SOUTHERN WESLEYAN
UNIVERSITY

School of Education

**National Council for
Accreditation
of Teacher Education**

**Institutional Report
November 3 – 7, 2007**

"Educators who demonstrate scholarship within a Christian ethic of care"

SOUTHERN WESLEYAN UNIVERSITY

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PART I. INTRODUCTION

Southern Wesleyan University

Southern Wesleyan University was founded on October 15, 1906 as Wesleyan Methodist Bible Institute and has evolved into a four-year liberal arts institution that has been fully accredited since 1973. Its founders were determined that this new institution would "remain true to its spiritual roots and continue unapologetically Christian in its mission and its operation" (Black, 2006, p. 12). The sponsoring denomination of the Institute was identified by the inclusion of "Wesleyan Methodist" in the name of the school. "The Wesleyan Methodists were a branch of the Methodist movement whose origins lay in their opposition to slavery" (Black, 2006, p. 12).

Originally, the board of the denomination's Educational Society acted as the college's board of trustees. In 1923, however, the denomination revised its policies and each college became a separate corporation. Black (2006) states that the college had "control of its funds, subject to the oversight of the denominational board of administration," which now functioned as the board of trustees for each college in the Wesleyan Methodist system.

The first catalog stated the mission of the school as "to furnish a distinctively Christian education so far as possible to every student . . . (and to hold up Christ) to every student as the exemplar and pattern of what his or her life should be, in order to stimulate all the powers of the body and mind to proper activity" (Black, 2006. p. 27).

Today, Southern Wesleyan University still seeks to meet the educational needs of its diverse student population through both traditional and innovative approaches, as the demographic information in Table 0.1 indicates. The University does not discriminate on the basis of race, color, gender, national origin, or handicapping condition. Further, the University admits learners from a variety of religious backgrounds provided there is adherence to the rules and policies of the institution and support for its objectives. The residential campus program provides a residential campus experience in the context of a strong Christian environment. To provide for the educational needs of working adults, Southern Wesleyan University offers adult evening programs that meet weekly throughout the calendar year. For 2008, Southern Wesleyan University is listed by U.S. News among the best institutions that provide a full range of undergraduate and master's programs. This is the fifth consecutive year that the magazine has ranked schools in terms of their academic programs.

Table 0.1 Overall Institution Enrollment Statistics

Enrollment Data		Undergraduate			Graduate			Total Enrollment		
		2004	2005	2006	2004	2005	2006	2004	2005	2006
Gender	M	726	676	645	129	183	161	885	859	806
	F	1,321	1,319	1,157	426	454	594	1,747	1,773	1,751
Minority Population	Black	699	728	615	174	179	204	873	907	819
	Native	12	11	9	2	4	4	14	15	13
	Asian	7	10	6	4	2	2	11	12	8
	Hispanic	32	30	23	5	8	8	37	38	31
	White	1,206	1125	1,044	370	416	491	1,476	1,541	1,535
International		9	15	10	0	1	1	9	16	11
Unknown		82	76	95	30	27	45	112	103	140
Total		2,047	1,995	1,802	585	637	755	2,632	2,632	2,557

The Education Unit

The School of Education at Southern Wesleyan University has been previously accredited by the South Carolina State Department of Education based upon the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Currently, teacher certification programs offered by institutions in South Carolina are approved by the State Department of Education based on meeting competency in each of the standards of NCATE. Therefore, it was imperative that the Southern Wesleyan University School of Education align its purposes with these standards, not only for state approval, but for national accreditation, as well.

The student population of the School of Education accounts for approximately 43% of the total undergraduate traditional program enrollees at the institution. Table 0.2 indicates information about the unit's undergraduate and graduate candidates as of the 2006-07 academic year.

Table 0.2 Unit Enrollment Demographics as of Fall 2007

Enrollment Data		Undergrad	Graduate	Central	Charl'n	Columbia	Greenville	Greenw'd	N. Augusta	Spartan'g	Total Enrollment
Gender	M	37	45	11	4	11	14	*	5	*	82
	F	129	357	60	42	38	114	*	103	*	486
Minority Population	Black	17	69	6	15	18	11	*	19	*	86
	Native	1	4	1	0	2	1	*	0	*	5
	Asian	0	0	0	0	0	0	*	0	*	0
	Hispanic	1	5	1	0	1	2	*	1	*	6
	White	141	293	58	25	24	109	*	77	*	434
Int'l Population		3	0	0	0	0	0	*	0	*	3
Unknown		3	31	5	6	4	5	*	11	*	34
Total		166	402	71	46	49	128	*	108	*	568

* Data not available

Alumni Recognitions

During the 2005-2006 school year, approximately 95% of the unit's graduates were employed in South Carolina, teaching in the School Districts of Oconee County, Pickens County, Anderson County, and Greenville County. In addition, the unit's graduates have found positions in public and private schools across the nation. A number of the unit's graduates have been nominated as "Teacher of the Year" within their individual schools and school districts. During the 2006-07 school year, 8 of the 26 teachers nominated as "Teacher of the Year" for the School District of Pickens County received their initial or advanced degrees from Southern Wesleyan University. One Master of Education graduate was recognized as the 2005-06 "Teacher of the Year" in the School District of Oconee County, SC. Several of the unit's graduates have been nominated or have received the "Golden Apple" award, which is presented by a local NBC television affiliate, WYFF. Several of the unit's graduates are also certified by the National Board of Professional Teaching Standards (NBPTS).

Program Review Status

Future educators are guided in the acquisition of skills that are necessary to plan and implement instruction of content area subjects at the elementary and secondary school levels. Further, students are instructed in specific aspects of assessment, and classroom management, and professionalism that facilitate the improvement of student learning and teacher instruction. This is accomplished through interacting with experienced university faculty in the classroom and public school partners in field experiences in actual classrooms.

Teacher candidates are expected to demonstrate mastery of the standards for their teaching area as defined by the respective Specialized Professional Association (SPA). Table 0.3 indicates the program review status of the initial programs offered by the unit. The Special Education program has met the standards of the CEC, the Elementary Education program has met the standards of the ACEI, and the Physical Education program has been approved with conditions by NASPE. Other programs offered by the unit are in rejoinder to the SPAs that have indicated their respective standards have not been met.

Table 0.3 Program Review Status

Program Name	Award Level	Program Level	2006-07 Number of Candidates Enrolled	Agency or Association Reviewing Programs	Program Report Submitted for Review	National Recognition Status by SPA 2007
Elementary Education (2-6)	B. S.	ITP	62	ACEI	Yes	Met
Early Childhood Education (P-3)	B. S.	ITP	14	NAEYC	Yes	In Rejoinder
Special Education (K-12)	B. S.	ITP	30	CEC	Yes	Met
English Education (9-12)	B. S.	ITP	17	NCTE	Yes	In Rejoinder
Math Education (9-12)	B. S.	ITP	4	NCTM	Yes	In Rejoinder
Music Education (K-12)	B. S.	ITP	12	NASM	Yes	
Physical Education (K-12)	B. S.	ITP	29	NASPE	Yes	In Rejoinder
Biology Education (9-12)	B. S.	ITP	3	NSTA	Yes	In Rejoinder
Master of Education	M.Ed.	ADV	460	STATE	N/A	N/A

Reference:
Black, R. (2006) How firm a foundation. Central, SC: Southern Wesleyan University Press.

"Educators who demonstrate scholarship within a Christian ethic of care"

The conceptual framework for the initial and advanced programs establishes the shared vision for the unit's efforts in preparing "educators who demonstrate scholarship within a Christian ethic of care" for service in P-12 schools. It is the basis upon which programs, courses, teaching, candidate performance, scholarship, service, and unit accountability are established and sustained. The conceptual framework is knowledge-based, articulated, shared, coherent, and consistent with the institution and unit mission statements.

Elements of the Conceptual Framework

<u>Institutional and Unit Vision Statements</u> As a faith-based institution founded on the principles of the Wesleyan church, Southern Wesleyan University is committed to the liberal and applied arts preparation of students so they engage a postmodern culture with a Christian worldview. Among its basic tenants is the university's dedication to facilitate candidates' acquisition of skills and dispositions in an educational environment that promotes the holistic integration of faith, learning, and living in a Christ-centered transformative community based on Biblical principles. The founders' vision is still central to the purpose of the institution today as the university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning, and living. The founders of the institution understood the value of a liberal arts education, one with a foundation in linguistic, quantitative, and analytical skills.

Institution Vision
Southern Wesleyan University will be known through its graduates who have a healthy respect for themselves and others as bearers of God's image. Their respect encourages care for personal and social health—mentally, physically, and spiritually. They seek a biblical social awareness that cares for people and their environment. They are prepared to serve society with respect for the past and a vision for the future. Southern Wesleyan graduates are prepared to confront a rapidly changing world with skills in communication, information processing, analysis, synthesis, and problem-solving.

Unit Vision
In keeping with the vision of Southern Wesleyan University, the School of Education seeks to produce educators who have instilled principles related to faith, living, learning, and professionalism in order to significantly and positively affect student achievement.

<u>Institutional and Unit Mission Statements</u> The mission statement of the unit is subsumed under the institutional mission statement so that both work in concert in the preparation of teacher candidates. Both statements are established on a commitment to develop leaders who are academically and professionally informed from a biblical perspective in order to influence the global society for the benefit of all humankind.

Institution Mission Statement
To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

Unit Mission Statement
The mission of the School of Education is to prepare men and women to become Christian educators by fostering scholarship and a Christian ethic of care in the image and nature of Jesus so as to produce teachers who are leaders and world changers within the education profession.

<u>Purpose of the Unit</u> The website of the College Board Higher Education Resources (2006) defines the liberal arts as "the study of the humanities (literature, the arts, and philosophy), history, foreign languages, social sciences, mathematics, and natural sciences for the purpose of preparing students to develop general knowledge and reasoning ability." Accordingly, the general education requirements of the major programs of Southern Wesleyan University provide the prerequisite knowledge that is foundational to the learner's major field of study. It is this foundational knowledge that provides the pre-professional education candidates with the bases necessary to help their own future students be successful within the context of their unique styles of learning. Further, through its graduate programs, the School of Education is committed to the enhancement of student learning by engaging practicing teachers in study for the purpose of continued development of their pedagogical knowledge, skills,

abilities and commitments reflected in the core propositions of the National Board for Professional Teaching Standards.

Therefore, the faculty of the School of Education is committed to the following Statement of Purpose:

> In keeping with the ultimate mission of the University to integrate faith, learning, and living, the School of Education seeks to instill principles related to faith, living, learning, and professionalism within those pursuing education degrees with the intention of obtaining initial teacher certification or enhancing professional growth.

Within this framework, the School of Education strives to develop *"educators who demonstrate scholarship within a Christian ethic of care."* It is the desire of the university and the School of Education that each candidate develops a degree of maturation in these areas that is commensurate with the instructional and experiential emphasis that is received during the candidate's tenure as an undergraduate or graduate student. Further, it is anticipated that the integration of these areas will be a continuing process that will enhance the candidate's life and the profession of teaching.

Goals of the Unit It is the mission of the School of Education to develop "educators who demonstrate scholarship within a Christian ethic of care." This theme embraces the basic goals that facilitate the success of the candidate engaged in the pre-professional experience, as well as experienced teachers in the field. Within this context, the School of Education seeks to instill within its candidates competency in scholarship, a Christian ethic of care, service, sensitivity to diversity, reflective practice, technology competency, and leadership. These goals, which are described in the narratives of this section, are foundational to the mission of the university and the School of Education.

The institution has established goals for faith, learning, and living, and the unit addresses an additional goal of professionalism for each of its teacher candidates. These goals are aligned with competency outcomes for candidates and are imbedded within the conceptual framework components addressing scholarship and a Christian ethic of care. These goals are integrated with the content of specified major courses, as well as general education courses in the curriculum. These goals are an integral part of any consideration in the policies, purposes, and practices of the university and the School of Education.

The mission statement of Southern Wesleyan University refers to preparing students "through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service and mobilizes leaders whose lives transform their world." In accord with the mission statements and its basic tenets, the School of Education has adopted as the theme statement, *"educators who demonstrate scholarship within a Christian ethic of care."*

All teacher candidates are expected to reflect a level of scholarship that is commensurate with their level of expertise and experience. Not only is the teacher candidate expected to demonstrate scholarship, but is also expected to demonstrate a disposition of a "Christian ethic of care" as basic ideas related to faith, living, learning, and professionalism are presented throughout the academic experience. Teacher candidates also attend chapel services twice weekly where these attributes of Christian living are underscored. Therefore, the teacher candidate is expected to demonstrate the following dispositions:

- Demonstrate a Christian ethic of care towards <u>self</u> by exhibiting a biblical approach to life that is demonstrated by a passion for learning;
- Demonstrate a Christian ethic care towards <u>learners</u> by being enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners;
- Demonstrate a Christian ethic of care towards <u>colleagues</u> by engaging in compassionate and respectful interactions with colleagues; and
- Demonstrate a Christian ethic of care towards the <u>community</u> by recognizing it as an integral part of the learning process by valuing its pluralistic nature.

Development of the Conceptual Framework The conceptual framework of the School of Education is based on a vision shared with the University for preparing teacher candidates. It provides direction for those who are involved in the teacher education programs; it is articulated and aligned with the institution's mission and goals; knowledge-based; articulated and aligned with state and national standards; and continuously evaluated.

The conceptual framework was developed and refined over a period of years and evolved from the mission statements of both the University and the School of Education. First, the education faculty drafted a document that articulated the theme of the School of Education. Next, input was sought from the faculty of the College of Arts and Sciences because 54 hours of general education courses are taught under the auspices of that area. Input from the University administration, students, and the constituency of the University was also incorporated into the theme statement. Then the revised document was approved by the entire faculty of the University, division by division.

A major constituency from whom input was sought was a group comprised of K-12 public school partners. Included in this sample were cooperating teachers with whom our teacher candidates complete the requirements of their field placements; school administrators; and classroom teachers who are enrolled in the University's Master of Education program at learning centers in Greenville, Spartanburg, Greenwood, Columbia, North Augusta, and Charleston. These individuals provided feedback that reflected their perceptions regarding how the mission statement aligned with the University mission statement, as well as how they perceived the impact of "scholarship" and "caring" on student learning. In some cases, terms used in the mission statement were examined for clarity (e.g., "Do we produce educators," "develop educators," or "train educators"?). Dialogue helped the unit to focus on the outcomes from teacher candidates' collective experiences in the education program, which resulted in "*educators who demonstrate scholarship within a Christian ethic of care.*" From there, the conceptual framework took shape.

The elements that comprise the conceptual framework echo the basic principles found in the mission statements of both the University and the School of Education. Specifically, these elements and principles are subsumed under the descriptors of "scholarship" and "Christian ethic of care." There are designated proficiencies under these categories, the completion of which demonstrate that the teacher candidate has reached a successful level of competency based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, and the South Carolina teacher assessment instrument, Assisting, Developing, and Evaluating Professional Teaching (ADEPT) performance standards, or the propositions of the National Board of Professional Teaching Standards (NBPTS). The following chart aligns the components of the conceptual framework with expected candidate outcomes in both the initial and advanced programs:

Table 0.4 Alignment of Outcomes with Conceptual Framework

Conceptual Framework Component	Conceptual Framework Elements	INTASC Principles	South Carolina ADEPT Performance Standards	NBPTS Propositions
Scholarship	Content/pedagogy	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 5, 6, 7,	1, 2, 3, 4
	Technology	3, 4, 5, 8, 9	5	1, 2, 3
	Sensitivity to Issues of Diversity	2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5
	Reflection in Terms of Impact on Learners	7, 9	3, 7	4
	Leadership Through Professional Competence	All	10	5
Christian Ethic of Care	Dispositions	11	8, 9, 10	6
	Service	9, 10	10	6

All elements of the conceptual framework have two basic beliefs at their center to ensure coherence within the program: that all students can learn and that students learn best when teachers demonstrate "Christ-likeness." The sage advice of Dr. Marlin Hotle, Vice-Chairman of Southern Wesleyan University's Board of Trustees, is to "treat people as if they were Jesus; react to people as if you were Jesus." These key elements are stressed in every course and in every syllabus; they align with state standards, as well as with the University mission. The key elements of the conceptual framework emphasize both professional commitment and dispositions related to a Christian ethic of care.

Coherence The Conceptual Framework and its related performance assessment system are identified in University and School of Education publications and course syllabi. Stake holders, such as teacher candidates, university administrators and faculty, and P-12 public school partners are also informed of the School of Education Conceptual Framework and the performance assessment system. The School of Education makes a concerted effort to assure that the program is aligned with state standards and P-12 standards, as well as reflect any feedback received from P-12 stakeholders.

Shared Vision The integration of faith and learning is an integral part of the mission of the institution and the unit with similarities in both mission statements readily apparent. Both the institution and the unit are dedicated to a learning environment that fosters the growth of the "whole" person, including the cognitive domain; psychomotor domain; and affective domain, which subsumes the continuing development of the spiritual domain and its focus on the growth of an intimate relationship with Jesus Christ. The liberal arts curriculum is presented in the context of a biblical world view and establishes the basis of the content education of all students. From this foundation, the unit seeks to instill within its candidates "scholarship within a Christian ethic of care" so that graduates enter their own classrooms with the intention of impacting learners' lives from a multi-faceted perspective. As this as its mission, the unit has sought the input and support of its public school partners and community stakeholders. Accordingly, the unit has worked collaboratively with the institution's faculty, teacher candidates, and public school colleagues in the development of its conceptual framework and shared vision. Evidence of the unit's desire to share its vision can be found in the *Southern Wesleyan University 2007-2008 Catalog*, *Teacher Education Handbook*, *Cooperating Teacher Handbook*, field and clinical handbooks, professional syllabi, website, and recruitment materials.

Philosophy of the School of Education It is the philosophy of the School of Education that it has the responsibility to form the minds and character of teacher candidates for service. It is the responsibility of each faculty member:

- to promote scholarship in terms of content and the principles and practices of both teaching and research;
- to emphasize that good decision making, coupled with the other skills gained in the study of content and pedagogy, can make effective teaching occur;
- to help candidates understand academically and experientially the ramifications of being different;
- to help candidates develop a disposition toward thoughtfulness and inquiry;
- to help candidates development an openness to change, including technological advancements for the enhancement of learning; and
- to assist candidates to see the importance of becoming transformational leaders in the reform of public education.

Caring encompasses the moral and cultural values regarding how people relate to others and how individuals define themselves and their surroundings according to their attitudes, beliefs, and values. Accordingly, caring can effectively complement traditional strategies for dealing with learners. Candidates are encouraged to continue to develop the values that give direction to their lives and teaching.

To this end, it is the belief of the School of Education that the effective promotion of learning in P-12 students lays in the education of highly-qualified teachers and the facilitation of a dynamic system of program evaluation and accountability. The School of Education believes that this can be best accomplished through scholars who are motivated by a Christian ethic of care.

I. Scholarship

Scholarship is an element critical to an educational institution, so it is an essential part of the mission statements of both the university and the School of Education. Specifically, the School of Education sought consensus among its faculty, students, and constituents regarding a definition of scholarship as it applies to its mission statement.

A. Content and Methodology

Scholarship is defined in terms of teacher competence in content and pedagogy. Undoubtedly, teachers must also be scholars in the fields they are teaching. They must not only master content, but also understand the principles and practices of both teaching and research. For the undergraduate programs,

the mastery of content and pedagogy elements are supported by INTASC principles 1 (content and methodology), 2 (student development), 4 (instructional strategies), 5 (student motivation), 6 (communication techniques), 7 (instructional planning), and 8 (assessment strategies). The graduate program has aligned itself with the Five Core Propositions of the NBPST: teachers are committed to students and their learning; teachers know the subjects they teach and how to teach those subjects to students; teachers are responsible for managing and monitoring student learning; teachers think systematically about their practice and learn from experience; and teachers are members of learning communities.

B. Technology

The impact of technology on classroom practice requires teacher candidates to be proficient in the use of and cognizant of the means by which judicious use of technology can enhance classroom practice and positively impact learner outcomes. Using technology in a proficient manner can assist teacher candidates in demonstrating competence in INTASC principles 3 (diverse learners), 4 (instructional strategies), 5 (student motivation), 8 (assessment strategies), and 9 (reflective practices). In the graduate program teachers explore the use of technology across the curriculum, as well as engage in study which explores the ever-changing issues in educational technology. While recognizing the critically important influence that technology has had on the accessibility of knowledge, its use in the classroom must be tempered with wisdom. For educational technology to be successful, it must be integrated into the main functions of the classroom to enhance learners' acquisition of knowledge. Technology can motivate and engage students in research, writing and presentation skills using multimedia software, as well as the Internet (Pugach, 2006). The extent to which current technology becomes a critical component for the delivery of the curriculum depends on teachers' understanding of the technology, as well as learning theory. Piaget (1952), Bloom (1956), Gagne (1977), and Vygotsky (1978) are prominent educational theorists who contribute substantially to the understanding of cognitive development in children; understanding and applying their theories can complement and strengthen the use of technology in the classroom.

Furthermore, technology when used with understanding, can assist learners in developing problem-solving skills and intellectual skills, and assist learners in constructing their own knowledge base. Constructivism draws on the eclectic experiences of learners. In their field experiences, teacher candidates must be given opportunities to experience technology in their own learning, see technology modeled as an instructional enhancement, and understand the knowledge bases that support the use of technology in classrooms. All candidates are required to demonstrate computer competence as part of their general education program. In professional courses, teacher candidates learn how technology can be used to support classroom instruction. Rather than learn technology as a separate course in the education sequence, students focus on its use to support learning in all courses. This concept is supported by Riner (2000).

Competence in using technology extends beyond its use to support instruction by classroom teachers. In their assessment courses, teacher candidates and teachers in the graduate programs are engaged in simulations where technology can be used to track student learning, to assist with computing learners' progress, and to maintain portfolio evidence of learner advancements in the skill areas. Further, technology can facilitate communication between peers/colleagues and families. Technology can also be used to communicate information to students. The latter use of technology opens discussion to ethical issues related to the use of technology on a personal level, as well as issues related to copyright.

C. Sensitivity to Issues of Diversity

Individuals who conduct their interactions with others on the basis of a Christian ethic of care are sensitive to the needs of others. An ethic of care shapes the social, emotional, and academic conditions in classrooms (Noddings, 1992). Teachers see children as individuals and not just a part of the collective whole. As caring and sensitive influences in children's lives, teachers help fulfill the social and moral purposes of schooling.

Because caring encompasses the moral and cultural values of how people relate to others, caring is an alternative to traditional strategies for dealing with learners (Oates & Lipton, 1999). This alternative calls for teachers to understand academically and experientially the ramifications of being different. Students will not be engaged in school if they believe that their teachers do not value and care about them and the knowledge and experience they bring to school (Pugach, 2006). Even those learners who are often referred to as "at-risk" for failure in life respond academically, vocationally, and personally to caring teachers. In fact, "teachers who are actively committed to making meaningful connections between the aims of the school and their students' lives … can increase their students' motivation to learn the curriculum (Tharp, Estrada, Dalton & Yamauchi, 2000). Teacher candidates and teachers in the graduate programs who demonstrate their sensitivity to the issues of diversity and uniqueness of each individual display competence in addressing INTASC principles 2 (student development), 3 (diverse learners), 5 (student motivation), 7 (instructional planning), and 8 (assessment strategies) and NBPTS propostions 1 (teachers are committed to students and their learning); 2 (teachers know the subjects they teach and how to teach those subject to students); 3 (teachers are responsible for managing and monitoring student learning; and 4 (teachers think systematically about their practice and learn from experience.

D. Reflection on Teacher Impact on Student Learning

Thinking about students – what they already know, what they need to know, how they learn – is at the core of teachers' practice (Kroll, et al., 2005). Teachers understand that good decision making coupled with the other skills gained in the study of content and pedagogy can make effective teaching occur. Fitzgibbons (1981) suggests that, as a rule, teachers make decisions of three types: those concerned basically with educational outcomes; those concerned with the matter of education; and those concerned with the manner of education. Teachers who consciously make decisions based on careful consideration are said to be engaging in reflective practice. It is a disposition toward thoughtfulness and inquiry that characterizes the relationship of teachers to learners (Kroll, et al., 2005).

Becoming a reflective practitioner requires time, practice, and an environment supportive of the development and organization of the reflective process (Reed & Bergemann, 2001; Brubacher, Case & Reagan, 1994). Candidates practice the skills of reflection during simulated teaching opportunities in methods courses, in field experiences, and in clinical experiences. The underlying incentive for teacher candidates to engage in reflection is to increase their effectiveness in positively impacting student learning. Teacher candidates who reflect on their teaching and who respond to what they discover in terms of their impact on student learning look for ways to increase their professional competency. Teacher candidates are thus responding to INTASC principles 7 (instructional planning) and 9 (reflective practices) and NBPTS propositions 2 (teachers know the subjects they teach and how to teach those subjects to students); 3 (teachers are responsible for managing and monitoring student learning); 4 (teachers think systematically about their practice and learn from experience).

The unit values P-12 student learning as shown by a requirement for candidates to reflect on their teaching and its effects on their students. Candidates are required to write reflections regarding the effectiveness of their teaching as shown by student achievement. They are required to think about how they taught standards-related content to their students and how well their students performed on assessments of learning. They are asked to consider what they did well in their lessons and what they would change in order to do better next time. Candidates are encouraged to use scoring guides and chart student achievement on lesson objectives. They are also encouraged to complete an item analysis on assessments to determine the questions that accurately reflect what was taught.

E. Leadership through Professional Competence

As scholars who demonstrate a Christian ethic of care through their actions, teachers should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow.

These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Teachers and teacher candidates who demonstrate competence in meeting the requirements of the ADEPT performance standards, as well as INTASC principle 10 (constituent relations), can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose teaching practices are aligned with INTASC principles 1 through 9 and the School of Education's disposition principle 11 (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions. Candidates in the graduate program are guided by NBPTS propositions 1 (teachers are committed and their learning) and 5 (teachers are members of learning communities).

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions related to a Christian ethic of care to self, learners, colleagues, community. As Southern Wesleyan prepares teacher candidates to assume pivotal roles in America's public schools, the elements of the conceptual framework have been linked to the principles established by the INTASC. Teacher candidate performance during clinical experience is assessed using South Carolina's assessment standards as found in ADEPT. These standards are aligned with the INTASC principles and NBPTS propositions.

II. Christian Ethic of Care
A. Dispositions

A "Christian ethic of care" is the other element that is an essential part of the mission statements of both the University and the School of Education. The term "Christian" means "like Christ." Christ-like teachers are caring and intuitive, as well as empathetic and nurturing. They are models of integrity who show respect and equity toward others, while demonstrating a positive attitude and work ethic. A Christian ethic of care supports principle 11, which states, "The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care," which the School of Education has appended to both the INTASC principles and NBPTS propositions to support its dispositions. In the context of its mission statement, the unit has expanded a Christian ethic of care to include care for self, learners, colleagues, and the community.

B. Service

Service to others is complementary to the idea of a Christian ethic of care because it is thought be a natural by-product of caring. Both the University and the School of Education embrace the concept of service to others as part of their missions. Service to others is an "essential process for preparing teachers as transformational leaders in the reform of public education" (Myers & Pickeral in Erickson & Anderson, 1997). By embedding service to others in its dispositional goals, the School of Education strives to constantly remind teacher candidates about the intrinsic relationship between **care** for others and **service** to others. INTASC principles 9 and 10, as well as NBPTS propositions 1 and 5, reflect the expectation that teacher candidates will impact the lives of others through service. Additionally, the South Carolina teacher assessment instrument ADEPT performance standard 10 requires teachers to fulfill professional responsibilities beyond the classroom, which implies among other activities, services to others and the community.

Table 0.5 shows the areas in which teacher candidates are expected to display a "Christian ethic of care," as well as the specific external indicators that indicate an internal state of mind towards the disposition in each of the areas.

Table 0.5 Christian ethic of care

SELF	
1. The candidate exhibits a biblical approach to life that is demonstrated by a passion for learning.	
• engages in research and professional development • reflects on own practices • holds high expectations for self • demonstrates initiative • demonstrates a professional work ethic	• demonstrates a biblical view of life • engages in habits of moral and ethical integrity • demonstrates a healthy self-perception • engages in a balanced, healthy lifestyle

LEARNERS	
2. The candidate is enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.	
• demonstrates an integration of theory with practice • demonstrates sensitivity to diverse learning styles and abilities • promotes critical thinking • encourages application of learning beyond the classroom • encourages high achievement in all learners • motivates learners • promotes learning for its intrinsic value	• demonstrates a nurturing and caring attitude • demonstrates equity in interactions • exemplifies sensitivity to learners' nonacademic needs • encourages individual responsibility • acts on the belief that all students can learn
COLLEAGUES	
3. The candidate engages in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.	
• promotes collaborative learning • responds constructively to feedback • works cooperatively and professionally with others	• speaks positively about colleagues • displays sensitivity to the needs of colleagues • fosters professional relationships
COMMUNITY	
4. The candidate recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.	
• views community as a context for teaching • promotes community involvement in educational practices • promotes communication with the community	• respects diversity within the community • engages as a member of the community • responds nonjudgmentally to members of the community

Proficiencies and Standards Teacher candidates enrolled in the initial program are judged in accordance with the proficiencies outlined in the INTASC principles and the ten performance standards of the South Carolina assessment system called the ADEPT. These performance standards address planning, implementation, classroom environment, and professionalism. Although the ADEPT instrument is used throughout the candidate's field experiences, it is particularly used in the clinical experience in a manner that simulates how the teacher candidate will be evaluated during the second year of professional teaching in order to obtain continuing teacher certification status. Initial teacher candidates are also expected to meet the proficiencies indicated in the INTASC principles during the field experiences and the clinical experience. The unit added an additional INTASC principle which represents its disposition of "Educators who demonstrate scholarship within a Christian ethic of care." All teacher candidates are expected to demonstrate competency in these eleven principles as a requirement of the portfolio that is evaluated at each assessment level in the initial program. Accordingly, artifacts must be presented that demonstrate competency in each of the assigned INTASC principles, along with a reflection that explains why the candidate believes it shows competency in the respective principle.

Students participating in the advanced program are evaluated at each assessment level using the five propositions of the NBPTS. The course objectives of the core curriculum are associated with these propositions, and each student and faculty course module indicates this alignment. At two of the three assessment levels in the advanced program, candidates are required to include evidence in the portfolio that substantiates competency in these standards. Such evidence must be accompanied with a reflection that states the candidate's rationale for its inclusion in relation to the respective proposition. The unit added an additional proposition that holds the advanced candidate accountable as an "educator who demonstrates scholarship within a Christian ethic of care." Similarly, candidates must provide evidence of competency in this "proposition."

Each level of the unit's assessment system in the initial and advanced programs is called a "Lock." Much like a lock system is used to elevate sea vessels from one level of water to another, the unit's Lock system is intended to "elevate" the candidate to the next level in the program of study while assuring that competency in program requirements related to scholarship and a Christian ethic of care is being met. Requirements for the initial program are included in Locks I-III, while the advanced program requirements are outlined in Locks IV-VI. The following table identifies the alignment of the performance assessment system with candidate proficiencies.

Table 0.6 Performance Assessment System: Proficiencies and Standards

Initial Program	Lock Level	INTASC Principles	ADEPT Performance Standards
	Lock I Admission to the Teacher Education Program	1, 4, 6, 7, 10, 11	modified 4-9
	Lock II Admission to the Clinical Experience	All	4-9
	Lock III Exit from the Teacher Education Program	All	All
Advanced Program	Lock Level	NBPTS Propositions	
	Lock IV Admission to the Advanced Program	All	NA
	Lock V Interim Checkpoint	All	NA
	Lock VI Exit from the Advanced Program	All	NA

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

The unit uses multiple measures to assure that its candidates at both the initial and advanced levels show competency in knowledge, skills, and dispositions. These assessments are aligned with the standards of professional, state, and institutional standards to support the professional competency of teacher candidates and continuing educators. At the initial level, data is collected from Praxis II: Content test results; Lock portfolio evaluations; Assisting, Developing, and Evaluating Professional Teaching (ADEPT) field experience evaluations; ADEPT clinical experience evaluations; Interstate New Teacher Assessment and Support Consortium (INTASC) field experience evaluations; INTASC clinical experience evaluations; Praxis II: Principles of Learning and Teaching test results; cumulative GPA; disposition self-assessment; cooperating teacher disposition assessments; alumni survey results; and recommendations results. At the advanced level, educators are assessed using cumulative GPA data; Action Research Project/Presentation data; portfolio data; field component data; employee assessment data; disposition self-assessment data; and satisfaction survey data. All professional syllabi in the initial program and modules used in the advanced program are aligned to either INTASC principles or National Board of Professional Teaching Standards (NBPTS) propositions and include analytic rubrics whose composition are based on these standards. The curriculums of the initial and advanced programs are integrated in such a way as to instill candidates with an awareness of student learning, as well as develop dispositional behaviors that support the learning of all students. It is the intention of the unit to prepare teachers who are responsive to diverse school contexts and populations, sensitive to positively impacting student achievement, and committed to the role of the professional educator.

Element 1: Content Knowledge for Teacher Candidates
Initial Level
Teacher candidates are afforded multiple opportunities to demonstrate their competency in content knowledge. They also demonstrate their expertise through their active participation in content area and professional methods courses, as well as field experiences and the clinical experience. The education unit uses data from the following assessments to determine the competency of its candidates at the initial level: Praxis II: Content test; Lock portfolio evaluations; ADEPT field experience evaluations; ADEPT clinical experience evaluations; INTASC clinical experience assessments; and the cumulative GPA.

Praxis II: Content Data The 100% pass rate on the Praxis II for all program completers (candidates are not required to pass the Praxis for graduation and degree completion) indicates that teacher candidates have an in-depth understanding of the subject matter they plan to teach, providing them with skills to enable them to plan for multiple explanations and different instructional strategies so that all students have equal opportunities to learn. The following table provides Praxis II information regarding each respective certification program.

Table 1.1 Praxis II: Unit Pass Rate on Content Tests for Initial Teacher Preparation for Period 2003-2006

Program	# of Test Takers				% Passing at State Cut Score				Overall Pass Rate for All Institutions in the state			
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
Elementary	22	30	23	11	100	100	100	100	98	98	99	**
Early Childhood	20	20	21	6	100	100	100	100	100	100	100	**
Special Populations	5	4	6	4	100	100	100	100	100	100	100	**
Biology & Gen Sci	--	--	1	1	--	--	100	100	100	100	100	**
English	4	--	1	1	100	--	100	100	98	98	99	**
Mathematics	--	--	--	1	--	--	--	100	97	98	**	**
Music	2	--	1	--	100	--	100	--	97	100	94	**
Physical Education	2	2	2	2	100	100	100	100	93	100	99	**

   * indicates less than 10 test takers or program completers   ** indicates no data available to date

Lock Portfolio Data for Content Prior to the revision of the assessment system, teacher candidates completed a portfolio that contained artifacts from professional education courses, thus indicating competency in content knowledge. The pass rate data included in Table 1.2 indicate a very high rate of proficiency in content knowledge among teacher candidates.

Table 1. 2 Portfolio Exit Data

Exit Portfolio	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Pass Rate	100%	100%	100%	100%

Candidates rated as "Pass" or "Fail"

The evolution of the unit's assessment system resulted in more comprehensive criteria for each of the levels at which candidates are evaluated. With the implementation of the revised assessment system, all candidates are required to complete the continuous portfolio assessment process that ensures content knowledge at each Lock level. Data in Table 1.3 indicate that a high percentage of Lock I teacher candidates met the requirement in showing their competency in INTASC principle 1 (content and methodology) and principle 7 (instructional planning). Lock II portfolio and Lock III portfolio mean scores will be available at the conclusion of the spring 2008 semester.

Table 1.3 Lock I Portfolio Data for Content Pass Rate

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
1	100 %	100 %	83 %
7	100 %	100 %	100 %

Candidates rated as "Met" or "Not Met"

Field Experience and Clinical Experience Content Data At each level of the Lock assessment system, as well as during the field and clinical experiences, teacher candidates are assessed by professional educators using instruments which focus on specific INTASC principles and ADEPT performance standards.

Effective Methods/Field Experience Public School Partner/Course Instructor INTASC/ADEPT Data for Content At the Lock I level, teacher candidates are assessed on INTASC principle 1 (content and methodology) and principle 7 (instructional planning) using the unit's *Initial Assessment of the Pre-Teacher Candidate* instrument. These principles are cross-referenced with the respective ADEPT performance standards to provide information regarding the candidates' proficiency in relation to state standards. Data in Table 1.4 and Table 1.5 indicate that at this early stage in their professional education, teacher candidates show competence in their knowledge of content as assessed by the public school partner and the course instructor.

Table 1.4 Effective Methods/Field Experience Public School Partner INTASC/ADEPT Data for Content

INTASC principle	Spring 2006	Fall 2006	Spring 2007	ADEPT Performance Standard
1	2.81	2.88	3.00	6
7	2.93	2.81	2.91	2

Mean scores based on a scale of 1-3, with 3 being the highest.

Table 1.5 Effective Methods/Field Experience Course Instructor INTASC/ADEPT Data for Content

INTASC principle	Spring 2006	Fall 2006	Spring 2007	ADEPT Performance Standard
1	2.58	2.5	2.63	6
7	2.59	2.48	3.00	2

Mean scores based on a scale of 1-3, with 3 being the highest.

Pre-Clinical Experience Public School Partner/Unit Supervisors INTASC Data for Content During the pre-clinical teacher candidates are rated by public school partners and unit supervisors in relation to INTASC principle 1 (content and methodology) and principle 7 (instructional planning). The mean scores reported in Table 1.6 and Table 1.7 indicate that teacher candidates were successful at demonstrating competency in content knowledge.

Table 1.6 Pre-Clinical Experience Public School Partner INTASC Data for Content

INTASC principle	Fall 2006	Spring 2007
1	3.40	3.37
7	3.43	3.47

Mean scores based on a scale of 1-4, with 4 being the highest.

Table 1.7 Pre-Clinical Experience Unit Supervisor INTASC Data for Content

INTASC principle	Fall 2006	Spring 2007
1	3.28	3.37
7	3.28	3.47

Mean scores based on a scale of 1-4, with 4 being the highest.

Clinical Experience Cooperating Teachers/Unit Supervisors INTASC Data for Content In addition to the previously cited measures of content competence, the unit's cooperating teachers and unit clinical experience supervisors have also indicated that knowledge of the subject is one of the strengths of the teacher candidates, as indicated in Tables 1.8 and 1.9.

Table 1.8 Clinical Experience Cooperating Teachers INTASC Data for Content

INTASC principle	Fall 2006	Spring 2007
1	3.33	3.48
7	3.56	3.53

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.9 Clinical Experience Unit Supervisors INTASC Data for Content

INTASC principle	Fall 2006	Spring 2007
1	3.91	3.60
7	3.96	3.47

Mean scores based on a scale of 1-4, with 4 being the highest

ADEPT Field Experience Data for Content The teacher candidate is evaluated for competency in each of the ten ADEPT performance standards (APSs). The domains of the ten Performance Standards include planning (APSs 1-3), instruction (APSs 4-7), classroom environment (APSs 8-9), and professionalism (APS 10). The teacher candidate is assessed using these performance standards in a fashion that simulates the formal evaluation process of a teacher employed in the state of South Carolina with at least a Provisional Contract.

