IEL 4801 Field Experiences in a Bilingual/Multicultural Setting</p>	<p>Teaching Performance Center Assessment; Portfolio assessments, Reflective Journals, Video Analysis, Case Studies</p> <p>Teaching Performance Center Assessment; Portfolio assessment</p>
<p>The teacher is sensitive to community and cultural norms.</p>	<p>IEL2800, 2801; EC2900; PED2800; FA2900; MUS2900; SPED2120; TECH2010 Exploring Teaching/Lab Exp in Multicultural Elementary School Classrooms</p>	<p>Observation/reflective journal; Portfolio; Introductory Field Assessment</p>

At the advanced level the unit has identified the following outcomes/standards in the area of diversity:

- **Knowledge:** The candidate demonstrates understanding of diversity and multiple perspectives.
- **Skills:** The candidate applies knowledge and content pedagogy and/or professional practice appropriate to field and setting.
- **Skills:** Applies a practical problem-solving perspective sensitive to the context of school, community and society.
- **Dispositions:** The candidate promotes an appreciation and understanding of diversity in schools and society.

Course syllabi delineate individual course objectives related to diversity issues. Many curriculum opportunities in advanced programs support candidates in meeting the above diversity performance standards. At the advanced levels the following course work addresses diversity:

Table 4.1.2. Course Objectives and Measurements Related to Diversity by Advanced Program

Advance Program	Specific Course(s)	Examples of Special Objectives Candidates will...	Examples of Assessment Tools
Bilingual/Bicultural English As A Second Language	IEL 5401 Bilingual/Multicultural Education in American Schools	“evaluate the multi-faceted role of the teacher in a bilingual-multicultural classroom”	Observations of bilingual and ESL programs; Term papers
	IEL 5403 Bilingual Child in American Society	“select and utilize appropriate techniques to help students in the reorientation that they are asked to make, such as: case studies, development of instruments to measure acculturation, and creation of parent-student activities, PTA”	Case studies; Oral reports.
	IEL 5404 History, Language and Culture of the bilingual Child	“demonstrate an understanding of mutual respect and an appreciation of different cultural beliefs and values”	Audio-visual presentations, term papers, case studies.
	IEL 5411 Teaching Content Areas in a Bilingual/Multicultural School	“analyze and develop a variety of methods and techniques, including technology, for teaching science, mathematics and social studies with an emphasis on hands-on, critical thinking, problem-solving approaches for diverse second language learners”	Unit plan development and presentations
	IEL 5810 Systematic Observation and Field Experience in Bilingual/Multicultural Schools Bil/ESL	“synthesize guides and classification for observing teaching in a systematic way and for collecting data about teaching in a bilingual/multicultural and ESL classroom setting; analyze and evaluate appropriate methodologies, techniques and responsibilities to the student’s own bilingual/multicultural and ESL teaching”	Presentation of findings from required classroom visits.
Counselor Education	CEd 5915 Multicultural Counseling;	“demonstrate an understanding of individual, group and career counseling applied to specific cultural groups	Field report assessments; individual and group projects
	CEd 5970 Community Counseling	“demonstrate basic multicultural counseling skills applied to group work”	Simulation exercise, reaction papers

Advanced Program	Specific Course(s)	Examples of Specific Objectives Candidates will . . .	Examples of Assessment Tools
Early Childhood	<p>EC 5120: Supporting Emergent Literacy at Home and at School,</p> <p>EC 5270: Teaching in a Pluralistic Society: Pre-K through Third Grade,</p>	<p>“develop strategies for enhancing language literacy learning in multicultural and linguistically diverse learners”</p> <p>“identify varying attitudes toward cultural differences, including his/her own;”</p> <p>“design and share instructional experiences appropriate to diverse student populations.”</p>	<p>Written observations and interpretations; emergent literacy portfolios; integrated literacy activity plans.</p> <p>Evaluation of curricular procedures developed and demonstrated by candidates; action research in specific areas.</p>
Educational Leadership	<p>IEL 5614 Learning, Instruction, Evaluation and the Curriculum</p> <p>IEL 5813 & 5814 Field Study in Administration and Supervision</p>	<p>“deal with understanding communities of children and learn how to plan for diversity.”</p> <p>“complete an assessment of school practices to insure that all students are treated fairly and that school personnel are sensitive to needs.”</p>	<p>Written and oral assessment.</p> <p>Complete an assessment and submit final report and recommended plan of action.</p>
Mastery in Teaching	<p>IEL 5344 Teaching for Diversity</p> <p>IEL 5343 Teaching Prejudice Reduction</p> <p>IEL 5348 Teaching the Holocaust</p> <p>IEL 5360 Educating the Gifted and Talented</p>	<p>“plan and implement teaching strategies in their classrooms which aim to enhance the role of diversity in students’ lives today and in future years.”</p> <p>“plan and implement teaching strategies in their classrooms which aim to reduce the role of prejudice in students’ lives today and in future years.”</p> <p>“develop a course of study for her/his class or educational position”</p> <p>“evaluate and assess the instructional outcomes of her/his new course of study.”</p> <p>“consider various curricular designs and their effect on teaching practices for gifted and talented students.”</p> <p>“heighten his/her awareness of cultural and social influences on the academic development of gifted and talented students.”</p>	<p>a. design & implement new teaching strategies; b. video implementation of new teaching strategies; c. write reports describing these new strategies.</p> <p>Creation and implementation of prejudice-free teaching strategies; videotape of implementation of strategies; written reports describing strategies.</p> <p>Self, peer and instructor evaluations; Individual and group presentations</p> <p>Class presentations; Term papers</p>

Advanced Program	Specific Course(s)	Examples of Specific Objectives Candidates will . . .	Examples of Assessment Tools
Exercise Science	PEd 5105 Prevention and Rehabilitation of Special needs Populations in Exercise Science	“examine and evaluate the acute, chronic and rehabilitative effects of exercise on persons with various diseases and disorders”	Clinical evaluations; exercise evaluations; term papers
Reading Specialist	CS 5412 Reading Disabilities CS5474 Reading for the Special Education Student	“demonstrate familiarity with impact of cultural and social differences on learning to read and reading disabilities. “demonstrate the ability to implement an Individual Education Plan through the development of materials for mainstreamed classified students	Evaluation of simulated case studies; preparation and execution of small group and classroom units. Evaluation of candidate development plans and materials, classroom demonstrations of methodology, written critiques.
Special Education	SpEd 5005 Disabilities: Psychological, Social and Educational Implications SpEd 5020 Educational Strategies for Students with Disabilities SpEd 5412 Learning Strategies: Teaching the student with Learning Disabilities	“interpret some of the key issues and trends regarding persons with disabilities and the field of special education” “utilize the teaching techniques for exceptional children and understand the rationale for them.” “select appropriate educational materials and strategies based on the identified needs of learning disabled students;” “plan lessons which meet the needs of the students and implement these plans through one-on-one instruction; analyze student progress and evaluate performance.”	Small group accessibility studies, reflections on book reports Planning and classroom application of material and methods for teaching children with disabilities. Weekly lesson plans demonstrating remediation and incorporation of learning strategies; observation of field experiences; Case report in program portfolio

The Educational Media Specialist, School Psychology and Speech-language Pathology programs require topics in diversity education be included in every course, regardless of topic.

Element 2. Experiences Working with Diverse Faculty

Teacher candidates at Kean University have numerous opportunities to work with diverse faculty. The institution’s full-time faculty is 46% female and 54% male; 8.1% African American, 10.2% Hispanic, 7.5% Asian American and 74.2% White.

