



UNIVERSITY OF KENTUCKY
Professional Education Unit

Research and Reflection for Learning and Leading



NCATE / EPSB INSTITUTIONAL REPORT

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POSTSCRIPT

INTRODUCTION

Overview of the Institution

Located in Lexington, Kentucky, in the historic and scenic Bluegrass area of the Commonwealth, the University of Kentucky (UK) has a rich legacy as a land grant, research institution of higher education. The university grew from the vision of one man, John Bowman. In 1865, after winning financial support through the federal Morrill Land-Grant College Act and private donations, Bowman witnessed the realization of his dream when the *Agricultural and Mechanical (A&M) College of Kentucky* was established as a department of Kentucky University (now Transylvania University).

Popularly called State College, the new institution was located at Ashland, the home of Kentucky statesman Henry Clay, and the adjoining Woodlands estate. The first classes at A&M opened in October 1866 with 190 students and 10 professors. In 1878, A&M separated from Kentucky University and moved to UK's present site on a 52-acre park and fairground donated by the City of Lexington. Three new buildings were constructed at the site and dedicated in 1882; the Main Building was the first of the three to be built and, thus, remains the oldest building on campus.

In 1908, A&M College achieved university status, and its name was changed to *State University, Lexington, Kentucky*. In keeping with the land-grant status of the institution, the Agricultural Extension Service was launched in 1910 as one of the nation's first such programs and quickly became a model for the federally mandated programs required by federal legislation in 1914. Then, in 1916, the General Assembly renamed State University the *University of Kentucky*. From its original three buildings and 52 acres in 1882, UK has now expanded to 787 acres on the main campus and 24,121 off-campus acres, which include research farms, the Robinson Forest, agricultural extension substations, and 4-H camps located at sites throughout the state.

The University of Kentucky has a long history of providing undergraduate and graduate education to citizens of the Commonwealth and beyond. The first bachelor's degree was awarded in 1869, master's degrees were first awarded in 1876, and the first doctoral degree was awarded in 1925. Currently, UK offers 88 bachelor's level, 94 master's/specialist level, and 56 doctoral and 3 first-professional degree programs. During the 2005-2006 academic year, 3,519 baccalaureate degrees, 1,350 master's degrees, 256 doctoral degrees, and 378 first-professional degrees were awarded through the following 16 UK colleges and Graduate School:

Agriculture	Education	Medicine
Arts and Sciences	Engineering	Nursing
Business and Economics	Fine Arts	Pharmacy
Communication and Information Studies	Graduate School	Public Health
Dentistry	Health Sciences	Social Work
Design	Law	

In fall 2006, 27,209 students were enrolled at the University of Kentucky. Undergraduate students comprised 71 percent of that total. During the same semester, minority and international students made up at least 13.6 percent of the overall headcount enrollment (5.2% did not report ethnicity). Women constituted the majority of the student population at the undergraduate (51.2%) and graduate (58.7%) levels. Eight in ten (83%) students attended the university on a full-time basis. Almost one in four (23%) students came from out of state, mostly from states bordering Kentucky.

While much has changed at UK since 1865, its land grant mission to improve the lives of the citizens of the Commonwealth, nation, and world has remained steadfast. Coupled with this focus, the institution is committed to research that is designed to pursue innovative ways to discover, share, and apply new knowledge. Designated as a research-extensive university by the Carnegie Foundation, the University of Kentucky is dedicated to research that engages the communities it serves and improves the lives of Kentuckians. This research mission was re-emphasized in 1997 when the Kentucky General Assembly passed House Bill 1, which established a goal for UK to become one of the nation's Top 20 public research universities by the year 2020. UK President Lee T. Todd Jr. has taken an active role in making plans to ensure that UK is successful in its pursuit of this goal. A *Top 20 Business Plan* detailing the goals, indicators, and resources needed to achieve Top 20 status calls for the enrollment of 7,000 additional students and employment of 625 additional faculty by 2020. These increases would enable UK to have one faculty member for every 17 students. The current faculty to student ratio is 1 to 18.

After submitting the *Top 20 Business Plan* to the General Assembly at its last regular session, UK received \$20.9 million in increased state funding. Indicators of progress toward achieving Top 20 status are becoming evident. Enrollment has increased by 2,400 students since 2001. Two hundred new faculty members were employed this fall semester, with a net increase of 60 faculty after vacancies due to retirements and resignations were filled. Over the past two years, the institution has added 74 new faculty lines. Additional advisors and academic support staff have also been hired to ensure that students have access to needed resources to increase retention and graduation rates. Further, the university is making progress toward Top 20 status as measured by the record \$290.4 million in outside funding for grants and contracts secured by UK researchers in fiscal year 2006, a 127.1 percent increase since fiscal year 1998. Yet another indicator of progress is the institution's 19th ranking on faculty scholarly productivity out of almost 7,300 doctoral programs nationwide, as reported in the *2005 Faculty Scholarly Activity Index* compiled by Academic Analytics. This national ranking is based on the number of articles and books faculty publish, the number of times faculty research is cited in journal articles, and the awards, honors, and grants faculty receive.

Institutional Vision. Accepting the new Top 20 challenge and expectation from the state legislature, the UK Board of Trustees formally adopted a new vision statement for the institution on April 1, 2003, and revised the statement on October 10, 2006, to reflect the Top 20 goal. The vision statement reads as follows:

The University of Kentucky will be one of the nation's 20 best public research universities, an institution recognized world-wide for excellence in teaching, research, and service and a catalyst for intellectual, social, cultural, and economic development.

Institutional Mission. On October 10, 2006, the Board of Trustees also approved the following revised mission and values statements:

The University of Kentucky is a public, research-extensive, land grant university dedicated to improving people's lives through excellence in teaching, research, health care, cultural enrichment, and economic development. The University of Kentucky:

- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship, and creative activity.
- Serves a global community by disseminating, sharing, and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

Institutional Values. The values of the University guide its decisions and the behavior of its community. Its core values are:

- Integrity
- Academic excellence and academic freedom
- Mutual respect and human dignity
- Embracing diversity
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Sensitivity to work-life concerns
- Civic responsibility
- Service to society

In October 2006, the UK Board of Trustees also approved the *2006-2009 Strategic Plan*, which contains five strategic goals and specific objectives for each goal that will be used to guide and assess progress toward achieving Top 20 status.

The university is committed to providing the highest quality programs and ensuring that these programs achieve national, regional, and state accreditation. The institution received regional accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in 1915 and has been accredited continuously through reaffirmation visits to award undergraduate, graduate, and professional degrees. In addition to SACS accreditation, UK has 16 programs with accreditation in specific fields, including accreditation from the National Council for Accreditation of Teacher Education.

Overview of the Unit

Educator preparation at the University of Kentucky began in 1880 when the Kentucky General Assembly established a Normal School to train teachers at what was then the A&M College of Kentucky. In 1908, the legislature established a Department of Education to replace the Normal School, and in 1909 the name of the Department of Education was changed to the Teachers' College. In 1911, a School of Education was created in the College of Arts and Sciences. A model laboratory school was established in 1918, and the College of Education was created in 1923 with a four-year course of study.

Today, the preparation of professional educators at UK is an institution-wide endeavor. Preparation programs are located in seven colleges, including Agriculture, Arts and Sciences, Communication and Library Studies, Education, Fine Arts, Health Sciences, and Social Work. The professional education unit is defined as the College of Education and the educator preparation programs located in the six additional colleges. The dean of the College of Education serves as the unit head.

Unit programs are governed by individual program faculties, which are collaborative groups comprised of a broad representation of professionals, including education faculty, university faculty from content areas, practitioners from schools and agencies, and undergraduate and graduate candidates. These multi-disciplinary committees are responsible for initiating and revising courses and programs, ensuring and documenting that candidates meet educator standards, administering unit policies in their respective programs, conducting continuous assessment of candidates, and using candidate data to improve and revise programs. To ensure that collaboration and communication occur across the unit, the chairs of the program faculties are organized into the Program Faculty Chairs Group, which has regular monthly meetings convened by the director of the Office of Academic Services and Teacher Certification. Established in 1974, the program faculty structure has been instrumental in involving education faculty,

content faculty, and P-12 practitioners in the preparation of educators. This unique approach to governance has served programs and candidates well and, over the years, has garnered positive comments regarding the participation of the professional community in educator preparation.

Unit Vision, Mission, and Values

Consistent with the institutional vision, mission, and values are the unit's vision, which was formally adopted by faculty on February 14, 2006, and the unit's mission, which was approved by unit faculty on March 8, 2005. The following sections identify the vision, mission, and values of the unit.

Vision of the Unit

The College of Education at the University of Kentucky will become one of the nation's 20 best public professional education units with emphasis on research, reflection, learning, and leading in service to the Commonwealth, the nation, and the world.

Mission of the Unit

The College of Education endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The college fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. As part of a research-extensive university, the college advances knowledge through research. As part of a land grant institution, the college prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well being of citizens in the Commonwealth, the nation, and the world.

Values of the Unit

In addition to embracing the values of the university, unit faculty prepared a statement of core values—attitudes, behaviors, and commitments—that demonstrate our shared vision of becoming a nationally recognized college of education:

- Service to the diverse needs and aspirations of candidates and faculty
- Adherence to professional and state standards for education professions
- Participation in generating and evaluating educational initiatives and policies
- Generation and application of scientific and practitioner research
- Professional reflection to ensure continuous growth and improvement
- Encouragement of lifetime learning and wellness
- Leadership for educative growth.

The College of Education was ranked 69th among Graduate Schools of Education out of 277 institutions across the country, according to the recently released 2008 “America’s Best Graduate Schools” list from *U.S. News and World Report*, placing UK in the top 25 percent of ranked institutions. In addition, the college has an Excellent rating on the most recent Quality Performance Index (QPI), a state-wide report card established by the Kentucky Education Professional Standards Board (EPSB). The QPI is based on candidate pass rates on PRAXIS II examinations, performance on the Kentucky Teacher Internship Program, and feedback from student teachers and their cooperating teachers and from intern teachers and their resource teachers on the New Teacher Survey that is administered by the EPSB each year. All programs in the college for which accreditation is available are accredited. The School Psychology Program in the Department of Educational and Counseling Psychology has accreditation from the American Psychological Association (APA) and national recognition from the National Association of School Psychologists (NASP). Although not educator preparation programs, the Rehabilitation Counseling Program has accreditation from the Council for Rehabilitation Education (CORE), and the Counseling Psychology Program has accreditation from the American Psychological Association (APA). Additional programs in the unit are also nationally accredited. The Communication Disorders Program has full accreditation from the American Speech-Language-Hearing Association (ASHA), the

School Social Worker Program has accreditation from the Council on Social Work Education, the School Media Librarian Program has accreditation from the American Library Association, and the Music Education Program has accreditation from the National Association of Schools of Music.

Enrollment in the College of Education totaled 1,657 undergraduates (1,528 full time, 129 part time) and 799 graduate students (348 full time, 451 part time) in fall 2006. Racial and ethnic diversity among candidates mirrors or exceeds the general demographic profile of the Central Kentucky region. During fall 2006, eight percent of undergraduate students and 15.3 percent of graduate students represented racial and ethnic diversity.

During the current semester, fall 2007, 120 professional education faculty members are employed in the unit; their academic rank and tenure status are depicted in Table 0.1. In addition to these full-time faculty members, 38 part-time instructors and 41 graduate teaching assistants teach and/or supervise candidates who are enrolled in educator preparation programs in fall 2007.

Table 0.1
Academic Rank of Professional Education Faculty, Fall 2007

Academic Rank	# of Faculty with Tenure	Non-tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors	26	0	0
Associate Professors	50	0	0
Assistant Professors	0	41	0
Lecturers	0	0	2
Instructors	0	0	1
Total	76	41	3

The College of Education is a member of the American Association of Colleges for Teacher Education (AACTE) and is accredited by the National Council for Accreditation of Teacher Education (NCATE). The college is also a member of the Holmes Partnership, the Council of Academic Deans from Research Education Institutions (CADREI), and the University Council for Educational Administration (UCEA).

Accreditation Site Visit

This accreditation site visit will be a joint visit of the National Council for Accreditation of Teacher Education (NCATE) and the Kentucky Education Professional Standards Board (EPSB). Six NCATE team members, five state team members, two representatives from the EPSB, and an observer representing the Kentucky Education Association will conduct the visit. Most of the documentation for the visit will be posted in a web-supported exhibit room. In addition to the electronic exhibits, each program will display candidate and faculty work and program materials in hard copy in the team workroom on campus.

Program Approval Process

The NCATE/Kentucky Protocol specifies that program approval in the Commonwealth of Kentucky is the responsibility of the Kentucky Education Professional Standards Board (EPSB). Consistent with this agreement, UK has completed the state review process. As part of the review, the EPSB requires initial and advanced programs to demonstrate alignment of curricula and experiences with the standards of the Specialty Professional Associations (SPAs), state standards, the Kentucky P-12 curriculum standards, and the EPSB themes. Program faculties developed program review documents and submitted them to the EPSB in September 2006. Following the state review process, the EPSB reported that all UK educator preparation programs are in compliance with state program guidelines, as indicated in Tables 0.2 and 0.3.

Table 0.2: Program Review Status for Initial Teacher Preparation (ITP) Programs

Program Name	Award Level (e.g., Bachelor's or Master's)	Program Level (ITP or ADV)*	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State or NAEYC)	Program Report Submitted for Review (Yes/No)	State Approval Status (e.g., approved or provisional)	National Recognition Status by NCATE**
Agriculture Education (5-12)	Bachelor's	ITP	30	State	Yes	In compliance	Not applicable
Agriculture Education (5-12)	Master's	ITP	2	State	Yes	In compliance	Not applicable
Art Education (P-12)	Bachelor's	ITP	58	State	Yes	In compliance	Not applicable
Business and Marketing Education (5-12)	Master's	ITP	6	State	Yes	In compliance	Not applicable
Dance Education (P-12)	Bachelor's	ITP	2	State	Yes	In compliance	Not applicable
Elementary Education (P-5)	Bachelor's	ITP	567	State	Yes	In compliance	Not applicable
Elementary Education (P-5)	Post-Bachelor's	ITP	9	State	Yes	In compliance	Not applicable
English Education (8-12)	Master's	ITP	18	State	Yes	In compliance	Not applicable
Family and Consumer Sciences Education (5-12)	Bachelor's	ITP	23	State	Yes	In compliance	Not applicable
Family and Consumer Sciences Education (5-12)	Master's	ITP	3	State	Yes	In compliance	Not applicable
Foreign Language Education (French, German, Latin, Russian, Spanish) (P-12)	Master's	ITP	5	State	Yes	In compliance	Not applicable
Health Education (P-12)	Bachelor's	ITP	10	State	Yes	In compliance	Not applicable
Integrated Music Education (P-12)	Bachelor's	ITP	119	State	Yes	In compliance	Not applicable
Interdisciplinary Early Childhood Education (B-P)	Bachelor's	ITP	59	State	Yes	In compliance	Not applicable
Interdisciplinary Early Childhood Education (B-P)	Post-Bachelor's	ITP	7	State	Yes	In compliance	Not applicable
Mathematics Education (8-12)	Master's	ITP	11	State	Yes	In compliance	Not applicable
Middle School Education (5-9)	Bachelor's, Post-Bachelor's	ITP	109	State	Yes	In compliance	Not applicable
Physical Education (P-12)	Bachelor's	ITP	140	State	Yes	In compliance	Not applicable
Science Education (Biological Science, Chemistry, Earth Science, Physics) (8-12)	Master's	ITP	9	State	Yes	In compliance	Not applicable
Social Studies Education (8-12)	Master's	ITP	16	State	Yes	In compliance	Not applicable
Special Education, LBD (P-12)	Bachelor's	ITP	72	State	Yes	In compliance	Not applicable
Special Education, LBD (P-12)	Post-Bachelor's	ITP	9	State	Yes	In compliance	Not applicable
Special Education, MSD (P-12)	Bachelor's	ITP	43	State	Yes	In compliance	Not applicable
Special Education, MSD (P-12)	Master's and Alt. Certification	ITP	17	State	Yes	In compliance	Not applicable

Table 0.3: Program Review Status for Advanced (ADV) Preparation Programs

Program Name	Award Level (e.g., Bachelor's or Master's)	Program Level (ITP or ADV)*	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State or NAEYC)	Program Report Submitted for Review (Yes/No)	State Approval Status (e.g., approved or provisional)	National Recognition Status by NCATE**
Advanced Teacher Preparation							
Agriculture Education (5-12)	Master's, Rank I	ADV	32	State	Yes	In compliance	Not applicable
Art Education (P-12)	Fifth-Year, Master's, Rank I	ADV	2	State	Yes	In compliance	Not applicable
Arts and Sciences	Master's, Rank I	ADV	0	State	Yes	In compliance	Not applicable
Elementary Education (P-5)	Fifth-Year, Master's, Rank I	ADV	23	State	Yes	In compliance	Not applicable
Family and Consumer Sciences Education (5-12)	Master's, Rank I	ADV	6	State	Yes	In compliance	Not applicable
Interdisciplinary Early Childhood Education (B-P)	Fifth-Year, Master's, Rank I	ADV	10	State	Yes	Approved May 2007	Not applicable
Middle School Education (5-9)	Fifth-Year, Master's, Rank I	ADV	1	State	Yes	In compliance	Not applicable
Music Education (P-12)	Master's, Rank I	ADV	9	State	Yes	In compliance	Not applicable
Physical Education and Health Education (P-12)	Fifth-Year, Master's, Rank I	ADV	5	State	Yes	In compliance	Not applicable
Secondary Education (8-12)	Fifth-Year, Master's, Rank I	ADV	3	State	Yes	In compliance	Not applicable
Special Education, LBD/MSD (P-12)	Master's, Rank I	ADV	56	State	Yes	In compliance	Not applicable
Special Education, Director (P-12)	Post-Master's	ADV	6	State	Yes	In compliance	Not applicable
Other School Personnel Preparation							
Career and Technical Education Principal	Master's	ADV	0	State	Yes	In compliance	Not applicable
Career and Technical Education Supervisor	Master's	ADV	2	State	Yes	In compliance	Not applicable
Communication Disorders (P-12)	Post-Master's at Rank I	ADV	43	State	Yes	In compliance	Not applicable
Instructional Systems Design (P-12)	Master's, Rank I	ADV	12	State	Yes	In compliance	Not applicable
School Media Librarian Certification (P-12)	Master's	ADV	72	State	Yes	In compliance	Not applicable
School Media Librarian Rank Change (P-12)	Post-Master's, Rank I	ADV	2	State	Yes	In compliance	Not applicable
School Principal (P-12)	Master's, Rank I	ADV	30	State	Yes	In compliance	Not applicable
School Psychology (P-12)	Specialist	ADV	50	State	Yes	In compliance	Nationally Recognized by NASP

School Social Worker	Post-Master's	ADV	35	State	Yes	In compliance	Not applicable
School Superintendent	Post-Master's	ADV	16	State	Yes	In compliance	Not applicable
Supervisor of Instruction	Post-Master's	ADV	5	State	Yes	In compliance	Not applicable
Graduate Programs Leading to Endorsement							
English as a Second Language (P-12)	Post-Master's	ADV	2	State	Yes	In compliance	Not applicable
Instructional Computer Technology (P-12)	Post-Master's	ADV	2	State	Yes	In compliance	Not applicable
Reading and Writing (P-12)	Master's	ADV	11	State	Yes	In compliance	Not applicable

*ITP = Initial Teacher Preparation; ADV = Advanced Preparation; **Nationally recognized; conditions; not recognized; not applicable.

CONCEPTUAL FRAMEWORK

The guiding theme of the conceptual framework in the professional education unit at the University of Kentucky is *Research and Reflection for Learning and Leading*. The four components of the conceptual framework highlight the work of candidates, faculty, and staff in the unit. This section provides an abstract of the conceptual framework, an overview of its development, a description of changes to the conceptual framework since the last accreditation site visit in November 2000, a description of the five structural elements of the conceptual framework, and an overview of the six evidences of the conceptual framework. The complete conceptual framework document and supporting documentation are located in the exhibit room at <http://www.uky.edu/Education/NCATE/exhibit.html>.

Conceptual Framework Abstract

The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university.

Research is a valued activity and tool within UK's educator preparation programs. Faculty and candidates generate scientific research using a wide range of research methodologies and contribute to the professional literature. Programs use practitioner inquiry and data-based instructional models in applied settings to enhance student learning and professional development. Research findings from the entire field of education inform design of courses, selection of interventions, and features of professional education programs.

Reflection is a long-standing aspect of UK's educator preparation programs and is, in our view, a hallmark of professional practice. Reflective assessment of performance, outcomes, and approaches to problems is a dynamic process appropriate for faculty, experienced educators, and candidates in initial stages of their careers. Candidates are expected to complete numerous reflective activities as they work to meet standards; the goal is to prepare educators who are capable of analysis and problem solving that will result in improving educational practices and outcomes.

Learning is included as a component within our conceptual framework to underscore our commitment to the many facets of learning and to highlight the ways in which our programs conceptualize, promote, and accomplish learning. As a unit, we do not share a single theoretical view of learning. Faculty and candidates conceptualize learning using a wide range of perspectives including behavioral, constructivist, and social. We believe that our diversity of thought enriches and strengthens our unit. The reference to learning in our conceptual framework encompasses learning among all those who participate in our educator preparation programs and those who are affected by the educational efforts of our faculty and candidates.

Leading is an expectation that faculty hold for themselves and an outcome that is promoted among our candidates. As members of the educational community at Kentucky's flagship university, we believe it is our obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies. We believe that as leaders and followers work

together to improve student learning among diverse student populations, we can obtain positive results that improve education in Kentucky and beyond.

The four elements of our conceptual framework are synergistic and mutually supportive of our work. Taken as a whole, *research, reflection, learning, and leading* provide a strong conceptual basis and functional framework for the preparation of educators at the University of Kentucky.

Development of Conceptual Framework

The unit conceptual framework is dynamic and, as such, has changed over time to more accurately reflect the mission, goals, and values of the unit. The current theme, *Research and Reflection for Learning and Leading*, originates from the work of the Professional Education Sequence Committee that was appointed in 1989 to review the coherence of the sequence of required courses in teacher preparation programs. As one of its recommendations, the committee suggested that the unit adopt the theme of reflective decision making to guide all teacher preparation programs. Over time, the theme was expanded to include all educator preparation programs. More recently, with a dramatic push for the institution to achieve Top 20 research status, the framework was revised to reflect this renewed focus on research at the institution and unit levels. Specific details regarding the development of the conceptual framework are provided in Table 1 of the conceptual framework document.

Description of Changes to Conceptual Framework since Last Site Visit

Since the last accreditation site visit, the unit conceptual framework has been revised to align more closely with recent revisions to the institutional and unit vision and mission statements. These revisions occurred following extensive discussions at faculty retreats and meetings of program faculties, program faculty chairs, and unit faculty. Specific changes to the conceptual framework include the following:

- Given the charge from the state legislature for UK to become a Top 20 research institution, the conceptual framework theme was expanded to include a greater emphasis on *research* in unit programs and in candidate and faculty work.
- Due to the increased emphasis on the concept of the teacher as an instructional leader and anticipated revisions to the state teacher standards to include a leadership standard that would also apply to new teachers, the *leadership* component has been added to the framework.
- A new component, *learning*, was added to the framework to reflect several dimensions: the belief expressed in the Kentucky Education Reform Act that all students can learn, the commitment to prepare candidates to be lifelong learners, and the commitment of faculty to engage in professional development to remain abreast of the latest developments in their respective fields.
- Program faculties have identified, and the unit has adopted, Unit Functional Skills and Dispositions and Unit Technology Standards that candidates must demonstrate throughout their programs.
- The appropriate state educator standards, the Unit Functional Skills and Dispositions, and the Unit Technology Standards are now assessed at program admission, retention, and completion using the Continuous Assessment Review (CAR) process.

Structural Elements of the Conceptual Framework

Vision and mission of the institution and unit. The conceptual framework is aligned closely with both the institutional vision and mission of the University of Kentucky and the vision and mission of the professional education unit, all of which are described in the Introduction of this report.

Knowledge bases, including theories, research, wisdom of practice, and education policies. The knowledge bases upon which the unit conceptual framework is based apply to all educator preparation programs at the University of Kentucky. An overview of the knowledge bases is included in the full text of the conceptual framework document, which is available in the electronic exhibit room. In addition, a description of how the unit conceptual framework applies to the design, implementation, and evaluation of each of the unit’s educator preparation programs is included on the respective program web pages.

Candidate proficiencies aligned with expectations in professional, state, and institutional standards. Candidate proficiencies are aligned with institutional, state, and national standards. Evidence of this alignment can be found in program review documents, course syllabi, and candidate assessments. Institutional standards, which candidates must demonstrate throughout their programs, include the four elements of the conceptual framework, *research, reflection, learning, and leading*; the Unit Functional Skills and Dispositions; and the Unit Technology Standards, as indicated in Table 0.3.

Table 0.3: Institutional Standards for All Educator Preparation Programs

Elements of the Unit Conceptual Framework	
1. Research	
2. Reflection	
3. Learning	
4. Leading	
Unit Functional Skills and Dispositions	
1. Candidates communicate appropriately and effectively.	
	Communicates orally in formal presentations
	Communicates with individuals in small groups in informal settings
	Uses nonverbal communication skills
	Communicates in writing (reports, essays, letters, memos, emails)
2. Candidates demonstrate constructive attitudes.	
	Demonstrates knowledge and command of socio-cultural variables in education
	Demonstrates constructive attitudes toward children, youth, parents, and the community
	Demonstrates awareness and acceptance of diversity in educational settings
3. Candidates demonstrate ability to conceptualize key subject matter ideas and relationships.	
	Correctly states key subject matter ideas
	Explains key subject matter ideas
	Tailors key subject matter ideas to diverse populations
	Addresses misconceptions in key subject matter ideas
	Identifies real life examples to enhance student learning
4. Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	
	Demonstrates acceptable educator behavior in diverse educational settings
	Demonstrates adaptability in reflecting on self in relation to diverse groups

5. Candidates demonstrate a commitment to professional ethics and behavior.
Demonstrates understanding of the Kentucky School Personnel Code of Ethics
Complies with all legal requirements required of educators in a knowledgeable and timely manner
Demonstrates understanding of ethical issues related to own professional certification area
Unit Technology Standards
1. Candidates integrate media and technology into instruction.
2. Candidates utilize multiple technology applications to support student learning.
3. Candidates select appropriate technology to enhance instruction.
4. Candidates integrate student use of technology into instruction.
5. Candidates address special learning needs through technology.
6. Candidates promote ethical and legal use of technology disciplines.

In addition to institutional standards, candidates must demonstrate that they meet state standards that are pertinent to their programs. Initial certification programs in Kentucky are required to document how their candidates meet the nine New Teacher Standards. These standards were originally adopted by the Education Professional Standards Board in June 1993 and revised in November 1994 and May 1999. These standards are available at <http://www.kyepsb.net/teacherprep/newteachstandards.asp>. Following adoption of the standards in 1993, professional educator programs at UK began integrating them into their respective curricula and experiences, and the standards are now an integral part of each initial preparation program.

Candidates in initial certification programs in early childhood education are required to meet the Kentucky New Teacher Standards for Interdisciplinary Early Childhood Education (IECE) Birth to Primary. These standards, adopted by the EPSB in January 1995 and revised in March 2003, identify what novice IECE teachers are required to know and be able to do. Thus, they guide the curriculum and field and clinical experiences for candidates in the IECE program at the University of Kentucky. The nine New Teacher Standards for Interdisciplinary Early Childhood Education Birth to Primary are located on the EPSB website at <http://www.kyepsb.net/teacherprep/iecestandards.asp>.

