

**INSTITUTIONAL REPORT:
CONTINUOUS IMPROVEMENT OPTION**

**Georgia State University
March 2013**

**Paul Alberto, Dean ~ College of Education
William J. Long, Dean ~ College of Arts and Sciences
Joyce Many, Associate Dean ~ College of Education
William Downs, Associate Dean ~ College of Arts and Sciences**

INSTITUTIONAL REPORT: CONTINUOUS IMPROVEMENT OPTION

For Continuing Accreditation Visits in Fall 2012 and Beyond

Updated February 2011

INSTITUTIONAL REPORT: CONTINUOUS IMPROVEMENT OPTION

I. Overview and Conceptual Framework

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

The history of Georgia State University is one of transformation - from its founding in 1913 as an evening school of commerce, to its emergence as an independent college in the 1960s, to its designation in 1995 as one of four research institutions in the state university system. GSU is now the second-largest university in the University System of Georgia, with more than 30,000 students, over 1,000 faculty members, and over 250 degree programs in 62 fields of study that generate cutting-edge research and educate one of the most diverse student populations in the nation. Our students, faculty, staff, graduates, and programs are integral to the city of Atlanta, Georgia's capital and largest city, marking an important distinction for us among universities in Georgia. Our boundaries and influence are growing as our campus extends throughout the greater metropolitan area, with an economic impact on the metro area of more than \$1 billion annually. The Georgia State community is characterized and strengthened by its diversity, which is among our greatest sources of pride. Our student body reflects the makeup of our state and anticipates the increasing diversity of our nation as a whole. We take as a matter of course that all of our students, who come from every county in Georgia, every state in the nation, and more than 150 countries, deserve a first-rate education.

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

As the only urban research university in Georgia, Georgia State University offers educational opportunities for traditional and nontraditional students at both the graduate and undergraduate levels by blending the best of theoretical and applied inquiry, scholarly and professional pursuits, and scientific and artistic expression. As an urban research university with strong disciplinary-based departments and a wide array of problem-oriented interdisciplinary programs, the goal of the university is to develop, transmit, and utilize knowledge in order to provide access to quality education for diverse groups of students, to educate leaders for the State of Georgia and the nation, and to prepare citizens for lifelong learning in a global society.

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

The Professional Education Faculty (PEF; the Unit) is responsible for the governance, implementation, and assessment of all educator preparation programs at Georgia State University. It was constituted in 1993 as a collaborative between the College of Education and the College of Arts & Sciences, recognizing that the preparation of teachers, counselors, and leaders for our schools must be a shared responsibility. As of spring 2012, the PEF membership includes 224 full-time faculty members from both colleges who contribute directly to programs that prepare P-12 educators. Of these PEF members, 155 are from the College of Education and 69 are from the College of Arts & Sciences.

The PEF has an Organizational Chart and By-Laws that are separate and autonomous from those in both participating academic colleges. The PEF Executive Committee includes a faculty chair and co-chair of the PEF, associate deans from both colleges, and the Chair of the P-12 Advisory Council. PEF faculty committees involved in the design, implementation, and evaluation of unit programs include the following: Standards and Accreditation Committee, Assessment Committee, PEF Curriculum Committee, Content Knowledge Committee, Diversity Committee, Field Experience and Clinical Practice Committee, and Induction Committee. The Professional Education Council (PEC) ensures information flows effectively between the committees and all programs and is comprised of the chairs of each committee as well as representation from each department with educator preparation programs. In meetings which occur two-three times each year, the P-12 Advisory Council and the PEF faculty review the work of the committees.

The unit at Georgia State University offers professional education programs for teachers, counselors, leaders and other service providers. Since the last NCATE accreditation visit, the PEF expanded offerings beyond the GSU downtown campus to include online program and off campus options. We offer four online degree programs (MAT in Reading, Language, and Literacy Education, MED in Reading, Language, and Literacy Education, MED in Science Education, and MED in Math Education) through the University System of Georgia's Georgia On My Line (GOML) program. We have also been approved to offer undergraduate programs leading to certification in Early Childhood Education in collaboration with two Georgia Perimeter College campuses (in Newton County and at GSU's Alpharetta campus). Finally, beginning in summer 2012, GSU also began offering a new Ed.D. in Educational Leadership at the GSU's Alpharetta campus. This professional doctorate is designed for practicing educational leaders. An Ed.D. in Curriculum and Instruction was developed by faculty in 2012 and will be reviewed by the state as part of this accreditation visit (pending final Board of Regents approval for the degree prior to the visit). In addition to these new Ed.D. degrees, the College of Education also offers Ph.D. degrees that prepare graduates for careers in academia. These research-intensive doctorates of philosophy are not subject to review by NCATE or Georgia's Professional Standards Commission (PSC).

PEF programs are housed in departments from both academic colleges. Departments with teacher education programs in the College of Education include the Department of Early Childhood Education, the Department of Middle and Secondary Education and Instructional Technology, the Department of Educational Psychology and Special Education, and the Department of Kinesiology and Health. Teacher education programs in the College of Arts and Sciences are housed within the Department of Modern and Classical Languages, the School of Music, and the Ernest G. Welch School of Art & Design. Programs for educational leaders and administrators are located in the COE Department of Educational Policy Studies. The Department of Counseling and Psychological Services offers programs related to school counseling and school psychology. The GSU speech language pathology certification is housed within the communication sciences and disorders program is located in the College of Education in the Department of Educational Psychology and Special Education.

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

The PEF Standards and Accreditation committee at GSU is responsible for overseeing the ongoing evaluation and updating of the unit's conceptual framework. In 2009-2010, the Standards and Accreditation Committee established an ad-hoc committee to update the GSU PEF Conceptual Framework with the goal of better defining the unique vision and mission of the educator preparation unit at Georgia State University. The Ad Hoc Committee for the Conceptual Framework (CF) identified members from across the unit and elected a committee chair. In fall 2009, the committee held an Educator Preparation Retreat where faculty and P-12 partners participated in various sessions to give input. This information was used to develop a re-articulation of the GSU conceptual framework. Across 2009-2010, the committee met to discuss the evolving draft, circulated drafts of a summary and of learning outcomes to departments and to the P-12 advisory council, and created matrices aligning newly reorganized learning outcomes and the INTASC and NBPTS outcomes from our previous conceptual framework document. In addition, literature reviews were conducted to expand and update the knowledge base associated with the newly articulated conceptual framework. This document was approved by the PEF in fall 2010. The revised conceptual framework underscores that our mission as an urban research university is to prepare educators (i.e., teachers and other professional school personnel) who are: (a) *informed* by research, knowledge and reflective practice and *empowered* to serve as change agents; (b) *committed* to and respectful of all learners; and (c) *engaged* with learners, their families, schools, and local and global communities. These three elements provide the framework for our guiding principles. Each of these guiding principles and the specific learning outcomes that have been developed for our programs in light of these principles are summarized below.

Our first guiding principle stresses that educators are *informed* by research, knowledge, and practice. They critically examine theoretical and applied inquiry, their own practices, and the practices of others to make well-reasoned, data-based decisions about teaching, learning, and development. In addition, educators are *empowered* to serve as change agents in the pursuit of social justice and equity. The outcomes associated with the first guiding principle include:

- (1.1) Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners;
- (1.2) Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all;
- (1.3) Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development; and
- (1.4) Our candidates critically analyze educational policies and/or practices that affect learners in metropolitan contexts.

Our second guiding principle reflects our belief that educators are respectful of all learners and *committed* to the belief that all people can learn, and that they are caring, ethical, and knowledgeable advocates for students and their families. Educators view education as the pathway to personal and societal success. Finally, educators maximize the potential of all learners in diverse educational environments so that everyone will be able to participate as a productive, respectful member of our global society. The outcomes associated with this guiding principle include:

- (2.1) Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning;

- (2.2) Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected; and
- (2.3) Our candidates commit to continuing personal and professional development.

The third guiding principle emphasizes that educators in today’s society are *engaged* with learners, their families, schools, and local and global communities. They understand and intentionally consider the dynamic interactions between learners and educators within complex socio-cultural contexts. In addition, educators recognize the potential and use of technology to enhance learning and communication. They see technology as a vital cultural tool with socio-cultural implications. Learning outcomes related to this principle include:

- (3.1) Our candidates use knowledge of students’ cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools;
- (3.2) Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences; and
- (3.3) Our candidates implement appropriate communication techniques to provide for learner interaction within local and global communities.

I.5 Exhibits

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

II. Unit Standards

1 *Standard 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

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

Initial Programs

Georgia State University has 46 programs leading to initial certification. Of these, 4 are fully accredited by national accrediting bodies with a relationship with NCATE (Art Education – NASDA; Communication Sciences and Disorders (certification in Speech Language Pathology)– CAA of ASHA; Music Education – NASMC; School Counseling – CACREP). Of the remaining 42 programs, 40 have been approved by the Georgia Professional Standards Commission either during our last NCATE/PSC review in 2006 or through a developmental review since that time. Two new initial preparation programs

are in the process of being reviewed as follows: (a) the Teacher Leader certification program will be reviewed in fall 2012 by the GAPSC, and (b) the Curriculum and Instruction certification program is scheduled for developmental review in concert with the 2013 accreditation visit.

After the submission of this NCATE institutional report, the initial preparation programs will be undergoing a review by a state BOE team. The results from the state program reviews will be shared directly with the NCATE BOE team. The PEF unit assessment report approved in 2012 indicated strengths across the initial preparation programs in the areas of passing rates on state assessments (99% overall GACE pass rate). Scores on program assessments tagged to the CF learning outcomes related to knowledge, performance, and dispositions indicate that the percentages of candidates exceeding target is consistently greater than the percentages meeting target and the percentage of our students who do not meet target is less than 5%. Data from our graduates indicate a strong degree of candidate satisfaction with our programs. Of our graduates who took jobs in public schools, 91% returned to teach a second year.

Of the GSU initial preparation programs, the BSE in Early Childhood Education program offers not only on campus cohorts but is also approved to offer cohorts at two offsite locations (currently at GSU's Alpharetta campus, and previously in collaboration with Georgia Perimeter College at their Newton Campus). We also offer two initial preparation programs in 100% online formats (ESOL Certification, Reading Specialist Certification). Because these programs have only been in existence a limited period of time, data on completers from our online and our off campus programs were not available for the PEF Committee review in fall 2011 as part of the annual review process. Data from the subsequent midpoint and end point assessments in spring 2012 from the programs offered in the three locations (Alpharetta, Newton, and Online) are comparable to our on campus programs. All of the candidates (100%) attending at these locations met (or exceeded) expectations on the 10 conceptual framework learning outcomes. (For more information please refer to exhibit 1.3g for links to program level data for our on-line and off-campus programs.)

(Endorsement Programs – State Review only)

The Georgia Professional Standards Commission (GAPSC) state BOE team is also reviewing GSU's 15 endorsement programs. Of these, 13 have been approved previously. Two programs (science endorsement, EPS coaching endorsement) are seeking developmental approval in fall 2012 or as part of the 2013 accreditation review process. Three of the endorsements are offered fully online (Teaching Online Endorsement, ESOL Endorsement, and Reading Endorsement). Although the endorsements do not need to be submitted to NCATE per the definitions in the NCATE guidelines, the GAPSC asked that the programs be included in the electronic exhibit room because the programs will be reviewed by the state team as part of the accreditation process in 2013.

Advanced Programs

Georgia State University also offers 18 advanced programs (15 masters, 2 Ed.S., 1 Ed.D.) for teachers, counselors, and administrators. Of these, three are offered in an online format (M.Ed. RLL ESOL, M.Ed. Math Education, M.Ed. Science Education), and one is offered at our GSU Alpharetta campus (Ed.D. in Educational Leadership). Although advanced degrees were approved by the GAPSC in 2006, and annual reports are sent to the GAPSC each year on advanced programs, because of budget cuts the GAPSC no longer includes advanced programs in a state approval process prior to NCATE accreditation.