The unit faculty are diverse in terms of gender, race, ethnicity, language, sexual orientation, religion, and disabilities. Of the 93 COE full-time tenure track faculty members, 60 (64.5%) are female and 33 (35.5%) are male. Of the 93, 22 percent are members of underrepresented groups: 9 (10%) are Black, 9 (10%) are Hispanic and 2 (2%) are Asian American. Sixteen (17.2%) of the 93 full-time faculty in the unit have a language other than English (including sign language) as their first language, or are fully bilingual. Of the four full-time faculty in Arts and Sciences who are part of the unit, two are fully bilingual (Chinese and Spanish).

Candidates also have opportunities to work with administrators and staff in the unit who are diverse as well. The Dean, Associate Dean and Assistant to the Dean are members of underrepresented

groups. Of the five (5) full-time advisors/counselors in the unit, three are women and two are men; three are Hispanic and fully bilingual.

The unit also employs three (3) full-time clinical supervisors, for a total of 96 full-time faculty members. One of the three clinical supervisors is Hispanic, one is a female.

The part-time faculty consists of nine (9) half-time PDS clinical supervisors, 45 adjunct supervisors (senior and junior field experiences) and 41 adjunct faculty leading professional education coursework. Of those, eight (8) are African American and five (5) are Hispanic, half are women.

Table 4.2.1 Percentage of Full-Time Faculty by Ethnicity Kean University

Report Year	1999	2000	2001	2002
Black	21 (5.9%)	24 (6.6%)	31 (8.2%)	30 (8.1%)
Hispanic	34 (9.6%)	31 (8.6%)	34 (9.0%)	38 (10.2%)
Asian/Al/An/PI	26 (7.4%)	26 (7.2%)	26 (6.9%)	28 (7.5%)
White	272 (77.1%)	280 (77.6%)	285 (75.8%)	276 (74.2%)
Total	353 (100.0%)	361 (100.0%)	376 (100.0%)	372 (100.0%)

Table 4.2.2 A Comparison of College of Education Faculty Diversity: Fall 1998-2003 Tenure-Track Lines

	Black	Hispanic	Asian	White	Totals
1998	8 (10%)	8 (10%)	2 (2%)	66 (78%)	84
2003	9 (10%)	9 (10%)	2 (2%)	73 (78%)	93

Table 4.2.3 A Comparison of College of Education Faculty Gender Fall 1998-Fall 2003

	F	M	Total
1998	51 (60.7%)	33 (39.2%)	84
2003	60 (64.5%)	33 (35.5%)	93

Table 4.2.4 Adjunct Faculty Supervisors Ethnicity and Gender Fall 2003

	Black	Hispanic	Asian	White	Totals
F	3	0	0	10	13 (29%)
M	3	1	0	28	32 (71%)
Totals	6 (14%)	1 (2%)	0	38 (84%)	45

Table 4.2.5 Adjunct Faculty Professional Education Courses Ethnicity and Gender Fall 2003

	Black	Hispanic	Asian	White	Totals
F	2	1	0	25	28 (68%)
M	1	3	0	9	13 (32%)
Totals	3 (7.3%)	4 (10%)	0	34 (83%)	41

Table 4.2.6 Cooperating Teachers Ethnicity

Black	Hispanic	Asian	White	Totals
55	37	0	985	1077

Element 3. Experiences Working with Diverse Candidates

The college continues to admit and retain quality candidates from diverse backgrounds who demonstrate the potential for success in the teaching profession. All applicants for teacher certification must complete a multifaceted, comprehensive admissions process. Criteria for admission are consistent with NCATE standards and with the New Jersey administrative code. Admission to teacher education at the initial level include a 2.75 GPA, completion of all developmental work, successful completion with a AC \geq or better in English Composition, college-level mathematics, speech communication, and a multicultural Sophomore Field Experience; interviews; letters of recommendation, etc.

Admission requirements for initial programs have been strengthened since the last NCATE visit. The overall GPA has been raised from 2.5 to 2.75. The Elementary Education and Secondary Education programs have raised the grades on specific courses required for admission to teacher education. In addition, an Honors Scholarship Program has been implemented to increase the applicant pool and attract better prepared freshmen to Kean University. Articulation agreements with five feeder community colleges were signed.

At the advanced level, admission requirements vary by program but minimally they include a BA degree from an accredited college or university, GPA, satisfactory results on a standardized test (GRE, Miller Analogies, or Praxis), teacher certification if required, letters of recommendation, an essay, an interview, etc.

Enrollments, including those of candidates from underrepresented groups, have continued to rise steadily in both undergraduate and graduate programs since 1999. The College of Education has continued the efforts to establish and maintain the diverse composition of its student body. For the last three years, Kean University has ranked in the top 20-25 institutions in the country awarding education degrees to Latino students according to Hispanic Outlook and ranks 29 in the numbers of education degrees awarded to Asian American candidates.

Table 4.3.1 Gender and Racial Composition of Students Enrolled in Kean University and in Professional Education Programs in Fall 2002 Full Time and Part Time

	All University Programs			Professional Education	
		UG and Post-Bac	Graduate Degree	UG and Post-Bac (inc. Pre-Educ.)	Graduate Degree
Gender	Female	6,532 (64%)	2,172 (77%)		827 (80%)
	Male	3,641 (36%)	627 (23%)		199 (20%)
Race	White	4,9671 (49%)	1,732 (62%)	1,572 (71%)	744 (75.6%)
	Black	2,119 (21%)	498 (17%)	228 (10.5%)	133 (13.5%)
	Asian	674 (6%)	138 (5%)	50 (2%)	19 (2%)
	Hispanic	2,091 (20%)	312 (11%)	342 (16%)	87 (9%)

Because the unit is not as diverse as the university as a whole in terms of candidates, the COE has put in place an extensive number of initiatives to enhance the diversity of its student body. The unit has special programs and scholarships for minority candidates and paraprofessionals, e.g. Bilingual Teacher Program, Project Pathways to Teaching Careers, Project RITE, New Pathways to Teaching Careers, Transition to Teaching. In addition the unit has implemented several award-winning pre-college academic programs to encourage students of color to complete high school and pursue teacher careers, e.g., Adelante, Gear Up, and the Future Teachers Academy. These efforts, coupled with retention initiatives, have increased the diversity of the student body, at both the initial and advanced levels. At the time of the last NCATE visit (1998-1999 academic year), African American, Hispanic, and Asian candidates constituted 26.5 percent of all undergraduates in the unit. In fall 2003, they represented almost 29% percent of all candidates at the initial level in COE. At the time of the last visit, at the graduate level, African American, Hispanic, and Asian candidates constituted 19.3% percent of the total number of advanced students in the unit; in fall 2003, 24.5 percent.

Ninety-four per cent (94%) of the institution's students are New Jersey residents. The demographics of the state are: 66% White, 13% African American, 13.3% Hispanic, 5.7% Asian and 2% other.

Three fourths of the student body at Kean reside in four counties in central New Jersey: Union (29% of the students); Middlesex (22%), Essex (13%), and Monmouth (11%). The ethnic composition of the four counties is as follows:

Table 4.3.2 Ethnic Composition of Four Counties Where 75% of Kean University Students Reside

County	White	Black	Hispanic	Asian
Union	64%	21%	20%	4%
Middlesex	67%	9%	14%	15%
Essex	44%	41%	16%	4%
Monmouth	85%	8%	6%	4%

Table 4.3.3 Diversity of Undergraduate Students College of Education Fall 1998-Fall 2003

	1998		2003	
	Number	Percentage	Number	Percentage
White	1,393	72.6%	1,572	71%
African American	262	14%	228	10.5%
Hispanic	189	10%	342	16%
Asian	47	2.5%	50	2.3%
Not Known	62	Not Calculated	57	Not Calculated
TOTAL	1,953		2,249	
Percentage students underrepresented groups		26.5%		28.4%

Table 4.3.4 Diversity of Graduate Students College of Education Fall 1998-Fall 2003

	1998		2003	
	Number	Percentage	Number	Percentage
White	648	80.7%	744	75.5%
African American	76	9.5%	133	13.5%
Hispanic	71	9%	87	9%
Asian	7	.8%	19	2%
Not Known	59	Not Calculated	39	Not Calculated
TOTAL	861		1,022	
Percentage students underrepresented groups		19.3%		24.5%

Element 4. Experiences Working with Diverse Students in P-12 Schools

Kean University is located in a very ethnically and culturally diverse area of New Jersey. Even so, the unit has insured that all candidates have experiences working with diverse students in P-12 schools.

