INSTITUTIONAL REPORT:
CONTINUOUS IMPROVEMENT OPTION

University of Tennessee, Knoxville
October 28-29, 2013

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I. Overview and Conceptual Framework

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

Blount College, the University of Tennessee's forerunner, was established in 1794, two years before Tennessee became a state. In 1807 the name changed to East Tennessee College, and in 1826 it moved to the 40-acre tract known as "The Hill" in Knoxville. The college's name became East Tennessee University in 1840. In 1869 it was selected as the state's federal land-grant institution, under terms of the 1862 Morrill Act. This enabled the University to broaden its offerings to include agricultural and engineering courses, as well as military science. UT counts among its faculty and alumni a Nobel laureate, six Rhodes scholars, six Pulitzer Prize winners, and eleven NASA astronauts. The University Carnegie Classification is Research University (very high research activity). Most undergraduates are full-time, with a fairly low transfer-in rate. Graduate offerings include masters, specialist, doctoral, and professional programs focused on research and practice. The University is home to two National Science Foundation Noyce scholarship grants and the NSF-funded National Institute for Mathematical and Biological Synthesis (NIMBioS) project that includes a significant education and outreach initiative. We have partnerships with Oak Ridge National Laboratories and are members of STEMspark, a regional STEM education hub. The Graduate School of Education is home to the Center for Educational Leadership, the College Access and Persistence Services Outreach Center, the Center for Enhancing Education in Mathematics and Sciences, and Korn Learning Assessment and Social Skills Center.

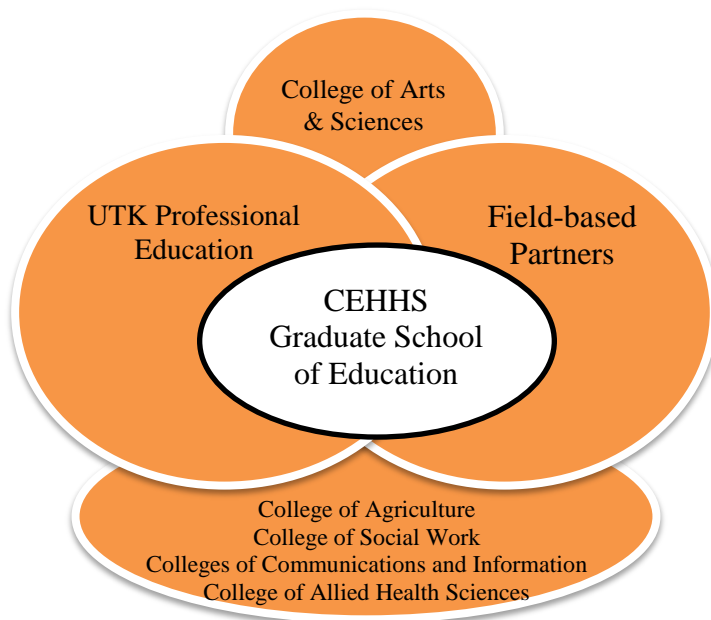### I.2 What is the institution's mission? [one paragraph]

The primary mission of UTK is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the State of Tennessee, the nation, and the world. As the preeminent research-based, land-grant University in the state, UTK embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions. UTK embraces a three-part vision: Value Creation, Original Ideas, Leadership (VOLVision).

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

In 2008 the University of Tennessee, Knoxville (UTK) Board of Trustees and the Tennessee Higher Education Commission (THEC) approved the creation of the Graduate School of Education (GSE) within the College of Education, Health, and Human Sciences (CEHHS). The CEHHS associate dean of professional licensure also serves as the director of the GSE. The mission of the GSE is to promote the professional education research community and its engagement in the generation and sharing of knowledge designed to improve student opportunity, achievement, and success. The GSE strives to foster a deeper understanding of education throughout the local, regional, national, and international community. The GSE serves to build and strengthen collaborations across departments, programs, and services in education. The GSE functions as the administrative base for all of the University's professional education licensure. While some programs are located in other academic units, as depicted below, the GSE has oversight responsibilities for the licensure standards for those programs. The articulation and coordination between programs in the GSE is further delineated in Standard 6.

The speech and language pathologist program, which was previously housed within the College of Arts and Sciences (CA&S), has moved under the administrative structure of the UT Health Sciences Center in Memphis. The program remains physically located in Knoxville. Undergraduates interested in this program now follow a special education major with a concentration in communication disorders in the Department of Theory and Practice in Teacher Education (TPTE). Students seek admission to the graduate program through the College of Allied Health Sciences. A new 3 plus 1 program is currently under review. Under this option, students will be allowed to complete the final year with an Audiology and Speech Pathology major.

Figure One: Professional Education Unit Configuration

We have also made several changes within the teacher education program. We have created a replication of the UTeach program for science and mathematics majors housed within CA&S and collaborative partnership with the GSE and TPTE. Child and Family Studies has created an early childhood program for prek-k licensure for persons working in Head Start settings. Educational Leadership and Policy Studies has created a new educational administrator program housed in the Center for Educational Leadership and converted their traditional program to a distance education format.

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

The overarching theme of our conceptual framework (CF) remains "Educator as Leader." Candidates who complete our licensure and advanced programs emerge with the knowledge, skills, and dispositions to provide leadership in their respective professional roles. As the state's public, land-grant, and research intensive institution, our licensees and graduates are expected to exemplify the qualities and characteristics of leaders. Over the last 30 years our programs have become known for and identified by several distinguishing characteristics, the combination of which produces and strengthens educational leaders. These are: reflection, mentoring, collaboration, experience, and success. A supporting theme is that of "Developing Professional Educator," around which we structure our programs.

We continually update our conceptual framework to affirm that we are responsive to the research and evidence-based practices available on effective educator preparation. In particular, refinements include use of *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*. We strive to strengthen and build our working partnerships with local school districts to address better their personnel needs. In 2010-2011 Tennessee revised the state teacher evaluation system. We have replaced the matrix that illustrated alignment between TN Professional Education Standards, INTASC Standards, the Tennessee Framework, and Candidate Outcomes with a new matrix that shows alignment between Tennessee standards, INTASC Standards, two approved state models for evaluation (TEAM and TIGER), and the Teacher Performance Assessment (edTPA).

I.5 Exhibits

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

II. Unit Standards

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

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

Data from program and unit assessments show that program completers are meeting professional and state standards and positively impact P-12 student learning. Both externally and internally developed assessments reflect positively on our programs as documented in the exhibits. External measures include:

The edTPA, an independent blind-scored assessment for pre-service teachers developed at Stanford University, has been field tested in 22 states. Results show it to be a valuable measure of classroom readiness and a number of states including Washington, Wisconsin, and New York are now mandating it for teacher licensure. While not mandated in Tennessee, we have been an active field test participant since 2009. The Board of Education strongly supports its use and allows successful participants to waive the Praxis PLT. Eighty percent of our initial licensure candidates participated in the assessment in 2011-2012. They had to plan and teach a series of lessons (3-5) and submit the plans, present a narrative of the rationale behind the design, offer reflections and adjustments made during and after teaching the lessons, and capture a fifteen to twenty minute video of their teaching. Blind scoring is done by trained and calibrated scorers through Pearson Publishing. Rubrics are divided into 4 main categories with 4 rubrics under Planning, 2 rubrics under Instruction, 4 under Assessment, and 3 under Academic Language. Results from 2011-2012 showed that in the aggregate our candidates performed above the national mean on 12 of 13 rubrics and at the national mean on the thirteenth. There is some variation in scoring across programs so faculty are working to understand these data. Among the findings are that candidates in programs in the first year of participation tended to score slightly lower as did those in programs that implemented parts of the assessment during the first semester of the internship as opposed to the second semester when interns were more competent. See Exhibit 2.3.e for more detailed information.

The state awards a year of experience to interns that complete the full-year internship, therefore, interns are evaluated using a state-approved model for practicing classroom teachers. The state evaluation system underwent major changes during 2010-2011 and now includes 4 approved models, including TEAM,

TIGER, TAP, and Coach. Most of our partner LEAs adopted the TEAM and TAP models, though some use TIGER or Coach. Trained and calibrated scorers conduct all evaluations, including our faculty. University mentors and LEA principals and or master teachers share responsibility for the evaluations. Assessment rubrics for the TEAM model are divided into 7 areas including Announced Planning, Unannounced Instruction, Unannounced Environment, Announced Instruction, Announced Planning and Environment, Unannounced Instruction, and Professionalism. Under state guidelines an average score of 3/5 represents a solid practicing teacher. Our interns averaged between 3 and 4.25 on the components of the TEAM evaluation. Those evaluated using the TIGER evaluation model averaged a baseline score of 81 out of 140 and a summative score of 101. A score of 87 reflects solid teaching practice on TIGER.

Praxis Scores for our program completers reflected a 97% overall pass rate with at least an 80% pass rate across individual programs. Results when broken down by individual tests and test components show positive comparisons to state and national results. Yearly results show a generally favorable distribution of scores across quartiles. Year-to-year comparisons show that, while results on individual test components do rise and fall in any given year, the general trend is positive. For example on Test 11 Elementary Curriculum Instruction Assessment our test takers scored between 3 and 7 percent above the state and national average, and the percentage scoring in the top quartile across the 6 test categories ranged from 20 to 47 percent. Trends across years show a rise in scores in 4 of 6 test categories, a drop in 1 and 1 that remained the same. On Test 41, English Literature Content, program test takers scored an average of 4 to 7 percent above the national average. Between 32 and 38 percent fell within the top quartile though scores were down slightly from the 2010-2011 academic year in two test categories.

As part of the requirements for obtaining an administrator's license in the Tennessee, program completers must pass the Praxis School Leaders Licensure Assessment (SLLA). Since 2005, the year that the SLLA was adopted, 100% of students in the Educational Administration program have successfully passed the SLLA.

Results on the 2012 State Report Card on Teacher Training Programs were positive. Value added scores for our graduates were statistically significantly better in 11 categories of comparison, which was 4th highest across all teacher preparation programs in the state. UTK was 1 of 6 programs across the state cited in the Report Card Executive Summary as tending to produce teachers with higher gains in student achievement data when compared to other beginning teachers. Other program highlights include:

- UTK had 256 program completers and an average final GPA higher than the state average for 2010-2011 completers.
- Program completers from UTK are more effective than *veteran teachers* in high school Biology I and U.S. History.
- Program completers perform at the same level as *veteran teachers* in 4th-8th grade Math, Reading/Language Arts, Science, Social Studies, Algebra I, Algebra II, English I, English II, English II, and End of Course composite scores.
- Program completers from UTK are more effective than other *beginning teachers* in high school U.S. History and End of Course exam composite scores.
- Program completers from UTK teaching high school Biology I have more completers in the highest performing percentile in comparison to *beginning teacher* performance distributions across the state.
- Placement and retention rates for UTK completers are higher than averages across the state.
- The report indicated that UTK completers were less effective when compared to veteran teachers in 4th-8th grade TCAP composite scores. This comparison to veteran teachers was linked to four of the six negative comparisons in our report and was identified as a concern for a majority of programs across the state.

While the Report Card does not currently assess leadership preparation programs, development of such an assessment has begun at the state level under the auspices of the Tennessee Higher Education Commission (THEC). Results from this assessment will be included in future institutional reports.

Internal measures include:

Employer Surveys reveal that principals are satisfied or very satisfied with our graduates across a range of skills related to planning, teaching strategies, assessment and evaluation, learning environment, professional growth, and communication 96% to 100% of the time. One-hundred percent indicated they would feel comfortable hiring our graduates in the future. Comments pertaining to strengths include:

- The year-long internship plays a major role in the area of classroom management. By having this experience UT teachers are far better at classroom management and can focus on instructional practices.
- Their ability to plan and organize instruction, develop a classroom culture, maintain discipline, and collaborate with others.
- Your students are very competent in domain I Planning. They are very good with integrating technology into instruction (teaching strategies).
- They have a real willingness to learn in a collaborative culture. It comes very naturally for them. They are also very professional.
- Cross curriculum work.
- Content knowledge
- We have a UT trained core mentor team. We welcome your students to a positive learning environment. We consider the UT students to be the best prepared of all the colleges we host.

Comments noting areas recommended for additional emphasis:
- Dealing with diverse learners.
- Assessment of data, value-added & formative instruction.
- Knowledge of RTI and data collection (This is not a weakness, just an area that needs more emphasis.)
- Classroom management.

Professional Year Surveys show between 81% and 98% of graduates report that their preparation program provided experiences that positively met their needs. They found that their UT mentors and mentor teachers met their needs both in the frequency and quality of the feedback received. While the overwhelming majority of responses were positive, there were three areas where responses showed a need for additional support. First, a significant number of interns were unsure about the collaborative nature of planning and coordinating their experiences. Second, 27% were unsure that pre-service courses prepared them for the internship. Third, 20% felt a need for additional technology training. Our expanded efforts to support students in these areas are detailed in Section 1.2b.

Follow-up Surveys show strengths across survey categories including planning, teaching strategies, assessment and evaluation, and learning environment. Within those categories, results revealed some opportunities for improvement. While planning is reported as an area of strength, within that category the subheading "Adapting Instruction for Diverse Learners" revealed a need for additional support with 4% rating this area as poor and 24% as fair. Changes addressing this need are presented in Section 1.2b.