Candidates in advanced teacher preparation programs must demonstrate that they are able to meet the ten Kentucky Experienced Teacher Standards, which the EPSB adopted in June 1994 and revised in May 1999. The Kentucky Experienced Teacher Standards are located on the EPSB website at <http://www.kyepsb.net/teacherprep/expstandards.asp>.

Candidates in educational leadership programs at the University of Kentucky are required to document their proficiency on each of the six Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, which were adopted by the EPSB in November 1998 as the state standards for instructional leaders. In addition, candidates must also demonstrate their ability to meet the six Technology Standards for School Administrators (TSSA), which the EPSB adopted in August 2003 as the state technology standards for all educational leadership programs. The ISLLC standards are described on the EPSB website at <http://www.kyepsb.net/documents/EduPrep/isllcstd.pdf>, and the TSSA standards are identified at <http://www.kyepsb.net/documents/EduPrep/tssa.pdf>.

In addition to alignment with institutional and state standards, programs are further aligned with national standards of the respective specialized professional associations (SPAs) that are endorsed by NCATE. Additionally, NCATE recognizes those programs that have been accredited by their respective accrediting agencies. In some disciplines and/or program levels, NCATE has not endorsed standards. In these instances, program faculties have identified standards with which to align their programs. A complete list of initial and advanced programs in the unit along with a description of the pertinent institutional, state, and national standards associated with that program area is included in the conceptual framework document as Table 9.

System by which candidate performance is regularly assessed. Candidate performance is continuously assessed throughout professional education programs in the unit. Assessment of candidate proficiencies occurs at course and program levels with individual faculty members conducting course assessments and program faculties reviewing candidate performance throughout programs. Aggregated data of candidate performance are used to evaluate the effectiveness of unit operations in areas such as technology, diversity, assessment, and working with students with special needs.

All professional education courses require candidates to demonstrate proficiencies aligned with expectations for the specific courses. Sample assessments include lesson plans, unit plans, observational reports, reflective narratives, action research projects, community-based projects, classroom management plans, and student teaching/practicum/internship evaluations. Most programs require candidates to complete portfolios or teacher work samples.

In addition to course-embedded assessments, candidates are assessed by their respective program faculties at three key transition points in their programs: admission, retention, and exit. At each point, candidates are assessed on their progress toward meeting state teacher performance standards and institutional standards, which include the Functional Skills and Dispositions expected of educators and the Unit Technology Standards. Program faculties, as described in the Introduction of this document, meet regularly to review applicants for admission, admit candidates to programs, and review candidate progress throughout their programs. Each faculty has identified specific multiple criteria for candidates to demonstrate at program admission, retention, and exit. A complete description of all program criteria is beyond the scope of this document; however, these criteria are described on the respective program web pages and in program materials in the Office of Academic Services and Teacher Certification.

The results of aggregated data of candidate performance help inform program and unit improvement efforts. For example, at the program level, program faculties review aggregated data from the Continuous Assessment Reports, which include ratings of candidate performance on the appropriate state standards sets, the Unit Functional Skills and Dispositions, and the Unit Technology Standards. In addition, program faculties review feedback from the state-administered New Teacher Survey, which includes responses from student teachers and their cooperating teachers and from first-year teachers and their resource teachers. These data are then used as the basis for making improvements to the program. As an example, feedback from these sources was used to make decisions during a recent review and revision of the Elementary Education Program. In response to feedback that candidates needed more preparation in the areas of assessment, technology, diversity, and working with students with special needs, the Elementary Education Revision Committee identified these areas as key strands throughout the program and specified how these strands are addressed in coursework, field experiences, and clinical practice. In addition, a new course that focuses on working with students with special needs was added

to the program in response to feedback from these multiple sources that candidates are less than well prepared in this area.

At the unit level, aggregated data across program areas are shared with key groups for the purpose of improving programs and enhancing the effectiveness of unit operations. These groups include:

- the program faculty chairs group, which is comprised of program chairs of all professional educator programs on campus, the director of academic services and teacher certification, the director of field experiences and school collaboration, the associate dean for academic and student services, and the associate dean for research and graduate studies
- the Council of Chairs, which is comprised of the dean, the associate dean for academic and student services, the associate dean for research and graduate studies, the chair of the Faculty Council, and all department chairs in the College of Education
- the unit faculty, which is comprised of faculty in the College of Education and faculty in affiliated professional educator programs located in other units on campus

Evidences of the Conceptual Framework

Shared vision. The conceptual framework for the professional education unit at the University of Kentucky reflects the shared vision of various stakeholders and is an expansion of the framework originally developed for the unit in 1992 and reaffirmed by the faculty in 1998. The current framework was created by the Conceptual Framework Committee and illustrates the unit's desire for continuous improvement. The conceptual framework guides unit programs and is represented in many different documents, including course syllabi, newsletters, websites, and handbooks. The conceptual framework is an evolving document that will continue to be refined over time as input is gathered from program faculty and administrators in the professional education unit, content faculty, and P-12 school partners.

Coherence. The system for accomplishing coherence throughout educator preparation programs is dynamic and ongoing. Previously our conceptual framework emphasized *reflective decision making*, and we successfully accomplished coherence of our programs around this important concept. Within the past two years, faculty have come to consensus on maintaining attention to *reflection* while expanding our framework to include *research, learning, and leading*. Interest in expanding our conceptual framework came from extensive discussions in which faculty determined the need for an updated conceptual framework that more completely describes what our programs are and what we hope they can become.

At this time of transition for our unit, coherence with our new conceptual framework is a goal rather than an accomplishment. UK educator preparation programs are at various stages in the degree to which all four elements of our new conceptual framework are infused within curricula, instruction, field experiences, clinical practice, and assessments. Members of our program faculties will be assessing the status of program elements and determining to what extent each element of the new conceptual framework is already in place and what modifications or additions would lead to appropriate program improvements.

We expect that at the time of our site visit in fall of 2007, reviewers will detect results of our efforts to work toward coherence with our new conceptual framework during interactions with faculty, administrators, candidates, and members of our community. As we carry out plans associated with our new conceptual framework, coherence should be obvious in documents posted on our website and available in our evidence room. We also expect that our work to accomplish coherence will continue

long after our upcoming NCATE/EPBSB review concludes. The expectation for coherence is not only an important standard on which we are evaluated for accreditation, but it is a standard we hold for ourselves. Despite the wide variety of programs, philosophies, and professional roles within our community of educators, we are in agreement that the activities of learning, leading, reflecting, and researching are central to our work and what we hope to accomplish.

Professional commitments and dispositions. Candidates must demonstrate specific Functional Skills and Dispositions throughout their respective preparation programs. These skills and dispositions, accompanied with the indicators for each, are described earlier in this document. Candidates must also demonstrate program-specific dispositions as identified in standards of specialized professional associations.

Commitment to diversity. Service to the Commonwealth, the nation, and the world are fundamental values in the vision and mission of UK's professional education unit. The magnitude of this outreach means that faculty and candidates must recognize and respect differences among individuals and organizations—including differences that are not obvious at first glance. Because faculty, candidates, and graduates of this unit are catalysts for intellectual, social, cultural, and economic development in places well beyond the borders of the UK campus, their actions and words must embody an understanding of and appreciation for diversity.

The University of Kentucky is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by UK President Todd defined diversity as:

embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents and recognizing human differences as organizational strengths (*University-Wide Comprehensive Diversity Plan Task Force Report*, April 2005, p. 6).

Because the desired outcome is excellence in education, the University of Kentucky “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The professional education unit supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity also includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the unit, field experiences, and membership of the unit's faculty and student body reflect a commitment to diversity.

Other examples of the unit's commitment to diversity include its Task Force on Inclusiveness, the creation of the Office of Equity and Diversity staffed by a full-time director, the establishment and coordination of diversity scholarships and loan-forgiveness programs such as the Kentucky Minority Educator Recruitment and Retention Scholarship and the Commonwealth Incentive Award, the Lyman T. Johnson Fellowship Program, the Robinson Scholars Program, and recruitment programs such as the annual summer residential camp designed for high school students who are interested in pursuing

teaching careers. Because the goal of the unit is to prepare educational practitioners, leaders, and researchers who are able to ensure learning for *all* children and youth in the Commonwealth, faculty must be committed to seeking ways to serve individuals living and working in urban, suburban, and rural communities.

Commitment to technology. Candidates, faculty, and administrators in the professional education unit model the theme, *Research and Reflection for Learning and Leading*, when using technology as a personal and professional tool. Initial teacher preparation programs are guided by national standards and the New Teacher Standards adopted by the Kentucky Education Professional Standards Board. Standard IX, Demonstrates Implementation of Technology, specifically applies to using technology to support instruction. Candidates receiving initial certification in the Interdisciplinary Early Childhood Education (IECE) Birth to Primary Program are required to meet the Kentucky IECE New Teacher Standard IX, which also addresses technology.

Advanced teacher preparation programs are also guided by national standards and the state's Experienced Teacher Standards. Experienced Teacher Standard X focuses on integrating technology in instruction and assessment. Candidates in educational leadership must meet the national Technology Standards for School Administrators (TSSA), which were adopted by the EPSB for educational leadership programs in Kentucky. In addition to state standards, candidates are assessed on their ability to demonstrate Unit Technology Standards at three key transition points in their programs. Candidates are also required to use technology for class assignments, lesson plan preparation, class presentations, record keeping, and data analysis. Additionally, they must successfully complete coursework that focuses on using technology such as EDC 317 *Introduction to Instructional Media*, EDS 514 *Instructional Technology in Special Education*, and EDS 517 *Assistive Technology in Special Education*.

Candidates and faculty communicate through electronic mail, use listservs for professional interactions, access web sites and electronic databases, and use electronic literature for research projects. Instructors require candidates to submit work prepared with software such as Microsoft Word, Excel, and Power Point. Candidates also videotape their teaching experiences for reflection, assessment, and critique. Further, candidates complete assignments using technology in smart classrooms and computer laboratories located in Dickey Hall, Taylor Education Building, and the Seaton Center.

The unit's commitment to technology is also demonstrated through the base-budget funding of a fully staffed Instructional Technology Center, which is responsible for updating and maintaining technology resources in offices, computer laboratories, and classrooms. In addition, since the last accreditation visit, the unit has funded smart classroom technology in all classrooms and conference rooms in the college.

Candidate proficiencies aligned with professional and state standards. Candidate proficiencies are aligned with institutional, state, and national standards as described in a previous section that describes the structural element related to this evidence.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

Candidates in initial and advanced educator preparation programs at the University of Kentucky possess the knowledge, skills, and dispositions required to help *all* students learn. Multiple assessments aligned with professional, state, and institutional standards are used to determine professional competency of prospective and continuing educators enrolled in unit programs. Assessments at the initial program level include basic skills test scores, GPAs, PRAXIS II scores, student teaching evaluations, New Teacher Survey data, ratings on the unit Continuous Assessment Review (CAR) at three transition points, and Graduating Senior survey data. Data from these assessments are available at the unit level; other assessments consist of course-embedded assignments and portfolios at the program unit. In advanced programs, assessments include GPAs, GRE scores, ratings on the unit Continuous Assessment Review (CAR) at three transition points, and Graduate Student and Graduate Alumni Survey data. Additional assessments at the advanced level vary by program but typically include portfolios, teacher work samples, action research projects, and/or other course-embedded assignments. Data from these assignments are maintained at the program level. In addition to these assignments, alignment of initial and advanced program curricula with the appropriate professional, state, and institutional standards, which is evident in course syllabi and scoring rubrics, helps ensure that candidates have the requisite knowledge, skills, and dispositions needed to help all students learn.

Data are available for the initial and advanced programs identified in Tables 0.2 and 0.3, with the exception of three programs: the advanced teacher preparation program in Arts and Sciences, which has had no completers over the past five years; the Career and Technical Education Principal Program, which has had no completers over the past five years; and the advanced program in Interdisciplinary Early Childhood Education, a new program that gained state approval in May 2007.

Element 1: Content Knowledge for Teacher Candidates

Initial Level. Teacher candidates at the University of Kentucky know the subject matter they plan to teach and can demonstrate their ability to apply important principles and concepts set forth in professional, state, and institutional standards. Measures used to assess content knowledge proficiency of initial teacher candidates include PRAXIS II scores, GPAs, basic skills test scores, New Teacher Survey data, and ratings on the appropriate state teacher standards, functional skills and dispositions, and technology standards from the Continuous Assessment Review (CAR). Data from these measures are aggregated across programs in the unit. In addition to these unit data, programs also assess candidate content knowledge using measures such as admissions interviews, course-embedded assignments, and student teaching evaluations. These program-specific data are not aggregated across the unit.

Initial teacher candidates in undergraduate programs develop content knowledge through the university's core curriculum, referred to as the University Studies Program (USP). All candidates complete USP requirements in 10 areas of study: math, foreign language, inference-logic, written communication, oral communication, natural sciences, social sciences, humanities, cross-cultural, and electives. Because teacher preparation programs require specific classes from USP offerings, candidates work closely with advisors to select courses that are required in approved educator preparation

programs. In addition to meeting the core USP requirements, initial teacher candidates in graduate programs must complete a teaching major in a content area at the undergraduate level and then enroll in and successfully complete the master's degree prior to receiving a recommendation for certification. The transcripts of initial candidates enrolled in master's programs are audited to ensure candidates have appropriate content knowledge needed for certification in the state and to be successful in the classroom.

Content knowledge is assessed upon admission to teacher education programs. Candidates must have an overall minimum grade point average of 2.50 to be eligible to apply for program admission. Courses taken by candidates prior to admission to one of the teacher education programs are primarily in the core curriculum and in the teaching major in the case of secondary education. Candidates are also required to pass the ACTE, SAT, or PRAXIS I Pre-Professional Skills Test (PPST) in order to be admitted to a teacher education program. Since most candidates take the ACTE for admission to the university, they tend to use that score for program admission. Candidates must have a minimum score of 21 on the ACTE to be eligible to apply for program admission. ACTE scores of first-year candidates entering the College of Education generally exceed the minimum needed to apply for admission to a teacher education program. Table 1.1 identifies the mean ACTE score and the high school GPA for first-year students entering the College of Education from 2001 through 2005. However, since programs have multiple criteria for admission and some programs cap enrollments, having the minimum GPA to make one eligible for admission does not guarantee admission to the program as indicated, in Table 1.2, by the mean ACTE scores for applicants who were admitted and those who were denied admission.

Table 1.1: ACTE Score and High School GPA for College of Education Entering Freshman Class

Year	Mean ACTE	High School GPA
2001-2002	22.88	3.47
2002-2003	22.63	3.43
2003-2004	23.77	3.58
2004-2005	23.05	3.53

Table 1.2: Mean ACTE Scores of Teacher Education Program Applicants, 2000-2005

Year	Mean ACTE Score for Applicants Who Were Admitted	Mean ACTE Score for Applicants Who Were Denied Admission
2000-2001	23.74	23.14
2001-2002	23.49	22.67
2002-2003	23.80	21.83
2003-2004	23.50	22.28
2004-2005	23.87	23.04

Further evidence that candidates possess necessary content knowledge is based on their performance on the PRAXIS II examinations that are required for certification in Kentucky. As reported on the State Report Card, summary PRAXIS II pass rates for UK candidates were 96 percent in 2002-2003, 98 percent in 2003-2004, 96 percent in 2004-2005, and 96 percent in 2005-2006. Table 1.3 reports that the aggregated institutional pass rates in the academic content areas range from 97 percent in 2002-2003 and 2004-2005 to 99 percent in 2003-2004. Aggregated institutional pass rates in the other content areas range from 96 percent in 2005-2006 to 100 percent in 2004-2005. Aggregated institutional pass rates for special education range from 91 percent in 2002-2003 to 98 percent in 2003-2004.

Table 1.3: Summary of Aggregated Institutional Pass Rates on PRAXIS II Exams for Initial Programs

Type of Assessment	2002-2003		2003-2004		2004-2005		2005-2006	
	UK Pass Rate	State Pass Rate	UK Pass Rate	State Pass Rate	UK Pass Rate	State Pass Rate	UK Pass Rate	State Pass Rate
Aggregate – Professional Knowledge	Not in effect	Not in effect	98%	98%	99%	98%	98%	98%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	97%	95%	99%	96%	97%	96%	98%	96%
Aggregate – Other Content Areas (Career/ Technical Education, Health Education, etc.)	97%	95%	97%	97%	100%	97%	96%	96%
Teaching Special Populations	91%	84%	98%	91%	97%	90%	95%	93%
Summary Pass Rates	96%	94%	98%	95%	96%	94%	96%	95%

Institutional and state pass rates on PRAXIS II examinations for each required Kentucky test are available for all programs on their respective Unit Programs website under the Data Tables link.

Since 2002-2003, teacher preparation programs in Kentucky have been evaluated using the Kentucky Education Professional Standards Board *Quality Performance Index (QPI) Report*, commonly referred to as the “State Report Cards.” The Report Cards are developed using three data sources: (1) candidate pass rates on the PRAXIS II examinations, (2) candidate performance on the Kentucky Teacher Internship Program, and (3) data from New Teacher Surveys. These surveys ask student teachers and their cooperating teachers to rate the level of student teacher preparation and intern teachers and their resource teachers to rate the level of intern teacher preparation on 25 items that program faculties have aligned with the Kentucky New Teacher Standards. The survey data are also used to gauge the extent to which student teachers and intern teachers felt their preparation prepared them overall for working in the classroom. The results suggest that beginning teachers from the unit are well satisfied with the academic preparation that they received. The specific survey indicators that address content knowledge and the ratings of each respondent group can be found in Table 1.4. For the most part, student teachers and their cooperating teachers believe that student teachers are well prepared on the indicators related to content knowledge. Similarly, intern teachers and their assigned resource teachers indicate that intern teachers know the content in their disciplines and are able to design assessments aligned with the core content, connect the content to real life experiences of students, and use technology to enhance and extend the core concepts and content standards.

Table 1.4: Perceptions Regarding Student Teacher and Intern Teacher Preparation in Areas Related to Content Knowledge

Survey Item	ST		CT		IT		RT	
	N	X	N	X	N	X	N	X
3. Designing classroom assessments that are aligned with Kentucky core content standards and CATS (NTS* I, IV, VIII)								
2002-2003	170	3.00	207	3.05	41	2.95	60	3.23
2003-2004	84	2.99	119	2.96	104	3.14	116	3.20
2004-2005	183	3.00	175	3.18	157	3.00	139	3.21
2005-2006	217	3.04	160	3.13	102	3.11	105	3.34
6. Designing instruction and learning tasks that connect core content to real-life experiences for students (NTS I, III, VIII)								
2002-2003	168	3.17	210	3.23	42	2.88	60	3.22
2003-2004	84	3.31	119	3.27	104	3.21	116	3.36
2004-2005	183	3.31	175	3.29	157	3.30	139	3.34

2005-2006	217	3.28	160	3.26	102	3.17	105	3.32
8. Using technology to enhance and extend learning tasks related to core concepts and/or content standards (NTS I, VIII, IX)								
2002-2003	171	2.75	210	2.94	42	2.60	60	3.17
2003-2004	84	2.94	119	2.87	104	3.04	116	3.05
2004-2005	183	3.07	175	3.17	157	2.98	139	3.16
2005-2006	217	3.00	160	3.08	102	3.15	105	3.19
21. Understanding the core concepts and skills related to the certified content area (NTS VIII)								
2002-2003	168	3.38	212	3.39	42	3.10	60	3.48
2003-2004	84	3.37	119	3.36	104	3.40	116	3.51
2004-2005	183	3.35	175	3.43	157	3.40	139	3.56
2005-2006	217	3.44	160	3.49	102	3.38	105	3.57

*NTS=New Teacher Standards; ST=Student Teacher; CT=Cooperating Teacher; IT=Intern Teacher; RT=Resource Teacher
Scale: 4=Excellent; 3=Good; 2=Fair; 1=Poor

Candidate content knowledge is also assessed at three transition points throughout the preparation program, i.e., program admission, retention, and exit. Using the Continuous Assessment Review (CAR) form, program faculties rate candidate proficiency on New Teacher Standard VIII (Knowledge of Content) and on Functional Skill and Disposition 3 (Candidates demonstrate ability to conceptualize key subject matter ideas and relationships). Aggregated candidate data from the CAR form are shown in Table 1.5; program-specific data related to content knowledge are displayed on the Unit Programs Data Tables website. CAR data entry is ongoing; therefore, additional data will be available at the site visit.

Table 1.5: Candidate Performance Data Related to Content Knowledge (CAR Data)

Standards	2005-2006						2006-2007					
	Admission		Retention		Exit		Admission		Retention		Exit	
	N	X	N	X	N	X	N	X	N	X	N	X
NTS VIII: Knowledge of content	139	2.56	104	3.22	155	3.56	193	2.53	154	2.59	166	3.67
FSD 3: Demonstrates ability to conceptualize key subject matter ideas and relationships	139	2.68	103	3.20	155	3.64	193	3.84	154	2.99	166	3.58

NTS=New Teacher Standards; FSD=Functional Skills and Dispositions

Student teaching evaluations also provide useful information regarding candidate content knowledge. Data from the evaluations are analyzed by program area, and data tables are available in the electronic exhibit room on the Unit Programs Data Tables website.

Finally, unit graduates are required to complete a one-year internship in Kentucky to receive provisional certification. During the internship year, candidates are observed, supported, and evaluated by a three-person committee comprised of the school principal, a resource teacher, and a teacher educator. The Kentucky New Teacher Standards are used as the basis for collecting performance data to determine if the intern teacher successfully completes the internship. The performance of UK graduates on the Kentucky Teacher Internship Program is depicted in Table 1.6.

Table 1.6: UK Intern Teacher Performance on the Kentucky Teacher Internship Program (KTIP)

Year	Total Number of Interns	Total Number Pass	Pass Rate	State Pass Rate
2002-2003	300	300	100%	99.4%
2003-2004	314	311	99%	99%
2004-2005	310	309	100%	99%
2005-2006	214	214	100%	100%

Advanced Level. Candidates in advanced preparation programs also possess strong content knowledge and are able to apply concepts and principles identified in institutional, state, and professional standards. All graduate candidates in advanced teacher preparation programs must meet the admissions standards of the Graduate School, which requires a 2.75 undergraduate grade point average for admission. To remain in good standing, candidates must maintain a 3.0 GPA on graduate coursework.

Candidates in advanced teacher preparation programs are required to complete additional content courses in their programs. For example, advanced candidates in secondary education are required to complete a specialization component consisting of a minimum of twelve credit hours in courses numbered 400G or above taken outside the College of Education and to document content proficiency in a teacher performance assessment that is aligned with the Kentucky Experienced Teacher Standards.

Aggregated performance data related to content knowledge of advanced teacher candidates, aligned with Kentucky Experienced Teacher Standard 2 and Unit Functional Skill and Disposition 3, are available on the Unit Programs Data Tables pages in the electronic exhibit room.

Element 2: Content Knowledge for Other Professional School Personnel

Candidates at the University of Kentucky who are preparing for roles as other professional school personnel know their fields and can explain principles and concepts delineated in their professional and state standards. Unit programs that prepare these school professionals include communication disorders, educational leadership programs (principal, superintendent, supervisor of instruction, career and technical education principal, career and technical education supervisor/coordinator), instructional systems design, school media librarian, school psychology, and school social worker. Measures which are used to determine content knowledge include undergraduate and graduate grade point averages, scores on the Graduate Record Examination, performance on state certification examinations, and ratings on the unit Continuous Assessment Report (CAR) that reflect candidate performance on the relevant state and/or professional standards, functional skills and dispositions, and technology standards.

The curricula and program experiences provide candidates in these programs with a solid knowledge of content in their respective disciplines. For example, educational leadership candidates obtain their content knowledge in such courses as EDL 601 *Introduction to School Leadership and Administration*, EDL 638 *The Supervisor of Instruction*, EDL 639 *The School Superintendency*, EDL 649 *School System Administration*, EDL 650 *Leadership for School Program Improvement*, and EDL 669 *Leadership for School Problem Solving*. School psychology candidates learn content in specialization core courses, such as EDP 570 *Introduction to Psychological Services in the Schools*, EDP 776 *Seminar in School Psychology: Legal and Ethical Issues*, EDP 640 *Individual Cognitive Assessment*, EDP 670 *Psychoeducational Strategies of Intervention*, and EDP 776 *Psychoeducational Assessment*.

As noted in the introduction of this report, the school psychology program is accredited by APA and has received national recognition from NASP, the school media program has ALA accreditation, communication disorders is accredited by ASHA, and school social work is accredited by CSWE.

All graduate candidates in other personnel programs must meet the admissions standards of the Graduate School, which requires a 2.75 undergraduate grade point average for admission. Candidates must

maintain a 3.0 GPA on graduate coursework to remain in good standing throughout the program; candidates who do not maintain a 3.0 are placed on scholastic probation.

Candidates in programs for other school personnel in educational leadership are required to take two Kentucky certification tests: the Kentucky Principal Test and the School Leadership Licensure Assessment. In addition, candidates in communication disorders, school media, and school psychology are required to pass PRAXIS II examinations prior to receiving a recommendation for Kentucky certification. Pass rates for candidates on these exams are displayed in Table 1.7.

Table 1.7: Pass Rates on Certification Examinations for Other School Personnel

Communication Disorders (Speech-Language Pathology 0330)					
Year	KY Passing Score	Total Number UK Test Takers	Total Number Pass	UK Pass Rate	State Pass Rate
2002-2003	600	16	15	94%	91%
2003-2004	600	16	16	100%	100%
2004-2005	600	11	11	100%	97%
2005-2006	600	11	10	91%	96%
Principal (Kentucky Principal Test)					
Year	KY Passing Score	Total Number UK Test Takers	Total Number Pass	UK Pass Rate	State Pass Rate
2002-2003	85	15	13	87%	79%
2003-2004	85	33	30	91%	91.8%
2004-2005	85	30	29	97%	95%
2005-2006	85	21	21	100%	92%
Principal (School Leadership Licensure Assessment 1010)					
Year	KY Passing Score	Total Number UK Test Takers	Total Number Pass	UK Pass Rate	State Pass Rate
2002-2003	155	12	12	100%	100%
2003-2004	155	21	21	100%	98%
2004-2005	155	30	30	100%	99%
2005-2006	155	<10	<10	<10	100%
School Media Librarian (Library Media Specialist 0310)					
Year	KY Passing Score	Total Number UK Test Takers	Total Number Pass	UK Pass Rate	State Pass Rate
2002-2003	640	13	13	100%	N/A
2003-2004	640	13	12	92%	N/A
2004-2005	640	21	21	100%	N/A
2005-2006	640	22	21	97%	N/A
School Psychology (School Psychologist 0400)					
Year	KY Passing Score	Total Number UK Test Takers	Total Number Pass	UK Pass Rate	State Pass Rate
2002-2003	630	13	13	100%	N/A
2003-2004	630	<10	<10	<10	N/A
2004-2005	630	13	13	100%	N/A
2005-2006	630	8	8	100%	N/A

Candidate content knowledge in other personnel programs is assessed at three transition points during the preparation program, i.e., program admission, retention, and completion. Using the Continuous Assessment Review (CAR) form, program faculties rate candidate proficiency on the Experienced Teacher Standard 2 (Knowledge of Content) and on Functional Skill and Disposition 3 (Candidates demonstrate ability to conceptualize key subject matter ideas and relationships). Aggregated data from the CAR form for other school personnel are displayed on the Unit Programs Data Tables website.