We have in our exhibit room individual program reports for each of our advanced programs. The advanced program report templates are modeled after the report templates we used for our initial programs and they contain the assessment data that has been reviewed annually and evidence of the changes to programs that have been made as a result of analyses. We tag midpoint and endpoint key

assessments in our advanced programs to our conceptual framework learning outcomes and all programs administer our unit wide disposition survey as well. In the following table, we summarize across the advanced programs' findings by discussing the degree to which candidates did not meet or met/exceeded our conceptual framework learning outcomes. These learning outcomes address candidates' professional knowledge and skills (1.1), content knowledge and pedagogical content knowledge and skills (1.2), pedagogical knowledge and skills (1.3, 2.1, 3.2), dispositions (1.4, 2.1, 2.2, 2.3, 3.1), and impact on students (2.2, 3.2, 3.3). The tables disaggregate the data according to our on campus programs (by the department housing the programs) and our online programs (all housed in the Department of Middle-Secondary Education and Instructional Technology). In the off campus advanced program, the Ed.D. in Educational Leadership, faculty accepted the first cohort in summer 2012 therefore data are not available for that cohort at this time.

Percentage of Students at End of Advanced Programs Meeting or Exceeding Target for CF Learning Outcomes

(1.1) Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	99%	100%	97%	98%	100%
(1.2) Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100 %	100%	100%	100%	100%	100%
(1.3) Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	98%	100%	97%	100%	93%
(1.4) Our candidates critically analyze educational policies and/or practices that affect learners in metropolitan contexts.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	98%	100%	97%	98%	93%
(2.1) Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	100%	100%	100%	100%	93%
(2.2) Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	98%	100%	97%	100%	100%
(2.3) Our candidates commit to continuing personal and professional development.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	100%	100%	97%	100%	100%
(3.1) Our candidates use knowledge of students' cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.						
	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	98%	100%	100%	100%	93%
(3.2) Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.						

Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	100%	100%	100%	98%	93%
(3.3) Our candidates implement appropriate communication techniques to provide for learner interaction within local and global communities.						
Departments:	CPS	ECE	EPSE	HPE	MSIT	Online
Meet/Exceeds:	100%	99%	100%	97%	95%	93%

1.2 Please respond to 1.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 1.2.b.

1.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 1.

Summary of Data-Based Initiatives Leading To Continuous Improvement

Since 2007-2008, our PEF has completed annual assessment reports detailing the strengths of our programs, areas for improvement, and action items to be addressed in subsequent years. Data are analyzed by PEF committees in the fall of each year. An annual assessment report, written in the spring, synthesizes the findings and recommendations across the various committees and is voted on by the PEF faculty. The elements of Standard I are related specifically to the charges of three committees (Standards and Accreditation, Content Knowledge, and Induction). Below we highlight examples of the types of activities and changes we have made over the last five years as a result of data analyses conducted for the annual reports, with particular emphasis on the action items from these three committees. Full descriptions of the yearly reflection on ongoing initiatives, analyses of strengths and areas for improvement, and establishment of action items can be found in the yearly unit assessment reports and the individual PEF committee reports located in the committee folders in the exhibit hall.

In the 2008 annual report, analysis of faculty ratings of our students at the end of their program, students' self-ratings in the program and at one year out, and principal ratings of our students one year out indicated principals tended to rate our students/graduates lower than did faculty or the students/graduates themselves. The PEF also noted a need to collect and track data on GSU teachers in high needs schools with particular interest on understanding the needs and retention of our recent graduates and a need to collect additional information on the content knowledge of our candidates. Action items included fostering greater collaboration with P-12 personnel, working with P-12 educators/administrators to more fully understand school personnell's perceptions of the instruments being used by GSU and by the Board of Regents, and exploring principals' expectations for our graduates. Finally, the unit expressed a desire to continue creating and supporting learning communities in schools and to improve teacher satisfaction in high needs schools.

In 2009, examination of the content knowledge of our candidates indicated the majority of programs met or exceeded goals on our INTASC/STARS evaluation and exceeded goals related to GACE passing rates (over 90% average pass rates). GPA averages in content area courses indicated performance in some math courses to be an area of concern and resulted in action items related to greater collaboration between faculty (team teaching, collaborative planning of syllabi, promotion of pedagogical content knowledge) and between departments (Content Knowledge Committee). Data from principals and graduates who were surveyed one year after completion of our programs provided some information regarding elements

leading to teacher satisfaction and potentially to retention, but again, faculty recognized the need for additional data and data which could be broken out by program. Discussions of all instruments and previous year's data were shared with P-12 personnel across a series of meetings, and feedback indicated a need to streamline instruments to reduce redundancy. We also noted principals may be comparing new teachers to veteran teachers when ratings are given. Data did indicate one induction activity (Cross Career Learning Communities – CCLC's) to be strongly related to teacher retention. In addition the Induction Committee noted the success of additional activities held for those entering or new to the profession (the Professional Educator Induction Seminar, New Teacher Educator Induction Conference). To increase collaboration with P-12 personnel, a PDS ad-hoc committee was formed with representation from the College of Education and the College Arts and Sciences and this committee met regularly with the PDS Advisory Council on ways to improve collaboration and communication.

In 2010, the unit had an average pass rate across all GACE II tests of 97%, and 31 programs had a 100% pass rate. The Content Knowledge Committee review of available data identified no specific areas as needing improvement. Data also indicated 95% of the GSU completers from 2007 who had taken jobs in Georgia public schools were still employed one year out. GSU was awarded a second federal Teacher Quality Partnership grant to expand our PDS network (Net-Q), our support for preservice and in-service educators in urban schools, and our induction initiatives. Our data indicated that GSU Professional Development Schools hired 93 GSU graduates from 2005 to 2010, and PDS schools hired GSU initially certified teachers at more than three times the rate of those hired in comparison schools. A significant difference in urban teacher retention was found at PDS's with CCLC's. Fifty CCLC's were operating at these PDS's with the groups being led by 150 trained teacher facilitators. Data from our graduates continued to indicate overall satisfaction with our program and with candidates' confidence in their ability. The needs assessment data, however, continued to indicate graduates were less confident in working with students with special needs and that they would like additional support with classroom management, discipline, and motivation of students. Action items included a request to change the bylaws to make the PDS AdHoc committee a standing committee focusing on Field Experience and Clinical Practice and to explore ways to increase the response rates of our graduates and their employers.

In 2011, the Content Knowledge Committee continued to identify strengths across programs in relation to candidates' content knowledge. The committee noted two areas where richer information should be obtained: (a) the need for additional data to better inform the committee's understanding of the effectiveness of candidates at infusing content, pedagogy, and technology knowledge, and (b) the need to determine the types of collaboration that exist between faculty who teach pedagogy and content courses in the two colleges. The PEF annual report also noted that GSU had continued to expand the training of Georgia teachers' ability to form CCLC's and to support each other using the Critical Friends protocols. Because of budget restrictions, school systems had difficulties paying conference fees and allowing teachers to be out of the classrooms for the New Educators Induction Conference. Consequently, this conference was replaced with an induction strand at the Net-Q Summer Institute. Sessions for the institute were tied to specific areas of need as noted on the USG Board of Regents graduate/employer surveys (ie. issues of diversity, working with special needs/inclusion students and English language learners). Data analysis conducted for the annual report indicated 95% of graduates rated themselves as effective in working with students identified as needing special services, an increase compared to the graduates of the previous two years. The *Beginning Teacher Needs Assessment* data continued to indicate induction year teachers were interested in support for teaching special needs students and with time management. A Live-Text survey of mentor teachers was piloted to obtain their feedback on our programs, and recommendations were made that the survey be revised to make it more applicable across all programs.

In 2012, the Content Knowledge Committee identified continued strengths in relation to GACE test results and in the opinions of employer and graduates who had been teaching one year with respect to preparation in content/pedagogy/technology items. However, for graduates who had been teaching two years, candidates tended to be less confident in several of these areas. Action items for this committee included plans to facilitate additional discussions between content and pedagogy faculty and to find ways to increase the response rates on graduate surveys. Data examined by the Induction committee indicated a 91% retention rate of 2009 completers who had taken jobs in Georgia public schools. Looking back on the retention rate of GSU graduates from 2006, 76% were still teaching in comparison to 67% retention state-wide for all USG graduates at the end of their 4th year in the profession. USG Board of Regents Surveys indicated that at one year out GSU completers tended to rate their programs more highly than did completers from USG institutions state wide. CCLC participation increased (50 new groups established with a total of 385 participants). The Net-Q summer institute again addressed specific topics of need as indicated by findings on the employer/graduate surveys. Concerns over low response rate on the Board of Regents' surveys continued to be an issue and prevented meaningful interpretations. Once data were disaggregated by program, the numbers of graduates responding from specific programs were quite low. The mentor teacher survey was utilized in two departments and recommendations were made that this survey be administered at the unit level to allow for unit wide analysis by the Field Experience and Clinical Practice committee while still collecting data in such a way to enable the results to be disaggregated and analyzed at the program level as well.

Plans For Sustaining And Enhancing Performance

The 2012 Annual Assessment plan outlined the following action items for 2012-2013 with responsibilities for the items assigned to specific committees. (Additional action items for the Assessment Committee, Field Experience and Clinical Practice Committee, and Diversity Committee will be addressed in later sections of this report.)

Standards & Accreditation Committee:

- 1) Review Summary of Student Feedback Survey on Program Effectiveness; specifically, to follow up on initial certification candidate program ratings for CF indicators 1.4 and 3.3.
- 2) Review Summary of Student Feedback Survey on Program Effectiveness, specifically to follow up on advanced degree candidate program ratings for CF indicators 1.4 and 3.3.
- 3) Schedule a faculty member to present research at the PEF meetings on Domain 3 to facilitate open discussion regarding global perspectives.
- 4) Recommend attendance at conferences that support faculty professional development around the PEF Conceptual Framework.

Content Knowledge Committee:

- 1) Continue to strengthen ties between COE and A&S faculty teaching prospective teachers. Schedule time during the PEF meeting for open discussion between COE and A&S faculty to discuss content and pedagogy in the curriculum. The Dean's office will facilitate the implementation of this item.
- 2) Consider data from the BOR surveys (via the Board of Regents new task force at the state-level) and ways to increase response rates. Information gained from these surveys will continue to provide a richer account of candidate's effective use of technology in the field.

Induction Committee:

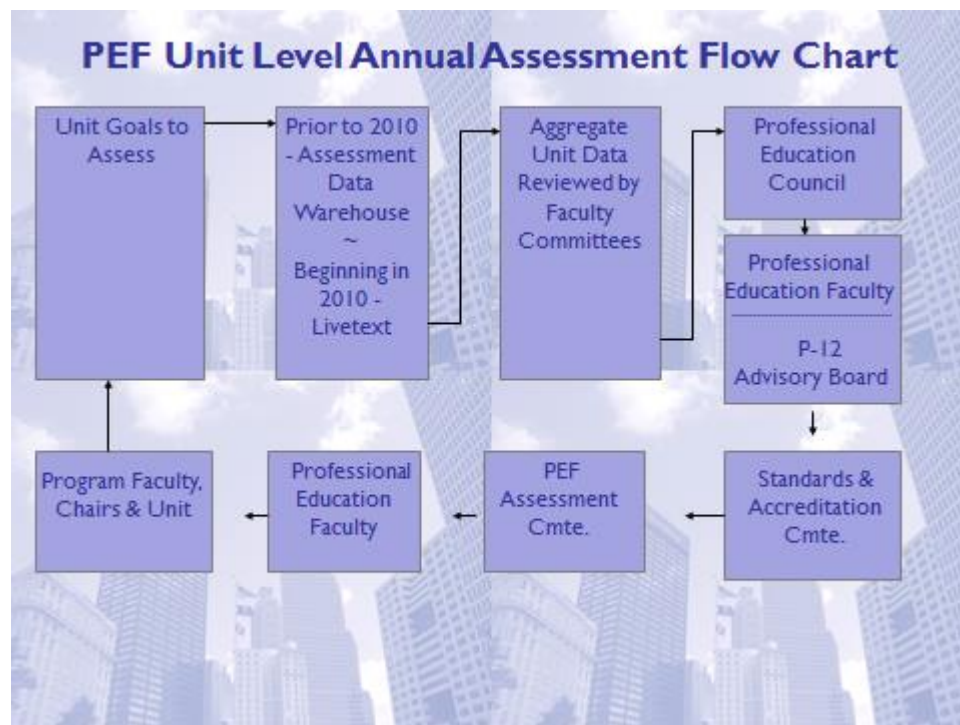
- 1) Disseminate and discuss BOR/PSC Workforce Rates data with designated program faculty.
- 2) Publish the high retention rate data on COE website.
- 3) Seek opportunities to stay informed and provide input regarding the BOR Graduate Survey and distribution process.