Admission Board Surveys show that 100% of those interviewed had a clear understanding of the purpose of the interview and 98.2% indicated they had a clear understanding of what would happen at the interview and sufficient opportunity to express themselves. One-hundred percent reported the members of their Board were fair and unbiased in their treatment and consideration of the candidates. Individual comments were very positive.

Dispositional reports reveal that almost all of our students display appropriate professional dispositions on a consistent basis. Only a small number of professional dispositions are written each semester.

Dispositional policies and procedures call for a positive approach to addressing issues as they arise. The filing of a dispositional deficiency is viewed as a constructive coaching opportunity to support the student. Most cases are singular incidents; though in some cases, where necessary, students have been counseled out of the program and encouraged to find a more suitable career. During 2011-2012, 61 dispositional deficiencies were filed involving 37 students from 12 different programs. Thirty-six of those students had positive outcomes and one was counseled out of the program. The dispositions most often cited during that timeframe were: 10: Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor; 11: Demonstrating positive work habits and interpersonal skills, including a positive attitude, dependability, honesty and respect for others; and 15: Using sound judgment and thoughtful decision making with consideration of the consequences.

TaskStream artifacts and rubrics show clear results, indicating that our graduates possess the appropriate knowledge, skills, and dispositions needed for success in the classroom and as educational leaders. Action Research, Pre-post Analysis and edTPA rubrics that are tied to impact on student learning show our students have a positive and measurable impact. Lesson and unit plans as well as the edTPA planning component show a strength in this area, which is supported in other broader data sources including the state evaluations and employer feedback. Our scoring of TPTE 486 Introduction to Instructional Computing artifacts documents student ability to integrate technology into instruction. Student posting of Professional Development activities shows that our graduates continue to meet expectations in this area. Summative Dispositional Ratings signal that our candidates hold a strong commitment to the beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice that guide our dispositional expectations.

The semi-annual meetings of the Council for Improvement of Professional Education (CIPE) and the annual meeting of the Tennessee Valley Professional Development Consortium (TVPDC) provide feedback from partner school systems indicating that teacher preparation at the elementary level should be incorporating additional content-area coursework. Discussions have revealed that principals are looking for special education teachers who have a content area of expertise as opposed to a general certificate. While this could be a strength of the five-year program, the challenge is in recruiting math and science majors into the special education program. Knox County Schools highlighted their need for ESL teachers. Feedback emphasized that new standards call for all teachers to facilitate, collaborate, and create problem-solving activities and that individualized learning plans within student-centered classrooms are expected. Placements within partner school systems need to reflect LEA needs. Suggestions included spreading out student placements across the length of the program with fewer pull-outs and rotations during the internship year. Feedback also brought out the need for transitional licensure to be more collaborative with increased emphasis on communication between the LEAs and University. Details of changes in response to this feedback can be found in 1.2b and the exhibits.

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

A considerable number of changes have taken place within and across programs based on several sets of data. Additional detail can be found in the exhibits. At the university level, Banner has been adopted as the proprietary Student Information System, thereby increasing our reporting capacity. Reports that previously required compiling data from multiple sources are now available through Banner. The need for increased program level reporting capability and managed record keeping prompted the move to a new electronic portfolio system (TaskStream) that expands our ability to gather, analyze, and report data on

individuals and groups as well as to document and manage school-based experiences, including school sites, and mentor teacher information. We are developing a field placement database within TaskStream.

Artifacts to be completed by all initial and advanced programs have been identified and created within TaskStream. Commonly agreed upon rubrics for those artifacts have been established and posted within TaskStream. The edTPA has been added as an artifact that is posted to TaskStream and then submitted to Pearson for official scoring. Though the edTPA is not mandated across all programs, approximately 80% of our interns participated this past year (N=155). The strength of this assessment has prompted consideration of making the assessment required for all students going forward. Implementation of the edTPA has prompted changes in the content of a number of courses including pre-internship TPTE 351, 422, and 355 as well as internship courses TPTE 591, 574, and 575 to include additional support for areas within planning, instruction, assessment, and academic language consistent with edTPA results.

Interns are also now required to post documentation of their professional development to TaskStream, listing the date, activity, and number of hours involved. Interns are expected to clock the same number of in-service hours as any practicing teacher within the school system in which they are placed. Additionally, interns in the principal preparation program post artifacts and reflections corresponding to each of the Interstate School Leaders Licensure Consortium (ISLLC) and the Tennessee Instructional Leaders (TIL) standards.

The *Procedures for Identifying and Resolving Professional Performance Problems for Licensure Students Handbook* has been revised to clarify procedures for responding to problem situations. Handbooks for *Field Experiences, Partnership Mentors* and the *Professional Year* are revised and updated annually. The handbook for the Educational Administration program has also been revised. Participants in the Leadership Preparation Program are provided links to YouTube videos, which guide them through understanding many aspects of the program.

The Associate Dean for Professional Licensure and Director of the Graduate School of Education coordinates with the Associate Dean for Academic Programs in the College of Arts and Sciences (CA&S) to strengthen and support connections with content specialists. The CA&S Associate Dean facilitated the curricular approvals required to implement the VolsTeach program described below. Common Core Standards are being incorporated into teacher preparation programs and shared with CA&S faculty in order to meet the needs of our students as well as our P-12 partners.

In an effort to meet the needs of our P-12 partners with regard to math and science teachers, two new programs in the STEM area have been developed. The VolsTeach STEM program in math and science is an undergraduate program developed in cooperation with the CA&S replicating the UTeach model out of the University of Texas. Students in the VolsTeach program with a math, science, or engineering major can complete licensure requirements along with their undergraduate degree. This program is rich in school-based experiences and applied internships, culminating in a semester of apprentice teaching. Noyce scholarships and internships are available for select students within this program. Recipients receive $12,000 for their junior and senior year and a $10,000 stipend to start in the classroom.

Another STEM program, TEACH/Here, is a post-baccalaureate residency model operating in Hamilton and Knox County Schools in alliance with the Public Education Foundation in Chattanooga, Tennessee and modeled after the Urban Teacher Residency United program. Participants come to the program with an appropriate academic background and are provided tuition waivers and a stipend during the 12-month program. They then work in a high-need school or district for a four-year-period. Additionally program completers receive a $10,000 salary supplement during those four years through a Noyce Scholarship.

Response to Feedback

Data from our unit assessments indicated four common areas for improvement across programs: adapting instruction for diverse learners, classroom management, assessment and evaluation, and technology. Additional training in adapting instruction for diverse learners was listed as a need in follow-up surveys of recent graduates. A number of changes address this need. One of the central focuses of SPED 402, a core education course, is meeting the needs of diverse learners. As an example, content has been added to support military families as a part of the national initiative known as Operation Educate the Educators supported by the American Association of Colleges of Teacher Education (AACTE) and Jill Biden. Beyond that, the implementation of the edTPA enabled us to place an emphasis on the ability to 1) plan based on the individual needs of diverse learners, and 2) adjust plans by reflecting on the outcomes of daily lessons. A focus on Academic Language within the edTPA also highlights the need to consider each student's educational context in planning and developing instructional strategies that ensure success for all students. TPTE has developed a new endorsement in English as a Second Language (ESL). This additional licensure will be an option for Track II candidates in early childhood, elementary, middle, secondary, and special education and will include 12 hours of coursework and the addition of an ESL rotation during the internship. This is expected to help fill a critical need of partner LEAs for teachers with the ability to meet the needs of a student population that is becoming more and more diverse.

Assessment and evaluation including candidate understanding of value added measures of teacher efficacy have been a point of emphasis over the past several years. Faculty and recent graduates partnered with THEC and SAS (Tennessee's value added measurement system provider) in the development of online modules that provide 9 hours of additional training in the reading, analysis, and use of value added data to guide planning and instruction. Faculty and recent graduates participated in the development, testing, and review of the modules, which are now being made available and incorporated into our programs. This is a substantial addition that will support an identified need in this area.

Assessment is a key area of the edTPA. Three rubrics are specifically related to assessment: the analysis of student work, using feedback to guide further learning, and using assessment to inform instruction. Participation in the edTPA requires an increased focus on and use of assessment in planning and instruction. Faculty have updated pre-service and internship courses to address these competencies.

The Child and Family Studies PreK-3 program has added an assessment course, CFS 580 Special Topics in Child and Family Studies, to strengthen candidate performance in this area. Students are expected to 1) become familiar with a variety of informal and formal assessment strategies and demonstrate an appropriate understanding of their valid and ethical uses with young children, 2) demonstrate an understanding of the connected processes of child assessment and instruction, and 3) apply both formal and informal assessment approaches to inform and improve instructional planning and implementation.

Educational Psychology 401, one of our core licensure courses, has a significant focus on assessment. In addition, a new course has been added as an elective in the area of assessment and evaluation: Math Ed 550 (processes for assessing, making curricular and instructional decisions based upon and reporting student achievement). The course covers interpretation and use of existing assessment data as well as methods of assessment (e.g., traditional tests, performance tasks, portfolios, exhibitions). It is available to students across all program areas.

In the area of classroom management several changes have been made to support our pre-service teachers. A recently updated course, SPED 556 Effective Strategies and Evidenced Based Interventions, is available to students across all programs. The Agriculture Education program added additional classroom teaching experiences in local high schools to their ALEC 434 Methods of Teaching Agriscience course as a way of providing additional opportunities to observe, develop, and practice classroom management strategies. Additionally leadership courses that focus on personal leadership development, working in

small groups and teams and diverse organizations have been added to the Agricultural Education curriculum. These courses contribute to the development of teachers as leaders in their schools. Elementary programs implemented Book Studies within TPTE 574 Analysis of Teaching for Professional Development where students read books, such as *Fierce Teaching*, *Choice Words*, and *Book Whisperers*, followed with discussions on how they might influence teaching strategies and classroom management.

Technology was identified as an area of potential improvement. With this is mind, TPTE 486 Introduction to Instructional Computing, our core technology course, has been restructured to include training on a number of web 2.0 tools as well as the use of white boards in instructional settings. Our Special Education faculty provide training on assistive technologies as an integral part of their coursework, particularly including SPED 402, our core special education course for all licensure students. SPED 590 has been restructured with assistive technology as a central focus. Some requests for additional technology training have been related to specific software used by local LEAs for record keeping and parent communication. In these cases we have worked with our partner school systems to allow our interns to participate in staff development training available through their technology departments.

Academic language has been given increased attention over the past couple of years. Adoption of the edTPA led to the recognition by faculty that additional support was needed in this area. As a result, programs have added readings and or assignments related to academic language. As an example Social Science Education 574 Analysis of Teaching for Professional Development now includes an additional assignment developed from the *Tennessee Academic Vocabulary Handbook* based on the work of Marzano to provide additional practice in supporting language demands.

Implementation of the new state teacher evaluation system prompted a number of changes across programs. An example is the revision of a performance assessment task within Social Science Education 454. The assignment was designed to give classroom teachers practice in identifying criteria for performance tasks, developing standards for assessing products, and writing comments of support and improvement. Additional examples can be found in the Exhibit 2.3.h.

The need for additional content knowledge was expressed by partner school principals and recognized by faculty as well. As a result, we redesigned the six-hour Elementary Education 422 Elementary and Middle School Teaching Methods I to include content and general methods while Elementary Education 505 Elementary and Middle School Teaching Methods II, a content methods course that included four content areas, has been replaced with four individual graduate level three-hour content methods courses, thereby doubling the content-specific pedagogy provided during the internship. Individual courses led by content specialists provide more in-depth coverage of math, science, social studies, and literacy.

Data from observations from elementary field experiences led to a scheduling change. Pre-interns in schools on Fridays (which teachers often use for assessment rather than new instruction) or other less productive times of day were having trouble completing assignments. Principals were also having difficulty scheduling group meetings. Now all elementary experiences are scheduled on Wednesdays to increase opportunities for lesson observations and to allow principals time to meet with pre-interns.

The Educational Leadership Academy has been developed in partnership with Knox County Schools with the intent of filling their need for highly qualified administrative leaders. A special MOU has created two cohorts through a rigorous selection process. Candidates participate in an intensive 15-month preparation experience leading to licensure. Courses are taught jointly by university faculty and practicing education professionals. Fellows are assigned an outstanding principal mentor with whom they work four days a week. This residency is a paid administrative intern position. In its second year the director made changes based on student evaluation forms and feedback from professors and Knox County administrators working with Leadership Academy Fellows. Data indicated a need for additional support in research

methodology. EDAM 592 was delegated to two instructors over 2 semesters with increased focus on research methodology. Fellows from the previous cohort were assigned as research mentors to current fellows and the program director has assumed a "hands on" mentoring role as well. Program details are provided in the PEU exhibit room.

In 2011-2012 the Educational Administration Leadership Program was reformatted as an online program. Falling enrollment and a need to serve candidates beyond the immediate Knoxville area prompted this move. While the delivery of instruction has transfered to an electronic format, the content and rigor have remained the same. As in the Leadership Academy, courses are taught jointly by university faculty and practitioner partners. Participants engage in internship activities under the supervision of principal mentors, university faculty, and university facilitators. The facilitators are exemplary practitioners who have served for many years in educational leadership positions and conduct four on-site visits each school year. Detailed information on the structure and delivery of coursework are available in Exhibit 2.3.h.