Pre-Clinical Experience Public School Partner/Unit Supervisor ADEPT Data for Content This is the last field experience prior to the clinical experience and involves the teacher candidate in cooperating classrooms at two different levels. At least one of these assigned pre-clinical classrooms also serves as the classroom in which the teacher candidate will partially fulfill the requirements for the clinical experience. A total of 80 hours is required in the cooperating classrooms, half of which must be fulfilled in each academic setting. The teacher candidate prepares lesson plans and teaches lessons in the cooperating classrooms. Data in Tables 1.10 and 1.11 related to content indicate that candidates demonstrate a high level of competency in content at this level as evaluated by the teachers who partner with the unit.

Table 1.10 Pre-Clinical Experience Public School Partner ADEPT Data for Content

ADEPT Performance Standard	Fall 2006	Spring 2007
2	3.89	3.73
3	3.89	3.73
6	3.74	3.91

Mean scores based on a scale of 1-4, with 4 being the highest.

Table 1.11 Pre-Clinical Experience Unit Supervisor ADEPT Data for Content

ADEPT Performance Standard	Fall 2006	Spring 2007
2	3.94	3.43
3	3.94	3.43
6	4.00	3.43

Mean scores based on a scale of 1-4, with 4 being the highest.

Clinical Experience Cooperating Teacher/Unit Supervisor ADEPT Data for Content During the candidate's clinical experience, each of the ten performance standards of the ADEPT instrument is reviewed during observations by the cooperating teacher in the classroom and the unit supervising faculty. Data related to ADEPT performance standards 1 (Long-Range Planning), 2 (Short-Range Planning of Instruction), and 3 (Planning Assessments and Using Data), and 6 (Providing Content for Learners) indicate that candidates have content knowledge which meets or exceeds the expectations of

the unit standards. The revised assessment system was implemented during the spring 2007 semester and the data for that period reflect the revised scoring system.

Table 1.12 Clinical Experience Cooperating Teacher ADEPT Data for Content

ADEPT Performance Standard	Spring 2006	Fall 2006	Spring 2007*
1	3.00	3.00	3.94
2	3.00	3.00	3.79
3	3.00	3.00	3.84
6	3.00	3.00	3.79

3=Competency, 2=Needs improvement, 1=Competency Not Observed
*Revised assessment system with mean scores based on a scale of 1-4, with 4 being the highest

Table 1.13 Clinical Experience Unit Supervisor ADEPT Data for Content

ADEPT Performance Standard	Spring 2006	Fall 2006	Spring 2007
1	3.80	3.86	3.71
2	3.30	2.68	2.55
3	3.30	2.68	2.55
6	3.83	3.92	3.83

Mean scores based on a scale of 1-4, with 4 being the highest

Classroom Teachers Annual ADEPT Evaluations Data for Content Table 1.14 includes the most current available data that compare the performance of the unit's education graduates with graduates from other in-state institutions during their second year of teaching when they are formally assessed using the ADEPT evaluation. Data from these assessments indicate that teacher graduates from the unit have a high level of competency in content, surpassing the percentage of those from other state institutions passing performance standard 1 every year since 2004.

Table 1.14 Classroom Teachers Annual ADEPT Evaluations Data for Content

	% passing PS1		% passing PS2		% passing PS3		% passing PS6	
	Unit	State	Unit	State	Unit	State	Unit	State
2004	100	98.8	100	98.4	94.1	98.4	100	98.1
2005	100	98.4	97	98.1	97	97.9	97	98.2
2006	100	98.4	97	98.1	97	98	97	98.2
2007	100	98.3	100	98.4	96.3	97.7	100	98.3

Major Grade Point Average Data for Content The South Carolina State Department of Education mandates that all teacher candidates applying for initial teacher certification must have a minimum cumulative undergraduate grade point average of 2.5. Teacher candidates must have a minimum cumulative grade point average of 2.5 to meet one of the requirements at each Lock assessment level. Data in Table 1.15 indicate that all candidates have met this requirement.

Table 1.15 Major Grade Point Average Data for Content

Mean GPA	Spring 2006	Fall 2006	Spring 2007
Admission to the Teacher Education Program	3.41	3.45	3.30
Admission to the Clinical Experience	3.42	3.47	3.50
Application for Teacher Certification	3.53	3.44	3.49

Mean scores based on a scale of 0-4, with 4 being the highest.

Advanced Program
Southern Wesleyan University offers an advanced program leading to a Master of Education degree which does not lead to initial certification in the state of South Carolina. The advanced curriculum consists of 36 hours, 24 hours of which form a required core curriculum with an additional 12 hours of electives. There is a Gifted and Talented elective block of six hours that meets the South Carolina Department of Education requirements for an endorsement in the area of gifted and talented. Currently, there are over 400 students enrolled in the program at learning centers in Greenville, Spartanburg, Greenwood, Columbia, North Augusta, and Charleston, as well as the main campus in Central. Students meet in cohorts of 16-22 students for fours hours of class time per week and complete study group assignments in four-hour meetings per week in groups of 3-5 students. Students complete a core curriculum of eight courses, each of which meets for seven weeks. The entire degree program can be completed in just over 15 months.

Students are assessed at three Lock levels using the standards of the National Professional Board of Teaching Standards. Accordingly, students must meet criteria set forth in Lock IV, Lock V, and Lock VI to be admitted, continue, or graduate from the program. To enter the program, Lock IV, students must present admission documents that verify an appropriate level of content knowledge and teaching experience. Admission to the program requires that the student have an undergraduate cumulative grade point average of 3.0. Applicants must also have a teaching certificate issued by the State of South Carolina or equivalent out-of-state certification and a minimum of one year teaching experience. Lock V marks the mid point in the student's completion of the core curriculum. At this point, the student must present/pass a portfolio based on NBPTS standards, maintain a cumulative grade point average of 3.0, and obtain a minimum grade of 3.0 in EDUC 5263, Educational Research I. Lock VI, the exit point of the program, requires the student to present/pass a portfolio, maintain a cumulative grade point average of 3.0, and be assessed at the level of "Basic" on all NBPTS standards by the respective employer. Table 1.16 provides GPA data for graduates from the past four semesters.

Table 1.16 GPA Data for Content

	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Mean GPA	3.85	3.81	3.83	3.86

Mean scores based on a scale of 0-4, with 4 being the highest.

Action Research/Presentation Data for Content In the advanced program, two core courses, EDUC 5263, Educational Research I, and EDUC 5463, Educational Research II, require practical application in a research project addressing a current issue in education with implications for the student's own school district, school, or classroom. Students formally present their research findings at the conclusion of the second course. Data generated from these courses in the form of mean grade point averages indicate that students have a high level of content understanding.

Table 1.17 Action Research/Presentation Data for Content

	2002	2003	2004	2005	2006
EDUC 5263 Mean	3.87	3.82	3.63	3.75	3.86
EDUC 5463 Mean	3.78	3.83	3.87	3.77	3.79

Mean scores based on a scale of 0-4, with 4 being the highest.

Portfolio Data for Content Students in the advanced program must present a portfolio that includes representative examples of work from each of the M.Ed. courses; representative examples of the application of the principles of the M.Ed. program courses in the classroom; representative examples of P-12 learners' work that reflect the implementation of principles of the M.Ed. program courses in the classroom; and journal reflections written during the M.Ed. program. These requirements have been revised so that the student must maintain a portfolio with artifacts that indicate competency related to the NBPTS principles. Data in Table 1.18 indicates that students are well prepared in the content area as reflected in the portfolio.

Table 1.18 Portfolio Data for Content

	2002	2003	2004	2005	2006
Mean	3.78	3.83	3.87	3.77	3.79

Mean scores based on a scale of 1-4, with 4 being the highest.

Satisfaction Survey Data for Content With the implementation of the Lock assessment system, alumni were surveyed regarding whether they feel the advanced program contributed to their understanding of content. The data from questions 4, 8-11, and 13 indicate teachers' high regard for the positive impact of the program on their knowledge of content.

Table 1.19 M. Ed. Graduate Satisfaction Survey Data for Content

Survey Question	Fall 2006	Spring 2007
4	3.25	3.22
8	3.25	3.22
9	3.50	3.33
10	3.25	3.22
11	3.25	3.22
13	3.50	3.56

Mean scores based on a scale of 1-4, with 4 being the highest.

Employer Assessment Data for Content Respective employers are requested to rate alumni of the advanced program on the faculty member's knowledge of content. Employer survey results for content indicate a mean of 2.5 on a scale of 4.0. Mean scores from these data indicate that employers feel graduates from the advanced program have an adequate level of content knowledge based on NBPTS 2.

Table 1.20 Employer Assessment of M. Ed. Alumus Data for Content

NBPTS	Fall 2006	Spring 2007
2	4.00	2.50

Mean scores based on a scale of 1-4, with 4 being the highest.

Element 2: Content Knowledge for Other Professional School Personnel (Not Applicable)

Element 3: Pedagogical Content Knowledge for Teacher Candidates

Initial Program

Candidates at the initial level of their respective programs must show competency in pedagogical content knowledge. This is an essential part of the education process to help ensure effective classroom instruction. The unit uses several measures to assess the quality of candidate pedagogical content knowledge and skills and the integration of technology in meaningful ways in the context of the classroom. Among these are Praxis II pedagogical data; Lock portfolio data; Effective Methods course data; ADEPT data from field experiences and clinical experiences; and INTASC assessment data.

Praxis II Data for Pedagogical Content Knowledge Teacher candidates in the initial program must attempt the respective Praxis II Test as part of the Lock II requirements. In accordance with South Carolina State Department of Education guidelines, the candidate must pass the respective Praxis II test as one of the requirements to obtain initial certification. Table 1.21 shows the results for all programs that require candidates to complete a test related to pedagogical content knowledge.

Table 1.21 Praxis II: Unit Pass Rate on Pedagogical & Professional Content Tests for Initial Teacher Preparation for Period 2003-2006

Program	# of Test Takers				% Passing at State Cut Score				Overall Pass Rate for All Institutions in the state			
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
Elementary	22	30	23	11	100	100	100	100	96	98	97	**
Special Populations	4	4	7	4	100	100	100	100	94	99	97	**
Eng, Lan, Lit, Comp	4	1	1	1	100	100	100	100	97	98	98	**
Mathematics	0	0	1	0	100	100	100	100	100	98	**	**
Music	2	0	2	0	100	100	100	100	91	94	99	**
Physical Education	2	2	2	2	100	100	100	100	87	98	91	**

* indicates less than 10 test takers or program completers   ** indicates no data available to date

Lock Portfolio Data for Pedagogical Content Knowledge Prior to the revision of the unit's assessment system, teacher candidates completed an exit portfolio that contained artifacts from all professional education courses. Many of these artifacts indicated the candidates' pedagogical content knowledge in the context of various course assignments, including lesson plans. This data is presented in Table 1.22 and indicate that all candidates were competent in this area. With the implementation of the revised assessment system, teacher candidates must include artifacts in a portfolio at each Lock level that indicate competency in the selected INTASC principles. The portfolio at Lock I must contain an artifact and reflection related to INTASC principle 1 (content and methodology), while the Lock II and Lock III portfolios must address all INTASC principles, including principle 1 (content and methodology), principle 4 (instructional strategies) and principle 6 (communication). Data for Lock II and Lock III will be available at the conclusion of the fall 2007 semester as the revised assessment system completes its first cycle. Tables 1.22 and 1.23 include data related to the candidates' proficiency in pedagogical content knowledge as reflected in the respective Lock portfolio reviews.

Table 1.22 Portfolio Exit Data Pedagogical Content Knowledge

Exit Portfolio	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Pass Rate	100%	100%	100%	100%

Candidates rated as "Pass" or "Fail"

Table 1.23 Lock I Portfolio Data for Pedagogical Content Knowledge

INTASC Principle	Spring 2006	Fall 2006	Spring 207
1	100 %	100 %	83 %

Candidates rated as "Met" or "Not Met"

Field and Clinical Experience Evaluations Content and methods courses are combined with classroom experiences in the local schools. These experiences include EDUC 3003, Effective Methods for the Elementary School/Field Experience; EDUC 3123, Effective Methods for the Secondary School/Field Experience; or EDUC 3663, Effective Methods for Early Childhood Education/Field Experience. During these courses, teacher candidates are required to spend 30 hours in a public school setting which corresponds to their respective major. During EDUC 3273, Teaching Reading in the Secondary School; EDUC 3763, Teaching Science in the Elementary School; EDUC 3773, Early Childhood Science Methods; and EDUC 3243, Characteristics of the Mild to Moderate Mentally Handicapped, teacher candidates are required to spend 36 hours in a public school classroom setting. During Education 4502, Pre-Clinical Experience, teacher candidates spend 80 hours in public school classrooms in preparation for the Clinical Experience during the next semester. The combination of classroom experiences with course content focuses appropriate classroom management techniques and successful instructional strategies, while allowing the teacher candidate to observe the teacher-learner relationship.

Effective Methods/Field Experience Public School Partner/Course Instructor INTASC Data for Pedagogical Content Knowledge The first in the series of field experience placements is scheduled early in the student's sequence of education courses as a component of the respective Effective Methods course. A total of 30 hours of classroom visits and 30 hours of community service must be completed by the teacher candidate. During the classroom visits in the cooperating school, the teacher candidate is expected to observe the public school partner, assist with the instruction of individual students, and teach a mini-lesson. The mini-lesson is assessed by the Effective Methods instructor and the public school partner using the unit's *Initial Assessment of the Pre-Teacher Candidate* which includes INTASC principle 1 (content and methodology), principle 4 (instructional strategies), and principle 6 (communication techniques). These INTASC principles are cross-referenced with respective ADEPT performance standards to further inform the unit concerning the candidate's proficiency related to state requirements. Data in Tables 1.24 and 1.25 indicate that teacher candidates at this early stage in their curriculum perform well in the area of pedagogical content knowledge.

Table 1.24 Effective Methods/Field Experience Public School Partner INTASC Data for Pedagogical Content Knowledge

INTASC Principle	Spring 2006	Fall 2006	Spring 2007	ADEPT Performance Standard
1	2.81	2.88	3.00	6
4	2.65	2.75	2.85	5
6	2.75	2.77	2.87	4

Mean scores based on a scale of 1-3, with 3 being the highest

Table 1.25 Effective Methods/Field Experience Course Instructor INTASC Data for Pedagogical Content Knowledge

INTASC Principle	Spring 2006	Fall 2006	Spring 2007	ADEPT Performance Standard
1	2.58	2.50	2.63	6
4	2.48	2.60	3.00	5
6	2.64	2.50	3.00	4

Mean scores based on a scale of 1-3, with 3 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor INTASC Data for Pedagogical Content Knowledge Using the unit's *Pre-Clinical Assessment of the Teacher Candidate*, the public school partners and unit supervisors evaluate teacher candidates on all INTASC principles, including those related to pedagogical content knowledge. Table 1.26 and Table 1.27 indicate that data related to INTASC principle 1 (content and methodology), principle 4 (Instructional Strategies) and principle 6 (communication) show that teacher candidates perform well in the classroom in this area.

Table 1.26 Pre-Clinical Experience Public School Partner INTASC Data for Pedagogical Content Knowledge

INTASC Principle	Fall 2006	Spring 2007
1	3.43	3.37
4	3.29	3.21
6	3.35	3.30

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.27 Pre-Clinical Experience Unit Supervisor INTASC Data for Pedagogical Content Knowledge

INTASC Principle	Fall 2006	Spring 2007
1	3.28	2.80
4	3.83	3.46
6	3.67	3.07

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor INTASC Data for Pedagogical Content Knowledge Data indicate that cooperating teachers and unit supervisors rate teacher candidates as above average using the unit's *Clinical Assessment of the Teacher Candidate*, which is based on the INTASC principals. Data related to principle 1 (content and methodology), principle 4 (instructional strategies), and principle 6 (communication techniques) are found in Tables 1.28 and 1.29.

Table 1.28 Clinical Experience Cooperating Teacher INTASC Data for Pedagogical Content Knowledge

INTASC Principle	Fall 2006	Spring 2007
1	3.36	3.49
4	3.39	3.36
6	3.44	3.41

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.29 Clinical Experience Unit Supervisor INTASC Data for Pedagogical Content Knowledge

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
1	3.38	3.91	3.60
4	3.83	3.97	3.47
6	3.38	3.97	3.38

Mean scores based on a scale of 1-4, with 4 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor ADEPT Data for Pedagogical Content Knowledge This is the last field experience prior to the clinical experience and involves the teacher candidate in cooperating classrooms at two different levels. At least one of these assigned pre-clinical classrooms will also serve as the classroom in which the teacher candidate will partially fulfill the requirements for the clinical experience. A total of 80 hours is required in the cooperating classrooms, half of which must be fulfilled in each academic setting. The teacher candidate prepares lesson plans and teaches lessons. In order for the teacher candidate to continue to the clinical experience, both public school partners must submit favorable evaluations regarding the student's role in their classrooms. Using the ADEPT evaluation instrument, the public school partners and unit supervising teacher(s) assess the teacher candidate on, among other things, pedagogical content knowledge. Performance standards that assess this area include 2 (Short-Range Planning of Instruction), 3 (Short-Range Planning, Development, and Use of Assessments) and 5 (Using Instructional Strategies to Facilitate Learning) Table 1.30 and Table 1.31 indicate the results of the observation evaluations completed by public school partners related to these standards.

Table 1.30 Pre-Clinical Experience Public School Partner ADEPT Data for Pedagogical Content Knowledge

ADEPT Performance Standard	Fall 2006	Spring, 2007
2	3.89	3.73
3	3.89	3.73
5	3.74	3.73

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.31 Pre-Clinical Experience Unit Supervisor ADEPT Data for Pedagogical Content Knowledge

ADEPT Performance Standard	Fall 2006	Spring 2007
2	3.94	3.43
3	3.94	3.43
5	3.88	3.57

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor ADEPT Data for Pedagogical Content Knowledge The clinical experience is the capstone experience in the unit's classroom-based teacher preparation program. Each teacher candidate spends a minimum of 68 full days in a public school setting with an ADEPT-trained classroom teacher. In the clinical experience, the teacher candidate is given feedback by the cooperating teachers and unit's faculty supervisors that highlight areas of

strengths and weaknesses. The clinical experience provides many opportunities to put into practice the theories and concepts gained in the pedagogical and content classes. To complete the clinical experience successfully, the candidate must demonstrate professional abilities by successful completion of the South Carolina ADEPT assessment process used to verify readiness for the classroom. Table 1.32 indicates that teacher candidates were scored very well by cooperating teachers in pedagogical content knowledge, based on ratings using both the unit's previous (spring/fall 2006) and revised assessment systems (spring 2007). The revised assessment system was used by the unit supervisors beginning in the spring 2006 semester to rate the teacher candidates in this area, as indicated in Table 1.33.

Table 1.32 Clinical Experience Cooperating Teacher ADEPT Data for Pedagogical Content Knowledge

ADEPT Performance Standard	Spring 2006	Fall 2006	Spring 2007*
2	3.00	3.00	3.94
3	3.00	3.00	3.79
5	3.00	3.00	3.84

3=Competency, 2=Needs improvement, 1=Competency Not Observed
*Revised assessment system with mean scores based on a scale of 1-4, with 4 being the highest

Table 1.33 Clinical Experience Unit Supervisor ADEPT Data for Pedagogical Content Knowledge

ADEPT Performance Standard	Spring 2006	Fall 2006	Spring 2007
2	3.30	2.68	2.55
3	3.30	2.68	2.55
5	3.83	3.96	3.73

Mean scores based on a scale of 1-4, with 4 being the highest

Classroom Teachers Annual ADEPT Evaluations Data for Pedagogical Content Knowledge Data from formal ADEPT assessments that compare the performance of the unit's education graduates with graduates from other in-state institutions during their second year of teaching indicate that teacher graduates from the unit are accomplished in pedagogical content knowledge.

Table 1.34 Classroom Teachers Annual ADEPT Evaluations Data for Pedagogical Content Knowledge

	% passing PS2		% passing PS3		% passing PS5	
	Unit	State	Unit	State	Unit	State
2004	100	98.4	94.1	98.4	90.9	96.8
2005	97	98.1	97	97.9	100	97.3
2006	97	98.1	97	98	97	97.7
2007	100	98.4	96.3	97.7	96.3	97.1

Evidence of Candidates' Ability to Integrate Technology in Their Teaching The faculty and administration recognize the important role that instructional technology plays in the effective teacher's repertoire. The unit provides a Promethean Board for use with all methods classes and up-to-date teaching resources to support the future classroom teacher. These resources include audio visual equipment, a curriculum lab located in the university library, bulletin board supplies, Ellison die-cutter, and a fully equipped computer lab.

The application of technology to the classroom is a high priority for the unit. Each teacher candidate must successfully complete a three-hour course in instructional technology in the general education component. The unit is also committed to technology as evidenced in the investments made to provide up-to-date teaching technology. Every teacher candidate has access to a computer, and those with personal computers can access the university's academic network both on and off campus. Most of the campus has wireless network access. Also, the university library has a collection of computers for student use.

The following technology goals making up the unit's teacher education preparation program parallel those of the International Society for Technology in Education (ISTE) standards.
- All candidates will take course work in the use of technology as it relates to education.
- Candidates will recognize the responsibility of a teacher to be ethical in the use of technology, as well as to treat the medium in a professional manner with respect for its capabilities.
- Candidates will be able to effectively use technology to enhance their depth of research.
- Candidates will submit lesson plans and long-range plans in their *Chalk & Wire* account and access the written feedback from their observers and supervisors.
- Candidates will be able to effectively use technology to maximize student learning and assessment.

- Candidates will be able to apply technology to facilitate a variety of teacher record-keeping functions.
- Candidates will understand the need to inform the learner of the potential dangers in the use of technology, particularly the Internet.

Field and Clinical Experiences Data for Technology Integration Teacher candidates have numerous opportunities to integrate technology in their field and clinical experiences. As cooperating school districts provide more technology for use in the classroom, it is imperative that teacher candidates be well versed in the integration of technology in classroom teaching practices. The unit lesson plan template includes an area in which teacher candidates describe how technology will be integrated in the lesson. As candidates are assessed in field and clinical experiences, technology use is noted and evaluated. Specifically, INTASC principle 1 (content and methodology), principle 3 (diverse learners), principle 4 (instructional design), and principle 6 (communication techniques) are assessed during the Effective Methods/Field Experience course, the pre-clinical field experience, and the clinical experience. Teacher candidates are also assessed in ADEPT performance standards 5 and 6 that are used as indicators of candidates' effectiveness in the integration of technology in the classroom.

Effective Methods/Field Experience Placement Public School Partner/Course Instructor INTASC Data for Technology Integration Tables 1.35 and 1.36 indicate the scores teacher candidates received in the INTASC principles that subsume technology integration into classroom practice and included in the unit's *Initial Assessment of the Pre-Teacher Candidate*.

Table 1.35 Effective Methods/Field Experience Public School Partner INTASC Data for Technology Integration

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
1	2.81	2.88	3.00
4	2.65	2.75	2.85
6	2.75	2.77	2.87

Mean scores based on a scale of 1-3, with 3 being the highest

Table 1.36 Effective Methods/Field Experience Course Instructor INTASC Data for Technology Integration

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
1	2.58	2.50	2.63
4	2.48	2.60	3.00
6	2.64	2.50	3.00

Mean scores based on a scale of 1-3, with 3 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor INTASC Data for Technology Integration Public school partners also evaluate teacher candidates using the unit's *Pre-Clinical Assessment of the Teacher Candidate*. According to the data in Tables 1.37 and 1.38, teacher candidates display a high level of proficiency in the integration of technology in the classroom, as indicated by ratings by the public school partners and unit supervisors in the INTASC principles related to technology integration.

Table 1.37 Pre-Clinical Experience Public School Partner INTASC Data for Technology Integration

INTASC Principle	Fall 2006	Spring 2007
1	3.43	3.37
3	3.31	3.28
4	3.29	3.21
6	3.35	3.30

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.38 Pre-Clinical Experience Unit Supervisor INTASC Data for Technology Integration

INTASC Principle	Fall 2006	Spring 2007
1	3.28	2.80
3	3.00	2.25
4	3.83	3.46
6	3.67	3.07

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor INTASC Data for Technology Integration The clinical experience cooperating teachers assess candidates' technology integration as subsumed under INTASC principle 1 (content and methodology), principle 3 (diverse learners), principle 4 (instructional strategies), and principle 6 (communication techniques). Using the unit's

Clinical Assessment of the Teacher Candidate, data related to this area were aggregated and are found in Table 1.39. Data in Table 1.40 indicate that unit supervisors rate teacher candidates as very proficient in this area.

Table 1.39 Clinical Experience Cooperating Teacher INTASC Data for Technology Integration

INTASC Principle	Fall 2006	Spring 2007
1	3.36	3.49
3	3.47	3.44
4	3.39	3.36
6	3.44	3.41

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.40 Clinical Experience Unit Supervisor INTASC Data for Technology Integration

INTASC Principle	Fall 2006	Spring 2007
1	3.91	3.60
3	3.61	3.61
4	3.97	3.47
6	3.97	3.38

Mean scores based on a scale of 1-4, with 4 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor ADEPT Data for Technology Integration
Data collected from ADEPT observations completed by public school partners participating in the Pre-Clinical Experience are shown in Table 1.41 and indicate that teacher candidates are competent in the integration of technology in the classroom as demonstrated in ratings of the respective ADEPT performance standards. Data shown in Table 1.42 indicate the teacher candidates' proficiency in the integration of technology in the classroom as assessed by the unit supervisors.

Table 1.41 Pre-Clinical Experience Public School Partner ADEPT Data for Technology Integration

ADEPT Performance Standard	Fall 2006	Spring 2007
2	3.89	3.73
3	3.89	3.73
5	3.74	3.73

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.42 Pre-Clinical Experience Unit Supervisor ADEPT Data for Technology Integration

ADEPT Performance Standard	Fall 2006	Spring 2007
2	3.94	3.43
3	3.94	3.43
5	3.88	3.57

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher ADEPT Data for Technology Integration
Table 1.43 shows the results of evaluations of teacher candidates' integration of technology when cooperating teachers used the previous assessment system during the spring/fall 2006 and the revised system during the spring, 2007 semester. Technology integration is incorporated in the respective ADEPT performance standards.

Table 1.43 Clinical Experience Cooperating Teacher ADEPT Data for Technology Integration

ADEPT Performance Standard	Spring 2006	Fall, 2006	Spring, 2007*
2	3.00	3.00	3.79
3	3.00	3.00	3.84
5	3.00	3.00	3.84

3=Competency, 2=Needs improvement, 1=Competency Not Observed
*Revised assessment system with mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Unit Supervisor ADEPT Data for Technology Integration
The clinical experience provides many opportunities for teacher candidates to integrate technology into classroom practice as they incrementally assume more teaching responsibilities during the placement. Table 1.44 includes data that indicate that candidates are successful in the planning and implementation of technology.

Table 1.44 Clinical Experience Unit Supervisor ADEPT Data for Technology Integration

ADEPT Performance Standard	Spring 2006	Fall 2006	Spring, 2007
2	3.30	2.68	2.55
3	3.30	2.68	2.55
5	3.83	3.96	3.73

Mean scores based on a scale of 1-4, with 4 being the highest

Classroom Teachers Annual ADEPT Evaluations Data for Technology Integration Data from formal ADEPT assessments completed during the second year of teaching indicate that teacher graduates from the unit are successful in the integration of technology in their classrooms.

Table 1.45 Classroom Teachers Annual ADEPT Evaluations Data for Technology Integration

	% passing PS2		% passing PS3		% passing PS5	
	Unit	State	Unit	State	Unit	State
2004	100	98.4	94.1	98.4	90.9	96.8
2005	97	98.1	97	97.9	100	97.3
2006	97	98.1	97	98	97	97.7
2007	100	98.4	96.3	97.7	96.3	97.1

Advanced Program

Students in the advanced program show evidence related to their competency in the use of technology as displayed in course study group presentations, the development of the portfolio, and anecdotal records. Technology integration is assessed in EDUC 5313, Instructional Technologies; portfolios; satisfaction surveys; and employee assessments.

Instructional Technologies Course Grade Data for Technology Integration Advanced students must complete EDUC 5313, Instructional Technologies, as part of the core curriculum of the program. Each of the seven workshops that comprise the course addresses one of the ISTE-NETS standards. The course is divided into three strands, and the first strand includes a discussion and personal application of the ISTE standards for teacher proficiency in technology. Each class includes a discussion related to the standards and the ISTE-identified *Essential Conditions* that must exist in a school environment in order for teachers to be able to meet the standards. A weekly assignment is in place to ensure that class participants reflect on the standard, assess their own readiness to meet it, and as necessary, formulate a plan for increasing personal skills to a level that would support compliance. Table 1.46 shows data related to grand mean grade scores that indicate advanced students are very proficient in the integration of technology for learner enhancement.

Table 1.46 Instructional Technologies Course Grade Data for Technology Integration

	2002	2003	2004	2005	2006
Mean	3.74	3.89	3.83	3.47	3.94

Mean scores based on a scale of 0-4, with 4 being the highest

Satisfaction Survey Data for Technology Integration Satisfaction survey data indicate that advanced students feel more than proficient in their integration of technology in the classroom as reflected in their responses to the respective questions related to classroom practice and program content.

Table 1.47 M. Ed. Graduate Satisfaction Survey Data for Technology Integration

Alumni Survey Prompt	Fall 2006	Spring 2007
1	3.25	3.33
2	3.25	3.22
10	3.25	3.22

Mean scores based on a scale of 0-4, with 4 being the highest

Employer Assessment Data for Technology Integration Data from employer surveys, the *Employer Assessment of M. Ed. Alumnus,* indicate that advanced students received a rating of 2.5/4.0 scale and are adequate in their integration of technology in the classroom as reflected in responses to NBPTS proposition 2.

Table 1.48 Employer Assessment of M. Ed. Alumnus Data for Content

NBPTS	Fall 2006	Spring 2007
2	4.00	2.50

Mean scores based on a scale of 0-4, with 4 being the highest.

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Initial Program

Teacher candidates seeking teacher certification develop professional and pedagogical knowledge and skills as they progress through the coursework, field experiences, and clinical experience of the teacher preparation programs. Each incremental stage helps to prepare the teacher candidate for a successful

classroom experience at succeeding levels. The teacher candidate gains pedagogical information in various professional courses and applies this knowledge in public school classrooms. Data to measure the effectiveness of this preparation and practice are obtained from the Praxis II: Principles of Learning and Teaching; the cumulative grade point average of professional courses; Lock requirements related to INTASC principles 2-10; ADEPT evaluations during field and clinical experiences of performance standards 4, 5, and 7-10; and clinical evaluations based on INTASC principles 2-10.

Praxis II: Principles of Learning and Teaching Data for Professional and Pedagogical Knowledge and Skills Table 1.49 includes data that show teacher candidates' professional and pedagogical knowledge for initial certification at the undergraduate level. Under the Lock assessment system, candidates are now required to pass the PLT as one of the requirements to exit from the teacher education program.

Table 1.49 PLT Unit Pass Rate on Content Tests for Initial Teacher Preparation For Period 2003-2004

Program	# of Test Takers*				% Passing at State Cut Score				Overall Pass Rate for All Institutions in the state			
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
0522/Elementary	1	--	3	15	100	--	100	100	93	94	70	**
0523/Middle School	--	--	--	--	--	--	--	--	80	81	**	**
0524/Secondary	--	--	--	4	--	--	--	100	83	84	**	**

 ** indicates no data available to date   *PLT was not require for program completion until 2006-2007

Lock I Interview Data for Professional and Pedagogical Knowledge and Skill Teacher candidates participate in an interview with a panel of professional educators as one of the requirements of Lock I. This interview assesses the teacher candidate on INTASC principles 6 (communication techniques) and 10 (constituent relations). Table 1.50 indicates that teacher candidates score well in these areas.

Table 1.50 Interview Data for Professional and Pedagogical Knowledge and Skills

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
6	2.11	2.51	2.63
10	2.06	2.41	2.46

Mean scores based on a scale of 1-3, with 3 being the highest

Effective Methods/Field Experience Placement Public School Partner/Course Instructor INTASC Data for Professional and Pedagogical Knowledge and Skills At each of the levels of the Lock assessment system, teacher candidates are evaluated on their professional and pedagogical knowledge and skills based on INTASC principles 2-10. At the Lock I level, teacher candidates are assessed on their competency related to INTASC principles 4, 6, 7, and 9 in the field experience component of the effective methods course. Tables 1.51 and 1.52 present the data generated by public school partners and course instructors who assessed teacher candidates using the unit's *Initial Assessment of the Pre-Teacher Candidate*.

Table 1.51 Effective Methods/Field Experience Placement Public School Partner INTASC Data for Professional and Pedagogical Knowledge and Skills

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
4	2.65	2.75	2.85
6	2.75	2.77	2.87
7	2.93	2.81	2.91
9	2.86	2.81	3.00

Mean scores based on a scale of 1-3, with 3 being the highest

Table 1.52 Effective Methods/Field Experience Placement Course Instructor INTASC Data for Professional and Pedagogical Knowledge and Skills

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
4	2.48	2.60	3.00
6	2.64	2.50	3.00
7	2.59	2.48	3.00
9	2.64	2.60	3.00

Mean scores based on a scale of 1-3, with 3 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor INTASC Data for Professional and Pedagogical Knowledge and Skills To meet the requirements of Lock II, the teacher candidate must show competency in professional and pedagogical knowledge and skills as assessed by INTASC

principles 2-10. Teacher candidates are assessed by public school partner and unit supervisors using the unit's *Pre-Clinical Assessment of the Teacher Candidate*. Table 1.53 indicates that cooperating teachers support the teacher candidates' expertise in this area. Table 1.54 indicates that unit supervisors assess teacher candidates as having a proficient level of expertise in the areas of professional knowledge.

Table 1.53 Pre-Clinical Experience Public School Partner INTASC Data for Professional and Pedagogical Knowledge and Skills

INTASC Principle	Fall 2006	Spring 2007
2	3.38	3.35
3	3.31	3.28
4	3.29	3.21
5	3.35	3.41
6	3.35	3.30
7	3.44	3.47
8	3.32	3.37
9	3.62	3.53

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.54 Pre-Clinical Experience Unit Supervisor INTASC Data for Professional and Pedagogical Knowledge and Skills

INTASC Principle	Fall 2006	Spring 2007
2	3.58	3.26
3	3.00	2.25
4	3.83	3.46
5	3.67	3.14
6	3.67	3.07
7	3.28	2.93
8	2.78	3.14
9	4.00	3.79

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor INTASC Data for Professional and Pedagogical Knowledge and Skills A Lock III requirement states that the teacher candidate must be rated at a minimum level of "Basic" (2) on INTASC principles 2-10 as assessed by the clinical experience cooperating teacher. The data in Table 1.55 indicate that the cooperating teachers rate teacher candidates more than "proficient" in their professional and pedagogical knowledge and skills. Table 1.56 indicates that unit supervisors assessed teacher candidates as having professional competency as they complete their preparation experience.

Table 1.55 Clinical Experience Cooperating Teacher INTASC Data for Professional and Pedagogical Knowledge and Skills

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
2	3.54	3.44	3.66
3	3.67	3.47	3.44
4	3.73	3.39	3.36
5	3.54	3.44	3.46
6	3.53	3.44	3.41
7	3.58	3.59	3.53
8	3.57	3.45	3.40
9	3.92	3.75	3.42

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.56 Clinical Experience Unit Supervisor INTASC Data for Professional and Pedagogical Knowledge and Skills

INTASC Principle	Fall 2006	Spring 2007
2	3.95	3.51
3	3.61	3.53
4	3.97	3.47
5	3.97	3.49
6	3.97	3.49
7	3.96	3.47
8	3.94	3.43
9	3.97	3.41

Mean scores based on a scale of 1-4, with 4 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor ADEPT Data for Professional and Pedagogical Knowledge and Skills Teacher candidates are assessed in professional and pedagogical knowledge and skills in relation to ADEPT performance standards 4, 5, 7, 8, 9, and 10 by public school partners and unit supervisors. Table 1.57 indicates that public school partners support the teacher candidates' expertise in professional and pedagogical knowledge and skills. Unit supervisors assess teacher candidates as having a proficient level of expertise in the areas of professional knowledge as reflected in the respective ADEPT performance standards, as indicated in Table 1.58.

Table 1.57 Pre-Clinical Experience Public School Partner ADEPT Data for Professional and Pedagogical Knowledge and Skills

ADEPT Performance Standard	Fall 2006	Spring 2007
4	3.84	3.73
5	3.74	3.73
7	3.53	3.73
8	3.63	3.55
9	3.58	3.64

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.58 Pre-Clinical Experience Unit Supervisor ADEPT Data for Professional and Pedagogical Knowledge and Skills

ADEPT Performance Standard	Fall 2006	Spring, 2007
4	3.88	3.33
5	3.88	3.57
7	3.81	3.29
8	3.94	3.24
9	3.94	3.33

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor ADEPT Data for Professional and Pedagogical Knowledge and Skills A critical part of the clinical experience is the familiarization of the teacher candidate with the application of the ADEPT instrument as an evaluation tool that will be used when the classroom teacher seeks to obtain "continuing teacher certification." The data in Table 1.59 show that when the unit's cooperating teachers rate teacher candidates on their professional and pedagogical knowledge and skills using ADEPT, they are evaluated as very successful. Table 1.60 indicates that unit supervisors assessed teacher candidates as having professional competency at the level of "Proficient" (3) as they complete their preparation experience.

Table 1.59 Clinical Experience Cooperating Teacher ADEPT Data for Professional and Pedagogical Knowledge and Skills

ADEPT Performance Standard	Fall 2006	Spring 2007*
4	3.00	3.84
5	3.00	3.84
7	3.00	3.84
8	3.00	3.84
9	3.00	3.79
10	3.00	3.95

3=Competency, 2=Needs improvement, 1=Competency Not Observed
*Revised assessment system with mean scores based on a scale of 1-4, with 4 being the highest

Table 1.60 Clinical Experience Unit Supervisor ADEPT Data for Professional and Pedagogical Knowledge and Skills

ADEPT Performance Standard	Fall 2006	Spring 2007
4	3.96	3.88
5	3.92	3.88
7	3.96	3.91
8	3.94	3.96
9	3.91	3.92
10	3.98	3.96

Mean scores based on a scale of 1-4, with 4 being the highest

Classroom Teachers Annual ADEPT Evaluations Data for Professional and Pedagogical Knowledge and Skills Teacher graduates from the unit are skilled in professional and pedagogical knowledge and skills as indicated by the data from formal ADEPT assessments that compare the performance of the unit's education graduates with graduates from other in-state institutions during their second year of teaching.

Table 1.61 Classroom Teachers Annual ADEPT Evaluations Data for Professional and Pedagogical Knowledge and Skills

	% passing PS4		% passing PS5		% passing PS7		% passing PS8		% passing PS9		%passing PS10	
	Unit	State	Unit	State	Unit	State	Unit	State	Unit	State	Unit	State
2004	90.9	97.2	90.9	96.8	100	97.6	100	98.1	90.9	96.3	90.9	98.4
2005	100	97.6	100	97.3	100	98.2	100	98.3	100	96.9	100	98.7
2006	97	97.9	97	97.7	97	97.6	100	98.4	100	96.7	97	98.5
2007	100	97.5	96.3	97.1	100	97.1	96.3	98	96.3	96.3	100	98.9

Professional Courses Cumulative Grade Point Average Data for Professional and Pedagogical Knowledge and Skill

The unit monitors the grade point average of teacher candidates for professional courses at each of the Locks in the assessment system. Table 1.62 indicates high mean grade point averages obtained by teacher candidates in these courses.