- 4) Collaborate with the NET-Q 50/50 representatives and with the administration of the NET-Q partnership schools to ensure completion of the BOR Employer Survey on GSU graduates.
- 5) Invite NET-Q District Coordinators, NET-Q 50/50 representatives and the NET-Q Grant/Project Director to attend all PEF Induction Committee meetings and to serve as advisory guests.
- 6) Collaborate with NET-Q Grant/Project Director and NET-Q representatives: to support CCLC training provided to partner school systems through grant funding specifically through NET-Q Summer Institute and to provide input for focus topics for the NET-Q Summer Institute.
- 7) Continue to develop and implement PEIS Fall 2012.

2. Standard 2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

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

The assessment system for the unit was developed by the Professional Education Faculty. Each year, our Professional Education Faculty analyze data related to our effectiveness at preparing teachers, educational leaders, school counselors and psychologists, and other education specialists. Committees use these data to determine our strengths and areas for improvement and to set action items for the following year. In 2007, the PEF adopted a plan for managing the flow of information throughout each academic year. These procedures were evaluated and further revised in 2009. The flow chart below provides a graphic representation of these processes.



The PEF Unit establishes the *Unit Goals* related to areas which need to be assessed and charges specific PEF committees with oversight for each area. Areas to be assessed include the NCATE standards, the GAPSC

domains/standards, unit operations, faculty and student diversity, candidate retention during induction, use of technology in teaching, development of professional development schools, and the learning outcomes related to our Unit's conceptual framework. Beginning in 2010, the PEF unit adopted the *LiveText system* as the primary data management tool for collecting and analyzing program key assessments and unit assessments. In addition, the Unit also provides committees with data from other sources (e.g. university's data management systems for student and faculty data, the USG Board of Regents, and the state provider for GACE assessments). Unit level data are aggregated across programs by program level (initial, advanced) and by type of program delivery (on campus, off campus, online delivery). The unit and programs operate on a summer/fall/spring cycle, with data collection being completed at the end of the spring semester in preparation for unit level and program level analyses in fall of the following year.

Six *PEF Committees* are charged with evaluating the educator preparation programs overseen by the PEF unit. The committees for Standards and Accreditation, Content Knowledge, Diversity, Induction, and Field Experience & Clinical Practice each have specific charges related to the goals/assessments set by the unit. The COE's Associate Dean of Undergraduate Education and Teacher Preparation provides data report summaries to each committee. In fall of each year, PEF committees (a) consider their progress on previous year's action plans, (b) facilitate activities related to action plans they are currently charged with implementing, (c) analyze data related to the charges of their respective committees, and (d) complete a report template summarizing the strengths, challenges, and proposed action items for the subsequent year. Each fall, programs also complete the data analyses for their individual programs, identify strengths and areas of improvement to be addressed, and create program specific action items. This information (a) is documented in program report templates in LiveText (to be reviewed by the PEF assessment committee), (b) is reported to the GAPSC through the Program Annual Assessment Report (PAAR), and (c) is reported to the University for SACS accreditation via the university Weave Online system (degree programs only).

At the end of the fall semester, PEF Committee reports are first presented to the *Professional Education Council (PEC)*. The PEC Council is made up of the chairs of all PEF committees and representatives from any department in the university which houses an educator preparation program and which is not already represented on the council. This council serves, in part, to facilitate an effective flow of information from the committees to the relevant departments. Next, committee reports are shared at the December *PEF meeting* and the January *PEF Advisory Council* meeting for review and to elicit additional input from stakeholders. Modifications are made as necessary.

In the spring of each year, the *Standards and Accreditation Committee* summarizes information from across the PEF committees, taking into account any feedback obtained following the PEF meeting or the PEF Advisory Council meeting. The Standards and Accreditation Committee is responsible for synthesizing and setting priorities related to the content issues which emerge through the assessment of the unit. They forward their work to the *Assessment Committee* who reviews the draft of the Unit Assessment Plan, the PEF committees' work, and the reports of individual programs to identify issues which need to be addressed in relation to assessment processes. The Standards and Assessment Committee and the Assessment Committee present a combined PEF Annual Assessment Report to the PEF members at the spring *PEF meeting* for consideration. This report is then officially accepted through a vote of the membership at the September meeting.

2.2 Please respond to 2.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 2.2.b.

- 2.2.a Standard on which the unit is moving to the target level [maximum of five pages]
- Describe areas of the standard at which the unit is currently performing at the target level.

- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 2.
-

Areas at Which We are Performing at Target

- *Assessment system*

The PEF Unit's assessment system operates an annual cycle of data collection, analysis of strengths and improvements, and establishment of action items. This process occurs simultaneously at the program and the unit level and incorporates input from faculty across both colleges and P-12 educators. Two standing committees provide oversight and leadership into (a) the evaluation of the curricular content issues and (b) the efficacy of the assessment model and processes. This information is documented in the PEF Annual Assessment Reports (2008, 2009, 2010, 2011, 2012) available in the exhibits.

The PEF Curriculum Committee reviews all educator preparation program changes and program proposals to ensure appropriate state and national standards have guided and are reflected in the design and content of the courses, program experiences, and assessments (see committee folder in Exhibit Hall). This alignment is reflected in key assessment charts for each program report (see chart template in 2.3a; and completed charts in program folders). The program key assessment charts also identify assessments which will occur at the midpoint (prior to clinical practice) and at the endpoint (end of clinical practice). The charts also illustrate the conceptual framework (CF) learning outcomes which are tagged to a midpoint and endpoint assessment. By running reports on the tagged learning outcomes, the unit is able to aggregate program specific data to understand the degree to which candidates have not met, met, or exceeded CF learning outcomes. Students, mentor teachers, and faculty are also surveyed to determine the degree to which they feel the programs in which they are involved have been effective at addressing the CF learning outcomes (see PEF Committee Data Summary Reports).

The PEF Assessment Committee oversees the validity and utility of the unit level and program level data and our needs for assessment technology, professional development, or personnel. As shown in the exhibit hall, the committee has established unit level transition points for initial and advanced programs (see section 2.3a), and the committee's folder includes minutes and documents from the regular meetings since 2008. On an annual basis the committee examines the data collection processes used at the unit and program level, including (a) comparisons across data collected internally on candidates while they are in our programs and (b) data collected externally related to performance, program satisfaction, and retention after graduation. Assessment committee members attend national conferences (AACTE, NCATE sponsored sessions, and LiveText) to identify best practices. The committee makes recommendations for adjustments to instruments, assessment procedures, and assessment support as necessary (See Section II of the Unit Annual Assessment reports for 2009, 2010, 2011, 2012).

The PEF Unit and Program assessments are administered through LiveText. Assessments contain standardized instructions for administering the assessment and detailed grading rubrics. Program coordinators and/or program assessment coordinators work with program faculty to ensure those responsible for administering an assessment are trained in the administration of the assessment and the guidelines for grading on a regular basis. For each LiveText rubric, reports are created and analyzed to insure that evaluations are fair, accurate, consistent and free of bias. These analyses are conducted at the unit level for the unit-wide disposition assessment, at the department level for assessments common across programs in the department, and at the program level for assessments unique to each program. On a yearly basis, results for LiveText assessments are compiled which indicate the standard deviations across ratings for the rubric elements to explore the extent to which the rubric captures variance across the completers. When the same assessments are administered at both midpoint and end of program, analyses include examination of the degree to which growth is apparent across the program. In addition, comparisons are made across individual raters teaching different sections to examine inter-rater reliability. Finally, assessment results are examined in light of the gender and ethnicity of the candidates.

An example of changes which have occurred through our analysis of assessment results can be seen in the movement away from the previous STARS disposition assessment to our new unit-wide disposition assessment. The PEF Assessment Committee noted a trend in the STARS disposition data in that a lack of variance was evident in faculty ratings of dispositions. Concerns were also expressed that the assessment was not an accurate measure of professional dispositions. In 2009-2010, the Assessment Committee formed an ad-hoc committee which examined disposition assessments that could be utilized unit-wide across all programs. The committee was impressed by work on the five dispositions of effective teachers which had been presented by Usher, Usher, and Usher (2003) at the National Symposium on Teacher Dispositions. One department piloted this assessment and found the items to have face validity. Upon recommendations by the ad-hoc committee, the Assessment Committee instituted the following changes to the unit assessment of dispositions:

- A new unit-wide disposition assessment was implemented in fall 2010. This assessment is administered to all initial preparation and advanced program candidates at the midpoint and end of their programs. These assessments occur in specific courses where candidates' dispositions are observable through their field work and/or demonstrated through their assignments. (Due to the short length of endorsement programs, the majority of which are two to three courses in length, these programs may administer the disposition assessment on only one occasion.) The new assessment yields a range of scores which discriminate across candidates with respect to five dimensions associated with effective educators: (a) empathy, (b) positive view of others, (c) positive view of self, (d) authenticity, and (e) meaningful purpose and vision. Comparisons across the midpoint and end of program administrations indicate use of the instrument is sensitive to growth across time.
- In addition to the unit-wide assessment, dispositions are also assessed through program-specific key assessments, which are associated with conceptual framework learning outcomes focusing on dispositions. These learning outcomes are linked to rubrics which evaluate specific assignments/experiences in courses. Students and cooperating teachers also provide feedback on the extent to which they feel the teacher education program has emphasized and supported the development of these dispositional learning outcomes. The outcomes include values and beliefs as demonstrated through personal interactions with students (CF 2.1 and CF 2.2) and one outcome which reflects professional disposition toward themselves as teachers/learners and their career (CF 2.3).
- *Data Collection, Analysis, and Evaluation*

The PEF Unit ensures programs collect comprehensive data both during the program and after program completion. Initial preparation programs require passing scores on a basic skills assessment upon entry to the program (GACE Basic Skills) and then administer 6-8 key assessments which are linked to the GAPSC domains of content knowledge, planning, clinical practice, impact on students, dispositions. Additional data are collected through surveys from students, mentor teachers, graduates, and employers; through examination of candidate GPA at entry, at the end of each semester, and at the end of programs; and through minimum requirements for grades in methodology/practicum required courses and/or analysis of grades in core professional knowledge courses. Advanced programs require submission of GRE scores for admission and then administer 3-4 key assessments which are linked to content knowledge, professional and pedagogical knowledge and skills, impact on students, and dispositions). Advanced programs also collect data from students at program completion and through surveys of graduates as part of the university required program review process. The initial preparation and advanced preparation plans for collecting data across transition points can be found in the exhibit hall.

The PEF Unit is approved to offer three off campus programs (two in Alpharetta and one in Newton). The exhibit hall contains the individual information for each program. The first cohort in the Ed.D. in Educational Leadership began in summer 2012, and no data are available on key assessments. The BSE in Early Childhood Education program has offered a cohort in Newton and is currently offering a cohort

in Alpharetta. The data for these programs are addressed separately within the program report for the BSE in Early Childhood Education. The Unit's online programs (one MAT, three endorsements, and four M.Ed. programs) all have separate program reports templates in the exhibit hall. In addition to the review of the program data found in the separate reports, the unit also monitors the quality of on campus, off campus, and online course experiences by examining the end of course evaluations across the three groups (see disaggregated results for last three years by semester in the exhibits for faculty 5.3f).

Since 2008, the PEF Committees have reviewed data on an annual basis and reported the results of that analysis in an Annual Assessment Report (see 2008, 2009, 2010, 2011, 2012). In 2011, the COE Dean's office began producing data summary reports for the Content Knowledge, Diversity, Field Experience and Clinical Practice, Induction, and Standards and Accreditation Committees (see section 2.3i for 2011 reports for all five committees, 2012 reports will be available by November 2012). The purpose of these data summary reports is to enable faculty to more easily access summaries of data pulled from across instruments and to focus on the specific data related to their committee charges. These reports are also published on the website (<http://education.gsu.edu/main/7124.html>) along with information on our overall production of educators and their eventual employment in Georgia schools (<http://education.gsu.edu/main/7122.html>) and highlights of our programs (<http://education.gsu.edu/main/7104.html>).