Reading education faculty have been working with Greene County Schools to provide professional development in reading education. A number of Greene County teachers, with the support of their administration, have been working with reading faculty to secure a reading specialist certification in connection with a master's degree or EdS. Approximately half of the class meetings have been conducted onsite and half on campus on Saturdays as a way of accommodating travel for this group that reside well outside the Knoxville area. Faculty are converting several courses to an online format using BlackBoard Collaborate as another way to mitigate the need for travel. The same faculty are forming a similar group for Benton Schools in Polk County. Since the state of Tennessee identified Benton Schools as "focus schools," they have been able to secure state funding to support this professional learning effort.

Another change being implemented related to practicum experiences in the reading program is the use of Evirx video software to record, edit, and self-analyze sessions that are then shared with the instructor and class colleagues. This approach is considered an important addition to the practice of observed tutoring sessions that take place on campus as a part of a tutoring program supported by the Reading Center.

Recognizing the need for additional coursework in the teaching of reading, faculty added REED 530 to the required coursework for all elementary initial licensure students. This three-hour course covers trends in methods, materials, basic approaches, skill development, and assessment procedures for teaching reading and is in addition to REED 430.

1.3 Exhibits

1.3.a	State program review documents and state findings (Some of these documents may be available in AIMS.)
1.3.b	Title II reports submitted to the state for the previous three years
1.3.c	Key assessments and scoring guides used for assessing candidate learning against standards and proficiencies identified in the unit's conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)
1.3.d	Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
1.3.e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
1.3.f	Data and summaries of results on key assessments of candidates' professional dispositions (Data should be disaggregated by program, and for off-campus, distance learning, and

	alternative route programs.)
1.3.g	Examples of candidates' assessment and analysis of P-12 student learning
1.3.h	Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.3.i	Follow-up studies of graduates and summaries of the results
1.3.j	Employer feedback on graduates and summaries of the results
1.3.k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available

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

2.1 **How does the unit use its assessment system to improve candidate performance, program quality and unit operations? [maximum of three pages]**
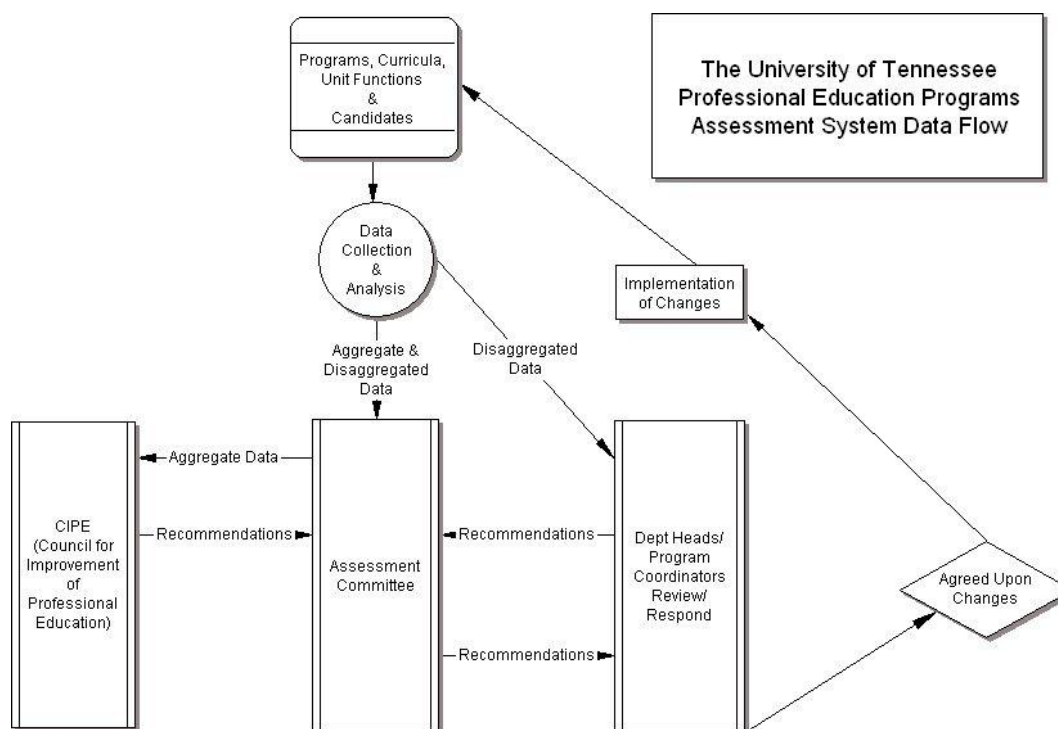
The PEU at UTK has conducted assessments that reflect the candidate, program, and unit effectiveness for many decades. The Assessment Committee, which includes representatives of key constituencies related to the initial and advanced licensure programs, meets monthly to review the existing assessment activities and provide leadership for improvement. Various ad hoc committees have been formed to meet specific needs identified by the Assessment Committee and extend involvement in the assessment system to others in the professional community. Assessment Committee meetings are open to all who want to attend. As components of the assessment system are developed and/or refined, they are first reviewed by the Assessment Committee for approval or revision. They are then shared with various stakeholder groups as they are developed and/or revised for their information, review, and feedback through individual contact, group meetings, e-mail, and/or the professional licensure listserv. Assessment personnel in the unit have responsibility for seeing that the actual assessment functions occur and that results are summarized and disseminated.

The assessment system functions continuously. In order to monitor candidate performance and program and unit operations, we collect data from a variety of sources throughout the year as candidates progress through the program and into the profession. Candidates provide data through admission board surveys, professional year surveys, and graduate follow-up surveys in addition to specific work samples and artifacts. Employers provide additional data through surveys. Electronic data systems house the majority of candidate data. These include: 1) the university administrative database (Banner), 2) data entered into college-level databases by unit personnel, and 3) the TaskStream electronic portfolio that contains candidate-developed artifacts, assessments (edTPA) and rubric scores demonstrating the candidates' knowledge, skills, and dispositions. TaskStream, which was adopted in 2011, also has the capacity to manage and track field placement information. Efforts are underway to utilize this program as a placement tool. In addition to these data sources, the Assessment Coordinator uses Excel spreadsheets to record dispositions in core courses and keep records of dispositional deficiencies as they are filed.

When data are obtained, they are analyzed, summarized and/or aggregated across programs when appropriate, disaggregated by program when appropriate, and provided to the Assessment Committee as shown in the Assessment System Data Flow chart below. Members of our advisory groups, CIPE and TVPDC, receive summary and aggregate data results for discussion and review. Department heads, coordinators, and program chairs receive disaggregated data relative to program components for which they are responsible, sometimes accompanied by the aggregate or summary results to provide perspective.

Aggregate results are also shared with the larger professional community when appropriate through meetings, the unit listserv, and/or Graduate School of Education social media. Recommendations for change are directed back to the Assessment Committee. After consideration, the Assessment Committee makes recommendations for changes to the appropriate faculty members and department heads for implementation. Curricular changes are processed through the established curricular review process of the College and University as described in Standard 6. The next cycle of data collection involves gathering information about the program in its revised state as the cycle continues.

Figure 2. Assessment System Data Flow

The assessment system includes all educator licensure programs at the University of Tennessee, Knoxville and provides information on individuals (applicants, candidates, and program completers), programs, and the unit. We base decisions about candidates on results of multiple measures at numerous points in time for both initial teacher and advanced programs. Due to structural differences between the initial and advanced programs, the assessment processes do differ. We collect data on candidate performance in the initial licensure programs at four portals: admission, entry to internship, mid-point of internship, and program/internship completion. Additional data are collected after program completion through follow-up surveys, initial employer surveys, as well as longitudinal employment, and value added data on student learning provided through the Tennessee Teacher Training Report Card.

The initial licensure programs Early Childhood PreK-K and Agriculture can be completed at the bachelor's level through student teaching, rather than the year-long internship. As a result decision points for initial licensure at the undergraduate level include: Admission, Transition to Student Teaching, and Program Completion. Also a new undergraduate STEM program for math and science has been established. VolsTeach is a replication of UTeach that incorporates extensive field experience across all four years with decision points coming at Admission, Apprentice Teaching, and Program Completion.

For the advanced-level and alternative teacher licensure programs we gather candidate data upon student admission, during coursework, and after program completion. The advanced programs included in this review are the Track I MS program, School Administrator, and Reading Specialist. The advanced programs exempt from NCATE review in Standards 1 through 5 include music education, counselor education, school psychologist, school social worker, speech and language therapist, and library/media licensure programs.

The Assessment Committee reviews in advance all data collection instruments administered by the unit for clarity, usefulness and appropriateness of the information gathered, and removal of bias. The Committee also reviews and discusses all results of data collection related to professional licensure preparation programs. Where multiple sections of a course or clinical experience are taught, the Assessment Committee reviews the rubric scores of the various sections for consistency. A blind review is conducted using sample artifacts from each instructor's students as a further measure of the adequacy of scoring.

Reports from candidate surveys completed near the end of the internship (See Exhibit 2.3.e) are not provided to faculty until near the end of the summer to remove any possibility of bias by faculty members in subsequent contacts since interns typically enroll in summer courses to complete their MS degrees. Policies for candidate completion of course evaluations conducted by the University stipulate that the instructors may not have access to the evaluation results until grades are submitted. Summary reports of the course evaluations are generated by the Office of Institutional Research on campus for each course section taught. Results are used as a part of annual faculty evaluations.

Candidate assessment data, when summarized at the program level, provide information for program and unit improvement. Assessment data used for such purposes include PRAXIS scores by test area, entering GPA, admission board evaluations, professional year evaluations by candidates, follow-up surveys of program completers, mid-year and end-of-year internship evaluations, disposition ratings, rubric scores on required TaskStream artifacts, Teacher Performance Assessment (edTPA) results, state teacher evaluations (TEAM, TIGER, TAP, and Coach), annual Tennessee Teacher Training Report Card, faculty course evaluations by students in core and other licensure courses, and surveys of employers of program completers.

The assessment system is, and always will be, a work in progress. It continues to evolve as we respond to additional needs for data, to address problems, and to utilize current technology. As the unit continues to examine the reliability and validity of the assessments in use, we strive to strengthen our confidence in those results.

Assessment results are summarized and reported via text, tables, charts, and/or graphs pursuant to each data collection activity throughout the year. Data collection activities of the unit are generally organized, administered, analyzed, and reported by the Data Coordinator to the Assessment Committee as shown in the data flow chart (Figure Two shown above).

2.2.a **Standard on which the unit is moving to the target level [maximum of five pages]**
- **Describe areas of the standard at which the unit is currently performing at the target level.**
- **Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- **Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 2**.

The unit assessment system is continually evaluated and renewed based on feedback from all stakeholders including students, faculty, mentor teachers and administrators from our local school partners as well as

the TN Department of Education. The Assessment Committee, made up of key constituencies across programs, meets monthly basis to review data, assessment activities, and system processes and to make recommendations for improvement.

While interaction and dialogue with community partners is ongoing, more formal meetings take place on an annual basis. The CIPE, which includes representatives from all partnership school systems, school levels, and socio-economic contexts meets each semester with the Associate Dean for Professional Licensure and Director of the Graduate School of Education, the Assessment Committee, and representatives of specialized programs (i.e., TEACH/Here, VolsTeach) to review performance data from the previous year's teacher candidates. CIPE members engage "critical friends" in reviewing and providing feedback on elements of our conceptual framework and reviewing and discussing data on our students' performance on a range of measures including traditional coursework and assessments, the edTPA, TEAM, TAP, TIGER and Coach, as well as Praxis scores and the state Report Card. Suggestions made are incorporated into the unit strategic planning. Another group, the TVPDC, is made up of principals and teacher liaisons from each partner school that meet annually to discuss highlights of the UTK educator programs and innovative practices at the University and district level. This group also reviews assessment results annually and is another source of valuable input in the renewal process.

Education in Tennessee has changed dramatically over the past several years. State and national reform efforts coupled with Race to the Top have precipitated major changes in P-16 education including educator preparation programs. The unit has responded these changes, incorporating new assessments and standards into our programs in order to meet the needs of our students and P-12 partners and strengthen student learning in Tennessee.

In 2011 Tennessee adopted Common Core Standards. Consequently faculty have been participating in related professional development and incorporating the new standards into our licensure programs. Full implementation and assessment based on the Common Core Standards is scheduled for 2014.

The state teacher evaluation process has been completely redesigned to include multiple components and observations that may only be scored by trained and calibrated evaluators. There are now four state approved evaluation models including TEAM, TAP, TIGER and Coach. Part of our program design includes the use of a state approved model to assess our candidates. As a result, key faculty have been trained and calibrated to collaborate with LEA administrators in the use of the new evaluation models with our interns. We are getting a detailed look at our students' classroom performance from the results generated through these new in-depth assessments.

For the past three years Tennessee has been a part of the Teacher Performance Assessment Consortium (TPAC). This nationally recognized performance assessment developed by Stanford University for pre-service teachers is currently being tested in 22 states. Some states including New York, Washington, Wisconsin have adopted the assessment as a gateway to licensure. Tennessee has been a fast-track state and our programs have been active participants. In 2011-2012 over 80% of our licensure students formally participated. This assessment is blind scored by trained and calibrated scorers through Pearson Publishing and allows us to measure our candidates' performance against a set of rigorous standards and to compare those results to state and national results. That comparison has been favorable with our candidates scoring above the national average on 12 of 13 rubrics and matching the national average in the last category.