Candidates in instructional systems design have thesis or non-thesis options in their master’s program. Educational leadership candidates must complete and defend a portfolio that is aligned with the ISLLC standards. Candidates in the reading and writing endorsement program complete and defend portfolios that address International Reading Association standards and Kentucky Experienced Teacher Standards.

The Graduate Alumni Survey, which is conducted every two years, requests information from graduates who completed programs three years earlier. The most recent survey, completed by 86 advanced program graduates (both from other school personnel programs and advanced teacher preparation programs), was administered in 2005. Selected items related to the research element of the conceptual framework and candidate content knowledge are presented in Tables 1.8 and 1.9. Additional survey data is provided in data tables that are displayed in the electronic exhibit room.

Table 1.8: Perceptions of Graduate Alumni on Quality of Program

Rate the quality of various aspects of your graduate education:	N	Percentage of Responses				Mean	Standard Deviation
		Poor	Fair	Good	Excellent		
Preparation to conduct research	74	9.46	21.62	44.59	24.32	2.84	0.91
Preparation for analysis and assessment in my professional work	83	0	10.84	53.01	36.14	3.25	0.64
Curriculum in providing job-related skills and knowledge	84	0	13.10	53.57	33.33	3.20	0.65
Overall graduate experience	85	0	10.59	51.76	37.65	3.27	0.64

Source: Graduate Alumni Survey, 2005, UK Office of Institutional Research; Scale: 4=Excellent, 3=Good, 2=Fair, 1=Poor

Table 1.9: Perceptions of Graduate Alumni on Their Professional Preparation

Rate your professional preparation:	N	Percentage of Responses					Mean	Standard Deviation
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
I am well prepared to teach.	78	0.00	2.56	5.13	51.28	41.03	4.31	0.69

Source: Graduate Alumni Survey, 2005, UK Office of Institutional Research; Scale: 5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree

Element 3: Pedagogical Content Knowledge for Teacher Candidates

Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills to help all students learn. The methods courses taken by initial candidates serve to develop instructional strategies necessary to teach the subject matter content. PRAXIS II examination results (please see Table 1.3) indicate that the aggregated institutional pass rates in the academic content areas range from 97 percent in 2002-2003 and 2004-2005 to 99 percent in 2003-2004. Aggregated institutional pass rates for other content areas range from 96 percent in 2005-2006 to 100 percent in 2004-2005. The aggregated pass rate for examinations related to teaching special populations was 91 percent in 2002-2003 and 98 percent in 2003-2004.

In initial teacher preparation programs, pedagogical content knowledge is assessed through course-embedded assignments, such as lesson and unit plans, classroom management plans, performance assessments, scoring rubrics, observational reports, and software critiques, which document their proficiency with the various new teacher standards. Selected assignments become part of the candidate’s professional portfolio.

Candidate pedagogical content knowledge is also assessed at the three key transition points throughout the preparation program. Using the Continuous Assessment Review (CAR) form, program faculties rate candidate proficiency on the Kentucky New Teacher Standards in areas related to pedagogical content knowledge. In addition, candidates are rated on the Unit Technology Standards. Aggregated data from the CAR form are displayed in Table 1.10. For the two years data have been collected, candidates have demonstrated steady and considerable professional growth from the first to third transition points. By program exit, all candidates meet or exceed the 3 rating. Program-specific CAR data related to pedagogical content knowledge are displayed on the Unit Programs Data Tables web pages. CAR data entry is ongoing; additional data will be available at the site visit.

Table 1.10: Candidate Performance Data Related to Pedagogical Content Knowledge (CAR Data)

Standards	2005-2006						2006-2007					
	Admission		Retention		Exit		Admission		Retention		Exit	
	N	X	N	X	N	X	N	X	N	X	N	X
NTS I: Plans instruction	139	2.03	104	3.23	155	3.52	193	2.24	154	3.01	166	3.60
NTS II: Creates positive learning climate	139	2.30	104	3.40	155	3.59	193	2.39	154	2.97	166	3.63
NTS III: Implements and manages instruction	139	2.05	104	3.27	155	3.60	193	2.33	154	2.94	166	3.58
NTS IV: Assesses and communicates learning results	139	1.99	104	3.21	155	3.47	193	2.37	154	2.83	166	3.44
NTS IX: Demonstrates implementation of technology	139	2.20	104	3.17	155	3.65	193	1.68	154	2.88	166	3.42
COET 1: Integrates media and technology into instruction	139	2.38	103	2.92	155	3.67	193	1.78	154	2.94	166	3.44
COET 2: Utilizes multiple technology applications to support student learning	139	2.15	103	2.89	155	3.64	193	1.69	154	3.50	166	3.42
COET 3: Selects appropriate technology to enhance instruction	139	2.15	103	3.08	155	3.67	193	1.69	154	2.95	166	3.44
COET 4: Integrates student use of technology into instruction	139	2.15	103	2.79	155	3.61	193	1.81	154	3.36	166	3.34
COET 5: Addresses special learning needs through technology	139	2.17	103	2.79	155	3.78	193	1.51	154	2.86	166	3.04
COET 6: Promotes ethical and legal use of technology disciplines	139	2.25	103	2.88	155	3.78	193	1.63	154	3.12	166	3.61

NTS=New Teacher Standards; COET=College of Education Technology Standards; Scale: 4=Demonstrates required competence with innovation and creativity; 3=Demonstrates required competence; 2=Shows progress toward demonstrating required competence; 1=Shows no or very limited progress (experience) toward (with) meeting standard

New Teacher Survey data on items related to pedagogical content knowledge are displayed in Table 1.11. From this data, specific areas for improvement emerged: designing instruction and assessments for students with special needs, designing strategies to address the behavioral issues of students with special needs, and using information about the community and backgrounds of students to design learning tasks. Unit strategies for addressing concerns in these areas are described in Standard 2.

Table 1.11: Perceptions Regarding Student Teacher and Intern Teacher Level of Preparation on Selected Items Related to Pedagogical Content Knowledge

Survey Item	NTS*	ST		CT		IT		RT	
		N	X	N	X	N	X	N	X
1. Designing units of instruction that focus on Kentucky's student learning goals and academic expectations	I								
2002-2003		171	3.36	213	3.24	42	3.19	60	3.45
2003-2004		84	3.29	119	3.22	104	3.38	116	3.43
2004-2005		183	3.28	175	3.34	157	3.31	139	3.42
2005-2006		217	3.28	160	3.42	102	3.22	105	3.49
2. Using information about the community and backgrounds of students to design learning tasks	I								
2002-2003		170	2.99	211	2.97	42	2.74	60	3.12
2003-2004		84	2.85	119	2.93	104	2.97	116	3.16
2004-2005		183	3.03	175	3.06	157	3.00	139	3.06
2005-2006		217	2.98	160	3.01	102	2.99	105	3.21
3. Designing classroom assessments that are aligned with Kentucky core content standards and CATS	I, IV								
2002-2003		170	3.00	207	3.05	41	2.95	60	3.23
2003-2004		84	2.99	119	2.96	104	3.14	116	3.20
2004-2005		183	3.00	175	3.18	157	3.00	139	3.21
2005-2006		217	3.04	160	3.13	102	3.11	105	3.34
7. Designing instruction and assessments for students with special needs	I, IV								
2002-2003		170	2.61	205	2.80	42	2.60	60	3.07
2003-2004		84	2.65	119	2.94	104	2.83	116	3.11
2004-2005		183	2.80	175	2.83	157	2.68	139	2.99
2005-2006		217	2.78	160	2.86	102	2.81	105	2.96
8. Using technology to enhance and extend learning tasks related to core concepts and/or content standards	I, VIII, IX								
2002-2003		171	2.75	210	2.94	42	2.60	60	3.17
2003-2004		84	2.94	119	2.87	104	3.04	116	3.05
2004-2005		183	3.07	175	3.17	157	2.98	139	3.16
2005-2006		217	3.00	160	3.08	102	3.15	105	3.19
9. Designing and using a variety of instruction strategies that address the learning needs of different types of learners	I, III								
2002-2003		169	3.21	214	3.15	41	2.98	60	3.25
2003-2004		84	3.21	119	3.12	104	3.31	116	3.28
2004-2005		183	3.27	175	3.18	157	3.13	139	3.30
2005-2006		217	3.22	160	3.21	102	3.22	105	3.21

10. Using methods of inquiry to create meaningful learning experiences for students	I, III								
2002-2003		169	3.22	211	3.13	42	2.93	60	3.20
2003-2004		84	3.31	119	3.08	104	3.31	116	3.31
2004-2005		183	3.29	175	3.21	157	3.14	139	3.24
2005-2006		217	3.28	160	3.13	102	3.14	105	3.21
15. Using classroom management techniques that foster self-control and self-discipline among students.	II								
2002-2003		170	3.07	210	2.95	42	2.90	59	3.19
2003-2004		84	3.20	119	3.13	104	3.13	116	3.19
2004-2005		183	3.25	175	3.06	157	3.18	139	3.15
2005-2006		217	3.27	160	3.06	102	3.15	105	3.30
16. Planning and providing instruction that stimulates critical thinking and the application of knowledge.	I, III, VIII								
2002-2003		167	3.22	212	3.14	41	2.90	59	3.20
2003-2004		84	3.20	119	3.11	104	3.18	116	3.27
2004-2005		183	3.28	175	3.17	157	3.15	139	3.27
2005-2006		217	3.27	160	3.21	102	3.13	105	3.26
24. Developing useful strategies to address the behavioral issues of special needs children included in the regular classroom.	II								
2002-2003		171	2.77	206	2.84	42	2.43	59	3.05
2003-2004		84	2.75	119	2.99	104	2.85	116	3.06
2004-2005		183	2.97	175	2.94	157	2.73	139	3.08
2005-2006		217	2.97	160	3.03	102	2.85	105	3.08

*NTS=New Teacher Standards; ST=Student Teacher; CT=Cooperating Teacher; IT=Intern Teacher; RT=Resource Teacher; Scale: 4=Excellent; 3=Good; 2=Fair; 1=Poor

Candidate proficiency related to pedagogical content knowledge in advanced teacher programs is also assessed using the Continuous Assessment Review process. Aggregated data on pedagogical content knowledge of advanced teacher candidates aligned with the Kentucky Experienced Teacher Standards and the Unit Technology Standards are available on the Unit Programs Data Tables web pages.

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

Initial teacher candidates can apply professional and pedagogical knowledge and skills as delineated in professional, state, and institutional standards to facilitate student learning. PLT examination results (please see Table 1.3) indicate that the institutional pass rate for professional knowledge has remained consistent at 98 percent and 99 percent over the three years the exam has been administered. Pass rates for teaching special populations was 91 percent in 2002-2003 and 98 percent in 2003-2004.

In initial teacher preparation programs, professional and pedagogical knowledge and skills are assessed through course-embedded assignments, such as reflective narratives focused on teaching and learning and personal growth plans, which document their proficiency in these areas. These assignments become part of the candidate’s professional portfolio.

Candidate professional and pedagogical knowledge and skills are also assessed at three transition points throughout the preparation program. Using the CAR process, program faculties rate candidate proficiency on the Kentucky New Teacher Standards V (Reflects upon Teaching and Learning), VI (Engages in Professional Development), and VII (Collaborates with Colleagues, Parents, and Others). Aggregated data from the CAR review for these standards are shown in Table 1.12.

Table 1.12: Candidate Performance Data Related to Professional and Pedagogical Knowledge and Skills

Standards	2005-2006						2006-2007					
	Admission		Retention		Exit		Admission		Retention		Exit	
	N	X	N	X	N	X	N	X	N	X	N	X
NTS V: Reflects upon teaching and learning	139	2.23	104	3.33	155	3.68	193	2.33	154	2.99	166	3.55
NTS VI: Engages in professional development	139	2.19	104	3.36	155	3.66	193	2.65	154	2.99	166	3.69
NTS VII: Collaborates with colleagues, parents, and others	139	2.03	104	3.30	155	3.59	193	2.52	154	2.98	166	3.62

Data from the New Teacher Survey related to professional and pedagogical knowledge and skills are illustrated in Table 1.13. These data reveal that candidates excel in areas related to professional and pedagogical knowledge and skills. Of particular note is candidate performance on item 13, reflecting on the effectiveness of instruction for the purpose of improving student learning, which is one of the components of the unit conceptual framework.

In advanced teacher preparation programs, professional and pedagogical knowledge and skills are assessed through assignments related to the Kentucky Experienced Teacher Standards 1 (Demonstrates Professional Leadership), 7 (Reflects and Evaluates Teaching and Learning), 8 (Collaborates with Colleagues, Parents, and Others), and 9 (Engages in Professional Development). Advanced candidates complete course-embedded assignments, such as professional development plans and reflective narratives focused on teaching and learning, which document their proficiency in these areas. Aggregated CAR data for advanced candidates are available on the Unit Programs web pages.

Table 1.13: Perceptions Regarding Student Teacher and Intern Teacher Level of Preparation on Selected Items Related to Professional and Pedagogical Knowledge and Skills

Survey Item	NTS*	ST		CT		IT		RT	
		N	X	N	X	N	X	N	X
12. Designing a personal professional growth plan that facilitates student learning	V, VII								
2002-2003		170	3.08	209	3.09	42	2.74	60	3.27
2003-2004		84	3.10	119	3.18	104	3.25	116	3.23
2004-2005		183	3.16	175	3.13	157	3.17	139	3.24
2005-2006		217	3.13	160	3.13	102	3.32	105	3.35
13. Reflecting on the effectiveness of instruction for the purpose of improving student learning	V								
2002-2003		168	3.41	209	3.30	42	3.05	60	3.38
2003-2004		84	3.44	119	3.24	104	3.37	116	3.36
2004-2005		183	3.48	175	3.32	157	3.32	139	3.37
2005-2006		217	3.46	160	3.36	102	3.40	105	3.45
17. Collaborating with other teachers, administrators, parents, and service agencies to provide the best possible instruction for students	VI								
2002-2003		166	3.33	213	3.22	42	3.12	60	3.54
2003-2004		84	3.08	119	3.31	104	3.35	116	3.40
2004-2005		183	3.36	175	3.40	157	3.38	139	3.55
2005-2006		217	3.33	160	3.33	102	3.44	105	3.42
19. Assessing professional growth needs and selecting meaningful professional learning activities	I, III, VIII								
2002-2003		171	3.26	208	3.05	42	2.95	60	3.32
2003-2004		84	3.18	119	3.10	104	3.22	116	3.29
2004-2005		183	3.16	175	3.10	157	3.13	139	3.29
2005-2006		217	3.19	160	3.18	102	3.27	105	3.40
20. Exhibiting and promoting ethical and professional behavior as a teacher	VII, IX								
2002-2003		171	3.54	209	3.55	42	3.36	60	3.67
2003-2004		84	3.51	119	3.52	104	3.57	116	3.63
2004-2005		183	3.61	175	3.59	157	3.50	139	3.64
2005-2006		217	3.64	160	3.56	102	3.43	105	3.68

*NTS=New Teacher Standards; ST=Student Teacher; CT=Cooperating Teacher; IT=Intern Teacher; RT=Resource Teacher; Scale: 4=Excellent; 3=Good; 2=Fair; 1=Poor

Candidates in both initial and advanced programs are required to abide by the Kentucky Code of Professional Ethics for educators. When candidates apply for admission to initial preparation programs, they are required to read and sign a copy of the Code of Ethics. They are also required to complete a character and fitness review and sign a second copy of the Code of Ethics prior to admission to student teaching. Candidates in advanced programs also discuss and analyze the Code of Ethics and ethical issues in their respective disciplines. As an example, in the advanced health and physical education program, the Kentucky Code of Professional Ethics is addressed in KHP 546 *Physical Education Workshop* through discussion and application of the ethics code to teaching and learning situations. Also, in KHP 674 *Foundations of Health Promotion*, candidates compare and contrast the Kentucky Code of Ethics with the Code of Ethics for the Health Education Profession.

Element 5: Professional Knowledge and Skills for Other School Personnel

Other school personnel candidates have the professional knowledge and skills to ensure student learning. Their performance on state certification examinations is reported in Table 1.7. Additionally, aggregated data from the Continuous Assessment Review are reported on the Unit Programs Data Tables web site.

Candidates in other school personnel programs must also complete course-embedded assignments that document their professional knowledge and skill. For example, case studies are used extensively in the superintendent program to highlight situations related to leadership issues at the district level. Analyses of cases often require candidates to use the web to locate statutes or regulations to develop solutions for the problem presented in the case study. Legal and ethical issues in the cases are also highlighted.

In the instructional supervision program, the Kentucky Code of Ethics is integrated and discussed in at least three courses. In EDL 634 *Leadership for Human Resources Development in Schools*, candidates receive copies of the Code of Ethics at the beginning of the course. During the remainder of the course, the code is integrated into discussions about evaluation and other human resource topics relating to treatment of students, parents, faculty, and staff. In EDL 628 *School Law and Ethics*, issues of professional ethics constitute a core focus for the course. Consistent attention to the Code of Ethics begins with the first class session because, as it appears in the Kentucky Administrative Regulations (16 KAR 1:020), the Code of Ethics is required text for the course. Candidates use the Code of Ethics throughout the course as a framework and scaffolding for guided analysis, reflective decision-making, and informed action concerning law- and ethics-related issues faced by school leaders. Another example of how the Code of Ethics is integrated into the program is in EDL 625 *School Safety and Discipline Leadership*. This course includes readings, class discussions, and assignments that relate to the Code of Ethics. A focus of the EDL 625 course is a safe and orderly learning environment through the development of school culture, the creation of effective school-based policy, the management of facilities, and the knowledge and implementation of state law and local school board policy. Candidate written work includes development of school safety plans and research on emerging trends in school violence, the articulation of a school vision, and the analysis of a school emergency plan.

The use of instructional technology is also a theme in preparation programs for other school personnel. For example, in a culminating project in EDL 634 *Leadership for Human Resources Development in Schools*, candidates use PDAs to practice classroom walkthroughs in a school to establish instructional dialogue for improvement of teaching and learning and summarize and analyze results for setting school instructional goals.

Element 6: Dispositions for All Candidates

All candidates must demonstrate proficiency on the Unit Functional Skills and Dispositions, which were developed by program faculty chairs and endorsed by unit faculty. These functional skills and dispositions are identified in the conceptual framework section of this report. In addition to the unit dispositions, some programs have additional dispositions associated with their SPA standards; still other programs have added program-specific dispositions to the unit functional skills and dispositions. When candidates apply for admission to initial programs, they are asked to complete a self-assessment of the dispositions. Further, program faculties assess the dispositions of candidates in both initial and advanced programs at admission, retention, and exit using the CAR form. Aggregated candidate data for each of the functional skills and dispositions are provided in Table 1.14.

Table 1.14: Candidate Performance Data Related to Unit Functional Skills and Dispositions (CAR Data)

Functional Skills and Dispositions (FSD)	2005-2006						2006-2007					
	Admission		Retention		Exit		Admission		Retention		Exit	
	N	X	N	X	N	X	N	X	N	X	N	X
FSD 1: Communicates appropriately and effectively	139	2.70	103	3.20	155	3.45	193	2.70	154	3.14	166	3.60
FSD 2: Demonstrates constructive attitudes	139	2.78	103	3.26	155	3.53	193	2.84	154	3.22	166	3.63
FSD 3: Demonstrates ability to conceptualize key subject matter ideas and relationships	139	2.68	103	3.20	155	3.56	193	3.84	154	2.99	166	3.58
FSD 4: Interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings	139	2.64	103	3.15	155	3.64	193	2.63	154	3.15	166	3.44
FSD 5: Demonstrates a commitment to professional ethics and behavior	139	2.95	103	3.28	155	3.56	193	2.73	154	3.21	166	3.55

Items on the New Teacher Survey related to the Unit Functional Skills and Dispositions are also analyzed, and aggregated data on these items are posted on the Unit Programs web pages. When program faculty members have concerns about candidate dispositions, they meet with the candidate to discuss the concerns and develop a plan for remediation.

Element 7: Student Learning for Teacher Candidates

The major tenet in the Kentucky Education Reform Act is the belief that all students can learn, and this theme is integrated throughout all unit programs. Teacher candidates focus on student learning as shown in their assessments of student learning, the design and use of assessments in instruction, and development of meaningful learning experiences based upon student backgrounds and developmental levels. Teacher candidates are assessed on student learning throughout their programs with course-embedded assignments. Examples of these assignments can be found in the elementary education program in EDC 339 *Designing a Reading and Language Arts Program in the Elementary School* as candidates complete a multifaceted assessment project on a student in the field placement. They must

administer and interpret an interest inventory, a reading attitude survey, an initial word recognition and comprehension screening (an IRI or running record), and two appropriate follow-up assessments. Based on results and analysis, candidates must design and implement two appropriate lessons for the student. All of the information and analysis is summarized in an assessment case study. In EDC 337 *Mathematics for Elementary Teachers*, candidates view disaggregated mathematics data from anonymous elementary schools, and considering the Core Content for Assessment, Program of Studies, and NCTM standards, map a plan for improving student achievement in mathematics through the elementary grades.

Candidate performance related to student learning is also assessed at three transition points in initial programs, using the CAR review. Table 1.15 depicts aggregated data on selected Kentucky New Teacher Standards, which include indicators related to student learning.

Table 1.15: Teacher Candidate Performance on Standards Related to Student Learning (CAR Data)

Standards	2005-2006						2006-2007					
	Admission		Retention		Exit		Admission		Retention		Exit	
	N	X	N	X	N	X	N	X	N	X	N	X
NTS I: Plans instruction	139	2.03	104	3.23	155	3.52	193	2.24	154	3.01	166	3.60
NTS III: Implements and manages instruction	139	2.05	104	3.27	155	3.60	193	2.33	154	2.94	166	3.58
NTS IV: Assesses and communicates learning results	139	1.99	104	3.21	155	3.47	193	2.37	154	2.83	166	3.44
NTS V: Reflects upon teaching and learning	139	2.23	104	3.33	155	3.68	193	2.33	154	2.99	166	3.55

The unit also analyzes data on the New Teacher Survey that relate to assessing student learning and designing instruction based upon assessment results. Please see Table 1.16 for data on these items.

Teacher candidates in advanced programs complete portfolio entries, work samples, or teacher performance assessments designed to measure P-12 student learning and design interventions or instruction for the students based upon this feedback. For example, in the advanced secondary education program, candidates complete a teacher performance assessment (TPA), which is an action research project conducted in an actual school setting that assesses pedagogical and instructional effectiveness through pre-post outcomes assessments that occur as formative and summative evaluations of a classroom instructional unit. The assessment is linked to achievement gap data that candidates distill from the disaggregation of statewide performance test data. The TPA also includes a contextual analysis that articulates students' individual, classroom, and community diversity. The inclusion of technology in either instruction or assessment is required. The TPA uses classroom research data to reflect on student learning for the purpose of improving teaching and learning.

Proficiency of advanced teacher candidates on selected Kentucky Experienced Teacher Standards related to student learning is assessed at program admission, retention, and exit using the Continuous Assessment Review process. These data are analyzed and posted on the respective Unit Programs web pages.

Table 1.16: Perceptions Regarding Student Teacher and Intern Teacher Level of Preparation on Selected Items Related to Student Learning

Survey Item	NTS*	ST		CT		IT		RT	
		N	X	N	X	N	X	N	X
2. Using information about the community and backgrounds of students to design learning tasks	I								
2002-2003		170	2.99	211	2.97	42	2.74	60	3.12
2003-2004		84	2.85	119	2.93	104	2.97	116	3.16
2004-2005		183	3.03	175	3.06	157	3.00	139	3.06
2005-2006		217	2.98	160	3.01	102	2.99	105	3.21
5. Designing and using formative assessments to provide feedback to students and guide their learning	I, III, IV								
2002-2003		171	3.02	211	3.02	40	2.85	60	3.13
2003-2004		84	3.02	119	2.87	104	3.17	116	3.12
2004-2005		183	3.09	175	3.06	157	3.04	139	3.06
2005-2006		217	3.08	160	3.03	102	3.11	105	3.18
6. Designing instruction and learning tasks that connect core content to real-life experiences for students	I, III, VIII								
2002-2003		168	3.17	210	3.23	42	2.88	60	3.22
2003-2004		84	3.31	119	3.27	104	3.21	116	3.36
2004-2005		183	3.31	175	3.29	157	3.30	139	3.34
2005-2006		217	3.28	160	3.26	102	3.17	105	3.32
11. Using multiple assessments and data sources to interpret learning results for individuals and groups of students	III, IV								
2002-2003		169	3.06	210	2.92	41	2.88	60	3.20
2003-2004		84	3.08	119	2.91	104	3.20	116	3.09
2004-2005		183	3.09	175	2.95	157	3.02	139	3.09
2005-2006		217	3.03	160	2.98	102	3.14	105	3.20
14. Developing graphic and/or written presentations to show evidence of student learning resulting from instruction	IV								
2002-2003		166	2.80	198	2.81	42	2.64	58	3.07
2003-2004		84	2.85	118	2.85	104	2.99	116	3.06
2004-2005		183	2.87	175	2.95	157	2.85	139	3.02
2005-2006		217	2.86	160	2.92	102	2.86	105	3.10

*NTS=New Teacher Standards; ST=Student Teacher; CT=Cooperating Teacher; IT=Intern Teacher; RT=Resource Teacher; Scale: 4=Excellent; 3=Good; 2=Fair; 1=Poor

Element 8: Student Learning for Other Professional School Personnel

Like teacher candidates, other school personnel candidates are required to demonstrate proficiency in the area of student learning through course-embedded assignments. For example, in the educational leadership superintendent program, candidates develop a project in EDL 639 *The School Superintendency*, which includes a review and analysis of planning strategies to improve student achievement at the district level. They also review statutes and regulations that impact the planning process at the district level. In addition, candidates complete an action research project to identify barriers to student learning and design a strategy to remove the barrier. A second project in EDL 649 *School System Administration* requires candidates to review CATS results in mathematics or reading from one grade level and identify two skills for which students did not achieve the required standard of learning, identify the learning goal associated with the skills, identify the academic expectation for the skills, identify where the skills are in the Program of Studies, and identify where the skills are found in the Core Content. The final project in EDL 659 *Strategic Management in Education* requires candidates to analyze the district CATS scores, to identify an achievement gap for a sub-population, and to design a strategy to remove barriers contributing to the achievement gap. Candidates use technology, i.e., PowerPoint presentation, to communicate their findings to teachers or parents.

Assessment of student learning is also a vital part of the communication disorders program. Candidates are required to assess specific disorders utilizing standardized and criterion-referenced instruments as well as observational assessment. In some cases, experience with advanced technology and instrumentation is required. Such equipment would include assistive technology, augmentative communication, radiographic studies, and voice analysis. In addition, candidates are required to complete ongoing data collection with all intervention programs, write up progress reports, and share this information with the student and family. Candidates complete clinical rotations in a variety of settings, including a semester of student teaching in the public schools, and are involved in extensive use of assessment materials and program recording. In classroom and practicum experiences, the federal and state guidelines that govern assessment of school-aged children are stressed.

Proficiency of other school personnel candidates on the appropriate standards related to student learning is assessed at program admission, retention, and exit using the Continuous Assessment Review process. These data are analyzed and posted on the respective Unit Programs web pages.

Summary

Candidates in initial and advanced preparation programs in the professional education unit at the University of Kentucky have the knowledge, skills, and dispositions to ensure that P-12 students with whom they work, or will work, can learn. The unit analyzes multiple sources of data to ensure candidates are well prepared for their roles as professional educators.