Table 1.62 Professional Courses Cumulative Grade Point Average Data for Professional and Pedagogical Knowledge and Skills

Mean GPA	Spring 2006	Fall 2006	Spring 2007
Admission to the Teacher Education Program	3.77	3.70	3.67
Admission to the Clinical Experience	3.70	3.81	3.51
Application for Teacher Certification	3.68	3.67	3.49

Grade point averages based on 0-4.0 system, with 4.0 equal to 100.

Advanced Program

The continual development of the professional and pedagogical knowledge and skills of students in the advanced program is facilitated in courses in the core curriculum. These courses include EDUC 5163, Introduction to Curriculum Development; EDUC 5213, Contemporary Issues Involving Diversity in the Classroom; EDUC 5263, Educational Research I; EDUC 5463, Educational Research II; EDUC 5363, Professional Leadership; and EDUC 5413, Student Assessment. The unit is able to determine the competency level of its advanced students by reviewing data generated by cumulative grade point averages in the core courses mentioned above, employer assessments, satisfaction surveys, and Lock portfolios.

Professional Courses Cumulative Grade Point Average Data for Professional and Pedagogical Knowledge and Skills

The data in Table 1.63 show high mean grade point averages obtained by advanced candidates in the core courses that promote the continuing development of professional and pedagogical knowledge and skills.

Table 1.63 Professional Courses Cumulative Grade Point Average Data for Professional and Pedagogical Knowledge and Skills

	2002	2003	2004	2005	2006
EDUC 5163	3.94	3.9	3.79	3.81	3.89
EDUC 5213	3.82	3.78	3.8	3.79	3.87
EDUC 5363	3.79	3.8	3.8	3.75	3.8
EDUC 5413	3.81	3.87	3.8	3.87	3.9

Grade point averages based on 0-4.0 system, with 4.0 equal to 100.

Action Research Project Scores Candidates in the advanced program complete an action research project/thesis as a requirement of the core curriculum. This assignment promotes the development of professional and pedagogical knowledge and skills by focusing on an aspect of the education processes in the candidate's district, school, or classroom. Data in Table 1.64 indicate that teachers demonstrate a high level of proficiency in this area.

Table 1.64 Action Research Project Scores

	2002	2003	2004	2005	2006
EDUC 5263	3.87	3.82	3.63	3.75	3.86
EDUC 5463	3.78	3.83	3.87	3.77	3.79

Grade point averages based on 0-4.0 system, with 4.0 equal to 100.

Lock Portfolio Data for Professional and Pedagogical Knowledge and Skills Information will be provided by data generated by the Lock portfolio that must be completed by the advanced students. The revised assessment system will generate data during spring 2008, based on NBPTS propositions 1, 3, 4, and 5.

Satisfaction Survey Data for Professional and Pedagogical Knowledge and Skills Data from the Alumni Survey have been compiled and are shown in Table 1.65. Data indicate that advanced students feel their professional and pedagogical knowledge and skills were further developed by the advanced program.

Table 1.65 M. Ed. Graduate Satisfaction Survey Data for Professional and Pedagogical Knowledge and Skills

Alumni Survey Prompt	Fall 2006	Spring 2007
1	3.25	3.33
2	3.25	3.22
9	3.50	3.33
11	3.25	3.22

Mean scores based on a scale of 1-4, with 4 being the highest

Employer Assessment Data for Professional and Pedagogical Knowledge and Skills Data have been compiled based on the employer survey that supports the continuing development of advanced students' professional and pedagogical knowledge and skills. The data in Table 1.66 are the result of principal responses to evaluative prompts related to NBPTS propositions 1, 3, 4, and 5.

Table 1.66 Employer Assessment of M . Ed. Alumnus Data for Professional and Pedagogical Knowledge and Skills

NPBTS Proposition	Fall 2006	Spring 2007
1	4.00	3.50
3	4.00	3.50
4	4.00	3.50
5	4.00	4.00

Mean scores based on a scale of 1-4, with 4 being the highest

Element 5: Professional Knowledge and Skills for Other School Personnel (Not applicable)

Element 6: Dispositions for All Candidates (Initial and Advanced)

Initial Program

Historically, Southern Wesleyan University has a unique mission among institutions of higher learning which subsumes the mission of the School of Education. Because Southern Wesleyan University is a faith-based institution, the unit is in a unique position to foster within its candidates a philosophical approach to education that merges content and pedagogy with faith. Teacher candidates are reminded that teaching is a "calling" on their lives, and as such, they are taught to approach it with a sense that learners are in their classrooms to be fostered in an environment of care. In the initial program, the dispositional theme of the unit, which has been adopted as INTASC "principle" 11, is "Educators who demonstrate scholarship within a Christian ethic of care." This theme is integrated into all education courses and practiced by teacher candidates in all field experiences and the clinical experience. Teacher candidates' competency in this disposition is measured by a self-assessment at each of the Locks; field experience evaluations completed by cooperating teachers and unit supervisors; clinical experience ratings given by cooperating teachers and unit supervisors; recommendations; and Lock portfolio assessments related INTASC principle 11. Table 1.67 identifies the external indicators that teacher candidates are expected to demonstrate to imply the internalization of these elements of the disposition.

Table 1.67 Dispositional Indicators

SELF	
2. The candidate exhibits a biblical approach to life that is demonstrated by a passion for learning.	
• engages in research and professional development	• demonstrates a biblical view of life
• reflects on own practices	• engages in habits of moral and ethical integrity
• holds high expectations for self	• demonstrates a healthy self-perception
• demonstrates initiative	• engages in a balanced, healthy lifestyle
• demonstrates a professional work ethic	
LEARNERS	
2. The candidate is enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.	
• demonstrates an integration of theory with practice	• promotes learning for its intrinsic value
• demonstrates sensitivity to diverse learning styles/ abilities	• demonstrates a nurturing and caring attitude
• promotes critical thinking	• demonstrates equity in interactions
• encourages application of learning beyond the classroom	• exemplifies sensitivity to learners' nonacademic needs
• encourages high achievement in all learners	• encourages individual responsibility
• motivates learners	• acts on the belief that all students can learn

COLLEAGUES	
3. The candidate engages in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.	
• promotes collaborative learning	• speaks positively about colleagues
• responds constructively to feedback	• displays sensitivity to the needs of colleagues
• works cooperatively and professionally with others	• fosters professional relationships

COMMUNITY	
4. The candidate recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.	
• views community as a context for teaching	• respects diversity within the community
• promotes community involvement in educational practices	• engages as a member of the community
• promotes communication with the community	• responds nonjudgmentally to members of the community

Candidate Dispositions The unit's theme statement, "Educators who demonstrate scholarship within a Christian ethic of care," focuses on a "Christian ethic of care" toward self, learners, colleagues, and community. The dispositions in the Conceptual Framework (CF) are important statements that the unit holds as important in its candidates. Potential teacher candidates are introduced to the unit's dispositions in their first professional education course, EDUC 1201, Introduction to Education.

Teacher Candidate Self-Assessment Data for Dispositions At each level of the Lock system, teacher candidates are asked to complete a self-assessment instrument related to each of the indicators that relate to a "Christian ethic of care" towards self, learners, colleagues, and community. Table 1.68 shows the data related to self-assessments given at Lock I. As indicated, candidates rate themselves as having a high level of proficiency in each of the indicators related to the disposition. Due to the revision of the unit assessment system, two semesters of data for Lock II and III will be available at conclusion of spring 2008 semester.

Table 1.68 Lock I Teacher Candidate Self-Assessment Data for Dispositions

INTASC/SWU Principle 11	Spring 2006	Fall 2006	Spring 2007
Self	3.60	3.48	3.69
Learners	3.73	3.51	3.62
Colleagues	3.52	3.46	3.60
Community	3.48	3.48	3.63

Mean scores based on a scale of 1-4, with 4 being the highest

Lock I Interview Data for Dispositions The teacher candidate is formally interviewed at the Lock I level by a committee comprised of three professional educators from the community and an education teacher candidate representative selected by the faculty of the School of Education. The purpose of the interview is to evaluate the candidate's disposition towards a "Christian ethic of care." Results from these interviews are shown in Table 1.69.

Table 1.69 Lock I Interview Data for Dispositions

Christian ethic of care	Spring, 2006			Fall, 2006			Spring, 2007		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
Self	2.32	2.14	2.30	2.30	2.27	2.36	2.85	2.62	2.77
Learners	2.24	2.05	2.22	2.44	2.18	2.41	2.69	2.77	2.62
Colleagues	2.16	1.86	2.11	2.27	2.18	2.45	2.62	2.54	2.38
Community	2.19	1.89	2.14	2.16	2.24	2.36	2.46	2.46	2.54
Grand Mean	2.14			2.30			2.61		

Mean scores based on a scale of 1-3, with 3 being the highest

Lock I Recommendations Data for Dispositions One of the criteria for the successful completion of Lock I is for the teacher candidate to submit recommendations from the academic advisor, a general education instructor, and a freshman English instructor. The dispositional competency of the teacher candidate is assessed on Part II of the form which asks for a rating of "Below Basic" (1), "Basic" (2), or "Proficient" (3). Data for teacher candidates' ratings on dispositions by these respective faculty members is reported in Table 1.70, Table 1.71, and Table 1.72.

Table 1.70 Lock I Academic Advisor Recommendations Data for Dispositions

INTASC/SWU Principle 11	Spring 2006	Fall 2006	Spring 2007
Self	2.44	2.45	2.33
Learners	2.29	2.35	2.33
Colleagues	2.44	2.44	2.33
Community	2.38	2.48	2.33

Mean scores based on a scale of 1-3, with 3 being the highest

Table 1.71 Lock I General Education Instructor Recommendations Data for Dispositions

INTASC/SWU Principle 11	Spring, 2006	Fall, 2006	Spring, 2007
Self	2.75	2.81	2.50
Learners	2.86	2.80	2.50
Colleagues	2.89	2.89	2.50
Community	3.00	2.85	2.50

Mean scores based on a scale of 1-3, with 3 being the highest

Table 1.72 Lock I Freshman English Instructor Data for Dispositions

INTASC/SWU Principle 11	Spring, 2006	Fall, 2006	Spring, 2007
Self	2.80	2.75	3.00
Learners	2.75	2.73	N/A
Colleagues	2.71	2.76	3.00
Community	2.67	2.75	N/A

Mean scores based on a scale of 1-3, with 3 being the highest

Lock Portfolio Data for Dispositions Teacher candidates must present evidence of competency in selected INTASC principles at the Lock I level which are assessed as "Met" or "Not Met." Evidence of competency in all INTASC principles at the Lock II and Lock III levels is required of the teacher candidate. To fulfill this requirement, teacher candidates must present evidence of competency of a "Christian ethic of care" (INTASC/SWU principle 11). In addition to the presentation of the dispositional evidence, the teacher candidate must include a reflection indicating why it is thought the evidence proves competency. The portfolios are assessed by a panel comprised of professional educators from the community. Table 1.73 provides data that support the submission by teacher candidates of portfolio evidence to indicate their competency in the unit's dispositions. The implementation of the new data system is an on-going process, and data for Lock II and III will be available at the conculsion of the spring 2008 semester.

Table 1.73 Lock I Portfolio Data for Dispositions

INTASC/SWU Principle 11	Fall 2006	Spring 2007
Self	97%	80%
Learners	100%	100%
Colleagues	100%	80%
Community	97%	80%

Pass rate based on scale of "Met" or "Not Met"

Effective Methods/Field Experience Public School Partner INTASC/SWU Data for Dispositions
Teacher candidates teach in the cooperating classroom under the auspices of the unit for the first time during the respective Effective Methods course. Accordingly, the teacher candidate is assessed by the public school partner using the unit's *Initial Assessment of the Pre-Teacher Candidate*, which includes an evaluation of the candidate's disposition regarding "scholarship within a Christian ethic of care." The data for the public school partners' evaluations are shown in Table 1.74.

Table 1.74 Effective Methods/Field Experience Placement Public School Partner Data for Dispositions

INTASC/SWU Principle 11	Spring 2006	Fall 2006*	Spring 2007*
Self	3.00	2.94	2.83
Learners	3.00	2.95	3.00
Colleagues	3.00	2.94	3.00
Community	3.00	2.90	3.00

3=Competency, 2=Needs improvement, 1=Competency Not Observed
*Revised assessment system with mean scores based on a scale of 1-4, with 4 being the highest

Effective Methods/Field Experience Placement Course Instructor INTASC/SWU Data for Dispositions Teacher candidates enrolled in the respective Effective Methods course must teach a mini-lesson to meet one of the requirements of the course. Using the unit's *Initial Assessment of the Pre-Teacher Candidate*, the course instructor assesses the teacher candidate on various INTASC principles, including INTASC/SWU principle 11, dispositions. Data shown in Table 1.75 indicate that Effective Methods course instructors rate teacher candidates at a "Basic" level or higher in this area, even at this early stage in their development.

Table 1.75 Effective Methods/Field Experience Placement Course Instructor Data for Dispositions

INTASC/SWU Principle 11	Spring 2006	Fall 2006	Spring 2007
Self	2.78	2.49	3.00
Learners	3.00	2.46	3.00
Colleagues	2.89	2.49	3.00
Community	2.83	2.53	3.00

Mean scores based on a scale of 1-3, with 3 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor Data for Dispositions. At the Lock II level, teacher candidates are involved to a greater degree in the daily teaching processes in the cooperating classroom. They are assessed at the Lock II level by public school partners and unit supervisors who evaluate them on the INTASC principles, including INTASC/SWU principle 11. Data shown in Tables 1.76 and 1.77 indicate that teacher candidates exhibit a "Christian ethic of care" with a range of "Proficient" to "Advanced."

Table 1.76 Pre-Clinical Experience Public School Partner INTASC/SWU Data for Dispositions

INTASC/SWU Principle 11	Fall 2006	Spring 2007
Self	3.75	3.70
Learners	3.77	3.55
Colleagues	3.71	3.58
Community	3.78	3.52

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.77 Pre-Clinical Experience Unit Supervisor INTASC/SWU Data for Dispositions

INTASC/SWU Principle 11	Fall 2006	Spring 2007
Self	3.48	3.13
Learners	3.48	3.13
Colleagues	3.48	3.13
Community	3.48	3.13

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor Data for Dispositions In order to ensure knowledge of the dispositions, the cooperating teacher is given the *Cooperating Teacher Handbook* and provided training during an orientation. During the field experience, the cooperating teacher and unit supervisors observe, evaluate, and provide feedback to the teacher candidate concerning conformity to the unit's dispositional values. At the conclusion of the clinical experience, the cooperating teachers and unit supervisors assess teacher candidates according to how they have exhibited a "Christian ethic of care" in the classroom.

Table 1.78 Clinical Experience Cooperating Teacher INTASC/SWU Data for Dispositions

INTASC/SWU Principle 11	Fall 2006	Spring 2007
Self	3.80	3.57
Learners	3.67	3.63
Colleagues	3.80	3.69
Community	3.80	3.73

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.79 Clinical Experience Unit Supervisor INTASC/SWU Data for Dispositions

INTASC/SWU Principle 11	Fall 2006	Spring 2007
Self	3.94	3.94
Learners	3.94	3.94
Colleagues	3.94	3.94
Community	3.94	3.94

Mean scores based on a scale of 1-4, with 4 being the highest

Advanced Program
The assessments of candidates in the advanced program are based on the propositions of the National Board of Professional Teaching Standards. In addition to the five propositions of the NBPTS, the unit has added a sixth proposition based on its dispositional theme, "Educators who demonstrate scholarship within a Christian ethic of care." Again, these dispositions cross four areas of focus, including self, learners, colleagues, and community. The goal of the advanced program is to continue the development of these dispositions as part of the unit's holistic model of the total educational growth of the teacher practitioner. Data related to advanced candidates' proficiency in the unit's dispositions is imbedded in self-assessments, alumni surveys, course assignments, course assessments, course content, and employer

surveys. The recent implementation of the assessment system has limited the amount of information available regarding advanced candidates' competency in the dispositions.

Satisfaction Survey Data for Dispositions Table 1.80 indicates that alumni of the advanced program value the emphasis of a "Christian ethic of care" in the program.

Table 1.80 M. Ed. Graduate Satisfaction Survey Data for Dispositions

Alumni Survey Prompt	Fall 2006	Spring 2007
6	3.00	2.89
14	3.50	3.00

Mean scores based on a scale of 1-4, with 4 being the highest

Employer Assessment Data for Dispositions At the conclusion of their advanced program of study, advanced students are rated by their respective principals regarding their disposition of a "Christian ethic of care" as it is demonstrated in their classrooms. The data in Table 1.81 indicate that principals rate their faculty members as demonstrating evidence that indicates a high regard for this disposition.

Table 1.81 Employer Assessment of M. Ed. Alumnus Data for Dispositions

Employer Survey Prompt	Fall 2006	Spring 2007
6	4.00	4.00
7	4.00	4.00
8	4.00	4.00
9	4.00	4.00

Mean scores based on a scale of 1-4, with 4 being the highest

Element 7: Student Learning for Teacher Candidates

Initial Level

Understanding how a student learns and the role the teacher plays in learning is vital to the teacher candidate's success in the classroom. It is a primary focus of the unit in the preparation of its teacher candidates. Throughout the program, courses and field and clinical experiences emphasize assessment, reflection, and impact on student learning, enabling candidates to focus on student achievement. In methods classes, candidates learn effective instructional strategies, including lesson preparation, student motivation, identifying student abilities, classroom management, and assessment. Candidates are expected to reflect upon their effectiveness after each lesson in order to better understand the learning needs of students and to adjust or adapt instruction accordingly.

Pre-Clinical Experience Public School Partner/Unit Supervisor INTASC Data on Student Learning Teacher candidates are further assessed regarding their impact on student learning on the basis of INTASC principles 3, 8, and 9 which address diverse learners, assessment strategies, and reflective practices, respectively. The unit-developed assessment instrument, *Pre-Clinical Assessment of the Teacher Candidate*, is used by the public school partners and the unit supervisors to assess teacher candidates on these principles. The tables below provide data related to the INTASC principles that address student learning.

Table 1.82 Pre-Clinical Experience Public School Partner INTASC Data on Student Learning

INTASC Principle	Fall 2006	Spring 2007
3	3.31	3.28
8	3.32	3.37
9	3.62	3.53

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.83 Pre-Clinical Experience Unit Supervisor INTASC Data on Student Learning

INTASC Principle	Fall 2006	Spring 2007
3	3.00	2.25
8	2.78	3.14
9	4.00	3.79

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor INTASC Data on Student Learning Tables 1.84 and 1.85 provide data related to teacher candidates' ability to impact student learning as assessed by the cooperating teachers and unit supervisors based on INTASC principles 3, 8, and 9. These principles are included in the unit's *Clinical Assessment of the Teacher Candidate*.

Table 1.84 Clinical Experience Cooperating Teacher INTASC Data on Student Learning

INTASC Principle	Fall 2006	Spring 2007
3	3.47	3.44
8	3.45	3.40
9	3.75	3.42

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.85 Clinical Experience Unit Supervisor INTASC Data on Student Learning

INTASC Principle	Fall 2006	Spring 2007
3	3.61	3.61
8	3.94	3.94
9	3.97	3.97

Mean scores based on a scale of 1-4, with 4 being the highest

Pre-Clinical Experience Public School Partner/Unit Supervisor ADEPT Data on Student Learning

As part of the ADEPT process, candidates in the program complete teacher work samples demonstrating their ability to diagnose and prescribe for student learning. ADEPT performance standards 2, 3, and 7 address short-range planning of instruction; short-range planning, development, and use of assessments; and monitoring and enhancing learning, respectively. Although teacher candidates have completed course assignments related to these performance standards, it is in the pre-clinical experience that they begin to apply these principles to the actual classroom setting and are assessed on their effectiveness. Data shown in Tables 1.86 and 1.87 indicate the effectiveness of teacher candidates in this area during the pre-clinical field experience as assessed by the public school partners and the unit supervisors.

Table 1.86 Pre-Clinical Experience Public School Partner ADEPT Data on Student Learning

ADEPT Performance Standard	Fall 2006	Spring 2007
2	3.89	3.73
3	3.89	3.73
7	3.53	3.73

Mean scores based on a scale of 1-4, with 4 being the highest

Table 1.87 Pre-Clinical Experience Unit Supervisor ADEPT Data on Student Learning

ADEPT Performance Standard	Fall 2006	Spring 2007
2	3.94	3.43
3	3.94	3.43
7	3.81	3.29

Mean scores based on a scale of 1-4, with 4 being the highest

Clinical Experience Cooperating Teacher/Unit Supervisor ADEPT Data on Student Learning
The clinical experience is a rigorous extension of the pre-clinical experience that engages the teacher candidate in more responsibility related to the total operation of the cooperating classroom. As such, the teacher candidate is directly involved in the teaching-learning process and must be focused on student learning. During the clinical experience, the teacher candidate implements a work sample methodology by teaching an instructional unit and analyzing the student assessment results. Table 1.88 provides data that indicate teacher candidates are successful in this area during their respective placements in the field as assessed by their cooperating teachers using ADEPT performance standards 2, 3, and 7. Unit supervisors support these evaluations as indicated in Table 1.89.

Table 1.88 Clinical Experience Cooperating Teacher ADEPT Data on Student Learning

ADEPT Performance Standard	Fall 2006*	Spring 2007*
2	3.00	3.79
3	3.00	3.84
7	3.00	3.84

3=Competency, 2=Needs improvement, 1=Competency Not Observed
*Revised assessment system with mean scores based on a scale of 1-4, with 4 being the highest

Table 1.89 Clinical Experience Unit Supervisor ADEPT Data on Student Learning

ADEPT Performance Standard	Fall 06	Spring 07
2	2.68	2.55
3	2.68	2.55
7	3.96	3.96

Mean scores based on a scale of 1-4, with 4 being the highest

Classroom Teachers Annual ADEPT Evaluations Data on Student Learning Data in Table 1.90
indicate that teacher graduates from the unit are very proficient related to student learning as compared
to education graduates from other in-state institutions during their second year of teaching.

Table 1.90 Classroom Teachers Annual ADEPT Evaluations Data on Student Learning

	% passing PS 2		% passing PS 3		% passing PS 7	
	Unit	State	Unit	State	Unit	State
2004	100	98.4	94.1	98.4	100	97.6
2005	97	98.1	97	97.9	100	98.2
2006	97	98.1	97	98	97	97.6
2007	100	98.4	96.3	97.7	100	97.1

Advanced Level

An intentional focus of the curriculum at the advanced level is teacher impact on student learning. An
outgrowth of "educators who demonstrate scholarship within a Christian ethic of care" is the integration
of the aspect of student learning in the course work that comprises the core program. An important
aspect of the assessment system that evaluates teachers in the advanced program includes an emphasis
on student learning. Data is collected based on grades in EDUC 5263, Educational Research I; EDUC
5463, Educational Research II; and EDUC 5413, Student Assessment. Other data include evaluations of
NBPTS propositions in the Lock V and Lock VI portfolios, alumni surveys, and principal assessments.
The implementation of the new assessment system will provide data related to student learning as
evidenced in the portfolios, (NBPTS propositions 3 and 4), in the spring 2008.

Course Grade Data on Student Learning Each student in the advanced program must complete an
action research project on some aspect of the educational process affecting student learning in the
respective classroom, school, or school district. This project, which is based on an appropriate
qualitative or quantitative research design, is documented in a formal research paper that is completed
during two courses, EDUC 5263, Educational Research I, and EDUC 5463, Educational Research II.
Table 1.91 reports data related to the end-of-course grades for these courses and indicate that advanced
students are very competent in the implementation of research that measures the impact on student
learning.

Table 1.91 Action Research Course Data on Student Learning

	2002	2003	2004	2005	2006
EDUC 5263 Mean	3.87	3.82	3.63	3.75	3.86

Grading Scale based on a 0.0 to 4.0 scale, with 4.0 equal to 100.

Advanced students also complete the course EDUC 5413, Student Assessment, which focuses on the
creation of valid and reliable assessment instruments that are used to promote student learning.
Information gleaned from assessments is used to assess learners' proximity to learning goals and focus
on the development of areas of deficiency. Advanced teachers are also taught to reflect on assessment
results as a measure of teacher effectiveness on student learning. Table 1.92 reports the grades of
advanced students who have completed this course. The data indicate the high levels of proficiency
among advanced students in the use of assessment to measure and analyze the impact of teaching on
student learning.

Table 1.92 Student Assessment Course Data on Student Learning

	2002	2003	2004	2005	2006
EDUC 5263 Mean	3.87	3.82	3.63	3.75	3.86
EDUC 5463 Mean	3.78	3.83	3.87	3.77	3.79

Grading Scale based on a 0.0 to 4.0 scale, with 4.0 equal to 100.

Satisfaction Survey Data on Student Learning Advanced students who have completed the program
indicate that the curriculum has positively affected their teaching practices related to student learning.
Data in Table 1.93 reports the mean scores from prompts 2, 8, 9, 10, 11, and 13 included in the *M. Ed.
Satisfaction Survey*.

Table 1.93 M. Ed. Graduate Satisfaction Survey Data on Student Learning

Alumni Survey Prompt	Fall 2006	Spring 2007
2	3.25	3.22
8	3.25	3.22
9	3.50	3.33
10	3.25	3.22
11	3.25	3.22
13	3.50	3.56

Mean scores based on a scale of 1-4, with 4 being the highest

Employer Assessment Data on Student Learning The respective employers of the advanced students are requested to complete the *Employer Assessment* as one of the requirements of Lock VI. Evaluative prompts are based on the NBPTS propositions, among which prompts 3 (diverse learning) and 4 (instructional strategies) address student learning. Data reported in Table 1.94 indicate principals rate their faculty members as very competent in this aspect of their teaching responsibilities.

Table 1.94 Employer Assessment of M. Ed. Alumnus Data on Student Learning

Employer Survey Prompt	Fall 2006	Spring 2007
3	4.00	3.50
4	4.00	3.50

Mean scores based on a scale of 1-4, with 4 being the highest

Element 8: Student Learning for Other Professional School Personnel (Not Applicable)

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

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

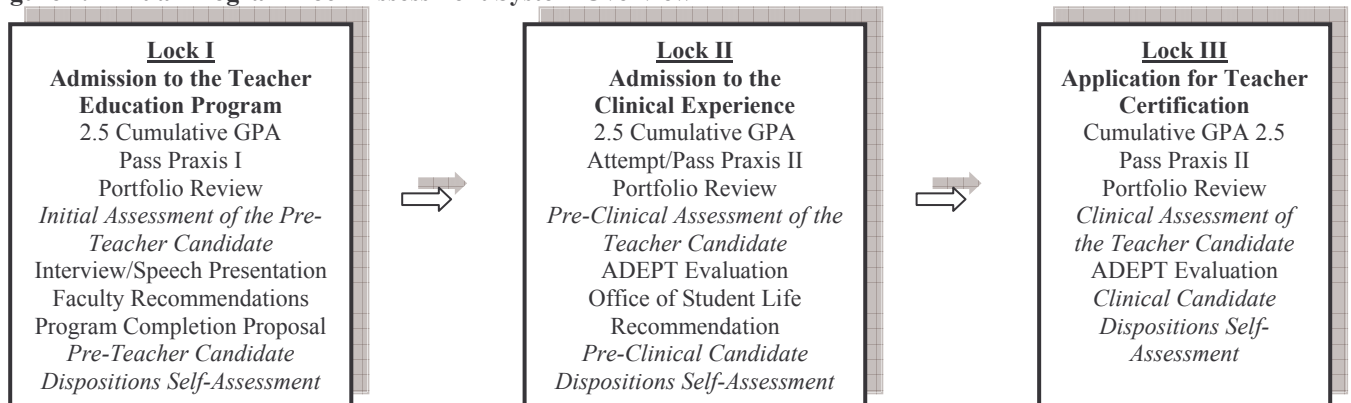## Element 1: Assessment System

Initial and Advanced Levels

The faculty of the School of Education proposed the labeling of the levels in the assessment system as "Locks" and decided on three stages for the initial level and three stages for the advanced level. The assessment system was developed in collaboration with the faculty of the School of Education, an NCATE consultant, and classroom teachers from schools in the community. In partnership with these educators, the model was revised to focus on items that were thought to be essential to assure the quality of the teacher education program at Southern Wesleyan University and the teaching profession. Faculty in the unit, College of Arts and Sciences faculty, and public school educators are involved in the utilization of the Lock system. The faculty of the School of Education has considered and implemented suggestions from these colleagues as they have addressed the practical aspects of the system's implementation.

The theme statement for the School of Education is *"Educators who demonstrate scholarship within a Christian ethic of care."* The elements that comprise the conceptual framework are subsumed under the descriptors of scholarship and Christian ethic of care as described in the Unit's conceptual framework. There are designated criteria under these categories, the completion of which demonstrate that the teacher candidate has reached a successful level of competency based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the South Carolina teacher assessment instrument, Assisting, Developing, and Evaluating Professional Teaching (ADEPT) performance standards.
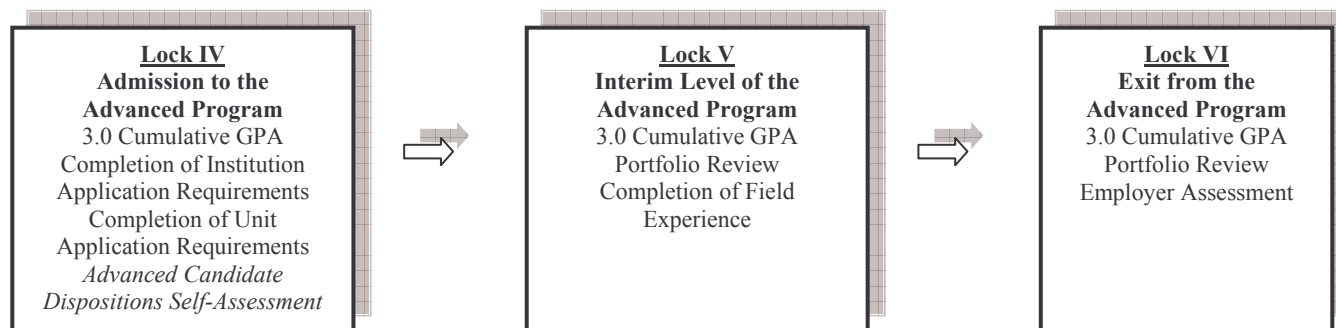
For the unit, key assessments are used to inform candidate progress and unit evaluation. At the initial level key assessments for candidates include: Praxis data, portfolio data at Locks, ADEPT field data, ADEPT clinical data, INTASC clinical evaluation data, GPA data, self-assessment of dispositions, and field and clinical evaluations of dispositions. All initial key assessments are aligned to the INTASC principles and ADEPT performance standards. At the advanced level, key assessments include: action research project, portfolio data, course grades, GPA, alumni survey, employer survey, disposition self-assessment, and principal recommendation. Key assessments at the advanced level are aligned with the National Board of Professional Teaching Standards (NBPTS) propositions.

The unit assessment system evaluates both initial and advanced candidates at three critical points in the respective programs. Each assessment level is referred to as a "Lock." In the same manner as a lock elevates a sea vessel from one level of water to another, the unit's "Lock" system "elevates" the candidate to the next level of the program. Figures 2.1 and 2.2 provide an overview of the criteria for the respective Lock levels for the initial program and the advanced program.

Figure 2.1 Initial Program Lock Assessment System Overview

Lock I	Lock II	Lock III
Admission to the Teacher Education Program	**Admission to the Clinical Experience**	**Application for Teacher Certification**
2.5 Cumulative GPA	2.5 Cumulative GPA	Cumulative GPA 2.5
Pass Praxis I	Attempt/Pass Praxis II	Pass Praxis II
Portfolio Review	Portfolio Review	Portfolio Review
Initial Assessment of the Pre-Teacher Candidate	*Pre-Clinical Assessment of the Teacher Candidate*	*Clinical Assessment of the Teacher Candidate*
Interview/Speech Presentation	ADEPT Evaluation	ADEPT Evaluation
Faculty Recommendations	Office of Student Life Recommendation	*Clinical Candidate Dispositions Self-Assessment*
Program Completion Proposal	*Pre-Clinical Candidate Dispositions Self-Assessment*	
Pre-Teacher Candidate Dispositions Self-Assessment		

Figure 2.2 Advanced Program Lock Assessment System Overview

| Lock IV
**Admission to the
Advanced Program**
3.0 Cumulative GPA
Completion of Institution
Application Requirements
Completion of Unit
Application Requirements
*Advanced Candidate
Dispositions Self-Assessment* | → | Lock V
**Interim Level of the
Advanced Program**
3.0 Cumulative GPA
Portfolio Review
Completion of Field
Experience | → | Lock VI
**Exit from the
Advanced Program**
3.0 Cumulative GPA
Portfolio Review
Employer Assessment |

In order to ensure the quality of the teacher education program at Southern Wesleyan University and the teaching profession, all candidates in the initial and advanced programs are required to successfully complete the requirements for each Lock in the assessment system before continuing in the program. These transitions points are delineated in Table 2.1.

Table 2.1 Unit Assessment System: Transition Point Assessments

Initial Teacher Education Programs				
	Admission to the Teacher Education Program	**Admission to the Clinical Experience**	**Application for Teacher Certification**	**After Program Completion**
Early Childhood-Bachelor's	Lock I	Lock II	Lock III	ADEPT
Elementary-Bachelor's	Lock I	Lock II	Lock III	ADEPT
Elementary-MAT				
Secondary-Bachelor's	Lock I	Lock II	Lock III	ADEPT
Advanced Program for Licensed Teachers				
	Admission to the Advanced Program	**Interim Level of the Advanced Program**	**Exit from the Advanced Program**	**After Program Completion**
M. Ed.	Lock IV	Lock V	Lock VI	INTASC

A teacher candidate who does not fully meet any requirement pertaining to the Lock Assessment criteria is placed on the status of "Pending" and is not permitted to schedule any additional education courses until those requirements are met. At that point, depending upon the extent of deficiencies, the teacher candidate may be requested to meet with the Program Lock Review Committee (PLRC) to discuss those areas in which deficiency has been noted. The Program Lock Review Committee is comprised of the Dean of the School of Education or a designee; the student's Academic Advisor; the Coordinator of Field Studies; and the Chairperson from the Division of the student's area of concentration. The PLRC formulates a Plan of Action for the teacher candidate that addresses areas of deficiency. This information is given to the teacher candidate by the respective advisor. The School of Education faculty is apprised regarding all decisions made by the PLRC. Each Plan of Action is monitored by the Associate Dean of the School of Education and the Systems Analyst, and the completion of its requirements confirmed by the Dean of the School of Education or a designee.

Advanced candidates are required to successfully complete the requirements for each Lock in the assessment system before continuing in the program without condition. A Master's candidate who does not fully meet any requirement pertaining to the Lock Assessment criteria is placed on the status of "Pending." In collaboration with the respective advisor, the Master's candidate must discuss deficiencies which have to be addressed in a timely manner as denoted in the Plan of Action.

Table 2.2 Advanced Plan of Action System

LOCK ASSESSMENT	LOCK REQUIREMENT(S) NOT MET	PLAN OF ACTION REQUIREMENT(S) NOT MET
Lock V Interim Level of the Advanced Program	Plan of Action I requirement(s) to be completed prior to the completion of EDUC 5313, Instructional Technologies	Student is withdrawn from the program; Plan of Action II requirement(s) to be completed prior to reentrance into the program and within three months of program suspension
Lock VI Exit from the Advanced Program	Plan of Action I requirement(s) to be completed within one month of core curriculum completion; State Department of Education not notified by Office of the Registrar of program completion	Plan of Action II requirement(s) to be met before issuance of diploma; State Department of Education not notified by Office of the Registrar of program completion

The current assessment system used in the initial program replaces the former system in order to provide the faculty of the School of Education with more information regarding teacher candidates' competency related to the INTASC principles and the unit's dispositions. It was determined that teacher candidates with 80 or fewer credit hours in the major at the end of the fall semester 2005 would be placed in the revised system beginning in the spring semester 2006. To the extent that conclusions can be drawn from the period of time during which the system has been in place, it can be deduced that the key assessments at each Lock level offer a high degree of predictive validity. To date, teacher candidates in Locks I and II have been successful in meeting the academic requirements of the program.

The current assessment system used in the advanced program was implemented to provide the faculty of the School of Education with more information regarding advanced candidates' competency related to the NBPTS propositions. The former system assessed candidates' completion of an e-portfolio based on criteria that included representative examples of work from each of the M.Ed. courses; representative examples of the application of principles of the M.Ed. program courses in the candidate's classroom; representative examples of learners' work that reflected the implementation of principles of the M.Ed. program courses in the classroom; and journal reflections written during the candidate's period in the M.Ed. program. This e-portfolio was assessed as part of the requirements for EDUC 5463, Portfolio Presentation and Assessment Seminar (renamed Educational Research II).

Fairness, Accuracy, and Consistency of Assessment All the syllabi for professional education courses are aligned to the INTASC, SPA, and ADEPT standards, and the course modules for the advanced program are aligned to the NBPTS propositions. Courses in the initial and advanced programs are also aligned to the learning outcomes of the unit, so that the assessment process specifically evaluates teacher candidates on "scholarship" and a "Christian ethic of care" at various points in the curriculum program. Further, the curriculum alignment focuses on how courses address diversity, technology, major topics, and skills. The use of common rubrics, multiple measures, and multiple assessors for each Lock level helps to insure that fairness, accuracy, and consistency are maintained.

This assessment system is considered fair because its requirements are applicable to any and all candidates and meet the minimum requirements mandated by agencies, such as the State Department of Education, which requires the teacher candidate to have a 2.5 grade point average for teacher certification. It is the belief of the faculty of the School of Education that teacher candidates who cannot meet these requirements are not suitable for the teaching profession. Lock I is intentionally rigorous in its structure so as to "select out" students at an early stage. Thereby, if the requirements are not met, the student has time to enter into another major program.

At the initial level, reliability studies for portfolio and interview scoring are conducted to assure consistency of rubrics and congruence with the evaluation of candidates at the Lock assessment levels. Table 2.3 indicates the results from the inter-rater reliability checks on interview scoring disaggregated by INTASC principles.

Table 2.3 Interrater Reliability Correlation Coefficients of Judges' Scores for Lock I Interviews

INTASC Principle	Spring 2006	Fall 2006	Spring 2007
6	.955	.972	.757
10	.933	.875	.780
11	.898	.898	.825

The Lock system is felt to be accurate because the teacher candidate is assessed by professionals in the field of education who can judge whether a teacher candidate has the potential to be a successful classroom instructor. For example, a panel of professional teachers from schools in the community form the membership of the Lock I interview committee. These professionals are trained prior to the interview sessions to assure equity in assessments by defining terms that may be ambiguous or do not have shared meaning. Although the assessment system has been recently revised, preliminary data indicate that there is scoring consistency resulting in high interrater reliability among those judging the interviews. Cooperating teachers who accommodate teacher candidates during the clinical experiences must be trained in the ADEPT assessment system. Accordingly, judgments made by cooperating teachers are

more accurate and reliable since all have been trained to have a shared interpretation of the various components comprising the system.

The unit's assessment system is consistently administered to all students who indicate a desire to become a professional educator. There have not been any contextual factors identified which adversely affect the results of these key assessments nor have there been any biases recognized that treat groups of students in a prejudiced manner. Scoring guides, which reflect characteristics of these areas at various stages in the student's curriculum, have been developed and reflect the appropriate criteria.