The handling of complaints from candidates within PEF programs follows the policies and procedures of the university and the respective colleges. The Undergraduate and Graduate Catalogs and the Student Code of Conduct set forth policies and requirements for Georgia State students. Students are expected to know and comply with these policies. Students may, however file a complaint, petition, or appeal by following the procedures outlined in Georgia State University Policy Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals. Types of requests include: final course grade appeals, admissions appeals, financial appeals, add/drop/withdraw appeals, course load, scholastic discipline, course substitutions, and academic regulation and requirement appeals. The College of Education and the College of Arts and Sciences maintain specific forms/instructions for students to follow in filing complaints. Files of complaints specifically from candidates in educator preparation programs which have been submitted to the colleges are summarized for review in the Exhibit hall (see 2.3f).

The primary technologies used to collect data for PEF programs are the LiveText data management tool and the university BANNER system. Data sets related to graduate and employer satisfaction and teacher retention are also provided by the USG Board of Regents. The chairs of the Assessment committee and the Standards and Accreditation Committee, the unit-level LiveText coordinator, and the COE Associate Dean of Academic Programs meet regularly to review LiveText operations, run trial reports, and revise practices. The Unit LiveText coordinator and the chair of the Assessment Committee also provide group and one-on-one support to faculty and program coordinators in using LiveText technologies. The COE data administrator, staff from the Office of Academic Assistance, department level admissions staff, and the COE Associate Dean meet monthly to address issues of data quality and to refine procedures related to identifying and tracking program admits and completers.

Use of Data for Program Improvement

Program level data analyses are run within LiveText and primarily consist of analytic reports providing descriptive statistics based on key assessment rubrics. The two largest departments have faculty designated to provide program coordinators with assistance in running and analyzing the reports. For other departments/programs, the COE dean's office Unit-level LiveText administrator provides support for running and analyzing program reports. Unit-level LiveText reports, run across educator preparation

programs, are run by the COE Dean's office. The individuals involved in overseeing the running of the reports regularly reflect on best practice related to unit/program assessment; attend and present at state and national conferences related to the program assessment and evaluation; and facilitate growth in faculty members' knowledge, development, and expertise with assessment procedures (see 2.3j presentations and meeting minutes). In addition, since 2010 a research team consisting of the COE Associate Dean of Academic Programs, the Unit-level Live-Text administrator, a post-doctoral student in research measurements, and graduate research assistants have met regularly to work with PEF data and with state databases in an attempt to understand relationships between program elements and teacher retention, to analyze data related to graduate and employer surveys and attempt to increase the unit's ability to benchmark our findings to state and national averages, and to run validity and reliability statistics on newly created surveys related to the conceptual framework learning outcomes. This work has included use of sophisticated research methodologies such as hierarchical linear modeling, analyses of variance, and correlational analyses as well as descriptive statistics and qualitative data analyses. Information related to these inquiries is integrated into the PEF data summary reports and is taken into account as PEF committees identify strengths, areas of improvement, and action items. Research documents related to these evaluations and analytic techniques can be found in the exhibit hall (see 2.3j research papers).

Finally, students and faculty reflect on candidate performance and program effectiveness on a continual basis. As students submit artifacts to be assessed, faculty members utilize LiveText rubrics to evaluate their performance. These rubrics and associated comments are shared with the candidates. Students are also asked to reflect on faculty teaching performance at the end of each semester, to provide feedback on their field experience placements and supervisors at the end of student teaching, and to provide feedback on their degree program at graduation. In addition, at midpoint and endpoint of each program, candidates are asked to evaluate their program effectiveness at addressing the conceptual framework learning outcomes. Faculty reflect on their own performance as indicated in teaching evaluations at the end of the semester and these data area also aggregated by department and by on campus versus online programs. In addition, on a yearly basis faculty complete an annual review of their teaching, research, and service and review their achievements and goals with their department chairs. Faculty members are also asked to provide feedback on the degree to which their program is effective at addressing the conceptual framework learning outcomes. Finally, every seven years faculty members within each department undertake an extensive self-study as part of their department's academic program review.

Activities Which Have Led to Target Level Performance

Since 2008-2009, our PEF Assessment Committee has completed a section in each annual assessment report detailing recommendations for improvements based on analysis of our program and unit assessment procedures (see Section II, 2009, 2010, 2011, 2012). Below we summarize the types of activities and changes we have made over the last five years which have led to target level performance for NCATE Standard II. Full descriptions can be found in the yearly unit assessment reports and the minutes and documents found in the Assessment committee folder in the exhibit hall.

In 2009, several major changes occurred. First, we revised the Assessment Flow chart (a) to ensure that PEF committees obtained feedback from PEF faculty and the P-12 Advisory Council related to the committees' interpretations and recommendations and (b) to institute a process whereby individual programs submitted annual reports of their progress to the unit for review. Second, we recommended that the assessment process be streamlined to reduce redundancy across data, and that efforts be undertaken to ensure data collected are those which are meaningful to program faculty.

In 2010, the Assessment Committee undertook the first annual review of program reports and found a need to develop a chart to aid faculty in considering linkages between key assessments, the conceptual

framework, and transition points at which key assessments occur (see 2.3a attachment: key assessment chart). To streamline the assessment process, the PEF adopted LiveText as the new platform with all programs scheduled to move to LiveText in 2010-2011. This was done to enable programs to focus on collecting program-specific data. By using the LiveText system, program specific rubrics could be tagged to the revised Conceptual Framework Learning Outcomes. A taskforce was appointed to oversee the transition process (see 2.3j: minutes). There was also an effort to ensure the charges of each PEF committee were clearly defined and that each committee examined only the data relevant to their charges. The Assessment Committee also declared the intention to move to target on Standard 2, with the intent to begin a self-study and identify areas for improvement in relation to that goal in the following year.

In 2011, Section II of the Annual Assessment report indicated that overall the process of reviewing data by the committees was functioning well. Review of the criteria expected for institutions functioning at Target level on the assessment system for NCATE accreditation led to a number of initiatives and action items. First, the Assessment Committee adopted a new unit-wide assessment that could be embedded in courses occurring at midpoint and end of the programs. This was the result of ongoing concerns over the quality of information obtained from the old STARS surveys of dispositions and faculty members' views that the unit-level STARS data were not meaningful to program improvement. Second, a new survey (student assessment of program effectiveness) was created to obtain feedback on the degree to which students' felt their programs were effective in addressing the conceptual learning outcomes. This data would provide candidate input on program effectiveness and be used to consider the salience of our conceptual framework to candidates and to identify areas that might need to be addressed.

In 2012, the PEF Assessment Committee noted that the review of data summary reports by PEF committees was functional well overall; however, for some of the advanced programs and for some of the programs focusing on other school personnel there had seemed to be a limited amount of 10-11 data. Investigations following the fall committee report presentations to the PEF revealed some programs needed additional assistance on the use of LiveText. This assistance was provided in the spring of 2012. Other advanced programs were using LiveText portfolio assessments rather than course-based assessments and the Unit had difficulties aggregating their data into the unit analysis. In spring 2012, effort was made to aggregate these data manually so that the information would be forthcoming for committee review the subsequent year. In the ongoing efforts to move toward target for Standard II, the Assessment Committee (a) created a unit-wide survey to obtain feedback from mentors/cooperating teachers on our programs and the design and delivery of field experiences (see exhibit hall 3.3a), (b) created program folders in LiveText for initial, endorsement, and advanced programs to use for maintaining all data related to program evaluation, (c) developed a method for ensuring programs systematically add data annually and are monitored for completion, and (d) facilitated the creation of website pages for publicly reporting data related to the evaluation of the unit (see COE at a Glance: <http://education.gsu.edu/main/7104.html>; Producing Educators for Georgia Schools: <http://education.gsu.edu/main/7122.html> and Annual Reports: <http://education.gsu.edu/main/7503.html>).

Future Plans

1. Revisit Unit Dispositions rubrics for midpoint and endpoint assessments to determine whether the instruments are meeting program needs for assessing dispositions.
2. Continue to examine and refine the process for managing the flow of information for the mentor teacher/supervisor.
3. Improve the ability of the unit to make connections to portfolio assessment data collected in the older version of LiveText in ways that allow aggregation of learning outcome data at the Unit Level for these programs.

4. Develop an improved plan for the Unit to access post-graduate contact information and pursue additional ways to obtain information on graduate satisfaction, teaching effectiveness, and retention.
5. Further develop ways to share our program evaluation information with the public (ie. develop more direct pathway to access data via the website; sharing information via newsletters and brochures).

2.3 Exhibits

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

3. *Standard 3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.*

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

Georgia State University's educator preparation programs collaborate extensively with Metro-Atlanta schools to ensure our field experience and clinical practices enable candidates to develop the knowledge, skills, and dispositions needed to support the learning of students in urban contexts. Our partnerships include over 24 fully functioning professional development schools and numerous partner schools across 23 counties. Our professional development school network, **NET-Q**, is funded by a federal Teacher Quality Partnership grant. The Network for Enhancing Teacher Quality (NET-Q) project is designed to increase the quality and number of highly qualified teachers who are committed to high needs schools (urban metro-Atlanta and rural Georgia settings). Our work in this area is facilitated and evaluated by two committees (the **PEF Field Experience and Clinical Practice Committee**, and the **PEF Advisory Council**) and by program/department coordinators.

The **PEF Field Experience and Clinical Practice Committee** is charged with the oversight for the

design, implementation, and evaluation of our field experiences and clinical practice. Each fall, this committee analyzes data related to our P-12 partners, results of survey data providing feedback from our mentor teachers, summaries of and feedback related to our placement processes, our progress toward placing our students in high-needs urban schools, and our students' perspectives of their field placement experience and their effectiveness at teaching in the field (see data summary reports, 2011, 2012). Notations of strengths and recommendations for improvements are included in the yearly committee report templates (see Field Experience and Clinical Practice Committee folder) and are summarized in the Unit Annual Report.

The PEF Field Experience and Clinical Practice Committee also provides oversight for the Field Placement process for all programs. Agreements between the PEF and cooperating schools systems and child care agencies are coordinated by the Deans' Offices in the two colleges on behalf of all eight departments. The COE Office of Academic Assistance staff member in charge of Field Placement coordination (a) processes the agreements, (b) provides the departments with a copy of MOU agreements, (c) provides the Field Experience and Clinical Practice Committee and departments with a yearly report of current agreements and specific system processes, and (d) is in charge of the criminal background check process. Each department has a faculty member(s) who determines placement needs for programs within the department, and makes requests for specific school placements through the participating school system or agency. The following criteria guide the selection of P-12 Cooperating Teachers/Mentors:

- P-12 cooperating teachers who host a student teacher are certified in the field they teach, have at least three years of experience in that field, and are recommended/approved by their building principal and/or district field experience coordinator.
- Birth-5 student teachers may complete their clinical teaching in a “work-based” child care setting and may be the classroom lead teacher (teacher of record) themselves. These individuals could be supervised by a curriculum coordinator, assistant director or director, whose qualifications meet center licensing standards, or national accreditation standards, rather than state certification. When making placements for student teachers in the B-5 program, we collaborate with the centers to identify the most qualified “site supervisor,” in terms of education and years of experience.
- Our post-baccalaureate and MAT programs may include candidates who have a provisional certification and who are classroom instructors of record. For these individuals, student teaching requirements are met in their own classrooms. The candidates are not placed in a host classroom. In the case of these individuals, candidates submit the name of their school-appointed mentor to program faculty, and university supervisors coordinate mentoring of the candidates with these individuals.

At the end of each semester, mentors are surveyed regarding their views of our programs, the design of the field experience/clinical practice, and the degree to which they feel our programs have prepared candidates to address learning outcomes. This information is shared with individual programs and aggregated at the unit level for review by the PEF Field Experience and Clinical Practice Committee.

In order to facilitate additional communication between the PEF Unit and the school systems, the PEF Field Experience and Clinical Practice committee hosts an annual luncheon for school district placement coordinators and PEF program coordinators. At this meeting, school district input is obtained regarding current practices and recommendations for future. For more information on the work of this committee, including descriptions of meetings with school partners and copies of MOU's with partner districts, please see the PEF Field Experience and Clinical Practice Committee Folder in the Exhibit hall.