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

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

The UK professional education unit is committed to an expanding use of Information Systems Technology to manage progress of candidates through programs, to assess the effectiveness of programs, and to facilitate systematic planning. In 1994, then Associate Dean Rob Shapiro initiated the transformation of the technology infrastructure for the unit to support an evolving use of computer technology. The technical staff and resources in the College of Education Instructional Technology Center (ITC) were expanded, and all of the unit's buildings were wired to take advantage of unit data servers and to access the UK communications backbone. The Instructional Technology Center support staff was charged with maintaining the information system infrastructure, including an increasing set of data servers, and with supporting faculty in the use of the unit's technology resources.

In 1996, the first project on Databases and Information Systems began, resulting in the formation of an extensive, relational database system that allowed the unit staff to manage persons associated with educator preparation, primarily candidates. The staff in the Office of Academic Services and Teacher Certification had responsibility to maintain candidate records using the emerging database information system, and also to provide data and reports to program faculties. Responsibility for unit data was centralized, which carried with it strengths of data reliability and consistency, but which had weaknesses related to involving the program faculties in focusing on their own candidates.

In 2003, the Center for Educator Preparation Information Systems (CEPIS) was established to promote the development of web-based information system tools collected under the umbrella of the CEPIS Web Portal. These tools were intended to make the unit database accessible to the program faculties, their staff, candidates, and unit administrators. CEPIS portal development is ongoing. As the CEPIS Portal and the CEPIS information system tools develop, they will provide program faculties an opportunity to become much closer to their candidates (and their progress through programs) and to have tools to engage in data analysis and reporting.

Although it is understood that hardware, software, and infrastructure alone do not make up a unit assessment system, the resources dedicated by the unit to the development of a comprehensive database information system and the resources that continue to be funneled into expansion of the unit's computer technology infrastructure through the Instructional Technology Center demonstrate the commitment of the unit to transform its programs through the systematic use of data and data-based technologies.

Element 1: Assessment System

The assessment plan for the professional education unit at the University of Kentucky references the conceptual framework theme, *Research and Reflection for Learning and Leading*. Educator preparation programming at UK is complex, relying on sustained reflective dialog and collaboration among faculty, staff, candidates, representatives of P-12 schools and districts, and academic faculty not directly involved in professional education. The organizational structure for the professional education unit emphasizes the importance of the separate program faculties, operating under the umbrella of the professional education unit. The unit coordinates the setting of common educator preparation goals, policies, and procedures; requires adherence to a common package of standards and requirements for all candidates; and develops and manages a comprehensive distributed data system. The program faculties

demonstrate accountability in implementing common policies and requirements, address the standards and expectations of their specialized professional associations (SPAs) in their respective programs, and collect and analyze candidate documentation of progress, problems, and success.

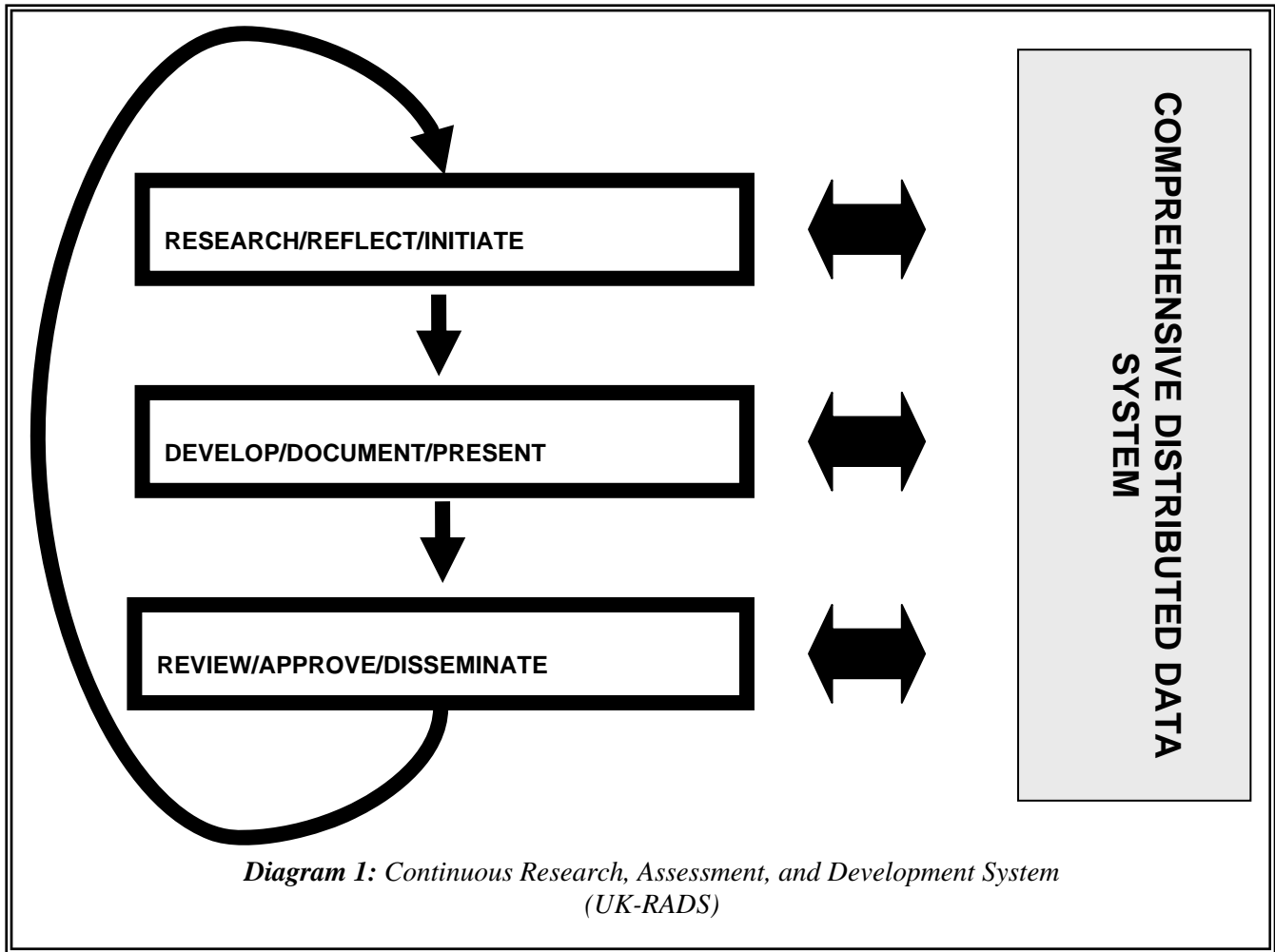
The unit has adopted a model of *Continuous Research, Assessment, and Development* (UK-RADS) to support its assessment system. This model emphasizes a three component iterative cycle of research and reflection, development and documentation, and review/approval/dissemination (please see diagram 1). It is expected that decision-making should be based on data and research. Toward that end, the unit is continually developing and maintaining a comprehensive data system. This system is distributed, in that data sets are housed and maintained: 1) in the unit's database system, 2) in a variety of formats by departments and program faculties, and 3) through multiple reports accessible on the unit website.

Recognizing the range and complexity of the data associated with its many programs, the unit has developed the concept of the *Comprehensive Distributed Data System* to describe the variety of ways that data are collected, analyzed, and presented. Within the unit, the *Comprehensive Distributed Data System* contains a wide range of quantitative, qualitative, descriptive, and anecdotal data, both in raw data form and analyzed reports. Much data from this system is housed on the unit's web site. A great deal of the data is accessible from the unit's database system with the aid of the staff of Academic and Student Services. Much of the same data is directly accessible from the database by using the tools of the CEPIS Portal or the specialized management and reporting tools developed and maintained online by the staff of the Instructional Technology Center (ITC). And, data are available and reported by program faculties from departmental and program-specific data collections.

The *Continuous Research, Assessment, and Development System* (UK-RADS) presents the reflective model of research, assessment, and development that guides planning, decision making, and dissemination in the unit (please see diagram 1). Individuals in the unit are organized into faculties, committees, and forums that are dedicated to unit and program continuous assessment and development (please see diagram 2). These groups utilize and contribute to the Comprehensive Distributed Data System and regularly access the sets of data and research summaries that are posted to the unit's websites and are available through the database information system. As collaborative, reflective groups, they are guided in their activities by the themes, goals, and rules of the unit as outlined in the conceptual framework and according to the processes specified in the UK-RADS model.

Diagram 3, *Components in the Unit Assessment Plan*, illustrates the relationship between: 1) the program faculties and various committees and groups that make up the unit governance system, 2) the UK-RADS model for working together, 3) the conceptual models that guide unit practice (unit conceptual framework and the unit continuous assessment model), and 4) the unit's comprehensive distributed data system.

The assessment system has been developed to match the way the unit actually works; to integrate the themes, standards, rules, and procedures addressed unit-wide and by individual program faculties; and to provide many opportunities for research, development, and dissemination.



Unit Governance Groups and Responsibilities within the UK-RADS Model		
RESEARCH/REFLECT / INITIATE	DEVELOP/DOCUMENT PRESENT	AUDIT/REVIEW/ APPROVE/ DISSEMINATE
<ul style="list-style-type: none"> • Program Faculty Chairs Committee • Field Supervisors Forum • Faculty Council • Technology Committee 	<ul style="list-style-type: none"> • Individual Program Faculties • Office of the Associate Dean for Academic and Student Services • Office of the Unit Head (Dean of the College of Education) 	<ul style="list-style-type: none"> • UK Institutional Reporting • Academic Services and Teacher Certification • Courses and Curricula Committee • Unit Faculty in Regular Session • UK Faculty Senate

Diagram 2: The UK-RADS Model and Unit Governance Bodies

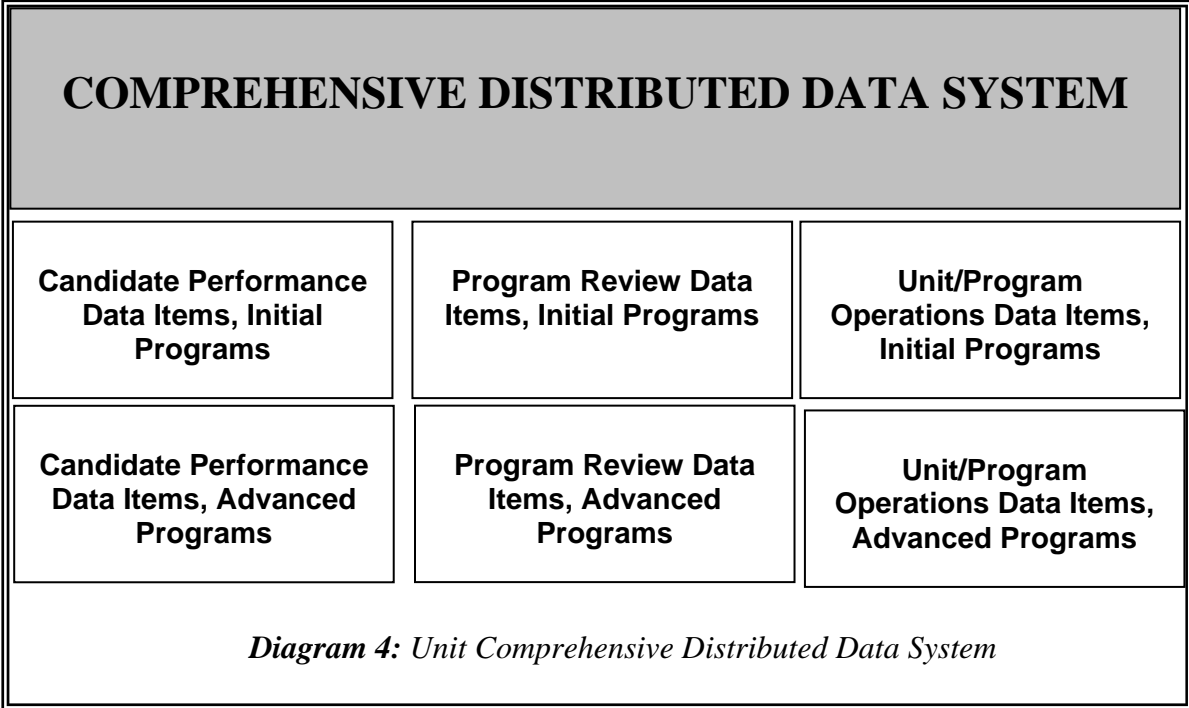
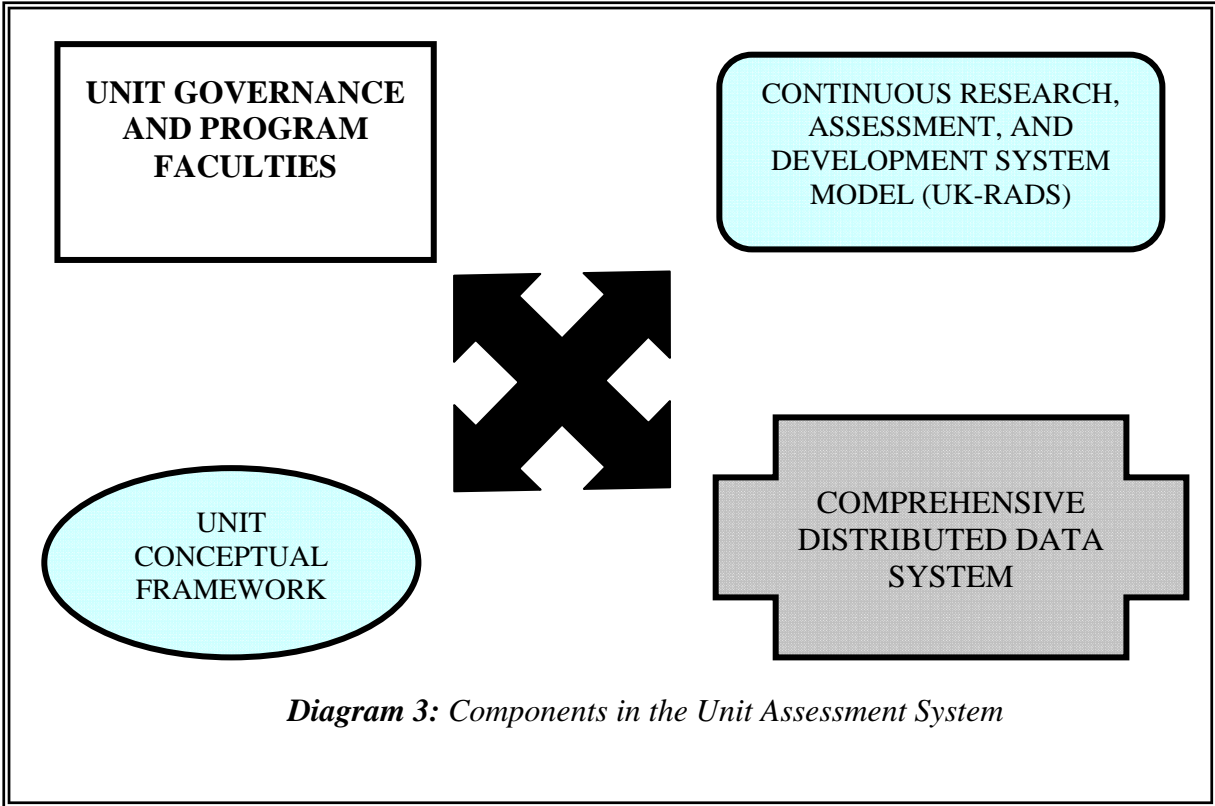


Diagram 4, *Comprehensive Distributed Data System*, indicates that the system is designed to provide data that support the three fundamental components of assessment: 1) candidate performance and cohort performance summaries, 2) program assessment and development, and 3) assessment and development of unit operations. Diagram 5 identifies selected items collected and managed in the primary categories of the data system. The diagram illustrates that, although there are data products from the Comprehensive Distributed Database System that can have multiple uses within the assessment system, there are specific kinds of data that seem naturally to be associated with a particular component, i.e., candidate assessment, program assessment, or unit operations.

<u>Selected</u> Items Collected and Managed in the Primary Categories of the Data System		
Candidate Performance Data Items	Program Review Data Items	Unit/Program Operations Data Items
<ul style="list-style-type: none"> A. Results of ratings on the appropriate new educator standards B. Results of ratings on the Unit Functional Skills and Dispositions C. Results of ratings on the Unit Technology Standards D. Results of ratings on the appropriate SPA standards E. Praxis testing results <ul style="list-style-type: none"> Pedagogy (PLT) Content (Praxis II) 	<ul style="list-style-type: none"> A. Cohort demographics <ul style="list-style-type: none"> Ethnic grouping Gender grouping Part-time/Full- time B. Skills testing results C. Ratio of admits to rejects D. Completion rates E. Satisfaction survey results F. Follow-up data G. KERA tools/programs/ course alignment reviews H. Field experience profiles 	<ul style="list-style-type: none"> A. Program faculty profile B. Technology resources survey C. P-12 clinical faculty profiles D. Website capabilities reviews E. Budget allocations reviews
<i>Diagram 5: Selected items collected and managed in the primary categories of the data system</i>		

The unit assessment system, including its Comprehensive Distributed Data System, has been under continual development since the last NCATE continuing accreditation visit in 2000. Using the UK-RADS reflection/development model, the various components of the system have been conceived, developed, and reviewed by the UK unit community. In fact, the UK-RADS model reflects sustained collaborative effort within the unit as demonstrated when specific components of the assessment system are reviewed by governance groups on an ongoing basis for the purpose of continual development.

Ensuring systematic assessment procedures. Anchoring the development and use of the assessment system to regular academic procedures and timelines, which are a part of institutional governance and accountability, ensures that assessment is systematic, vital, and public. Each academic year brings new cohorts of candidates into the system, and the end of each year provides an opportunity to exercise tools and procedures for reviewing candidates, assessing programmatic issues, and summarizing development. Data are collected, summarized, and reported in accordance with regular academic timelines. It should be noted, however, that program faculties have the option, as the need arises, to engage in assessment activities at times that diverge from the usual academic calendar. The UK-RADS

model provides opportunities for all members of the unit community, including faculty, administrative leaders, and staff, to meet regularly to have input into system development and implementation.

Required assessment of candidates at transition points. The common Admission, Retention, and Completion Policy that is required by all program faculties is identified in the *University of Kentucky Bulletin*, and on many unit web pages (see <http://www.uky.edu/Education/NCATE/coeretention.pdf>). The policy was developed and is systematically maintained by the Program Faculty Chairs committee, approved by the unit faculty in regular session, and integrated into the University of Kentucky governance system through the review and approval of the Faculty Senate. Although the unit Admission, Retention, and Completion Policy does not constitute the full unit continuous assessment system, as a major governance policy it does set forth for all candidates and faculty the rules by which candidates are expected to progress through the unit's professional education programs.

Three candidate assessment points. Candidates are assessed at three transition points: program admission, retention, and exit or completion. Continuous assessment in professional education programs as specified in the unit admission, retention, and completion policy is as follows:

A candidate's progress through all educator preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their course work and field placements, candidates will be assessed a minimum of three times during their program by representatives of their respective program faculty.

The three assessments will occur upon entry into the educator preparation program, at a midpoint in the program (no later than the semester prior to the final practicum experience), and on completion of the program following the final practicum experience. Assessments will include, but are not limited to: (a) appropriate scores on approved standardized tests, (b) review of grades via inspection of transcripts, (c) assessment of standards in the required standards sets which are assessed during reviews of portfolio documents or artifacts, interviews with program faculty, and field experiences, and (d) continued adherence to the Kentucky Professional Code of Ethics. At all three assessment points, the program faculty will document the candidate's progress toward, or attainment of, all standards in each of the required standards sets.

Ensuring fairness, accuracy, and consistency of assessment procedures. Unit faculty recognize that in a diverse population of candidates it is important to address issues of accuracy, fairness, and consistency of assessments. The unit and the program faculties employ several strategies to address these issues at the major candidate assessment and review points.

The first strategy is the publishing and disclosure of unit and program rules for candidate admission, retention, and completion into and from programs. Educator preparation programs publish guidelines for the preparation of portfolios, for example, in which candidates are guided in the expected contents for portfolios, suggested methods for presentation of artifacts, and expectations for how portfolios will be assessed. Following reviews of candidates, program faculties review both highly successful candidates and candidates that were less successful in order to continue development of published guidelines.

The second strategy is built into the UK-RADS system, which provides unit members the opportunity to consider assessment and review procedures. They debate the pros and cons of assessment devices, rubrics, and assumptions about the meaning of data resulting from required assessments. Working from an adherence to common unit standards and requirements, the research and reflection committees and forums have good background data for determining the fairness, accuracy, and consistency of assessment devices and expectations.

The third strategy involves the use, whenever possible, of assessment standards that have been developed by state and national groups. For example, the unit has adopted the benchmarking standards that were developed by a statewide committee for use in assessing candidate mastery of the Kentucky New Teacher Standards. Adopting state and national standards allows the unit to take advantage of research and development projects on assessment standards and devices which have taken place using much larger and more diverse candidate groups than would be available in the local context at UK. Fairness, accuracy, and consistency in assessment are issues that are regularly addressed by the unit governance bodies within the assessment model.

Element 2: Data Collection, Analysis, and Evaluation

The UK professional education unit engages in regular, sustained data collection, analysis, and evaluation. An overview of data collected in the unit assessment system, a timeline specifying when and how often data are collected, and identification of individuals responsible for collecting and reporting the data can be found in Table 2.1 for initial preparation programs and in Table 2.2 for advanced programs. These tables identify candidate performance data that are collected, analyzed, and reported at three key transition points: admission, retention, and exit or completion. The unit has also identified unit operations data that are collected, analyzed, and reported on a regular basis for the purpose of making improvements to programs and the unit. Due to space limitations in this document, the unit operations table is available in the electronic exhibit room and as Appendix 3 in the *Continuous Assessment Plan*.

Many data sets are collected electronically and are available for selection, aggregation, analysis, and reporting utilizing the resources of the unit information system tools described earlier in this document. The target goal for the unit technology development groups is for faculty, staff, and candidates to have as much data as possible available in easy to use web-based tools. If web-based tools are not available, staff members in Academic and Student Services are able to provide unit and program leaders with customized reports. The Comprehensive Distributed Data System is designed to collect as much data as possible and to use the data for purposes related to candidate performance, program performance, and unit operations. Diagram 6, *Electronic Data Files Groups Directly Accessible with Unit Information System Tools*, identifies the current groups of electronic data files that are directly accessible using unit technology tools.

Table 2.1: Overview of Assessment System Related to Candidate Performance in Initial Programs

TRANSITION POINTS	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION?	WHO REPORTS?	REPORTS TO WHOM?	FREQUENCY OF REPORTS?
Program Admission	Basic skills test scores (ACT, SAT, GRE, PRAXIS I)	Academic Services	Each semester	Academic Services	Candidates; PFC	Each semester
	Grade Point Average	Academic Services	Each semester	Academic Services	Candidates; PFC	Each semester
	Ratings on New Teacher Standards	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	Ratings on Technology Standards	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	Ratings on Functional Skills and Dispositions	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
Program Retention	Ratings on New Teacher Standards	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	Ratings on Technology Standards	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	Ratings on Functional Skills and Dispositions	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	Grade Point Average	Academic Services	Each semester	Academic Services	Candidates; PFC	Each semester
Program Exit	Ratings on New Teacher Standards	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	Ratings on Technology Standards	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	Ratings on Functional Skills and Dispositions	PFC	Each semester	Academic Services	Candidates; PFC	Each semester
	PRAXIS II Test Scores	EPSB/State Report Card	Each year	Dean and/or Associate Dean	Council of Chairs; PFC; Unit Faculty	Each year
	Student Teacher Survey	EPSB/State Report Card	Each year	Dean and/or Associate Dean	Council of Chairs; PFC; Unit Faculty	Each year
	Cooperating Teacher Survey	EPSB/State Report Card	Each year	Dean and/or Associate Dean	Council of Chairs; PFC; Unit Faculty	Each year
Follow-Up of Graduates	Intern Teacher Survey	EPSB/State Report Card	Each year	Dean and/or Associate Dean	Council of Chairs; PFC; Unit Faculty	Each year
	Resource Teacher Survey	EPSB/State Report Card	Each year	Dean and/or Associate Dean	Council of Chairs; PFC; Unit Faculty	Each year

Academic Services=Office of Academic Services and Teacher Certification; PFC=Program Faculty Chairs; Associate Dean=Associate Dean for Academic and Student Services

Table 2.2: Overview of Assessment System Related to Candidate Performance in Advanced Programs

TRANSITION POINTS	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION?	WHO REPORTS?	REPORTS TO WHOM?	FREQUENCY OF REPORTS?
Program Admission	GRE Score	DGS	Each semester	DGS	Candidates; Advisor	Each semester
	Grade Point Average	DGS	Each semester	DGS	Candidates; Advisor	Each semester
	Ratings on Experienced Teacher Standards	Advisor	Each semester	Advisor	Candidates; DGS	Each semester
	Ratings on Technology Standards	Advisor	Each semester	Advisor	Candidates; DGS	Each semester
	Ratings on Functional Skills and Dispositions	Advisor	Each semester	Advisor	Candidates; DGS	Each semester
Program Retention	Grade Point Average	Advisor	Each semester	Advisor	Candidates; DGS	Each semester
	Ratings on Experienced Teacher Standards	Advisor	Each semester	Advisor	Candidates; DGS	Each semester
	Ratings on Technology Standards	Advisor	Each semester	Advisor	Candidates; DGS	Each semester
	Ratings on Functional Skills and Dispositions	Advisor	Each semester	Advisor	Candidates; DGS	Each semester
Program Exit	Grade Point Average	Advisor	Each semester	Advisor	Candidates; DGS; Academic Services	Each semester
	Ratings on Experienced Teacher Standards	Advisor	Each semester	Advisor	Candidates; DGS; Academic Services	Each semester
	Ratings on Technology Standards	Advisor	Each semester	Advisor	Candidates; DGS; Academic Services	Each semester
	Ratings on Functional Skills and Dispositions	Advisor	Each semester	Advisor	Candidates; DGS; Academic Services	Each semester
Follow-Up	Graduate Student Survey	UK Office of Institutional Research	Each year	Dean and/or Associate Dean	Council of Chairs; Unit Faculty	Each year
	Alumni Survey	UK Office of Institutional Research	Each year	Dean and/or Associate Dean	Council of Chairs; Unit Faculty	Each year

Academic Services=Office of Academic Services and Teacher Certification; DGS=Director of Graduate Studies; Associate Dean=Associate Dean for Research and Graduate Studies

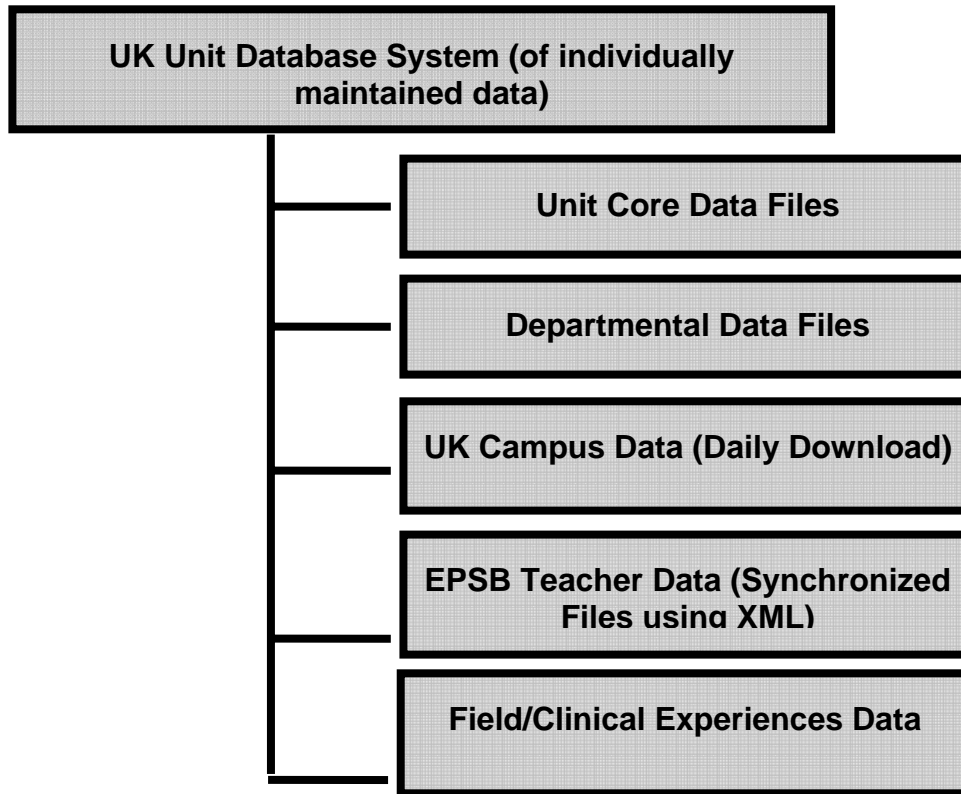


Diagram 6: Electronic Data Files Groups Directly Accessible with Unit Information System Tools

The following text groupings relate to data items that have been entered into the electronic system and are accessible using technology tools. Different data items can have relevance to more than one of the major assessment categories, i.e., candidate performance, program improvement, and unit operations. Following the presentation of these electronic data items, there will be a listing of categories of data that are not directly accessible using information system tools, but which are regularly collected, analyzed, and made available to unit faculty and staff in the exhibit room.