A state report card for teacher preparation programs is published annually by the Tennessee Higher Education Commission. This report allows us to look at data previously unavailable to us including value added data tied to graduates of our programs that are employed in state public schools. While only about 40% of Tennessee public school teachers produce value added data, we are able to see how our program

completers who do have value added assessments compare with other Tennessee teachers. Comparisons are made using TCAP Composite 4-8, Math, Reading/Language, Science, and Social Studies as well as EOC Composite (High School), Algebra I, Algebra II, Biology I, English I, English II, English III, and US History. Results show that in general our students perform well compared to others across the state. Privacy issues have hampered our efforts to access data that can be tied to specific programs but continued requests for more detailed data have led to a commitment from the state to allow us to design more detailed reports that should provide valuable insight into the effectiveness of our graduates and their impact on student performance. A formal study in cooperation with Vanderbilt University is underway that will follow a number of our graduates into the field seeking to compare current assessments including state evaluations and edTPA scores to value added performance as derived from 3-12 student performance on the Tennessee Comprehensive Assessment Program (TCAP).

Our students are assessed throughout their program progression using multiple internal and external measures. Many are designed by our faculty, while others were developed on a state and national level. Feedback from program completers is positive. Employers indicate that our graduates perform well in the classroom and they are eager to host and employ our graduates. A 2011employer survey revealed that principals were satisfied or very satisfied with our graduates 94 to 100 percent of the time in the areas of Planning, Teaching Strategies, Assessment and Evaluation, Learning Environment, Professional Growth, and Communication. One hundred percent indicated they would feel confident in employing other UT graduates. These results, along with employer comments on program strengths such as the ones below help to confirm the relationship between our program assessments and later success in the classroom.

- Data analysis (using data to make wise instructional decisions)
- The year-long internship plays a major role in the area of classroom management. By having this experience UT teachers are far better at classroom management and can focus on instructional practices.
- Excellent use of technology
- Love having & training them in my school. 75-80% of my hires are interns.
- U.T. is recognized as one of the leaders in the field of deaf education from across the U.S.
- We have a UT trained core mentor team. We welcome your students to a positive learning environment. We consider the UT students to be the best prepared of all the colleges we host.

Fairness and accuracy are hallmarks of effective programs. Our Assessment Committee reviews all measures as they are developed with an eye toward bias. We conduct rubric reliability testing each year for assessments coming from courses with multiple sections to help eliminate bias and improve reliability. The state teacher evaluation model requires trained and calibrated observers and the edTPA is blind scored by trained and calibrated scorers from across the country. Our survey work, from admission to follow-up, all include questions as to the fairness and accuracy of our processes and evaluations. Our most recent Admission Board Surveys showed that 100% of those interviewed felt the board members were fair and unbiased in their treatment and consideration of them as a candidate. Likewise our Professional Year Survey showed that 95% of interns indicated they had been evaluated fairly in courses taken during the internship and that they had a clear understanding of dispositions they were expected to demonstrate.

2b. Data Collection, Analysis, and Evaluation
The unit's assessment system provides regular and comprehensive data on program quality, candidate performance, and unit performance. A full-time position has been established with the responsibility of overseeing the system including the collection, analysis, and the timely distribution of data. The system includes multiple measures of student performance beginning with the admission process that screens applicants to ensure they meet academic requirements (minimum grade point, content coursework, Praxis, ACT, or GRE) prior to formal interviews. Students must perform at a high academic level and display appropriate dispositions throughout their program as they pass through established gateways.

Individual student artifacts required of licensure candidates include 4 lesson plans, a unit plan, a classroom website, philosophy of education, an action research paper, and a pre-post analysis of teaching. These are collected across all programs. Additional artifacts unique to each program area that are collected include reflections, documentation of Professional Development, and the edTPA of participating students. These artifacts are scored with rubrics, the results of which are aggregated and shared at the program, department, and unit level on an annual or semester basis. Interns in the principal preparation program post artifacts and reflections corresponding to each of the Interstate School Leaders Licensure Consortium (ISLLC) and the Tennessee Instructional Leaders (TIL) standards.

A number of surveys are used to assess unit and program effectiveness. These include a Professional Year Survey done each year as students complete the internship, a Follow-up Survey done each year with the previous year's completers as they begin their careers, and an Employer Survey done every other year with principals who have hired our graduates. The results of these surveys are also aggregated and analyzed at the program and unit level. We share results at the program and unit level as appropriate and provide summaries to stakeholders within the local school community

We aggregate, analyze, and share results of intern state evaluations, edTPA scores and Praxis with faculty and appropriate stakeholders on an annual basis.

A system for managing student complaints and their resolution is in place. Hilltopics Student Handbook provides the guidance for our management of student complaints and other disciplinary actions. In particular this handbook provides guidance for the resolution of issues related to academic coursework, the undergraduate grade appeal process, and other matters associated with academic progression and standing. It also outlines resources available for student support, such as the Counseling Center, the Student Success Center, and the Office of Equity and Diversity. The general guidance in this handbook is that issues and complaints be resolved at the level closest to the issue or problem, starting with the faculty and progressing through program and departmental leadership to the dean's office, and campus administration, and ultimately the system presidential offices. Some examples of how this plays out within the educator preparation programs are presented in Exhibit 2.3.f.

2c. Use of Data for Program Improvement
The unit continuously looks for relationships within and across evaluations. As opportunities for improvement are revealed in assessment data and analyses, changes are suggested and implemented. In succeeding years these areas continue to be monitored to determine if the changes instituted have provided the desired results or if additional changes are warranted. Data are reviewed by the Assessment Committee and made available to program faculty on an annual or semi-annual basis depending on the nature of the assessment. Program faculty review and determine an appropriate plan of action based on the available data. This decision-making process may include program level information that goes beyond the unit assessment system reports. Proposed changes are vetted at the program and department level and then reviewed by the Assessment Committee. Examples of data collected, analysis, and changes made as well as their effect are included in Standard I.

Results of candidate performance on the edTPA are being compared and correlated to results of our new state teacher evaluation models. There is a strong correlation in most areas. We are reviewing programs with a weak link between the two assessments to determine what may have affected outcomes. Additional research is currently underway to document the correlation between edTPA scores and the TVAAS value added scores of our graduates. The multi-year study, being done in collaboration with Vanderbilt University will follow 30 of our graduates into the field and over the next 3 years and involve the correlation of edTPA scores with classroom TVAAS data to help establish the efficacy of the edTPA as a

measure of future classroom success. Additionally we will be looking for links to state teacher evaluations, GPA and ACT scores as a way of validating these as measures of future classroom success.

The Tennessee Department of Education has agreed to develop ten additional reports related to TVAAS value added scores. Those reports are now in the development stage. This new project will allow us, for the first time, to view results at a more granular level. Value added data at the program level could be a useful tool in guiding program improvement.

2.3 Exhibits

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

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

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

Field experience, clinical practice, student teaching or apprentice teaching, and internships are coordinated by the Office of School-based Experiences (OSE) in collaboration with school system leaders and partnership principals. The director of OSE works with school principals to identify potential mentors who meet GSE mentor requirements, and confirm placements. For our largest partnership, Knox County Schools (KCS), we solicit system-level input to improve the placement process. (See Exhibit 3.3.a for sample meeting minutes.)

Both undergraduate and graduate programs incorporate field experiences in a minimum of two diverse school contexts. Student teaching placements provide undergraduate students (music, agriculture, early childhood education PreK-K, and VolsTeach) with a semester teaching experience. Internship placements (PreK-3, elementary, middle grades, secondary, SPED, art, music, ESL, and WL) provide a year-long graduate teaching experience that contribute to a master's degree. Due to shortages in high need content areas (i.e., special education, world language, mathematics, and science), the Unit does work with school partners to allow select qualified interns to change from the Track II licensure path to a transitional

license issued by the state to fill a teaching position. For these students, the Unit's primary role shifts to that of a service provider in determining remaining curricular needs and providing such coursework. The school system screens for employment eligibility, employs, supervises, evaluates, and recommends these teachers for licensure once they have fulfilled all requirements. Our transitional licensure policy is available online.

Unit and school-based faculty, including school system leaders, are systematically involved in the design, implementation, and evaluation of all programs, both formally and informally.

- Current Memoranda of Understanding (MOUs) are in place with ten school systems actively partnering with the PEU in the clinical experience for pre-service teacher candidates; These agreements include details regarding the roles and responsibilities of UT faculty, UT mentors, and school-based mentors. A complete roster of districts partnerships is presented in Exhibit 3.3.a.
- The Council for the Improvement of Professional Education (CIPE) meets semi-annually, serving as an advisory group for the Unit. Participants (central office leaders, school administrators, representative teacher leaders from our partnership districts, Assessment Committee members, and program faculty) review candidate performance data, provide feedback about current program implementation, and offer suggestions for improvement with reference to national initiatives such as the conceptual framework and the Tennessee Teacher Training Report Card. (See Exhibit 3.3.a)
- The Tennessee Valley Professional Development Consortium (TVPDC). Once focused exclusively on PDS partners, we have expanded this group to include central office personnel, principals and school liaisons from all partnership systems and schools. Partners review program refinements and performance data, discuss current research on teacher preparation and mentoring, and serve as critical friends in providing feedback and suggestions for improvement. For example, TVPDC members decided in fall 2011 to grant 6 hours of unscheduled in-service credit to interns participating in the edTPA and to authorize 3 "writing days" for all edTPA participants, a model that has continued into 2012-2013. (See Exhibit 3.3.a)
- Internship Overview Meetings. Initiated in early fall of 2011, these meetings grew out of CIPE discussions and informal meetings with partnership school districts (2009-2010) related to the need to clarify expectations for co-teaching and mentoring for UT teacher candidates, their teacher mentors, their school principals, and UTK faculty and mentors at the beginning of each school year. UTK and system leaders jointly conduct these meetings to assure delivery of consistency regarding co-teaching policies and evaluation procedures. (See Exhibit 3.3.a)
- Orientation to edTPA (for faculty, UT mentors and clinical faculty, interns, principals, and teacher leaders serving as scorers). Unit faculty have provided orientation sessions, guidelines for coaching interns, and scorer training for 27 teacher leaders selected by district personnel to serve in that capacity. In 2011-2012 and 2012-2013, we provided the names of qualified mentors to Pearson. (See Exhibit 3.3.a)
- Selection of quality mentors. The OSE director collaborates with system and school leaders to assure that criteria for mentoring teachers are clear and known to all parties (i.e., completion of a minimum of 3 years of teaching experience, quality professional performance as documented by student achievement and teacher evaluations, and recommendation of building principals); that teacher candidates are placed with strong role models in their schools; and that principals and school leaders have opportunities for input and feedback regarding their roles in supporting and supervising our teacher candidates. With our largest school district partnership (KCS), changes in requirements for mentoring teachers and placements evolved over the past five years. These include: 1) the stipulation that all mentoring teachers must have completed the system's mentor training (designed by UT faculty as part of the 1999-2004 Urban IMPACT TQE Grant); 2) the requirement that every mentor have strong TEAM scores and principal recommendations (Spring 2012); and 3) the development of a reconceptualized placement procedure to fulfill strategic needs of the district (Fall 2012). For the

VolsTeach and TEACH/Here programs, additional criteria for selection and training are included along with stipends for mentoring.

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

Informal structures are in place to support UTK and school-based partners as they work with interns. GSE coordinated professional development for UTK faculty on the state evaluation models (TEAM, and TIGER) and for UTK faculty and mentoring teachers on edTPA. As of 2012, faculty leaders began sharing the training they have completed on Common Core Standards. VolsTeach and TEACH/Here master teachers and university supervisors provide in-depth mentor training specific to their programs. Unit faculty, interns, and school partners engage, when appropriate, in both Unit and LEA-based professional development and share expertise to support candidate learning. Representative examples include:

- As stated in the internship handbook (TPTE 575), UTK interns are required to attend the same professional development and complete the same required in-service hours as required of their mentors. With the exception of hours devoted to the edTPA (6 hrs.), school personnel guide the selection and completion of all required hours. (See Exhibit 3.3.e.)
- Since 2006, Unit faculty have continued to provide a handbook delineating expectations for both interns and mentors as well as training for partnership teachers and administrators on effective mentoring and induction programs. (See Exhibit 3.3.e and 3.3.a)
- At the annual UTK Mentor and Clinical Faculty Orientation (graduate student and clinical faculty) we discuss GSE expectations for UTK mentors, evaluation procedures, and procedures for documenting and resolving professional performance problems for licensure students at these meetings. In fall 2011, we expanded this to a four-day workshop on the TEAM evaluation model conducted by NIET. As of fall 2011, all key faculty and university mentors had completed the state-required initial and recertification evaluation training for TEAM or TIGER. (See Exhibit 3.3.d)
- On a voluntary basis, 27 teacher leaders and 11 Unit faculty and graduate students received training as scorers for the 2010-2011 edTPA. Unit faculty and teacher scorers have provided professional development to GSE faculty, coached mentors in schools, and served as resources for interns and peer faculty. For example, we recommended a World Languages (WL) school-based mentor to serve on Pearson's national benchmarking team. She has subsequently collaborated with the WL faculty to prepare interns for the edTPA. (See Exhibit 3.3.a)
- In summer 2012, a faculty team participated in partnership LEA state Common Core State Standards training, have shared this information at faculty retreats, and have served as resources for all faculty. (See Exhibit 3.3.a)
- Faculty engage teacher leaders in the design, delivery, and implementation of coursework. The TEACH/Here program involves collaborating with teacher leaders in coaching, evaluating, and designing learning experiences for the urban teacher residents. The TEACH/Here program staff recruit, train, and pay clinical instructors (mentor teachers) and site coordinators to coach and supervise residents.
- Individual programs involve talented mentor teachers in the delivery of specific aspects of field experience and internship coursework and several are located in partnership schools.
- VolsTeach mentor orientations provide professional development for invited elementary, middle, and high school teachers from partner school systems of Anderson, Knox and Roane Counties to gain a deeper understanding of inquiry-based instruction, instructional coaching strategies, lesson planning and evaluation protocols, and the VolsTeach program. VolsTeach master teachers facilitate these

sessions with the latter portion of each orientation focused upon mentor-mentee curriculum discussions and field experience lesson planning.