The effectiveness of the clinical preparation of our candidates is also a priority for our **PEF Advisory Council**. The PEF Advisory Council is a standing committee made up of teachers, school professionals,

and administrators representing schools, child-care centers, school systems and two-year colleges who work closely with education programs at Georgia State University. The PEF Advisory Council meets once each fall and spring semesters to review issues under consideration by the PEF Committees. The PEF Advisory Council members also serve as members on our Net-Q Leadership Consortium (see website <http://net-q.coe.gsu.edu/?q=node/2>). Net-Q initiatives include: (a) enhancing pre-baccalaureate teacher preparation programs; (b) enhancing post-baccalaureate teacher preparation programs; and (c) creating teacher and leadership residency programs for post-baccalaureate candidates. Through our Net-Q initiatives, we have redesigned our baccalaureate Teacher Preparation programs for Early Childhood Education (PreK-5) to ensure all candidates obtain either initial certification with an English as a Second Language (ESOL) endorsement OR dual certification in early childhood education and special education. Undergraduate programs in early (PreK-5) and middle childhood (4-8) are being enhanced via co-teaching in select courses to enhance ESOL, Special Education, and technology integration across the content areas. This work, in concert with our professional development school partners, directly impacts our candidates' abilities to teach effectively in high-needs urban schools. In addition, we have developed, with our Net-Q P-12 partners, paid Residency programs in secondary math, secondary science, and K-12 special education. These Residencies provide \$25,000 stipends for college graduates to work in our partner schools and culminate in teaching certificates and masters' degrees.

Finally, close collaboration and communication between our specific B-12 programs and our school and community partners help us to maintain the quality of our programs, to identify the strengths of our field experiences and clinical practices, and to make continual improvements. To ensure the effectiveness of our experiences we (a) communicate roles and responsibilities effectively, (b) support our mentors, supervisors, and interns throughout their experiences, and (c) provide opportunities for stakeholders to share feedback and recommendations on an annual basis. The roles and responsibilities of interns, mentors, and university supervisors are program specific and can be found in each program's report in the exhibit hall. In some cases, procedures are coordinated at the departmental level. For instance, for the initial teacher preparation programs housed in the Department of Middle-Secondary Education and Instructional Technology, the following communication structures and evaluation tools are utilized:

University Supervisors

- Orientation session each semester for new supervisors
- Orientation at beginning of semester for all supervisors (review syllabus, expectations, policies, assignments, key assessment rubrics, etc.).
- Monthly meetings for all supervisors
- Provide LiveText account and technical support for all supervisors
- Provide access to LiveText document that includes all resources necessary for working with teacher candidates in field-based courses
- Three-way conference with teacher candidate, university supervisor, and mentor teacher within the first two weeks of each field placement
- Additional support provided by Coordinator of Field Experiences and Associate Chair as needed

Cooperating/Mentor Teachers

- Provide link to LiveText document that includes all resources necessary for working with teacher candidates in field-based courses
- Welcome video from Associate Chair (students are required to share the video with the MT)
- Provide links to student orientation videos via Visitor Pass for LiveText so mentor teachers will be familiar with requirements in the field-based courses
- Three-way conference with teacher candidate, university supervisor, and mentor teacher within the first two weeks of each field placement
- End of the semester Mentor Teacher Survey of program/field experience effectiveness

Interns

- Field Experience handbooks, syllabi, assignments and rubrics (on LiveText)
- Student Teaching Orientation Video (LiveText)
- Student Teacher Exit Survey; data from the survey are used each year to evaluate and improve programs.
- Student evaluation of supervisors at end of each term

Similar policies and practices can be found in the program reports for the other programs as well. Although programs may differ in their specific documents and practices, to support the development of effective communication processes between programs and schools, program representatives from each department serve on the PEF Field Experience and Clinical Practice Committee and with P-12 partners on the Net-Q Leadership Consortium.

3.2 Please respond to 3.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 3.2.b.

3.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 3.

Summary of Data-based Initiatives Leading to Continuous Improvement of Field/Clinical Experiences

Since 2009, PEF faculty members have completed annual assessment reports detailing the strengths of our field/clinical experiences, areas for improvement, and action items to be addressed in subsequent years. In 2009 and 2010 this work was done by the Professional Development School (PDS) Ad-hoc committee. Beginning in 2011, a by-laws change constituted the ad-hoc committee as a new standing committee by the name of PEF Field Experience and Clinical Practice Committee. Below we highlight examples of the types of activities and changes we have made since 2009 as a result of data analyses. Full descriptions of the yearly reflection on ongoing initiatives, analyses of strengths and areas for improvement, and establishment of action items can be found in the PEF Annual Reports (2009, 2010, 2011, 2012) and in the annual reports, minutes, and documents found in the Field Experience and Clinical Practice folder in the exhibit hall.

In 2009, the PDS Ad-hoc committee recommended the Unit adopt the federal definition for ‘high needs’ schools (50% free/reduced lunch, 60% population of less-represented groups), and identified the placement of students in high-needs schools in the metropolitan area be a top priority. The committee also recommended (a) the establishment of an Office of Field Experience with a director to coordinate placement needs for all programs, (b) that an online survey to gather cooperating teacher feedback be created, (c) that the use of the Teacher-Intern-Professor model be expanded across grade levels and programs to further document the impact of our programs on student achievement, and (d) to review the AYP status of PDS schools.

In 2010, the PDS Ad-hoc committee found that 59% of our field placements were in schools which met federal guidelines for high needs in terms of free and reduced lunch, and 69% of our placements met the high-needs definition in terms of diverse populations. A mentor teacher survey had been developed with input from the PDS Advisory Council, and a PDS Field Experience Handbook had been created to aid

partner schools in understanding the diverse field-experience opportunities which occur across the varying initial preparation programs. Analysis of AYP data also indicated passing rates were higher for PDS schools with cross career learning communities (CCLC's) than found in comparison schools. Action items including having the Office of Field Experience take over all legal protocols (MOU, criminal background checks), collaborating with the Net-Q Design team to support Net-Q activities, and assuming responsibility for oversight in relation to all elements of the NCATE standard related to Field and Clinical Experiences.

Bylaws changes resulted in the establishment of the PEF Field Experience and Clinical Practice committee in 2011. With the input of district placement officers, new policies related to field placement and the use of the Pre-check system for Criminal background checks were instituted. The unit was successful in placing student teachers in high-needs schools. The committee recommended the Mentor teacher survey be further revised to enable it to be distributed across all programs (ie. teacher education, counselor education, educational leaders). The committee also recommended an analysis be conducted of the process of identifying mentors for interns on non-renewable certificates. The committee developed a resource area which programs can use to document compliance with placing interns at all levels of experience within a certification area and to demonstrate placements are designed to ensure all interns have experiences with culturally diverse learners and with students who have exceptionalities. The committee recommended the new definition of GSU PDS schools and the process to become recognized as a PDS be formally adopted by the PEF.

In 2012, the PEF Field Experience and Clinical Practice committee noted that efforts had been made to show the effectiveness of interns in field placements with pupil change projects having been compiled and posted in LiveText for all programs. The unit was again successful in placing our students in a higher percentage of high needs schools than ever before (59% in schools qualifying as high needs in terms of free/reduced lunch and 72% as high needs in terms of cultural diversity). Efforts to continue to improve the unit-wide distribution of the mentor teacher survey were recommended. Reviews of the practices for identifying mentors for interns on a non-renewable certificate indicated these procedures vary greatly across programs and recommendations were made for improvements. The need for additional centralization in field experience placements was again noted.

Future Plans

- 1) Coordinate a luncheon for metro-area district-level placement coordinators. This working luncheon should also serve as a venue to communicate any procedures that we have developed to better identify mentor teachers.
- 2) Create a survey to send to MAT and post-baccalaureate programs regarding their policy and procedures regarding identification of mentors for interns who are on non-renewable certificates.
- 3) Sponsor a team of committee members to visit two other regional universities with centralized field experiences offices to examine their practices.
- 4) Examine the resulting data from the NET-Q Anchor Action Research projects to determine the interns' impact on student achievement.
- 5) Present the benefits and process of becoming a PDS school at the next PEF Advisory Committee meeting so that district representatives can disseminate the information within their organizations.

3.3 Exhibits

3.3.a	Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical
-------	--

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

4. *Standard 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.*

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

As outlined in the vision statement of our conceptual framework, the “PEF envisions a world that embraces diversity; where social justice, democratic ideals, and equal opportunity can be increasingly enacted; and where technology is used to enhance opportunities for human development.” We strive toward this vision as we develop and implement our educator preparation programs. Diversity related learning outcomes guided by our conceptual framework include: (a) Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected; (b) Our candidates use knowledge of students’ cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools, and (c) Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning. We have established links between these outcomes and program-specific key assessments to provide us performance data related to our candidates’ effectiveness. Individual reports in the exhibit hall for each program contain the specific key assessments which address these learning outcomes at the midpoint and endpoint of the programs. The program reports also include descriptions of the ways that diversity is addressed throughout the program and steps taken to ensure all candidates have field experiences with students from culturally and linguistically diverse backgrounds and with students who have exceptionalities.

At the unit level, our PEF Diversity Committee is charged with overseeing our effectiveness at preparing candidates to work in urban schools, as well as leading our analysis of the ways in which diversity is embedded throughout the curriculum of all programs, both in content and in approaches. The committee also examines the context of our placements, the diversity of our student body and our faculty, and the

degree to which our PEF is successful at producing teachers who take jobs in high needs urban schools and remain in those positions. Their work is informed by the data from key assessments linked to the diversity related learning outcomes, data from the USG Board of Regents employer and graduate survey, analysis of the diversity of the schools in which our students area placed, the diversity of our students and faculty, and data on our graduates' employment and retention. Finally the committee's work is informed by our students, mentor teachers, and faculty's perceptions of the effectiveness of our programs at addressing the diversity outcomes found in our professional framework. The PEF Diversity committee reviews these data on a yearly basis and produces a report of strengths, areas for improvements, and action items which are included in the PEF Annual Assessment Report.

Our candidates' abilities to understand issues of diversity and to work with diverse learners is addressed through content and experiences found in our required core courses, in the degree to which courses throughout programs integrate explicit attention to diversity, and in our requirements that candidates work with diverse populations in high needs urban schools. Core requirements focusing on diversity at the undergraduate initial teacher preparation level includes coursework on critical issues in education, on sociocultural perspectives on diversity, and on characteristics and instructional strategies for students with disabilities. Graduate program core requirements include coursework on cultural and social foundations and, for initial preparation candidates, a course focusing on meeting the needs of students with exceptionalities. Student performance in core courses is reviewed by the Diversity committee as part of the annual review process (see PEF Diversity Committee data summary report 2011). Attention to issues of diversity occurs not only in core courses at the undergraduate and graduate level, but is also embedded throughout coursework in individual programs (see program report folders: Section 1 Context - Part 7 Diversity). In such ways, faculty work at both the Unit level and the program level to ensure candidates' exploration of topics, content, and pedagogy occur through a socio-cultural lens, and issues integral to working diverse learners are addressed in in-depth ways (See Diversity Committee's data summary report for course listings).

The PEF Diversity Committee also provides leadership, support, and critical analysis of our efforts to recruit and retain a diverse student body and a diverse faculty. Below we outline initiatives we employ to recruit, support, and retain our diverse populations. Additional information can be found in the exhibit hall (4.3h).