Electronic Data Sets Related to Candidates. Candidate data are inputted centrally through the Office of Academic Services and Teacher Certification. For example, candidates file applications for admission to an educator preparation program with the office. From the application packet, a variety of data items are collected and inputted into specified data files. There are a variety of other unit-wide procedures, i.e., applying for student teaching, which also include centralized data input and storage. Categories and selections of data items that are inputted into the system are listed below.

A selection of data items collected at the time of program admission includes:

- Candidate identity/identifiers (names, gender, date of birth, unique systems identifier codes)
- College status information (this data centers candidates within the universe of educator preparation in the unit)
- Demographic data (including personal information, ethnic code and citizenship, address, phone, email, and prior education data)
- Program status information (program codes, tracking codes, entry, lastedit, and estimated completion term, advisor, report year, current status in program, and good-standing status code as designated by program faculty)
- All available admission test scores, i.e., ACTE, SAT, PRAXIS I, GRE
- Character and Fitness Review data
- Academic information, including prior institutions, majors and minors, degrees

- Data related to the admission to TEP procedures (including process notes and faculty notes)

Post-admission data following faculty review

- Candidate status reported by faculty following review (always at admission, and also available data from retention and completion reviews)
- Comment data from faculty pertaining to candidate
- Continuous Assessment Reviews (CAR) for admission, retention, completion on educator standards, Unit Functional Skills and Dispositions, and Unit Technology Standards
- Routine notes and advising data
- Data on majors, minors, support areas, including hours earned and GPAs
- Character and Fitness Review data

Data related to program completion

- All PRAXIS II data
- Certificate recommendation data
- Degrees awarded data

Data related to field experiences

- Applications for field experiences
- Data related to field experience assignments
- Application for student teaching
- Data related to student teaching assignment
- Evaluation of student teaching data

Data related to advising and/or academic actions

- Data on candidate entrance into education unit, including advising conferences and transfer-in/ transfer-out to/from College of Education
- Data on conferences with lower division academic advisors
- Data on review/approval for student teaching with memos as needed
- Data on review/approval for graduation in College of Education
- Data on probation/suspension reviews
- Data on withdrawals

Data related to communication with candidates

- Email messages sent to candidates
- Notes on interactions with candidates

Data related to candidate problems, complaints, appeals

- Data relating to not-in-good-standing status
- Data relating to not-eligible for student teaching
- Data relating to admission status of “denied”
- Data relating to memos from program faculty regarding less than good-standing candidate action and appeals

Data related to candidate-generated artifacts

The unit does not require candidates and programs to use electronic portfolios. However, since 2004, several program faculties have piloted electronic *Open Portfolio* technology developed by a unit faculty member. The *Open Portfolio* system manages candidate-generated artifacts related to progress through a program. The *Open Portfolio* system can be integrated with the CEPIS Web Portal for easy access by faculty, staff, and candidates. Development work with the electronic portfolio is ongoing.

Data and data collection related to faculty

Particularly in a research-extensive university, data related to faculty is important for a variety of reasons, including the allocation of faculty resources to support the unit’s preparation programs, documentation of faculty advising roles, documentation of externally-funded projects and research, documentation of publications and presentations, and documentation of service activities. Specific data items that are routinely collected and entered into the unit database system are listed below.

Data related to faculty as persons in the unit data system

Faculty are considered to be unit “persons” as are candidates and staff. The fundamental collection of data items related to identity/identifiers, demographic data, personal data, and educational data that are collected on candidates are also collected on faculty.

Data related to faculty productivity

- Publications
- Grants
- Research Projects

Data related to faculty as advisors

- Faculty coded as advisors
- Candidates assigned to faculty for advising
- Faculty identified as program faculty members
- Faculty identified as program faculty chairs

Data and data collection related to programs

The electronic database files in the Comprehensive Distributed Database System have been developed to emulate a relational database system, which allows a wide range of candidate and faculty data to be related to unit programs. As a result, considerable attention is given to maintaining unit program files, which include:

- Data on unit programs, including code, long and short description, currency, associated PRAXIS test codes, associated state educator certification codes
- Data on Kentucky-approved PRAXIS exams, including codes, long and short descriptions, cut scores, currency
- Data on unit colleges and departments, including codes, long and short descriptions, currency
- Data on academic terms and report years

Data and data collection on the technology infrastructure

Because the technology infrastructure of the college underlies all components of the database system, the unit allocates resources to maintaining data on the components of the technology infrastructure.

- Data on the inventory of computer hardware
- Data on college smart classrooms
- Data on unit technology users including assignments and permissions within the infrastructure and associated IP addresses
- Data on data servers

Data sets regularly collected but not inputted into the electronic system

As has been described, the unit Comprehensive Distributed Data System utilizes not only data that have been directly inputted into electronic data files, but also data that are obtained in the form of reports from program faculties, the UK Institutional Research Office, the Kentucky Education Professional Standards Board (EPSB), and other agencies, i.e., Federal Title II Reporting. Data reports to the unit are regularly scheduled in accordance with academic calendars, EPSB reporting schedules, or Federal Title II schedules. As reports become available, they are collected by the unit, reformatted (if necessary) for use on the unit website, and made available to program faculties and unit leadership and/or staff.

Examples of these data sets include the following:

- Data related to documentation of diversity (in curriculum, in field experiences and clinical practice, among candidates and faculty)
- Data related to integration of technology into program activities
- Data from the EPSB annual New Teacher Survey and the Kentucky Teacher Internship Program
- Data related to candidate enrollment in UK degree programs (from UK Institutional Research)
- Data related to degrees awarded (from UK Institutional Research)
- Data related to ACT scores associated with new student cohorts (from UK Institutional Research)
- Data related to retention rates for new student cohorts (from UK Institutional Research)

- Data related to six-year completion rates for new student cohorts (from UK Institutional Research)
- Data related to performance of candidates on state certification exams required for Title II accountability reporting (from the Federal Title II reporting site)
- Data related to Graduating Senior Surveys (from UK Institutional Research)
- Data related to evaluation of university teaching (from UK Institutional Research)

Element 3: Use of Data for Program Improvement

The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and field and clinical experiences. The UK-RADS model conceptualizes regular opportunities for faculty groups to review candidate performance data and unit operations data from the Comprehensive Distributed Database System for the purpose of making improvements to programs and ongoing operations in the unit.

Key examples of the use of data to make improvements to programs and unit operations are identified in this section. More extensive documentation of the use of data to improve programs can be found on individual Unit Programs web pages in the electronic exhibit room.

- In response to focus group data from elementary graduates, feedback from the New Teacher Survey, and exit interviews with student teachers, the dean convened an Elementary Revision Committee to review the curriculum and experiences in the undergraduate elementary education program. Numerous changes were made to the program, including a new course focused on working with students with special needs, elimination of duplicative coursework in art and music courses, replacement of the specialization areas with additional course requirements in mathematics and literacy, and identification of major strands to be integrated throughout the program. These strands include working with students with special needs, assessment, diversity, technology, inquiry, reflective practice, learning theory, and human development. The University Senate approved the revised program for implementation in fall 2007.
- In response to feedback from student teachers in exit interviews and data from the New Teacher Survey, the unit has hosted workshops and seminars for faculty in two areas for which student teachers indicate they feel less than well prepared: assessment and working with students with special needs. Two sessions on assessment and working with students with special needs were provided in spring 2007 to joint meetings of the program faculties and university supervisors. Additionally, the instruction Distribution of Effort (DOE) of the new associate dean for research and graduate studies has been allocated to work with program faculties on issues related to working with students with special needs.
- In response to feedback from student teachers and their cooperating teachers and from intern teachers and their resource teachers on the New Teacher Survey, the unit provided a series of faculty workshops and seminars on preparing candidates to work with diverse students. Dr. Etta Hollins from the University of Southern California traveled to campus on three occasions to review program documents with faculty and discuss development and implementation of diversity signature assignments in educator preparation programs. In addition, she supported faculty through phone conversations and e-mail exchanges as they worked to develop these assignments.
- In response to Graduating Senior Survey data that indicated concerns regarding climate issues for diverse candidates on the UK campus, the unit has worked to ensure a welcoming environment for all candidates, faculty, and staff in the professional education unit. A new Office of Equity and

Diversity was established and a full-time director for the office was employed in 2004. The director has focused extensively on recruitment and retention of diverse candidates. Sample activities and initiatives have included a week-long, residential summer camp on the UK campus for high school students who are interested in becoming teachers; establishment of a Minority Educators Association for teacher candidates; sponsorship of numerous PRAXIS I and PRAXIS II workshops; coordination of candidate attendance at national and state conferences; and participation in all university and unit recruitment events. In addition to new initiatives related to recruitment and retention of diverse candidates, the unit has also focused on improving its recruitment of diverse faculty. In fall 2006, the dean, in collaboration with the Inclusiveness Task Force, developed new *Guidelines for Search Committees on Promoting Diversity*. Formally approved by unit faculty, the guidelines were used in faculty searches during the 2006-2007 academic year. The search process resulted in the employment of an additional African-American faculty member in fall 2007.

- In response to concerns expressed about advising on the Graduating Senior Survey, a planned increase in student enrollment as outlined in the *Top 20 Business Plan*, and lower than desired retention and graduation rates in the unit, the unit requested and the provost approved funding for an additional professional advisor position in fall 2007. The individual employed in this position will assist the Office of Academic Services and Teacher Certification with implementing strategies to identify candidates who are struggling academically and then work with advisors to provide intervention and support for candidates who are at risk of being placed on academic probation or suspension.
- In response to greater expectations for increased faculty research productivity associated with the Top 20 research goal, the dean worked with the Council of Chairs and Faculty Council to establish a new Teaching Load Policy. The intent of this policy, adopted by unit faculty in December 2002, was to allocate sufficient faculty time and effort to research and scholarly productivity, which is consistent with the research mission of the institution. The new policy specifies a four-course teaching load each year for regular title series faculty.
- In spring 2006, the offices of Field Experiences and School Collaboration and Academic and Student Services hosted a retreat for program faculty chairs and university supervisors that focused on evaluation of student teachers. At the retreat, participants conducted a systematic review of the student teaching evaluation instrument used in their respective programs to determine the extent to which the assessment aligned with professional, state, and institutional standards. Data from that review indicated the evaluations were not aligned as closely as needed with the appropriate standards sets. Therefore, during the 2006-2007 academic year, program faculty chairs worked to revise the evaluations to better align with the standards that guide curriculum and experiences in their programs. Beginning in fall 2007, student teachers will be evaluated using the new assessments.
- In response to candidate concerns regarding availability and suitability of content courses in middle school education, the Middle School Program Faculty conducted a review of required content courses in the program. With funding from the Title II Teacher Quality Enhancement Grant, four- to five-person committees consisting of education and arts and sciences faculty met throughout 2005-2006 to conduct audits of the required coursework in their specific content discipline and propose revisions that would better align the curriculum with the Kentucky Core Content for Assessment. The University Senate gave full approval to the proposed program revisions in spring 2007.

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

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

Field experiences and clinical practices are emphasized throughout the unit's professional education programs. Carefully planned and structured field experiences, which are embedded in professional education courses across the curriculum, provide candidates with many diverse opportunities to use and conduct research, to reflect about practice, and to develop the skills needed to lead efforts aimed at facilitating high-level learning for all students. Candidates engage in extensive and varied experiences in multiple, authentic settings working with expert practitioners to apply what they learn in campus courses as they progress through their program of studies.

Element 1: Collaboration between Unit and School Partners

University faculty members continually collaborate with experienced professionals in the field who serve as partners in the design, implementation, and evaluation of field experiences. Collaboration is organized through councils known as Program Faculties for all educator certification programs at both initial and advanced levels. These Program Faculties are the governing bodies that make decisions about policies, curricular changes, the scope and sequence of field experiences, the retention of field supervisors, and other key issues related to field experiences. Please see a description of program faculties in the introduction to this document. In addition to the program faculty, school administrators and teachers participate in the Education Leadership Advisory Committee to guide policy and procedural matters for the educational leadership programs. Additional information about the program faculty membership and structure is available at <http://www.uky.edu/Education/NCATE/exhibit.html>

Program faculty members in the school psychology program work together to identify and recruit field experience supervisors (e.g., practicum supervisors) and sites. One school psychology faculty member coordinates field experiences which includes working with practicum supervisors, maintaining weekly contact with candidates, and visiting practicum sites. The faculty member designs the syllabus for the practicum course determining required experiences (e.g., assessment, observation, consultation, intervention); field-based supervisors coordinate details regarding implementation. Candidates reflect about their experiences during class sessions on campus, which allows them to gain perspectives about experiences at multiple sites.

Partners contribute to decisions about all aspects of the program through the program faculty structure. University and school-based partners frequently deliberate about issues related to field experiences. Discussions focus on key issues such as selecting placement sites, determining tasks to be completed during field experiences (e.g., collecting observational data, conducting action research projects), designing formative and summative tools used to assess candidate progress in field placements, analyzing program evaluation data, and reviewing files of candidates who experience difficulty in field placements. Discussions take place through various channels including program faculty meetings (held regularly during the academic year), electronic conversations, and focus group sessions, which are convened periodically in partner schools.

In addition to participating in face-to-face and electronic discussions, partners contribute to decisions about field experience issues through the multifaceted evaluation process. They complete evaluations of

candidate performance that are part of the continuous assessment system and perception evaluations that focus on the value of field experiences and quality of supervision. Partners use these data and data drawn from external surveys completed by graduates who are teaching in Kentucky as well as data from other sources (e.g., focus group sessions) to inform revisions in field experience requirements and to monitor the quality of supervision. Data from these evaluations are available in the Office of Field Experiences and School Collaboration.

The program faculty structure serves as an important vehicle for collaboration between university and school-based partners. It provides many opportunities for partners to monitor program quality. This mechanism also ensures that candidates have many opportunities through field experiences to meet the program goals described in the conceptual framework as well as standards set by professional organizations and the Kentucky Education Professional Standards Board (EPSB). This governance council serves as an important quality control measure for the program.

Another important way university and school-based partners collaborate is in selecting and monitoring of student teaching and internship placements. Student teachers and interns are placed in schools and education agencies that have been designated as partner sites within what the program faculty has described as the Field Network. The term Field Network was coined to highlight the point that the field placement system has been forged through partnerships with practitioners. Partner sites must meet criteria for placement, and personnel at the sites must demonstrate a strong interest in collaboration. The Field Network concept is described in more detail on the Office of Field Experiences and School Collaboration website at http://www.uky.edu/Education/OFE/Site_demographics.html.

As described in the Field Experience Placement Policy, selection criteria include compatibility between the school or agency's goals and program goals (e.g., practices to promote strong student achievement, emphasis on cultural responsiveness) and meeting certification regulations and accreditation requirements. Demographic factors are also strongly considered in the selection process to ensure that candidates have opportunities to work with diverse groups of students. To address the program standard that all candidates have diverse field experiences, program faculty members base placement decisions on careful examination of previous placements. They analyze placement and school demographic data. The placement database and demographic reports are maintained by the Office of Field Experiences and School Collaboration. The placement database tracks each candidate's placements throughout the program. The school demographic reports provide information about populations served by partner schools in the Field Network. This placement procedure ensures that, during their program of studies, candidates complete field assignments in several different settings working with populations that represent different kinds of diversity, such as cultural, economic, racial, ethnic, and linguistic as well as students with special needs. A copy of the Field Experience Placement Policy and placement procedures can be found at <http://www.uky.edu/Education/OFE/ofepolicy.html>.

Placement coordinators who are appointed through the Program Faculty system survey prospective sites to learn about the demographic composition of the student body, policies, procedures, and practices as well as the experiences and credentials of school personnel. In addition, coordinators conduct site visits to become acquainted with personnel. These visits allow them to gather information about the school climate and teacher effectiveness. Once sites are selected, the university and school partners enter a contractual agreement outlining the nature of the partnership including partner roles and responsibilities. Copies of written contracts are filed in the Office of Field Experiences and School Collaboration.

When making placements, university and site-based coordinators make a concerted effort to provide candidates with experiences in several different types of sites (e.g., urban, rural), working with different

groups (e.g., ethnic, gender) and learning about various teaching styles. Universally, candidates are placed with teachers who differentiate instruction to address a wide range of needs. Candidates complete at least one placement working with students who have special needs. Placement data are filed in an electronic database to provide program coordinators with a complete profile of candidate placements so they can diversify placements. The placement database is available in the Office of Field Experiences and School Collaboration. School demographic information is available at http://www.uky.edu/Education/OFE/Site_demographics.html.

Student teaching placements are concentrated primarily in the central Kentucky region to facilitate the development of strong partnerships. However, some placements are made beyond central Kentucky in rural sites that have been recognized for excellence. These sites are considered part of the Field Network. To provide candidates with experiences working in rural settings, partnerships have been forged with practitioners in designated rural locations who have demonstrated expertise in teaching and mentoring. A small percentage of student teaching placements (about 5% annually) are arranged in schools outside the United States as part of the overseas student teaching program. Candidates who qualify for this program are placed in approved sites around the world through the Consortium for Overseas Student Teaching (COST). This program has allowed us to forge unique partnerships with practitioners in several parts of the world, including Australia, Europe, Central and South America, and South Africa. Applicants to the COST program are screened to determine suitability especially in relation to academic accomplishments, adaptability, and maturity. Those who are accepted complete a prerequisite course prior to departure – EDC 554 *Culture, Education, and Teaching Abroad* – as a way to help them reap the full benefit of teaching in another culture and gaining a global perspective. COST participants are supervised by faculty at receiving or host institutions of higher education (e.g., the University of Cape Town, South Africa; Auckland University, New Zealand) and faculty in participating schools. In addition, faculty from the University of Kentucky and other state-side member institutions (e.g., the University of Alabama, the University of Georgia) regularly visit sites to supervise candidates and collaborate with faculty at the receiving sites. The Field Experiences Office maintains records and general information related to the COST program. Information about the COST program is available at <http://www.uky.edu/Education/OFE/ofecost.html>.

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

As explained in the introduction to this section, field experiences are an integral part of each program; they are systematically woven into every component. This pertains to initial and advanced certification programs for teachers and administrators as well as programs that prepare other school personnel (e.g., instructional systems design, school psychology). Table 3.1 outlines requirements for field and clinical practices in initial preparation programs; Table 3.2 identifies field and clinical experiences in advanced preparation programs. The Office of Field Experiences and School Collaboration also maintains a chart of field experience requirements by course that is available at <http://www.uky.edu/Education/OFE/Requirements.html>.

Table 3.1: Overview of Field and Clinical Experiences in Initial Preparation Programs

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Agriculture Education, 5-12	Two field experiences in middle and/or high schools; total 81 hours.	One 16 week, full time student teaching placement in a middle and/or high school; total 450 hours.	531
Art Education, P-12	Five field experiences in elementary, middle, and/or high schools; one practicum experience in an elementary, middle, or high school; total 145 hours.	Two eight week, full time student teaching placements in elementary, middle, and/or high schools; total 450 hours.	595**
Business Education, 5-12	One field experience in a high school; one practicum experience in a high school; total 225 hours.	One 16 week, full time student teaching experience in a high school; total 450 hours.	675
Dance Education, P-12	Generally, five field experiences in elementary, middle, and/or high schools; one practicum experience in an elementary, middle, or high school; total 145 hours.	Generally, two eight week, full time student teaching placements in elementary, middle, and/or high schools; total 450 hours.	595**
Elementary Education, P-5	Nine field experiences in an elementary school; one practicum experience in an elementary school; total 247 hours.	One 16 week, full time student teaching placement in an elementary school; total 450 hours.	697**
Family and Consumer Sciences Education, 5-12	Three field experiences in middle and/or high schools; one practicum experience in a middle and/or high school; total 168 hours.	Two eight week, full time student teaching placements in middle and high schools; total 450 hours.	618
Foreign Language Education, P-12	One field experience in an elementary, middle, and/or high school; one practicum experience in a high school; total 225 hours.	Two eight week, full time student teaching placements; one in an elementary or middle school and the other in a high school; total 450 hours.	675
Health Education, P-12	Six field experiences in elementary, middle, and/or high schools; total 61 hours.	Two eight week, full time student teaching placements in elementary, middle, and/or high schools; total 450 hours.	511
Interdisciplinary Early Childhood Education, B-P	Seven field experiences in infant and toddler, preschool, and/or kindergarten settings; one practicum experiences in an infant and toddler, preschool, or kindergarten setting; total 232 hours.	Two eight week, full time student teaching placements in infant and toddler, preschool, and/or kindergarten settings; total 450 hours.	682

Learning and Behavior Disorders, P-12	Six field experiences in elementary, middle, and/or high schools; one practicum experience in an elementary, middle, or high school; total 273 hours.	Two eight week, full time student teaching placements in elementary, middle, and/or high schools; total 450 hours.	723
Learning and Behavior Disorders/Elementary, P-5	Five field experiences in elementary schools; two practicum experiences in elementary schools; total 291 hours.	Two eight week, full time student teaching placements in an elementary school and a middle or high school to complete LBD requirement; total 450 hours.	741
Learning and Behavior Disorders/Middle School, 5-9	Seven field experiences in middle schools; two practicum experiences in middle schools; total 501 hours.	Two eight week, full time student teaching placements in a middle school and an elementary or high school to complete LBD requirement; total 450 hours.	951
Middle School Education, 5-9	Eight field experiences in middle schools; one practicum experience in a middle school; total 563 hours.	Two eight week, full time student teaching placements in middle schools; total 450 hours.	1,013
Moderate and Severe Disabilities, P-12	Five field experiences in elementary, middle, and/or high schools; one practicum experience in an elementary, middle, or high school; total 219 hours.	Two eight week, full time student teaching placements in elementary, middle, and/or high schools; total 450 hours.	669
Music Education, P-12	Nine field experiences in elementary, middle, and/or high schools; total 95 hours.	Generally, two eight week, full time student teaching placements in elementary, middle, and/or high schools; total 450 hours.	545
Physical Education, P-12	Twelve field experiences in elementary, middle, and/or high schools; total 290-292 hours.	Two eight week, full time student teaching placements in elementary, middle, and/or high schools; total 450 hours.	740-742
Secondary Education/English Education, 8-12	One field experience in a high school; one practicum experience in a high school; total 225 hours.	One 16 week, full time student teaching experience in a high school; total 450 hours.	675
Secondary Education/Mathematics Education, 8-12	One field experience in a high school; one practicum experience in a high school; total 225 hours.	One 16 week, full time student teaching experience in a high school; total 450 hours.	675
Secondary Education/Science Education, 8-12	One field experience in a high school; one practicum experience in a high school; total 225 hours.	One 16 week, full time student teaching experience in a high school; total 450 hours.	675
Secondary Education/Social Studies Education, 8-12	One field experience in a high school; one practicum experience in a high school; total 225 hours.	One 16 week, full time student teaching experience in a high school; total 450 hours.	675

*More detailed descriptions of field experiences required within programs are available on the Field Experiences Course Requirements Chart, which is available at <http://www.uky.edu/Education/OFE/Requirements.html> **Variable hours not included in total

Table 3.2: Overview of Field and Clinical Experiences in Advanced Preparation Programs*

Program	Field Experiences and/or Clinical Practice Rank II**		Field Experiences and/or Clinical Practice Rank I**	
	Description	Total Hours	Description	Total Hours
Agriculture Education, 5-12	One field experience observing advisors of youth organizations and interviewing teachers and state leaders.	20	One field experience collecting observational data in classrooms and conducting conferences with teachers observed.	10
Art Education, P-12	Two field experiences in schools and community organizations.	6-8	Two field experiences in schools and community organizations.	6-8
Communication Disorders, P-12	Four field experiences in schools, clinics, and/or area health education centers.	1,481-1,969	One 16 week, full time student teaching placement in an elementary, middle, and/or high school.	450
Educational Leadership, P-12	The field experiences include shadowing a principal, working with a mentor, preparing a School Community Analysis, and completing a school-based product, one for each of the three semesters.		The field experiences include shadowing a principal, working with a mentor, preparing a School Community Analysis, and completing a school-based product, one for each of the three semesters.	
Elementary Education, P-5	Four field experiences in elementary schools.	30	Four field experiences in elementary schools.	30
Family and Consumer Sciences, 5-12	One field experience observing advisors of youth organizations and interviewing teachers and state leaders.	20	Two field experiences collecting observational data in classrooms and conducting conferences with teachers observed.	10
Instructional Systems Design, P-12	One field experience in an elementary, middle, and/or high school.	7	One field experience in an elementary, middle, and/or high school.	150
Interdisciplinary Early Childhood Education, B-P	Three field experiences in an infant toddler, preschool, and kindergarten setting.	300	One field experience in an infant toddler, preschool, kindergarten or school setting; one practicum experience in an infant toddler, preschool, kindergarten or school setting.	75-78
Learning and Behavior Disorders, P-12	One field experience in an elementary, middle, and/or high school.	108-192	One field experience in an elementary, middle, and/or high school; one practicum experience in an elementary, middle, and/or high school.	170

Middle School Education, 5-9	Two field experiences in middle schools.	15	Two field experiences in middle schools.	15
Moderate and Severe Disabilities, P-12	Two field experiences in elementary, middle, and/or high schools.	252-832	One field experience in an elementary, middle, and/or high school; one practicum experience in an elementary, middle, and/or high school.	170
Music Education, P-12	Five field experiences in elementary, middle, and/or high schools.	91-95	Five field experiences in elementary, middle, and/or high schools.	91-95
Physical Education and Health Education, P-12	Five field experiences in elementary, middle, and/or high schools.	75-78	Five field experiences in elementary, middle, and/or high schools.	75-78
Reading and Writing, P-12	Three field experiences in elementary, middle, and/or high schools.	60	Three field experiences in elementary, middle, and/or high schools.	60
School Media Librarian, P-12	Five hour observation in school library media center; twenty-day practicum, half at elementary level and half at secondary level.	125	Five hour observation in school library media center; twenty-day practicum, half at elementary level and half at secondary level	125
School Psychology, P-12	Five field experiences in elementary, middle, and/or high schools; two practicum experiences in elementary, middle, and/or high schools.	924-984	One field experience in an elementary, middle, and/or high school; one practicum experience in an elementary, middle, and/or high school; total 400 hours.	400
School Social Work, P-12	Two field experiences in elementary, middle, and/or high schools.	600	Two field experiences in elementary, middle, and/or high schools.	600

*More detailed descriptions of field experiences required within programs are available on the Field Experiences Course Requirements Chart, which is available at <http://www.uky.edu/Education/OFE/Requirements.html>

** Course decisions for both Rank II and Rank I are determined collaboratively by advisors and candidates to ensure that programs are tailored to meet each candidate's professional needs. Therefore, some courses are applicable to both levels.