Element 2: Data Collection, Analysis, and Evaluation

Table 2.4 indicates the unit's key assessments and programs that monitor teacher candidates' progress in the teacher education program and the points at which they are administered. The proficiencies assessed at the initial level are aligned with the INTASC principles and the performance standards of the State Department of Education ADEPT assessment instrument. Added to the INTASC principles is the unit's principle of a "Christian ethic of care," which is principle 11.

Table 2.4 Lock Assessment System Timeline

*Month	Lock I Admission to the Teacher Education Program Requirement	Lock II Admission to the Clinical Experience Requirement		Lock III Application for Teacher Certification Requirement	
Fall (August) Spring (January)	Pass Praxis I Application to Lock I Signature on the Code of Ethics *Pre-Teacher Candidate Dispositions Self-Assessment*	Completion of Teacher Certification Application Materials Application to Lock II Signature on the Code of Ethics Office of Student Life Recommendation	**Attempt or Pass Praxis II: Subject Assessments Tests Attempt or Pass Praxis II: Principles of Learning and Teaching Test	Application to Lock III Signature on the Code of Ethics	**Pass Praxis II: Subject Assessments Tests Pass Praxis II: Principles of Learning and Teaching Test
Fall (October) Spring (March)	Oral Presentation / Interview / Portfolio Presentation				
Fall (November) Spring (April)	*Faculty Recommendation of the Pre-Teacher Candidate Initial Assessment of the Pre-Teacher Candidate*	*Pre-Clinical Assessment of the Teacher Candidate* Portfolio Review		*Clinical Assessment of the Teacher Candidate* Portfolio Review	
Fall (December) Spring (/May)	Field Experience Evaluations ADEPT Performance Standards 4-9 Evaluations	Field Experience Evaluations ADEPT Performance Standards 4-9 Evaluations *Pre-Clinical Dispositions Self-Assessment* Completion of All Coursework		ADEPT Clinical Experience Evaluations *Teacher Candidate Dispositions Self-Assessment* Participation in Teacher Candidate Clinical Forum	
Fall (January) Spring (June)				Recommendation of Coordinator of Field Studies for Teacher Certification	
Fall (January) Spring (August)	Teacher Candidate Admission Approval (Fall candidates receive notification in January; Spring candidates receive notification in August)	Teacher Candidate Admission Approval			

*The month in which each of the admissions requirements is assessed is dependent upon the semester in which the teacher candidate is enrolled in the respective Effective Methods/Field Experience course.

Table 2.5 indicates the points in the core curriculum of the advanced program at which the Lock assessment system is implemented for each cohort.

Table 2.5 Master of Education Lock Assessment System Timeline

Lock	Timeline
Lock IV Admission to the Advanced Program	Enrollment in the Program
Lock V Interim Level of the Advanced Program	Beginning of EDUC 5163, Introduction to Curriculum Development
Lock VI Exit from the Advanced Program	End of EDUC 5463, Educational Research II

In their first education course EDUC 1201, which occurs in the second semester of the program, prospective teacher candidates are presented with an overview of the teacher education program and informed of the steps leading to teacher certification. The assessment system and the requirements that must be met to successfully "pass through" the three Locks are also explained. Early in this course, students are alerted to the fact that they must meet basic competencies in order to be considered for the education program. They are informed that a minimal grade requirement in the core content courses is 1.6 (C), and a minimal grade point average of 2.5 is required to enter the first step in the education program. There are additional competencies required by the University, such as written and oral communication, basic computer skills, and skills in mathematics, which require the prospective teacher candidate to show proficiency. (Note: The grading scale used at Southern Wesleyan University is based on increments of tenths of points from 0 to 4.0, with 4.0 equal to a score of 100 or grade of A+.)

Teacher candidates at Southern Wesleyan University are assessed based on academic and dispositional competences, as well as experience-based proficiency. The education courses have been developed based on the requirements of the South Carolina State Department of Education, the respective Specialized Professional Associations, the mission statement and learning outcomes of Southern Wesleyan University, as well as current recommended and evidence-based practices. Along with meeting academic competencies, including maintenance of a 2.5 GPA, students must meet minimum score requirements of the Praxis I, Praxis II and the PLT as described by the South Carolina State Department of Education. Further, students must exhibit attributes towards self, learners, colleagues, and community that reflect a Christian ethic of care as defined by the School of Education.

Experience-based competences include three field placements in classrooms with diverse populations, clinical experiences in as many as two classrooms, and completion of an electronic portfolio. All the instruments used to assess teacher candidates reflect INTASC and ADEPT standards, as well as principles that are reflective of an educator who exhibits a "Christian ethic of care" in the classroom. The ADEPT evaluations occur at multiple times and are conducted by supervising faculty members over the course of the clinical experience semester.

At the advanced level, the School of Education mission statement has been established as, "*educators who demonstrate scholarship within a Christian ethic of care*." All assessment instruments are based on the propositions of the NBPTS, including proposition 6, which addresses the unit's disposition of a Christian ethic of care. During the development of the core curriculum, the NBPTS propositions were carefully considered so that teachers would have some of the requirements for National Board Certification completed.

Advanced candidates at the institution are assessed based on academic and dispositional competences, as well as experience-based proficiencies. The core education courses have been developed based on the NBPTS propositions; the mission statement and learning outcomes of Southern Wesleyan University; the mission, vision, and purpose statements of the School of Education; and current recommended and evidence-based practices. Along with meeting academic competencies, students must exhibit attributes towards self, learners, colleagues, and community that reflect a Christian ethic of care as defined by the School of Education.

Experience-based competences include one field placement in a classroom with diverse populations as part of the requirements of EDUC 5213, Contemporary Issues Involving Diversity in the Classroom. All the instruments used to assess Master's candidates reflect the NBPTS propositions, as well as principles that are reflective of an educator who exhibits a "Christian ethic of care" in the classroom.

Unit Operations at the Initial and Advanced Levels The effectiveness of the unit faculty is measured by candidates' evaluations completed at the end of courses, faculty self-assessments, and end-of-year faculty reviews completed by the Dean. These measurements are effective in providing feedback from candidates and colleagues that promote professional growth, as well as facilitating reflection by the faculty member regarding personal performance. Both initial and advanced candidates complete an end-of-course survey at the conclusion of each course. These surveys provide feedback from candidates

related to their perceptions in the categories of faculty effectiveness, University mission, student learning, academic integrity, instructional design, and student effort. The data generated from these assessments are kept in the Office of the Associate Academic Dean, while copies of the surveys are provided to the Dean of the School of Education for use as part of the end of the year evaluation of the unit faculty.

Tables 2.6 and Table 2.7 show the grand mean scores of End of Course student surveys completed during the previous two semesters.

Table 2.6 Unit End of Course Student Evaluations

Initial Program	Spring 2006	Fall 2006
Mean	1.42	1.10

Course evaluations based on a scale of -2 to +2, with +2 being the highest

Table 2.7 Unit End of Course Student Evaluations

Advanced Program	Fall 2006	Spring 2007
Mean	1.4	1.54

Course evaluations based on a scale of -2 to +2, with +2 being the highest

Initial teacher candidates participate in an exit forum at the conclusion of the clinical experience during which they meet with the unit faculty to discuss the effectiveness of all aspects of their program of study. After one year of full-time employment, initial program completers are asked to complete a survey with prompts based on the INTASC principles, as well as prompts meant to determine the overall effectiveness of the unit in the candidate's preparation for an education career.

Conferences between the Dean and the faculty member at the conclusion of the academic year facilitate the discussion of information contained on the end-of-course surveys that permits the faculty member to learn of teacher candidates' perceptions related to the respective courses. As necessary, the Dean and the Associate Dean of the unit meet with advanced program faculty members whose end-of-course surveys indicate areas of concern. The intention of the meeting is to allow input from the faculty member and discuss how perceived areas of deficiency may be improved.

Graduates of the advanced program complete a survey regarding the effectiveness their program of study. The survey contains prompts based on the NBPTS propositions, as well as general prompts intended to measure the overall satisfaction of the alumnus with the program. Further, the candidate must receive a favorable evaluation from the respective employer in order to meet one of the criteria of Lock VI. This evaluation, the *Employer Assessment*, is based on the NBPTS propositions that include the unit's "proposition" regarding a Christian ethic of care towards self, learners, colleagues, and community.

Table 2.8 M. Ed. Graduate Satisfaction Survey Data

Survey Prompt	1	2	3	4	5	6
Mean	3.31	3.32	3.31	3.10	3.44	2.85

Table 2.9 Employer Assessment Form Data

NBPTS	1	2	3	4	5	6
Mean	3.67	3.00	3.67	3.67	4.00	4.00

Another means used by the unit to measure its effectiveness is a review of the ADEPT evaluations of its graduates from the initial program after two years of professional practice. Teachers in South Carolina must pass the formal ADEPT assessment after the induction contract year. Table 2.10 indicates that graduates of the unit's initial program assess well in comparison to their counterparts across the state.

Table 2.10 Unit and State Annual-Formal 1 ADEPT Data

	% passing PS 1		% passing PS 2		% passing PS 3		% passing PS 4		% passing PS 5		% passing PS 6		% passing PS 7		% passing PS 8		% passing PS 9		% passing PS 1O	
	Unit	SC	Unit	SC	Unit	SC	Unit	SC	Unit	SC	Unit	SC	Unit	SC	Unit	SC	Unit	SC	Unit	SC
2004	100	98.3	100	98	100	98.1	90.9	97.2	90.9	96.8	81.8	97.5	100	97.6	100	98.1	90.9	96.3	90.9	98.4
2005	100	98.8	100	98.4	94.1	98.4	100	97.6	100	97.3	100	98.1	100	98.2	100	98.3	100	96.9	100	98.7
2006	100	98.4	97	98.1	97	98.0	97	97.9	97	97.7	97	98.2	97	97.6	100	98.4	100	96.7	97	98.5
2007	100	98.3	100	98.4	96.3	97.7	100	97.5	96.3	97.1	100	98.3	100	97.1	96.3	98.0	96.3	96.3	100	98.9

Technology System With the introduction of *Chalk & Wire* and the hiring of a full-time Systems Analyst to oversee the assessment system, all teacher candidates are tracked in the Lock system. *Chalk & Wire* is a software system that allows the teacher candidate to access the requirements for each education course, submit and store course assignments, and publish an electronic program portfolio. It also facilitates the collection of data by the School of Education on each teacher candidate. Each student is informed as to whether the respective requirements of a Lock have been met or if there are deficiencies that require a Plan of Action. The Systems Analyst, in cooperation with the Office of the Registrar, also has access to students' records that permit the oversight of requirements related to grade point average and scheduling of courses.

The Unit has implemented *Chalk & Wire* to aggregate and disaggregate data resulting from the Lock assessments. It also facilitates the collection of data by the School of Education on each teacher candidate. The Systems Analyst is responsible for collecting and storing the data related to each teacher candidate. On a daily basis, the Systems Analyst tracks the progress of each teacher candidate related to the completion of requirements related to each Lock. Accordingly, she is in contact with teacher candidates and advisors to provide information on progress in each Lock. Additionally, the Coordinator of Field Studies keeps data related to teacher candidates' field experiences and clinical experiences. Such data addresses teacher candidates' competency relative to respective ADEPT performance standards.

Data acquired from the Lock assessments are summarized and analyzed each semester and recorded in charts. These charts are distributed to the School of Education faculty near the end of the semester before the course pre-registration period, and decisions are made pertaining to each teacher candidate's status in the program. A teacher candidate who does not meet any criterion associated with a Lock is placed on "Pending" status and given a Plan of Action.

Formal Complaints The process of registering a formal complaint related to an academic issue is subsumed under the policies and guidelines issued by the University. Other complaints by teacher candidates are managed in a manner that is specific to the particular grievance. Specifically, the teacher candidate is required to contact the person with whom the complaint is relevant to try to reach a resolution at that level. If a satisfactory decision is not met at that level, the complainant may formally appeal to the Associate Dean of the School of Education in writing. At that point, the Associate Dean consults with the faculty member to gain a further understanding of the details from the faculty member's perspective pertinent to the complaint. The Associate Dean then makes his decision which may be finally appealed to the Dean or a committee of unit faculty members convened by the Dean to discuss the matter. Past complaints have been resolved with the Associate Dean facilitating a mutually agreeable decision with the complainant and the faculty member; with the complainant meeting with a committee; or the complainant meeting with the Dean and the Associate Dean. All documents related to the issue are housed in the office of the Dean.
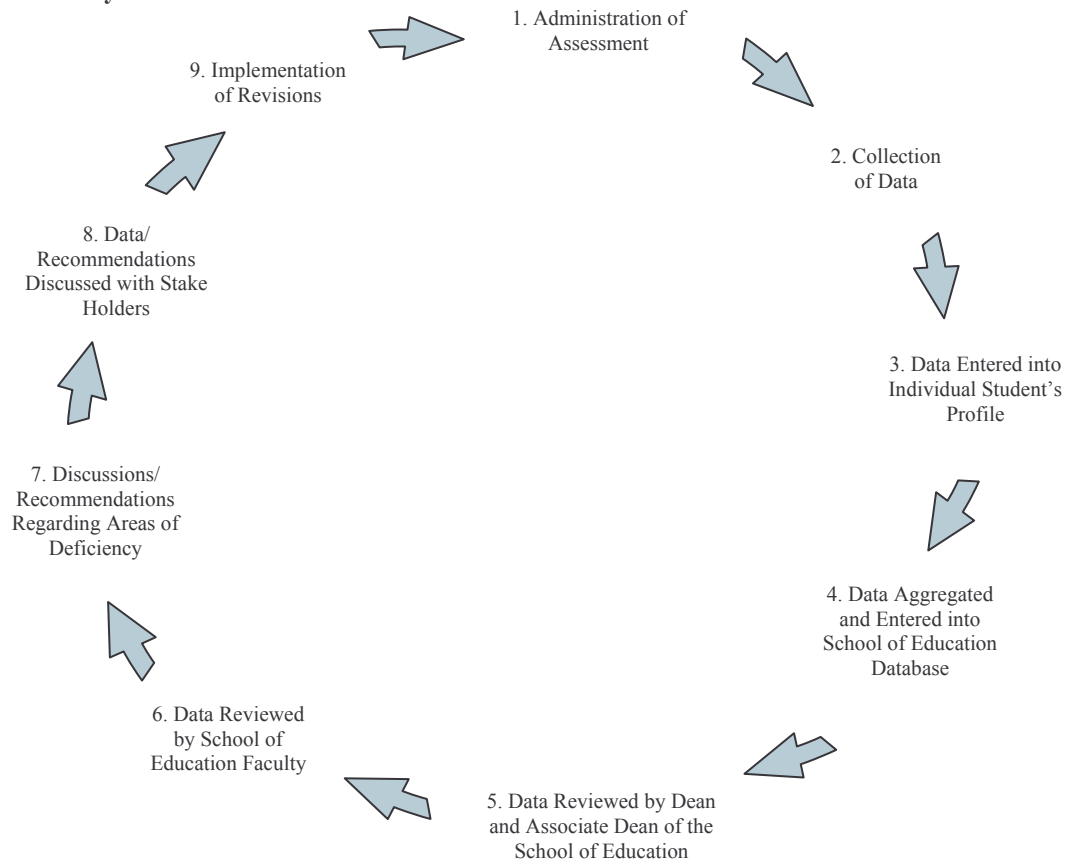
Element 3: Use of Data for Program Improvement
Review of Unit Data Data are summarized and reported to faculty, teacher candidates, and stakeholders on a semester basis. Data on Praxis I have indicated that teacher candidates are most frequently unsuccessful in completing the math and writing components. As a result, the School of Education has offered Praxis workshops on campus. Attendance at these workshops has been moderate, and data providing evidence of their effect is not yet available.

Once data related to each of the Lock assessments have been generated, it is reviewed and analyzed in order to reflect on areas of strength and deficiency. Because of the revisions of the system, few changes have resulted. Changes are discussed as reflected in the data showing areas of deficiency. Changes are discussed in School of Education faculty meetings and reviewed by stakeholders. Once all interested parties have had input, the changes are implemented pending consensus among the School of Education faculty. All changes then move through the university's system related to academic changes, if

necessary. Figure 2.3 provides an overview of the flow of information generated from data related to the various assessments.

Figure 2.3 Assessment System Data Flow Chart

1. Administration of Assessment

2. Collection of Data

3. Data Entered into Individual Student's Profile

4. Data Aggregated and Entered into School of Education Database

5. Data Reviewed by Dean and Associate Dean of the School of Education

6. Data Reviewed by School of Education Faculty

7. Discussions/ Recommendations Regarding Areas of Deficiency

8. Data/ Recommendations Discussed with Stake Holders

9. Implementation of Revisions

An analysis was conducted by the faculty of the School of Education of the Elementary Education Certification degree program and it's alignment with the State Department of Education Academic Standards. As a result, the elementary curriculum was amended to include new courses, delete courses, and revise existing course content in order to more closely align the curriculum content to the state academic standards.

All teacher candidates must address the criteria of the Lock assessment system at specified times during the initial and advanced programs. Failure to do may adversely affect the candidate's completion date of the program.

Changes Resulting from Assessment Changes included the implementation of a new course, EDUC 1201, Introduction to Education that is designed to give potential teacher candidates an overview of the education program and its requirements. The credit hours for some courses were increased to reflect additional course content, while some courses were combined to provide additional hours to facilitate the addition of new courses without exceeding the limit of 128 hours in the program. Field Experiences were changed from stand alone courses and integrated with existing courses, thereby connecting the course content to actual practice in the classroom. EDUC 4609, Directed Teaching, was replaced with EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II, thus providing the teacher candidate with a 16-hour load during the last semester. Finally, the faculty of the School of Education recommended that students pursuing a Bachelor of Science in Education degree be permitted to take PHIL 3253, Ethics in Education, to meet the general education philosophy requirement.

Data from the fall 2006 indicates that 52% (N=42) of the Lock I applicants did not complete the requirements for Admission into the Teacher Education program. The areas of deficiencies included the e-portfolio and the Praxis I tests. An overview of the data from the spring 2007 indicated that 83%

(N=6) of the Lock I applicants did not complete the requirements for Admission into the Teacher Education program and were given a Plan of Action.

At the conclusion of each semester, the results of Lock assessments are reviewed in a meeting of the faculty of the School of Education that includes faculty from areas that offer teacher certification. The data are presented in chart form and indicate teacher candidates who have passed the requirements of the Lock assessment and those who have deficiencies, which are denoted by individual teacher candidates. Individual teacher candidates are notified as to their status regarding the requirements of the Lock assessment. Those with deficiencies are instructed to meet with their respective faculty advisor to devise a Plan of Action. In most cases, teacher candidates are encouraged to fulfill the requirements related to areas of deficiency before the start of the ensuing semester so as to be able to enroll in courses with EDUC prefixes. The data are also presented in an aggregated format on the School of Education website so that community stakeholders have ready access.

Information from field experience assessments are shared with the School of Education faculty and participating teacher candidates and their respective public school partners at the end of each semester. Teacher candidates completing their Clinical Experience meet with the cooperating teacher and primary supervisor at the conclusion of the teaching assignment to discuss each of the ten ADEPT performance standards and the teacher candidate's accomplishments in relation to each.

The School of Education has modified some of its modules due to deficiencies in content requirements as related to the NBPTS propositions. For instance, a field experience has been implemented in EDUC 5213, Contemporary Issues Involving Diversity in the Classroom. Master's candidates must visit a classroom other than their own with a diverse student population and complete a report as one of the requirements of the course.

End-of-course surveys have been the means by which faculty performance is reviewed by the Dean of the School of Education. Accordingly, some faculty members who have received poor reviews have been contacted for a conference or eliminated from the pool of adjunct professors.

The modules for the core courses, EDUC 5263, Educational Research I and EDUC 5463, Educational Research II have been recently modified to reflect a change in text, as well as goals and objectives. These changes were made in accordance with student and faculty concerns that the previous textbook was hard to comprehend, too detailed, and provided superfluous information in relation to the course requirements.

STANDARD 3: FIELD EXPERIENCES AND CLINICAL EXPERIENCE

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

The unit faculty, professional public school partners, and other stakeholders of the professional community collaborate in the design, delivery, and evaluation of the total program. The unit's collaboration encompasses its conceptual framework components of "scholarship and Christian ethic of care," which are imbedded throughout the initial and advanced field and clinical experiences.

Southern Wesleyan University is continuously engaged with its school partners in collaborative efforts that facilitate the enrichment of the learners, teachers, and administrators of both communities. The institution has an agreement with the School District of Oconee County to offer graduate level professional development courses that meet the criteria of SACS and can be used for elective credit in the unit's advanced program. Through a grant offered by Wachovia Bank, N. A., the institution works with the School District of Pickens County and the School District of Oconee County to fund activities that facilitate the continuing development of its respective faculty members. An annual grant of $500,000 from the State Department of Education has supported the training of teachers across South Carolina in the pedagogy of Project Read, a program which has increased learners' reading scores on the Palmetto Achievement Challenge Test (PACT). Members of the institution serve on the School District of Pickens County Task Force of the Educational Economic and Development Act, the B.J. Skelton Career Center Advisory Board, and the School District of Pickens County Business Advisory Board. The president of the institution is currently serving as the co-chairperson of Pickens County Vision 2025, a project which includes an educational component.

At the unit level, there are ongoing collaborations with school partners that facilitate the reciprocal development of programs and personnel. Unit supervisors collaborate with public school partners in the continuing evaluation of teacher candidates who participate in field experiences and the clinical experience. Teachers, as well as administrators, from surrounding school districts serve as adjunct faculty members in the unit's initial and advanced programs, thus familiarizing teacher candidates with essential current content and pedagogy. Public school partners are also involved in the ongoing evaluation of the unit's initial and advanced programs. Accordingly, they serve as members of respective initial program Certification Area Advisory Committees that make recommendations concerning the goals, requirements, and evaluation of each certification. As members of the Teacher Quality Coalition Team, public school partners propose recommendations concerning the goals, requirements, and evaluation of course requirements related to the general and professional education components of the teacher education curriculum. Teachers, who are members of advanced program cohorts, serve on governing committees across the state of South Carolina to oversee the evaluation and development of advanced program curriculums and student services. Three such governing committees have been established in the upstate, mid-state, and coastal region.

Finally, the unit faculty collaborate with the professional educational community in numerous ways. A recent workshop by one unit faculty member for second grade teachers in a neighboring school district was titled "Storytelling to Teach State Standards." Another unit member has served as president of the South Carolina Association of Colleges of Teacher Education (SCACTE) and president of the Association of Independent Colleges of Teacher Education. Unit faculty hold memberships in the Clemson chapter of Phi Delta Kappa, and one was named outstanding administrator by the chapter. A unit member also serves on the Advisory Council of the South Carolina State Department of Education. Unit faculty members serve as facilitators with public school partners enrolled in the advanced program in the areas of curriculum, leadership, technology, diversity, research, and assessment.

Element 1: Collaboration Between Unit and School Partners

Initial Program

The field and clinical experiences in the initial program provide opportunities for the teacher candidates to apply the knowledge and dispositions of the unit's conceptual framework in the public school setting. The three field-related courses are part of a continuous and hierarchical model that prepares the teacher candidate for the clinical experience. These courses are designed to give the teacher candidate ever-increasing time, observation, and experience in the classroom.

The unit has cooperating agreements with the school districts of Anderson, Greenville, Oconee, and Pickens that facilitate the completion of course requirements in the initial program. The Coordinator of Field Studies, district personnel, school administrators, teachers, and unit faculty collaborate to place teacher candidates in the appropriate field and clinical experience placements, which are based, in part, on previous placements and the demographics of the student population.

Public school partners who assist with teacher candidates' field experiences are provided with documents needed for evaluations, as well as additional materials that describe the unit's expectations of the teacher candidate. In the clinical experience, cooperating teachers are provided with handbooks and documents needed for evaluation. Orientation sessions are provided for both the cooperating teachers and teacher candidates participating in the clinical experience. All clinical experience cooperating teachers and teacher candidates are asked for feedback regarding the unit's preparation of teacher candidates for the teaching profession and the effectiveness of the clinical experience program. Results are tabulated and reviewed by the Coordinator of Field Studies who shares the results with the unit faculty. Modifications in the clinical experience program have been made based cooperating teachers' recommendations and suggestions. For example, the unit faculty decided to change from a two-placement to a one-placement clinical experience beginning in the fall 2007 semester. Data collected from the spring 2006 cooperating teachers' evaluations of the unit's clinical experience supports this change, as well as anecdotal feedback.

Table 3.1 Spring 2006 Cooperating Teacher Evaluation of the Clinical Experience Data

Clinical Experience Element	Mean Score
7. What do you think of the effectiveness of the two-placement clinical experience?	2.7

Rating based on a scale of 1-4, with 4 being the highest.

Unit supervisors make two visits to the cooperating school during a field experience and a university faculty member observes and evaluates a lesson during the pre-clinical experience field placement. Conferences between the cooperating teacher and the unit supervisor concerning the teacher candidate's participation and performance in the classroom occur on each visit.

Supervisors confer with cooperating teachers during the numerous visits scheduled during the clinical experience. Cooperating teachers participating in the clinical experience program qualify for certificate renewal credits within their school districts, and each cooperating teacher receives a stipend from the university as compensation for assisting in the preparation of the teacher candidate. The responsibilities, requirements, and evaluation forms for all participants in field and clinical experiences, including public school partners, cooperating teachers, and unit supervisors are found in the following sources:

- Course Syllabi
- Field Experience Teacher Information Memo
- *Clinical Experience Cooperating Teacher Handbook*
- *Clinical Experience Resource Book*
- *School of Education Student Handbook*
- *Southern Wesleyan University General Catalog*

Advanced Program

The unit has articulation agreements with school districts in which the institution has learning centers, including those in proximity to the main campus, as well as the school districts of Greenville, Spartanburg, Greenwood, Richland (Columbia), Aiken (North Augusta), and Charleston. In collaboration with its public school partners at both the local and state levels, the unit implemented a field experience component in the advanced program core course, EDUC 5213, Contemporary Issues Involving Diversity in the Classroom. During this seven-week course, advanced candidates are required to complete five hours of observation of a diverse student segment in a classroom, describing the

respective demographic population and studying pedagogical strategies employed by the teacher that include all learners.

There are three regional committees comprised of public school partners and unit administrators who meet once a semester to discuss issues related to faculty, teaching, leaning environments, curriculum, and student concerns. These committees include a representative from each cohort that is meeting in the regions of the upstate (Central, Greenville, Spartanburg), mid-state (Columbia, Greenwood, North Augusta), and coastal area (Charleston) of the state.

Element 2: Design, Implementation, and Evaluation of Field and Clinical Experiences

The unit is committed to the experiential learning that is an integral component of the field and clinical experiences in which the candidates are involved at the initial and graduate levels. It is in these experiences that teacher candidates are able to apply the theory of the coursework to the practice of the classroom. The importance of these authentic experiences to the development of the teacher candidate into a professional educator is valued by the unit. The basic tenets of the unit's conceptual framework of scholarship and a Christian ethic of care are realized in the context of the public school cooperating classroom under the direct supervision of a mentoring practitioner. It is in this environment that the candidate can demonstrate scholarship within a Christian ethic of care.

At the initial level, field experiences and the clinical experience are arranged collaboratively by the Coordinator of Field Studies, school district personnel, and public school partners. The Coordinator of Field Studies submits requests to the school district official responsible for teacher candidate pre-clinical/clinical experience placements the semester before the scheduled field experiences. Based on the South Department of Education regulations, all cooperating teachers must be certified, trained in using the state's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) assessment instrument, and have a minimum of three years of experience in the subject area or level for which the teacher candidate is assigned. The district office official sends these requests to all school principals, who select the appropriate cooperating teachers and submit the names to the school district office. The Coordinator of Field Studies exercises the option of accepting or declining the placement. Information gathered from the evaluations of cooperating teachers completed by teacher candidates and supervisors is considered when making this decision.

Candidates complete the field experience at the advanced level by using a colleagues' classrooms to complete assignments related to courses in the core curriculum. The clinical experience is completed in a colleague's classroom in the respective school or another school which has a diverse student population, the use of which has been approved by the instructor of EDUC 5213, Contemporary Issues Involving Diversity in the Classroom

Initial Program
Prior to the clinical experience, extensive practical experience is provided for all initial candidates in all certification areas. The teacher candidate is assigned to a minimum of three different grade levels or areas of instruction in three different settings in fulfillment of the requirements of the field experience courses and the clinical experience appropriate to his/her major. Field experiences incorporate a variety of practical experiences for initial candidates, including teaching mini-lessons, serving as instructional assistants, tutoring, working with small groups of learners, completing service learning, teaching a unit, and conducting assessments.

The unit expects the teacher candidate to complete 30 hours of service learning as a requirement of the Effective Methods courses that are requisite of all education majors. The pre-teacher candidate engages in community service activities that may include volunteer service in a local church, such as teaching a Sunday school class. Previously, students have volunteered to help in community service centers, such as the Rape Crisis Center; tutored students at Helping Hands; participated in Big Brothers and Big Sisters; assisted at local thrift stores; and assisted in various capacities in area schools.

It is the strong belief among the faculty members of the School of Education that the teacher candidate's preparation for the education profession should include field experiences in classrooms that reflect a diverse student population. These classrooms should include students who are characterized by differences in race, ethnicity, socioeconomic status, and abilities. Accordingly, the Coordinator of Field Studies assigns the teacher candidate to varying cooperating schools and grade levels that include a demographic makeup that approximates that of the diverse communities comprising the local school districts. Specifically, the teacher candidate is assigned to a minimum of three different grade levels in three different schools in fulfillment of the requirements of the field experience courses. As a part of diverse practices in the classroom, all teacher candidates interact with students with special needs as a part of the course requirements for EDUC 3203, Introduction to Psychology of Exceptional Children. Further, the teacher candidate who is pursuing certification in early childhood education works together with those learners who are developmentally delayed as part of the course requirements for EDUC 3362, Behavior of the Preschool Child.

For the initial program, three field-related courses are part of a continuous and hierarchical model that prepares the teacher candidate for the Clinical Experience. These courses are designed to give the teacher candidate ever-increasing time, observation, and experience in the classroom. They include:

Field Experience I	Effective Methods Entry Field Experience
Field Experience II	Content Methods Field Experience
Field Experience III	Pre-Clinical Field Experience
Clinical Experience IV	Student Teaching

Table 3.2 provides an overview of the different levels that frame the field experience component of the teacher education program, indicating the amount of time and type of field experiences for each level. The various field experiences are a reflection of the unit's program areas and integrate a wide variety of opportunities in which candidates participate.

Table 3.2 Initial Field Experiences

Field Experience	Type of Field Experience	Hrs	Affiliated Course(s)	Assessments
I	Classroom observation, assisting with small group and large group activities, and completion of course assignments	30	EDUC 3003, Effective Methods for the Elementary School; EDUC 3123, Effective Methods for the Secondary School; or EDUC 3663, Effective Methods for Early Childhood Education	Effective Methods assignments; public school partner evaluations
II	Classroom observation, participation, completion of course assignments, and teach a lesson	36	EDUC 3273, Teaching Reading in the Secondary School; EDUC 3763, Teaching Science in the Elementary School; or EDUC 3773, Early Childhood Science Methods	methods course assignments; public school partner evaluations
III	Assisting teachers, small and whole group instruction, begin gathering information for Long-Range Plan	80	EDUC 4502, Pre-Clinical Experience The teacher candidate is assigned to two 40-hour pre-clinical placements.	Unit supervisor; lesson evaluation; public school partner lesson evaluations; and visit report reflections
IV	Take on full responsibilities gradually from the cooperating teacher; teach all subjects for a minimum of ten (10) full days and gradually give back teaching responsibilities to the cooperating teacher.	475	EDUC 4628, Clinical Experience I: EDUC 4638, Clinical Experience II	Long Range Plan Scoring Guide: Teacher Work Sample Scoring Guide; Ten (10) ADEPT Formative Evaluations for feedback purposes to the Teacher Candidate (No Data); One (1) Summative ADEPT Evaluation with Data (Consensus from the Cooperating Teacher, Unit Supervisor I, and Unit Supervisor II).

The four-tiered structure of the unit's field experiences reflects its commitment to the integration of its conceptual framework with exemplary public school experiences. Teacher candidates are assigned to cooperating schools that provide interaction with diverse student populations that require teacher candidates to accommodate differences among learners. Accordingly, teacher candidates practice the elements of the conceptual framework as they relate to content, pedagogy, and a Christian ethic of care.

Placements are scheduled in urban, suburban, and rural cooperating schools that are juxtaposed to or extended from the main campus.

Table 3.3 indicates the field experiences and their alignment with each respective program. As indicated, each level in the structure increasingly engages the teacher candidate in authentic teaching experiences.

Table 3.3 Field Experiences and Clinical Practice by Program

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Early Childhood Education PK-3	Four practicum experiences, minimum of three different placements in grades prek-3 **Total 146 hours** Level I - EDUC 3663 - 30 hours Level II - EDUC 3773 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**
Elementary Education 2-6	Four practicum experiences, minimum of three different placements in grades 2-6 **Total 146 hours** Level I - EDUC 3003 - 30 hours Level II - EDUC 3773 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**
Music Education PK-12	Four practicum experiences, minimum of three different placements in elementary, middle, and high school **Total 146 hours** Level I - EDUC 3123 - 30 hours Level II - EDUC 3273 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**
Physical Education PK-12	Four practicum experiences, minimum of three different placements in elementary, middle, and high school **Total 146 hours** Level I - EDUC 3003 - 30 hours Level II - EDUC 3273 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**
Special Education PK-12	Four practicum experiences, minimum of three different placements in elementary, middle, and high school **Total 146 hours** Level I - EDUC 3003 - 30 hours Level II - EDUC 3243 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**
Biology 9-12	Four practicum experiences, minimum of three different placements in high school **Total 146 hours** Level I - EDUC 3123 - 30 hours Level II - EDUC 3273 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**
English 9-12	Four practicum experiences, minimum of three different placements in high school **Total 146 hours** Level I - EDUC 3123 - 30 hours Level II - EDUC 3273 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**
Mathematics 9-12	Four practicum experiences, minimum of three different placements in high school **Total 146 hours** Level I - EDUC 3123 - 30 hours Level II - EDUC 3273 - 36 hours Level III - EDUC 4502 - two placements - 40 hours in each = 80 hours	Fourteen weeks, full-time clinical experience placement **Total 475 hours** +Two and one half days Orientation +Five Clinical Experience meetings	**621 hours**

Teacher candidates in music education, physical education, and special education (K-12 certification) are placed in elementary, middle, and high school settings. Special education candidates are given the opportunity to have field experiences in resource, inclusion, and self-contained classrooms. All program candidates are required to complete 146 hours of field experience in cooperating schools prior to the clinical experience. The Coordinator of Field Studies collects data on teacher candidate placements to ensure that they have a variety of placements. Table 3.4 contains placement data for the 2006 and 2007 clinical experience teacher candidates, which shows the percentage of students who were placed in suburban, urban, and rural schools, as defined by the unit in the context of its location in the state of South Carolina.

Table 3.4 2006-2007 Clinical Teacher Candidate Placements

Major	Suburban	Urban	Rural
Early Childhood/Elementary	56%	22%	22%
Elementary	50%	40%	10%
Early Childhood	80%	20%	0
English Education	34%	0	66%
Math Education	100%	0	0
Biology Education	25%	50%	25%
Special Education	73%	9%	18%
Physical Education	75%	25%	0
Music Education	100%	0	0

urban: above 15,000 population; suburban: 5,000-15,000 population; rural: under 5,000 population

In the clinical experience, the teacher candidate returns to the two pre-clinical placements from the previous semester. The first clinical experience placement usually consists of 38 to 40 academic calendar days and the second clinical experience placement consists of 28 to 30 academic days. For each of the two clinical experience placements, the teacher candidate has two supervisors from the unit. The teacher candidate's cooperating teacher also functions in an evaluative capacity with the unit supervisors. This group of three educators is referred to as the "Evaluation Team."

The Coordinator of Field Studies conducts workshops for the unit supervisors at the beginning of each semester and provides all supervisors with a *Clinical Experience Handbook*. Supervisors meet with their prospective teacher candidates during the Clinical Experience Orientation and are invited to other Clinical Experience Orientation sessions to become more familiar with the clinical requirements. Unit supervisors provide regular and continuous support for teacher candidates and visit in accordance with a schedule devised by the Coordinator of Field Studies. The observation plan is outlined in Table 3.5.

Table 3.5 Clinical Experience Observation Overview

Placement	Type of Observation	Assessment Instrument	Observer	Assessment Type
	Announced	ADEPT PS 2-9	Unit Supervisor I	Formative
	Announced	ADEPT PS 2-9	Unit Supervisor I	Formative
	Unannounced	ADEPT PS 2-9	Unit Supervisor II	Formative
I	Unannounced	ADEPT PS 2-9	Unit Supervisor I	Formative
	Announced	End of Placement Evaluation/Clinical Assessment ADEPT PS 1-10	Cooperating Teacher	Summative
	Announced	End of Placement Exit Consensus Meeting	Evaluation Team	Summative
	Announced	ADEPT PS 2-9	Unit Supervisor I	Formative
	Unannounced	ADEPT PS 2-9	Unit Supervisor II	Formative
II	Unannounced	ADEPT PS 2-9	Unit Supervisor I	Formative
	Announced	End of Placement Evaluation/Clinical Assessment ADEPT PS 1-10	Cooperating Teacher	Summative
	Announced	End of Placement Exit Consensus Meeting	Evaluation Team	Summative

The unit evaluation team uses an adaptation of the Team-Based Evaluation and Assistance Model (TEAM) developed by the South Carolina Department of Education. The teacher candidate is evaluated

using the ADEPT model for classroom-based teachers as adopted by the South Carolina State Department of Education. During formative evaluation visits, the unit supervisor and the cooperating teacher conference on the progression of the teacher candidate. The unit supervisor also does a formal ADEPT evaluation on a lesson taught by the teacher candidate. The information gathered from formative evaluations is used for the summative evaluation. Unit supervisors and cooperating teachers determine the summative rating at the final consensus meeting for each placement. Teacher candidates receive a rating of "Competent" or "Needs Improvement" for each ADEPT performance standard based on the following criteria shown in Table 3.6. The unit's final rating system has been revised for the fall 2007 semester to reflect a final grade of 0-4.0, with 4.0 equal to 100. Table 3.7 outlines the progression through the clinical experience by the teacher candidate based on the consensus rating.

Table 3.6 Teacher Candidate Rating Criteria

Rating	Criteria
Competent	The teacher candidate shows evidence of an adequate level or higher of understanding of the performance standard; there is an acceptable or higher degree of consistent and accurate application of principles; and there is frequent or consistent positive impact on student learning.
Needs Improvement	The teacher candidate shows little evidence of understanding of the Performance Standard; there is little or no application of principles; there is little or no impact on student learning.