The PEF colleges and programs draw on multiple strategies to recruit potential candidates who are under-represented in the educator workforce. For instance we use targeted advertisements; secure funding to support scholarship, fellowship, and residency programs; implement bridge programs to recruit students from metro-Atlanta schools; and do workshops and information sessions at two year colleges and HBCU institutions (See 4.3h). To support the development of diverse candidates who enroll in our programs, we also have a range of education initiatives. Many of these initiatives are facilitated and/or supported by the leadership of the College of Education's Alonzo A. Crim Center for Urban Educational Excellence. The mission of the Crim Center is to ensure that no child is alienated from or by education within urban schools and communities. We believe that to accomplish this, we must first empower teachers by helping to foster a sense of connection for children, educators, and community members to each other and to the larger world. The Center's student initiatives which directly target retention of GSU minority students, include the Urban Education Freshman Learning Community, the Tighter Grip organization which focuses on the recruitment and retention of African-American males at Georgia State University, and the Softer Touch, a sister organization focusing on increasing the recruitment and retention of African-American females and on serving the children of underserved/underprivileged communities. Finally, a range of support structures are also being used by the PEF colleges and programs to support the retention of diverse candidates. These include: (a) involvement with diverse faculty in high-needs urban schools (Net-Q project); (b) support for candidates as they complete practica in urban schools (CCLC initiatives,

residency programs, faculty mentors/coaches); (c) supplying information for students on professional organizations and community resources; and (d) providing support for student organizations.

Our PEF faculty are also representative of diverse cultural and linguistic backgrounds, and we provide ongoing development for faculty to enhance their efforts to frame their teaching, research and service within a lens of social justice and equity. This commitment to diversity is found not only within the PEF programs but at the university level as well. Georgia State University has adopted a Diversity Strategic Plan with the goal to build and sustain the representativeness, inclusiveness, and engagement of our diverse constituent groups (student body, faculty, and staff) and to support the inclusiveness and engagement of students, faculty, and staff with disabilities. The Diversity Strategic Plan includes eight initiatives focusing on the recruitment and retention of diverse faculty and the website also provides diversity resources. In addition to adhering to university guidelines, the two PEF colleges also have plans/procedures (see 4.3g).

At the same time, the PEF faculty recognizes that the development of educators who are capable of working from a socio-cultural lens requires not only the integration of content within programs and the presence of diverse students and faculty, but also attention to the ways in which we teach in academia and the ways in which we design assignments, determine locations of field experiences, and frame analytical reflections. The PEF undertakes a range of initiatives to support faculty professional development to ensure they are knowledgeable about and sensitive to preparing candidates to work with diverse students. For example, (a) COE Research Wednesday Speakers provide faculty with access to national leaders in areas related to issues of diversity; (b) GSU faculty research related to the guiding principles of the conceptual framework are regularly shared with PEF faculty; and (c) bibliographies of scholarly publications are made available to faculty (see PEF curriculum data summary report, 2011).

Through our attention to setting relevant learning outcomes, aligning curriculum and experiences with our vision, and recruiting and supporting diverse faculty and students, the PEF faculty have been successful in preparing a diverse teaching workforce who are prepared to work in high-needs urban schools. According to the 2011 BOR teacher production report, in 2010, GSU produced more teachers from under-represented groups than any institution in the state. In addition to increasing diversity in the teacher work force, this college also produces graduates who work in high-needs urban schools which typically have problems in teacher recruitment. Of our 2006 completers, more than 70% of our completers were teaching in high-needs urban schools (defined as 50% or more kids with free/reduced lunch). Employer and graduate surveys also indicate candidates are well prepared to address issues of diversity. In fact, on 8 of 11 diversity related items, more than 5% of GSU respondents chose “Strongly Agree” when asked if they were well prepared than did respondents from all other University System of Georgia institutions on these same items. In addition, at one and two years out, between 92% and 100% of the employers agree or strongly agree on the strength of our candidates and programs in relation to the diversity items on the Board of Regents survey.

4.2 Please respond to 4.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 4.2.b.

4.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 4.

Summary of Data-based Initiatives Leading to Continuous Improvement of Diversity

Since 2008, PEF Faculty have reviewed our programs efforts to address issues of diversity in the design and implementation of our programs and with respect to our efforts to increase the presence of individuals from underrepresented cultural and ethnic backgrounds in our faculty and student body. Summaries of our analyses of strengths, areas of improvement, and action items can be found in Annual Assessment Reports (2008, 2009, 2010, 2011, 2012). Because different committees have had oversight for different areas related to issues of working with diverse learners, more information can be found in the PEF committee folders for three committees: the PEF Diversity Committee, the PEF Field Experience and Clinical Practice Committee, and the PEF Standards and Accreditation Committee. Below we highlight changes we have made based on data across that time period.

In 2009, the PEF Diversity Committee indicated a decrease in the percentage of African-American faculty hired in 07-08 as compared with 06-07, but the retention of African-American faculty was slightly higher than White faculty in the first five years of service. Recruitment of under-represented students increased during this time period. In order to recruit and then retain underrepresented faculty, the committee recommended that departments assign mentors for underrepresented faculty, and that underrepresented faculty should be invited to discuss the success or challenges of retention efforts at the end of each year. The committee also noted (a) the need to expand the focus of the committee to include an analysis of our effectiveness at preparing educators to teach underserved populations in urban schools and (b) a need to look at broader applications of diversity.

In 2010, the PEF recommended an ad-hoc committee be convened to review the GSU Conceptual Framework with a charge to articulate the unique vision and mission of the unit at Georgia State University in light of our role as a urban research university. The PEF Diversity Committee reported varied recruitment strategies had been used but that the number of underrepresented faculty hired decreased in comparison to recent years. A decrease in the number of underrepresented faculty who had left GSU was noted as a strength. Action items included (a) to develop a survey to obtain additional data related to graduates' preparation to work in multicultural settings and regarding to the learning climate, and (b) to assume analysis of the data related to the all elements of the NCATE standard related to diversity, and (c) to work on better procurement of data related to faculty hiring and retention across the colleges disaggregated with respect to faculty diversity.

In 2011, the PEF implemented the new conceptual framework which clearly articulated the unit's mission of preparing teachers to meet the needs of diverse learners in urban schools through a commitment to social justice and equity and through attention to the development of culturally responsive pedagogy. The PEF Diversity Committee recommended by-laws changes to clarify the role of the PEF Diversity committee as related to the curriculum/design and evaluation of educator preparation programs in contrast to the Diversity Committee within the College of Education which focuses on recruitment/retention of all of the college's faculty and students.

In 2012, the PEF supported faculty consideration of the new Conceptual Framework by sharing research at PEF meetings, distributing research articles via email every three to four weeks, and inviting guest speakers to COE Research Wednesdays to give presentations related to the PEF Conceptual Framework. Students' perceptions of our effectiveness at implementing the Conceptual Framework learning outcomes were gathered from individuals at the midpoint and endpoint of their programs. From students' perspectives, programs were less strong at addressing their abilities to incorporate both local and global

perspectives and their abilities to critically analyze policies and structures impacting learning in urban contexts. The PEF Diversity Committee noted that diversity is positively highlighted in programs in terms of the makeup of the student population and in the candidates' placements. Programs and program faculty are also engaged in professional development and provide opportunities for others in this area although improvements could be made in developing ways to replicate or expand these opportunities across departments/colleges. The PEF committee also indicated a concern that our working definition of diversity needed to adequately describe exceptionalness and issues of unequal power (e.g. sexism, racism, heterosexism, ableism) and that we need to focus on ways of bringing these issues to the forefront as we consider the way we prepare ourselves and teachers to work within these contexts. The need to explicitly address diversity within faculty evaluations and promotion and tenure, to search for a Latino/Latina scholar, and to increase the percentage of students of color recruited for teaching were also noted.

Future Plans

PEF Diversity Committee:

- Create a new survey that will be approved by legal/human resources to collect data from PEF faculty regarding their experience and development in the area of diversity.
- Create a new survey to collect data from each department chair regarding professional development offered to faculty in the area of diversity.
- Recommend increasing presentations with diversity as a focus, e.g. Research Wednesdays, Professional Educators' Induction seminar, etc.
- Plan and implement activities/events to support our graduates, e.g. workshops or conferences that bring teacher graduates back to collaborate, problem-solve, share ideas, listen to speakers, etc.

4.3 Exhibits

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

5. ***Standard 5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.***

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

GSU faculty who work with candidates in PEF programs meet criteria set by the Southern Association of Colleges and Universities (SACs). Faculty teaching baccalaureate courses have doctorate or master's degrees in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). Faculty members teaching graduate and post-baccalaureate course work have an earned doctorate/terminal degree in the teaching discipline or a related discipline. Graduate teaching assistants have a master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

In addition, our PEF Unit values the importance of faculty having substantial P-12 teaching experience. In a 2011 review of COE faculty, we noted that our 54 teacher education tenured/tenure track program faculty had a collective total of 325 years of experience in P-12 education (an average of six years). Our 36 teacher education non-tenure track program faculty had a collective total of 357.5 years of experience in P-12 education (an average 9.9 years). In total, our COE program faculty (including adjunct faculty and graduate teaching assistants) had a collective total of 2,111 years of experience in P-12 schools (an average of 11.7 years). Our programs look carefully at the P-12 background of potential faculty members when recruiting new instructors for our clinical education programs. Although variations exist across departments, the following guidelines are commonly followed for university supervisors: (a) Minimum of 2 years of experience in teaching in P-12 schools for individuals supervising teacher education students; (b) GSU supervisors for School Counseling be licensed or certified which requires a minimum of two years on-site training/experience.

The academic background of PEF faculty directly relates to the subject matter of the courses and programs in which they teach and their involvement in professional organizations provides for ongoing development in their areas of expertise. College of Education faculty members hold membership in a total of 527 professional organizations. As noted in the 2010 annual reporting (2011 was not available at the time of the writing of this report), there were 209 instances of PEF faculty members holding offices, serving on committees, or fulfilling other roles in professional organizations at the state, national or international levels. There were also 190 listings of faculty member participation in professional development opportunities, training workshops, or other forms of continuing education experiences. In 161 instances faculty noted they had reviewed manuscripts as editorial board members and in 7 cases faculty had served on academic or professional accreditation bodies. Finally, in 2010 faculty members reported making almost 500 presentations at the state, national, and international levels.

Faculty members' involvement in their disciplines goes beyond taking the opportunity to extend their own professional development or to provide service to professional organizations. In addition, faculty members' scholarship directly informs the fields in which they teach. The 2010 faculty annual reports indicate in one year PEF faculty members published over 450 peer-reviewed articles, 23 books, and 103 book chapters. See the exhibit hall section 5.3f for additional information regarding the contributions of PEF faculty in the areas of teaching, research, and service). A large portion of this scholarship focused directly on P-12 students', teachers', and administrators' learning and development or the preparation of individuals to work in P-12 contexts. We showcase this work in a publication document (see 5.3f - 2012 Educator Preparation Report) which contains a bibliography of research which supports our educators preparation programs. The report illustrates a "network of evidence" provided by GSU in relation to the Unit's commitment to continuously improve teacher training. Specifically, this report provides data on (a) improving teacher persistence in high-needs schools through building teacher learning communities

that improve teacher performance and promote long-term service, (b) attracting talent to teaching through innovative training and certification routes, (c) identifying teacher training components that have a positive impact on student achievement, (c) producing more teachers from diverse demographic backgrounds who are prepared for the global world of tomorrow and the linguistic and learning diversity of children of today, and (d) expanding our school partnerships to improve schooling and enhance clinical training.

Faculty members ensure their teaching also reflects the high standards expected by top scholars in their fields. Courses are designed to include cutting-edge research and practitioner articles and to be taught in ways which exemplifies best practice. All PEF program specific syllabi follow a PEF template where faculty articulate the relationship of the course content to the PEF conceptual framework and learning outcomes; the way in which the objectives/outcomes of the course reflect the standards set by INTASC, NBPTS, and/or professional organizations and how these standards will be assessed; ways in which research, technology, and issues of diversity are addressed within the content of the course and/or in the teaching of the course; and a bibliography of up-to-date related readings. (See 5.3f in the exhibit hall for template used for content to be addressed in PEF related courses).

Professional education faculty members also provide substantial service to the PEF colleges and programs, to P-12 schools, and to the metro-Atlanta community in ways that support the vision and mission of our unit. This work includes faculty representation on a total of 464 department committees, 206 college or PEF committees, 149 university level committees, and 10 committees at the university system level. Faculty are also heavily involved in working in local and global communities, with 173 instances of service to the community being reported.