As mentioned previously, candidates enrolled in initial teacher certification programs progress through a carefully planned sequence of field experiences designed to help them gradually build the knowledge, skills, and dispositions necessary to foster high-level learning in all students in their charge and serve in leadership roles. To ensure that the induction process is appropriately sequenced, field experiences are organized in three phases. During the first phase, referred to as the introductory phase, candidates observe in schools, clinics, and other agencies; they assist teachers and other personnel; and they tutor or mentor students. The purpose of these activities is to help candidates establish a foundation for practice by strengthening awareness about critical contextual issues that influence learning. In the second phase, generally referred to as practicum, candidates spend extended periods of time in classrooms (generally five or six weeks), learning to teach under the close supervision of experienced school-based supervisors. The practicum experience provides opportunities for candidates to deepen their understanding of contextual issues and apply what they have learned in campus courses to real-life situations. They employ research-based strategies and use assessment tools to promote and assess learning for individual students, small groups, and then whole classes to gain proficiency gradually.

During phase three, which is referred to as student teaching, candidates complete a full semester of intense field experiences working in classrooms full-time in one or more settings depending on program goals and previous field placements. During this phase, candidates continue to implement various research-based instructional models under the close supervision of school and university-based faculty. This extensive experience in classrooms provides them with sustained opportunities to further apply principles of teaching and research to classroom practice and to reflect about and analyze their own learning and that of their students. Student teachers assume full responsibility for classroom teaching for a minimum of 10 days.

In addition to working in classrooms, student teachers are also required to attend regularly scheduled after-school seminars – many of which are held in partner schools – to discuss issues, reflect about their efforts to promote learning, and consider specific ways to improve instructional practice. These seminars are organized by university supervisors but frequently led by cooperating teachers and principals who participate in the Field Network. Seminar topics and activities are outlined in course syllabi which are available on the departmental website where the field related courses reside.

The Program Faculty have intentionally designed field experiences that allow candidates to demonstrate proficiencies related to the unit conceptual framework as well as standards set by the EPSB and professional organizations. For example, candidates in teacher certification programs design units of study that are congruent with the Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content for Assessment. Teacher candidates demonstrate their proficiency in addressing criteria related to diversity within their classrooms through differentiated instruction and other strategies designed to meet the varied and individual needs of their students. Candidates are expected to use multiple forms of assessment to evaluate the effectiveness of lessons taught, and they analyze assessment data to determine the extent of student learning and instructional effectiveness. Field experiences include a focus on closing achievement gaps as candidates work with school faculties to analyze data from state mandated tests and formulate plans for improvement. Literacy is woven into instruction across content areas.

Candidates in advanced teacher certification programs complete field experiences that are aligned with program goals and tailored to meet their needs. These include focusing on an array of activities, such as action research projects in their own classrooms, analyses of their own practice using video clips of their practice (and of others), and counseling clients/patients in psychological facilities.

Examples from two other advanced programs illustrate extensive field experience at that level. Candidates in school psychology complete a three-credit practicum and a six-credit internship. All these experiences are designed to meet standards set by the National Association for School Psychologists and the American Psychological Association. As indicated in Table 3.2, candidates acquire experience working directly with students, teachers, and parents during approximately 300 hours in school placements. Candidates also acquire an additional 60 hours of indirect service during practicum class as well as time in out-of-school service. Internship is a year-long, full-time experience resulting in approximately 2,000-2,500 direct contact hours. During practicum and internship experiences, candidates meet weekly with their on-site supervisors and meet monthly with university supervisors. Candidate supervisors directly oversee all psychological reports and parent meetings. Evaluation of candidate performance occurs throughout practicum and internship with a formal evaluation occurring mid-year and at the conclusion of the course hours.

In Educational Leadership Studies, the principal preparation program candidates complete three semesters of field experiences that are embedded in practicum courses. The experiences are designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) standards. Candidates are assigned to a principal mentor whose school has demonstrated growth with student achievement. Projects and activities which are outlined in the field experience chart maintained by the Office of Field Experiences and School Collaboration include completion of a school-community analysis to enable candidates to understand the characteristics of students, community, and staff that may impact student learning. Another project is principal shadowing, which includes collecting and analyzing observation data and conducting a post-interview with the principal. In addition, candidates complete three major products (one each semester) that will be used by the partner school. Examples include school-wide discipline plans, school-community relations plans, and new teacher handbooks.

During field experiences, candidates are required to demonstrate proficiency using various forms of technology as they progress through their program of studies. They apply for all field placements and complete perception evaluations at the end of their student teaching placements electronically. Throughout the program, candidates use technology to communicate with supervisors (e.g., electronic mail, Blackboard) and provide assistive technology to meet the needs of diverse learners and instructional enhancements (e.g., PowerPoint, SMART Boards, websites, video streaming, two-way audio/video). They record and analyze student assessment data using computer programs (e.g., Access, Excel), and they track their own growth through data-based computer systems, several of which have been developed by program faculty members (e.g., *Open Portfolio*). One example of how this process works can be found in exit portfolios. Candidates in special education are required to provide evidence of how they used technology to meet the special needs of diverse learners in their placements.

Candidates teach their students to use software packages as a way to help them build skill and conceptual understanding. Candidates also incorporate the use of assistive technology to meet the diverse needs of learners, e.g., IntelliTools, communication switches, and SMART Boards. These technologies help candidates adapt general education content to teach students with disabilities. Candidates are required to demonstrate their effectiveness of teaching learners to use communication devices to interact with the curriculum.

Candidates and their supervisors analyze instructional activities using technology. For example, during practicum and student teaching, candidates are required to videotape instructional sessions and critique their performance. Video cases of teaching/learning interactions and other computer-based scenarios are used in all programs to help candidates hone their analytical skills. With the benefit of grant funding, supervisors in several programs have established a portable digital video system that allows them to

observe and confer with student teachers and with each other about progress in multiple contexts. Information about that system is available in program documents.

Student teachers collect survey data about available technology in schools, and supervisors directly observe candidates' effectiveness using technology during instruction to determine the extent that technology is used to promote learning. University and school-based faculty use computer systems such as *Open Portfolio* to collect and analyze assessment data about candidate progress as part of the continuous assessment system established by the unit.

At the advanced level, candidates regularly use technology during practicum experiences. Two examples highlight this point. As part of the school psychology practicum requirements, candidates must present professional development workshops for school staff using PowerPoint, video, and other forms of technological communication. At times, it is important to use videotapes of assessment administrations or for coding observed student behavior, and several assessment techniques require computers. Some candidates use technology to help students with intervention (e.g., assistive communication devices, behavior management). All candidate reports are prepared using computer programs, and candidates regularly communicate with university and site-based personnel using electronic mail. Candidates in Educational Leadership Studies collect, analyze, and present data on student achievement, student demographics, community demographics, and school/community relations. Candidates in other advanced programs also videotape their practices for analysis, review video cases, use various software packages for presentations, complete assignments using Blackboard, and participate in electronic discussions.

Professionals who are selected to serve as clinical faculty are accomplished school professionals. They have met key criteria of quality, including effective classroom management and teaching techniques, mastery of their content area, the ability to mentor, expertise using multiple forms of assessment to inform instruction, demonstrated success providing a learning environment that builds on students' diverse cultures, and overall professional excellence.

Those who serve as supervisors for student teachers in our initial teacher certification program are referred to as cooperating teachers. They are selected using several data sources, including their expressed interest, recommendations by university faculty and school administrators, interviews and classroom observations, and documentation that they meet state and national accreditation requirements. These requirements include having: (a) a valid Kentucky teaching certificate for the grade and subject taught, (b) a Rank II certification or a minimum of fifteen hours of approved credit toward a Rank II within a minimum period of five years, (c) three years experience teaching with a Professional Certificate, and (d) one year experience teaching in the current school system. In some cases, exceptional teachers who are newer to the field and who demonstrate these qualities are chosen to be cooperating teachers with the approval of the EPSB through its waiver request process.

Faculty members who are based on campus are referred to as university supervisors. This group is comprised largely of full-time faculty who serve on the Program Faculty. Full-time faculty carefully select, mentor, and evaluate adjunct faculty to work with them on clinical aspects of the program. Adjunct faculty members are chosen by the Program Faculty because of their strong academic backgrounds and demonstrated effectiveness as practitioners. The resumes of part-time faculty are filed in the offices of departments where the programs reside (e.g., Curriculum and Instruction).

Specific responsibilities for cooperating teachers and university supervisors are outlined in the *Field Guide for Professional Partners* which is available on the Office of Field Experiences and School Collaboration website, <http://www.uky.edu/Education/OFE/FieldGuide.pdf>.

Responsibilities for university supervisors and site supervisors involved in administrator certification programs are outlined in the principal and superintendent practicum syllabi. University faculty who supervise administrator practica are evaluated by candidates using the University of Kentucky Teacher Course Evaluation survey. Site supervisors in administrator preparation programs are selected because of their expertise and ability to guide and mentor administrator candidates in a year-long field experience.

Many university and school-based supervisors contribute to teacher and administrator certification programs through participation on the state's internship evaluation committees, i.e., the Kentucky Teacher Internship Program (KTIP) and the Kentucky Principal Internship Program (KPIP). Involvement in these programs promotes program quality in several ways. First and foremost, it allows committee members to guide and assess the work of first year teachers and principals. Involvement in these programs also provides avenues for monitoring the progress of program graduates, extending the continuous assessment system to guide program decisions, strengthening the partnership between universities and schools, and providing leadership regarding state policy issues. KTIP is described in *Guiding and Assessing Teacher Effectiveness: A Resource Guide* and is available at the college's website, <http://www.uky.edu/Education/OFE/ofektip.html>.

The School Psychology Program Faculty identifies supervisors and sites based on several factors. First, all supervisors must be practicing, school psychologists who are certified by the Kentucky Education Professional Standards Board. Many supervisors are identified through prior experiences with the program in supervising the candidates' field experiences. When looking for new sites and supervisors, program faculty first look for areas with innovative and best practices; this is frequently determined by communication with program alumni and interaction with professionals across the state at the annual meeting of the Kentucky Association for Psychology in the Schools. All professionals selected as supervisors must have substantial experience working in the schools and strong recommendations. In Educational Leadership Studies, principal mentors are chosen based on demonstrated success. Selection decisions for mentors are made by practicum instructors and district administrators (e.g., superintendents) in consultation with candidates. Strong preference is given to providing mentors in schools where candidates are not teaching, however, there are some cases in which candidates are permitted to work in their own school if the principal has demonstrated exemplary skill, especially in regard to student achievement.

The quality of supervision is monitored carefully through an evaluation system established by the Program Faculty. Supervisor performance is evaluated through various means, including observations, interviews, exit interviews with candidates, and evaluations completed at the end of each placement. As explained earlier in this section, candidates evaluate university supervisors and cooperating teachers and supervisors evaluate each other using the evaluation form provided in the *Field Guide for Professional Partners*, which is available at <http://www.uky.edu/Education/OFE/FieldGuide.pdf>. The results of these evaluations are analyzed and distributed annually to department chairs and program faculty chairs. These data are filed in the Office of Field Experiences and School Collaboration and are available in the NCATE exhibit room. Evaluation data are also analyzed by a school-based supervisor at the end of each academic year, and the results are reported in the fall issue of the unit's partner newsletter, *Field Notes*, for review. Recent issues of *Field Notes* that include samples of these reports are available at <http://www.uky.edu/Education/OFE/ofenotes.html>

Professional development for university and school-based partners is ongoing and collaborative. New cooperating teachers participate in orientation sessions at the beginning of the school year to prepare for their role of supervision and mentoring. During the year, they are given ongoing support and professional development by program directors and placement coordinators through website information, electronic mail, and face-to-face meetings. Examples of orientation and support initiatives are available at <http://www.uky.edu/Education/EDC/Math/coopteachers>

University supervisors participate in faculty orientation programs at the beginning of the academic year and in monthly meetings throughout the year as a form of professional development. Supervisors use this time to address a variety of issues related to field experiences including examining innovative approaches to supervision and revising field experience assignments, assessment tools, and other materials. Periodically, meetings are held after school hours to include school-based partners. During these meetings, participants discuss issues, such as supervisory concerns, revisions in policies and procedures, and program components such as assessment instruments. The Office of Field Experiences maintains agendas, correspondence, and summary reports of the monthly meetings. Meeting notes and related material are available at <http://www.uky.edu/Education/OFE/forum.html>

University and school-based supervisors, advisors, and program faculty members assess progress continuously using a variety of methods and tools. For example, they provide frequent verbal and written feedback based on data collected from various sources including their observation of candidate instruction and written assignments completed by candidates that are outlined in course syllabi. Supervisors regularly review reflective logs and confer with student teachers and with each other about progress.

In advanced programs, formative and summative feedback is provided regularly regarding progress on requirements for completing field experiences. For example, during practicum experiences, school psychology candidates receive ongoing feedback from supervising psychologists during their days on site and from university faculty during class each week. Candidates access site-based and university-based supervisors regularly for feedback on their assessment, intervention, clinical, and consultation activities. At the conclusion of each semester, each field-based supervisor completes a formal evaluation of the candidate's clinical, assessment, intervention, consultation, interpersonal, and professional skills. The evaluation results are discussed at the site with the candidate, practicum supervisor, and university supervisor present. In Educational Leadership Studies, faculty who are associated with administrator certification programs continuously assess the progress of aspiring administrators through periodic and culminating reviews of ISLLC standards-based portfolios.

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

As previously explained, the field experience structure established through the program faculty system provides candidates with many opportunities to demonstrate that they have developed the knowledge, skills, and dispositions necessary to promote high-level learning (academically, emotionally, and socially) for all students. Candidate progress in initial and advanced programs is monitored closely by the program faculty through the continuous assessment process. The initial teacher certification program provides one example of how this process works. Since field experiences in this program are sequenced to allow for gradual induction into the field, eligibility for experiences that occur later in the program depends on satisfactory completion of earlier experiences. For example, admission to the final phase, student teaching, depends on satisfactory completion of the previous two phases. This point is illustrated in Table 3.3. This table shows the number of candidates who were admitted to student teaching each

year from fall 2003 to spring 2007 as well as those who successfully completed the experience in those years. As the table indicates, a few candidates did not make sufficient progress to successfully complete their student teaching placements in the time period reported. The table shows the number of candidates including the program and outcome. Difficulties included unethical and/or unprofessional conduct, lack of pedagogical growth, insufficient technical proficiency, absence, and decisions to pursue other career options. More detailed information about the circumstances associated with these decisions is housed in each candidate's program file and is available in the Office of Field Experiences and School Collaboration. The process used to guide and support candidates who encounter difficulties is outlined as part of the larger discussion about the continuous assessment process at the end of this section.

The assessment of candidates' progress takes multiple forms and is conducted in various ways. Assessment instruments are built on professional standards and include performance indicators and rubrics. These instruments serve as a structure for monitoring and guiding candidates' growth in knowledge, skills, and dispositions to help all students learn over time. They also serve as a basis for providing formative and summative feedback. Assessment data are included in the evaluation system to track candidate progress over time. Several programs use computer-based tracking systems developed by faculty within the unit to monitor the progress of their candidates. Examples of instruments used to assess candidate progress are available at <http://www.uky.edu/Education/OFE/application.html> and <http://www.uky.edu/%7Egmswan3/openportfolio/password.php>

To fully evaluate progress in field experiences, the assessment process involves both supervisors and candidates collecting and analyzing data continuously. For example, supervisors collect and analyze observational data and confer with candidates about progress regularly. In addition, programs require candidates to evaluate themselves and others at various points in the process to hone their reflective skills and develop a research stance needed to assume leadership roles in teaching/learning environments.

As part of the evaluation process, candidates complete a wide range of assignments, such as evaluating curriculum material, surveying available technology, analyzing school assessment data, and reflecting about observations of other professionals. They also develop lesson and unit plans and conduct action research. Assignments are reviewed by faculty and assessed using performance indicators and rubrics. Examples of field experience assignments are available in course syllabi, which are available on departmental websites where the courses reside.

Candidates organize written material from course assignments in portfolios, which are reviewed regularly by the program faculty. Candidates present their portfolios to peers and program faculty members at the end of the program as part of the culminating experience. Portfolios serve as one piece of evidence within the unit's performance assessment system that highlights candidates' efforts to help all students learn.

Table 3.3: Student Teaching Participation Data, Fall 2003-Spring 2007

Year	Agriculture	Art	Business	Communication Disorders	Dance	Elementary	English	Family and Consumer Sciences	Foreign Languages	Health	IECE	LBD	LBD/Elementary	LBD/Middle School	Mathematics	Middle School	MSD	Music	Physical/Health Education	Science	Social Studies	Total Admitted	Total Completed	Total Not Completed
2003-2004	14	8	9	14	-	104	18	11	5	2	17	-	14	3	7	15	13	24	15	8	19	320	319	1
2004-2005	8	10	8	13	-	110	20	6	4	1	16	2	7	3	16	29	9	24	9	10	21	325	320	5
2005-2006	7	16	5	11	1	101	14	12	4	1	14	3	8	3	11	12	19	12	10*	4	17	284	279	5
2006-2007	13	7	6	15	0	121	18	9	10	1	15	7	7	4	10	17	15	23	13	9	16	336	333	3

* 1 student was PE only during this semester; -- (Dash) Newly-established program that did not have student teachers

Spring 2004: English: Withdrew
 Spring 2005: Elementary: Withdrew
 Elementary: Withdrew
 IECE: Failed (repeated student teaching fall 2005 and then withdrew)
 Middle School: Withdrew
 MSD: Failed (alternative certification)
 Fall 2005: MSD: Failed
 MSD: Failed (completed student teaching spring 2006 – alternative certification)
 Spring 2006: Mathematics: Withdrew
 Social Studies: Withdrew
 Spring 2007: Elementary: Withdrew
 Elementary: Withdrew (currently student teaching)
 Music: Withdrew (currently student teaching)

University and school-based supervisors frequently provide formative feedback to candidates. Formative feedback takes on various forms (e.g., conducting observations to assess progress, holding conferences to promote reflection, engaging in face-to-face dialogue to provide feedback, reviewing evaluation data). In early feedback sessions, candidates with their supervisors carve out a professional growth plan that is reviewed and modified at regular intervals during the program. The formative evaluation process has proven to be an effective tool for facilitating growth and as a model for good assessment practices since it focuses on student learning.

Supervisors conduct summative evaluations at the end of each placement. These evaluations are reviewed with candidates; the forms are submitted to course instructors for review and filed in the individual candidate's program folder. During the exit interviews that are conducted as part of the summative evaluation process at the end of the program, candidates are expected to use evidence from their exit portfolios to explain how they have met the program requirements including all professional standards.

Evaluations are reviewed by the program faculty each semester. Negative evaluations are carefully analyzed to determine the nature of the problem and steps needed to address explicit and related issues. Field supervisors design intervention plans aimed at addressing difficulties. They also intensify guidance and support efforts to promote growth. Intervention plans outline specific expectations as well as strategies and schedules for meeting them. If candidates do not demonstrate required progress after all efforts to promote growth have been exhausted, they are advised to withdraw from the program. These candidates are apprised of campus counseling services that are designed to help them address academic, career, and personal concerns and consider options. There is an appeals process in place to ensure that the process is fair and equitable. The procedure for addressing difficulties is outlined in the *Field Guide for Professional Partners*, which is available at <http://www.uky.edu/Education/OFE/FieldGuide.pdf>.

Although the assessment instruments used to monitor growth are different for initial than advanced programs, the process used for evaluation is similar. For example, candidates are required to complete portfolios at both levels. Candidates at both levels are also required to maintain professional growth plans, which are reviewed by program faculty members on a regular basis. And, at both levels, candidates participate in exit interviews/exams where portfolio evidence is presented and defended. School psychology candidates must show how they have met standards set forth by the National Association of School Psychologists and the American Psychological Association throughout their field-based experience. Candidates in education leadership programs must demonstrate how they have met the Interstate School Leaders Licensure Consortium (ISLLC) standards throughout their field-based activities.

STANDARD 4: DIVERSITY

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

Preparing educators to facilitate the learning of **all** students in increasingly diverse P-12 classrooms across the nation is fundamental to the mission of the professional education unit at the University of Kentucky. As part of a land grant, research institution that is dedicated to enriching the lives of the citizens of Kentucky, the nation, and the world through excellence in teaching, research, and service, the education unit strives to ensure that its candidates are well prepared to make a positive and meaningful difference in the lives of **all** students and families with whom they work.

This goal is in keeping with the institution's mission to nurture a diverse university community characterized by fairness and equal opportunity and to contribute to economic development and quality of life within Kentucky's borders and beyond; its vision to serve as a catalyst for intellectual, social, cultural, and economic development; and its values of integrity, mutual respect and human dignity, and embracing diversity. This institutional commitment to diversity is further evident in Goal IV of the *2006-2009 UK Strategic Plan*, to embrace and nurture diversity. Four specific objectives related to this goal include the following:

- The university will adopt an organizational structure that supports diversity, makes explicit the shared responsibility of the entire community, and facilitates the achievement of its aspirations.
- The university will establish a coherent, focused, university-wide implementation strategy to achieve diversity.
- The university will ensure that its core belief in the value of diversity is manifest in its curriculum, extra-curricular activities, and campus climate.
- The university will use its community engagement efforts to affirm the value of diversity and promote dialogue about pressing social issues.

To implement initiatives related to this goal, the university has established offices, committees, and support services that facilitate the creation of a welcoming work and learning environment for all candidates, faculty, and staff. Examples include the UK Office of Multicultural and Academic Affairs, the President's Commission on Diversity, the President's Commission on Women, and the current search for a new Vice President for Diversity.

The commitment to improve the lives of **all** Kentuckians through education and economic development is also a consistent theme of the Kentucky Education Reform Act, which mandated far-reaching changes to the P-12 education system in the Commonwealth when it became law in 1990. While the legislation provided for sweeping reforms to the entire system of public education in Kentucky, including the curriculum, governance, and financing of P-12 schools, the basic tenet underlying the reform is the belief that **all** students can learn. The legislation created a Council on School Performance Standards which was charged with responsibility for identifying what P-12 students in Kentucky should know and be able to do and provided support systems for schools to address the learning needs of **all** students and their families.

Against this backdrop of institutional and state commitments to foster the creation of a diverse, multicultural community of scholars and learners, the professional education unit emphasizes the importance of diversity in its mission statement, which reads, "The College fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff." Further, Goal IV of the

Unit Strategic Plan states, “As a matter of principle and an expression of our values, the college embraces diversity across all dimensions.” The plan also identifies the unit’s policy on diversity, “The College of Education is committed to diversity as a vital characteristic of an optimal education and workplace. The College maintains a firm conviction that it must strengthen the diversity of its communities; support free expression, reasoned discourse, and diversity of ideas; and take into account a wide range of considerations including, but not limited to, ethnicity, race, disability and sex, when making personnel and policy decisions. The College is committed to evaluation of its progress toward diversity to ensure that faculty, staff, and students practice diversity awareness on all levels of our instruction, research, and service in the community, in the classroom, and in our interpersonal actions.”

To make these goals a reality, the unit has established specific objectives in its strategic plan that relate to increasing faculty, candidate, and curricular diversity. The unit’s leadership and faculty, the Office of Equity and Diversity, the International Committee, and the Inclusiveness Task Force play pivotal roles in meeting these strategic goals related to diversity.

Guided by its conceptual framework theme, *Research and Reflection for Learning and Leading*, the education unit engages in research and scholarship, academic programs, and community engagement and outreach for the ultimate purpose of improving educational processes to ensure that *all* students can learn.

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

The education unit is committed to ensuring that candidates acquire the knowledge, skills, and dispositions needed to help all students learn. As such, the unit expects that candidates be able to demonstrate culturally responsive instruction and educational practices. To support the development of these proficiencies, the unit provides candidates with a variety of opportunities to participate in coursework, program and unit activities, and field and clinical experiences that are aligned with institutional, state, and national standards related to diversity. To convey these opportunities to the reader, this section of the report addresses the following components:

- Candidate proficiencies related to diversity in each of the required standards sets
- Coursework and experiences that enable teacher candidates and candidates for other professional school roles to develop an awareness of the importance of diversity in teaching and learning and the knowledge, skills, and dispositions to adapt instruction and/or services for diverse populations
- Assessments used to document candidates’ proficiencies related to diversity
- Results of candidate assessments related to diversity.

Candidate Proficiencies Related to Diversity. Candidates in initial and advanced programs are required to develop and demonstrate proficiencies related to diversity that are specified in the unit conceptual framework and in national, state, and institutional standards. Two of the five Unit Functional Skills and Dispositions described in the conceptual framework emphasize the importance of diverse perspectives in the development of professional educators. Throughout their preparation programs, candidates must demonstrate proficiency with the skills and dispositions related to diversity that are specified in Table 4.1. Data related to candidate proficiency with these skills and dispositions are provided in Standard 1.

Table 4.1: Unit Functional Skills and Dispositions Related to Diversity

Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes.
Demonstrates knowledge and command of socio-cultural variables in education

Demonstrates constructive attitudes toward children, youth, parents, and the community
Demonstrates awareness and acceptance of diversity in educational settings
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
Demonstrates acceptable educator behavior in diverse educational settings
Demonstrates adaptability in reflecting on self in relation to diverse groups

Candidates in initial teacher preparation programs must demonstrate proficiency on standards and performance criteria related to diversity in the Kentucky New Teacher Standards, which are identified in Table 4.2. Candidate performance data aligned with these standards are reported in Standard 1.

Table 4.2: New Teacher Standards and Performance Criteria Related to Diversity

Standard 1: Designs and plans instruction
1.4. Proposes learning experiences that challenge, motivate, and actively involve the learner.
1.7. Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
Standard 2: Creates and maintains learning climate
2.2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
2.3. Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
Standard 3: Implements and manages instruction
3.1. Communicates specific standards and high expectations for learning.
3.2. Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
3.5. Makes appropriate provisions for learning to address diversity among learners.
3.10. Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
Standard 4: Assesses and communicates learning results
4.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
Standard 8: Knowledge of content
8.3. Incorporates a multicultural/global perspective in content presentations.
8.5. Connects knowledge of the certified academic areas to real-life situations.
Standard 9: Demonstrates implementation of technology
9.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9.9. Designs lessons that use technology to address diverse student needs and learning styles.

Candidates in early childhood education programs must demonstrate proficiencies related to diversity identified in the Kentucky Interdisciplinary Early Childhood Education Birth to Primary Standards. The relevant standards and performance criteria are identified in Table 4.3. Candidate data related to these standards are available on the Unit Programs Data Tables website.