Table 3.7 Teacher Candidate Clinical Experience Policy

1st Placement Consensus Rating	Plan of Action	Clinical Experience Grade
9 or more Competent ratings	Continue to second placement	N/A
2-3 Needs Improvement ratings	Remediation plan/team may allow candidate to continue to second placement	N/A
4 or more Needs Improvement ratings	Teacher candidate may not continue to second placement, but after completion of a remediation plan may request readmission to the program the following semester	No Credit
2nd Placement Consensus Rating	**Plan of Action**	**Clinical Experience Grade**
9 or more Competent ratings	NA	Pass
2-3 Needs Improvement ratings	Remediation plan and may return following semester to complete the clinical experience	Incomplete
4 or more Needs Improvement ratings	Teacher candidate may request readmission to the program the following semester upon the completion of a remediation plan.	No Credit

There are three major projects assessed during the Clinical Experience, the Long-Range Plan (ADEPT Performance Standard 1), Teacher Work Sample/instructional unit (APS 2 and 3), and the e-portfolio. In addition, the teacher candidate's teaching performance in the classroom is assessed by the unit supervisors and the cooperating teacher. The Coordinator of Field Studies, using a scoring guide, evaluates the Long-Range Plan. Unit supervisor I and the Coordinator of Field Studies use a scoring guide to evaluate the Teacher Work Sample. A team of community educators evaluates the portfolio using a scoring guide.

The following tables show the mean scores for Long-Range Planning (APS 1) and the Teacher Work Sample (APS 2 & 3) for fall 2006 and spring 2007 teacher candidates. The Long-Range Plan Scoring Guide is based on a 4-point scale and the Teacher Work Sample Scoring Guide is based on a 100-point scale.

Table 3.8 Long-Range Plan (APS 1) Mean Scores Data

Major/Program	F '06 Candidates	ADEPT PS 1 LRP Mean Score	S '07 Candidates	ADEPT PS 1 LRP Mean Score
Early Childhood/Elementary	10	3.8	9	3.5
Elementary Education or Early Childhood Education	5	3.9	3	3.6
Special Education	3	3.7	4	3.6
Biology	1	3.9	1	3.7
English	NA	NA	2	3.9
Mathematics	2	3.5	1	4.0
Physical Education	1	3.5	1	3.1
Music Education	NA	NA	NA	NA

Scale: 0 – 1.99 points = Below Basic 2.0 – 2.99 points = Basic 3.0 – 3.59= Proficient 3.6 - 4 points = Advanced

Table 3.9 Teacher Work Sample (APS 2, 3) Mean Score Data

Major/Program	F '06 Candidates	ADEPT PS 2 & 3 TWS	S '07 Candidates	ADEPT PS 2 & 3 TWS
Early Childhood/Elementary	14	91.8	9	85.2
Elementary Education or Early Childhood Education	4	90	3	72.7
Special Education	3	90	4	90.3
Biology	1	80	1	98
English	NA	NA	1	48
Mathematics	2	87.5	1	95
Physical Education	1	85	1	90
Music Education	NA	NA	NA	NA

Scale: 0-79 points = Below Basic 80-89 points = Basic 90-95 = Proficient   96-100 points = Advanced

Many local school districts require their teachers to design and maintain web pages. Designing an e-portfolio is one way the unit ensures the teacher candidates become comfortable with the use of technology. The unit also encourages teacher candidates to use available technology in the assigned placement. Using a scoring guide, unit supervisor I rates them on their effective use of technology to enhance student learning. A Promethean Board has been installed in the education building for use in all methods courses, which enables teacher candidates the opportunity to use technology that is found in many cooperating classrooms.

Advanced Program

Candidates in the advanced program are practicing teachers who have a minimum of one year of experience in the classroom. Because much of the program curriculum is aligned with the National Board of Professional Teaching Standards (NBPTS) propositions, many of the course requirements are facilitated in the candidates' own classrooms which serve, in effect, as a field experience setting. The design of the program is such that candidates are members of cohorts of 16-22 students who collectively progress in a lock-step core curriculum consisting of eight courses. Each course continues for seven weeks, during which the cohort meets weekly for a four-hour session with the instructor, as well as four hours in study groups consisting of 3-5 students. The study group format provides opportunities for candidates to interact and collaborate with colleagues from varied backgrounds who teach various content areas at different levels at diverse schools.

Candidates must complete an action research component during the core program, which serves as a field experience in addition to the candidate's classroom teaching. In the first research course, teachers formulate their research questions and begin to write a proposal, which constitutes the first three chapters of the thesis. In these sections of the proposal, the candidates write the Introduction, Review of the Literature, and the Methodology. During the next 24 weeks, the candidate carries out the actual research and reports the findings in the last two sections of the paper, Data and Discussion, during the second research course. The project is meant to address some aspect of the educational process in the candidate's district, school, or classroom, and the results are expected to provide valuable information regarding the enhancement of the area studied.

Another component in the field experience component of the advanced program requires the candidate to complete five hours of observation of a diverse population within a classroom in the candidate's school or another school. The purpose of the experience is to provide the candidate with a focused observation in which the diverse segment of the classroom is analyzed, as well as the accommodations implemented by the cooperating teacher. Table 3.10 indicates the field components of the advanced program.

Table 3.10 Advanced Field Components

Program	Field Experiences	Clinical Experience	Total Hours
M. Ed.	Classroom Teaching with related course assignments Action Research Project	Diverse Classroom Observation	845

Element 3: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions
Initial Program

The criterion for entrance into field experience I is the candidate's enrollment in the respective Effective Methods course, and the exit criteria are subsumed under the requirements for Lock I. Entry criteria exist for field experiences II and III, as well as the clinical experience IV, and are linked to the Lock assessment system. Table 3.11 indicates the Effective Methods course or specific Lock assessment level that denotes the criteria for entry into or exit from each respective field experience (I-III) or the clinical experience (IV). Candidates must meet the requirements of each Lock assessment level for admission into field experience II, admission to the clinical experience (III), and application for teacher certification (IV). In all cases, teacher candidates are assessed in their field experiences with evaluation tools that use the Interstate New Teacher Assessment and Support Consortium (INTASC) principles or the performance standards of the ADEPT instrument as guidelines for success. As candidates progress to each level in the field experience series, they are expected to meet an increasing number of requirements with ever-improving proficiency. If a candidate is deficient at any checkpoint, then an appropriate plan of action is drafted by the candidate's advisor to assure a minimum level of proficiency related to content, pedagogy, professional knowledge, and dispositions. This system provides the unit with data that monitors the progress of each teacher candidate. This data is analyzed by the unit and reviewed by the Teacher Education Committee to determine the unit's effectiveness in response to its goals.

Table 3.11 Field Experience/Clinical Experience Entry/Exit Criteria

Field Experience Level	Entry Level Criteria	Exit Level Criteria
I	Effective Methods Course	Lock I
II	Lock I	Lock I
III	Lock I	Lock II
IV	Lock II	Lock III

During the candidates' field experiences (I-III), their knowledge, skills, and dispositions for helping students learn are demonstrated through a continuous flow of information from various sources, including:

- final evaluations by the public school partner
- public school partner/effective methods instructor evaluations, *Initial Assessment of the Pre-Teacher Candidate*
- Lock I interview evaluations
- dispositions assessments by candidate, unit supervisor, and public school partner(s)
- ADEPT evaluations
- individual conferences between candidate and/or unit supervisor and public school partner(s)
- candidate reflections
- portfolio evaluations

- *Pre-Clinical Assessment of the Teacher Candidate*

Candidates, unit supervisors, and cooperating teachers provide feedback related to the clinical experience (IV). The candidate's performance throughout the clinical experience is monitored by the following methods:

- ten on-site visits
- student teaching seminars
- observation reports by unit supervisors
- observation reports by cooperating teachers
- dispositions assessment by candidate, unit supervisor, cooperating teachers
- individual conferences with unit supervisors and/or cooperating teachers
- final evaluation *Clinical Assessment of the Teacher Candidate*
- ADEPT final evaluations
- portfolio evaluations

Clinical experience participants are expected to spend time in reflective practice and submit written summations to the unit supervisors following the teaching of lessons and units, as well as after viewing a video of their teaching.

Teacher candidates are required to write lesson plans using the unit's lesson plan format. The unit requires that the lesson plan contain the state academic standard; a lesson objective; materials; accommodations; a correlation to learners' IEPs; a set; content, listing key elements and questions; strategies; closure; assessment; early finishers' and enrichment activities; a reflection regarding student performance and interest; a reflection regarding teacher impact on student learning; and a reflection on the teacher's disposition related to a "Christian ethic of care." The Coordinator of Field Studies assesses

initial lesson plans using a scoring guide developed by the unit. Candidates are taught the elements of lesson planning in the unit's initial effective methods courses and this is reinforced in each methods course thereafter. They also teach mini-lessons and receive feedback on their strengths, weaknesses, and areas to improve during these courses and in field experiences.

During their clinical experience first placement, teacher candidates complete a Long-Range Plan, which provides evidence of the candidates' proficiency in ADEPT performance standard 1. The Long-Range Plan includes information about classroom demographics, learners' ability levels, learning and developmental goals, curriculum timeline (mapping), a materials list, assessments with criteria, a classroom management plan, and caregiver communication. Teacher candidates learn about long-range planning during the Pre-Clinical Field Experience (III) Orientation and receive samples for each component of a Long-Range Plan. The Coordinator of Field Studies assesses the Long-Range Plan using the Long-Range Plan Scoring Guide developed by the unit.

Teacher candidates complete a Teacher Work Sample (instructional unit) with integrated lessons for five to ten days that is assessed by the Coordinator of Field Studies and Supervisor I. The instructional unit addresses APS 2 (planning) and APS 3 (assessment) and contains lesson plans; handouts; worksheets; checklists; scoring guides; assessments, including pre-assessment and post-assessment instruments; an analysis of student progress and achievement; and the instructional unit reflection. In the instructional unit reflection, the teacher candidates address student learning, which includes student progress related to the unit learning goals; reflection on their performance as a teacher; their impact on student learning; their point of view about the strengths and weaknesses of the instructional unit; and an explanation regarding how the unit could be adapted for other grades or levels. Education professors require instructional units as a part of their course work requirements, and the instructional unit criteria are based on the same criteria used for the clinical experience instructional units.

The unit faculty believe all teacher candidates should have a working knowledge of technology. Candidates are required to take CPSC 110, Introduction to Computers. Technology is integrated into other courses. For example, a PowerPoint presentation of a classroom management model is required in EDUC 3292, Classroom Management, and Excel spread sheets are developed in EDUC 3523, Curriculum, Instruction, and Assessment for General/Special Education as a means to record learners' grades and collect and analyze data. A Promethean Board is available for use by students, as well as the university professors. The candidates are expected to show evidence of technology integration during the field and clinical experiences. During the clinical experience, the use of technology to enhance student learning is assessed using a scoring guide developed by the unit.

During each clinical experience placement, the teacher candidates are formally assessed two times by the cooperating teacher and eight times by a unit supervisor. The unit uses the state's ADEPT instrument that is aligned with national standards and is an indicator of how candidates meet professional, state, and institutional standards, while participating in a variety of clinical experiences. On each evaluation instrument, the evaluator lists evidence to support that the teacher candidate has knowledge of ADEPT performance standards 2-9 and applies this knowledge to teaching practices. In addition, each evaluator includes comments on the candidate's strengths and weaknesses and makes suggestions for improvement.

The formative classroom evaluations are complemented by two summative evaluations, which provide the format for discussion in the consensus meetings at the end of each placement. The cooperating teachers complete a final ADEPT evaluation that assesses the candidate's performance using a 1 through 10 scale and lists the strengths and weaknesses of the candidate in relation to each ADEPT performance standard. The evaluation team (two unit supervisors and the cooperating teacher) reach a consensus that the teacher candidate is either "Competent" or "Needs Improvement" for each of the ADEPT performance standards. Further, the teacher candidates' final evaluation includes the unit supervisors' and cooperating teacher's ratings using the unit's *Assessment of the Teacher Candidate,* which measures

the candidate's competence in each of the INTASC standards, 1-11. These instruments provide a steady stream of information that informs the unit regarding candidates' competency in state, national, and professional standards.

Advanced Program

The assessment system used in the advanced program is based on the propositions of the NBPTS, which are the basis by which the unit evaluates the competency of its candidates and the efficiency of its program. Each candidate must complete the requirements of each Lock before continuing in the program without a Plan of Action.

The candidate who meets the formal admission criteria of the institution and the unit is admitted to the core curriculum of the advanced program and is approved to complete the first 12 hours of course work. After completing the application for admission to Lock V during EDUC 5613, Introduction to Curriculum Development, the candidate must meet the Lock V criteria, which include the submission of the e-portfolio with evidence of competency in any two NBPTS propositions and proposition 6, the unit's disposition of a Christian ethic of care. The candidate must also indicate that the action research proposal has been completed, as well as the clinical experience requirement of EDUC 5213, Contemporary Issues Involving Diversity in the Classroom. Because the individual and study group assignments require the candidates to apply the principles of the course work to their actual school settings, their field experiences are consistently evaluated on the basis of their proficiency to apply theory to practice. As such, the candidate is able to receive feedback from a variety of teaching professionals who facilitate the respective courses. These processes provide data that the unit and its candidates are continuing to develop in their professional skills that align with the NBPTS propositions.

Exit from the program requires the candidate to show competency in all the NBPTS propositions, including a Christian ethic of care, as supported by evidence included in the e-portfolio. Further, the candidate must complete the action research project and make a presentation of the findings to colleagues that comprise the cohort. The project and presentation are graded by the course instructor. Each candidate must also submit the *Employer Assessment Form*, which is an evaluative tool completed by the candidate's principal based on each NBPTS proposition and the unit's disposition of a Christian ethic of care. Table 3.12 indicates the continuous performance assessment process at the advanced level.

Table 3.12 Advanced Program Entry/Exit Processes (Locks)

Lock	Entry Criteria	Exit Criteria
IV	Application for Admission to the Advanced Program	Application materials completed
V	Application to the Interim Level of the Advanced Program	portfolio with evidences/reflections of competency in NBPTS propositions; completion of action research proposal; completion of clinical experience
VI	Application to Exit from the Advanced Program	portfolio with evidences/reflections of competency in NBPTS propositions; completion of action research project/presentation; *Employer Assessment Form*; completion of field experience

In summary, the School of Education considers the multiple and varied field experiences inherent in its programs as invaluable in the ongoing preparation and development of its candidates. This commitment to involve teacher candidates with public school partners is shared by the institution as it provides resources that facilitate this effort. The unit wishes to provide all candidates with field experiences that will ensure their success as student teachers and future professional educators, as well as the success of their learners in the classroom.

STANDARD 4: DIVERSITY

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

As part of a Christian liberal arts university with a mission to produce graduates who have a biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others, the unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn in the increasingly diverse classrooms of America's public schools. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

One of the basic tenets of Southern Wesleyan University, as well as the Wesleyan church, is its commitment to the equality of all individuals. From its beginning, the Wesleyan Methodists were a branch of the Methodist movement whose origins lay in their opposition to slavery. In its fall, 2003 meeting, the institution's Board of Trustees approved a policy statement (BOE-841) developed by the faculty that states:

> Southern Wesleyan University is committed to recruiting and maintaining a faculty, staff, and student body that reflects the diversity of the geographical area it serves (southeastern USA).

> Faculty vacancies will be advertised widely in national and local venues, both on-line and in print. These venues will include The Chronicle of Higher Education, the faculty vacancy list of the Council of Christian Colleges and Universities, the university's website, major South Carolina newspapers, *Black Issues in Higher Education,* and *Hispanic Outlook.*

A unique venue at the institution used to inform students, faculty, and staff about minority issues through a diverse body of speakers is the Chapel services that are held twice weekly. The institution also regularly sponsors cross-cultural experiences for students who may work as volunteers for missions organizations. During the past year, students have been exposed to the following activities that facilitate racial/cultural awareness:

- Chapel speaker, Dr. Rev. Brenda Salter McNeil, African American President and Founder of Salter McNeil & Associates, LLC, whose mission is to ignite a revolution that ends racial and ethnic strife around the world.
- Chapel speaker, Rev. Curtis Johnson, African American Pastor, Valley Brook Outreach Baptist Church, Pelzer, SC Martin Luther King Day
- Gospel Extravaganza, a presentation open to the institutional community and community at-large, features more than 10 African American gospel choirs in concert on Palm Sunday.
- Christian Lifestyles and Values, content includes trip to Atlanta, GA to Martin Luther King Center, Ebenezer Baptist Church, study of "Letter from Birmingham Jail," and tour of DeKalb Farmer's Market
- Annual Missions Conference with speakers representing different cultures/countries
- Spanish praise choruses in Chapel services

In addition, the 2006-2007 Chapel schedule specifically for teacher candidates included a speaker who provided information on meeting the needs of diverse populations within a Christian ethic of care.

The institution seeks to hire qualified faculty from diverse backgrounds in keeping with its Christian mission and environment. Job notices are posted in the *Chronicle of Higher Education*, the most-used source of job openings for candidates from diverse backgrounds and diverse areas of the country; the institutional website (www.swu.edu); the webpage of the Council of Christian Colleges and Universities; *Diverse Issues in Education* (formerly *Black Issues in Education*) and the *Hispanic Outlook in Higher Education*, both with a broad minority readership; the website, *A Flag for Affirmative Action* (higheredjobs.com); and careerbuilder.com. The following statement appears with announcements of all job openings at the institution:

> Southern Wesleyan University strives to create a distinctively Christian environment that fosters the integration of faith, learning, and living. The successful candidate must enhance and support this mission. The university is actively seeking to increase the number of women and minorities within its faculty.

The Minority Awareness Committee, comprised of faculty, staff, and students, offers suggestions for activities to the campus Chaplain intended to enhance students' awareness of minority issues. The committee underscores the institution's intentional commitment to diversity.

Among the institution's courses offerings that promote cultural/racial/ethnic awareness are:
- RELG 1123   Religions of the World
- RELG 2023   Cross-Cultural Ministry Experience
- RELG 2363   Archeology of the Middle East
- RELG 2413   Religious Studies/London Experience
- RELG 3023   Introduction to Cross-Cultural Missions
- RELG 303   Field Experience in Cross-Cultural Missions
- RELG 3103   Evangelism/Mission
- RELG 3353   History of the Wesleyan Church

The unit is committed to systematically designing and delivering appropriate experiences to its candidates that include interactions with diverse faculty members within the unit, as well as field experiences in diverse cooperating classrooms with diverse public school partners and cooperating teachers. The overarching philosophy that guides the unit and reinforces unit courses is that <u>all</u> children can learn. Candidates are taught in all courses to be flexible and sensitive to the needs of diverse learners. Accordingly, teacher candidates are constantly exposed to issues related to fairness and justice as they participate in unit courses and diverse cooperating classrooms.

Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences
Initial Program

Throughout their program of study, candidates take courses and engage in representative course topics and experiences during each stage of their preparation to teach all learners. Candidates learn about different teaching and learning styles in methods courses and in field experiences and the clinical experience. All candidates are required to develop lesson plans that include awareness of student diversity and the accommodations that must be made during classroom instruction to accommodate diverse learners. Candidates are required to address Individual Education Plans or any other plans for students. They are also required to consider students' various learning styles and adaptations they might need to make to their teaching methods to meet their students' learning styles. Table 4.1 provides information about the incorporation of issues of diversity in a sample of initial courses.

Table 4.1 Objectives Related to Diversity

Course	Objective(s) Related to Issues of Diversity
EDUC 1201 **Intro to Education**	Objectives include: (1) Describe the societal pressures influencing the schools and the individuals within these schools
EDUC 2113 **Foundations of Education**	Sociological and philosophical foundations of Western Education. Chapters 1-13 address diversity within schools. All chapter activities address learning styles and varying abilities of students. Objectives include: (1) The candidates will study majority and minority culture groups and describe how cultural diversity has influenced current educational developments and practices. (2) The candidates will study majority and minority culture groups and describe how cultural diversity has influenced current educational developments and practices.
EDUC 3003 **Effective Methods for the Elementary School**	A substantial portion of EDUC 3003 is devoted to topics related to diversity issues. Objectives include: (1) Teacher candidates will have an understanding of how individual differences influence learning in the classroom. Diversity among learners is explored in terms of socioeconomic, cultural, gender, sexual preference, development, learning style, and learning ability differences. These differences are explored in terms of their implications for learning and teaching and how having an understanding of these differences influences learner motivation. (2) State Standard Three: Education and Economic Development Act (EEDA) which includes, but not limited to shadowing, service learning, mentoring, tech prep/applied methodology and how each requirement will affect their preparation.
EDUC 3203 **Introduction to the Psychology of Exceptional Children**	The history of educating exceptional children. An examination of the special problems confronted in dealing with the gifted, retarded, emotionally disturbed, or the physically handicapped child. Objectives include: (1) Define exceptionality and special education. (2) Understand the prevalence of exceptional learners and how special education is provided in the schools. (3) Understand the roles and expectations of regular educators

	and special educators and the importance of building collaborative relationships among and between professionals (ADEPT – PS10).
EDUC 3523 Tests and Measurements for General and Special Education	Assessment and measurement are essential elements of good educational practice. As a future educator, the teacher candidate must be insightful in the use of educational testing as a means to monitor student learning, provide school or system accountability, report to caregivers, make important decisions about individual learners, and provide feedback related to teaching and improved student learning. Objectives include: (1) Explain how tests and assessments contribute to effective marking and reporting systems and to improved instructional decisions. (2) Construct classroom tests and assessments that measure a variety of learning outcomes, from simple to complex.
ENGLISH 2403 Modern World Literature	Objectives include: (1) Explain how each author exemplifies the concerns of the period and (in some cases) of that author's nation. (2) Write an analytical, well-organized, well-developed essay comparing and contrasting the literature of the modern world as reflected in studies from the continents.

Table 4.2 shows the alignment of INTASC principles and ADEPT performance standards used as the basis for culturally-responsive teaching. As can be seen, diversity proficiencies are imbedded within the INTASC principles and ADEPT performance standards, both of which include the unit's disposition principle of a Christian ethic of care.

Table 4.2 Alignment of INTASC Principles and ADEPT Performance Standards for Culturally-Responsive Teaching

INTASC Principle	ADEPT Performance Standard
Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development	**APS 2:** An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.
Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners	**APS 4:** An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.
Principle 11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care.	**APS 5:** An effective teacher promotes student learning through the effective use of appropriate instructional strategies
	APS 8: As effective teacher creates and maintains a classroom environment that encourages and supports student learning.
	APS 11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care.

Advanced Program

The propositions of the NBPTS serve as the guidelines for the core curriculum of the core program, and as such, include an intentional focus of issues of diversity. Table 4.3 indicates the alignment of the NBPTS propositions with the outcomes of courses comprising the core curriculum:

Table 4.3 Alignment of NBPTS Propositions and Advanced Core Curriculum Issues of Diversity

Core Course	Objective(s)	NBPTS Proposition Indicator(s)
EDUC 5113 Philosophy of Education	understand the foundations of educational practice rooted in pragmatism	**Proposition 1** …act on the belief that all students can learn …recognize the individual differences that distinguish one student from another and take into account these differences in their practice **Proposition 6** Accomplished teachers demonstrate scholarship within a Christian ethic of care.
EDUC 5163 Introduction to Curriculum Development	identify and explain the prevalent theories of curriculum, instruction, and assessment; identify and explain curricular, instructional, and assessment decisions you have made as a teacher and analyze the processes by which you evaluated these decisions	**Proposition 2** . . . are aware of the preconceptions and background knowledge that students typically bring to each subject **Proposition 3** . . . assess the progress of individual students as well as that of the class as a whole **Proposition 4** . . . are models of educated persons, exemplifying the virtues they seek to inspire in students . . . respect for diversity and appreciation of cultural differences **Proposition 6** Accomplished teachers demonstrate scholarship within a Christian ethic of care.
EDUC 5363 Professional Leadership	identify differences in the roles and expectations of elementary teachers	**Proposition 1** . . . adjust their practice based on observation and knowledge

	and secondary teachers and implications of those differences for school administrators	of students' interests, abilities, skills, knowledge, family circumstances, and peer relationships **Proposition 6** … demonstrate scholarship within a Christian ethic of care.
EDUC 5263 Educational Research I EDUC 5463 Educational Research II	define questions about educational issues into formats that permit empirical study	**Proposition 4** . . . draw on their understanding of their students to make principled judgments about sound practice . . . not only grounded in the literature, but also in their experience; . . . adapt their teaching to new findings, ideas, and theories **Proposition 6** … demonstrate scholarship within a Christian ethic of care.
EDUC 5413 Student Assessment	identify biases that can misrepresent the results of communication-based assessments; discuss the content of this workshop in the context of the real classroom which may also include gifted and talented; special needs; and ESL/ELD students	**Proposition 1** . . . treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice **Proposition 6** Accomplished teachers demonstrate scholarship within a Christian ethic of care.
EDUC 5213 Contemporary Issues Involving Diversity in the Classroom	explain contemporary issues of diversity in the classroom; demonstrate knowledge of, sensitivity to, and an appreciation for diversity in the classroom; exhibit an understanding of variations in learning styles across culture, ethnicity, gender, and individual development; identify the effects of cultural differences on learning; design inclusive curriculums.	**Proposition 1** . . . treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice **Proposition 6** Accomplished teachers demonstrate scholarship within a Christian ethic of care.

All undergraduate classes in which teacher candidates write lesson plans require candidates to prepare to reach diverse students in their classes. They note adaptations in each class for students with physical handicaps, IEPs, and varied learning styles. During clinical practice, candidates develop a long-range plan that includes an analysis of the diverse needs of students in their cooperating classroom. They must identify students who have special needs and explain the provisions that will be made in their classrooms. This overall planning instrument provides the basis for writing unit plans and lesson plans that reflect these identified needs.

The advanced core curriculum includes EDUC 5213, Contemporary Issues Involving Diversity in the Classroom**.** This course is designed to offer candidates a thorough understanding of the many variances found in schools today that affect learning and teaching, including learning differences and appropriate teaching methods; cultural differences; ability levels; and exceptionalities. Included are assessment plans, interview techniques, and curriculum design. Activities incorporate:

- classroom lecture and discussion on issues of diversity and inclusion;
- discussion of how a teacher's culture and values affect the teaching/learning process;
- identification of individual teachers' classroom makeup and comparison to school and state statistics;
- discussion of classroom scenarios in course textbook;
- discussion of issues related to broadening and modifying traditional curriculum; and
- lecture and discussion on teaching and learning styles.

The Coordinator of Field Studies, who works with candidates in the field, re-teaches reflection during orientation sessions before clinical practice. A weekly summary of self-reflections by teacher candidates is required after lessons are taught. These reflections are available to the respective cooperating teacher and university supervisor(s) for comments. In addition, candidates use daily feedback from their public school partners and cooperating teachers to adjust their plans and activities to improve instruction for all students. Candidates who are assigned to the same school also collaborate to plan, discuss, and reflect. Candidates upload their reflections to their electronic portfolio managed by *Chalk & Wire*.

Advanced students are required to provide reflective comments that accompany each artifact included in the electronic portfolio that is assessed at Locks V and VI. Among these artifacts and reflections are evidences that instruction has facilitated the learning of all students as underscored by NBPTS Propositions 1 and 6. Candidates in the program who are participants in the state's ADEPT formal evaluation program during the induction (year 1) or annual contract years (years 2 and/or 3) are evaluated on their ability to accommodate diverse learners by meeting the requirements for APSs 1-3.

Evidence of Candidate Proficiencies Related to Diversity, Initial Program In consideration of the ADEPT assessment system that is used for evaluation during the clinical practice, candidates must develop a Long-Rang Plan (APS 1) that is specific to the cooperating classroom. Items 1 and 2 of the Long-Range Plan require teacher candidates to identify areas of diversity among their students and to plan appropriately to meet these needs. Items 3 and 4 require candidates to consider student needs and interests while planning instruction. Table 4.4 includes a summary of data from two semesters prior to the implementation of a revised scoring guide showing that candidates correctly developed long-range plans with their diverse learners in mind.

Table 4.4 Long-Range Plan Diversity Data

	Ability/ Development Levels	Social/ Cultural	Student Needs	Student Interests
Spring 2006	5	5	5	5
Fall 2006	4.9	5	4.7	4.4

Mean scores based on a rating scale of 1-5, with 5 being the highest.

The Long-Range Plan Scoring Guide was revised for use during the spring 2007 in order to increase the accuracy of the scoring in relation to more specific criteria. These changes are reflected in the data found in Table 4.5, which is a one semester extension of the data found in Table 4.4.

Table 4.5 Long-Range Plan Diversity Revised Scoring Data

Item	Classroom Demographics	Materials	Assessment
Spring 2007	3.9	3.7	2.7

Mean scores based on a grading scale of 0-4.0, with 4.0 being the highest

Teacher candidates' mean score on classroom demographics where they discuss learners' ability and development levels, social and cultural backgrounds, assessment data, and interests was 3.9. Candidates scored a mean of 3.7 on material where they indicated how they designed their units to meet the needs of diverse students. Candidates scored a mean of 2.7 on assessment where they indicated how they designed the assessments for their units in order to verify what and how much their students have learned. These results indicate that candidates have an acceptable level of achievement in matters relating to diversity.

Another measure of candidates' knowledge and skills related to acceptance of and adaptation for diverse students is the Instructional Unit, which is developed and taught during the clinical experience. This unit flows directly from the long-range plan to the specific lessons taught during the unit. Items 2 and 3 relate specifically to diversity. For spring 2006, the overall average for Item 2 (strategies for teaching diverse students) was 14.8 out of a possible 15. The overall average for Item 3 (providing content for students, with diversity accommodations) was also 14.8. For spring 2007, the overall average for Item 2 was 14.5 out of 15. These results indicate that teacher candidates developed units that related to their Long-Range Plan and provided a variety of strategies in order to meet the needs of their students. Table 4.6 shows the data related to candidates' mean scores on these areas of the instructional unit.

Table 4.6 Instructional Unit Planning for Diverse Learners Data

Semester	Strategies	Content
Spring 2006	14.8	14.8
Spring 2007	14.5	13.5

Mean scores based on a scale of 1-15 points, with 15 being the highest.

Evidence of Candidate Proficiencies Related to Diversity, Advanced Program Teachers in the advanced program take a course relating to issues of diversity. Because the entire course, including papers and projects, deals with issues of diversity, the final grades are representative of candidates'

knowledge and achievement in this area. Table 4.7 shows longitudinal data regarding final grades for cohorts completing this course, which indicates that advanced candidates have excellent knowledge of issues involving diversity.

Table 4.7 Contemporary Issues Involving Diversity in the Classroom Final Grade Data

Year	2002	2003	2004	2005	2006
Mean	3.8	3.8	3.8	3.8	3.9

Grading scale based on a 0.0 to 4.0 scale, with 4.0 equal to 100

The culmination of a candidate's program is a presentation of a portfolio during the last course in the core sequence. This portfolio includes work completed throughout the program that addresses the principles of the core curriculum and their application to the classroom, including diverse learners. Final grades in the last course, EDUC 5463, Educational Research II, represent the candidates' proficiency in knowledge and skills and are an indication of achievement, as indicates in the portfolio. The following table shows final grades for the cohorts which graduated in each respective year.

Table 4.8 Portfolio Final Grade Data

Year	2002	2003	2004	2005	2006
Mean	3.78	3.83	3.87	3.77	3.79

Grading scale based on a 0.0 to 4.0 scale, with 4.0 equal to 100

Element 2: Experiences Working with Diverse Faculty

Initial and advanced candidates interact with a diverse faculty whose backgrounds include considerable experiences with diverse peoples. Because the institution is faith-based with an emphasis on ministering to others both domestically and internationally, faculty members foster a global outlook within students. As Table 4.9 indicates, the faculty comprising the institution reflect a diverse population in terms of gender, race, and ethnicity.

Table 4.9 Institution Faculty Data

Faculty Profile		Full Time			Adjunct			Total		
		2004	2005	2006	2004	2005	2006	2004	2005	2006
Gender	M	34	37	36	125	116	105	159	153	141
	F	14	13	14	73	71	79	87	84	93
Minority Population	Black	1	1	1	24	31	34	25	32	35
	Native		1				1		1	1
	Asian			1	1	1	2	1	1	3
	Hispanic			1			1			2
	White	46	45	47	170	151	140	216	196	187
International		1	3			1		1	4	
Unknown					3	3		3	3	
Total		48	50	50	198	187	184	246	237	234

Faculty members who teach in a variety of disciplines demonstrate a sincere care for the physical and spiritual needs of peoples of other cultures and often initiate programs that involve students in meeting these needs. Some faculty members have served as missionaries and/or sponsor mission trips in which students can participate during spring and summer breaks. A trip to Russia sponsored this past summer by a local Methodist church included a professor of history and five students who assisted at a camp for orphans and renovated an orthodox church. A unit faculty member participated in a mission trip to Ukraine this summer sponsored by his local church in order to build a dormitory at a church-related campground near Odessa. Recently, there was a heightened awareness of the circumstances in the Sudan, as the administration, faculty, staff, and student body collected funds to send a student, one of the "lost boys of the Sudan," back to his home to visit his mother and other relatives whom he had not seen for 20 years.

Institutional Faculty Diversity The commitment of the institution's administration to the hiring of minority faculty has resulted in the recent part-time employment of a Hispanic male who will teach in the Division of Modern Languages; one full time education faculty member who is a female and African American; a part-time education member who is a female, African American; and an African American female women's varsity basketball coach and physical education instructor. During the last academic

year, a male Korean was hired as a professor of economics. In demonstration of its "good faith efforts to hire minority candidates, the institution continues to advertise faculty and staff openings in publications with an ethnic minority readership. The institution also maintains a Minority Awareness Committee for the purpose of providing input related to diversity issues. The institution recently created the Career Services Center and named an African American female as its director; an African American female holds the position of Associate Vice President for Student Life. During the past two years, the Director of Missions Programs, a former missionary, has sponsored trips for students to:

• Azerbaijan	• Bosnia	• Costa Rica	• Cambodia
• Russia	• Honduras	• Czech Republic	• Zambia

Students and faculty members who have participated connect with missionaries on the field and assist in meeting the physical needs of the nationals, as well as teach English, assist in schools, and lead sports youth ministries. There is also a program to engage graduates in a mission assignment that lasts a minimum of six months. Of the 55 students who have participated in this program since 1998, 13 students were education majors.

Unit Faculty Diversity, Initial Level The School of Education is committed to its candidates interacting with a diverse faculty at both the initial and advanced levels. It is the policy of the unit that any faculty/staff applicant who is determined to be a minority candidate will automatically be invited to interview for the position. Within the past two years, the unit had two minority candidates interested in open positions who were asked to participate in the on-campus interview process. One candidate visited the campus and expressed interest in the position, but decided to decline a contract because of family obligations that were prohibitive to her relocation to this area. The other candidate was scheduled for an interview, but declined to proceed because of her decision to remain in her current position. However, the unit recently added a full-time minority faculty member who will instruct at both the initial and advanced levels. This is in addition to the hiring of a part-time minority faculty member who will teach at the initial level. Additionally, candidates encounter diverse educators in settings beyond the classrooms of the unit.

One strengths the unit is the diversity represented in the collective experiences of its faculty. The faculty who teach undergraduate education and related arts and sciences courses have backgrounds and experiences from a number of states and foreign countries. Their birthplaces represent diverse state and local cultures, including California, Florida, Kentucky, Michigan, North Carolina, South Carolina, Virginia, and Washington, D. C., as well as New Brunswick, Canada.

These faculty members represent a wealth of experiences from a variety of state and private institutions of higher education throughout the United States. This variety provides opportunities for candidates to learn from faculty members with divers backgrounds who have studied and/or taught at institutions with a variety of philosophies and goals.

- **State institutions** University of South Carolina, Clemson, Appalachian State, California State, Arizona State, Virginia Tech, Virginia Commonwealth University, University of Kentucky, University of Georgia, Stephen F. Austin State, Texas A&M, South Carolina State, Northeast Louisiana State, Florida State, Ball State, Georgia College and State University, Miami-Dade, University of Michigan, Northwestern, University of Sarasota, University of New Brunswick.
- **Private institutions** Furman University, Harvard, Duke, Converse, Emory, Brenau, High Point, Pasadena.
- **Private Christian institutions** Juniata College, Bryan College, Houghton College, Eastern Nazarene College, University of New Brunswick, and Letourneau University.

In addition to studying in a variety of types of schools and colleges in different locations, many of these members have traveled in many states and countries, enabling them to bring an enlarged view of the world through their personal experiences. One faculty member has traveled to 49 states, Canada, Mexico, and the West Indies. Several have traveled to ten or more states. At least two have spent time in eight or more countries, including the Czech Republic, Israel, Cote d'Ivoire, Portugal, Mexico, Puerto Rico, England, and various other European countries. Several faculty members have participated with

students in short-term mission trips to a variety of locations inside and outside the United States. One faculty member participated with his local church in a mission trip to the Ukraine this past summer. The common bond that unites these diverse faculty is that all are professing and practicing Christians who have come together to serve God by providing the opportunity for diverse students to experience a quality education within the context of a Christian world view. Even within this context, however, there is variety among the churches, fellowships, or denominations in which faculty and staff members participate. Not all are from Wesleyan backgrounds, although all adhere to the same foundational Christian beliefs. Their experiences with people of other faiths and religions in various parts of the world enable faculty and staff to provide contrasting world views. Table 4.10 provides additional information related to the unit full time faculty.

Table 4.10 Unit Full Time Faculty (Professional Education Courses), Fall 2007

Faculty Member	Gender	Denominational Affiliation	Race Ethnicity	Diversity Research Focus and/or Experiences
Batten, Linda	F	Methodist	Caucasian	classroom teacher for 30 years; middle school curriculum coordinator; supervisor of student teachers in diverse settings; volunteer at Anderson Free Clinic
Boyer, Margarett	F	Methodist	Caucasian	research on reading needs of diverse populations; K-6 classroom teacher for 30 years
Connor, Keith	M	Wesleyan	Caucasian	Athletic Director/coach of diverse athletes for 38 years; supervisor of student teachers in diverse settings
East, Keith	M	Methodist	Caucasian	public school teacher/administrator for 30 years; course instructor of EDUC xxxx, Contemporary Issues Involving Diversity; adjunct professor at South Carolina State University
Feaster-Lewis, Sharon	F	Baptist	Caucasian	supervisor of student teachers in diverse settings; facilitator of workshops, training, and courses for diverse teachers and administrators; "summer missionary" and worked with migrant children on John's Island and inner-city children in Charleston
Lewis, Lillie	F	Baptist	African American	public school educator/administrator for 37 years
Locy, Raymond	M	Baptist	Caucasian	mission trip to Ukraine; supervisor of student teachers in diverse settings; incorporates issues of diversity into the course instruction
McLendon, Sandra	F	Presbyterian	Caucasian	research on the digital divide for minorities for technology in K-12; grants to bridge the digital divide for minorities in technology in K-12 in middle school and secondary schools; worked in public education for 30 years for K-12; worked in private education in Appalachian region in Kentucky for 7 yrs
Waters, Harold	M	Baptist	Caucasian	classroom teacher 33 years; special education (LD/MD/OHI) teacher; supervisor of student teachers in diverse settings; administrator of Title I school
Woodworth, Fred	M	Wesleyan	Caucasian	public school administrator for 30 years; work with Gifted/Talented learners; Charter President of New Brunswick, Canada Special Olympics; principal at the only public school in the district that accommodated special needs learners; work with French population whose secondary language was English

Unit Faculty Diversity, Advanced Program The unit has been successful in recruiting ethnically diverse adjunct faculty for its advanced program, due in part, to the location of the institution's learning centers. Four off-campus centers are located in larger cities (Greenville, Columbia, North Augusta, and Charleston) with diverse populations from which to recruit both faculty members and students. Candidates in the advanced program have the opportunity to work with educators from around the state who reflect a background of diverse experiences. The minority adjunct faculty comprises 31% of the total faculty instructing in the advanced program. This means that it is highly probable that a candidate will have at least one minority faculty member for one or more of the eight core courses. Faculty members in the advanced program have a variety of experiences with diverse populations, including, but not limited to:

- participation in various education committees at the district/state levels
- organizing/directing enrichment clubs for elementary schools
- principal for After School Academy for learners with specific subject problems
- member of School Improvement Council
- Honors Day Chairperson and Senior Scholarship Committee member for a high school
- contributing to national/international project of the United States Department of Education as a member of United States and County of Denmark delegation
- leading statewide development of strategic plan for secondary technical education
- tutoring activities
- Project Read instructor/coach
- high school principal
- elementary school principal
- SC Association of Title I Administrators
- member, Title I Committee of Practitioners
- member, Advisory Board for Clemson University "America Reads" Program
- member, Advisory Board Clemson University Early Childhood Education (2000-2004)

- mentor to inner city African American youth to inspire academic/personal excellence
- assistant youth director for inner city church mentor program
- developing support programs that complement programs for learners with special needs, special populations within the community
- implementing programs that address the needs of students needing academic assistance at the school level
- volunteering with down syndrome and fragile X children
- ongoing staff development/training of teachers at residential treatment center
- involvement in prison ministry
- member, Committee for Students with Disabilities at Southern Wesleyan University
- volunteer fundraiser for Low-country Food Bank
- board member, Exchange Club Center for abused women and their fatherless children
- member, Board of Directors/past president of Cherokee County Salvation Army
- working with 100 Black Men project

In addition, advanced students have opportunities to work with diverse members of their cohorts. In each cohort, which is comprised of 16-22 students, minority membership ranges from approximately 2 to 15, giving students opportunities to interact with diverse colleagues. Learning groups that are temporarily formed within the classes also provide opportunities for instructors to vary structure so that group membership includes diverse class members.