At the introductory or exploratory level, the field experience all candidates must complete is conducted half in a suburban setting and half in an urban multicultural setting (i.e., Elizabeth, Newark, Roselle, Plainfield, Rahway, Hillside school districts). In addition, the unit has developed and implemented 15 Professional Development Schools (PDSs) in multicultural schools where in a typical semester 110 pre-professional and professional candidates are placed.

The ethnic breakdown of the school districts most students are placed for internship/student teaching is as follows:

Table 4.4.1 Fall 2003 School Districts Where Most Candidates are Placed for Pre-Professional and Professional Experiences Ethnic Breakdown by Percentage

School District	No. of Unit Candidates Placed	Ethnic Breakdown by Percentage District K-12 Students				
		White	Black	Hispanic	Asian	Total
Union Twsp.	50	43%	35%	12%	10%	100%
*Elizabeth	47	11%	24%	62%	3%	100%
*Rahway	42	30.5%	43.5%	22%	4%	100%
Woodbridge	35	58%	11%	13%	18%	100%
*Perth Amboy	31	4%	8%	87%	1%	100%
Linden	24	36%	38%	23%	3%	100%
Montclair	18	47%	43%	5.5%	4.5%	100%
Westfield	18	88.5%	4%	2%	5.5%	100%
Clark	17	93%		4%	3%	100%
Edison	17	44%	8%	7%	41%	100%
*Hillside	17	16%	65%	17%	2%	100%
*Plainfield	16	0.5%	70%	29%	0.5%	100%
South Plainfield Boro	15	67%	11%	11%	11%	100%

*Exploratory Sites: All students conduct their first field experience in one of these districts.

As stated above, the unit insures that all candidates have opportunities to conduct field experiences with diverse K-12 populations in public schools. In addition, candidates have opportunities to work with P-12 diverse students within Kean University. The Child Care Center, the Campus School, the Speech and Hearing Clinic, the Reading Clinic, Project Adelante, Adelante Scholars serve

ethnically, linguistically and culturally diverse students as well as students with exceptionalities. These programs are excellent laboratories for initial and advanced candidates and provide much needed services to the community.

The Diversity 2000 Council as an Exemplar of Diversity

The Diversity 2000 Council is one component within the College of Education that incorporates the ideas and practices essential to culturally responsive teaching. The Council exemplifies the two distinguishing characteristics of Kean's professional education unit: commitment to diversity and partnerships with the P-12 schools.

The Diversity 2000 Council of Kean University was originally an outgrowth of "Diversity 2000: Living in the 21st Century" a conference held in the spring of 1990 to explore the impact of diversity and to establish a Kean University-based advisory board as a resource. The conference presented nationally recognized authorities on multicultural education and was so successful that a two-day follow-up conference was held in the spring of 1992 for teams of teachers, principals, supervisors and central office administrators who could serve as change agents when they returned to their districts. As a result of the second meeting, the Diversity 2000 Council was then established with an initial membership of 14 school districts. Today, the Council is comprised of more than 60 school districts providing a range of activities for educators, students, and the community.

The main objective of the Diversity 2000 Council is to help school administrators, teachers, and students experience success in living and working together. The Council provides professional development for members on multicultural and diversity issues. Its mission is to raise the consciousness of students and all Council members in regard to what it means to be a just and caring individual in a diverse, democratic society.

Current activities include:

- Professional development courses (for graduate credit) conducted at urban and suburban school sites on Teaching Prejudice Reduction and Teaching the Holocaust
- High school student conferences at Kean University and school sites – attended by more than 500 students annually
- High school student facilitator's training workshops and training sessions for educators at all levels
- Elementary/middle school diversity staff development workshops for principals and teachers, as well as three all-day conferences for students
- Trips to the United States Holocaust Memorial Museum in Washington, DC for representatives for the member districts
- Quarterly committee and general membership meetings
- Annual diversity conferences, with nationally known speakers, for teams of educators from New Jersey. Workshops have focused on all aspects of prejudice reduction and diversity initiatives.

The Diversity 2000 Council realizes that diversity cannot be taken for granted. It is a value we cherish but must vigilantly sustain in our daily interactions in the workplace. We are committed to diversity because it is the right and just thing to do.

The Diversity 2000 Council reminds us that America's public schools have as their primary purpose educating students for participating in full, democratic life (i.e., for the public). And that participation, although never fully realized in American democracy, is the right of all our citizens, no matter what their background. Without diversity in education, we wrongfully deny students in public schools the opportunity to benefit from knowledge, wisdom, and understanding that is

embodied among people. Only through effectively educating all students can democracy flourish in this country.

Summary of Changes in Standard 4 Since 1999

- Increased number of unit pre-college programs designed to improve academic achievement of K-12 students of color and encourage them to pursue higher education
- Increased diversity of initial candidates
- Increased diversity of candidates at the advanced level
- Increased faculty development in the area of diversity
- Increased number of initiatives designed to increase the diversity of candidates

Relevant Documents for Standard 4

- | | |
|--|--|
| • Course Outlines (Initial and Advanced) | • Report Card Data |
| • Institutional Data | • Collaborative Programs |
| • Faculty Data | • Diversity 2000 Materials |
| • Candidate Enrollments | • Adelante Materials |
| • District School Data | • Project TELL and Bilingual Teacher Materials |
| • Field Experience Data | • Future Teachers' Academy Materials |

Standard 5: Faculty Qualifications, Performance, and Clinical Practice

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

Element 1. Qualified Faculty

Unit faculty are qualified and model best practices in teaching, scholarship, and service. They are responsible for teaching, clinical supervision, academic advisement, service, and research/scholarship. In fall 2003, the unit consisted of 93 full-time tenure track faculty members in the College of Education; four (4) full-time faculty members in the Arts and Sciences assigned part-time to teacher preparation; three (3) full-time and nine (9) half-time clinical supervisors assigned to Professional Development Schools; 41 adjunct faculty teaching professional education courses and 43 adjunct field supervisors. The tenure track full-time faculty of 93 have diverse professional backgrounds comprising PK-12 experiences as educators and administrators, including former positions as teachers, principals, school counselors, school psychologists, and superintendents. College of Education faculty have relevant preparation and experience in their assigned areas of teaching, including terminal degrees (92.4% have doctorates) relevant licenses and/or certifications (86%), and previous experience in PK-12 experiences (86%).

The percentage of College of Education faculty with doctoral degrees (92.4%) is higher than that of the university as a whole (79.6%).

Table 5.1.1 Growth in Total Faculty Tenure Earning Lines Fall 1998-Fall 2003

Year	1998	1999	2000	2001	2002	2003
FTE	86	83	87	94	94	93

The unit had two resignations in the summer of 2003, one faculty moved to India and the other left to pursue a career in research. Due to the lateness of the resignations, searches were not conducted. Searches are currently being conducted for these two positions as well as four additional ones.