Faculty members also actively pursue external funding to support education-related services. In 2011, COE faculty received external funding for 53 grants (totaling \$10,735,512) focusing on school-related initiatives. These grants provided support for a diverse array of projects including discipline-related teaching and learning in P-12 schools, after school programs, scholarship programs for critical needs areas and for underrepresented students, and the development of teachers, administrators, and other school personnel. In projects such as Net-Q, faculty and P-12 partners work together directly to address the professional improvement plans designed at the school building level of each PDS school. By working collaboratively, PEF faculty and P-12 faculty implement initiatives such as CCLC training, Teacher –Professor-Intern Anchor Action Research projects, field-based methods courses, or parent involvement projects to target specific areas of improvement identified by participating schools. In 2011-2012, the Net-Q grant also provided for (a) Coach In Residence (CIR) professors to work in high-needs schools on a regular basis, providing professional development to 107 teachers; (b) the implementation of Cross-Career Learning Communities (CCLC) with 608 teachers involved; and (c) training for 19 mentor teachers who led the instructional initiatives for the resident participants. This resulted in a total number of 734 teachers trained in professional development through the sponsorship of the NET-Q partnership within 2011-2012 reporting period.

Finally, the PEF faculty members are also involved in regularly monitoring the effectiveness of their own teaching and the design and delivery of their programs. At the end of each semester, course evaluations are analyzed by individual faculty members, at the program/department level, and at the college level. Evaluations are also compared across online, off campus, and on campus programs. The extent to which stakeholders feel programs are effective are also analyzed as part of the yearly data analysis review conducted by PEF committees. These data analyses then guide the focus of PEF professional development initiatives in the upcoming year. (See Exhibit Hall 5.3f for course evaluation summaries disaggregated by on campus, off campus, and online programs).

5.2 Please respond to 5.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 5.2.b.

5.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 5.

Summary of Data-based Initiatives Related to Faculty Performance and Professional Development

Since 2008, Georgia State University and the PEF faculty have worked systematically to increase the effectiveness of our faculty members as teacher-scholars through varying initiatives. Below we highlight two areas in which we have placed an emphasis during that time, specifically in research and scholarship and in diversity. [In the subsequent section of the IR (Section 6.2b), we will address a third area of professional development as we discuss our support for faculty in relation to use of technology.]

Faculty Development: Research and Scholarship. One area of emphasis which has received ongoing attention is faculty research and scholarship. GSU's new strategic plan underscores our intention to become a leading public research university addressing the most challenging issues of the 21st century. As part of this plan, we have pledged to increase our research infrastructure, our external funding, and our endowed professorships. We have taken a number of steps in this direction over the past 5-7 years. First, we have expanded the services of the College of Education's Educational Research bureau which provides faculty with both pre-award and post-award support for grants and contracts. Second, we have instituted a Research Wednesday Speakers program brings in nationally known speakers to provide professional development for PEF faculty and doctoral students. Since 2009, this series as brought in scholars to deliver lectures on research methodology, diversity, teacher education, and disciplinary topics. These luncheon seminars have been incredibly well attended, with 600 attendees for sessions occurring in 2009/2010, 1,021 in the school year 2010/2011, and 738 in 2011/2012. During 2010 the offerings expanded to include extended training workshops on research methodology and grant writing. These extended professional development opportunities were based on issues emerging from faculty needs assessments and were designed to provide in-depth support to extend faculty expertise. Data has indicated the effectiveness of these initiatives. For example, from FY 09 to FY 11, annual awards for COE grants and contracts increased almost 32%. In FY 11 alone, 54 grants related to school-university partnerships were awarded funding. Other initiatives also provide evidence of our efforts to increase our faculty's accomplishments in research and scholarship. For example, the COE is searching for faculty to fill two new endowed professorships in fall 2012. In addition, in 2011-2012, the Instructional Technology Center was renovated to provide additional technology for working with large-scale data bases, digital files, and research software, and the facilities were reconfigured to add study group/research team meeting rooms with 55-inch touchscreen interactive video conferencing and collaboration capabilities.

Faculty Development: Diversity. A second area of emphasis for faculty development over the last 5 years has been focused on an interest on maximizing our ability to conduct research and implement programs in ways which are consistent with the emphases on diversity found in our university and PEF strategic plans.

Georgia State University's new strategic plan established a goal of globalizing the university. This area of emphasis includes an interest in creating and sustaining international partnerships and creating educational experiences for students that prepare them to be successful in an increasingly interconnected and globally oriented world. As the PEF faculty examined the PEF conceptual framework in 2009-2010, the need to consider our unit's emphasis on socio-cultural diversity from not only a local but a global perspective was shaped by our institution's commitment to globalization. Since, 2008, we have worked to support the internationalization of our faculty, the presence of exchange students within our student body, and study abroad experiences for our students. Faculty have developed new study abroad programs with the number of participants involved in such programs increasing from 44 in 2008 to 63 in 2011. The number of visiting scholars and exchange students has increased from 12 to 32 in the same time period.

In addition, we have provided support to PEF faculty regarding diversity issues related to our conceptual framework by a range of initiatives to support faculty professional development to ensure they are knowledgeable about and sensitive to preparing candidates to work with diverse students. For example, after the new Conceptual Framework was adopted in 2010, the Standards and Accreditation Committee noted a need to provide faculty with up-to-date information related to the guiding principles associated with the framework (Annual report, 2010) through readings, discussions and/or presentations. Since that time, an abstract and a pdf file of a GSU faculty research publication related to the guiding principles has been shared via email with PEF faculty approximately every 4-6 weeks. These abstracts have also been shared with faculty via the PEF Data Summary Reports. Also included in the PEF Data Summary Reports, is a listing of scholarly publications related to meeting the needs of diverse learners and preparing educators for urban schools. Faculty members have been encouraged to utilize this bibliographic information to find resources for both their own professional development and to share the articles with their students as well.

In addition to distributing resources via email and in the Data Summary Reports, efforts have also been made to increase the opportunities for discussions related to issues of diversity. The COE Research Wednesday Speakers series has provided faculty with access to national leaders in areas related to issues of diversity including:

- Stephen Athanases, (University of California, Davis) Language, literacy and culture in teaching, learning and assessment
- Frank Worrell (University of California, Berkeley) Psychosocial variables, including ethnic and racial identity, with a particular emphasis on their relationship to academic achievement in at-risk youth and gifted and talented adolescents
- Michael Rodriguez (University of Minnesota) Research on gangs
- Nazeem Edwards (Stellenbosch University, South Africa) Challenges for science education in South Africa
- Angela Valenzuelas (University of Texas at Austin) Urban education from a sociological and multicultural perspective.
- Art Levine (Woodrow Wilson National Fellowship Foundation) Educational Policy – New Schools Model
- Jerome Morris (University of Georgia) Social and educational inequalities and their implications for schools, communities, families, and youth

To provide for additional discussion opportunities, PEF faculty members have also presented their research to their colleagues at the PEF faculty meetings in September and April of each year.

In 2012, data analysis related to students' perspectives on program effectiveness at addressing the CF learning outcomes indicated strength in a number of learning outcomes related to diversity but also indicated candidates felt our programs were weakest at addressing the learning outcome related to learner interactions in local and global communities. Subsequently, the Unit assessment plan targeted action items for professional development related to this specific learning outcome for the 2012-2013 year (Unit Annual Assessment Plan, 2012).

Future Plans

- Refurbish Instructional Technology Center to better meet the technology needs of research faculty (Planned in fall 2011 and completed in summer 2012)
- Hire two new endowed professors in fall 2012
- Recommend increasing presentations with diversity as a focus, (e.g. Research Wednesdays) etc.
- Arrange faculty presentations to PEF related to engaging learners in interaction with local/global communities
- Showcase PEF faculty/students international initiatives through poster presentations at the GSU International Week fall 2012
- Purchase I-pads for faculty and student use
- Faculty training on the use of I-Pads in teacher education and applications for use in P-12 schools

5.3 Exhibits

5.3.a	Data table on qualifications of professional education faculty (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)
5.3.b	Data table on qualifications of clinical faculty (i.e., P-12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)
5.3.c	Policies and practices to assure clinical faculty meet unit expectations
5.3.d	Policies, expectations, and samples of faculty scholarly activities
5.3.e	Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5.3.f	Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results in areas of teaching, scholarship and service
5.3.g	Policies, procedures, and practices for professional development and summaries of the results

6. *Standard 6. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

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

The Professional Education Faculty (PEF; the Unit) is responsible for the governance, implementation, and assessment of all educator preparation programs at Georgia State University. It was constituted in 1993 as a collaborative between the College of Education and the College of Arts & Sciences, recognizing that the preparation of teachers, counselors, and leaders for our schools must be a shared responsibility. The PEF has an Organizational Chart and By-Laws that are separate and autonomous from those in both participating academic colleges. The PEF Executive Committee includes a faculty chair and co-chair of the PEF, associate deans from both colleges, and the Chair of the P-12 Advisory Council. PEF faculty committees involved in the design, implementation, and evaluation of unit programs include the following: Standards and Accreditation Committee, Assessment Committee, PEF Curriculum Committee, Content Knowledge Committee, Diversity Committee, Field Experience and Clinical Practice Committee, and Induction Committee. The Professional Education Council (PEC) ensures information flows effectively between the committees and all programs and is comprised of the chairs of each committee as well as representation from each department with educator preparation programs. In meetings which occur two-three times each year, the P-12 Advisory Council and the PEF faculty review the work of the committees.

Program entry requirements, admission practices, catalogs, academic calendars, information on how to request a waiver or file an appeal, and other program/course information are posted on the GSU website. Undergraduates can declare an education-related major upon admission to the university with formal admission into teacher education occurring at the junior/senior year. Undergraduate advising takes place at the Student Advising Center for students who have earned between 0-45 hours and then at the respective college Office of Academic Assistance office or in the department after 45 hours. Admissions to graduate programs are handled by the graduate admissions office of each college. Candidates are assigned a faculty advisor upon admission to the program and their progress is also monitored by advisors in the graduate admission office. Orientations and information sessions are program specific and are administered at the program/department levels. Counseling services are available for students at the Career Center and at the Counseling and Testing Center. The Career Services Office provides guidance and resources to aid students in researching career paths, drafting resumes and cover letters, weighing options, and achieving goals. The Counseling & Testing Center offers services such as short-term individual and couples counseling, unlimited group counseling, crisis intervention and consultation services for students on a walk-in basis, medication management, nutrition consultation, stress management consultation, and the use of a relaxation room, massage chair and biofeedback equipment.

The effectiveness of student services offered to our PEF students is examined on a yearly basis as part of our assessment process. Students' opinions on their general experiences at GSU, including their views on university, college, and department advising are reviewed by the COE student affairs committee and reported on a yearly basis to the PEF as part of the Annual Assessment Report (2009, 2010, 2011, 2012). The respective colleges also maintain records of the appeals and petitions requested by students in PEF programs (See 2.3f in the exhibit hall).

The Professional Education Unit's programs receive allocations through the budgets associated with the respective college in which the programs are housed. The bulk of the PEF programs are located within the College of Education. The COE's budget is proportional to the other unit on campus with clinical components (see section 6.3g for comparison to the School of Nursing and Health Professions). In addition to the state funds described in budgets for the educator preparation programs in the College of Education and the programs housed in the College of Arts and Sciences, additional support from externally funded projects helps to create a supportive context for the effective preparation of professional educators. For instance, in 2011-2012, the College of Education had over 10.7 million dollars of

externally funded grants related to our work in schools and communities (see listing in 5.3e in the exhibit hall).

Faculty workload policies enable faculty to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in schools, and service. Workload is differentiated depending on faculty position/role (ie., tenure-tenure track faculty, clinical faculty, administrative roles). The typical teaching workload for College of Education tenure track faculty member is 6 hours per semester and for COE clinical faculty is 12 hours. As outlined in the COE workload policy, adjustments may be made to this load for a variety of reasons (e.g. large class sizes, program coordination). The specific policies for the College of Education and for each of the educator preparation departments in the College of Arts and Sciences can be found in the exhibit hall (see section 6.3h). A course load for supervisors of field experience/clinical practice ranges from 5-9 students per supervisor per semester. The number of students is often adjusted in light of the number of separate school contexts a supervisor will be required to visit, the number of visits to be made, and the distance the supervisor will need to travel.