Element 3: Experiences Working with Diverse Candidates

Interaction with Candidates from Diverse Backgrounds Initial and Advanced Programs The main campus of the institution is located in Pickens County, South Carolina, and represents the rural location and religious orientation of similar small private colleges in comparable settings. In general, the campus population is reflective of the ethnicity of its immediate geographic region. Table 4.11 provides demographic information regarding Pickens County.

Table 4.11 Pickens County, South Carolina Demographic Information

Total Population	White	Black	Native American	Asian	Pacific Islander	Hispanic	Living in Poverty	Males	Females
113,575	90.27%	6.82%	.16%	1.18%	.01%	1.7%	12.9%	49.9%	51.1%

Southern Wesleyan University is geographically diverse with traditional students originating from 23 states other than South Carolina, and 4% representing citizenship in countries other than the United States. Table 4.12 shows the demographic data related to the traditional students of the institution as of the past three academic years, which indicates that approximately 33% of the undergraduate student population is minority. Candidates have opportunities to work with diverse peers throughout all of their courses at the institution. There are numerous opportunities for all university students to study and work with students from different ethnic, cultural, and national backgrounds.

Table 4.12 Southern Wesleyan University Traditional Undergraduate Demographic Information, 2006-07

Year	Total Enrollment	White	Black	Native American	Asian	International	Hispanic	Unknown	Males	Females
2006	543	82.7%	10.9%	0.2%	0.4%	1.8%	1.5%	2.6%	47.7%	52.3%
2005	541	80.6%	11.8%	0.2%	0.4%	2.8%	1.8%	2.4%	47.0%	53.0%
2004	630	82.4%	10.2%	0.0%	0.3%	1.4%	1.7%	4.0%	41.0%	59.0%

Table 4.13 indicates the denominational affiliation of traditional undergraduates who make up the institution. Interestingly, the second most represented denominational affiliation is Wesleyan (30%), while the most prevalent denominational affiliation among undergraduates is Baptist (38%).

Table 4.13 Southern Wesleyan University Traditional Undergraduate Denomination Affiliation Information, 2006-07

Total Enrollment	Baptist	Catholic	Church of God	Lutheran	Methodist	Nazarene	Pentecostal	Presbyterian	Wesleyan	Other or Unknown
590	227	21	19	6	31	4	13	16	177	76

With almost 33% of the traditional student body population representing ethnic groups other than white and 70% representing denominational affiliations other than Wesleyan, it is apparent that candidates have opportunities to work with diverse peers in general education courses, as well as a common set of professional courses. According to the institution's Director of Missions, there are approximately 13 students enrolled in undergraduate programs whose parents are currently missionaries.

Table 4.14 indicates the demographic information on candidates in the initial program and provides additional data that supports the fact that teacher candidates have ample opportunities to work with diverse peers in professional education courses.

Table 4.14 Initial Teacher Candidate and Advanced Candidate Demographics

	Candidates in Initial Teacher Preparation Programs		Candidates In Advanced Preparation Programs		All Students in the Institution		Demographics of Geographical Area Served by Institution
	N	(%)	N	(%)	N	(%)	%
Amer. Indian / Alaskan Native	10	(.61)	5	(.76)	15	(.66)	.3
Asian or Pacific Islander	6	(.37)	1	(.15)	7	(.31)	.9
Black, non-Hispanic	533	(32.6)	189	(28.9)	722	(31.54)	29.5
Hispanic	24	(1.47)	7	(1.07)	31	(1.35)	2.4
White, non-Hispanic	961	(58.78)	409	(62.54)	1370	(59.85)	67.2
Two or more races							1
Other	8	(.49)	1	(.15)	9	(.39)	1
Race/ethnicity unknown	93	(5.69)	42	(6.42)	135	(5.9)	
Total	1635	(71.43)	654	(28.57)	2289	(100)	
Female	1030	(63)	516	(78.9)	1546	(67.54)	51.4
Male	605	(37)	138	(21.10)	743	(32.46)	48.6
Total	1635	(71.43)	654	(28.57)	2289	(100)	

Element 4: Working with Diverse Students in P-12 Schools

<u>Initial Program and Advanced Programs</u> All initial candidates complete field experiences and the clinical experience in diverse school districts with which the unit has articulation agreements. The Coordinator of Field Studies initiates placements for these classroom experiences by working with each district school representative who determines the availability of cooperating teachers. The unit makes a commitment to placing candidates in public school classrooms in urban, suburban, and rural settings. The most rigorous and sustained placement is the clinical experience which occurs during the candidate's last semester after all course work has been completed. Teacher candidates must show evidence that they can work with all students during these experiences. At the inception of the clinical experience, the candidate must complete a long-range plan which takes into account diverse learners from different racial and ethnic backgrounds, as well as learners who have special needs. Candidates must indicate the accommodations they will make for these learners when they complete the instructional unit plan and daily lesson plans. They must also reflect on the effectiveness of their teaching practices when dealing with diverse learners. Candidates must be evaluated as "competent" in these areas in order to exit from the clinical experience. As the sample of schools in Table 4.15 indicates, teacher candidates work in public schools in districts that have varying percentages of diversity in their student populations, with most having a reasonable representation of students that reflect the demographics of the communities in which they are located.

Table 4.15 Sample Demographics of Field Experience and Clinical Experience Sites for Initial Programs

School District	Name of School	American Indian or Alaskan Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Students receiving free/reduced price lunch (student socio-economic status)
A2	Marshall Primary	0	1.5	23	2.8	72.7	41.8
A4	Riverside Middle	0.5	0.2	23.3	0.3	75.5	45.0
A5	Varennes Elem	0	0	65.8	3	30.8	82.9
A5	Southwood Middle	0	0.2	55.7	2.2	41.9	75.6
G	Carolina High	0	0.6	61.2	8.9	29.3	66.5
G	Welcome Elem	0.3	0	35	22.3	42	78.9
O	James MBrown Elem	0.4	0.5	4.1	23.4	71.4	72.2
O	Seneca High	0.1	1	28.9	3	66.7	37.1
P	Central Elem	0	3.1	22.1	13	61.3	51.4
P	Pickens High	0.2	0.2	3.4	0.7	95.6	24.2

School Distrticts: A - Anderson Districts 1-5   G - Greenville   GW - Greenwood   L - Laurens   O - Oconee   P - Pickens   C-Charleston

Candidates in the advanced program represent a more varied population as they reflect the districts in which the institution has learning centers, all of which are in proximity to urban populations. Advanced candidates are practicing teachers who work with diverse students in their P-12 public school classrooms which are considered field experience venues. Research projects are completed in diverse settings, often addressing a area of interest related to diverse learners. Table 4.16 provides sample information about the demographics of the respective schools in which advanced candidates teach.

Table 4.16 Sample Demographics of Teaching Sites for Advanced Program

Site Location	Name of School	American Indian/Alaska Native	Asian/Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Economically Disadvantaged
Central	Berea High School	1.2	0	37.2	11.2	50.5	50.1
Charleston	St. Andrew's Middle	0.1	0.1	95.9	0.8	3.1	70.8
Columbia	Leaphart Elementary	0	1.9	41.5	3.7	52.4	34.8
Greenville	Easley High School	0.1	0.4	11.2	2	86.3	24.2
Greenwood	Woodfields Elementary	0	0.2	35	22.6	42	69.7
N. Augusta	North Augusta Middle	0.2	1.3	33.6	5.7	58.9	41.2
Spartanburg	Chesnee Elementary School	0	0.6	14.9	4.9	79.6	59.5

Diverse Field Experiences and Clinical Practice The Coordinator for Field Studies is responsible for requesting placements for teacher candidates in cooperating school districts. Placements are made based on the suitability and availability of cooperating teachers; requests made by the Coordinator of Field Experiences; and assignments made by District Human Resource Offices or other administrators. Anderson, Greenville, Greenwood, Laurens, Pickens, Oconee, and Charleston counties are used to ensure exposure to diverse teachers and students. To ensure diverse experiences for candidates, the Coordinator of Field Studies tracks candidates' experiences to ensure they participate in a minimum of three diverse schools during their field experiences. Candidates are not assigned to schools they have attended, or where they previously worked in any capacity, relatives work, or their children attend.

Advanced candidates work in their own classrooms to facilitate field experience requirements, which are related to the courses in the core curriculum. The clinical experience placement is planned by the student with the respective administrator at the cooperating school with the approval of the instructor of EDUC 5213, Contemporary Issues Involving Diversity in the Classroom.

Reflection on Skills in Working with Diverse Students Teacher candidates are required to reflect on their experiences and lesson plans throughout their field experiences and the clinical experience. Accordingly, they are to consider the appropriateness and effectiveness of accommodations made for diverse learners and those who have an IEP or 504 accommodations. As a requirement of the service learning experience, candidates must submit a proposal explaining how they plan to serve 30 hours as a volunteer to assist with the operations of a organization. Reflections related to this experience include the candidate's experiences with diverse populations serve by the organization. In fulfillment of the

requirements of EDUC 2113, Foundations of Education and in accordance with the EEDA, teacher candidates shadow a person who works in a non-education setting for 16 hours. Reflections on this experience include the candidate's thoughts about working with diverse populations and problems handled in the framework of diverse settings. For example, candidates who shadow workers at Helping Hands reflect on the socio-economic and ethnic backgrounds of those who interact with the organization.

Standard 5: Faculty Qualifications, Performance, and Development

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

Academic Rank of Professional Education Faculty

The unit has ten full-time faculty who facilitate the implementation of the undergraduate and graduate curricula with additional assistance from adjunct faculty who have backgrounds in public school education. The professional backgrounds of the full-time and adjunct faculty allow teacher candidates to interact with course instructors who understand the application of theory to classroom practice. Table 5.1 provides information related to each individual full-time faculty member.

Table 5.1 Academic Rank of Professional Education Faculty for Academic Year: 2006-2007

Academic Rank	# of Faculty with Tenure	Non-tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors	1	1	0
Associate Professors	0	3	0
Assistant Professors	0	3	0
Instructors / Adjunct	0	0	44

Tenure is optional at the institution and application can be made by the faculty member who holds the rank of Professor at the conclusion of the fifth year of service to the institution. Those holding the rank of Associate Professor or Assistant Professor may make application for tenure upon completion of the seventh year of service to the institution. See Southern Wesleyan University Faculty Handbook, Section 6.8.

Element 1: Qualified Faculty

The faculty of the unit are highly qualified and committed to modeling best professional practices in scholarship, teaching, and a Christian ethic of care for self, learners, colleagues, and the community. The pedagogical techniques used by the unit faculty, including the use of technology, serve as models for teacher candidates for their own teaching in field and clinical experiences in public school classrooms. In addition, unit faculty members show an individual commitment to excellence beyond the classroom by participating in professional development activities and active participation in conferences. Table 5.2 identifies the full time faculty within the unit and their respective credentials and experience. Table 5.3 provides information on full time institutional faculty who teach part-time for the unit. Finally, Table 5.4 lists the adjunct instructors for both the initial and advanced programs.

- *Unit full-time faculty*: As of the fall 2007, the School of Education is comprised of eight full-time education faculty at the Central campus. Seven faculty are assigned to teach education courses in the initial and advanced programs, while one is designated to coordinate field and clinical placements. Two additional faculty members are located at satellite campuses and teach exclusively in the advanced program. Seven professors have doctorates, specializing in the fields of special education, curriculum and instruction, reading, or physical education. The Director of Field Studies is qualified to oversee field and clinical experiences based on her 30 years of service as an elementary school teacher in the School District of Oconee County.
- *Institution full-time/part-time to the unit faculty*: Ten full-time institutional faculty serve the unit by teaching undergraduate courses in English education, math education, music education, and biology education. All hold appropriate doctoral level degrees and/or expertise and experience in the fields in which they teach.
- *Unit part-time faculty*: All faculty teaching in the advanced program must meet SACS criteria for faculty teaching at that level. Those who do not hold the terminal degree must show expertise in the field that otherwise qualify them for teaching.

Table 5.2 School of Education Faculty Credentials, Fall 2007

Faculty	Gender	Ethnic	Degrees/ Majors	Yrs. Tchg. IHE	Yrs. Tchg. SWU	Yrs. Tchg. P-12	Certification Areas
Woodworth, Fred Dean, Professor	Male	White	Ph.D.SpecEduc. M.Ed. Educ. B.A. Educ.; B.Ed. Educ.;	12	12	33	General Teaching Principal
Locy, Ray Assoc. Dean, Assoc. Professor	Male	White	Ed.D. Cur.&Instr. M.M.E. Music Ed. B.S. Music Educ.	30	6.5	4	Music

	Gender	Ethnic	Degrees/ Majors				Certification Areas
Batten, Linda Asst. Professor	Female	White	M.Ed. Elementary B.S. Elementary	5	5	31	Elementary Education
Boyer, Margarett Asst. Professor	Female	White	Ph.D. Reading M.U.R.P. Urban/ Regional Planning B.A. English;	1	1	30	Elementary, Sociology, Reading Clinician, Ele. Prin. & High School Prin.
Feaster-Lewis, Sharon Assoc. Professor	Female	White	Ed.D. Curric./ Instruct. M. Ed. Reading B.A. Psychology	17	1	4	Elem., Sec. English, Lang. Arts; Reading Specialist
Waters, Harold Assoc. Professor	Male	White	Ed.D. Curr/Instr M.Ed. Ele. Adm. Super 30+ Sp. Ed. LD/MD; B.S. Elementary	19	19	33	Ele.; Ele Adm/ Superv.; SpedEd -- LD/MD/ TMD; MS ELA/ SCI/ SS
Connor, Keith Prof. of Phys. Ed.	Male	White	Ed.D. M.A.T.; B.S.	38	38	--	--
East, Keith Assoc. Professor., Dir. Greenville Center	Male	White	P\h.D. Ed. Adm.; M.A. History Emph. Ed.S. Ed. Adm. B.A. History	4	4	29	Sec. & MS Soc. St. Ele & Sec Principal; Ele Supt; Sec. Supervisor
Lewis, Lillie Asst. Professor	Female	Black	M.Ed in Reading 30 hours in Administration B.A. in English	.5	.5	37	English/Language Arts High School Supervisor Middle School Reading Coordinator High School Principal Superintendent
McLendon, Sandra Asst. Professor	Female	White	Ed.D., Admin. & Curr. & Instruction MLS., Library Science B. A., English	11	1	37	English, Library Media Specialist, Administration and Supervision.

Table 5.3 Certification Area Faculty Credentials, Fall 2007

Faculty	Gender	Ethnic	Degrees/ Majors	Yrs. Tching IHE	Yrs. Tching SWU	Yrs. Tching P-12	Certification Areas
Campbell, Don Prof. of Music	Male	White	B.A. Music; M.A. Music; DMA Mus.Arts	9	9	21	CA Life Music K-12 CA Comm. Coll. Cred.
Holcombe, Suzanne Math	Female	White	B.A. Math M.A. Math Ed.	5	5	29	Secondary Math Secondary Science
Jachens, Darryl Prof. of Music	Male	White	B.M.E. Music Ed.; M.M. Music; PhD. Music Ed.	20	20	13	Instrumental Music
Mealy, Betty Prof. of English, Dept. Chair	Female	White	B.A. English/Hist.; M.A. TEFL; EdD Human Services Admin	28	7	4	--
Nation, Travis, Assoc. Prof. Biology	Male	White	B.S. Biol; M.Ed. Nat. Sci.; Ph.D. Zoo/ Commun. Ecol.	5	5	8	Biology General Science
Rickman, Mickey Prof. of Math	Male	White	B.A. Biology/Sciences; M.Ed. Math Educ.; Ed.D. Math Educ.	4	30	5.5	Math Secondary Science
Rouse, Susan Assoc. Prof Biology	Female	White	B.S. Ph.D.	8	1.5	--	--
Rowell, Melanie Asst. Prof. of Music	Female	White	B.S. Music; M.M. Voc. Perform. D.M.A. (ABD)	8	1.5	--	--
Sinnamon, Walter; Prof. of Biol.; Div. Chair	Male	White	B.S.Biology Ph.D. Zoology	25	25	8	Phys. Science; Gen. Science; Chem., Biol.
Wood, Sally S. Asst. Prof. English	Female	White	A.B. English; Dev. Ed. Spec. Certif.; M.Ed. English/Sec.	29	29	4	--

Table 5.4 Adjunct Instructors Faculty Credentials, Fall 2007

Faculty	Gender	Ethnic	Degrees/ Majors	Yrs. Tching IHE	Yrs. Tching SWU	Yrs. Tching P-12	Certification Areas
Alexander , Debbie	Female	White	Ed. D. Educ. Leadership and Supervision	2	2	23	History 7-12/Middle Grades 4-8 with S S and L. A.
Baker, Ken	Male	White	Ph.D., Physical Education M. A., Educ. w/ in Exercise & Health Science	14	10	8	Physical Education K-12
Bell, Janice	Female	White	Ph. D., Ed. Admin. M.Ed., Elem. Educ. B. A., Gen Buisness w/ Secondary Ed.	10	10	25	Elem., Office Occupations, Middle School Math, Principal (high), Super. (high)
Brightharp, Myrtis	Female	Black	Ed.D. in Ed. Leadership	3	2	30	Elem., Elem. Supervisor, Elem. Principal, and Super.
Bryant, John D.	Male	White	Ph.D Ed. Leadership M.A, Counseling B. S., Chemistry	5	5	15	Science
Burnette, Paul E.	Male	White	Ed.D., Langauge Educ. Ed. S., English Educ. M. , English B. A., English	15	1	38	Teaching; Leadership
Butts, Martha H	Female	White	M.Ed., English Educ. B. S., English Educ	12	4	33	English / Language Arts
Cope, Ronald W.	Male	White	Ed.D., Ed. Admin., Ed.S., Ed. Admin., M.Ed., Elem. School Admin. & Supervision; B.S., Elementary Education	3	3	33	Superintendent of Schools, Educational Leadership, Elementary Principal, Elementary Teacher.
Couch, James R.	Male	White	Ed D., Educ. Leadership M. A., Educ. Admin. and Curr.; B. A., Psych and Educ. (Curric. and Instruction)	26	16	16	Social Studies, Secondary Administration
Crump, Thomas	Male	White	Ed. D,.Ed. Specialist	5.5	4.5	33	Social Studies, Health/ P E, Sec Admin, Superintendent
Cruse, Samuel	Male	White	D. Ed., Ed Leadership M. Ed. Ed Admin. & Super. J. D., Juris doctor B. S., Urbane Studies	5	5	0	N/A
Feldmann, Susan	Female	White	ED.D. in Adult Education with a minor in Curriculum and Instruction.	4	2	6	Leadership (Director of Sp. Ed), Early Childhood, Home Economics, and Sp. Ed. (Intellectual Disabilities).
Fields, Tamila	Female	White	M. Ed Degree plus 30 hours in elementary education	6	6	23	Early Childhood and Elementary Education
Gaddis, Bob	Male	White	Ph.D. Educ.Psychology M.A. Student Personnel Services	12	5	3	Early Childhood/ Elementary
Gary, Mason	Male	White	PhD in Educ. Leadership, MEd and EdS in Admin. and Super.	4	1	18	Social Studies, Principal, Superintendent
Gleim, Barry	Male	White	Ed. D., Educ. Leadership Ed. M., Educ. & Admin. M Ed, Curr. Educ. Admin. B. A., English	8	2	28	Secondary English

Hall, Linda	Female	White	Ed.D., Adult Continuing Ed with a cognate in Human Resource Development M.A., Counseling/ Guidance B.A., English	6	6	12	Inactive teaching and counseling certificates
Hanley, Shelia	Female	Black	Ph.D. Elementary Ed., w/ Ed. Leadership M.A., Elementary Educ. B.A., Sociology	7	.5	27	Elementary, Middle School Science, Middle School Social Studies, Elementary Principal, and Elementary Supervisor
Hayduk, Steven	Male	White	Ph.D., Experimental Psychology, Cognitive/ Developmental M. A., Psychology B. A., Psychology	12	11	None	None
Klemm, Robert	Male	White	Ph.D. in Vocational Ed w/ concentration in Statistics and Curr. Development M.A. Educ. / History;. B.A., Social Sci./ Theology Minors in Educ., Psych, and Science	30	9	None	Expired Social Science and History 8-12
Lane, John	Male	Black	Ed.D., Educ. Leadership M.Ed. Secondary Guidance and Counseling B.A. Social Studies Ed	3.5	.5	28	Social Studies, Advance Guidance, Elem Ed., Elem. Principal, Sec. Principal Super., Superintendent
Lowrey, Elizabeth	Female	White	Ed. D Curr. & Instruction; Ed. S. Reading; MA Reading; BA Early Child./Elem.	19	2	8	Elementary/Early Childhood; Reading Teacher
Massey, Gwendolyn	Female	White	M. A., Elementary Educ. B. A., Physical Ed.	9	9	20	National Board Cert. Elem. Physical Ed.
McDaniel , Betty	Female	White	Ph. D. Ele. Ed, M Ed - Admin/Supervision, BA- Rec. Admin (Also got Educ Specialist in Library & Info Science)	3	3	34	1. Ele. Educ. 2. Library & Info. Science
McDavid, Charlotte	Female	White	Ph.D.,	3	3	13	Elementary, Supervisor, Principal, Superintendent
McDonald, Robert (Bob)	Male	White	Ed. D., Higher Educ. Admin. and Research MA., Sec. School Admin	21	19	None	
Menzer, Rick	Male	White	Ed.D. in Educ. Leadership M.Ed. in Educ. Admin. B.S. in Education	2	2	28	Elementary Administration; Health and Physical Education
Perry, Nelson	Male	White	Ed. D., Educ. Admin.	2	2	34	S C Certificate; Certified in the following: Elementary; Psychology; Superintendent; Elem. Principal; Sec. Principal; Elem. Supervisor; Sec. Supervisor, Guidance - Sec. Advanced
Pew, Kelly Uldrick	Female	White	Ph.D. Educational Leadership	3	3	10	Sec Ed. English, Principal / Supervisor, Superintendent
Polidor, Thomas P.	Male	White	Ph.D., Educ. Admin. M. A., Social Studies B. A., Sec. Social	4	4	37	Superintendent, Principal K-12, Early Childhood, Elem. Ed. Social Studies 9-

			Studies				12
Prichard, Paul N.	Male	White	Ph.D. Educ. Admin. and Supervision M.A. Educ. Admin and Supervision B.A., Phys Educ, K-12	5	5	43	Physical Ed., Superintendent, Principal Elem., Principal High, Supervisor Elem, Supervisor High
Ray, Blanche	Female	White	M. A, School Admin. B A, Special Educ.	4	4	30	Mental Retardation, Psychology, Supervision/ Principal Elem. & Sec. Emotional Handicapped.
Shiver, Thrisha	Female	White	Ph. D. Vocational Educ. M. A., Home Economics B. A., Home Economics	20	9	33	Family & Consumer Sci Director, Vocational Ed.
Siler, Jerry	Male	Black	Ed.D Educ. Leadreship	3	2	27	Health / Physical Education
Starr, Jr. Harold (Rick)	Male	White	Ed.S., Sec. Admin. Ed.D., Educ. Leadership M.Ed., Sec. Admin. B.A., Physical Ed. / Health	4	3	35	Physical Education; Health; Social Studies; Elementary Principal; Secondary Principal; Superintendent
Tribble, Kelly	Male	White	Ph.D., Instructional Tech. M.Ed., Instruct. Tech.	3	2	None	None
Wnukowski, Linda	Female	White	Ed.D. Admin. Leadership M.A. Leadership Super.	4	4	29	Social Studies 7-12
Wolfe, Kevin	Male	White	Ph.D. Educational Administration	3	3	3	N/A

Table 5.5 indicates the qualifications of the unit faculty who supervise teacher candidates in their field experiences and clinical experience. It is readily apparent that the unit's teacher candidates are well-served by a cadre of experienced professional who have a wealth of experiences that benefit teacher candidates as they participate with public school partners in cooperating classrooms.

Table 5.5 Clinical Experience Supervisors' Contemporary Professional Experiences

Faculty	Experience	Dates	Positions held
Blakeney, Linda	3 years 1 year 13 years 10 years 6 years	1970-73 1974-75 1976-89 1989-99 1999-2004	Fifth Grade Teacher, Belvedere, SC (Aiken Co. School District) Second Grade Teacher, Belvedere, SC (Aiken County Area 2) Second Grade Teacher, Clearwater, SC (Aiken County Area 3) Elementary Gifted Teacher, Bath, SC (Aiken County Area 3) I taught gifted students from five different elementary schools Third Grade Teacher, Belvedere, SC (Aiken County Area 2)
Boyer, Margarett	30 years	1970-2000	Grades 5 and 6, self-contained, all subjects: 1970-1974 Grades 5 and 6, chapter one/title one reading: 1974-1987 Grade 3, self-contained, all subjects: 1987-1992 Grade 2, self-contained, all subjects: 1992-1997 Reading Recovery, Grade 1/Reading Recovery special groups, K through grade 3: 1997-2000.
Edwards, Nancy	25 years— public schools	1973-1978 1978-1980 1985-1988 1988-2003	Music Educator Elementary Educator Music Educator (Special Needs Students) Special Educator (TMD, PMD, OH—High School Level—Developed the STARS program for Pickens County School District)
Feaster-Lewis, Sharon	1 year 2 years 1 year	1969-70 1970-72 1975-76	HS English Teacher, Lancaster ISD, SC MS/HS French and Latin, Sea Island Academy, SC MS Reading Lab, Port Arthur ISD , TX
Herring, Carol	7 years 12 years 1 year 2 year 1 year 1 year 12 years	1971-1978 1978-1990 1990-1991 1991-1993 1993-1994 1994-1995 1995-2007	Kg Teacher Phillipi Gardens School, Sarasota, FL Instructional Aide Northside Elem Sch. Seneca, SC 2nd grade Northside Elem Sch. Seneca, SC Chapter 1 (Title 1) Math teacher Gr. 1-5 Northside, SC Chapter 1 (Title 1) Math teacher Gr. 2-4 Westminster Elementary, Westminster, SC 3rd grade Code Elementary, Seneca, SC 1st grade Northside Elementary School, Seneca, SC
Holcombe, Suzanne	4 years 25 years	1972-1975	Classroom teacher Math teacher Christian school

Houston, Bill	38 years	1966 – 2004	Classroom teacher; Coach; Assistant principal; Principal
Isham, Abraham	6 years 1 year 3 years 7 years 5 years	1965-1971 1971-1972 1972-1975 1975-2002 2002-2007	Industrial Arts Teacher, Alexander Hamilton JrHigh, Clev. OH School Administrator, Cleveland, OH Cleveland Hts, OH Warrenville Hts., OH Teacher Candidate Supervisor, SWU
Nation ,Travis	8 years	1993-1999, 1999-2001	Science Teacher, Chapman HS, Inman, SC Science Teacher, Walhalla MS, Walhalla, SC
Rickman, Sue	18 Years 3 Years 12 Years	1987-2005 1984-1987 1968-1972 1976-1984	**Elementary School Principal** Pickens County School District; (AR Lewis Elementary, Six Mile Elementary, & Central Elementary School) **Assistant Principal** (Kindergarten through Grade 9) Dacusville Unit School Pickens County School District **Elementary and Middle School Teacher** (Grades 4-8) *(Some years teaching all subjects; some years departmentalized teaching LA/Rdg/ SS; and one year teaching Gifted and Talented).* Pickens Elementary School, Hagood Elementary School, Central Elementary School, and Burney Harris Middle School
Smith, Kay	32 years 1 year 1 year	1972-2005 2005-2006 2006-2007	Classroom Teacher at public school Teacher Aide at private Christian school Teacher Candidate Supervisor, Adjunct Professor, SWU
Thorsland, Oscar	1 year 5 years 25 years 5 years 2 years 2 years 2 years	1965-1966 1996-1971 1971-1996 1996-2001 2001-2003 2003-2005 2005-2007	Life Science, Easley Jr. High Biology/Assistant Principal, Easley High Principal, Liberty High Director of Ops, Pickens County Life Science, Southside Christian Biology/Life Science, Providence Christian Adjunct Professor, SWU
Waters, Harold	33 years in Public Schools 17 years at SWU	1967-1973 1973-1976 1976-1984 1984-2000 1990-2005 2005-2007	Elementary Teacher - Grade 6 Middle School Lang. Arts/Science Special Edu. - Resource LD Adm. Assistant/GT teacher Adjunct Prof. SWU Assoc. Prof. SWU

Professional methods courses are taught by highly-qualified professors and/or adjuncts who currently hold or have held teaching credentials. Of the ten full time teaching faculty comprising the unit, 63% retain a South Carolina State Department of Education certification or its equivalent.

Seven faculty members have been previously employed in diverse public school settings, four of who have served more than 29 years each. Ten full-time faculty members of the College of Arts and Sciences instruct teacher candidates in English, mathematics, biology, and music. Eight of these faculty members hold doctorates in their teaching specialties, one is working on a DMA, and four hold master's degrees in their areas of expertise. In the fall 2006, 44 adjunct faculty members were employed by Southern Wesleyan University to teach in the advanced program. Of these, 60% have doctoral degrees, 39% hold a master degree, while less than 1% possess a bachelor degrees. Thirteen adjuncts taught in the traditional education program and 31 adjuncts taught in the Adult and Graduate Studies (AGS) program.

All professional education faculty members (full-time professors and adjuncts) who teach special methods classes, supervise pre-clinical experiences, or supervise teacher candidates, have experience in the settings in which they are teaching or supervising. Full-time faculty members average 20.5 years of experience in diverse P-12 settings. Teacher candidates complete field experiences in area school districts with cooperating teachers who are certified in content areas for which teacher candidates are preparing. These classroom teachers are required to have a minimum of three years of classroom experience and training in the use of the South Carolina State Department of Education assessment instrument, Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Performance Standards instrument in order to supervise teacher candidates completing the clinical experience. The cooperating teachers who supervise field experiences are required to be certified teachers. The

Coordinator of Field Studies maintains the records of cooperating teachers' areas of certification, certificate numbers, and ADEPT training verification.

Element 2: Modeling Best Professional Practices in Teaching

Instruction in the School of Education reflects the conceptual framework, as well as current research and developments in the field. In their teaching proficiencies, the unit faculty model best practices by adhering to the performance standards of ADEPT and the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. The elements that comprise the conceptual framework echo the basic principles found in the mission statements of both the university and the School of Education. Specifically, these elements and principles are subsumed under the descriptors of scholarship and Christian ethic of care. Scholarship is prominently displayed in the mission statement of the unit and is evident in syllabi, documents, and correspondence emanating from the School of Education. Faculty in the unit are strongly committed to modeling best practices in teaching and this is noted by the mean course evaluation scores for spring 2006 (1.12/4.0, with 1.0 being highest) and fall 2006 (1.4/40, with 1.0 being highest).

These assessment instruments are given to the University Provost for review and are filed in the Office of the Associate Academic Dean. The Dean of the School of Education also has access to the survey data for his review at the conclusion of each semester. At the conclusion of the academic year, each of the unit faculty meet individually with the Dean of the School of Education to discuss the results of the *Confidential Survey of Student Opinion of Instructional Effectiveness.* At that time, the respective faculty members discusses areas of strength and areas of deficiency, as well as a plan to improve in those noted areas. All reviews are intended to be used for improvement of the faculty performance.

The following narrative addresses how faculty members reflect the conceptual framework, as well as current research and developments in the field, in their teaching and career practices.

Content and Pedagogy Teacher candidates must complete a curriculum of general education courses, many of which provide the basic content they will teach as classroom instructors. Unit faculty members have a thorough understanding of the content they teach. Unit faculty who are experienced in public school classrooms instruct teacher candidates in the use of best pedagogical practices in the field. Additionally, teacher candidates have opportunities throughout their preparation to see best practices modeled in the teaching of content as they complete field experiences and the clinical experience under the guidance of mentor teachers in cooperating school classrooms. Textbooks used in methods courses are current editions that reflect the most current practices in the classroom, and library holdings include textbooks and current subscriptions to education periodicals. The unit faculty also attend conferences, workshops, and seminars to stay current on trends in content and pedagogy in education. For example, during the fall, 2006, the Dean of the School of Education attended a conference of the National Association of Gifted Children (NAGC) in Charlotte, NC. Faculty members also attend conferences sponsored by the American Association of Colleges of Teacher Education (AACTE) and annual conferences sponsored by state organizations, such as the South Carolina Association of Teacher Educators (SCATE), and the South Carolina Association of Colleges of Teacher Education (SCACTE). At the spring combined meetings of these organizations, faculty members attended a workshop by William Raspberry entitled, "Meeting the Challenge of Poverty."

Consistent with the conceptual framework, unit faculty and school-based professionals collaborate as they model the desired outcomes and best practices in their interactions with teacher candidates. Unit faculty members regularly collaborate with professional colleagues informally and through faculty meetings in the School of Education.

Technology The faculty members of the unit model best practices in technology by using Office Suite software, such as PowerPoint and Excel in the presentation of course content. The faculty also use overhead projectors, computers with LCD projectors, Promethean Boards, Internet, and emails in their

instruction of teacher candidates. Those teacher candidates completing the clinical experience see cooperating teachers using the same technology in their classrooms in conjunction with instruction. The unit is committed to the appropriate use of technology in teaching by introducing teacher candidates to classroom instructional technology in CPSC 110, Introduction to Computers. Students are required to create PowerPoint presentations, and use computers and the World Wide Web to research and write lesson plans and units. Students utilize the overhead projector to present lessons. Elmo visual presenters are in two of the education building classrooms. Data projectors and computers are installed in every classroom in the Newby Education Center. The unit also has Promethean Boards installed in classrooms in the Newby Education Center for students to use in methods courses.

Diversity Issues of diversity are a focal point for unit faculty. Teacher candidates see unit faculty interact with students without bias with respect to race, ethnicity, gender, and religion affiliation. Where it is applicable, textbooks that include related topics related to diversity are selected for courses. Teacher candidates in the School of Education are challenged in each education course to be sensitive to and respond to those learners who are economically disadvantaged; children who are inadequately supervised, abused, or neglected; those who are at risk of school failure, hurried, or disengaged; as well as those who are among cultural, racial, or linguistic minorities. Additionally, teacher candidates must demonstrate sensitivity to diverse learners in relation to the ADEPT performance standards, which are aligned with INTASC Principles. Unit faculty demonstrate their knowledge and experience in diversity by the variety of assignments in courses they teach. Members of the unit faculty have taught in a variety of diverse settings and share personal experiences with teacher candidates. The School of Education Chapel services regularly include guest speakers who address a variety of diversity issues. The University provides opportunities during the year for students to travel and interact with residents of other countries, including England, Russia, and the Czech Republic. Beginning in the fall 2007, the service learning component will be included in EDUC 3203, Introduction to the Psychology of Exceptional Children, in order for candidates to work with diverse populations. In methods courses, teacher candidates engage in community service activities that may include volunteer service in a local church, such as teaching a Sunday school class. Previously, students have volunteered to help in community service centers, such as the Rape Crisis Center; tutored students at Helping Hands; participated in Big Brothers and Big Sisters; and assisted in various capacities in area schools.

Reflection in Terms of Impact on Learners. Through consistent emphasis on reflection beginning early in teacher education program, teacher candidates begin to think about learners in terms of their own teaching. For example, teacher candidates are taught that assessment results not only reflect on learners' achievement towards content objectives, but also provide feedback on teacher impact on student learning. Thus, unit faculty reflect on their teaching practice and its impact on student learning through various types of assessments that are administered in courses. Dialogue between faculty and teacher candidates permits all to reflect on their respective responsibilities in the teaching-learning paradigm. Teacher candidates also see unit faculty model reflective practice at the conclusion of each semester. Faculty personnel systematically engage in self-assessment of their teaching at the conclusion of each semester. Faculty members receive feedback from teacher candidates in their respective courses who complete the *Confidential Survey of Student Opinion of Instructional Effectiveness.* This survey asks students to respond to questions about faculty effectiveness, integrated Christian mission, student learning, academic integrity, and instructional design. The results of these surveys give the faculty member information that permits reflection on teaching practice as perceived from the perspective of the teacher candidates. If the information shows any specific negative trends over time, then the faculty member can adjust teaching practice to address the area(s) of deficiency. Conversely, if results indicate positive trends over time, the faculty member has information that supports current practice. The results of these surveys are also used as a point of discussion for the end-of-the-year conference with the Dean of the School of Education during which faculty effectiveness is discussed.

Full-time faculty also complete the Annual Self-Development Report as outlined in the *Southern Wesleyan University Faculty Handbook*. These reports are kept on file in the office of the Provost and shared with the Dean of the unit. Both of these endeavors model the practice of self-reflection and provide faculty members with vital information related to their impact on student learning, while providing a model of best practice to teacher candidates. Additionally, teacher candidates also observe cooperating teachers in their field experiences and clinical experiences engage in reflection of their teaching and its impact on learners.