- The Educational Administration "Leadership Academy" engages school principals and system leaders in the selection process, in mentoring, and in teaching coursework. (See Exhibit 3.3.a.)

All applicants for internship, apprentice teaching, or student teaching must meet the minimum grade point average requirement (2.7) and successfully complete a background check. Applicants must also complete written questionnaires, participate in interviews, and fulfill additional screening requirements such as a speech and hearing examination. Once admitted, they must agree, in writing, to uphold the Unit's professional dispositions and maintain the minimum required GPA (2.8 in professional education coursework and a 3.0 to obtain the masters' degree). To receive their placements, they must also provide proof of liability insurance and, for some districts, complete a drug screen.

All interns experience a variety of placements as follows: 1) field experiences in at least two schools representing varied school contexts; and 2) internships with rotation placements that assure a significant experience in different grade levels or school contexts. Student teachers have a minimum of two placements, again in diverse settings. (See Exhibit 3.3.b for placement and rotation documentation.) Interns are given handbooks that delineate expectations, policies, and procedures to guide the field-based experiences and internship. Mentors are given guidelines (field experiences) and a handbook (internship) that explains what is expected of all parties. (See Exhibit 3.3.e for field experience and internship handbooks). During field experience placements, we expect students to tutor, work with small groups, conduct purposeful observations, teach lessons, monitor student performance, and assist with planning, materials development, and assessments. (See Exhibit 3.3.b) During the internship, all interns must complete *the Documentation of Internship Experiences Handbook* to assure that they have engaged in a comprehensive range of school- and community-related experiences. (See Exhibit 3.3.e)

Intern candidates complete a field experience during the semester prior to their year-long internship. The Unit's internship structure is based upon the co-teaching model where interns and mentors plan, implement instruction, and assess student learning collaboratively. Initially, the mentor assumes the leadership role in each of these areas, and, within a flexible gradual release structure, shifts the major responsibility to the intern toward the end of the second semester. Both are expected to be actively engaged in day-to-day planning, instruction, and assessment throughout the year. (See exhibit 3.3.b)

Targeted courses within the Unit's teacher preparation program have signature assessments that pre-interns or interns and student teachers or apprentice teachers must complete and post to TaskStream, such as lesson and unit plans (with a minimum of one that includes the incorporation of technology as part of the instructional design), action research projects, and the edTPA. Since interns earn a year of teaching credit from the state Department of Education, all must perform at a level expected of beginning teachers on the state's teacher evaluation model (TEAM, TAP, TIGER, and Coach). UTK faculty incorporate knowledge and skills from these evaluation measures in coursework; UTK mentors coach, observe and provide ongoing formative feedback to interns, and complete designated components of the evaluation process. (See Exhibit 3.3.f). In addition, interns must complete an action research project that demonstrates their ability to identify areas of need, design a research-based intervention, and assess its impact. Since 2009-2010, the Unit has been engaged in state and national field testing of the edTPA. To monitor the progress of each intern, UTK mentors observe on a regular basis (every 2-3 weeks), complete mid-term evaluations, and summative evaluations. (See Exhibit 3.3.f)

The Educational Administration program continues to prepare aspiring school leaders for the traditional administrative licensure program. Students participate in an intensive internship in a partnering school under the auspices of an approved mentor. The internship class is held during the fall semester, and students participate in online "check-ins" with university faculty throughout the spring semester. During

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the internship, students must log a minimum of 33 hours in each of the six ISLLC standards and in each of the seven TILS standards for a total of 429 hours of internship experiences. These intern logs are uploaded to the students' electronic portfolio. Additionally, for each of the 13 standards, students must upload a substantive reflection-on-practice and artifacts exemplifying administrative internship activities to the electronic portfolio.

3.3 Exhibits

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

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

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

In recognition of the increasing diversity in America's classrooms and our responsibility for preparing educators who can promote the learning of all students, our programs place a high priority on providing candidates with relevant and meaningful preparation and experiences related to diversity. The importance placed on this standard is evidenced throughout the College's Diversity Plan and Strategic Plan, and Unit's Conceptual Framework. To ensure a campus-wide commitment to enhanced diversity, the Chancellor's Office required all units to develop and implement diversity plans. The Office also created and supports the Council for Diversity and Interculturalism (CDI). The CDI advises the administration on creating and sustaining a welcoming, supportive and inclusive campus climate for all groups. Their goals include attracting and retaining faculty and staff from under-represented populations; attracting, retaining and graduating students from historically under-represented populations and international students; and ensuring that curricular requirements include significant intercultural perspectives.

The College of Education, Health, and Human Sciences' Diversity Plan is aligned with the six goals set forth by the Chancellor's Office for the comprehensive, campus-wide initiative for enhanced diversity:

1. Create and sustain a welcoming, supportive, and inclusive campus climate.
2. Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions.
3. Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students.
4. Develop and strengthen partnerships with diverse communities in Tennessee and globally.
5. Ensure that curricular requirements include significant intercultural perspectives.
6. Prepare graduate students to become teachers, researchers, and professionals in a diverse world.

Dr. Rickey L. Hall, Vice Chancellor for Diversity is responsible for coordinating campus-wide diversity initiatives to advance the goals set forth in unit diversity plans. The Unit has made a concerted effort to design and integrate meaningful experiences into all licensure programs to help candidates develop proficiencies related to diversity and for working effectively with all students. Included in the College's Strategic Plan are core values that speak directly to the importance placed on diversity in the college.

The unit has clearly articulated proficiencies related to diversity set forth in the conceptual framework and dispositions. In line with the unit's conceptual framework all candidates are provided with curricular and field experiences that provide instruction on diversity, they interact with diverse faculty and have experiences working with a diverse pool of peers from different socioeconomic and ethnic/racial groups, and have experience working with diverse students in P-12 schools. We monitor and mentor candidates throughout their licensure programs to make certain they demonstrate the ability to:

Value diversity among students, colleagues, community members, and others by promoting diversity as a means for strengthening the educational experiences of all students.

We expect candidates to develop cultural competency as documented through articulated professional dispositions; performance in required coursework, which includes specific objectives related to diversity and cultural competency; achievement demonstrated on assignments designed to improve candidates' skills for meeting the needs of all students; diverse field experiences and placements; and approved models for teacher evaluation, which have a strong focus on diversity and provide a means to give candidates feedback for improving their knowledge, skills and professional dispositions for helping diverse students. Central to the Unit's efforts to help students develop instructional proficiencies for a diverse student population are the professional dispositions that all candidates must agree to honor upon admission to teacher education. Specifically, the first five dispositions articulate the priority placed on diversity and relate directly to expectations for candidates to develop and demonstrate the skills and attitudes needed to work with any student:

1. Providing equitable learning opportunities for all students
2. Promoting achievement of students at all levels
3. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning
4. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
5. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students

Instructors document that candidates demonstrate behavior indicating appropriate dispositions at the conclusion of relevant courses. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the protocol in place for monitoring adherence to the Unit's professional dispositions. Our expectations for professional demeanor related to diversity provide a positive departure point for communicating with candidates about student engagement in the

classroom, materials selection, lesson planning, and other opportunities to demonstrate understanding of and commitment to these dispositions.

All candidates in initial programs must complete a required series of courses, specific to the licensure track they are pursuing. The courses have been carefully designed to provide candidates with culturally responsive pedagogy, fundamentals of planning for classroom instruction to meet the needs of all students, foundations for effective classroom management, and competencies for meeting the diverse needs of all learners, including those with exceptionalities. Specifically, initial licensure students must complete the following requirements:

- *Special Education 402 – Professional Studies, Special Education and Diverse Learners:* Characteristics and needs of students with disabilities and diverse learners with emphasis on educational implications. Techniques, strategies and resources for teaching and assessing students with diverse learning, behavioral, medical and/or sociocultural characteristics and the requirements of special education and other relevant laws.
- Specific assignments in required courses (e.g., CFS 552), such as creating lesson and unit plans that focus on meeting the needs of diverse students, including ELLs and students with exceptionalities.
- Specific methods courses (e.g., TPTE 355, TPTE 422, SCED 531, MEDU 530, REED 530, ENED 590) designed to provide techniques, strategies and resources for teaching and assessing students with diverse learning, behavioral, medical, and/or sociocultural characteristics.

Faculty provide candidates with a variety of experiences designed to help them understand and appreciate the diversity they will encounter as educational leaders in the field. A sampling of the types of diversity-related experiences faculty members have provided for candidates include:

- Culturally relevant pedagogy, including experiences in community mapping to help candidates understand the influences of community resources on students, school and community functioning and performance. This exercise helps candidates develop skills to communicate with students and families in ways that are respectful of cultural and socioeconomic differences.
- The Urban Multi-Cultural Elementary Education Program, which has been designed to address the cultural, historical and social differences experienced by students and their families that result in disconnects between home and school and are linked to learning outcomes.
- The Early Childhood Education licensure programs (PreK-K and preK-3), which have an emphasis on meeting the needs of students with exceptionalities.
- Action Research Projects focused on diverse needs of students, including ELLs, students with disabilities, and other groups considered to be vulnerable to school failure.
- Assessment assignments for candidates to reflect on their students' performance related to mastery of performance indicators. Candidates must summarize the performance for all subgroups of students in their class: high scorers, low scorers, ELL students, students with IEPs, and minority students. The objective of the assignment is to provide candidates with experience matching teaching strategies with students' needs and abilities.
- Course assignments that promote reflective inquiry, and differentiating instruction.

Issues related to diversity are also integral to the coursework and research expectations for advanced programs. Advanced programs have been designed to include instruction on intercultural perspectives and provide diverse field-based experiences. Specifically, diversity-related curricular examples in the Educational Administration program include:
- EDAD 523: Administration of Special Services. This course addresses legal and ethical responsibilities of the school or district leader in terms of special populations such as students with disabilities, ELLs, and children from communities characterized by economic distress.

- EDAM 608: Issues in Educational Administration. This course focuses on a variety of diversity issues as they concern school leadership. Diversity-related readings include *Creating Equitable Schools* (Darling-Hammond), *Bridging the Divide* (Delpit), *Students Who Don't Fit* (Deschenes), and *Creating a Chance to Dream* (Nieto).

The Unit provides all candidates with meaningful opportunities to interact with faculty from diverse backgrounds. Throughout their programs, candidates interact with diverse faculty (see Exhibit 4.3.d), including ethnic/racial and gender diversity. Students have the opportunity to work with faculty who are experienced in preparing candidates to work with diverse student populations, including ELLs and students with exceptionalities. The 2011-12 UTK Fact Book reports that 16% of all faculty members at the university are from minority racial groups and women represent 39% of the faculty. Faculty diversity in the CEHHS as a whole, matches the 16% University figure, but exceeds gender percentages, with 60% of CEHHS faculty being women. Within the Unit, 14% of all faculty are racial minorities, and 57% are female.

The Provost and the College administration have developed and clearly communicated expectations and provided resources for hiring strategies designed to secure diverse pools of qualified applicants for faculty positions. In the fall of 2012, the Provost's Office sponsored a visit to campus from two University of Michigan faculty involved in the STRIDE Program, focused on successful recruitment and retention of a diverse faculty. The University's Office of Equity and Diversity (OED), provides support and guidance for the successful recruitment of diverse candidates, including advertising venues for all open faculty positions, such as *Black Issues in Higher Education*, the *Chronicle of Higher Education*, Higheredjobs.com and LatinosinHighered.com. Additionally, successful efforts to recruit diverse faculty have involved personal contacts with colleagues in the profession, and contacts through professional associations and conferences. Search committees also receive support from campus-based special interest commissions including the Council on Interculturalism and Diversity, Commission for Women, Commission for Blacks, and the Commission for LGBT People. Databases have been established to track and monitor diversity of personnel at the campus and college level. The Provost conducts an annual review on efforts to increase diversity of college faculty.

CEHHS provides and supports a uniform retention model for mentoring tenure-seeking faculty by assigning mentors to new faculty members. This model has the specific goal of retaining diverse faculty hired in the College through mentoring associated with research and its dissemination, grantsmanship, teaching, professional networking and service opportunities, and professional development. Workshops are conducted for new faculty members to provide them with information and guidance on tenure guidelines and expectations.

All undergraduate students must complete university-wide general education core courses, which are primarily offered through the College of Arts and Sciences. Additionally undergraduate candidates complete their education coursework through the CEHHS, bringing them in contact with CEHHS faculty. Following the completion of their undergraduate programs, candidates are aligned with the unit's faculty and faculty from partnership schools for their professional licensure coursework.