The PEF ensures that the use of part-time instructors and graduate teaching assistants is done appropriately so that programs' coherence and integrity are ensured. Individuals hired as Instructors of Record or as graduate teaching assistants must meet SACS guidelines as described below:

- Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline
- Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

As noted in previous sections, ongoing faculty professional development is undertaken to ensure faculty are supported in their delivery of exemplary programs for preparing educators for urban schools and in using cutting-edge technologies. Initiatives have included presentations by nationally known scholars at our COE Research Wednesday series; webinars; presentations at the unit, department, and program level, one-on-one technical assistance, and distribution of resources.

Our Instructional Technology Center maintains staff support for faculty and students related to technology for teaching, learning, and research. A COE Director of Learning Technology and a COE instructional designer offer assistance for PEF faculty working with online instruction. Technical support staff assist faculty with web design, technical assistance, marketing and publicity materials. Back-ups of the University's course management system are performed on a regular basis as dictated by best practices. The University online infrastructure supports consistent and necessary encryption, passwords, firewalls, and other electronic security measures, as is required of a Research University. The Georgia State University Library provides access to over 350 electronic databases, 189 from its own collection and the remaining number through the GALILEO (Georgia Library Learning Online) statewide consortium. Together, the electronic database collections provide access to over 14,000 full-text periodicals. Both GALILEO and Georgia State's licensed databases are available for off campus access to currently enrolled students, faculty, and staff. Online resources and services, including online reference assistance, tutorials, and research guides, are also available to provide students at external sites and in online classes with library support. Access to reference assistance from a librarian is available by way of chat software, instant messaging, email, and telephone. The library also offers and continues to develop online research guides and online tutorials for subject disciplines and specific course work. These research guides and

tutorials can be seamlessly integrated into uLearn, allowing students to use library resources without exiting the courseware.

6.2 Please respond to 6.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 6.2.b.

6.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 6.

Summary of Data Based Initiatives Related to Unit Leadership, Authority, Budget, Personnel, Facilities, And Resources

Annual review of our student services within PEF programs has been conducted on a regular basis. In 2009, the Student Affairs committee recommended that all programs initiate student orientation and advising procedures. In 2010, the committee noted that although students' opinions regarding advising had improved from the previous year, the COE undergraduate program means were slightly below the university average. The subsequent action items included to undertake a review of advising services at other colleges and universities to see how their practices might inform the College of Education/PEF. The Assessment Committee also noted the need for the PEF annual assessment process to include a review of student services data for the College of Arts and Sciences as well as the College of Education. In 2011, the COE student affairs committee hosted a welcome reception for COE students and completed a review of the student appeal process. Results on student surveys indicated students' perceptions of the advising process have become more positive, and the mean of COE undergraduates surpassed the university average. Recommendations for the following year included to continue to monitor advising services and to consider how services at other universities are structured. In 2012, exit surveys from undergraduates and graduates continued to show positive perceptions of advising, but on the National Survey on Student Engagement, COE undergraduates in their freshman year rated advising lower than did students in other GSU colleges. Action items include plans to provide input on the development of a new advising plan for the colleges/university.

As reported earlier in Section V, because of the changing nature of technologies for teaching, learning, and research the need for new technologies and faculty development to use such resources is ongoing and multifaceted. For instance, in 2010, the Assessment Committee created an ad-hoc committee focusing on the transition to LiveText noting the need to address faculty professional development and assessment reporting needs at the program and unit levels during the transition. A new post-doc position in the COE dean's office was created to work on Unit-level assessments related to LiveText and to support faculty development. Throughout the transition year (2010-2011), email blasts related to LiveText professional development were sent to faculty on a bi-weekly basis. These emails contained FAQ's related to LiveText use, updates on upcoming webinars, and invitations to contact the COE Dean's office for support. The new Unit-LiveText administrator also delivered department and program level professional development throughout the year. In addition, in the two largest departments (MSIT and ECE) a faculty member also

took on department coordination and support for LiveText professional development and these faculty members offered additional professional development for programs and for individual faculty.

A second example of technological innovation and faculty professional development is the use of i-Pads by PEF faculty members. In the 2010 and 2011, two departments began supplying faculty members with i-Pads and investigating the feasibility of using this new technology with future teachers. For example in the Department of Early Childhood Education, Mr. Tim Merritt of the College of Education's Information and Technology Center (ITC) introduced several apps that would be helpful to higher education teaching including Evernote (a multi-media note-taking and demonstration tool), ScreenChomp, Total Recall, and ShowMe. Faculty members expanded their use of these tools and made plans for the integration of the i-Pad as a tool for supervision of student interns. As a result of the department faculty's successful identification of effective uses of i-Pads in clinical preparation programs and our commitment to technology integration, in summer 2012 the COE dean's office used professional development funds to purchase i-Pads for all college of education faculty and to make sets of i-Pads available for check out in departments where the tools were currently available (170 i-Pads at a cost of \$111,860). Training on use of the i-Pads in education will be available for all PEF faculty through the Instructional Technology Center in fall 2012.

The PEF faculty are also heavily involved in integrating online experiences into programs, both in a hybrid approach and in the development and implementation of fully online programs. The College of Education at Georgia State University has a staff member dedicated to training PEF faculty in online instruction and assisting faculty with the technical aspects of online instruction, including uLearn and Elluminate in synchronous and asynchronous formats. One of the critical concerns in offering online coursework of any kind is the difficulty in establishing an online community of learners. To address this concern, faculty members are supported in the use of both asynchronous and synchronous experiences to develop a sense of community across the students enrolled in the courses. Professional development in this area has occurred for both the faculty working in our Georgia On My Line (GOML programs) as well as for any faculty interested in integrating online experiences within their courses/programs.

For GOML online program faculty, the GeorgiaView Vista Faculty Information resources have been expanded. This site serves as a resource guide for our GOML faculty (see exhibit room 6.3j) and contains up-to-date information on all things GOML related, as well as serves as a mode of communication to solicit thoughts and opinions about online learning/teaching. Items published inside the Vista Faculty Information Hub include:

- Important Dates and Deadlines
- Georgia ONmyLINE Handbook
- Library Resources
- Orientation & Academic Advisement
- Proctoring Exams
- Submitting Attendance Verification & Grades
- Desire 2 Learn (new LMS coming Spring 2013)

In addition, a Georgia ONmyLINE Faculty Forum was held in Fall 2009. During this forum, faculty were invited to share their online teaching approaches, resources and research. In Spring 2010, a follow up was held to discuss administrative processes and more online resources to assist our GOML faculty.

Additional professional development opportunities have been offered to all PEF faculty, both those teaching in the completely online GOML programs and those on-campus program faculty who integrate technology-oriented approaches within class sessions, in hybrid courses, or in online courses taught within campus-based programs. Activities have included: (a) one-on-one training sessions for uLearn, LiveText and other software used for instructional purposes; (b) instructional design consultations for

developing online or blended classes and (c) design and development services for instructional technology projects proposed by individual faculty.

Future Plans

- Adopt a new advisement process for the university and college including doubling the number of professional advisors and clarifying the roles of staff and faculty in advisement
- Faculty training on the use of i-Pads in teacher education and applications for use in P-12 schools
- Increase the integration of new technologies in course experiences, including more courses offered in hybrid formats
- Creation of a series of online videos for both our GOML faculty and students. These videos will supplement the resources already available through our COE/Online Education website http://education.gsu.edu/main/online_ed.htm.

6.3 Exhibits

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

Appendix A

Diversity of Professional Education Faculty Standard 4, Element b

	Prof. Ed. Faculty Who Teach Only in Initial Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial & Advanced Programs n (%)	All Full-time Faculty in the Institution n (%)
Hispanic/Latino of any race	0	0	0	30 (2.6%)
American Indian or Alaska Native	0	0	0	1 (.08%)
Asian	1 (1.1%)	0	8 (5.2%)	145 (12.7%)
Black or African American	16 (18.6%)	0	22 (14.2%)	103 (9.0%)
Native Hawaiian or Other Pacific Islander	0	0	1 (0.6%)	0
White	61 (70.9%)	4 (100%)	115 (74.2%)	864 (75.5%)
Two or more races	0	0	0	2 (.17%)
Race/Ethnicity Unknown	8 (9.3%)	0	9 (5.8%)	0
TOTAL	86	4	155	1145
Male	11 (12.8%)	1 (0.25%)	37 (23.9%)	601 (52.5%)
Female	75 (87.2%)	3 (0.75%)	118 (76.1%)	544 (47.5%)
TOTAL	86	4	155	1145

- Note. PEF Faculty includes full time faculty, part-time instructors, and graduate assistants.
- Institutional Faculty includes only full-time faculty.

Appendix B

Diversity of Candidates in Professional Education Standard 4, Element c

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution %
Hispanic/Latino of any race	27 (1.37%)	2 (.64%)	2269 (7%)	16650 (5.23%)
For individuals who are non-Hispanic/ Latino only				
American Indian or Alaska Native	5 (.255%)	1 (.32 %)	78 (.24%)	851 (.27%)
Asian	124 (6.3 %)	11 (3.51%)	3873 (12.09%)	20595 (6.48%)
Black or African American	725 (36.86%)	92 (29.39%)	10839 (33.85%)	89454 (28.13%)
Native Hawaiian or Other Pacific Islander	0	1 (.32%)	61 (.19%)	436 (.14%)
White	959 (48.75%)	187 (59.74%)	13098 (41%)	172879 (54.36%)
Two or more races	68 (3.46%)	13 (4.15%)	1006 (3.14%)	7170 (2.25%)
Race/Ethnicity Unknown	59 (3%)	6 (1.92%)	798 (2.49%)	9992 (3.14%)
TOTAL	1967	313	32022	318027
Male	458 (23.28%)	43 (13.74%)	13064 (41%)	135607 (43%)
Female	1509 (76.72%)	270 (86.26%)	18958 (59%)	182420 (57%)
TOTAL	1967	313	32022	318027

Appendix C

Diversity of P-12 Students in Clinical Practice Sites for
Initial Teacher Preparation and Advanced Preparation Programs*
Standard 4, Element d

Name of School*	Hispanic/Latino of any race	For individuals who are non-Hispanic/ Latino only						Race/Ethnicity Unknown	Students Receiving Free/Reduced Price Lunch	English Language Learners	Students with Disabilities
		American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races				
Atlanta Public Schools*	6%	0%	1%	79%		12%	2%		76.41%	**4%	**9%
Carroll County	7%	0%	0%	18%		69%	6%		66%	2%	13%
Cherokee County	13.40%	0.30%	1.60%	6.90%	0.10%	74.90%	2.70%		30.05%	3.31%	11.59%
Clayton County	17%	0%	5%	71%		4%	3%		82%	9%	9%
Cobb County	16.50%	0.10%	4.80%	31.20%		44.50%	2.70%		43%	9%	11%
Coweta County	7%		2%	22%		66%	3%		41%	3%	10%
Decatur City Schools	4%	0%	2%	32%		57%	5%		25%	2%	10%
DeKalb County	12%	0%	5%	71%		11%	2%		70%	11%	8%
Douglas County	10.30%	0.10%	1.69%	48.78%		34.57%	4.56%		60.01%	3.80%	9.90%
Fayette County	9%		4%	23%		57%	6%		22%	3%	8%
Forsyth County	11.79%	0.45%	5.95%	2.42%	0.08%	76.76%	2.56%		19%	6%	19%
Fulton County*	13%	x < 1%	9%	42%		33%	3%		44%	**7%	**10%
Gwinnett County*	25.20%	0.30%	10.40%	29.70%		30.70%	3.70%		**52%	**16%	**11%
Henry County	8%	0%	3%	46%		40%	4%		47%	3%	13%
Marietta City Schools*	30.70%	0.60%	2.50%	45.50%		18.70%	2.70%		**66%	**17%	**10%
Muskogee County~	4%	2%	2%	58%		30%	5.50%		58.98%	**2%	**11%

Newton County	5%		1%	51%		39%	4%		63%	3%	12%
Oglethorpe County	6%		1%	18%		72%	3%		57%	4%	12%
Paulding County	7%		1%	20%		67%	4%		39%	2%	9%
Rabun County	14%					83%	1%		65%	6%	11%
Rockdale County	12%		2%	60%		24%	3%		62%	5%	8%
Walton County	55		1%	21%		70%	3%		48%	1%	9%

* Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.

Appendix D

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

Please see attached Excel File.