Faculty members at the initial and advanced levels cite these specific examples of their achievements in modeling best practices in teaching as follows:

- I try to lead by example. I allow students to communicate freely in class and one-on-one. I use a variety of assessment strategies. I continue to evaluate syllabi and assignments based on student feedback.
- I teach to different modalities of learning while incorporating brain-based learning techniques (novelty as a stimulus).
- I use a variety of teaching methodologies including lecture, question and answer, case studies, problem sets, critical thinking questions.
- I use projects/products that will be helpful to candidates once they start teaching.
- I have students work in cooperative pairs or groups.
- I frequently use illustrations to clarify/reinforce the understanding of a particular concept
- I set requirements for each day's activities; tie in with past; forecast future
- I know my material thoroughly so I can talk about material, not read it nor constantly refer to notes
- I vary methods of teaching, i.e., lecture, group work, individual presentations
- Allow students to have input in various components of the class

- I provide PowerPoint presentations or class notes before class (to illustrate preparedness); I use a lot of analogies to illustrate points.
- I basically model how to teach voice, and encourage them to try and figure out "what makes this voice work." I also encourage students to sit in on other students' lessons, so that they can watch me teach. They can get immediate feedback when they see what works, and what does not. I model the sounds that I want them to make.
- I use a variety of teaching methodologies including lecture, question and answer, case studies, problem sets, critical thinking questions, working in pairs or small groups, demonstrations, and laboratory experimentation.
- I model expository teaching (Ausubel)
- I model required elements from the School of Education lesson plan format in each class
- I constantly use auditory and visual approaches, along with cooperative learning activities
- I try to display consistent enthusiasm about the subject matter and work hard at instilling confidence in those students who display academic trepidation.
- use a variety of teaching strategies for diversity

Faculty who teach in the advanced program are professionals in the field who remain current in best practices by participating in experiences that enhance their teaching and using instructional strategies and assessments that reflect these practices:

- empower students by their involvement in determining criteria for the final grade in the course with respective weights
- principal a elementary school ranked in the top 5% on standardized test scores in the state of South Carolina
- attend professional conferences and workshops
- master/mentor teacher in public schools
- attend Best Practices workshops
- use technology in the classroom
- use traditional assessments
- use Promethean board
- assign action research papers/presentations and use computer labs for related literature search
- use collaborative learning strategies
- use case studies
- require field experiences reflections
- use rubrics and scoring guides

- use ELMO
- watch videos of model teaching
- use classroom methodologies that address different learning modalities
- documents in Microsoft Word
- data analysis, graphs, and tables using EXCEL
- classroom presentations using PowerPoint
- study group oral presentations
- individual assignments
- presenter at 35th annual Southeastern Association of Educational Opportunity program; presented at 19th annual At-Risk Youth National Forum; presented at South Carolina Career and Technology Education Conference
- wrote article: *Bridging the Gap: Meeting Standards Through the Practical Use of Assessment*

Leadership through Professional Competence Performance standard 10 of ADEPT, requires teacher candidates to fulfill professional responsibilities beyond the classroom. ADEPT performance standard 10 is correlated with INTASC principles 9 and 10, as well as principle 11 (Dispositions). Table 5.6 indicates the various activities in which unit faculty and certification area faculty model leadership through professional competence. These endeavors provide teacher candidates with models of how the teaching faculty "fulfill professional responsibilities beyond the classroom."

Dispositions All aspects of the teacher education program at Southern Wesleyan University are designed to reinforce the concept and practice of a Christian ethic of care. The faculty of the School of Education integrate the disposition of a "*Christian ethic of care*" in the classroom and in their interaction with teacher candidates. It is modeled as a way of being in the world, a way of relating to youth, their families, and each other that conveys compassion, understanding, respect, and interest. For example, part of the School of Education assessment system includes a remediation component. The "Plan of Action" is designed to help students who do not fully meet any requirement pertaining to Lock assessment. This remediation plan in itself is evidence that the School of Education itself practices its own mission statement by demonstrating a *"Christian ethic of care."*

Service Teacher candidates see the integration of service in lives of the School of Education faculty members. Faculty members have been involved in serving the community through their participation in Habitat for Humanity. Others freely give of their time and energy in service to their respective churches as Sunday School teachers, choir members, and members of leadership teams. Further, faculty have participated in mission trips to Central America and the Ukraine.

Reflection, Critical Thinking, Problem Solving, and Professional Dispositions Unit faculty integrate the development of reflection, critical thinking, problem solving, and professional dispositions in their courses through the use of appropriate instructional strategies determined, in part, by the needs of their students. Strategies include lecture, discussion, small group instruction, brainstorming, tutorials, role modeling, simulations, inquiry-centered discussion, and cooperative learning. Reflective strategies are a part of EDUC 3003, Effective Methods for the Elementary School/Field Experience; EDUC 3123, Effective Methods for the Secondary School/Field Experience; and EDUC 3663, Effective Methods for Early Childhood Education/Field Experience. Teacher candidates are taught that reflection involves making sound decisions before instruction, during instruction, and after instruction. Because these courses are scheduled in the teacher candidate's third semester, reflective practice becomes an integral part of the development of their teaching philosophy throughout the remainder of the curriculum. Further, teacher candidates are admonished to maintain an internal locus of control by assuming full responsibility for instructional outcomes, regardless of whether the outcomes were planned. Teacher candidates are also taught that reflective practice is of utmost importance throughout their field experiences and the clinical experience. Not only do teacher candidates participating in the clinical experience reflect on their own teaching practice, they also reflect on their disposition of a "Christian ethic of care" towards self, learners, colleagues, and community in their teaching practice.

Critical thinking skills and problem solving strategies are stressed in methods courses, as well. Teacher candidates are taught that learners should be instructed in the acquisition of life-time skills that allow them to think critically and independently in the challenge of unfamiliar problems. Teacher candidates are taught that learners' achievement of basic thinking skills are the basis for more complex thinking skills, as outlined in Bloom's taxonomy. Such strategies are modeled in School of Education courses. For example, in EDUC 3523, Curriculum, Instruction, Assessment for General/Special Education, teacher candidates are evaluated on their ability to apply the theoretical content of the course in the creation of tables of specifications and propositions based on state standards in order to produce valid and reliable classroom assessment instruments. In EDUC 3293, Classroom Management, teacher candidates produce a classroom management plan based on theories discussed in the course, as well as input from mentor teachers in the field.

Element 3: Modeling Best Professional Practices in Scholarship

Southern Wesleyan University is primarily a teaching institution; therefore, faculty members have a required teaching load of 12 hours/semester that often precludes active involvement in "traditional research" and "publication." However, as a part of the institution's mission, faculty members are expected to engage in activities that contribute to their ongoing development as practitioners who stay current in their respective fields. Among the ways this is accomplished is by maintaining memberships in professional organizations and subscribing to professional journals. Further, faculty members attend state, regional, and national conferences, such as the South Carolina Association of Colleges of Teacher Education (SCATE), South Carolina Association of Colleges of Teacher Education (SCACTE), and American Association of Colleges of Teacher Education (AACTE). Faculty members are encouraged to submit proposals for workshops and conferences, as well as research articles to professional organizations and refereed journals. By attending State Department of Education meetings and participating in committees, the Dean and his designees stay current on State Department policies and guidelines that affect teacher candidates' curricula. Unit faculty members hold memberships in one or more professional organizations, including The Association for Supervision and Curriculum and Development, National Education Association, South Carolina Education, Oconee County Education Association, Organization of American Historians, National Association for the Education of Young Children, South Carolina Foreign Language Teachers Association, International Reading Association, Music Educators National Conference, South Carolina Council of Teachers of Mathematics, National Council of Teachers of Mathematics, International Federation for Choral Music, Phi Delta Kappa, Council for Exceptional Children, and the National Council of Teachers of English.

Table 5.6 Unit Faculty Leadership through Professional Competence

Faculty Member Name	Role of the Faculty Member	Scholarship, Leadership in Professional Associations, and Service: major contributions in the past 3 years
Batten, Linda	Full-time Education Faculty and Coordinator of Field Studies	South Carolina Association of Teacher Educators, South Carolina Association of Colleges of Teacher Educators, Conducted ADEPT Workshop.
Boyer, Margarett	Full-time Early Childhood Faculty, Coordinator of Early Childhood Education and Supervisor	South Carolina at-large AEYC, South Carolina AEYC, NAEYC, International Reading Association, South Carolina Association of Teacher Educators, South Carolina Association of Colleges of Teacher Education, State Member of NCATE visiting BOE
Connor, Keith	Full-time Physical Education Faculty, Coordinator for Physical Education and Supervisor	Athletic Director
Feaster-Lewis, Sharon	Full-time Education Faculty, Coordinator of Elementary Education and Supervisor	Member of Kappa Delta Pi, Member of the International Reading Association of South Carolina, Previous Member of SCATE / SCACTE, Previous Member of State Department of Education visiting BOE, Previous Member of the State Department Program Review Committee, Hosted State BOE training (at previous faculty), Spring '06 Presented at SC IRA conference, May '06 coordinated Teaching Fellows Educational Tour, Previous Member of State Department committee for ADEPT, Fall '05 attended Clemson University conference on research, AGS Graduate Admissions Committee, Student Life Committee
Lewis, Lillie	Full-time Education Faculty	President of the SCMSA (South Carolina Middle School Association Presenter for the SC State Dept. of Educ New Principals Academy Presenter for the South Carolina Association of School Administrators Presenter for National Blue Ribbons School Conference Presenter for SREB Director of the Piedmont Region for the S C Middle School Assoc
Locy, Raymond	Full-time Education Faculty, Coordinator of NCATE accreditation and Associate Dean of School of Ed	Phi Delta Kappa, South Carolina Association of Teacher Educators, Member of NCATE visiting BOE for Newberry College, South Carolina Association of Colleges of Teacher Educators
Mealy, Betty	Full-time English Faculty, Coordinator for English Education, Supervisor and	ADEPT trained; development and research in TESOL, including attendance at convention and designing certification program for

	Chair of Modern Languages	SWU; director of university Honors Program; Member of Sigma Tau Delta, English Honorary Society; Clinical Supervisor for 2006-2007 for ENED; Judge for senior projects at local high school
McLendon, Sandra	Full-time Education Faculty	Greenville County Schools Professional Support Staff Employee of the Year 2007; Allan B. Shepard Award-One of ten finalists in nation 2006 and 2003; **Embedding Technology into the Curriculum** State Department of Education for Principals April 28, 2004; **PDAs in the Palm of Your Hand** SC Association of School Librarians March 25, 2004 and EdTech October, 2003;Innovations in Technology Award for Middle Schools-EdTech 2003
Nation, Travis	Full-time Biology Faculty, Coordinator for Biology Education and Supervisor	Member of National Association of Biology Teachers, Ecological Society of America, Association of Southeastern Biologists, Animal Behavior Society, and American Scientific Affiliation.
Rickman, Claude M.	Full-time Math Faculty, Coordinator for Math Education and Supervisor	Member National Council of Teachers of Mathematics (MATHEMATICS), Member of Greenville Chorale, Member of Piedmont Men's Chorale, Member and Past President of Clemson Calhoun Rotary Club, Judge of Anderson-Oconee-Pickens Regional Science Fair
Sinnamon, Walter	Full-time Biology Faculty, Chair of Science Division, Dean of College of Arts and Sciences	Member of Society for Integrative and Comparative Biology, Human Anatomy and Physiology Society, American Society for Microbiology, American Association for the Advancement of Science, South Carolina Academy of Science, and American Scientific Affiliation
Waters, Harold	Full-time Special Education Faculty, Coordinator of Special Education and Supervisor	Oconee County Education Association, The South Carolina Education Association, National Education Association, Association of Supervision and Curriculum Development, Phi Delta Kappa, Council for Exceptional Children (LD), South Carolina Association of Teacher Educators, South Carolina Association of Colleges of Teacher Educators, State Member of NCATE visiting BOE, ADEPT revision team member, conducted ADEPT Workshop
Woodworth, Fred	Full-time Education Faculty and Dean of School of Education	Phi Delta Kappa, South Carolina Association of Teacher Educators (Past President), South Carolina Association of Colleges of Teacher Educators, South Carolina Association of Independent Colleges (Past President), National Association of Gifted Consortium, State Dept of Education Advisory Committee

The School of Education full-time and adjunct faculty engage in the systematic inquiry into the areas related to the education of teachers and other school personnel. This is accomplished as unit faculty instruct practicing teachers in M. Ed. courses. Two of the requirements for admission into this program are that the applicant must be currently employed as a teacher and have a minimum of one year of experience. Within the context of graduate level courses, the unit faculty instruct teacher-learners in the application of best practices and current research. Course modules, which are reviewed and revised a minimum of every three years, provide teacher-learners with content based on current research with textbooks that reflect that content. Courses in Instructional Technology, Student Assessment, Introduction to Curriculum Development, Contemporary Issues Involving Diversity, and Educational Leadership underscore efforts to provide teacher-learners with the latest, relevant information that can be utilized in their classrooms and careers. Educational Research I and Educational Research II engage teacher-learners and instructors in collaborative efforts relevant to action research problems related to local schools and learners.

Faculty members gave specific examples of their achievements in scholarship as follows:
- I direct many festival choirs each year. I subscribe to several professional journals and incorporate that learning into my teaching. I attend state, regional, and national music conferences.
- I attended "Teaching to Diversity" workshop, 2007, sponsored by Southern Wesleyan University and conducted by Jane Zenger, Columbia, SC
- I submit proposals to S. C. Association of School Administrators for presentation at 2007 Summer Leadership Institute entitled, "The Role of Relationships in Closing the Achievement Gap: Silver Bullet or Sympathetic Magic"
- I attended "External Review Team Training Workshops," 2006, State of South Carolina Department of Education, Office of School Quality, Columbia, SC

- I attended "Student Centered Active Learning" workshop, 2006, sponsored by Southern Wesleyan University and conducted by Dr. Russell Warren and Dr. Graydon Vargas, Columbia, SC
- I attended "Integrating Faith into College Teaching" workshop, 2006, sponsored by Southern Wesleyan University
- I show examples of my work. Read, read, and read – constantly. Subscribe to journals in my area. Attend conferences at least every other year. Attempt to regularly publish work
- I have a 3.9 average in my doctoral work. I am ABD, and I just performed my final doctoral recital.
- I read current books and journal articles relative to areas I teach and bring current information into class; make use of current websites in class; attend seminars, mini-courses, professional meetings to keep abreast of what is going on in my primary teaching areas or related areas.
- I maintain professional membership in CEC, ASCD, the NEA, the SCEA, Oconee County Education Association
- I serve as text reviewer for different publishers.
- I read and share articles of interest from the different professional organizations with students and faculty
- I participated in SC Dept. of Education Subcommittee on IHE ADEPT
- I am quite concerned about the popular trend among so many young people to avoid reading on their own. I make it a point to make frequent literary references (supplements to their reading assignments) as we discuss writing, cultures, etc. Because of my growing concern, I regularly give reports on my reading, sharing examples of good character development, fresh descriptions, intriguing sentence structure, etc. Many times I drop literary allusions in order to spark questions, hoping in turn to spark interest in particular works. In addition, I use my own writing to illustrate form, process, revision, etc. but also to let my students see that I frequently go through the same process that I require of them when I prepare for speaking engagements and accept writing assignments.
- I maintain membership in professional organizations; remain current in terms of research in the field of education.

Element 4: Modeling Best Professional Practices in Service

The institution expects its faculty members to serve on institutional committees. Faculty members also serve on councils and committees by virtue of position or by election by the faculty from nominations submitted by the Committee on Committees. Table 5.7 indicates the unit and certification area faculty members and their respective committee memberships.

Table 5.7 Faculty Members' Institutional Committee Assignments

Faculty Member	Committee Assignment
Woodworth, Fred	- Academic Council - Planning Council - Instructional Technology - Spiritual Life Council
Locy, Raymond	- Undergraduate Admissions Committee - Chairperson, Graduate Admissions Committee
Feaster-Lewis, Sharon	- Graduate Admissions Committee - Student Life Council
Boyer, Margarett	- Commuter Concerns - Honors Program Oversight
Waters, Harold	- Committee for Students with Disabilities - Faculty Senate
Batten, Linda	Cultural Awareness
Sinnamon, Walt	- Academic Council - Planning Council
Mealy, Betty	- Academic Council - Spiritual Life Council
Connor, Keith	Calendar Committee
Nation, Travis	Commuter Concerns

Table 5.8 indicates the types of service activities in which the Unit faculty are involved relevant to practice in P-12 schools and service to the profession at local, state, national, and international levels. The data also substantiate that all the unit faculty and certification area faculty are involved in various types of service activities.

Table 5.8 Unit and Certification Area Faculty Members' Service Activities

Faculty	Service Activities
Woodworth, Fred	- From 1998-2002 member of the Advisory Committee of the Arts & Science Division of Tri-County Tech. Served as Advisory Committee Chair 2000-2001. 2004-2205 President, South Carolina Association of Colleges of Teacher Education 2003-2005 President, South Carolina Council of Independent Schools of Teacher Education

	- 2005- Member of Advisory Board, Division of Educator Quality and Leadership, State Dept of Ed. - 2006 Member of Ad hoc committee to study Recruitment and Retention of Special Education Teachers in South Carolina - 2001 – 2005 Member of the Board of Directors of the Central/Clemson Recreation Center. - 2003-2004 worked with Jack Blodgett, Supervisor of Grants and Special Projects Department of Curriculum and Instruction School District of Pickens County as a collaborative partner in Smaller Learner Communities Project. - Fall 2006 initiated contact and met with administrative personnel from Lee County to explore the possibility of establishing a working relationship between the County Schools and Southern Wesleyan University. Those discussions are continuing with a needs survey currently being undertaken at the County level. - Spring 2007 entered into a collaborative agreement with Pickens County School to support the 21st Century Community Learning Center Grant for one of our cooperative schools, Liberty Elementary.
Locy, Raymond	- Phi Delta Kappa - Pi Kappa Lambda - Phi Kappa Phi - Association for Supervision and Curriculum Development - South Carolina Association of Colleges of Teacher Education - South Carolina Association of Teacher Educators
Waters, Harold	- The National Education Association - The Association of Supervision and Curriculum Development - The Council for Exceptional Children - Phi Delta Kappa - Clemson University Chapter - Conducted a Workshop for Second Grade Teachers on "Storytelling to teach State Standards" - Served as SCSDE Board of Examiners member of NCATE visit to a South Carolina university.
Feaster-Lewis, Sharon	- Coordinated and conducted Teaching Fellows educational trips in May 2003, 2004, 2005, 2006; - Presentation at National Council of Teachers of English, 2002, and served on conference committee; - Served on SC State Department of Education Committee for ADEPT; - Served as SCSDE program proposal reviewer; Served as SCSDE Board of Examiners member of NCATE visit to a South Carolina college.
Boyer, Margarett	- Member National Council of Teachers of Mathematics (NCTM) - Member National Association for the Education of Young Children (NAEYC) - Authored PREP Grant, 2006 for Smart Board. - Authored program proposal for fall 2007 meeting of the South Carolina NAEYC - Served as SCSDE Board of Examiners member of NCATE visit to a South Carolina university.
Sinnamon, Walt	- Judge, science fairs in the upstate. - Have worked with high school students on projects for science fairs. - Have worked with some principals relative to teaching evolution in schools. - Have made various types of equipment, models, etc. available to school teachers. - Have spoken on occasion in elementary/middle schools on topics the teacher was interested in. - Have made dissection specimens available to high school teachers. - Serve on the Arts and Science Advisory Board at TriCounty Technical College.
Mealy, Betty	- Member NCATE, CCCL, TESOL, local area Writer's Workshop
Connor, Keith	- Member of SCAHPERD; member of AAHPERD
Nation, Travis	- Teacher Candidate Supervisor
Jachens, Darryl	- Conductor, Greenville Concert Band: Arts for a Lifetime—working with junior and senior high bands in Greenville County; annually during April and May
Lewis, Lillie	- Phi Delta Kappa - South Carolina Middle School Association - United Way - Rocky Creek Baptist Church - Boy Scouts - NASSP - NMSA
McLendon, Sandra	- Greenville County Media Specialists Assoc., 1999 Present, 2001 Secretary, 2002 Vice President - National Education Association, 1996-Present - South Carolina Education Association, 1997-Present - South Carolina Middle School Association, 1997-Present

Faculty members of the unit have also served as members of NCATE visiting teams representing the South Carolina Department of Education in the evaluation of teacher education programs at "sister" institutions. Although it is not a requirement of the institution or the unit, faculty members are expected to participate as active members in their respective local churches and engage in voluntary service. Faculty members may also participate in voluntary services, such as Habitat for Humanity under the

auspices of the Office of Spiritual Life. Full-time education faculty write grant proposals, program proposals for professional groups, represent the University at meetings, and present workshops. Unit faculty serve in their respective churches and in area service organizations. Full-time faculty work with admissions personnel to inform potential students of opportunities in education.

Faculty members gave specific examples of their achievements in service as follows:

- I serve on the School Improvement Council for Carolina High School and Academy School.
- I serve on the External Review Team, 2006, State of South Carolina Department of Education, Office of School Quality, Columbia, SC
- I serve on Northwest Campus Advisory Council, 2000 – 2007, for Greenville Technical College, Greenville, SC
- I am a member of Executive Council of a neighborhood association.
- I regularly participate in church and civic functions (Sunday school teacher, deacon, youth soccer coach).
- I am available to students outside the classroom, such as SGA advisor, freshman mentor, etc.
- When I come across students who are obviously talented, but has little/no money, I teach them for free. I play the piano for Children's Church at my church
- Much of what I do on campus in terms of committee work, advising students, advising organizations, recruiting students, attending sporting events and fine arts events, etc. is well beyond my job description. I serve on various committees at church, take up offering, and teach Sunday school. I serve on the Advisory Board to the College of Arts and Sciences for TriCounty Technical College.
- I serve on the Faculty Senate
- I serve on advisory board for my church, Fellowship Community Church.
- I volunteer for the Liberty area Meals on Wheels.
- I am active in the community, serving on boards, such as the Central/Clemson Recreation Center.
- I am actively involved in service to the profession by serving in various capacities.

Element 5: Collaboration

Faculty participate regularly with colleagues; other academic units on campus; and other colleges with teacher education programs through professional organizations that include SCATE/SCACTE; SPA councils for early childhood, elementary, and special education; and the community at large to seek input that will enable the unit to implement improvements in its teacher education programs. Certification area faculty from the College of Arts and Sciences regularly participate in NCATE meetings with the School of Education which are held bi-weekly on Wednesday mornings. As a result, the certification area faculty have adjusted their courses and related education programs to accommodate the unit assessment system and provide teacher candidates with scoring guides for education related assessments. Certification area faculty have also been made more conscious of SPA standards related to their respective areas and have been more involved in the collection of relevant data. Increased emphasis has been placed on reflection of the impact on student learning and the School of Education dispositions. Further, any teacher candidate from the Arts and Sciences area who is completing the clinical experience has a minimum of one supervisor from the respective discipline. For example, an English education teacher candidate will have a clinical experience supervisor from the Department of English who has a minimum of three years teaching experience in a public school setting.

Stakeholders from P-12 classrooms were consulted in the formation of the unit's conceptual framework and assessment system. Regular collaboration between unit faculty and P-12 public school teachers is a by-product of teacher candidates' fulfillment of requirements related to field experiences and the clinical experience. As a result of cooperating teachers' feedback that teacher candidates are deficient in subject area content knowledge, unit faculty and teacher candidates have focused on teacher candidates' learning of subject area content. Unit faculty and teacher candidates have placed emphasis on lesson planning and unit planning, and the Long Range Plan has been aligned to model State Department of Education guidelines. Unit faculty are aware of current changes in IEP and psychological formats as a result of teacher candidates' participation in public school field experiences. In collaboration with the Greenville County School District, unit faculty have been trained in the use of the Performance Assessment System for Teachers (PAS-T) used in that district. The Coordinator of Field Experiences has aligned that instrument with the ADEPT instrument so that teacher candidates completing their

clinical experience in Greenville County can understand their own assessments in the field. Another outcome of the Unit's collaboration with P-12 educators is the acquisition of Promethean Boards for use in methods courses.

P-12 teachers have also benefited from their collaboration with the Unit by being exposed to different teaching strategies as modeled by teacher candidates completing field experience and clinical experience requirements in their classrooms. Further, public school teachers, who may have previously been "techno-phobic," are now implementing the use of software programs, like PowerPoint, in their own classrooms. Teacher candidates have actually trained cooperating public school teachers in the use of these types of software. The institution is collaborating with the SC Department of Education for intensive long-term collaborations with 16 schools (Palmetto Priority Schools) that have not met student learning goals mandated in the South Carolina Education Accountability Act to help the schools meet the goals.

The Dean of the School of Education or his representatives attend the South Carolina State Board of Education Deans meetings. Unit faculty members teach professional education and special methods classes for the various teacher education programs. Members of the College of Arts and Science teach all content courses for secondary education programs. Records of the minutes of the School of Education indicate that representatives of the various faculties attend appropriate unit faculty meetings, as well as the faculty meetings of their own schools. This faculty interaction provides opportunity for sharing the activities of the units.

Table 5.9 Unit Faculty Members' Collaborative Activities

Faculty Member	Collaborative Activities
Woodworth, Fred	▪ 1998 - present Academic Council ▪ 2004 - 2006 Faculty Status Committee ▪ 2000 - present Spiritual Life Council ▪ 2000 - 2006 Cultural Affairs Committee ▪ 2000 - present Planning Council ▪ 2006 – present Information Technology Committee ▪ 2006 – present Academic Leadership Team
Locy, Raymond	▪ Ongoing collaboration with the School District of Oconee County in scheduling Professional Development courses for graduate/recertification credit ▪ Collaboration with School District of Oconee County and Pickens County School District for Wachovia Grant ▪ 2007 Ukraine Mission Trip ▪ 2006 Adjudicator, Pride of Pendleton High School Marching Band Competition, Pendleton, SC ▪ Inducted into Bryan College Athletic Hall of Fame, Baseball ▪ 2003 worked with Central Elementary School on grant entitled "Smiling Faces, Historical Places"
Waters, Harold	▪ Member of Fellowship Community Church, Liberty ▪ Member of Subcommittee on ADEPT for Higher Education for the SC Dept. of Education ▪ BOE (State) team member to Bob Jones University ▪ Attend staff development in Oconee County School District. ▪ Meet with the College of Arts and Sciences during NCATE meetings ▪ Collaborated with College of Arts/Sciences faculty on various SPA reports
Feaster-Lewis, Sharon	▪ Served on AGS Admissions Committee; ▪ Served on SWU Student Life Committee; ▪ Collaborated with several faculty members to revise education catalog copy; ▪ Collaborated with several faculty members to work on SPA reports; Worked on SC SDE report for School of Education; ▪ Contributed to Precondition 4 Conceptual Framework revision; ▪ Contributed to development of description of assessment system; ▪ Wrote report for Standard 4 for Institutional Report; ▪ Developed various charts and tables for School of Education reports
Margarett Boyer	▪ Member of SWU School of Education Advisory Committee for elementary and early childhood ▪ SWU Honors Oversight Committee member ▪ SWU Commuter Concerns Committee member
Sinnamon, Walt	▪ On occasion meet with biology education advisory committee with public school partners. ▪ Meet fairly regularly with the professional ed faculty at SWU. ▪ Member of Steering Committee for Small Learning Communities Implementation Grant. ▪ Participation in Project Jericho, a technology standards team.

	▪ Member of Executive Board of Anderson-Oconee-Pickens Council of Teachers of Math and Science. ▪ Member of Title I School Support Team for Anderson-Oconee-Pickens counties under the State of SC Dept. of Education. ▪ Member of Anderson-Oconee-Pickens Science and Math Hub Advisory Board. Review new standards for approving teacher education programs for S.C. Dept. of Education. ▪ Delegate to first congress and member of curriculum committee for science at S.C. Curriculum Congress.
Mealy, Betty	▪ Work with ESL teachers on practica for TESOL students; ▪ Working with school districts on making TESOL courses available to current teachers
Rickman, Mickey	▪ Supervise teacher candidates in Middle School and High School ▪ Judge in Upstate Science Fair (in past) ▪ Serve on advisory council for Unit ▪ Served as interview judge for provisional teacher candidates
Connor, Keith	▪ Attend annual SCAHPERD meeting
Nations, Travis	▪ Periodically serve as a science fair judge and take students along to participate
Jachens, Darryl	▪ Conductor, Greenville Concert Band: Arts for a Lifetime—working with junior and senior high bands in Greenville County; annually during April and May
Lewis, Lillie	▪ 1987 - 2007- President of Greenville Progressive Women Investors Club ▪ 1992 -2000 - South Carolina Curriculum Review Panel ▪ 1993 -2007 - Member of the Order of the Jessamine ▪ 1998 - Dansforth Fellow ▪ 1998 - Furman University Diversity Forum ▪ 2001-2002 - Parliamentarian for the SCMSA ▪ 2004 - Greenville Rotary
McLendon, Sandra	▪ Greenville County Media Specialists Assoc., 1999 Present, 2001 Secretary, 2002 VP ▪ Collaboration on grants with School of Arts and Sciences ▪ Collaboration on grants with AGS and Vice President for Student Learning

The unit operates in collaboration with various Certification Area Advisory Committees that participate in the oversight of the teacher education curriculum. By including committee members who represent the diversity of the educational community in this reflective process, the School of Education acts to ensure the quality and relevance of its curriculum.

Table 5.10 Certification Area Advisory Committees

Committee	Membership	role	Meet
Biology Education Certification Advisory Committee	BIED main education advisor (Chair), BIED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the biology education program	Once per semester
Early Childhood Education Certification Advisory Committee	ECED main education advisor (Chair), ECED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the early childhood education program	Once per semester
Elementary Education Certification Advisory Committee	ELED main education advisor (Chair), ELED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the elementary education program	Once per semester
English Education Certification Advisory Committee	ENED main education advisor (Chair), ENED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the English education program	Once per semester
Mathematics Education Certification Advisory Committee	MAED main education advisor (Chair), MAED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the mathematics education program	Once per semester
Special Education Certification Advisory Committee	SPED main education advisor (Chair), SPED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the special education program	Once per semester
Music Education Certification Advisory Committee	MUED main education advisor (Chair), MUED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the music education program	Once per semester

Physical Education Certification Advisory Committee	PHED main education advisor (Chair), PHED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the physical education program	Once per semester
Teacher Quality Coalition Team	Coordinator of Field Studies , faculty members of the School of Education, a public school administrator, a public school elementary teacher, a public school secondary teacher, an alumnus, and two currently enrolled education students	To propose recommendations concerning the goals, requirements, and evaluation of course requirements related to the general and professional education components of the teacher education curriculum.	Annually
Field Experience Committee	Coordinator of Field Studies (Chair), Faculty Supervisors, Adjunct Supervisors	Coordinate field experiences and advise office of field experience	Twice per semester and as needed
Candidate Assessment Committee	Dean of Education (Chair), Assoc. Dean, all education faculty	Approves teacher candidates who have completed Lock requirements.	Quarterly
Interview/ Portfolio Review Committee	Education Faculty member, three professional educators, an education student (interview only)	Assesses teacher candidates' competency in INTASC Principles 1, 6, 7, 10, and 11.	Once per semester
Teacher Education Council	Dean of Education (Chair), Assoc. Dean, all education faculty, faculty representatives from each certification area	Oversees teacher education programs, policies, procedures, and curriculum	Monthly

The members of the Teacher Quality Coalition Team are appointed by the Coordinator of Field Studies to propose recommendations concerning the goals, requirements, and evaluation of course requirements related to the general and professional education components of the teacher education curriculum. The recommendations from this committee are considered by the faculty of the School of Education before any are forwarded directly to the Academic Council. Members of this group include the Coordinator of Field Studies, faculty members of the unit, a public school administrator, a public school elementary teacher, a public school secondary teacher, a Southern Wesleyan University alumnus, and two currently enrolled teacher candidates. This committee meets once annually with additional meetings scheduled as needed by the Coordinator of Field Studies.

Element 6: Unit Evaluation of Professional Education Faculty Performance

Each faculty member in the unit is evaluated using several different assessment instruments. These evaluations are described below:

- All teacher candidates have the opportunity to evaluate unit faculty members at the end of each course using the *Confidential Survey of Student Opinion of Instructional Effectiveness*, a 30-question analysis. A summary of the unit data from the spring, 2006 administrations of this instrument shows a range of scores from 1.2-1.7, with students indicating the unit faculty know course content very well. A summary of fall, 2006 data from the same assessment instrument ranged from 1.0-1.5, with candidates again indicating that faculty members were proficient in their knowledge of course content. Tables 5.11 and 5.12 show the means of these surveys.

Table 5.11 End of Course Teacher Candidate Surveys Instructor Content Knowledge Mean Scores Data

End of Course Question	Spring 2006	Fall 2006
1. The instructor knew the subject well.	1.5	1.5

End of Course scores based on a -2 to +2 scale, with 2 being the highest.

Table 5.12 End of Course Teacher Candidate Surveys Mean Scores Data

End of Course Questions	Spring 2006	Fall 2006
Grand Mean	1.42	1.10

End of Course scores based on a -2 to +2 scale, with 2 being the highest.

- These assessment instruments are given to the University Provost for review and are filed in the Office of the Associate Academic Dean. The Dean of the School of Education also has access to the survey data for his review at the conclusion of each semester. At the conclusion of the academic year, each unit faculty member meets individually with the Dean to discuss areas of strength and areas of deficiency, as well as a plan of action to improve those noted areas. All reviews are intended to be used for improvement of faculty performance.

- In preparation for the annual meeting with the Dean of the unit, each faculty member completes the *Faculty Self Development Report*. This evaluative instrument consists of two forms, one completed as a self-assessment by the faculty member and the other completed by the Dean. Both forms focus on the same areas, such as development to improve work performance; non-remunerated extra curricular participation; participation in activities beyond the call of duty; community service; honors/recognitions; professional development, research, and scholarly activities; conferences, publications, and presentations; service to professional organizations; grants.

Element 7: Unit Facilitation of Professional Development

Based on professional need and interest, opportunities are provided for all education faculty to participate in professional development at the SCATE/SCACTE fall and spring conferences. Two education faculty members attended the NCATE Board of Examiners (BOE) training in spring 2006. The Dean and the Associate Dean attend annual meetings of the AACTE. Adjunct/part-time, tenured, and non-tenured faculty were included in the spring 2007 ADEPT training workshop.

At the beginning of every school year, faculty members teaching in both the traditional and non-traditional programs participate in a retreat that offers opportunities to share university goals, the unit's conceptual framework, and any concerns. At the beginning of the spring 2007 semester, full-time and adjunct faculty were brought together from across the state to a Saturday meeting in Columbia, SC to discuss diversity issues. Diversity topics are also addressed in special Chapels during both semesters and are conducted by guests who are current in the field. Table 5.13 indicates how unit faculty are involved in professional development activities.

Table 5.13 Faculty Member Participation in Professional Development Activities

Faculty	Activities
Woodworth, Fred	▪ SCATE/SCACTE Annual Meetings ▪ AACTE Annual Conference ▪ NAGC Annual Conferences ▪ member Phi Delta Kappan ▪ New Carolina workshop on "Increasing Parent Involvement in Education" ▪ "Smart Thinking" Workshop ▪ "Brown Bag" Forums for SC Deans of Education
Locy, Raymond	▪ SCATE/SCACTE Annual Meetings ▪ AACTE Annual Conference ▪ member Phi Delta Kappan ▪ Project Read workshops ▪ Performance Learning Systems Training
Waters, Harold	▪ Memberships: the Oconee County Education Association ▪ The SCEA ▪ The NEA
Feaster-Lewis, Sharon	▪ Presented at SC International Reading Conference February 2006; ▪ Attended SCIRA Conference in 2004 and 2005; ▪ Presented at National Council of Teachers of English, 2002, and served on conference committee; ▪ Presented at International Reading Association conference, 2002; ▪ Participated in ADEPT Training
Boyer, Margarett	▪ Board of Examiners training (NCATE) May 2006 ▪ Served as a member of the State Board of Examiners to review a university education program, March 2007. ▪ Attended South Carolina Association of Colleges for Teacher Education and South Carolina Associations of Teacher Educators meetings, fall 2006 and spring 2007.
Sinnamon, Walt	▪ National Science Foundation Day at Clemson University, Clemson, SC, January 12, 2006 ▪ "The Application of Forensic Anthropology and Forensic Pathology to Stimulate Student Interest in the Sciences," Chautauqua Short Course, June 23-25, 2005, Temple University, Philadelphia, PA ▪ "Introducing Forensic Science into College Classrooms," Chautauqua Short Course, June 27-29, 2004, Christian Brothers University, Memphis, TN ▪ Physiology Teachers Conference, University of South Carolina School of Medicine, October 17, 2003, Columbia, SC

	▪ The Laboratory Safety Institute Short Course, July 29-August 1, 2003, sponsored by the College of Charleston, Charleston, SC ▪ Developing Research Programs at Four-Year Colleges and Universities Workshop, sponsored by South Carolina EOSCoR Program, SC-BRIN, and South Carolina Academy of Sciences, March 21, 2003, at Clemson University, Clemson, SC ▪ SCUP Southeast Regional Conference, Society for College and University Planning, November 3-5, 2002, Nashville, TN ▪ Physiology Teachers Conference, University of South Carolina School of Medicine, October 18, 2002, Columbia, SC ▪ "Psychoactive Drugs and the Molecular Biology of the Neuron," Chautauqua NSF Short Course, August 1-3, 2002, Harvard University, Cambridge, MA ▪ Stewart Method Acid-Base Workshop, July 19, 2002, University of South Carolina School of Medicine, Columbia, SC ▪ Physiology Teachers Conference, University of South Carolina School of Medicine, October 19, 2001, Columbia, SC ▪ "Carolina Conference on Quality," Coastal Carolina University and Datatel, October 1-2, 2001, Myrtle Beach, SC ▪ "Continuous Quality Improvement: Pathfinder Workshop," Center for Excellence in Education, Datatel, September 29-30, 2001, Myrtle Beach, SC ▪ "Continuous Quality Improvement in the Classroom," Southern Wesleyan University, August 16, 2001, Central, SC ▪ "The Challenges of Change, IR Beyond Y2K," Southern Association of Institutional Research Annual Conference, October 22-24, 2000, Myrtle Beach, SC ▪ "Surveys of Students and Faculty: Using Good Practices and the Internet to Lower Costs and Increase Response Rates" and "Focus Group Research," two pre-conference workshops from Southern Association of Institutional Research Conference in October 21, 2000 ▪ "Physiology for Physiology and Biology Teachers," Chautauqua NSF Short Course, August 14-16, 2000, University of Washington, Seattle, WA ▪ "How and Why We Age," Chautauqua NSF Short Course, June 1-3, 2000, Temple University, Philadelphia, PA ▪ "Creating Course Materials for the World Wide Web," Chautauqua NSF Short Course, May 25-27, 2000, The University of Texas at Austin, Austin, TX ▪ "Instructional Simulation and Discovery Learning Seminar" (CHED 3001), April 13-15, 2000, sponsored by Southern Wesleyan University Division of Religion and Staley Lecture Series, Central, SC ▪ "Technology for the New Millennium: the New Alchemy, Turning Lead into Gold; Turning Data into Information," February 21-23, 2000, South Carolina Association of Institutional Research Annual Conference in Myrtle Beach, SC ▪ Training for using the College Student Inventory to identify and intervene with at-risk students prior to The First-Year Experience National Conference, February 19, 2000, Columbia, SC ▪ "Affirming Students' Strengths in the Critical Years," a National Forum of the Council for Christian Colleges & Universities in partnership with the National Resource Center for the First-Year Experience & Students in Transition, February 18, 2000, Columbia, SC
Rickman, Mickey	▪ Semi annual workshops related to Faculty Development at beginning or end of each semester. ▪ NCTM International Convention and Exposition
Nation, Travis	▪ **Selected Talks and Presentations** -"Beetles and Snails and Conservation Tales – Ecological Research from the Jocassee Gorges of South Carolina." Invited Lecture to Alpha Psi Sorority, Seneca, SC; November 2006. -"The Influence of Chauga Belt Geology on Land Snail Diversity in the Blue Ridge Escarpment of South Carolina." Southeastern Ecology and Evolution Conference, University of Georgia, Athens, GA; March 2005. -"Eyes to the Hills: Rediscovering the Value of Wilderness for Contemporary Christianity." Southern Wesleyan University Chapel Presentation, Fall 05. -"A Christian Response to the Biodiversity Crisis." Southern Wesleyan University Honors Seminar, Spring 2005. ▪ **Conferences Attended** -Southeastern Ecology & Evolution Conference University of Georgia, Athens, GA; March 05 -Cherokee National Forest Land Snail Workshop, Unicoi, TN; April 05. -South Carolina Native Plant Society Symposium, Greenville, SC; April 04. -Stream Restoration Using Natural Channel Design, Clemson, SC; Spring 02.
Jachens, Darryl	▪ Conductor, Greenville Concert Band: Arts for a Lifetime—working with junior and senior high bands in Greenville County; annually during April and May

	▪ Gave a presentation at a professional conference last July at The 6th Annual International Conference on Knowledge, Culture and Change in Organizations held in Prato, Italy, sponsored by Monash University.
Massey, Gwen	▪ Asst. Principal at Pendleton Elementary ▪ Special Education Coordinator at PES ▪ SCAHPERD Past President ▪ SCAPES - Past President ▪ Memory Garden for PES
Smith, Kay	▪ **On campus**- two Teacher Candidate Supervisor in-service meetings per semester-one ADEPT in-service- **total three** ▪ **Off campus**-two day math seminar for math program *Math Out of The Box* sponsored by Carolina Biological ▪ **Recertification course**- *Educational Group Travel Methods for the Teacher* through Eastern Washington University **total two**
Holcombe, Suzanne	▪ AGS workshop – Greenville, January 2007; ▪ Faculty retreats/workshops both semesters 2006-2007 ▪ ADEPT certified summer 2006 in Greenville
Wilcox, Heidi	▪ Participate in professional development through my work with the school district on a weekly basis ▪ Attend the AGS staff workshops twice a year.
Edwards, Nancy	▪ Attend Technology Courses at Limestone University (Fall and Spring 06-07) ▪ Attend Teacher Candidate Supervisor in-service meetings per semester
Rickman, Sue	▪ Attend professional development meetings and/or conferences approximately 5 times a year.
Thorsland, Oscar	▪ Participation in school board training ▪ Enrollment in re-certification classes ▪ Substitute teaching

Faculty members who teach in the advanced program participate in the following professional development activities:

- learning *Focused Strategies by Training* with Max Thompson
- Georgia Conference for Leaders in Curriculum and Instruction
- organized and developed an Education and Business Summit consisting of 300 sessions that focused on curriculum development, classroom management, classroom instruction, *High Schools That Work*, assessment, accountability, guidance, and career development
- professional development in Curriculum Mapping
- professional development in TestView
- seminar series on integrating Differentiated Instruction, Reading strategies, and Assessment
- *High Schools that Work and Making Middle Schools Work* initiatives
- participated in U. S. Department of Education professional development sessions on school reform
- attend training workshops for Language Circle
- Thinking Maps trainer
- Bill Gates Foundation Technology Training
- attend workshops on *Instruction for Diverse Learners*
- Level II Technology Training
- professional development model for *America's Choice*
- workshop on legal issues in special education
- participated in conferences and educational panels on *Minority Students in Higher Education*

In summary, the unit is comprised of qualified faculty who model best practices in teaching, service, and collaboration. The unit conducts systematic and comprehensive teaching evaluations for the purpose of improving performance. Further, the faculty are regularly engaged in professional development that informs them of current research and best practices in the field. All of these activities have the effect of benefiting teacher candidates with improved instruction in course work designed to prepare them for the public school classroom.