Candidates in advanced programs are advised and mentored by Unit faculty and professionals in the field. For example, advanced candidates in the Educational Administration Program must spend a minimum of 33 hours during their internships devoted to issues of diversity. They must also upload reflections from their diversity work as school leaders and post artifacts to their online portfolio that demonstrate mastery of the diversity standard.

The unit's commitment to secure diverse placements and experiences for candidates in P-12 schools is a priority of both initial and advanced programs. All candidates have a variety of field and placement

experiences to ensure they have opportunities to work with P-12 students from different socioeconomic backgrounds, ethnic/racial groups, ELLs and students with disabilities. The diversity provided by our placement partners makes it possible to provide candidates with a range of experiences at their placement sites - urban/rural; socioeconomic status, ethnic/racial groups, ELLs and students with exceptionalities. Initial licensure programs require at least two placement experiences during the professional year. Exhibit 4.3.f contains documentation of the diversity for partnership school systems and placement sites.

4.2.b   Continuous Improvement [maximum of three pages]
- **Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- **Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 4.**

The mentoring model in place for candidates ensures that all students receive feedback from school and university-based mentors related to their proficiencies for working with students of diverse backgrounds during all stages of their licensure programs. Faculty provide this feedback through assignment evaluations, course grades, monitoring of professional dispositions, and administration of state-approved evaluation protocols.

Candidates must engage in assessments that include measurement of diversity-related proficiencies. All candidates are assessed under approved Tennessee models for teacher evaluation (TEAM, TIGER, TAP, and Coach). Additionally, initial candidates complete the Teacher Performance Assessment (edTPA), a pre-service assessment that include tasks that place an emphasis on skills to support students' varied academic learning needs through differentiated instruction, planning instruction for ELLs, and using assessment to inform instruction. Collectively these evaluation tools provide an opportunity to measure candidates' proficiencies in providing instructional opportunities for diverse students.

Data-driven changes and program improvements have occurred in the area of diversity based upon candidate feedback and assessments. An increased focus on diversity has been implemented in core courses as a result of candidate and employer feedback, including:
- The 2011-2012 Teacher Education Professional Year Evaluation Survey which showed 92.4% of candidate respondents reported that the internship year provided them with sufficient experiences teaching students with diverse learning needs. In this same survey, 94% of respondents indicated they had received sufficient experience teaching students from varied backgrounds. When asked if they were adequately prepared to work with culturally diverse populations, 89% responded they were prepared. In response to being adequately prepared to work with at-risk students, 85% of responded they were adequately prepared.
- The Follow-Up Survey of 2010-2011 Program Completers asked graduates to rank their preparation for "adapting instructional opportunities for diverse learners." Approximately 71.5% reported a rating of good or very good about their preparation to work with diverse learners.
- From the 2009-10 survey of principals employing program graduates, 95% responded they were satisfied, or very satisfied, with graduates' ability to "adapt instructional opportunities for diverse learners."

These assessments have highlighted the need for candidates to have increased opportunities to develop proficiencies in meeting the diverse needs of all students. Survey data have informed the work of the Assessment Committee and faculty discussions on how to prepare candidates best for meeting the challenges and opportunities associated with classroom diversity. Since our last NCATE review several new diversity-related initiatives have been implemented:

- The Department of Child and Family Studies has added a diversity-related course to the Early Childhood Education Program, CFS 552 Diversity among Children and Families. This course was added based on survey feedback from former interns who indicated additional diversity-related instruction would be beneficial.
- A new add-on endorsement ESL program has been developed. A progressive model of summer course offerings will make it possible for initial licensure students to add this to their elementary, middle grades, or secondary programs.
- As a result of implementing edTPA, candidates have gained skills in introducing academic vocabulary to children who lack critical exposure to such language.
- The TEACH/Here, post-baccalaureate program, is addressing the critical shortage of math and science teachers in high-need schools. Graduates of this program must make a 4-year commitment to teach in high-need school settings.
- The VolsTeach program is also designed to address the shortage of high quality math and science teachers. Candidates in this program are provided diverse field-based experiences throughout their undergraduate programs.
- The Secondary English Education program provides students with multiple opportunities to gain skills for teaching diverse students. One such initiative is the work these candidates perform at the Freedom School to help minority students become engaged readers.

The Unit is committed to sustaining and improving efforts to provide meaningful diversity experiences for candidates, and for retaining diverse students in our licensure programs. The Office of Student Services created a full-time position for Coordinator for Recruitment and Retention whose responsibilities include recruiting and supporting the retention of students from diverse backgrounds. The coordinator represents the Unit at recruiting events and serves as an academic advisor for minority students, as well as the Black Educators of Tomorrow student organization. The Coordinator is responsible for overseeing the TN Higher Education Commission (THEC) Diversity in Teaching (DIT) grant. The DIT Grant provides support to increase the number of qualified teachers from underrepresented groups who are committed to entering the teaching profession in grades K-12 and working with students from diverse backgrounds. The Unit uses the funds from this competitive, matching grant program to increase the number of licensure students seeking diverse teaching opportunities. Students selected for the DIT program receive tuition and test fee assistance. They receive tutoring, advising, peer mentoring, and test preparation services to ensure their retention, graduation and job placement. The Unit has been successful in securing DIT grants to support 15 candidates every year since 2006. The DIT grant program has provided a means to address the critical shortage of teachers prepared to face the challenges of diversity in today's classroom. Since the inception of this program in the 1997-98 school year, the unit has provided DIT Grant support to 243 initial licensure students. Exhibit 4.3.j documents student data for the DIT grants.

In 2009-210 the Education 100: Service Learning class was redesigned to provide students interested in exploring careers in the educational field with opportunities to gain experience working with diverse students, in diverse school settings. A primary objective of this course is to increase students' understanding of the needs and perspectives of marginalized groups of students and families. Course assignments and reflections have been designed to deepen students' understanding and responsibility in addressing issues of inequity.

4.3   Exhibits

4.3.a	Proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools
4.3.b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)

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

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

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

Educator preparation faculty have the educational credentials, expertise, and school-based experience consistent with the expectations of a Carnegie classification doctoral/research university-extensive institution committed to excellence in teaching, scholarship, and service. All tenure and tenure track faculty have earned doctoral degrees and experience within the P-12 environment. Previous school-setting experience continues to be a critical factor in the hiring of new faculty.

Of the faculty involved directly in licensure programs, approximately 35% hold the rank of professor, while 38% are ranked as associate professor and 26% are ranked as assistant professor. This ratio of experienced faculty to young faculty offers program stability while enabling and promoting the energy and enthusiasm of newer faculty. There is diversity among faculty with respect to age and experience levels as well as diversity of culture and ethnicity. Approximately 15% of our unit faculty is minority with African American, Asian American, and multi-racial representations. The faculty composition is approximately 45% male and 55% female across the ranks. Both genders are represented in administrative roles including department heads, associate deans and dean.

Clinical and adjunct faculty members are hired to support and complement tenure-stream faculty in the preparation of educators. These faculty have significant, successful experience in the teaching field with all holding at least master's degrees. Moreover, any graduate assistants who are assigned roles in supervising interns must have at least a master's degree with teaching experience and must work directly under the supervision of a faculty member in that academic field. Consistent with No Child Left Behind requirements, all school faculty working with candidates are highly qualified.

Faculty teach in specific content areas often with emphasis at specific grade spans. The stature and size of our university enables the unit to attract and hire faculty with specific expertise and experience to support the preparation of specialty area educators. Experience in the P-12 environment, extensive content

background in the discipline in which they will be working, and a strong commitment to research continue to be critical elements for each new hire. A review of faculty vitae provides evidence regarding the success of our recruiting and hiring practices. The intellectual vitality of the faculty, their scholarship, and their professional service are exemplary.

Our faculty are teacher scholars, combining their research knowledge and experiences, content knowledge, and state-of-the-art instructional practice to support student learning. They use a wide variety of research-based instructional practices and strategies to maximize candidate learning opportunities and to model appropriate instruction. Candidates in most licensure programs spend a full year in schools, allowing opportunity for faculty to use field experiences and observations for reflection and analysis.

Laboratory facilities vary widely across interns' assigned schools, but through the sharing of observations and experiences, all interns gain a perspective on how to teach effectively in whatever facilities a school provides. For example, SmartBoard technologies are now in the University classrooms and routinely available and in use in schools. Mentoring faculty report every year on the new, innovative techniques they learn from our licensure candidates working in their schools. The Early Learning Center for Research and Practice, operated by the Department of Child and Family Studies, continues to serve as a laboratory for faculty, students, and staff who are interested in generating knowledge and practices to improve the field of early education and child development. Through the Center, faculty, students, and staff engage in interdisciplinary research and practice intended to make a difference in the lives of children and families. The Center provides full-day, high quality, early education programs for infants, toddlers, preschoolers, and kindergarteners in three sites.

All interns receive classroom specific instruction in the use of technology with emphasis in their content areas. In addition all interns post artifacts to an electronic portfolio (TaskStream) that provides the foundation for the Unit assessment system described in Standard 2. The Unit and the University continually add significant technology through smart classrooms and individually requested technologies for specific populations. Mini-grants are also available to faculty to update syllabi to meet technology standards. Several faculty have received technology grants from the University Office of Information Technology. All faculty receive computers of their choice, which are updated every three to four years through the University refresh program.

Technical support is provided at the College level by a full-time technical support coordinator with a staff of three that is highly responsive to faculty needs. The Curriculum Materials Center in the Bailey Education Complex is a multi-functional service facility, functioning as a computer lab, and curriculum resource center, a classroom for classes/workshops, and a facility for professional development.
Several faculty have been involved in distance (distributed) learning environments. Teaching courses via the Internet using both synchronous and asynchronous tools has allowed access to students geographically isolated and has provided new learning opportunities for faculty.

Diversity and multiculturalism are major foci of our programs and the University. The diversity of our faculty is somewhat limited by the availability of minority faculty. However, faculty do provide a variety of activities to help prospective teachers learn about and appreciate diversity. For example, community mapping, culturally relevant pedagogy, and field experiences with community agencies are types of instructional strategies routinely utilized to address respect for and the valuing of cultural diversity. Student placements in field experiences, student teaching, and internships are made with consideration for providing a diverse set of experiences. The CEHHS commitment to diversity is codified and referenced in our strategic and diversity planning documents, which guide faculty and administrative commitment to intra-cultural and international diversity

Candidate assessment is a shared responsibility among faculty, UT mentors, school-based mentors, and school administrators. Each required course in the program is regularly reviewed and syllabi coordinated among those teaching sections of the same course. A matrix identifies specific standards for which that course takes responsibility. Additionally, all who have contact with our licensure candidates have responsibility for monitoring dispositions and reporting deficiencies. In support of candidate assessment, data are provided to faculty to identify needed changes including Student Assessment of Instruction Survey (SAIS), Praxis scores, and rubric feedback on TaskStream artifacts.

Faculty regularly present at national and international conferences such as AERA, AACTE, NCTM, NCTE, NCTS, and IRA, often in collaboration with graduate students. Moreover, faculty members have a track record of significant international collaborations including Fulbright awards, visiting scholar positions, funded research, published papers, and invited presentations at conferences abroad.

Faculty strive to integrate teaching, scholarship, and service as they seek to insure that their teaching is informed by research and that their research agendas support the CEHHS function, succinctly stated as "enhancing the quality of life through teaching, research and practice." Faculty are involved in a wide variety of outreach and engagement activities including service to the University through Faculty Senate and other campus wide committees; and service to the College through supporting, engaged roles on College Senate, Graduate School of Education (GSE) committees, search committees, the curriculum review committees, and many others within departments, the GSE, CEHHS, and the University.

Faculty evaluation is guided by the University of Tennessee Faculty Handbook. Within departments tenure-seeking faculty, under the guidance of their mentors, prepare an annual dossier of their performance in the areas of teaching, research, and service together with goals for the coming year. Tenured faculty also participate in annual reviews as stipulated by the University and their academic departments. Clinical and research faculty also participate in an annual evaluation process as stipulated by the Faculty Handbook and individual departmental bylaws. Exhibit 6.3.f provides more specifics about the faculty evaluation process.

As part of the University-wide annual review process every course requires a standard student evaluation (Student Assessment of Instruction Survey - SAIS), the results of which must be included in annual reports. Tenure-seeking faculty members' teaching is also peer reviewed by their mentors and by an additional faculty member including both a paper review and classroom observation(s). Feedback is provided to the faculty member and to the department head.

Faculty have access to multiple forms of professional development opportunities both internal and external to the campus. Exhibit 6.3.g. provides samples of such university resources. College, GSE, and departmental resources further support professional development. For example, professional development opportunities made available on-site through the Unit include training and certification in the use of the state teacher evaluation systems including TEAM, TIGER and Coach. The Unit has also supported training on Common Core Standards and the edTPA. All persons involved in supervising licensure candidates receive training each fall in the program requirements, working with mentoring teachers in the field, and implementing the state teacher evaluation processes. The Assessment Committee provides ongoing guidance and training on TaskStream requirements, rubrics, artifacts, as well as monitoring and documentation of dispositions. Travel support for conference presentations is as generous as the budget will allow, with special consideration for tenure-stream faculty. The University adds to College and department funds for travel support for international research-related travel. College-level travel support provided to GSE students and faculty in 2011-2012 are presented in Exhibit 6.3.g. These figures are in addition to departmental support provided to faculty and students presenting papers at professional conferences.