Table 4.3: New Early Childhood Teacher Standards and Performance Criteria Related to Diversity

Standard 1: Designs and plans instruction
1.3. Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities.
1.6. Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans).
Standard 2: Creates and maintains environments
2.5. Creates environments that recognize and value diversity as a strength in children and families.
2.6. Adapts environments to support children with special needs and disabilities.
Standard 3: Implements instruction

3.4. Uses instructional strategies that meet the unique needs of each child.
3.5. Implements family-centered activities that reflect the family’s resources, priorities, and concerns.
3.6. Provides learning experiences that support and expand the cultural knowledge and behavior of each child.
Standard 4: Assesses and communicates learning results
4.1. Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs.
4.2. Selects, creates, adapts, and uses multiple modes and methods of assessments, which are sensitive to the unique cultural and learning needs of the child.
4.3. Actively involves families and other team members in the assessment process.
4.5. Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP.
4.6. Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode.
Standard 7: Engages in professional development
7.7. Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services.
Standard 8: Supports families
8.2. Demonstrates sensitivity to characteristics of each child’s family and community and shows respect for cultural preferences and socioeconomic influences.
8.7. Demonstrates knowledge of family structure, style, and stages of family and adult development.
8.8. Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate.
Standard 9: Demonstrates implementation of technology
9.8. Requests and uses appropriate assistive and adaptive devices for children with special needs.
9.9. Designs lessons that use technology to address diverse student needs and learning styles of children.

Candidates in advanced teacher preparation programs must demonstrate proficiencies related to diversity in the Kentucky Experienced Teacher Standards, which are identified in Table 4.4. Candidate performance data related to these standards are available on the Unit Programs Data Tables website.

Table 4.4: Experienced Teacher Standards and Performance Criteria Related to Diversity

Standard 2: Demonstrates knowledge of content
2.4. Demonstrates an overall knowledge of one’s discipline(s) that allows the teacher to teach to the students’ ability levels and learning styles.
2.5. Connects content knowledge to real-world applications.
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
Standard 3: Designs and plans instruction
3.4. Creates and utilizes learning experiences that challenge, motivate, and actively involve the learner.
3.6. Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.
Standard 4: Creates and maintains learning climate
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
4.3. Shows consistent sensitivity to individuals and responds to students objectively.
4.9. Works with colleagues to develop an effective learning climate within the school.
Standard 5: Implements and manages instruction
5.1. Communicates specific goals and high expectations for learning.
5.2. Connects learning with student’s prior knowledge, experiences and backgrounds, and aspirations for future roles.
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
5.6. Stimulates students to reflect on their own ideas and those of others.

Standard 6: Assesses and communicates learning results
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
Standard 8: Collaborates with colleagues, parents, and others
8.5. Secures and makes use of school and community resources that present differing viewpoints.
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
Standard 10: Demonstrates implementation of technology
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.9. Designs lessons that use technology to address diverse student needs and learning styles.

Initial and advanced preparation programs are designed, implemented, and evaluated to reflect attention to the knowledge, dispositions, and skills needed by candidates to meet the needs of diverse P-12 learners. Candidates in initial preparation programs in art, music, elementary, middle, health education, physical education, and special education (LBD) are required to take EPE 301 *Education in American Culture*. This course explores the context of teaching and learning in American society, examines different perspectives on education and culture, and explores the effects of race, class, gender, ethnicity, religion, language, and regional dynamics on teaching and learning. Candidates learn about the roles schools play in constructing and perpetuating inequalities and opportunities and the specific dimensions and practices of schools that marginalize or privilege particular groups of people.

In secondary education, candidates in the Masters with Initial Certification Program (i.e., business, English, mathematics, science, and social studies) are required to complete a multicultural education strand in the common core that focuses on working with diverse high school students and their families. This strand, located in EDC 777 *Seminar in Curriculum and Instruction: Practice in the Secondary School*, requires candidates to complete an ethnic/cultural interview with an individual different from themselves and write an essay describing the similarities and differences between themselves and their interviewee; an ethnic studies concept map in collaboration with a group of their peers which includes development and in-class presentation of a comparative analysis of two ethnic groups; and a lesson plan modification to include culturally relevant teaching and learning competencies.

Candidates in agriculture education and family and consumer sciences education complete a core curriculum that integrates diversity throughout coursework and field and clinical experiences. Diversity in learning styles, multiple intelligences, personality type, gender, race/ethnicity, and socioeconomic status is addressed in all of the core curricula. Race/ethnicity, gender, and socioeconomic differences among P-12 students are also discussed, especially as related to meeting the needs of diverse students and addressing achievement gap issues. The interdisciplinary early childhood education program focuses on the diversity of children, families, and communities with whom candidates will work. Readings and field experiences are chosen to provide candidates with opportunities to work with children of diverse ages, abilities, cultures, and communities. Candidates in the Master of Arts in Teaching World Languages program experience diversity across three curricular dimensions: cultural studies of and in the relevant foreign language within a specific country (France, for example), cultural studies of and in the relevant language of another country using the same language (Francophone Africa for French, for example), and linguistic variety in the foreign language related dialects of the various countries that use the language in question. Candidates learn about the diversity of cultural and linguistic differences, students, families, and communities through readings and field experiences that are chosen to provide candidates with opportunities to work with students of diverse ages, abilities, cultures, and communities.

Candidates in music education experience diversity through the use of music in diverse cultures, ethnic backgrounds, historical significance, and in vast differences in degrees of sophistication and practical use. Candidates are taught to use music as a learning tool through the realization that music is a unique intelligence in itself that may more naturally bridge divergent gaps in talent, background, and learning styles. Teacher candidates work under the mentorship of cooperating teachers whose classrooms not only have diverse populations but whose use of music directly impacts the learning of all students. Like music, the art education program has integrated diversity throughout the curriculum and strives to create a program and learning environment that reflect diversity and inclusiveness. Diversity in art education is not limited to cultural and ethnic diversity but is extended to exceptional children including gifted and talented students. An inclusive education is seen as a process that must be infused throughout the entire program, to include the development and assessment of curriculum/course design, textbook and teaching material selection, teaching context and methodology, and recruitment and retention of minority faculty and candidates. At the undergraduate level, candidates are offered the course, A-E 545 *Topical Studies in Art Education: Cultural Diversity in Art*. The same course is offered on the graduate level as A-E 645 *Topical Studies in Art Education: Cultural Diversity in Art*. This course examines the various components and concepts of cultural diversity and its effect on the education, production, history, and aesthetics of art.

Candidates in advanced programs are also prepared to work effectively with diverse students and their families. In secondary education, advanced candidates are required to take one course in diversity and multicultural study and must address the diversity of individuals and the community in the contextual analysis component of the teacher performance assessment. Development of the unit plans and in particular the assessment plan requires candidates to develop multiple assessments to meet diverse needs. Candidates are also required to identify achievement gap issues and plan strategies to close these gaps through the use of data-driven decision-making focused on student learning. Candidates in advanced secondary education must complete EDC 550 *Education in a Culturally Diverse Society* or EDC 554 *Culture, Education, and Teaching Abroad*.

Candidates in instructional systems design (Rank II and Rank I) study the dynamics of diversity in EDC 547 *Instructional Computing I*, EDC 548 *Instructional Computing II*, and EDC 607 *Instructional Design I*. In EDC 547/548, candidates consider how to use education technology in instruction for all students, including gifted and talented students and students representing cultural, racial, and ethnic diversity. The technology emphasized in EDC 547 includes tools for expressing creativity as well as for tutorials for students with special needs. In EDC 547, candidates complete a project on the Digital Divide, which focuses on equity in access to technology. In EDC 607, candidates consider how to design instruction for performance. The design elements include audience analysis, including attention to diversity and the representation of individuals from underrepresented groups as message design in instructional products developed through instructional design. The consideration of diversity in design models also is important in needs analysis, learner analysis, and instructional strategies.

In school psychology, cultural and human diversity is a particular strength of the program as evidenced by the diversity in the curriculum, candidates, faculty, and faculty research interests. There is a strong emphasis on multicultural foundations throughout coursework in the program. In addition, candidates are required to take a course in multiculturalism (either EDC 550 *Education in a Culturally Diverse Society* or EPE 665 *Education and Culture*) and to complete practica and internship experiences in diverse settings during their program.

In the communication disorders program, diversity includes issues related to working with exceptional children and their families, as well as with those who are culturally and linguistically diverse. Because

school clinicians in communication disorders work with many children with special needs, diversity issues permeate the entire program. At the undergraduate level, candidates are required to take two special education courses, EDS 375 *Introduction to Education of Exceptional Children* and EDS 516 *Principles of Behavior Management and Instruction for Exceptional Learners*. In addition, issues of diversity are infused in all courses in development, assessment, and intervention. Candidates are also required to complete 25 hours of supervised observation, and this experience typically includes observing clients who have special needs or represent diverse racial/ethnic groups. Diversity issues are also included in almost all graduate courses pertaining to assessment and intervention for various speech and language disorders. The inclusion of diversity is also a primary guideline of the ASHA. Topics for independent study and presentations in these courses often include exceptional children and/or cultural and linguistic diversity. Graduate students in the program complete a minimum of 350 supervised clinical clock hours of assessment and intervention, and their caseloads are diverse in terms of client needs and capabilities, linguistic abilities, and cultural or ethnic background.

Within the Department of Special Education and Rehabilitation Counseling, faculty have been awarded federal grant dollars to support the efforts of candidates who live in rural Kentucky to gain advanced degrees. These efforts have provided candidates with access and opportunities to work with diverse populations of students and faculty, which would have been otherwise inaccessible. Through their curriculum and experiences, these candidates have developed dispositions of value and respect as well as skills in working with students from diverse populations. Curricula content for EDS 375 *Introduction to the Education of Exceptional Children* and EDS 513 *Legal Issues in Special Education* provides candidates with information about historical, legal, and procedural issues related to equal protection and discrimination based on race, ethnicity, gender, or disabilities. Discussion around topics such as over-representation of minority populations in special education classrooms provides candidates the opportunity to reflect on societal and political implications of bias and prejudice.

Over the past two years, the unit contracted with Dr. Etta Hollins from the University of Southern California to consult with program faculty for the purpose of reviewing the extent to which diversity is infused in program curricula and experiences and to develop signature diversity assignments. Initial and advanced programs have now developed, or are in the process of developing, these signature assignments that candidates must complete during their programs. These assignments are posted on the respective Unit Programs web pages. Program faculties are at different stages in implementing these assessments in their programs. To illustrate the nature of these assignments, a sampling of the diversity signature assignments in elementary education is provided in Table 4.5.

Table 4.5: Sample Diversity Signature Assignments in Elementary Education

Required Course	Diversity Signature Assignments
EPE 301 Education in American Culture	Candidates design a socio-cultural school map showing participation patterns and boundaries, inside and outside the classroom, in a school of their choice taking into consideration people of differing class, race, and cultural identities. Candidates also conduct two in-depth interviews with persons different from themselves about their educational experience and write an analytic essay highlighting how race, class, nationality/region, and gender were/are interwoven into these persons' educational experiences and expectations.
EDC 326 Teaching Social Studies in the Elementary School	Candidates develop their personal family histories by searching old and recent photographs and other artifacts that represent their family history, culture, beliefs, values and contributions and creating a presentation of these histories using still photographs, video clips, original documents,

	<p>voice-over sound, music, and visual art. Candidates use PowerPoint, Moviemaker, website development, or other technology programs to create the presentation. Samples of candidates' family histories from spring 2007 can be viewed at http://sweb.uky.edu/~asross0/Invisible_Differences/index.html</p> <p>Candidates also discussed the family histories and their experiences with the assignment on a blog site at http://invisibledifferences.freeblogsite.com</p>
EDC 328 Teaching Science in the Elementary School	<p>Candidates complete a critical analysis of an inquiry-based elementary science curriculum guide. In this analysis, candidates must critique the guide for its (1) consistency with the constructivist approach to teaching science as modeled and discussed in class; (2) consistency with teaching science through inquiry and with the Kentucky Program of Studies or the Core Content for Assessment; and (3) appropriateness for teaching diverse populations of students in the classroom. Candidates must supply specific examples to support their claims.</p>
EDC 339 Designing a Reading and Language Arts Program for the Elementary School	<p>Candidates complete a case report in which they report their interactions with a student in the field placement. Usually this student is selected by the classroom teacher because he/she is lagging behind peers in terms of progress in literacy learning. Teacher candidates gather several forms of data on this student (attitude, perception, interests, reading level – both word recognition and comprehension abilities) and use these data to plan and implement instruction to meet the student's needs.</p>
EDC 433 Student Teaching in the Elementary School	<p>Student teachers complete during the first week of their placement either an observation report or an ethnographic interview. The ethnographic interview requires research into the classroom culture through an interview with the cooperating teacher and examines issues related to working with diverse students, including students with special needs.</p>

In addition to individual candidate performance on the signature assessments that helps inform programs regarding their effectiveness at preparing candidates to work with diverse students, the unit also analyzes and uses data from the New Teacher Survey and the Graduating Senior Survey to assess its effectiveness in preparing candidates to work in diverse schools and to assess the climate within the unit as related to acceptance and valuing of diverse candidates. Data from the Graduating Senior Survey are included in Tables 4.6 and 4.7. Generally, graduating seniors indicated that their knowledge and skills related to understanding the world from a variety of viewpoints and valuing cultural diversity were stronger or much stronger than when they entered the College of Education their first year (please see Table 4.6). However, they were less favorable about climate issues on the UK campus, as depicted in Table 4.7. For example, for each year of the survey, over 50 percent of respondents indicated that UK encouraged contact among students of different backgrounds very little or somewhat. Candidates were not asked to assess the College of Education specifically on these measures; however, as indicated in Standard 2 and later in this section, the unit has implemented strategies to improve issues related to diverse curriculum and experiences, candidates, faculty, and placements within the context of the professional education unit. And, the institution is addressing campus climate issues as noted in its *2006-2009 UK Strategic Plan*, which states:

Through its own example and engagement, the University will improve the climate for diversity throughout Kentucky, a commitment given special importance and emphasis by shared history. The composite effect of work with students in classrooms, residence halls, offices, laboratories, clinics, libraries, and public places should be to enable them to develop a more enlightened worldview; attain a deeper understanding of and commitment to authentic democratic values and social justice; embrace a greater commitment to service and leadership for the common good; exhibit greater cultural knowledge and competence; and facilitate Kentucky's success in the global economy (Goal IV).

Table 4.6: Perceptions of College of Education Graduating Seniors on Measures Related to Diversity

Compared with when you started your first year, how would you describe your following skills and knowledge?	N	Percentage of Responses					Mean	Standard Deviation
		Much Weaker	Weaker	No Change	Stronger	Much Stronger		
Understanding the world from a variety of viewpoints								
2005-2006	237	0.00	0.42	7.59	54.85	37.13	4.29	0.62
2004-2005	229	0.00	0.00	13.10	51.09	35.81	4.23	0.66
2003-2004	274	0.00	0.00	9.49	55.47	35.04	4.26	0.62
2002-2003	175	0.00	0.00	6.29	53.14	40.57	4.34	0.59
Valuing cultural diversity								
2005-2006	234	0.43	1.28	20.51	46.58	31.20	4.07	0.78
2004-2005	229	0.00	0.44	20.09	55.90	23.58	4.03	0.67
2003-2004	272	0.00	1.10	18.75	51.47	28.68	4.08	0.72
2002-2003	175	0.00	0.00	13.71	58.29	28.00	4.14	0.63

Source: Graduating Senior Surveys, 2002-2006, UK Office of Institutional Research; Scale: 5=Much Stronger; 4=Stronger; 3=No Change; 2=Weaker; 1=Much Weaker

Table 4.7: Perceptions of College of Education Graduating Seniors on Measures Related to Diversity

To what extent do you feel UK emphasizes each of the following:	N	Percentage of Responses				Mean	Standard Deviation
		Very Little	Some	Quite a Bit	Very Much		
Encouraging contact among students of different backgrounds							
2005-2006	231	19.91	37.66	31.17	11.26	2.34	0.92
2004-2005	226	19.91	38.05	30.53	11.50	2.34	0.92
2003-2004	271	16.24	42.80	33.58	7.38	2.32	0.83
2002-2003	174	17.82	38.51	31.61	12.07	2.38	0.92
Developing an understanding and appreciation of human diversity							
2005-2006	231	5.19	25.54	48.92	20.35	2.84	0.80
2004-2005	226	6.64	26.55	51.33	15.49	2.76	0.79
2003-2004	272	4.78	29.04	53.31	12.87	2.74	0.74
2002-2003	172	6.98	29.07	50.00	13.95	2.71	0.79

Source: Graduating Senior Surveys, 2002-2006, UK Office of Institutional Research; Scale: 4=Very Much, 3=Quite a Bit, 2=Some, 1=Very Little

Data from the New Teacher Survey on items related to diversity are presented in Table 4.8. As indicated by these data, student teachers and their cooperating teachers and intern teachers and their resource teachers rate student teacher and intern teacher level of preparation as less than good, i.e., mean ratings less than 3.0, in areas related to working with students with special needs. Similar patterns emerge regardless of respondent group. Please see discussion in Standard 2 regarding strategies the unit has taken to address these concerns.

Table 4.8: Perceptions Regarding Student Teacher and Intern Teacher Level of Preparation on Level of Preparation in Areas Related to Diversity

Survey Item	ST		CT		IT		RT	
	N	X	N	X	N	X	N	X
2. Using information about the community and backgrounds of students to design learning tasks								
2002-2003	170	2.99	211	2.97	42	2.74	60	3.12
2003-2004	84	2.85	119	2.93	104	2.97	116	3.16
2004-2005	183	3.03	175	3.06	157	3.00	139	3.06
2005-2006	217	2.98	160	3.01	102	2.99	105	3.21
6. Designing instruction and learning tasks that connect core content to real-life experiences for students								
2002-2003	168	3.17	210	3.23	42	2.88	60	3.22
2003-2004	84	3.31	119	3.27	104	3.21	116	3.36
2004-2005	183	3.31	175	3.29	157	3.30	139	3.34
2005-2006	217	3.28	160	3.26	102	3.17	105	3.32
7. Designing instruction and assessments for students with special needs								
2002-2003	170	2.61	205	2.80	42	2.60	60	3.07
2003-2004	84	2.65	119	2.94	104	2.83	116	3.11
2004-2005	183	2.80	175	2.83	157	2.68	139	2.99
2005-2006	217	2.78	160	2.86	102	2.81	105	2.96
9. Designing and using a variety of instruction strategies that address the learning needs of different types of learners								
2002-2003	169	3.21	214	3.15	41	2.98	60	3.25
2003-2004	84	3.21	119	3.12	104	3.31	116	3.28
2004-2005	183	3.27	175	3.18	157	3.13	139	3.30
2005-2006	217	3.22	160	3.21	102	3.22	105	3.21
10. Using methods of inquiry to create meaningful learning experiences for all students								
2002-2003	169	3.22	211	3.13	42	2.93	60	3.20
2003-2004	84	3.31	119	3.08	104	3.31	116	3.31
2004-2005	183	3.29	175	3.21	157	3.14	139	3.24
2005-2006	217	3.28	160	3.13	102	3.14	105	3.21
11. Using multiple assessments and data sources to interpret learning results for individuals and groups of students								
2002-2003	169	3.06	210	2.92	41	2.88	60	3.20
2003-2004	84	3.08	119	2.91	104	3.20	116	3.09
2004-2005	183	3.09	175	2.95	157	3.02	139	3.09
2005-2006	217	3.03	160	2.98	102	3.14	105	3.20
22. Identifying and properly referring students with social or emotional problems, i.e., those who may become a threat to themselves or others								
2002-2003	167	2.69	197	2.94	42	2.43	57	3.25
2003-2004	84	2.60	119	2.93	104	3.00	116	3.26
2004-2005	183	2.79	175	2.99	157	2.75	139	3.27
2005-2006	217	2.89	160	3.08	102	2.83	105	3.26
23. Understanding the Individuals with Disabilities Education Act								
2002-2003	169	2.75	196	2.96	42	2.52	58	3.21
2003-2004	84	2.70	119	3.03	104	2.82	116	3.16
2004-2005	183	3.12	175	2.98	157	2.78	139	3.24
2005-2006	217	3.00	160	3.08	102	2.95	105	3.20
24. Developing useful strategies to address the behavioral issues of special needs children included in the regular classroom.								
2002-2003	171	2.77	206	2.84	42	2.43	59	3.05
2003-2004	84	2.75	119	2.99	104	2.85	116	3.06
2004-2005	183	2.97	175	2.94	157	2.73	139	3.08
2005-2006	217	2.97	160	3.03	102	2.85	105	3.08

Element 2: Experiences Working with Diverse Faculty

The University of Kentucky and its professional education unit are committed to the recruitment and retention of diverse faculty. The *2006-2009 UK Strategic Plan* states, “The University will be aggressive in recruiting and retaining students, staff, and faculty from all segments of society in order to create an even more diverse campus community” (Goal IV, Objective 2). In keeping with the goals identified in the institution’s strategic plan, the strategic plan developed by the College of Education states, “As a matter of principle and an expression of our values, the college embraces diversity across all dimensions” including the recruitment, hiring, and retention of diverse faculty. Specific objectives related to the recruitment, hiring, and retention of diverse faculty are identified in the plan and will be discussed later in this section.

Candidates have opportunities to interact with diverse faculty throughout the university and in their professional education classes. Table 4.9 indicates that the number of minority faculty members in the College of Education has been consistent over the last six years. The college has lost some minority faculty members over the past six years; however, it has hired new minority faculty as well. The unit lost one African-American faculty member in 2004 when she assumed a deanship at another institution; however, two additional minority faculty members were hired from 2003 to 2006. The female to male ratio of faculty in the unit has increased slightly from 2001 to 2006. In 2001, 51 percent of the faculty members were female as compared to 52.7 percent in 2006.

Table 4.9: Minority and Gender Distribution of Tenured and Tenure-Track College of Education Faculty Fall Semesters, 2001-2006

	2001 N (%)	2002 N (%)	2003 N (%)	2004 N (%)	2005 N (%)	2006 N (%)
American Indian or Alaskan Native	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Asian or Pacific Islander	1 (1.0%)	1 (1.1%)	1 (1.0%)	1 (1.0%)	1 (1.0%)	1 (1.1%)
Black, non-Hispanic	10 (10.4%)	9 (9.9%)	9 (9.3%)	10 (10.3%)	11 (11.6%)	11 (11.9%)
Hispanic	1 (1.0%)	1 (1.1%)	1 (1.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
White, non-Hispanic	84 (87.6%)	80 (87.9%)	86 (88.7%)	86 (88.7%)	83 (87.4%)	81 (87.0%)
Total	96 (100.0%)	91 (100.0%)	97 (100.0%)	97 (100.0%)	95 (100.0%)	93 (100.0%)
Female	49 (51.0%)	44 (48.3%)	50 (51.5%)	50 (51.5%)	50 (52.6%)	49 (52.7%)
Male	47 (49.0%)	47 (51.7%)	47 (48.5%)	47 (48.5%)	45 (47.4%)	44 (47.3%)
Total	96 (100.0%)	91 (100.0%)	97 (100.0%)	97 (100.0%)	95 (100.0%)	93 (100.0%)

Displayed in Table 4.10 are demographic data for the 120 full-time faculty members in the professional education unit for the fall 2007 semester.

Table 4.10: Diversity of Unit Faculty, Fall 2007

American Indian or Alaskan Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Female	Male	Total
0 (0.0%)	2 (1.7%)	13 (10.8%)	0 (0.0%)	105 (87.5%)	65 (54.2%)	55 (45.8%)	120 (100%)

Since educator preparation is a university-wide responsibility, it is also important to review the diversity of the faculty for the institution as a whole. Table 4.11 reports the racial/ethnic and gender distribution of tenured and tenure-track faculty throughout the university. When considering all faculty, the percentage of diverse faculty has increased from 11.7 percent in 2001 to 14.2 percent in 2005. Over the same five-year period, the percentage of female faculty increased from 27.8 percent to 28.8 percent.

**Table 4.11: Minority and Gender Distribution of Tenured and Tenure-Track UK Faculty
Fall Semesters, 2001-2005**

	2001 N (%)	2002 N (%)	2003 N (%)	2004 N (%)	2005 N (%)
American Indian or Alaskan Native	3 (0.2%)	2 (0.1%)	1 (0.1%)	1 (0.1%)	1 (0.1%)
Asian or Pacific Islander	116 (7.2%)	127 (7.8%)	139 (8.6%)	149 (9.3%)	150 (9.5%)
Black, non-Hispanic	54 (3.4%)	58 (3.6%)	58 (3.6%)	61 (3.8%)	59 (3.7%)
Hispanic	14 (0.9%)	19 (1.1%)	19 (1.2%)	15 (0.9%)	15 (0.9%)
White, non-Hispanic	1,423 (88.3%)	1,427 (87.4%)	1,389 (86.5%)	1,371 (85.9%)	1,356 (85.8%)
Total	1,610 (100%)	1,633 (100%)	1,606 (100%)	1,597 (100%)	1,581 (100%)
<hr/>					
Female	447 (27.8%)	461 (28.2%)	456 (28.4%)	453 (28.4%)	455 (28.8%)
Male	1,163 (72.2%)	1,172 (71.8%)	1,150 (71.6%)	1,144 (71.6%)	1,126 (71.2%)
Total	1,610 (100%)	1,633 (100%)	1,606 (100%)	1,597 (100%)	1,581 (100%)

While the professional education unit employs faculty that represent racial and gender diversity, it is committed to increasing the number of faculty from diverse racial and ethnic groups. The *College of Education Strategic Plan* identifies a unit goal of hiring two additional faculty of color by 2009, the end of the strategic plan report cycle. To accomplish this goal, all search committees will be charged with addressing the goal of greater faculty diversity. In upcoming searches, each department will be asked to continue making a full-faith effort to comply with the unit’s *Guidelines for Search Committees on Promoting Diversity*. These guidelines, developed in 2006-2007 in consultation with the Task Force on Inclusiveness, focus on eight key responsibilities of search committees:

1. Having a diverse membership
2. Developing a welcoming position description
3. Using appropriate advertising and recruitment procedures
4. Selecting a list of finalists which is diverse
5. Carefully planning an appropriate interview and visit for finalists
6. Making an appropriate hiring recommendation
7. Evaluating the search process
8. Developing a long-term strategy for cultivating potential applicants

If particular fields have few faculty of color from which to draw in faculty searches, the department will be asked to develop a long-term recruitment strategy, including the use of post-doctoral appointments, and possibly “growing our own” potential faculty members from among the ranks of our doctoral students.

In addition to applying these guidelines to all faculty searches, the College of Education will continue to advertise all positions nationally in *Diverse: Issues in Higher Education*, in the *Chronicle of Higher Education*, in discipline-specific publications, and on websites of the relevant national professional associations and organizations. Departments also distribute position announcements to education units at Historically Black Colleges and Universities (HBCUs) and to Holmes Scholars.

Element 3: Experiences Working with Diverse Candidates

The University of Kentucky and its professional education unit are committed to recruiting and retaining diverse candidates in its initial and advanced educator preparation programs. The *2006-2009 UK Strategic Plan* states, “The University will be aggressive in recruiting and retaining students, staff, and faculty from all segments of society in order to create an even more diverse campus community” (Goal IV, Objective 2). In keeping with the goals identified in the institution’s strategic plan, the strategic plan developed by the College of Education states, “As a matter of principle and an expression of our values, the college embraces diversity across all dimensions” including the recruitment and retention of diverse candidates.

Candidates in professional education programs have opportunities to work with peers who represent diverse populations in terms of race/ethnicity and gender. Tables 4.12 and 4.13 present demographic information on undergraduate and graduate education candidates, respectively. Table 4.14 describes racial/ethnic and gender diversity of the overall UK student population from 2001 through 2006.