Table 5.1.2 Degree Status Tenure Track of Full-Time Unit Faculty by Department Fall 2003
N = 93

Department	Total	Doctorate	Masters Plus
Communication Disorders and Deafness	8	8 (100%)	
Communication Sciences and Educational Systems	12	11 (92%)	1
Early Childhood and Family Studies	11	11 (100%)	
Instruction and Educational Leadership	29	27 (93%)	2
Physical Education, Recreation and Health	17	13 (75%)	4
Special Education and Counseling	16	16 (100%)	
TOTAL	93	86 (92.4%)	7 (7.5%)

Table 5.1.3 Degree Status of Tenure Track Full-Time Faculty Unit and University Comparison Fall 2003

	Doctorate	Masters	Total
Kean University	296 (79.6%)	76 (20.4%)	372
COE Faculty	86 (92.4%)	7 (7.5%)	93

The College of Education has hired three (3) 3 full-time and nine (9) half-time clinical supervisors for our 15 Professional Development Schools. These clinical supervisors have been recruited, interviewed, and selected jointly by the public schools and Kean University. College of Education hires adjunct instructors and adjunct clinical supervisors with extensive expertise in the education field. Many adjunct instructors are current public school educators and administrators while clinical supervisors are usually retired public school educators and administrators. They have been a major asset and have provided high quality and effective instruction and supervision of field experiences. Over 75 percent of adjunct instructors and clinical supervisors hold masters degrees, while 23.3% have earned doctoral degrees, and they demonstrate strong expertise in their area of instruction or supervision. The tables that follow indicate degrees earned by clinical supervisors and adjunct faculty.

Table 5.1.4 PDS Clinical Supervisors

		Doctorate	Masters Plus
Full-Time	3	1 (33.3%)	2 (66.6%)
Part-Time	9	3 (33.3%)	6 (66.6%)
Total	12	4 (33.3%)	8 (66.6%)

Table 5.1.5 Adjunct Faculty Fall 2003 Degrees College of Education

	Doctorate	MA	BA	TOTAL
Clinical Supervisors	10	34	1	45
Department Adjuncts				
Department Adjuncts	Doctorate	MA	BA	TOTAL
CDD	0	3	0	3
CS	2	0	0	2
EC	0	6	0	6
EDUC	0	1	0	1
IEL	2	7	0	9
PERH	0	0	0	0
SPED	6	14	0	20
TOTALS	20 (23.3%)	65 (75.6%)	1 (.1%)	86

The College of Education has been successful in recruiting and retaining faculty members representative of the diversity among people in society and has representation of women, ethnic and linguistic minorities, religions, and people with physical disabilities. (See Standard 4)

Element 2. Modeling Best Professional Practices in Teaching

The College of Education hires faculty with demonstrable expertise as educators, educational administrators, or educational specialists; with terminal degrees; and with the potential to teach effectively. Our teacher scholars must demonstrate and model best practices in teaching because teaching effectiveness is of paramount importance.

In addition to demonstrating competency within their expertise, faculty members must also demonstrate humanistic qualities. They must be flexible in meeting the individual needs, knowledge, competencies, and learning styles of students who may be full time, part time, certification only, ethnic minorities, adult learners, immigrants, and/or disabled. Further, they must advocate for students' special needs, if necessary, by collaborating with campus and community services staff and school district personnel. Teaching a diverse candidate population such as ours requires multiple instructional strategies and multiple forms of assessment to ensure teaching effectiveness.

Research is a critical component of the COE and its curriculum. Research data are current and are used by faculty and candidates in course lectures and in group and individual class presentations. Faculty attend and present at local, state, and national conferences; workshops; and seminars; and read journals and newsletters of professional organizations in order to remain abreast of current research and trends. They infuse the new research findings and contemporary issues and trends into their course curriculum. Contemporary research, the conceptual framework, diversity issues, multiple instructional strategies, multiple forms of assessment, state standards Boyer topics and proposed NJ Teaching Standards, and the integration of technology are reflected in course syllabi, classroom lectures, and bibliographies. Teaching effectiveness is assessed through course evaluations and report cards and surveys of program graduates completed by candidates.

In a survey of modeling best practices recently distributed to faculty, 93% of faculty responding incorporate performance assessment and use multiple assessment; 73% integrate diversity through

the modification of lesson plans for special needs students; 43% incorporate cultural events; 53% incorporate linguistic elements; 60% integrate technology through the use of PowerPoint and web-based learning; 30% participate in distance learning. The varied use of instructional strategies to reflect different learning styles is modeled by 77% who modify lessons for special needs, 70% who use strategies for visual or auditory learning, and 77% who use performance assessments to modify their own lessons.

Faculty demonstrate competence with technology, partially due to our PT3 program and other technology initiatives (described later in this standard). They infuse knowledge and skills in the classroom by using “smart classrooms” with advanced technology to facilitate candidates’ learning. Several “smart classrooms” are located in the New Academic Building, the building in which the College of Education is located. Other smart classrooms are located throughout campus. The College of Education has five specialized computer laboratories consistent with this technology emphasis. Some type of technology is used in most courses to ensure that candidates will use technology successfully in their classrooms. Faculty also encourage students to develop technical competence skills by preparing electronic portfolios, PowerPoint presentations, etc. The university maintains an extensive collection of non-print media including videos, CD-ROMs, audio/visual equipment and media services for faculty instructional use. Finally, facilities for distance learning are available on campus. The College of Education is considered the model in the University for delivering coursework via distance learning, interactive television, and on-line.

Element 3. Modeling Best Professional Practices in Scholarship

Faculty demonstrate strong scholarship in three areas: (1) publications, (2) conference presentations, and (3) grantsmanship as they relate to teaching, learning, their field of specialization, and the conceptual framework. Many, such as Dr. Dorothy Hennings, professor emeriti, are prolific and are renowned nationally and internationally. During the past five years, collectively, faculty contributed to the profession by producing 169 publications (including books, book chapters, peer-reviewed journal articles, and journal editorships); making 448 conference presentations at state, regional, national, and international conferences; and receiving 40 federal, state, and private grants totaling \$30.9 million.

The College of Education publishes the journal, *School Connections* every semester. Most submissions are authored by COE faculty and COE advanced candidates mentored by a faculty member. The journal issues are thematic and are distributed to PK-12 educators and administrators throughout New Jersey. The COE also publishes a newsletter that highlights our programs and partnerships.

The College of Education’s grantsmanship is the strongest in the university. During the past five years, funded grants supported research and service in areas including pre-college preparation, bilingual education, teacher preparation in science, math, and special education (dire shortages), teaching effectiveness and assessment, professional development, recruitment of teachers of color and academic programs, to mention a few. Most of these programs have their foundations on strong partnerships with local school districts or family agencies, resulting in benefits of faculty expertise and resources to educators, students, and their parents, as well as benefits to candidates as they grapple with contemporary problems and become part of the solution.

Element 4. Modeling Best Professional Practices in Service

Consistent with the University's mission statement and guidelines for tenure and promotion, service is a priority for the faculty. Many service activities stem from the COE's active projects that partner with many urban school districts serving students at or below poverty level and partner with educational commissions serving at-risk students. For instance, faculty dialogue with teachers and administrators in 15 professional development schools (PDSs); offer summer professional development institutes; provide consultation services to numerous school districts; and facilitate training workshops in technology, diversity, education, special education, counseling, and speech corrections throughout the nation but especially in the tri-state area. Faculty offer training workshops through the Center for Bilingual Education, the Speech Upgrade Project, and Diversity 2000, to mention a few. On campus, our Institute for Child Study serves community residents and school districts at affordable rates by providing educational support services such as assessment, diagnosis, remediation, and individual instruction.