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

In concert with the entire University, CEHHS underwent a review and redevelopment of our Strategic Plan and Diversity Plan. The resulting CEHHS Strategic Plan (2012-2016) identifies the following six priorities:

1. Strengthen our capacity and productivity in research, scholarship, and creative activity to better educate our students; enhance economic, social, and environmental development and to extend the reputation and recognition of our college to the public and our professions.
2. Attract, retain, and reward high-quality, diverse faculty and staff who will proudly represent the CEHHS through exemplary research, teaching, and service.
3. Educate and graduate optimal numbers of diverse graduate students who are of high quality and equipped to become leaders in their field.
4. Attract, develop, and graduate a diverse body of undergraduate students who will become productive contributors to their professions.
5. Continually improve the CEHHS resource base to achieve college priorities by enhancing the research and educational infrastructure.
6. Promote excellence in local and global outreach, service, and social and civic engagement to build new knowledge, and encourage civic dialogue and economic development.

While faculty responsibilities are divided among research/scholarship/creative activity, teaching/advising, and service, these arenas are not isolated, particularly at an institution such as UT, which is both a land-grant and research university. For example, faculty members might involve undergraduate students in research or involve the greater community through outreach in basic and applied research. Each faculty member makes a distinct contribution to the University that is in accordance with her or his terms of appointment, departmental bylaws, discipline and rank. Specific support structures and development opportunities are provided in each of the three areas and are evaluated and modified as appropriate annually.

Our faculty have established national and international reputations for scholarly productivity including writing books, contributing to prestigious journals, and reviewing and serving on editorial panels across the disciplines. Approximately 20% of Unit faculty have at least one book currently in print. Approximately 27% are engaged in external funding through grants and contracts.

Statewide recognition of our University, and the good work being done by faculty has resulted in their inclusion in a number of state-wide education committees including but not limited to the Teacher Education Advisory Council, THEC State Report Card Committee, Teacher Licensure Standards Review Task Force, East TN Public Education Forum, and other committees authorized and organized by the State Department of Education, Tennessee Higher Education Commission, and the P-16 Council.

Faculty work closely with P-12 partners from 10 different school systems. Apart from day to day interaction, more formal meetings take place twice each year. The Council for the Improvement of Professional Education (CIPE) and the Tennessee Valley Professional Development Consortium (TVPDC) provide a platform to share and discuss data. Faculty, partner school administrators, and P-12 mentors use the opportunity to review the past year and plan for improved outcomes moving forward. For example, as a result of the collaborative discussions, partner schools have begun using performance on teacher evaluations as a key criteria in the selection of mentor teachers for pairing with interns.

Adjustments have been made in intern rotation practices to limit disruptive pullouts and an effort is being made to strengthen the connections between intern action research and school improvement plans.

The Center for Enhancing Education in Mathematics and Sciences (CEEMS), a joint center of the College of Arts and Sciences (CA&S) and CEHHS has been created as a part of a STEM initiative. Developed in collaboration with the CA&S and P-12 Partners, CEEMS has advanced the creation of two innovative programs including the TEACH/Here and VolsTeach and further strengthened CEHHS's connection to CA&S.

Additional video equipment has been made available to support recording and analyzing classroom instruction. This reflective process, which is embedded in the edTPA process, has become an integral part of student assessment across programs. Facility upgrades in technology, such as the installation of Smart Boards and creation of Smart Classrooms, have allowed faculty to increase their use of technology in modeling best practices. Atlas.ti software for qualitative research has been made available and training sessions are being offered to faculty.

Faculty are highly active in leadership positions in many professional associations. Selected examples of leadership roles that have been held by faculty include: President of the International Reading Association, President of the Literacy Research Association, Co-editor of the *Journal of Literacy Research*, Board of Editors *Urban Education, Middle School Research Journal*, Editor for the *Chronicle of Middle Level Education*, TAEYC conference planning committee, ESL-SIG Chair in NCTE, Tennessee Association of Middle Schools board member and journal co-editor, Associate Editor Journal of *Evidence Based Practices for Schools*, Tennessee Art Education Association Board Member, Consulting Editor, Children & Schools, Editorial Review Board for Professional School Counseling, Editor for *English Leadership Quarterly*, Co-Editors of the *Journal of Early Childhood Teacher Education*, Editorial Board Member for *Teacher Education and Practice*, Editorial Board Member for *Contemporary Issues in Childhood*, Executive Board of the Tennessee Council for the Social Studies, President of Tennessee Association of Colleges of Teacher Education, National Council of Teachers of Mathematics Program Committee, Editorial Review Board for *Urban Education*, Board of Directors for the National Council of Teachers of Mathematics, Editorial Advisory Board of *Reading Research Quarterly*, President of Southern Chapter of the College Music Society, American Education Research Association Program, Advisory Board for Young Adult Library Services Association, and National Organization of Human Services Editorial Board.

Faculty members provide direct outreach to the local community through a variety of projects. Examples of community outreach include: providing professional development for local school districts in the areas of Agriculture Education, Literacy and Literature, Math, Science, Social Sciences, and Writing. Other projects include training on Common Core Standards, Kindergarten Intervention Teacher Development Project, $10 million NSF grant to build capacity for mathematics teaching and learning in rural areas, Knox County University-Assisted Community School Taskforce developing full service schools, Knox County Great Schools Partnership, Teacher Induction and Mentoring Workshops, FUTURE Program (Grant funded vocational certificate program for students with intellectual disabilities and autism), American Sign Language, Behavioral Interventions, and Counseling,

The college established a Graduate Student Advisory Council to provide an open direct forum for student feedback to the Dean. This group has instituted an annual Graduate Student Research Colloquium. The colloquium offers graduate students and their advisors a showcase for research while providing students a safe, nurturing environment in which to hone their presentation skills. Each academic program has been represented by presenters selected by a review committee. As with the action research projects of interns, the research is guided by faculty, providing opportunities for students to develop well-grounded research practices.

Teacher evaluation in the state of Tennessee has change dramatically over the past several years. Intern evaluations are based on the state evaluation process used in our partner school systems. Teacher education faculty have participated in professional development activities related to the new state system and processes. Those working directly with interns in the classroom have been trained and certified in the use of the state teacher evaluation systems including TEAM, TAP, TIGER, and Coach. As a result of their instruction, mentoring and support our interns are scoring as solid practicing teachers.

Faculty have also become knowledgeable on the Common Core. We have modified curriculum within our teacher education programs to reflect the new standards. Faculty are offering professional development to teachers and districts as Common Core Standards are rolled out across grade levels.

Over the past three years, UT teacher education has been a part of a 22 state consortium piloting and field testing the edTPA, a comprehensive, in-depth, and blind scored assessment designed for pre-service teachers. Faculty have embraced the process. A number of faculty have attended annual edTPA conferences receiving training on its implementation and returned to provide training for other faculty. They have encouraged our interns to participate and as a result of their instruction, mentoring, and support results show our interns scoring above the national average on 12 of 13 rubrics and at the national average on the 13th.

The Unit is committed to increasing the diversity of our faculty. Currently about 16% of the college faculty are minorities and 60% are women. As a Unit about 15% are minority and 55% are female closely matching the University as a whole (http://oira.tennessee.edu/factbook). The College has developed and communicated expectations for hiring strategies designed to secure diverse pools of qualified applicants for faculty positions. The Office of the Provost and the College administration have provided resources in support of meeting this goal. The University's Office of Equity and Diversity (OED), provides support and guidance for the successful recruitment of diverse candidates, including advertising venues for all open faculty positions, such as Black Issues in Higher Education, the Chronicle of Higher Education, Higheredjobs.com and LatinosinHighered.com. Additionally databases have been established to track and monitor diversity of personnel at the campus and college level.

5.3   Exhibits

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

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

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

6a. Unit Leadership and Authority
The University of Tennessee, Knoxville provides leadership for programs that prepare education professionals to work in P-12 schools through the Graduate School of Education (GSE) within the College of Education, Health, and Human Sciences (CEHHS). The Chancellor of UTK has designated the CEHHS Dean to serve as the University's certification officer. The CEHHS Dean has assigned the GSE Director and Associate Dean of Professional Licensure to fulfill the responsibilities and associated duties of the University's certification officer. The GSE Director serves as the liaison to the Tennessee State Department of Education and sits on the Tennessee Teacher Education Advisory Council. The GSE consists of three departments (Educational Leadership and Policy Studies, Educational Psychology and Counseling, and Theory and Practice in Teacher Education) and the teacher education program within the Child and Family Studies Department. The GSE also works in close coordination with and holds oversight of professional licensure of candidates from the College of Arts and Sciences (CA&S), including the School of Music and departments participating in the VolsTeach program and our internship programs; the Agricultural and Extension Education Program in the College of Agricultural Sciences and Natural Resources; the School of Information Sciences in the College of Communication and Information; the College of Social Work; and the Department of Audiology and Speech Pathology in the Graduate Health Sciences College at the University of Tennessee Health Sciences Center. The GSE Director is further supported in leading and serving the professional education programs by other administrators and offices in CEHHS including an Associate Dean for Research and Academic Affairs, the Director of the Office of School-based Experiences, the Director of the Office of Student Support Services (OSS), the Coordinator of Licensure Services and the Coordinator of Assessment Data. Policies, procedures, and practices for governance and operations of the unit are presented in Exhibit 6.3.a. An organizational chart and description of the Unit governance structure and its relationship to the institutional governance structure are presented in Exhibit 6.3.b.

The Office of Student Services oversees recruiting for teacher education in concert with GSE faculty and the VolsTeach recruiter/coach who provides specialized recruiting of students interested in STEM. The Coordinator for Recruitment and Retention develops strategies for recruiting and retaining under-represented populations into our undergraduate and graduate academic programs. He provides academic advising to Charles Lattimore Scholars (i.e., African American students pursuing teacher licensure) and Tennessee Higher Education Commission (THEC) Diversity in Teaching scholarship awardees and serves as the advisor to the Black Educators of Tomorrow student organization. The VolsTeach recruiter's on-campus recruiting includes speaking at STEM-related freshman and sophomore classes, attending parent fairs, and placing flyers around campus. Requirements for admission to the teacher education program are specified in the undergraduate catalog, handouts provided to students, and on the OSS Teacher Education and Professional Licensure website. Academic calendars, catalogs, handbooks, and marketing materials are updated annually.

Faculty collaborate with P-12 practitioners in program design, delivery, and evaluation. The Council for the Improvement of Professional Education (CIPE) and the Tennessee Valley Professional Development Consortium (TVPDC) serve as two primary vehicles for communicating with and receiving feedback from P-12 practitioners. CIPE is currently comprised of 34 key stake holders, including

superintendents/directors, supervisors, human resources personnel, principals and mentor teachers from 10 school districts. CIPE also includes the Associate Dean of Academic Affairs from CA&S who serves as a liaison to arts and sciences department heads and faculty. TVPDC includes all members of CIPE and many additional principals and mentor teachers. During these meetings, Unit faculty and administrators discuss program components and explore opportunities for improvement, such as making adjustments to intern rotation practices or drawing greater connections between school improvement plans and intern action research projects. In fall 2012, 173 P-12 practitioners were invited to TVPDC and approximately 80 attended. P-12 practitioners and content specialists also serve on teacher education admission boards, thereby directly influencing who is admitted into our initial licensure programs.

Colleagues in other units at UTK involved in the preparation of professional educators and school personnel recognize the GSE as having oversight of professional licensure. The GSE serves as the conduit for state-level program recognition and approval and candidate licensure recommendations. It authorizes admission policies and processes. It serves as the central processing location for background checks. The GSE Director and the Director of School-based Experiences maintain working relationships with district superintendents/directors on behalf of all licensure programs.

The Assessment Committee, comprised of program representatives, provides oversight and management of the assessment process for education programs within the Unit. Reports for Standards 1 and 2 articulate the specific operations and functioning of this committee.

TEACH/Here and VolsTeach are housed in the Center for Enhancing Education in Mathematics and Sciences (CEEMS), a joint center of CA&S and CEHHS. Both have steering committees that provide program oversight, but submit all pertinent policies and procedures (e.g., admission to teacher education, field placements) to the Assessment Committee for review and approval. Curricular approvals flow through the CEHHS Undergraduate and Graduate Curricular Review Committees.

The Unit provides internet-based access to information and resources for current and future students through the CEHHS home page. All initial licensure candidates receive advising and guidance from the CEHHS OSS as well as their home college (e.g., College of Arts & Sciences). The Director of the OSS and the Coordinator of Licensure Services and licensure advisors, work collaboratively with faculty to insure that students have access to accurate, timely information, such as changes to Praxis examination requirements, or admission procedures. Students in both initial and advanced programs receive academic advising from faculty and licensure eligibility and application support from OSS. All students receive technology support through the CEHHS Instructional Services Center, The Studio Media Production Laboratory within Hodges Library, and the campus Office of Information Technology.

6b. Unit Budget
The Office of Professional Licensure has a budget to support the Office of School-based Experiences and the Coordinator of Assessment Data. Budgetary allocations of related units (e.g., academic departments, Instructional Services Center, Curriculum Materials Lab) support faculty teaching, scholarship, and service, extending into the P-12 arena. Budgets for the Office of Professional Licensure and related units are presented in Exhibit 6.3.f. Other college budgets are presented in Exhibit 6.3.g.