Standard 6: Unit Governance and Resources

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

Element 1: Unit Leadership and Authority

The School of Education emerged from an institutional reorganization which began in 2005. For the purpose of governance, two Schools and one College (School of Business, School of Education, and College of Arts and Sciences) were established and are under the direct supervision of the Provost. Previously, the institution was organized under Divisions with Chairpersons providing the leadership for the various units. Under the reorganized structure, Deans are the administrative heads of each of the three Units. The Dean of the School of Education is the head of the Unit and has responsibility for its administration, as shown in the organization chart below. The Dean is responsible for all personnel and budgetary matters and oversees the long-term and short-term goal planning for the unit. The Dean has final authority over curriculum matters, provides verification that candidates complete their programs for state licensure, and is responsible for student issues. Figure 6.1 is a flow chart representation of the organization of the unit.

Figure 6.1 School of Education Organization Chart
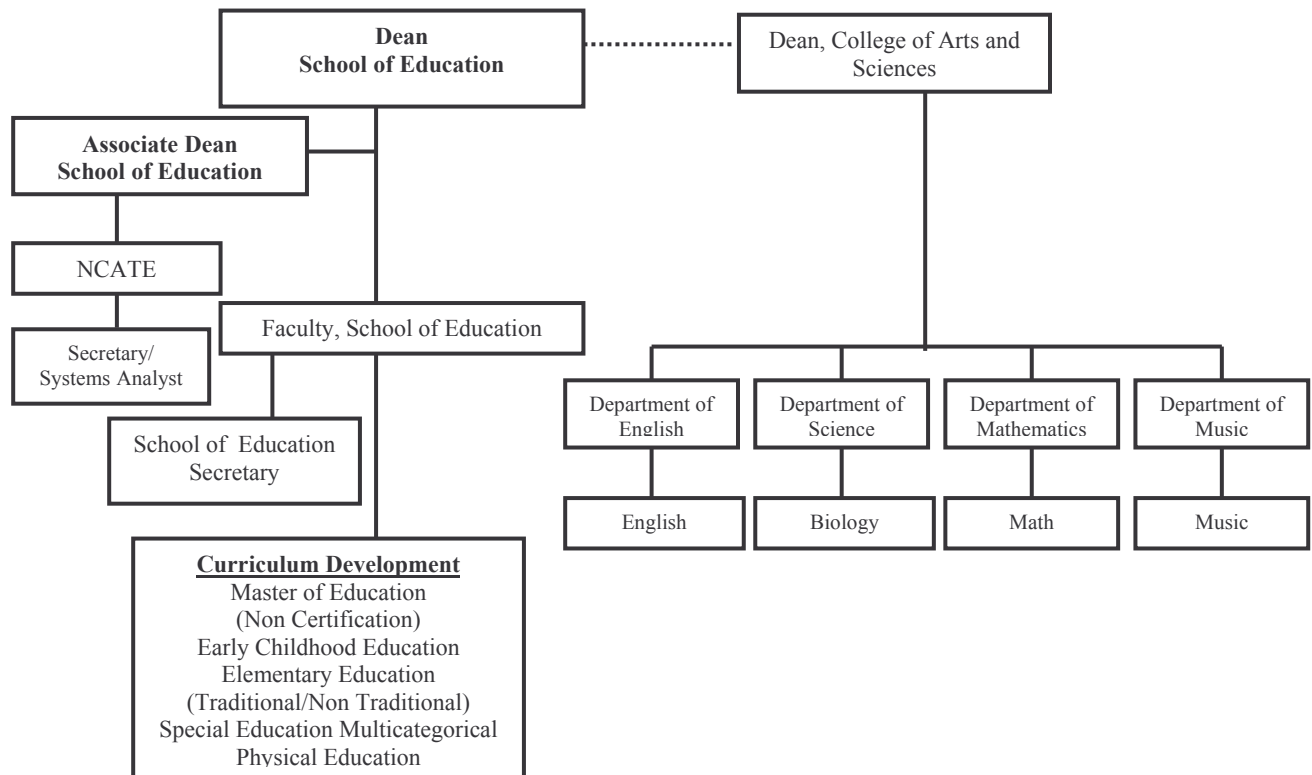
The appointment of the Dean is by the University President and ratified by the Board of Trustees. The Dean reports directly to the University Provost. The Deans of the three units meet weekly with the Provost to provide input and direction on matters related to the specific units, as well as the university as a whole. This leadership team, in addition to providing advice, also serves as a communication line between the units and serves as a vehicle for raising questions regarding budgets, personnel, and other issues which are then directed to the University Senate (responsibilities of Leadership Team in *Faculty Handbook*). The Dean of the Unit also serves as a member of the Academic Council, which deals with broad issues of academic policy and procedure, including the review of proposals and actions from those faculty committees concerned with the development of academic affairs (*Faculty Handbook* 3.5). The Dean is also a member of the Planning Council which serves as an advisory body to the President in matters related to long-range and strategic planning (*Faculty Handbook* 3.6). The Dean serves as a

member of the Spiritual Life Council, which serves as advisor to the President in matters and programs of religious life, spiritual development, church and denominational relations, and the faith dimensions for the mission of the University (*Faculty Handbook* 3.7).

In addition to providing academic leadership to the School of Education, the Dean with the assistance of the Associate Dean of Education, encourages and evaluates faculty performance, fosters professional development among faculty, oversees unit workload and budgets, promotes the pursuit of grants and other scholarly activities, and serves as institutional representative in contact with school districts and agencies. Further, the Dean is an ex-officio member each Certification Area Advisory Committee listed below which has oversight of its respective teacher education curriculum.

Biology Education Certification Advisory Committee	Physical Education Certification Advisory Committee
Early Childhood Education Certification Advisory Committee	Teacher Quality Coalition Team
Elementary Education Certification Advisory Committee	Field Experience Committee
English Education Certification Advisory Committee	Candidate Assessment Committee
Mathematics Education Certification Advisory Committee	Interview / Portfolio Assessment Committee
Special Education Certification Advisory Committee	Teacher Education Council
Music Education Certification Advisory Committee	

Within the School of Education, the Associate Dean reports directly to the Dean and has clearly defined responsibilities. The Associate Dean chairs the Student Assessment Committee which oversees the passage of teacher candidates through the Lock Assessment System; oversees the creation and the maintenance of documents that provide current, relevant, information regarding the program and program requirements; and serves as chairperson of the Graduate Admissions Committee, which considers the application status of students who do not fully meet entrance requirements for the advanced programs in Education or the initial and advanced programs in Business.

The members of the unit, under the leadership of the Dean and the Associate Dean, have worked to establish the mission and conceptual framework and coherence among all current, relevant information aspects of the program. The secondary programs (English, biology, mathematics, and music), are developed and administered within the College of Arts and Science but come together under the School of Education for pedagogy and clinical experiences. Chairpersons of each of the Divisions within the College of Arts and Sciences attend and have equal voice in matters related to Unit standards, state standards, national standards, and licensure. The Division of Physical Education is part of the School of Education and its faculty functions as part of the unit, and as such, the instructional budget is managed by the Dean. The Physical Education faculty report to and are evaluated by the Dean.

Faculty members in the unit participate in the monitoring and assessment of the programs. In the graduate program, adjunct instructors are encouraged to make recommendations concerning the courses for which they provide instruction, primarily through an instrument called *AGS Faculty Survey*. These recommendations are evaluated by the Dean and the faculty members in the unit. There is a process whereby changes are made within the existing degree programs or the addition or new programs. Once the changes are discussed and approved by the members of the unit, the details outlining the requirements in terms of human and material resources (see Program Approval Forms) is submitted to the Provost where implications for personnel and budgetary issues are reviewed. The proposal is then forwarded to the Academic Council for its approval. Questions raised in that body are addressed by the Dean, who is a member of that body, or can be referred to the unit for refinement (see any minutes of A/C where changes involving Education programs have been approved).

For programs at the secondary level, the chairpersons of the respective certification areas oversee the programs and liaise with the SPA for that area. In the areas of early childhood, elementary, special education, and physical education, designated faculty with credentials in the specific areas assume oversight for that area and act as the liaison with the SPA with input from members of the unit. The chairperson of each certification area seeks input for the program area from an advisory committee that meets regularly to assess all aspects of the program. These committees are comprised of representatives from P-12 schools, alumni, members of the community, and teacher candidates (*School of Education*

Handbook on committee membership). These committees meet regularly and minutes are kept and suggestions for program improvements are evaluated (see minutes of Advisory Committee). The Dean serves as an ex-officio member of each committee.

The Dean, with the assistance of the Associate Dean, has oversight of programs offered at the satellite campuses. At each of the Greenville and Charleston sites, there is a Director of Academic Programs who reports to the Dean of the School of Education. These Directors, in additional to their instructional responsibilities, provide on-site advisement to students, articulate the mission of the unit, represent the unit in orienting new adjunct faculty, and assist with the screening of new adjunct faculty for recommendations to the Dean.

The unit is supported by a full-time secretary who is familiar with the mission of the unit and its conceptual framework and is able to articulate this clearly when inquiries are initiated. A Systems Analyst serves as an assistant to the Associate Dean whose primary responsibility is data entry and tracking teacher candidates as they proceed through the Lock Assessment System. The graduate program is supported by personnel who schedule adjunct faculty for classes at the five instructional sites, recruit faculty for approval by the Dean, distribute curriculum materials to the various sites, and recruit students to the program.

To guide its operation, the Faculty Handbook serves as a reference for faculty and their supervisors in matters of personnel policy, procedures, and employment benefits. The *Faculty Handbook* outlines the procedures and expected criteria for issues related to promotion and tenure. Further, as a guide to unit operations, the *Faculty of Education Handbook* was developed. The handbook outlines the procedures for the operation of the unit, duties and responsibilities of personnel within the unit, and administrative procedures.

Element 2: Unit Budget

The operating budget for the unit comes from an appropriation from the university's operating budget, which is generated primarily from tuitions, donations, and denominational support. Since tuition has such a huge impact on the overall budget, enrollment is critical. Preliminary budgets are established in the spring for the following fiscal year. The spring budget is based on the current enrollment and is not adjusted until the fall enrollment has been determined. Budget input is given by the Dean in the form of adjustments to pre-assigned line items. The major portion of the budget related to salaries and employee benefits is pre-determined by the Vice-President for Finance for the institution working in conjunction with the President's Cabinet and Board of Trustees. The day-to-day operational portion of the budget for both the initial and advanced programs is controlled by the Dean of the unit. The line items which represent the operational portion of the budget are the only areas in which the unit has direct input. A case must be made for any increase in any line item. Generally, the budget adequately meets the needs of the faculty to provide sufficient experiences for teacher candidates as they prepare to assume their roles in K-12 classrooms. The current budgets for both the initial and advanced programs is shown in Table 6.1.

Funding for the M.Ed. program prior to the reorganization of governance structure in 2006 was administered by the Division of Adult and Graduate Studies (AGS). Under restructuring, the advanced program was subsumed under the School of Education so that the administration of all education programs falls under the Dean of the Unit.

Revenues, in addition to tuition paid for normal course credits associated with the education program and assigned fees, are generated from graduate courses offered during the summer months. These courses are open to public and private school teachers who wish to take courses for graduate credit or for re-certification.

Funding for capital items is not listed among the line items in the unit's budget. Requests for capital items are made to the Provost who administers this account. Requests for funds for capital items must be accompanied with a rationale justifying the expenditure in terms of enhancement of instruction or the

needs of faculty and teacher candidates to better prepare them to meet the needs of learners that they will be teaching.

Fees In addition to tuition costs, there are unique fees assessed to teacher candidates by the School of Education. These fees include:

Chalk & Wire Four-Year Subscription (one time fee)	$125.00
Effective Methods Field Experience Fee	$25.00
EDUC 4628/4638 Clinical Experience I, II Fee	$125.00
South Carolina Initial Licensure Fee	$75.00

External Grants The institution has been the recipient of a Project Read grant through the South Carolina Department of Education totaling $2,092,500.00 since 2002. Through this funding, the university, in cooperation with Project Read®, provides teachers in grades K-5 with strategies to assist elementary teachers and learners with special needs in the development of their language arts skills. The Dean has oversight of the program which is administered by the project manager and a clerical assistant. Currently, the project is serving 11 schools in 9 school districts. The total number of teachers who have been trained in the strategies used in Project Read® is in access of a thousand.

The unit also administers a grant from the Wachovia Foundation. The grant was first awarded in 2005 in the amount $5,000. In the letter accompanying the awarding of the grant, the following stipulations were given: "The grant would be awarded in five annual payments beginning in March 2005 and ending in March 2009 for the purpose of funding the Center for Teaching Excellence initiative." To date, the money from the grant has been awarded to professional development activities for teachers in Pickens and Oconee Counties.

Table 6.1 Unit Budget Academic Year 2007-2008

DEPARTMENT	DESCRIPTION	2006-2007 BUDGET	ADJUST- MENT	ADJUSTED BUDGET 2007-2008	FINAL BUDGET
Instr - Education	Sal/Wages – Faculty - Full-Time	527,891.00	42,936.00	570,827.00	570,827.00
Instr - Education	Sal/Wages – Faculty – Part-Time	70,000.00	(40,000.00)	30,000.00	30,000.00
Instr - Education	Sal/Wages - Clerical	76,096.00	450.00	76,548.00	76,548.00
Instr - Education	Sal/Wages – Student – non Federal	0.00		0.00	0.00
Instr - Education	Sal/Wages – Student - Federal	2,300.00		2,300.00	2,300.00
Instr - Education	Sal/Wages – Student – Fed (Am Reads)	0.00		0.00	0.00
Instr - Education	Allowances – Tax Saver Sec 125 MRA	681.00	99.00	780.00	780.00
Instr - Education	Payroll Tax – Social Security	41,787.00	210.00	41,997.00	41,997.00
Instr - Education	Payroll Tax – Medicare	9,773.00	49.00	9,822.00	9,822.00
Instr - Education	Employee Benefit – TIAA	49,526.00	8,738.00	58,264.00	58,264.00
Instr - Education	Employee Benefit – Health&Life Ins Exp	72,680.00	30,484.00	103,164.00	103,164.00
Instr - Education	Employee Benefit – TIAA-CREF L-T Dis	3,621.00	639.00	4,206.00	4,260.00
Instr - Education	Supplies – Office	1,500.00		1,500.00	1,500.00
Instr - Education	Supplies – Computer	400.00		400.00	400.00
Instr - Education	Supplies – Classroom	1,000.00		1,000.00	1,000.00
Instr - Education	Supplies – Postage	600.00		600.00	600.00
Instr - Education	Purchases – Equipment	0.00		0.00	0.00
Instr - Education	Travel – Personal	2,100.00		2,100.00	2,100.00
Instr - Education	Memberships – Professional – Other	4,200.00		4,200.00	4,200.00
Instr - Education	Teacher Education	2,200.00		2,200.00	2,200.00
Instr - Education	NCATE	10,000.00	8,000.00	18,000.00	18,000.00
Instr - Education	Printing – In-House	4,500.00		4,500.00	4,500.00
Instr - Education	Sundry – Physical Education Dept.	3,000.00		3,000.00	3,000.00
Instr - Education	Sundry – Art Dept.	1,400.00		1,400.00	1,400.00
Instr - Education	Telephone	100.00		100.00	100.00
Instr - Education	Division Administration	1,800.00		1,800.00	1,800.00
Instr - Education	Misc – Teacher Evaluation	6,.000.00		6,000.00	6,000.00
		893,157.00	51,605.00	944,762.00	944,762.00
DEPARTMENT	**DESCRIPTION**	**2006-2007 BUDGET**	**ADJUST- MENT**	**ADJUSTED BUDGET 2007-2008**	**FINAL BUDGET**
Instr - Ed Grad	Sal/Wages – Faculty - Full-Time	0.00	0.00	0.00	0.00
Instr - Ed Grad	Sal/Wages – Faculty – Part-Time	0.00	232,500.00	232,500.00	232,500.00
Instr - Ed Grad	Sal/Wages - Clerical	0.00	0.00	0.00	0.00
Instr - Ed Grad	Sal/Wages – Student – non Federal	0.00	0.00	0.00	0.00
Instr - Ed Grad	Sal/Wages – Student - Federal	0.00	0.00	0.00	0.00
Instr - Ed Grad	Sal/Wages – Student – Fed (Am Reads)	0.00	0.00	0.00	0.00
Instr - Ed Grad	Allowances – Tax Saver Sec 125 MRA	0.00	0.00	0.00	0.00
Instr - Ed Grad	Payroll Tax – Social Security	0.00	0.00	0.00	0.00
Instr - Ed Grad	Payroll Tax – Medicare	0.00	0.00	0.00	0.00

Instr - Ed Grad	Employee Benefit – TIAA	0.00	0.00	0.00	0.00
Instr - Ed Grad	Employee Benefit – Health&Life Ins Exp	0.00	0.00	0.00	0.00
Instr - Ed Grad	Employee Benefit – TIAA-CREF L-T Dis	0.00	0.00	0.00	0.00
Instr - Ed Grad	Supplies – Office	0.00	3,000.00	3,000.00	3,000.00
Instr - Ed Grad	Supplies – Computer	0.00	100.00	100.00	100.00
Instr - Ed Grad	Supplies – Classroom	0.00	750.00	750.00	750.00
Instr - Ed Grad	Supplies – Postage	0.00	1,000.00	1,000.00	1,000.00
Instr - Ed Grad	Purchases – Equipment	0.00	1,500.00	1,500.00	1,500.00
Instr - Ed Grad	Travel – Personal	0.00	7,000.00	7,000.00	7,000.00
Instr - Ed Grad	Memberships – Professional – Other	0.00	0.00	0.00	0.00
Instr - Ed Grad	Teacher Education	0.00	0.00	0.00	0.00
Instr - Ed Grad	NCATE	0.00	0.00	0.00	0.00
Instr - Ed Grad	Printing – In-House	0.00	1,000.00	1,000.00	1,000.00
Instr - Ed Grad	Telephone	0.00	0.00	0.00	0.00
Instr - Ed Grad	Division Administration	0.00	0.00	0.00	0.00
Instr - Ed Grad	Misc – Other	0.00	2,000.00	2,000.00	2,000.00
			248,850.00	**248,850.00**	**248,850.00**

Element 3: Unit Personnel

Workload policies of the institution facilitate the active involvement of unit faculty members in teaching, scholarship, assessment, advising, research, collaborative work with public school partners, and service. The institution is predominantly a teaching institution as reflected in its mission. Thus, the faculty are asked to spend a high percentage of their time related to the task of teaching and mentoring. Like all institutional faculty, the unit faculty follow the load guidelines and work responsibilities outlined in the *Faculty Handbook*. Their teaching load is defined as follows.

> Except in cases where release time is granted, teaching faculty with a nine month contract are expected to teach 24 units. One unit equals one credit hour in a traditional semester or 3.375 workshops in the advanced program. Load may be split between the two programs or may be exclusively in one or the other. Unless stipulated contractually, allocation of load may vary from year to year at the discretion of the appropriate dean, depending on university need.

Currently, Southern Wesleyan University does not designate a distinct graduate faculty, and, therefore, does not provide separate guidelines with respect to quantity of teaching load. While supervision of student teachers and various field experiences and clinical experiences may be considered as part of load following a prescribed formula, generally an extra stipend accompanies supervision of directed or independent study. Faculty are not required to take on such overload, though many do out of commitment and desire to serve the students.

In addition to teaching, each member of the teaching faculty with a significant portion of their teaching load in the traditional campus program may be assigned a number of advisees. Appointments with advisees are scheduled at least once a semester, though these appointments may be done in groups. The university provides additional support in advising through the counseling office and AGS student services.

Teaching faculty are also expected to maintain office hours, if serving the campus program; execute a personal professional development plan that may include research; and serve on various standing or ad hoc committees. Several unit faculty also have release time for various administrative functions such as Dean, Associate Dean, Director of Field Experiences, Director of Academic Programs at the Greenville learning center, and Coordinator of Project Read.

During the 2006-07 academic year, the unit employed various full-time faculty to meet the instructional needs of our students. Table 6.5 displays the faculty member and the number of credits taught. Some of the faculty listed also teach courses in other academic divisions.

Table 6.2 Full Time Faculty Load Analysis 2006-2007

School of Education	AGS Credits					Traditional Credits						
Instructor	UG Wksp	Grad Wksp	Total Wksp	Equiv. Cr.	Trad Cr.	Fall	Spring	Total Load	Expect	Diff.	Other	
Woodworth, G. F.	5	65	70	21	6	3	3	27	12	15	4	
Locy, R.	8	56	64	19	10	5	5	29	18	11	45	PLS
Batten, L.	0	0	0	0	0	0	0	0	24	(24)		
Boyer, M.	21	7	28	8	21	9	12	29	24	5	11	directed study
Connor, C. K.	58	0	58	17	11	5	6	28	12	16	239	directed study

East, R. K.	0	70	70	21	0	0	0	21	18	3		
Feaster, S.	0	35	35	10	10	5	5	20	32	(12)		
Hall, L.	0	55	55	16	0	0	0	16	0	16		
Waters, H.	12	0	12	4	22	11	11	26	24	2	43	directed study

Table 6.3 Part Time Faculty Load Analysis 2006-2007

School of Education	AGS				Traditional Cr.			
	UG Wksp	Grad Wksp	Total Wksp	Equiv. Cr.	Trad Cr.	Fall	Spring	Total Load
Adderholdt-Elliott, Miriam R	0	7	7	2	0	0	0	2
Alexander, Debbie M	0	35	35	10	0	0	0	10
Amick, Patricia S	2	0	2	1	0	0	0	1
Baker, Russel K	2	7	9	3	0	0	0	3
Baral, Ram C	0	7	7	2	0	0	0	2
Bell, Janice P	0	7	7	2	0	0	0	2
Bryant, John D	0	54	54	16	0	0	0	16
Butler, Dorniece	0	14	14	4	0	0	0	4
Carver, Leslie Smith	0	0	0	0	6	3	3	6
Cope, Ronald Wayne	0	21	21	6	0	0	0	6
Couch, James R	0	14	14	4	0	0	0	4
Crum-Mack, Marian	0	21	21	6	0	0	0	6
Crump, Thomas Willingham	0	21	21	6	0	0	0	6
Cruse, Samuel Warren	0	14	14	4	0	0	0	4
Dixon, Florence K	0	21	21	6	0	0	0	6
Fields, Tamila Davis	20	0	20	6	0	0	0	6
Gaddis, Robert Eugene	0	14	14	4	0	0	0	4
Gary, Charles Mason	0	14	14	4	0	0	0	4
Gleim, Barry Lee	0	21	21	6	0	0	0	6
Hall, Lisa Monette	0	28	28	8	0	0	0	8
Hanley, Shelia Louise	0	7	7	2	0	0	0	2
Holliday, Jimmy Ray	0	21	21	6	0	0	0	6
Klemm, Robert W	0	7	7	2	0	0	0	2
Lane, Johnny Lee	0	7	7	2	0	0	0	2
Lowrey, Elizabeth E	0	28	28	8	0	0	0	8
Massey, Gwen G	5	0	5	1	3	3	0	4
McDaniel, Betty W	8	28	36	11	0	0	0	11
McDavid, Charlotte C	0	7	7	2	0	0	0	2
McKinney, Karen Sue	8	0	8	2	0	0	0	2
McLendon, Sandra F	0	28	28	8	0	0	0	8
Menzer, Frederick E	0	35	35	10	0	0	0	10
Monroe, Lewis Maxwell	0	21	21	6	0	0	0	6
Moore, Rebecca Lynn	0	0	0	0	2	2	0	2
Prichard, Paul Newton	0	21	21	6	0	0	0	6
Ray, Blanche Cox	10	0	10	3	0	0	0	3
Reynolds-Murphy, Melanie Gayle	0	14	14	4	0	0	0	4
Ryals, Connie Frierson	0	7	7	2	0	0	0	2
Shiver, Thrisha A	0	70	70	21	0	0	0	21
Shull, Charles K	4	0	4	1	0	0	0	1
Siler, Jerry Andrew	0	21	21	6	0	0	0	6
Slagle, Jefferson B	20	0	20	6	0	0	0	6
Smith, Kay F	12	0	12	4	3	3	0	7
Starr, Harold F	0	7	7	2	0	0	0	2
Steinmeyer, Diane Cope	0	14	14	4	0	0	0	4
Stephens, Nathan C	0	0	0	0	3	3	0	3
Thomas, Pamela Dorita	0	14	14	4	0	0	0	4
Tribble, Marshall Kelly	0	28	28	8	0	0	0	8

Walters, Sherry Antoinette	0	7	7	2	0	0	0	2
Wilcox, Heidi C	27	0	27	8	0	0	0	8
Williams, Christopher R	0	0	0	0	1	0	1	1
Wnukowski, Linda Marie	0	91	91	27	0	0	0	27
Wolfe, Kevin DeWayne	0	49	49	15	0	0	0	15

The unit has six full time professionals who have twelve month contracts. One full-time professional, whose responsibility is the field placement of teacher candidates, holds a ten-month contract. The five teaching faculty have public school experience in K-12 classrooms and have been selected on the basis of expertise in specific areas, in addition to their academic credentials. They are also selected on the basis of their commitment to the mission of the university and the unit's conceptual framework. The workload for faculty as outlined in the *Faculty Handbook* (5.3) is 24 credit hours per nine-month academic year. This number is prorated for those holding twelve-month contracts. Full-time faculty members teach courses in both the graduate and undergraduate programs to meet contractual teaching loads. Faculty members in the unit also have advising responsibilities, as well as service to the institution on committees.

Two members of the faculty are assigned to satellite campuses, and in addition to teaching responsibility, represent the unit by defining its mission. The adjunct faculty are carefully screened to ensure that they not only have the appropriate academic credentials, but their life-style reflects the mission of the institution. All instructors in the Advanced program hold either terminal degrees or have documented expertise in a specified area with a Master's degree and 18 hours of graduate credit in the area being taught. Adjuncts are also selected on the basis of experience in the content area that they teach, as well as relevant experience in K-12 settings. Currently, there are 37 adjunct instructors who complement the full-time faculty in providing instruction and/or supervision of clinical experiences of teacher candidates. Each adjunct's credentials are reviewed by the Dean who determines the course(s) to which the adjunct will be assigned. Adjuncts' performances are evaluated by end-of-course surveys on the basis of multiple criteria. Each survey is reviewed by the Dean and the Associate Dean, and where there are concerns that emerge, the Dean and/or Associate Dean meets with the adjunct faculty member to determine a course of action to remediate the area of deficiency. Failure to make adequate adjustment to areas of concern may result in the adjunct not being assigned further classes.

Element 4: Unit Facilities

The School of Education is located prominently on the campus in The Newby Education Center. The facility, which contains the offices and classrooms for the unit, was opened for occupancy in the fall of 2002. There are eight classrooms located in the one-story brick structure on Wesleyan Drive. One classroom is equipped with 30 computers where teacher candidates become familiar with technological strategies and programs that will enhance classroom practice. Each classroom is equipped with tables and comfortable seating for 30 students. The classrooms are spacious and, even at maximum seating capacity, are comfortable in terms of individual space. The movable furniture in the classroom affords flexibility for grouping and/or activities requiring additional space. The classrooms are equipped with white boards, and three classrooms have Promethean Boards. All classrooms have a computer with Internet access, a ceiling mounted LCD projector, and the hardware in each classroom has the capability of projecting images from video tapes (VHS) and DVDs. Each classroom has a 6'x 6' wall-mounted screen for projections. Two classrooms have ELMO projectors. One classroom, used primarily for teaching methods classes, has an additional computer in a work area, cupboard space for materials, and a sink. Further, there is a secured and fireproofed adjacent area attached to the main teaching area that is used to house the kiln, which is used in the Creative Arts course.

In addition to the classroom space, there are two reception offices and nine faculty offices. There is a work area for use by faculty and students, which contains a high speed copier, a laser printer, a laminating unit, and an Elison machine and dies for making bulletin board displays and other instructional materials. The work area also contains other materials that students can conveniently access. Another work area contains two computers and a scanner.

There is a Curriculum Lab located in the lower level of the Rickman Library that houses curriculum material for candidates preparing to go into the schools for field experiences and clinical experiences. The lab contains representative samples of curriculum materials that will form the basis of instruction that candidates will be expected to deliver when they are in the classrooms to which they are assigned.

Candidates who are pursuing Physical Education are also provided with instruction in Tysinger Gymnasium. The gymnasium has spacious classroom facilities, a weight room, a cardio vascular workout area, and a multi-purpose gymnasium space. The offices of the physical education faculty are located in Tysinger.

At the satellite learning centers, there are spacious classrooms and office areas that are located in leased buildings. The instructional areas in each of the buildings have been renovated to make each area comfortable in terms of seating, acoustics, and ease of movement for collaborative work. Each teaching area is equipped with a dry erase white board, computer, digital projector, television monitor, and VCR/DVD player. One classroom in Greenville and one classroom in Charleston each contain Promethean Boards. At each site there is a designated computer lab with 22 computers available for instructional purposes or student use. Students also have access to printers and copy machines, as needed. There is a copy of site specifications for each of the satellite campuses in the documents file for Standard VI.

Element 5: Unit Resources Including Technology

In addition to the main campus library that facilitates students in the initial and advanced programs, candidates in learning centers across the state have access to library resources in three ways.

- Students may access the main campus library by completing the "Interlibrary Loan Request Form" found on the university's webpage. Upon its completion by the student, the form can be electronically processed to facilitate the student's request(s) within 14 days.
- Students may also renew previously borrowed materials using this form. In the areas where the institution has learning centers, there are other institutions with physical campuses that offer an M.Ed. degree curriculum. The libraries found on the campuses at these institutions can facilitate students' library needs. Southern Wesleyan University has state-wide agreements with other institutions that permit reciprocal borrowing and access to library materials. Students have borrowing privileges upon presentation of a SCLDF/SCICU Library Borrowing Card. Many libraries may extend borrowing privileges beyond what is required by the joint agreement. Refer to the following website for the agreement:
http://www.che400.state.sc.us/web/Academic/LIBRARY%20BORROWING%20AGREEMENT%20FORM.htm
- By using the Southern Wesleyan University webpage, students have access to the institution's on-line data bases, including ERIC and the Professional Development Collection.

Southern Wesleyan University technology resources are under the management of the Informational Technology area. Technology is funded by a student technology fee. Attempts are made to keep computer labs updated with hardware and software. The unit has received technology resources to help it keep pace with technological innovations and advances in educational technology. In many instances, the unit receives hardware prior to other areas within the institution. The technological resources that are found in each classroom in Newby Education Building attest to the fact that the unit has benefited from the resources allotted for technology within the institution as a whole. Recently, Promethean Board technology was added to the classroom where methods classes are primarily taught. In addition to the resources funded by Informational Technology, the unit has a line item in its budget labeled "Computer." The funds in this account are used primarily for expendable materials, such as labels, name tags, and cartridges for the Unit's laser and office printers.

Faculty members are furnished with computers with the appropriate software to carry out their responsibilities. Informational Technology responds to faculty requests to have additional software installed on computers to supplement course materials in a timely manner.

Appropriate technology training is provided for faculty using the Janzabar server, the institutional data base, and *MyCampus*, which is the student and faculty web access to data on Janzabar. *MyCampus Learning Management System* can be utilized for on-line course management and course registration.

Training is also available on request for other software packages. The institution has supported the unit's initiative in adopting *Chalk & Wire*, a software system that allows the teacher candidate to access the requirements for each education course, submit and store course assignments, and publish an electronic program portfolio. It also facilitates the collection of data by the School of Education on each teacher candidate. Teacher candidates have access to digital cameras, digital camcorders, and scanners for uses in their cooperating schools and for the preparation of their portfolios.

The unit is increasing its collection of DVDs, video tapes, audio tapes, kits, manipulatives, and other resources for the enhancement of curricula. These materials are available to the faculty and teacher candidates. For ease of circulation and management of these resources, they are catalogued and circulated by the library.

Library Resources The Claude R. Rickman Library, located on the main campus in Central, SC, is Southern Wesleyan University's Library. At nearly 34,000 square feet, the building houses a collection of over 100,000 volumes. This includes 3037 reference titles, 432 current periodical subscriptions, approximately 1,000 compact discs, 1,000 musical scores, and 1,100 video recordings. The library subscribes to over 40 databases, which provide full text access to over 27,000 journal titles. Rickman Library is open 74.75 hours per week during the traditional academic year, and online access to the library catalog and a substantial portion of online databases is available 24/7.

In the 370 (Education) class of the Dewey Decimal System, the library provides 4472 monograph titles and119 reference titles (290 volumes). The curriculum lab contains over 1731 titles and kits (4,025 cataloged items). The juvenile reading collection includes 2549 titles. The library subscribes to 68 journal titles in Education with access to approximately 455 available in full text electronically through databases. Databases related to the study of education include *ERIC*, *Psychology and Behavioral Sciences Collection, SocINDEX Full Text, Music Index,* and the interdisciplinary databases *Academic Search Premier*, *Expanded Academic ASAP*, *JSTOR Arts and Sciences I*, and *Academic OneFile*.

The mission statement of the library includes the responsibility to collect materials (resources) to support all academic programs of the university. A collection development policy is in place. Unit faculty are considered an integral part of the collection development process, including selection of materials for acquisition and, where possible, for consultation concerning retention or removal of dated or worn materials. Collection development in the curriculum lab benefits from Southern Wesleyan University's designation as a textbook preview site for South Carolina.

Table 6.4 Expenditures by Year 2005-2007 (Materials Budget, excluding periodicals and databases)

	July 2005-June 2006	Percent of Total	July 2006-June 2007	Percent of Total
Education Collection (370-379)	$10,725	7%	$15,675	14%
Titles	296		481	
Curriculum Lab	$1,489	1%	$2,290	2%
Titles	32		81	
Juvenile Collection	$3,027	2%	$621	.5%
Titles	301		52	
Total Material Expenditures	$152,026	100%	$115,680	100%

Table 6.5 Expenditures by Year 2005-2007 (Periodicals Budget)

	July 2005-June 2006	Percent of Total	July 2006-June 2007	Percent of Total
Education Collection (370-379)	$5,527	13.70%	$5,709	13.4%
Total Periodical Expenditures	$40,448	100%	$42,591	100%

Table 6.6 Currency of Resources

	Circulating 370s	Reference 370s	Curriculum Lab	Juvenile Collection
Total titles	4472	119	1731	2549
© 2002-pres.	1033 (23%)	40 (34%)	413 (24%)	280 (11%)
© 1997-pres.	1918 (43%)	72 (61%)	814 (47%)	673 (26%)

Candidates at the distant learning sites have access to all online resources at the site through IP authentication. Additionally, they have 24/7 access to a substantial number of online resources from

their home, including *ERIC*, *Psychology and Behavioral Sciences Collection, SocINDEX Full Text, Music Index,* and the interdisciplinary databases *Academic Search Premier*, *Expanded Academic ASAP*, and *Academic OneFile*. The Library has a preliminary agreement with the Information Technology Department to install a proxy server to increase access to databases from offsite.

The Rickman Library provides reference services and research and information fluency instruction sessions. Three professional staff members, including the Director of Library Services, Assistant Director of Library Services and Reference Librarian, and Technical Services Librarian serve the reference and information literacy instruction needs of the student population of approximately 2500 across the state. No one professional librarian has reference and instruction as a main focus, but the Assistant Director serves primarily in that role for instruction at all educational sites and performs the majority of reference and instructional sessions. In addition to drop-in service at the Central campus, telephone and e-mail reference assistance is available to all candidates. Research and information fluency instruction sessions are presented by a librarian in the traditional undergraduate program at the Central campus, to advanced cohorts during orientation at sites across the state, and on occasions, to non-traditional undergraduate cohorts in Central. The instructional guides, handouts, worksheets, and PowerPoint presentations used during instructional sessions, as well as additional tutorials and worksheets, are available through the library's website.

Interlibrary loan is available to all students. In addition, candidates at distant learning sites may request that the Library mail them resources from its holdings. As a participant in the Partnership Among South Carolina Academic Libraries (PASCAL), Southern Wesleyan University has borrowing privileges with all college and university libraries in the state. A new library catalog in conjunction with six other universities in the state will be operational by late fall 2007, and this will enable participation in a statewide union catalog and direct borrowing service by early 2008.