Faculty are actively engaged in leadership positions within their respective professional organizations, advisory boards, task forces, and professional boards at the local, state, regional, national, and international levels. Collectively, they served in 73 leadership positions within the past five years.

An example of service to the community is the development and implementation in academic year 2002-2003 of the Weekend College, designed to assist non-traditional candidates as well as practicing teachers complete certification requirements and professional goals.

Element 5. Collaboration

Collaboration is a major strength of the professional education unit at Kean University. Over 70 faculty members are engaged in close to 40, sustained, and long-lasting partnerships with the P-12 sector, with colleagues in the arts and sciences, with other institutions of higher education and with the community at large.

Kean University is located in a very diverse, urban part of the state and country. As such, COE collaborations and consultations include a wide variety of pluralistic issues and concerns that are reflected in the collaborative activities of the faculty.

The COE's four areas of priority for collaboration are:

- Pre-college programs designed to increase the graduation rate and college participation rates of students in urban schools;
- Programs to increase the number and quality of underrepresented groups in the teaching profession;
- Programs to provide staff development for educators designed to increase knowledge and skills of prospective teachers and other educators in the areas of technology, mathematics, science, multicultural education, early childhood, leadership, bilingual education, etc.;
- Other programs for the community on the University campus such as the Institute of Child Study and the Campus School.

An example of Pre-College Academic Programs Early Recruitment: is **Project Adelante**, which was implemented in 1988 after a year of planning.

- Partner districts: Elizabeth, Passaic, Perth Amboy, Plainfield
- 200 Latino students – grades 6-12
- Goal: Increase the graduation rate and college participation rate of Hispanic students
- Meets every day for 5 weeks during the summer and every Saturday during the academic year
- Funding: Kean University, NJ Commission on Higher Education, School Districts

An example of the unit's programs to increase the number of underrepresented groups in the teaching profession is **Project Rite**, funded by the US Department of Education since 1999. Since its inception, Project Rite has prepared 23 new teachers (6 African American, 13 Hispanic, 3 White, one Asian) who are working in Newark, Elizabeth, Perth Amboy, Roselle, and Jersey City. Of the current participants, 9 are pursuing Math and/or Science teacher education programs.

An example of Staff Development Programs for Educators is the **Title II Teacher Quality Enhancement Partnership Grant**.

- Partners: Kean, Rowan, and William Paterson Universities together with ten high-need school districts. Kean's partners: Newark, Plainfield, Perth Amboy, Rahway
- Goal: School reform, improving teacher preparation, and professional development for teachers in Mathematics, Science
- Funding: US Department of Education

The unit collaborates with Schools and Community. An example of this type of collaboration is the **Campus School for Communication Handicapped Children**.

- Partner schools: Open to all – students currently enrolled are from Newark, Garwood, Winfield Park, Millburn, Roselle, Westfield, Union, and Elizabeth
- Twenty-five children placed in three classes according to developmental needs
- Goal: To provide an intensive academic and language enrichment program so that young students may eventually function in mainstream classrooms
- Academic year-round program, functioning as a public school
- Funding: Tuition paid by school districts

Many of COE's funded projects facilitate the collaboration process. For instance, (a) faculty in the Dept. of Special Education and Counseling collaborated extensively with specific urban school districts to recruit, educate, and transform teachers' aides to certified special education teachers to reduce a dire shortage; (b) in the professional community, the "Preparing Tomorrow's Teachers to Use Technology" (aka PT3), collaborates actively with the PT3 advisory board to offer relevant training in technology to key local school districts; (c) the Title II Teacher Quality Enhancement program is a partnership between Kean University, the lead agency, and two other institutions; and (d) the "Transitions to Teaching" project involves collaboration with three other state colleges to increase the number of teachers in areas of shortages; and (e) within the University, the Instruction and Educational Leadership (IEL) faculty collaborate with the math and science faculty to certify math and science teachers to reduce a dire shortage. The extensive collaboration recycles back into the classroom as faculty engage in self-assessment of teaching practices, incorporate the conceptual

framework, and develop/refine knowledge bases in order to improve the quality of education of candidates, and eventually, of students.

Table 5.5.1 Collaboration/Partnerships

Partnership Type	Number of Partnerships	Number of Faculty/Staff	Number of School Districts
K-12			
Pre-College	6	8	10
Increasing number of teachers	6*	18	10
Staff Development	8*	24	70
Arts and Sciences			
Math and Science Teaching	4	6	8
Praxis	1	8	N/A
Interdisciplinary Programs	5	10	N/A
Other IHE	3	6	15
State Agencies	3	5	?
Business	2	3	4
Community	4	7	10
Totals	41 *Two collaborations address both increasing the number of teachers and staff development	86 (duplicated count) (unduplicated 71)	70 (duplicated count)

Many departments offer summer institutes, specialty coursework/workshops, and off campus courses designed specifically from collaborations with school districts to remediate specific teacher shortages or to improve teacher preparation. Some summer institutes include the following: “Beginning Teacher’s Institute,” “Middle School Institutes,” “Substance Awareness Coordinator Institute,” “Technology in Education Institute,” “Institute on Family Life Education,” “Best Practices Institutes,” “New Jersey Core Curriculum Content Standards Institute,” etc. while specialty workshops and coursework increase multicultural education and reduce prejudice in the schools. Off campus, the Bureau of Educational Services provides staff development as well as undergraduate and graduate coursework at the request of school districts.

Element 6. Unit Evaluation of Professional Education Faculty Performance

Kean University and College of Education administrators are committed to continuous improvement among faculty, including recruitment, retention, evaluation, professional development, and faculty-student interaction/involvement. Excellence in teaching is of paramount importance because our historical roots are grounded in teacher education.

Our systematic and comprehensive evaluation process is two-fold for tenure track full time faculty members and consists of (1) the reappointment process for probationary faculty and for professional

staff and (2) the post-tenure review process for senior faculty. At the conclusion of each evaluation process, feedback is offered to each faculty member by the president of the university and dean of the College of Education. This evaluation process, the feedback, and the faculty member's self-evaluation result in devising an improvement plan, if necessary, in the areas of teaching, service, and/or scholarship.

Untenured faculty evaluation occurs on an annual basis during the 5-year probationary period, at which time, a decision of tenure or termination occurs. The evaluation form, "Departmental Evaluation and Recommendation for Faculty Reappointment," describes evaluation procedures.

The untenured evaluation consists of the following:

- Student evaluations of teaching effectiveness
- Three (3) in-class observations by senior professors of the probationary professor's teaching style and performance
- Professor prepares a self-evaluation portfolio, according to University criteria, containing the following:
 - Mastery of Subject Matter
 - Effectiveness of Teaching
 - Scholarly and/or Creative Abilities
 - Effectiveness in University and Community Service
 - Continuing Growth
 - University criteria for untenured professors are described online at the Kean web site (www.kean.edu)

Tenured faculty assessment occurs on a 5-year cycle following tenure. The self-assessment packet, "Career Development Program for Tenured Faculty Members," consists of the following components:

- Forming an assessment committee
- Student evaluations of teaching effectiveness
- Peer assessment of teaching effectiveness
- Self-assessment by tenured faculty member including:
 - Teaching effectiveness
 - Effectiveness of performance of other duties and responsibilities
 - Scholarly achievement
 - Contributions to college and community

Overwhelmingly, senior faculty are assessed as productive scholars and are respected members of the university and the professional community.

Chairpersons or program coordinators observe adjunct instructors annually. Feedback is written and verbal and consists of an improvement plan, if necessary. Feedback may also include the compilation of anonymous student evaluations. Clinical supervisors are evaluated every semester by the interns they supervise. As part of the evaluation process, strengths and weaknesses are reviewed and a remediation plan is devised, if necessary.