Faculty engage with P-12 partners in teaching, research, and service initiatives, often securing both internal and external funding to support these efforts. For example, we have offered state-supported special education summer institutes needed for modified, comprehensive, and early childhood special education licensure endorsements to more than 147 educators in between 2008 and 2012. We provided a series of externally-funded professional development initiatives associated with literacy development for students with hearing impairments. We have had both the VolsTeach and TEACH/Here initiatives targeted to the development of STEM teachers. External funding and cost-sharing for these initiatives

well exceeds $10 million. The University provides critical support through the Office of Research, and the CEHHS Director of Research and External Funding.

Throughout a series of budget adjustments between 2008 and 2010, CEHHS maintained level funding in relation to other campus units, absorbing reductions and receiving equivalent stimulus allocations. In 2007-2008, the CEHHS base budget was $16,838,473 and in 2012-2013 the figures was $17,207,072. UTK increased tuition and fees, required across-the-board budget reductions, and initiated a strategic planning process designed to increase efficiency and priority-setting. The Unit and related departments and programs reallocated resources to maximize capacity and integrity of programs while making strategic reductions based on workforce needs and student demand for the program. For example, we reduced resources allocated to elementary education as state reports consistently indicate overproduction in this area. Enrollment quotas in elementary education were lowered from approximately 120 to 80 between 2008 and 2012. The new prek-k program has not yet demonstrated strong student demand since its initial inception for the Head Start community. Thus, we implemented curricular realignments that immediately reduced personnel costs without compromising program quality. Concurrently, the University, CEHHS, and the PEU have directed significant resources toward increasing STEM teachers through the creation of CEEMS and the implementation of VolsTeach and TEACH/Here. One of the educational administration licensure programs converted to a distance education model to expand the potential pool of applicants and reduce costs.

University funding of community engagement projects contribute to faculty capacity to conduct collaborative work within the P-12 arena. Recent examples include 1) Family Literacy for a Multi-Lingual Community: Helping Parents, Helping Children (Clara Lee Brown-faculty, Julie Tyler-doctoral student, Pam Sims-P-12 supervisor, Lenoir City Schools); 2) Making Art Side-by-Side with Students Participating in University Assisted Community Schools (Stephanie Cramer and Bob Kronick-faculty, Knox County Schools); 3) Crossing the Bridge to Academic Discourse: A Collaborative Exploration of What High School Seniors need to Know to Write Well in First-Year-College Composition Courses, Susan Groenke, Kirsten Benson, Marcel Browers-faculty, Shannon Jackson, P-12 supervisor, Knox County Schools); and 4) Family, School, and Community Partnerships in Mathematics (Lynn Hodge-faculty, Danny Trent-P-12 principal, Michael Lawson-mathematics teacher, Knox County Schools).

6c. Personnel
The assigned workload for full-time faculty consists of a combination of teaching, advising, research/scholarship/creative activity, and institutional and/or public service. The individual mix of these responsibilities is determined annually by department heads, in consultation with faculty, including review and approval of the CEHHS Dean and UTK Chief Academic Officer. Details regarding faculty workload are presented in Exhibit 6.3.h.

Faculty are engaged in the professional community at the local, state, regional, national, and international levels. Currently the Tennessee Department of Education is revising all teacher licensure standards. Six members of our faculty are engaged in this work, including a faculty member from the Mathematics Department who is serving as a team leader. Our educational administration faculty served on committees in the redesign of the Tennessee Instructional Leader Standards (TILS). Faculty serve as editors of professional journals, and in leadership roles in professional organizations as documented in Standard 5.

Support personnel associated with our professional education programs significantly enhance the effectiveness of faculty in their teaching and mentoring of candidates. Diane Booker serves as the assistant to the GSE Director. She manages many of the details associated with our Unit, such as processing background checks, scheduling Assessment Committee meetings, keeping partnership records, arranging conference calls, and coordinating travel. Nina Fox provides oversight of scheduling the admission board process and maintains required data bases for Title II. Tina Brannon provides assistance

to the Director of the Office of School-based Experiences. She assists in scheduling meetings, record keeping, and preparing for showcase events such as our Capstone Conference. Glenda Noe provides administrative support to the Director of the OSS, coordinating calendars, compiling data for reports, and interfacing with other support personnel. Bonnie Maples provides leadership to the Instructional Services Center and the student employees working there. She coordinates student and faculty access to instructional technology throughout the year and collaborates with the GSE for the Capstone Conference. Departmental administrative assistants provide general office support (e.g., copying, answering telephones, scheduling appointments, and maintaining office supplies) as well as assistance in accessing student records needed for academic advising and online admissions, bookkeeping support for internal and external grants and contracts, processing travel reimbursement paperwork, managing faculty searches, and other tasks needed to strengthen and support faculty productivity.

6d. Unit Facilities
Three of the four departments in the GSE are located in Jane and David Bailey Education Complex (BEC) and Philander P. Claxton Education Building (C), which are attached buildings. Claxton Education Building first opened in 1957 and an adjacent addition was constructed in 1982. The original structure underwent major renovations and expansion in the 1990s. Child and Family Studies is located in the Jessie Harris Building (JHB). Since the original JHB structure was dedicated in 1926, two wings have been added, one in 1937 and another in 1959. The Early Learning Center for Research and Practice is a free-standing building, adjacent to JHB designed as a laboratory for teaching and research with pre-kindergarten children. The need for significant and comprehensive renovation of JHB was noted in the 2006 NCATE Institutional Report. While the overall condition of this building remains poor, it did receive some upgrades and improvements in 2009 as a result of one-time funding. Classrooms were upgraded from chalkboards to glass boards and technology in the eight general purpose classrooms was also upgraded. An underused computer laboratory in JHB has been converted to a student lounge. CEEMS is housed in Greve Hall. Programs leading to licensure in agriculture education, music education, school social work, library media, and speech/language pathology are housed in other colleges and buildings on campus, with the majority of their coursework taking place there.

The entire campus has wireless internet access for students, faculty, and guests. Many classrooms are equipped with projection devices that can be used to convey computer-based images and digital video.

Full-time faculty have private offices equipped with individualized technology and media. Equipment options include desktop and/or laptop computers, docking stations, multiple monitors, printers, fax and scanning machines, digital cameras, and iPads. Faculty have access to networked color printers, copiers, and fax machines located in convenient common areas. Each department and the Dean's suite have conference rooms that are available for use by faculty, staff, and students.

School Facilities
Interns, student teachers, and apprentice teachers are placed in public schools with consideration given to their teaching field, availability and willingness of quality mentor teachers, partnership agreements, and levels of student diversity in previous placements. School facilities are adequate although technology resources are uneven. As candidates experience multiple placements they recognize and learn ways to cope with varying school conditions as well as student demographics and school leadership styles.

6e. Unit Resources including Technology
Faculty and students have a wealth of resources to facilitate and enhance learning throughout the campus that are presented in Exhibit 6.3.i. The Computer Refresh Program funded by the University provides funding whereby one-third of the faculty receive a new computer each year. Student Technology Fees, currently $100/semester for a full-time student or $12 per hour up to $100, are used to defray technology costs. The CEHHS Tech Committee maintains an ongoing three-year strategic plan for the use of

technology fee funds. The CEHHS Three-Year Technology Strategic Plan includes funding for equipment students need to complete the Teacher Performance Assessment (edTPA), including digital cameras. Other technology made possible through the Student Technology Fee include iPads, that are available to all but used predominately in the early childhood education and special education programs. We also have strategic supports for qualitative research software (Atlas.ti), primarily used by faculty and doctoral students.

External funding from donations and bequests provide scholarship support to a very high percentage of candidates in the initial licensure program during the internship year. In 2011-2012, 184 of the 205 interns (90%) who participated in the internship received some level funding, totaling $456,500 in scholarships and grants.

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The **Office of School-Based Experiences** provides coordination between the College's teacher education faculty and students and the College's partnership schools. Among the services provided are the following: 1) orientation for pre-intern students, university supervisors, and school-based mentors and administrators; 2) assignment and negotiation of field placements; and 3) general nurturance of relationships between the GSE and the schools relative to field experiences.

The **Office of Professional Licensure** employs the Assessment Data Coordinator who is responsible to the GSE Director and serves on the Unit's Assessment Committee. He provides oversight to the data systems used to assess students, programs, and the Unit through TaskStream, Pearson, and College/University student data bases as described in Standard 2. The overall system contains milestone information from the point of program admission through program completion. In addition to the specific functions listed below, the coordinator provides additional data to meet specific needs of individual programs upon request when data are available in the assessment system.

The Assessment Data Coordinator conducts surveys and prepares reports for both internal and external needs. The coordinator's activities include the following:
- Follow-up Survey of Program Completers (annual),
- Employer Satisfaction Survey (biennial),
- Candidate Admission Board Evaluation (each semester),
- Intern Professional Year Evaluation (annual),
- US News Data Liaison (annual), and
- NCATE Data Liaison (annual).

He also has responsibility for the overall operations of TaskStream and the administrative database. This includes monitoring to ensure that appropriate artifacts are uploaded and scored in a timely manner and summarizing scores on artifacts in TaskStream and in the administrative database for feedback to the Assessment Committee and others as appropriate. The Assessment Coordinator serves as the link between the Unit and TaskStream as well as the Unit's official contact person with the University computer operations staff regarding the administrative database.

The [Office of Information Technology](#) provides the Online@UT ([Blackboard Learn](#)) course management system and Blackboard Collaborate for distance learning.

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

In 2007, Claxton Addition was rededicated as the Jane and David Bailey Education Complex in recognition of the generous support of Jane and David Bailey to our teacher education programs. In the summer of 2011 BEC 328 was upgraded to a collaborative learning classroom, receiving an overhaul to lighting, furniture, and equipment. Other upgrades to Bailey and Claxton include computer lab upgrades, new tables and chairs in several classrooms, speakers for the art lab, whiteboards and projectors, the installation of electronic white boards, and upgrades for both the science and math labs in Bailey. The CEEMS space in a renovated Greve Hall was dedicated in August 2012. It includes two laboratory classrooms, a conference room, a library area, a lounge, and several student workrooms along with faculty and support staff offices.

Based on preferences expressed by faculty, a proposal to establish the Graduate School of Education within the CEHHS was submitted for review and approval through University lines of authority. The Tennessee Higher Education Commission granted the GSE official recognition 2010. In 2011 the GSE adopted formal bylaws and began functioning as the Professional Education Unit within CEHHS. The GSE and Office of Professional Licensure provide ongoing support to academic departments engaged in educator preparation in the maintenance of licensure standards, assessment and data analysis. The creation of the GSE affords professional educators greater visibility and opportunity to connect with students and the community. For example, the GSE hosted a showing of the documentary film *American Teacher*, and is hosting a panel discussion of charter schools and vouchers in March 2013.

Based on feedback from mentors, interns, and University faculty, we now begin each academic year with an orientation session for interns, mentor teachers, and principals held at multiple locations to insure ease of access and convenience for school-based personnel. During these orientations we review current evaluation structures and schedules, use of the Teacher Performance Assessment (edTPA), and co-teaching models of teacher induction; and field questions from and concerns of our school-based partners. More information about these orientation sessions is presented in Standard 3 and accompanying exhibits. All school-based personnel receive access to pertinent handbooks.

The GSE provided a four-day training session for faculty to learn state teacher evaluation models adopted by Tennessee in 2011. We arranged for the qualified trainers, scheduled the event, and assured that follow-up access to restricted websites for trained educators was available. We support semi-annual participation in the Tennessee Association of Colleges of Teacher Education for eight faculty and staff. We have sent representatives to the edTPA Conference for the past four years to share and learn more about the edTPA processes. We conducted debriefing sessions regarding the edTPA at the end of the year since we began using it in 2010. We provided demonstrations and discussions of TaskStream prior to adopting it for data management. We sent faculty to state-provided Common Core State Standards training sessions and had them report back to the faculty. We have coordinated with THEC to provide training in the TN Value Added Assessment System modules intended for use in pre-service teacher education programs.

The Assessment Committee endorsed the transition from our previous electronic portfolio and data management system to TaskStream after faculty voted in favor of such a move. Information and training provided by personnel from TaskStream informed this decision and provided us with the skills needed to support students in the transition to this platform for data management.

As we began seeking student volunteers to participate in the edTPA, we recognized the need to provide the equipment, training, and time to support this work. The equipment is now accumulated in our Instructional Services Center. Training is provided by faculty and library staff. Time is allocated and recognized as equivalent to professional development in-service credits for participating interns. In anticipation of the completion of the field test of edTPA and the anticipated cost for future scoring, we have submitted a request for a lab fee to accompany the internship credit hours that will cover this cost. This arrangement is based on student expressed preference for a lab fee that can be absorbed within a financial aid package.

As budget reductions necessitated personnel reductions, we reorganized personnel within the Office of School-based Experiences. The Director of this Office holds primary responsibility for field placements, but works in concert with faculty who do have ongoing building-level relationships with principals and mentor teachers.

The University has moved to strengthen and sustain its capacity to provide advising and student supports through the adoption of Banner and UTrack. We are taking advantage of these resources to provide better documentation of teacher candidate performance.

The University has also recognized the desirability of maintaining electronic contact with alumni and has made netids and UTK email accessible for life. UTapps will offer additional benefits to the University community as we tap more digital resources and seek to strengthen connections to colleagues, alumni, and the community through social media. The GSE has a Twitter account and a Facebook page.

6.3 Exhibits

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