In addition to institutional evaluation, candidates have regular and systematic opportunities to evaluate faculty members at the conclusion of courses. Specifically, candidates complete “Student Evaluation of Teaching”. Also, in their final semester of course work, candidates complete the “Undergraduate Report Card” and “Graduate Report Card”. Finally, new alumni complete the “Your Situation at Present”. All methods of candidate evaluation are anonymous and voluntary.

Our comprehensive evaluation process reflects the conceptual framework. The evaluation assesses each faculty member’s mastery of the subject matter (i.e., knowledge), teaching effectiveness and scholarly achievements (i.e., skills), and professional growth and service to the university, the profession, and the community (i.e., dispositions).

Element 7. Unit Facilitation of Professional Development

Kean University provides financial assistance for faculty members to engage in professional development/renewal, scholarship, and service/leadership. Financial assistance includes the following:

- **College of Education** funding is available annually to each full time faculty in the College of Education (80% of costs if presenting paper).
- **Sabbatical Leave** is available for up to two (2) academic consecutive semesters to pursue a substantial project, and/or enhance competency as a scholar or teacher, or pursue a terminal degree in a related field of study. This is awarded on a competitive basis.
- **Career Development Assistance** is available for up to two (2) academic consecutive semesters to engage in a specific educational activity. This is awarded on a competitive basis.
- **Released Time for Research and Creative Work (RTR)** is available to tenured faculty. Up to 6-credits release time and a small stipend of \$400 are awarded. This is awarded on a competitive basis.
- **Untenured Faculty and Librarian Research Initiative (UFRI)** is available to untenured faculty. Up to 6-credits release time and a small stipend of \$400 are awarded. This is awarded on a competitive basis.
- **Professional Career Development** funds are available up to \$1,000 on a competitive basis for full time faculty through the Kean University Career Development Committee.

In addition to financial assistance for professional development, the university sponsors several professional renewal opportunities for all faculty and the College of Education sponsors training opportunities for COE faculty. The on-campus programs stress teaching effectiveness, assessment/evaluation, and technology in education. University-sponsored programs include the following:

- **Center for Professional Development.** This office coordinates or sponsors numerous programs to strengthen the teaching effectiveness of junior faculty members. Programs include the following:
 - **New Faculty Orientation.** This full day annual orientation is held prior to the beginning of the new academic year.
 - **First Year Faculty Sessions.** Monthly sessions assist junior faculty in adjusting to campus demands and in establishing support networks.
 - **Mentorship Program.** Senior faculty assist in inducting new faculty into the culture of the campus and in strengthening teaching effectiveness.

- **Untenured Faculty Organization (UFO).** Sponsors programs to support transition into the campus culture and strengthen teaching effectiveness.
 - **Kean Instructional Team (KIT).** Open to all faculty, KIT sponsors several programs each semester to strengthen teaching effective, integrate technology into teaching, and improve academic assessment. Further, KIT sponsors a full day in-service session each semester.
 - **Writers' Group.** Open to all faculty, the group meets monthly to encourage research and scholarship.
- **Academic Affairs Colloquium Series.** This office sponsors a topical lecture series each semester of interest to faculty.
 - **Office of Computers and Information Services (OCIS).** This office sponsors training sessions in technology such as web grading, accessing student information, and the like.

Many unit faculty serve on the planning committees of these training opportunities, some have served as mentors, and most have attended or lectured at sessions.

College of Education-sponsored programs include the following:

- **Projects TELL and Bilingual Teacher.** Designed to increase the competencies of faculty in preparing candidates who are able to meet the needs of linguistically and culturally diverse students.
- **Preparing Tomorrow's Teachers to Use Technology (aka PT3).** Promotes technology use by College of Education faculty that will result in candidates' ability to integrate technology into their classroom instruction. Each department has at least one faculty technology liaison.

Previous training sessions have included the following topics:

- Introduction to Inspiration Software
 - Computer Graphics and Audio
 - Introduction to PowerPoint
 - Identifying and Finding WebQuests
 - Designing WebQuests
 - 3-D Writing with Hyperlink Narratives
 - How to Evaluate Software
 - Electronic Portfolios
- **Teaching Performance Center.** This office sponsors a training orientation for newly hired clinical supervisors and monthly sessions for all supervisors and a Summer Retreat.
 - **COE Retreats.** Offered each semester, this retreat enables faculty to share assessment data and focus exclusively on topics pertinent to education, such as program improvement.
 - **Critical Thinking Seminars** have been offered during academic year 2003-2004 as a result of assessment data.
 - **COE University-Wide Praxis II Workshop.** Offered by ETS for College of Education and Arts and Sciences faculty.
 - **Diversity 2000 Conferences** for faculty and public school teachers and administrators.

Although not directly related to this standard, it is worthwhile to note here that the unit provides a number of professional development activities for teacher candidates based on data from our assessment system (e.g., Classroom Management conferences, Inclusion seminars, Technology Workshops).

In summary, the cumulative effect of professional development opportunities on campus as well as financial assistance for professional development specific to each faculty member's area of expertise, are consistent with the conceptual framework. For instance, training within one's area of expertise reflects knowledge and skills and participation at retreats or the mentorship program reflects dispositions.

Major Changes in Standard 5 Since 1999

- Increase in full-time tenure-track faculty positions
- Hiring of 3 full-time and 9 part-time PDS Clinical Supervisors
- Decrease in adjunct faculty
- Increase in technology competence of faculty
- Increase in diversity competence of faculty
- Increase in professional development opportunities for faculty
- Increase in collaborative programs with K-12 schools, Arts & Sciences, other institutions of higher education
- Increase in faculty submitting grant proposals and receiving grant awards

Relevant Documents for Standard 5

- | | |
|---|---------------------|
| • Collaborative Programs | • Promotion Packets |
| • Evaluation and Recommendation for Faculty Reappointment | • Grant Awards |
| • Career Development Program for Tenured Faculty | • Travel Awards |
| • Adjunct Evaluation Procedures and Forms | |

Standard 6: Unit Governance and Resources

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

Element 1. Unit Leadership and Authority

The professional unit at Kean University consists of the programs in the College of Education and the programs residing outside the College of Education that prepare school personnel (Art Education, Music Education and School Psychology). The COE, headed by the Dean of Education, is the unit responsible for the administration, development, and evaluation of all professional education programs. Since the last NCATE visit, the COE has been reorganized and renamed. In 1999, there were five departments in the School of Education. In 2001, a new department Communications Disorders and Deafness was created, and the School of Education became the College of Education. The college is now divided into six (6) academic departments, each headed by an elected chairperson.

The **College of Education Administrative Council** (Professional Education Unit Council) functions both as an advisory committee to the dean and as the governance body in charge of ruling on policies and procedures for professional education, e.g., the number of times a student can repeat student teaching, admission policies and procedures, etc. The Administrative Council is chaired by the Dean of the College and includes the Associate Dean, the Executive Assistant to the Dean for Students, the six COE department chairs, representatives from the professional programs housed outside of the COE, the Director of the Teaching Performance Center, and the Director of the Post-Baccalaureate Certification Office. The Administrative Council meets regularly on the first Monday of each month and other times as needed. Examples of issues the Council has recently discussed and voted on include GPA for entry and exit from all professional education programs; needed scores on the Academic Profile Test; the School Nurse Program; all field experience policies; etc.

The **College of Education Planning Committee** is charged with developing a long-range academic plan for the unit. The COE Planning Committee is chaired by the Dean and includes one elected representative from each department, one faculty union representative, and a student representative. Each department, in turn, has its own planning committee, as does the Division of Academic Affairs.

The **College of Education Retention and Tenure Committee** (COE RT) is also chaired by the Dean. It includes one elected representative from each department, a faculty union observer (no vote), and two student representatives (with vote). The committee makes recommendations on retention and tenure of probationary faculty. Departmental RT committees are responsible for recruiting, hiring, and making recommendations for retention, tenure, and promotion of faculty.

The **COE Curriculum Committee** reviews and approves all new courses, revisions of courses, and programs after they have been approved by the departmental committees. The COE Curriculum Committee has elected representatives from each of the six departments of the unit and one student representative.

In addition to these committees which are part of the University's governance structure and have their counterparts in the other colleges of the University, the unit has additional committees, which reflect its specific mission and provide for the collaboration between unit faculty, faculty in other units of the institution and school partners.

- The **Teaching Performance Center (TPC) Field Experiences Advisory Committee**, which includes public school teachers and administrators, students, adjunct clinical supervisors, and departmental representatives, is charged with advising unit staff on field experiences and assessment systems. The recommendations go to the COE Administrative Council for approval.
- The **Assessment Task Force** has been divided into two groups: Initial and Advanced. Program coordinators, faculty members from Arts and Sciences and other stakeholders have been included in the deliberations.
- The COE **Technology Committee**, now PT3 committee, has representatives from all departments, has been charged with developing and implementing the unit's technology plan.
- The **Network of Partnership Schools** is an advisory committee in the COE which includes unit faculty and staff and school personnel. It meets three or four times a year and makes recommendations regarding curriculum, field experiences, and professional staff development needs.
- The **Title II Advisory Committee** is composed of representatives from the university and school partners as well as policy makers and representatives of other organizations. The charge of this group is to improve teacher preparation across the state.

The unit's recruitment and admission policies and practices are described in catalogs, admissions applications, web sites, student handbooks and articulation agreements with community colleges. To assist candidates with the admission process, the unit employs two transfer counselors. In addition, there are three full-time special advisors for the three largest programs: elementary, early childhood and special education. A full-time assistant to the dean handles candidate problems and concerns. Candidates' problems and their resolutions are kept in files in the dean's office.

P-12 practitioners play an integral role in the program, design, delivery and evaluation of the unit and its program. An example of this involvement is the Middle School initiative. Feedback from the P-12 sector given to the unit (through the Network of Partnership School) emphasized the disadvantages of New Jersey's generic license K-8. As a result of this feedback, the unit has been sponsoring Middle School Conversations and Institutes. A new certification program will be developed to serve this population. The Field Experiences Advisory Committee composed of practitioners and faculty from the unit as well as arts and sciences plays an important role in the design, development of assessment forms and overall evaluation of the clinical component of the teacher education programs.

The unit is considered an exemplar of effective teaching as well as an innovator in the area of technology in the curriculum. The unit provides professional development for faculty in the entire institution. The Center for Professional Development is headed by a unit faculty; a COE faculty member serves on the Kean Instructional Team (KIT); and the unit's PT3 faculty provide staff development for other units in the institution.

Element 2. Unit Budget

The unit has adequate resources to support teaching, service, and scholarship. Faculty development activities to improve teaching are supported by the University and the unit, principally through the Center for Professional Development, the Kean Instruction Team (KIT), the College of Education PT3 committee, College of Education retreats, and the mentoring program for first-year faculty. It should be noted that a full-time College of Education faculty member heads the Center for Professional Development. Resources to support scholarship are adequately provided by Travel Allocations, a Career Development Program, Released Time for Research, Released Time for Untenured Faculty, and a Sabbatical Leave program. Library resources and non-print media in the

Nancy Thompson Library and the Instructional Resource Center, which are located on the main campus, together with COE Curriculum Materials Center, which has locations in the New Academic Building and the East Campus, adequately support the academic work of both faculty and candidates.

Table 6.2.1 Amount Budgeted for Professional Education Unit Including Salaries College of Education

1997-1998	2003-2004
7,296,602	10,791,157

Table 6.2.2 Operating Non-Personnel Budget - Budget Allocation by College (Does not include full-time salaries)

	1999-00	00-01	01-02	02-03	03-04	% CHG FY 00-04
COE	2,166,351	2,230,734	2,229,696	3,039,716	2,915,213	34.57%
AHSS	2,829,819	2,821,600	3,276,759	4,189,324	4,039,243	42.74%
NAHS	2,748,987	3,610,167	2,903,179	4,181,564	4,160,363	51.34%
BPA	1,540,458	1,776,368	1,214,817	1,525,812	1,392,056	-9.63%

Table 6.2.3 External Funds (Grants, Foundations, Federal Support) College of Education

1998-1999	2003-2004
1,792,558	30,000,000

Adequate resources to operate the unit exist, and College of Education budgets continue to increase. Table 6.2.2 compares the College of Education budget (excluding full-time salaries) with the budgets for the three other schools in the institution. The College of Education has been very aggressive and most successful in securing outside funding to support its goals, such as incorporating technology into the curriculum, increasing the diversity of the student body, supporting pre-college programs for minority students, etc. Funds from federal and state grants, foundations, and corporations for these initiatives have risen from \$1,792,558 at the time of the last NCATE visit to the current \$30,000,000 for 2003-2004.

Table 6.2.4 Library Expenditures College of Education

A) Total Institution			
	<u>1997-1998</u>	<u>2002-2003</u>	<u>2003-2004</u> (proposed)
A. Print Books	251,174	115,000	365,000
Periodicals	300,143	275,000	200,000
Electronic Periodicals		201,000	210,000
B. Non-Print	<u>95,130</u>	<u>29,847</u>	<u>20,000</u>
TOTALS	<u>646,447</u>	<u>620,847</u>	<u>795,000</u>
B) System and Professional Education Expenditures (including Curriculum Materials Center)			
	<u>1997-1998</u>	<u>2002-2003</u>	<u>2003-2004</u> (proposed)
A. Print Books	65,784	45,000	100,000
Periodicals	71,940	75,000	50,000
Electronic Periodicals		60,000	65,000
B. Non-Print	<u>33,309</u>	<u>11,805</u>	<u>5,000</u>
TOTALS	<u>171,033</u>	<u>191,805</u>	<u>220,000</u>

Library Resources for the unit and resources for the Curriculum Materials Center (CMC) have increased significantly since the last NCATE visit (from \$171,033 in 1998 to \$220,000 in 2003-2004). A new CMC is located in the 3rd floor of the New Academic Building adjoining the Special Education department.

Element 3. Unit Personnel

The unit is of sufficient size to assure the consistent delivery and quality of each program offered. As indicated in the following table, currently (Fall 2003), there are 93 tenure track full-time faculty members, 20 full-time professional staff, 12 administrators, and 22 clerical staff. Two program counselors (Early Childhood and Special Education); three (3) full-time and nine (9) part-time PDS clinical instructors; and several clericals have been added in the College of Education since the last NCATE visit. The unit is currently conducting searches for eleven (11) full-time tenure track faculty positions.

In addition to the full-time personnel outlined in the table below, there are 25 graduate assistants employed by the unit. None of them has teaching responsibilities but rather they provide support to the academic programs, the Computer Labs, the Teaching Performance Center, the Child Care Center, and the Campus School.

Table 6.3.1 Full-Time Faculty/Administrators and Support Staff in COE Fall 2003

Unit	Faculty FT Tenure Track	Professional Staff (F-T)	Administrators (F-T)	Clerical/Support (F-T)
Communication Disorders and Deafness	8			1
Communication Sciences	12			1
Early Childhood	11	1 counselor		1
Instruction and Educational Leadership	29	1 counselor		3
Physical Education, Recreation and Health	17			3
Special Education and Counseling	16	1 counselor		2
Dean's Office		2 counselors	4	2
Teaching Performance Center/Certification		2	1	2
Bureau of Educational Services/School Partnerships		5	1	3
Child Care Center		2	1	1
Campus School/ Institute Child Study		3		1
Center for Early Care		3	4	1
Title II Partnership			1	1
TOTALS	93	20	12	22

Kean University's faculty is unionized. The unit contract specifies that full-time faculty members' load is 24 credits per academic year. The contract does not differentiate between graduate and undergraduate faculty. The contract also states that full-time faculty can teach unlimited overloads.

The unit has made a deliberate decision to maintain small class size and a low student/faculty ratio. The overall student/faculty ratio in the COE is 17 to 1, and in professional education courses, the ratio is 15 to 1. This small class size (22 maximum), together with a very favorable ratio for student teaching load (1 student = 1 credit, or 12 full-time students to one full-time faculty member) make hiring part-time faculty a necessity.

Since the last NCATE visit, the unit has made efforts to decrease the number of adjunct faculty and increase the way in which part-timers are integrated into the programs. Currently, there are a total of 41 part-time faculty teaching professional education courses; 45 part-time, three (3) full-time and nine (9) half-time clinical supervisors. Part-time adjunct faculty teach less than 15 percent of all professional education sections and supervise 56 percent of all student teachers. As indicated in the table below, the number of part-time adjunct faculty varies greatly by department and program, from no adjunct faculty teaching in the physical education teacher preparation program to 20 adjunct faculty teaching for the special education department (this number includes the integrated major as well as the professional education component in Special Education as well as the adjuncts in the Counselor Education programs).

Table 6.3.2 Adjunct Faculty Professional Education Courses College of Education Fall 2003

Department	Number of Adjuncts Professional Education Courses (Initial and Advanced)
Communication Disorders and Deafness	3
Communication Sciences and Educational Services	2
Early Childhood and Family Studies	6
Instruction and Educational Leadership	9
Physical Education, Recreation and Health	0
Special Education and Counseling	20 (includes professional education and courses in the integrated major)
Education Core	1
TOTAL	41

Table 6.3.3 Adjunct Faculty Clinical Supervisors College of Education Fall 1998-Fall 2003

	1998	2003
Adjuncts (Prof. Ed. Courses)	45	41
Adjunct Supervisors	56	45

To ensure integrity, continuity, and quality, the COE makes considerable efforts to integrate its part-time faculty. Clinical supervisors come to campus once a month for staff development workshops on issues/topics that they have identified together with full-time staff. They participate in committee work, advisory groups, and other professional development activities and are mentored by full-time faculty and staff. Part-time faculty have become increasingly active in unit initiatives such as the Classroom Management Mini Conference, the Cooperating Teachers Institute, etc. In collaboration with full-time unit faculty and staff, they plan and deliver conferences and workshops for education candidates.

Table 6.3.4 Adjuncts Professional Education 1998-2003

	Fall 98	Fall 2003
Number Teaching Prof. Education Courses	45	41
Percentage of Coursework	15%	15%
Number in Clinical Supervision	56	45
Percentage of Students Supervised	71%	56%
Total Number of Adjuncts	101	86

Element 4. Unit Facilities

The COE moved to a new building in December of 1999. In addition to faculty and administrators' offices, the building houses 16 classrooms, eight (8) computer laboratories, a 100 seat state-of-the-art multimedia lecture hall, two (2) distance learning classrooms, several smart classrooms, two (2) departmental libraries, a Curriculum Materials Center and student study and lounge space.

Not all COE departments are housed in the new academic building. The Instructional and Educational Leadership Department (IEL) and the Teaching Performance Center are located in Willis Hall. They will acquire more space after NAB2 is completed in 2005. The Physical Education program is housed in the D'Angola Gym. This building will be renovated and expanded in 2004. A new Fitness Center will be built.

The Communication Disorders and Deafness department will also move to new facilities in the near future. Much needed new clinic space will be provided.

Seven computer labs service College of Education faculty and candidates. In addition, the unit has smart carts and wireless computers. Since the last NCATE visit, student labs throughout the campus have been created and/or upgraded. Extensive faculty and candidate development with respect to using technology in teaching has been made possible through a PT3 grant, and new software has been purchased by the unit and also made available through a Microsoft grant. New computer labs as well as a new long distance classroom are now available in the Education building and the Nancy Thompson Library and COE faculty have been trained in the use of these facilities.

The main library has been renovated and expanded since the last NCATE visit. Institutional and unit library allocations for books and periodicals have more than doubled and a new computer system (Endeavor Voyager) has been installed. The system gives patrons remote access to library and other information services.

In addition to the expansion and renovation of the Nancy Thompson library, the following facilities have been upgraded and/or expanded since the last visit: the Child Care Center; the University's Student Center; Down's Hall; Bruce Hall (Sciences); the Theatre (Music Education); the athletic complex (stadium, tennis courts, etc.); parking lots, walkways, doors, and entrances.

Element 5. Unit Resources including Technology

Kean University has made major investments in the area of technology. Every faculty member has his/her own computer and e-mail account. All students have e-mail accounts as well. Registration is on-line; faculty office hours are posted on the web.

The professional education unit has made a commitment that all candidates will be proficient in the use of technology to improve K-12 student learning. To this end, the unit has allocated considerable resources to facilities, equipment, software, as well as professional development for faculty, staff and candidates.

Important developments in technology resources include:

- Receipt of Equipment Lease Fund grant to update labs
- Development and implementation of a technology plan for COE
- Emphasis of COE technology in course revisions
- Establishment of Technology Committee, now the PT3 committee
- Receipt of AT&T \$100,000 grant for faculty development
- Implementation of technology workshops and Retreats for faculty
- Creation of a COE computer lab for faculty development and support

- Receipt of a Microsoft grant for software
- Creation of a Technology Summer Institute for candidates and teachers
- Receipt of a Preparing Tomorrow's Teachers for Technology (PT3) grant
- Assessment of seniors' technology skills through College of Education Report Card and of all program graduates through yearly assessments
- Offering technology workshops for program graduates
- Offering Saturday technology workshops for current candidates
- Creation of a computer lab for the Educational Media Specialist program
- Requirement of a lesson utilizing technology for all student teachers/interns

During 2002-2003, over one hundred eighty one participants attended technology workshops and training sessions. A series of Saturday sessions for candidates was presented by Kean faculty. The unit also sponsors and support monthly meetings of the New Jersey Educational Computing Consortium (NJECC), a group of K-12 educators who are responsible for technology in the public schools.

Summary of Changes in Standard 6 Since 1999

- School of Education reorganized, renamed College of Education.
- The Department of Communication, Disorders and Deafness created
- College of Education moved to a new building.
- College of Education Planning Committee established.
- Network of Partnership Schools flourishes.
- Full-time faculty and staff increased
- Programmatic advisors hired
- Fifteen PDSs developed and implemented
- Twelve PDS clinical supervisors hired
- Technology/computer resources increased
- Library renovated and expanded
- Major increases in resources for library and Curriculum Materials Center
- Major improvements and renovations to the physical plant
- Major increases in securing external funds

Relevant Standard 6 Documents in the NCATE Exhibit

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| • Kean University organizational chart | • List of faculty and staff by program area |
| • College of Education organizational chart | • List of Kean University Deans/Chairs by department |
| • Size of unit | • List of adjunct faculty by department |
| • Committee memberships | • Computer labs |
| • College of Education enrollment data | • Budget trends |

APPENDICES