**Table 4.12: Racial/Ethnic and Gender Diversity of COE Undergraduate Students
Fall Semesters, 2001-2006**

	Fall 2001 N (%)	Fall 2002 N (%)	Fall 2003 N (%)	Fall 2004 N (%)	Fall 2005 N (%)	Fall 2006 N (%)
American Indian or Alaskan Native	4 (0.3%)	3 (0.2%)	2 (0.1%)	4 (0.3%)	3 (0.2%)	2 (0.1%)
Asian or Pacific Islander	9 (0.6%)	11 (0.7%)	7 (0.4%)	6 (0.4%)	5 (0.3%)	12 (0.7%)
Black, non-Hispanic	107 (7.4%)	101 (6.7%)	114 (7.2%)	110 (6.9%)	109 (6.4%)	96 (5.8%)
Hispanic	9 (0.6%)	6 (0.4%)	14 (0.9%)	15 (0.9%)	13 (0.8%)	15 (0.9%)
White, non-Hispanic	1,308 (90.0%)	1,355 (90.5%)	1,426 (89.7%)	1,427 (89.9%)	1,534 (90.2%)	1,489 (89.9%)
International	7 (0.5%)	8 (0.5%)	5 (0.3%)	7 (0.4%)	7 (0.4%)	9 (0.5%)
Race/ethnicity unknown	9 (0.6%)	14 (0.9%)	21 (1.3%)	19 (1.2%)	30 (1.7%)	34 (2.1%)
Total	1,453 (100.0%)	1,498 (99.9%)	1,589 (99.9%)	1,588 (100.0%)	1,701 (100.0%)	1,657 (100.0%)
Female	1,028 (70.8%)	1,065 (71.1%)	1,101 (69.3%)	1,086 (68.4%)	1,208 (71.0%)	1,164 (70.2%)
Male	425 (29.2%)	433 (28.9%)	488 (30.7%)	502 (31.6%)	493 (29.0%)	493 (29.8%)
Total	1,453 (100.0%)	1,498 (100.0%)	1,589 (100.0%)	1,588 (100.0%)	1,701 (100.0%)	1,657 (100.0%)

**Table 4.13: Racial/Ethnic and Gender Diversity of COE Graduate Students
Fall Semesters, 2001-2006**

	Fall 2001 N (%)	Fall 2002 N (%)	Fall 2003 N (%)	Fall 2004 N (%)	Fall 2005 N (%)	Fall 2006 N (%)
American Indian or Alaskan Native	5 (0.6%)	6 (0.6%)	4 (0.4%)	1 (0.1%)	1 (0.1%)	1 (0.1%)
Asian or Pacific Islander	8 (0.9%)	11 (1.2%)	12 (1.3%)	14 (1.6%)	14 (1.8%)	13 (1.6%)
Black, non-Hispanic	82 (9.4%)	89 (9.4%)	80 (8.7%)	80 (9.0%)	76 (9.7%)	83 (10.4%)
Hispanic	4 (0.5%)	6 (0.6%)	5 (0.5%)	6 (0.7%)	8 (1.0%)	7 (0.9%)
White, non-Hispanic	702 (80.5%)	762 (80.1%)	756 (81.9%)	705 (79.7%)	605 (77.4%)	612 (76.6%)
International	19 (2.2%)	17 (1.8%)	16 (1.7%)	16 (1.8%)	19 (2.4%)	18 (2.3%)
Race/ethnicity unknown	52 (5.9%)	60 (6.3%)	50 (5.4%)	63 (7.1%)	59 (7.5%)	65 (8.1%)
Total	872 (100.0%)	951 (100.0%)	923 (99.9%)	885 (100.0%)	782 (99.9%)	799 (100.0%)
Female	632 (72.5%)	676 (71.1%)	662 (71.7%)	625 (70.6%)	565 (72.3%)	574 (71.8%)
Male	240 (27.5%)	275 (28.9%)	261 (28.3%)	260 (29.4%)	217 (27.7%)	225 (28.2%)
Total	872 (100.0%)	951 (100.0%)	923 (100.0%)	885 (100.0%)	782 (100.0%)	799 (100.0%)

**Table 4.14: Racial/Ethnic and Gender Diversity of UK Undergraduate and Graduate Students
Fall Semesters, 2001-2006**

	Fall 2001 N (%)	Fall 2002 N (%)	Fall 2003 N (%)	Fall 2004 N (%)	Fall 2005 N (%)	Fall 2006 N (%)
American Indian or Alaskan Native	41 (0.2%)	37 (0.1%)	36 (0.1%)	38 (0.1%)	34 (0.1%)	27 (0.1%)
Asian or Pacific Islander	490 (2.0%)	489 (1.9%)	507 (1.9%)	519 (2.0%)	548 (2.1%)	607 (2.2%)
Black, non-Hispanic	1,328 (5.4%)	1,299 (5.1%)	1,372 (5.2%)	1,407 (5.3%)	1,301 (4.9%)	1,392 (5.1%)
Hispanic	207 (0.8%)	228 (0.9%)	254 (1.0%)	260 (1.0%)	275 (1.0%)	307 (1.1%)
White, non-Hispanic	20,339 (82.0%)	21,216 (82.4%)	21,545 (82.0%)	21,663 (81.6%)	21,707 (82.1%)	22,071 (81.1%)
International	1,439 (5.8%)	1,546 (6.0%)	1,434 (5.5%)	1,443 (5.4%)	1,339 (5.1%)	1,391 (5.1%)
Race/ethnicity unknown	947 (3.8%)	926 (3.6%)	1,112 (4.2%)	1,215 (4.6%)	1,235 (4.7%)	1,414 (5.2%)
Total	24,791 (100.0%)	25,741 (100.0%)	26,260 (99.9%)	26,545 (100.0%)	26,439 (100.0%)	27,209 (99.9%)
Female	13,020 (51.5%)	13,514 (52.5%)	13,812 (52.6%)	13,966 (52.6%)	13,909 (52.6%)	14,215 (52.2%)
Male	11,771 (48.5%)	12,227 (47.5%)	12,448 (47.4%)	12,579 (47.4%)	12,530 (47.4%)	12,994 (47.8%)
Total	24,791 (100.0%)	25,741 (100.0%)	26,260 (100.0%)	26,545 (100.0%)	26,439 (100.0%)	27,209 (100.0%)

The education unit at the University of Kentucky recognizes the challenges and the urgent need to recruit and retain a diverse student body. In an effort to create a diverse community of learners, the unit has implemented a variety of programs to complement traditional candidate recruitment and retention methods and continues to seek new and innovative ways to recruit, retain, and graduate professional educators. The college currently participates in the following programs:

- **Early outreach/pre-college events:** The unit organizes and participates in programs such as Future Educator Association regional conferences and summer camps, Senior Preview Nights, *Come See for Yourself* sessions, and campus visits to expose middle and high school students of all backgrounds to university life settings and teacher education programs.
- **Community college outreach programs:** The unit organizes the Bluegrass Community and Technical College Education Day to guide teacher candidates toward completion of an associate's and then a bachelor's degree through the effective use of university and community college transfer agreements.
- **Scholarships and grants:** Financial incentives are also available to teacher candidates and are among the most popular ways the unit recruits diverse teachers. Scholarships such as the Columbia Gas of Kentucky, the Charles C. Jones, the William C. Parker, and the William T. Young Emergency Fund have helped the unit with the recruitment and retention of qualified candidates from underrepresented populations.
- **Loans and loan forgiveness programs:** Financial incentives are also offered by the Kentucky Department of Education Division of Educator Quality and Diversity and the Kentucky Higher Education Assistance Authority/ The Student Loan People to help prospective teachers minimize the cost of their education. Loans are forgiven assuming that teacher candidates teach in the state of Kentucky upon graduation.
- **Academic advising:** The unit mandates that teacher candidates meet each semester for at least thirty minutes with an advisor to discuss academic, career, and life goals. During the first two years of enrollment, each teacher candidate is assigned a staff advisor. Once a candidate is admitted into a Teacher Education Program, he or she is assigned a faculty advisor. Both advisors assist candidates with educational planning and timely matriculation to graduation.
- **Center for Academic Resources and Enrichment Services (CARES):** CARES, a support unit in the UK Office of Multicultural and Academic Affairs, is designed to assist students of underrepresented populations in achieving academic excellence and adjusting to student life at the university. Services include tutoring, study groups, study skills workshops, academic planning and monitoring, career exploration, and peer-mentoring.
- **Student organizations:** Besides getting involved with hundreds of student organizations around campus, teacher candidates are also involved in major-specific student organizations. Minority students are encouraged to get involved in as many teacher related organizations as possible. Columbia Gas scholars, in particular, are strongly advised to actively participate in the Minority Educators Association (MEA). MEA promotes the recruitment and retention of minorities in education through middle and high school mentoring, guides teacher education program students, and facilitates employment upon graduation through networking.
- **Professional development:** Resources are made available for teacher candidates to attend state and national conferences dealing with the education of young children. Such conferences include the National Alliance of Black School Educators, the Kentucky Education Association, the National Council on the Education of Black Children, and the Chicago Lesson Study Group.
- **PRAXIS workshops:** The state of Kentucky requires some form of standardized testing, such as ACT, SAT, or PRAXIS for entry into a teacher education program. Teacher candidates must also pass PRAXIS II in order to become licensed teachers. Although our PRAXIS II pass rate is

quite high (97%), the college conducts PRAXIS I and II workshops to instill greater confidence in our candidates and ensure their success in the school system upon graduation.

The unit also actively recruits diverse candidates in advanced programs for teachers and other school personnel. For example, the Department of Kinesiology and Health Promotion recruits through national publications; at annual meetings of the Kentucky Association for Health, Physical Education, Recreation, and Dance; and through personal contacts with other colleges and universities. The Department of Special Education and Rehabilitation Counseling sends mailings to HBCUs to recruit candidates to participate in personnel preparation programs funded by grants, participates in recruitment activities sponsored by the UK Graduate School, and networks with colleagues from other universities to identify and recruit potential minority doctoral candidates.

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

Candidates have opportunities throughout their respective programs to work with diverse students in P-12 schools, and the unit is committed to ensuring that candidates experience diversity in their placements. Table 4.15 reflects the diversity in the central Kentucky region that UK serves.

Table 4.15: Demographic Information for Geographical Area Served by Institution

	Bourbon County	Clark County	Fayette County	Jessamine County	Madison County	Scott County	Woodford County	Kentucky
	%	%	%	%	%	%	%	%
American Indian or Alaskan Native	0.1	0.2	0.2	0.2	0.3	0.2	0.1	0.2
Asian or Pacific Islander	0.4	0.3	3.0	0.9	0.9	0.9	0.4	0.9
Black, non-Hispanic	6.9	4.8	13.6	3.4	4.2	5.4	5.5	7.5
Hispanic	3.7	1.3	4.9	1.4	1.2	2.0	4.8	2.0
White, non-Hispanic	88.6	92.9	77.2	93.0	92.2	90.5	88.7	88.6
Two or more races	0.9	0.6	1.5	1.1	1.2	1.1	0.7	1.0
Total	100.6	100.1	100.4	100.0	100.0	100.1	100.2	100.2
Female	51.2	51.5	50.5	51.0	51.5	50.8	51.1	50.9
Male	48.8	48.5	49.5	49.0	48.5	49.2	48.9	49.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: U.S. Census Data

Demographic data for placement schools are provided in Table 4.16 and also located in the electronic exhibit room. These data include the racial and ethnic diversity and socioeconomic diversity (i.e., based on students receiving free and reduced lunch) of students in the placement sites. In addition to this information, all programs provide a list of the specific schools they use for field experiences and clinical practice and demographic information for each of the sites on the respective Unit Programs page in the electronic exhibit room.

Table 4.16: Demographics of P-12 Placement Sites for Initial and Advanced Programs

Name of School	White	African-American	Hispanic	Asian	American Indian	Other	Free and Reduced Lunch
FAYETTE COUNTY PUBLIC SCHOOL DISTRICT:							
Arlington Elementary	54.7%	24.1%	16.8%	--	--	4.4%	84.7%
Ashland Elementary	25.7%	60.4%	8.3%	1.5%	--	4.2%	84.2%
Athens Elementary	78.9%	10.6%	2.5%	7.5%	--	0.6%	23.9%
Beaumont Middle	75.8%	8.9%	6.8%	6.1%	0.3%	2.2%	20.9%
Booker T. Washington Academy	16.7%	69.6%	12.1%	--	0.6%	1.0%	82.1%
Bryan Station High	50.6%	40.8%	6.3%	0.5%	--	1.7%	53.3%
Bryan Station Traditional Magnet Middle	51.8%	41.2%	3.9%	0.3%	0.2%	2.6%	50.4%
Breckinridge Elementary	34.3%	43.0%	13.8%	1.0%	--	7.9%	76.1%
Cardinal Valley Elementary	27.8%	15.5%	54.6%	--	0.5%	1.6%	88.9%
Cassidy Elementary	70.2%	17.5%	6.9%	2.0%	0.2%	3.3%	31.1%
Clays Mill Elementary	92.4%	4.0%	0.9%	2.4%	--	0.4%	16.5%
Crawford Middle	53.0%	32.5%	8.0%	1.3%	0.2%	5.0%	66.5%
Deep Springs Elementary	51.5%	37.9%	4.5%	0.2%	--	5.9%	60.7%
Dixie Elementary Magnet	63.8%	26.7%	4.2%	0.9%	--	4.4%	42.3%
Edythe J. Hayes Middle	62.0%	29.0%	2.7%	2.8%	--	3.4%	40.0%
Garden Springs Elementary	81.2%	4.9%	6.4%	2.3%	0.5%	4.7%	22.6%
Glendover Elementary	66.7%	8.2%	14.5%	10.5%	--	--	32.5%
Harrison Elementary	38.7%	50.0%	7.4%	0.4%	--	3.5%	91.5%
Henry Clay High	69.1%	22.4%	3.6%	3.0%	0.1%	1.8%	28.3%
James Lane Allen Elementary	50.9%	23.8%	20.0%	1.0%	--	4.3%	61.3%
Jessie Clark Middle	88.4%	5.8%	1.6%	3.6%	0.1%	0.6%	22.4%
Johnson Elementary	18.5%	67.1%	10.8%	0.4%	--	3.2%	94.8%
Julia R. Ewan Elementary	60.5%	22.0%	7.3%	1.8%	0.2%	8.2%	64.5%
Julius Marks Elementary	62.0%	26.6%	2.4%	1.7%	0.9%	6.4%	49.8%
Lafayette High	75.8%	14.2%	6.1%	2.4%	0.1%	1.4%	26.2%
Lansdowne Elementary	71.4%	19.0%	5.9%	3.4%	--	0.3%	42.5%
Leestown Middle	37.3%	38.2%	20.1%	0.5%	0.3%	3.4%	71.8%
Lexington Traditional Magnet	49.7%	38.2%	2.9%	6.2%	--	2.9%	43.5%
Linlee Elementary	50.0%	34.2%	9.1%	1.5%	--	5.3%	43.0%
Mary Todd Elementary	39.9%	48.0%	7.4%	0.7%	0.7%	3.2%	81.7%
Maxwell Spanish Immersion Magnet	69.1%	18.2%	7.4%	1.7%	--	3.6%	12.7%
Meadowthorpe Elementary	63.4%	21.5%	6.7%	6.0%	--	2.3%	36.6%
Millcreek Elementary	60.2%	25.6%	3.7%	3.8%	0.2%	6.5%	48.5%
Morton Middle	74.6%	13.4%	6.8%	3.8%	0.1%	1.3%	29.0%
Northern Elementary	36.5%	50.5%	9.7%	0.4%	--	3.0%	67.9%
Paul Laurence Dunbar High	70.2%	17.0%	4.7%	6.4%	0.1%	1.6%	21.7%
Picadome Elementary	78.5%	8.6%	3.7%	5.2%	0.2%	3.8%	31.4%
Rosa Parks Elementary	79.5%	5.5%	1.9%	12.2%	--	0.8%	6.6%
Russell Cave Elementary	20.0%	25.8%	52.0%	--	--	2.2%	85.1%
SCAPA at Bluegrass	82.5%	8.4%	1.5%	5.8%	0.4%	1.5%	6.5%
Southern Elementary	64.6%	21.6%	4.7%	4.1%	0.1%	4.8%	45.2%
Southern Middle	68.6%	20.1%	4.6%	4.6%	--	2.1%	36.2%
Squires Elementary	70.3%	18.9%	2.1%	0.7%	--	8.0%	39.6%
Stonewall Elementary	84.4%	5.2%	3.6%	2.8%	0.1%	3.9%	14.0%

Tates Creek Elementary	47.4%	45.0%	5.9%	0.4%	--	1.2%	72.0%
Tates Creek High	76.0%	16.8%	1.8%	2.4%	0.3%	2.7%	23.7%
Tates Creek Middle	51.9%	41.7%	3.7%	1.1%	0.4%	1.2%	58.8%
Veterans Park Elementary	81.3%	5.3%	1.5%	11.3%	--	0.7%	5.4%
Winburn Middle Accelerated Magnet	43.8%	35.7%	14.7%	3.7%	0.2%	1.9%	65.3%
Yates Elementary	72.2%	14.0%	7.8%	3.3%	--	2.7%	46.8%
OTHER SCHOOL DISTRICTS:							
Bourbon County	90.4%	4.7%	4.2%	0.2%	0.1%	0.4%	44.4%
Clark County	90.2%	6.1%	2.2%	0.2%	0.3%	1.0%	48.5%
Jessamine County	91.83%	3.85%	2.01%	0.64%	1.42%	1.42%	44.0%
Scott County	88.6%	5.9%	2.5%	0.7%	0.08%	2.3%	34.0%

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

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

This section describes all aspects of faculty qualifications, performance, and development required for Standard 5. Because many individuals have been involved in delivering the extensive array of educator preparation programs at the University of Kentucky during 2000-2007, the sets and subsets of faculty members described within each metric and table in this section will be clearly defined.

The professional education faculty at UK is defined as including the following:

1. All full-time faculty members in the College of Education (COE). While not all programs in the COE prepare P-12 educators, faculty members across the college participate in educator preparation in a variety of ways including teaching required and elective courses, serving as members of program faculties, and participating in faculty governance as committee members and voting members of the COE faculty.
2. Full-time faculty members from schools and colleges other than the COE who contribute in significant ways to educator preparation programs. For these faculty members, “significant” is defined as activities beyond teaching a course in which educator preparation candidates enroll; it includes involvement in programmatic governance, continuous assessment, field experience supervision, and other activities specific to educator preparation. Faculty members in this group are from the colleges of Agriculture (including the School of Human Environmental Sciences), Arts and Sciences, Communication and Information Studies, Fine Arts, Health Sciences, and Social Work.

UK faculty positions are categorized in a variety of ways described in the *UK Administrative Regulations*. Individuals within the professional education unit who are in tenure-track faculty positions are typically either *regular title*, a designation held by the majority of faculty involved in educator preparation, or *special title*. Regular title faculty members are expected to accomplish excellence in teaching, research, and service; because UK is a research-extensive university, the majority of faculty in the professional education unit are appointed in regular title lines. Special title faculty positions are individually defined, and for the most part, these positions are teaching-intensive positions with a relatively modest research allocation. Some special title faculty positions are designed to focus on supervision of field experiences, in recognition of the labor-intensive nature of such work. Members of the professional education faculty are also appointed to lecturer and adjunct faculty positions.

Data describing faculty qualifications are based on faculty members’ *curricula vitae*; for this report, 115 of the 120 faculty members in the professional education unit provided current vitae to the Office of the Associate Dean for Research and Graduate Studies by September 24, 2007. Members of the College of Education Instructional Technology Center website team entered these documents into the College of Education Online Tools section of the college’s website which allowed access to electronic listings of some categories of scholarly activities. This electronic database also includes vitae from individuals who were members of the faculty at any point during 2000-2007 but have left UK due to retirements or resignations. Descriptions of contemporary school experiences and service to schools and education agencies were accomplished by hand searches of the online vita collection and are maintained as a set of electronic spreadsheets by the Office of the Associate Dean for Research and Graduate Studies.

Collectively, the professionals involved in educator preparation at UK strive to offer candidates the rigorous and high quality experiences that prepare them to be educators who have positive impacts on their P-12 students.

Element 1: Qualified Faculty

The professional education unit at the University of Kentucky is staffed by qualified faculty; one indicator of this is the high proportion of members with earned doctorates. All professional education faculty members who do not hold an earned doctorate meet the Southern Association of Schools and Colleges’ (SACS) criteria for having “exceptional expertise” in their specializations and teaching areas. Documentation of the SACS designation of exceptional expertise is maintained in the Office of the Dean for the faculty members’ respective colleges. Professional education faculty qualifications are reported for the full-time professional education faculty members employed at UK in fall 2007 and appear in Table 5.1. This count includes all faculty in the College of Education and those from other colleges who are involved in UK educator preparation programs.

Contemporary professional experiences in school settings are reported in Table 5.1 and were determined based on information available from faculty vita and from an e-mail survey of the faculty. We used the *NCATE Board of Examiners Update (Spring 2005)* and considered “contemporary” to be within the past five years, and professional experiences in school settings included: (a) structured observations, (b) employment as a teacher, administrator, or other certified position such as school psychologist, (c) action research, (d) work with schools or school districts on professional development efforts, (e) consultations with schools or school districts, or (f) funded projects that involved partners in schools or school districts. Faculty members’ contemporary school experiences did align with the levels of educator preparation in which they work with candidates (e.g., preschool, elementary, secondary, or P-12 as in the case of programs such as art education and special education).

Members of the faculty who reported no contemporary school experiences were primarily those involved in programs within the College of Education that do not focus on P-12 educator preparation, such as biomechanics, counseling psychology, health promotion, higher education, rehabilitation counseling, and history and philosophy of education.

Table 5.1: Qualifications of the Fall 2007 Professional Education Faculty (N=120)

Qualifications	Number of Faculty	Percent of Faculty
Earned doctorate	111	93%
Exceptional expertise (if no earned doctorate)	9	7%
Contemporary experiences in school settings	100	83%

The licensure and competence of school personnel who serve as clinical faculty by working with candidates as cooperating teachers are carefully monitored by UK’s Office of Field Experiences and Supervision. UK educator preparation programs seek cooperating teachers with the licensure, experiences, and exemplary skills that qualify them to serve as models and mentors for future educators. All cooperating teachers working with UK candidates either: (a) meet or exceed the qualifications specified in Kentucky Administrative Regulation 16 KAR 5:040, or (b) serve as a cooperating teacher under a waiver approved by the Kentucky Education Professional Standards Board. During 2000-2008, a small number of waiver requests have been necessary, and copies of the approved requests are available in the exhibit room in 109 Dickey Hall.

Element 2: Modeling Best Professional Practices in Teaching

Evidence supporting the conclusion that UK professional education faculty implement high quality teaching practices may be found within individual course syllabi, faculty members' teaching portfolios, candidates' ratings of courses, and awards received by members of the faculty.

Current and recent course syllabi are routinely posted on the UK website (please see the electronic exhibit room for pertinent links). Syllabi describe how courses relate to the unit's conceptual framework, *Research and Reflection for Learning and Leading*, and describe how courses address pertinent professional standards and themes. The syllabi provide evidence that faculty use innovative applications of performance assessment to determine and enhance candidate learning, prepare candidates for appropriate applications of technology, and provide background and experiences that enable candidates to serve diverse populations of P-12 students.

Faculty members in tenure track lines maintain teaching portfolios as required by *UK Administrative Regulations*, Section II-1.0-5. As described in the regulations, the teaching portfolio "serves as an instrument for review, evaluation, and improvement of teaching and advising" (p. 5). Teaching portfolios are one source of evidence considered during annual (non-tenured faculty) and biannual (tenured faculty) performance reviews and are a required component of promotion and tenure dossiers.

Faculty members' teaching portfolios include rich descriptions of how the individual approaches course design, instruction, advising, and in some cases, field supervision of candidates. Required components of teaching portfolios are: (a) brief reflective statement describing teaching and advising assignments, philosophies, objectives, and other information necessary to provide context for colleagues reviewing the portfolio, (b) for each semester, a list of courses taught, enrollments, and brief description, (c) representative course syllabi, and (d) quantitative and qualitative summary of candidate evaluations. Recommended but not required components are: (a) sample course materials such as assessments, exercises, assignments, (b) indicators of student learning, (c) evidence of peer regard, (d) documentation of curriculum development and innovative approaches, (e) evidence of honors and awards, and (f) evidence of work with individual candidates such as honors projects, theses, and dissertations. Sample exemplary faculty teaching portfolios are available for review in the exhibit room in 109 Dickey Hall.

Candidate evaluations of courses and instructors are an important ongoing source of information about the quality of their experiences at UK. Many faculty members conduct informal course evaluations throughout the semester and use these formative assessments to adjust elements of a course and maximize learning. Formal course evaluations occur at the end of each semester and are part of the program implemented by UK's Office of Institutional Research (IR). Table 5.2 provides summary data from these formal evaluations for spring and fall semesters 2000-2007. (Note: Summer courses are evaluated, but results are not posted on the IR website.)

Results of the formal course evaluations go to instructors, department chairs, and the associate dean for research and graduate studies. Faculty must report course evaluation results as part of the performance review process conducted annually for non-tenured faculty and biannually for tenured faculty. In addition to these uses, individual faculty members use the results to improve subsequent courses, and administrators use them as one source of information when mentoring and advising faculty on ways to improve teaching and learner outcomes.

Table 5.2 includes mean ratings for the two summary items on formal course evaluations: value of the course and quality of teaching. More detailed ratings, including standard deviations, from each course

are available on the IR website; a link to this website is provided in our electronic exhibit room. In every semester during 2000-2007 and for both overall ratings, the College of Education mean ratings exceed the mean ratings candidates gave all courses at the university. (Note: Educator preparation courses are offered in other colleges at UK, but the IR groupings of course evaluation results do not distinguish which courses within other colleges pertain to educator preparation; however, individual course evaluations may be accessed for such courses, for example MA 201, *Mathematics for Elementary Teachers*, taught by the Math Department in the College of Arts and Sciences.)

Table 5.2: Results of Teacher and Course Evaluations for All COE and UK Courses, 2000-2007

Semester and Academic Year	Overall Value of Course*		Overall Quality of Teaching*	
	Education	UK	Education	UK
Spring 2000	3.5	3.2	3.6	3.3
Fall 2000	3.5	3.2	3.5	3.3
Spring 2001	3.5	3.2	3.5	3.4
Fall 2001	3.4	3.2	3.5	3.3
Spring 2002	3.5	3.2	3.6	3.3
Fall 2002	3.5	3.2	3.6	3.3
Spring 2003	3.6	3.2	3.6	3.4
Fall 2003	3.4	3.2	3.5	3.3
Spring 2004	3.5	3.2	3.5	3.4
Fall 2004	3.4	3.2	3.5	3.3
Spring 2005	3.5	3.2	3.6	3.4
Fall 2005	3.4	3.2	3.5	3.4
Spring 2006	3.5	3.2	3.6	3.4
Fall 2006	3.4	3.2	3.5	3.4
Spring 2007	3.5	3.3	3.6	3.4
Grand Mean	3.47	3.2	3.55	3.35

*Rating scale: Excellent = 4; Good = 3; Fair = 2; Poor = 1

An additional source of information about the quality of instruction is available from the Graduating Senior Survey conducted each year by UK's Office for Institutional Research, Planning, and Effectiveness. Survey results for seniors from the College of Education are available online for 2001-2007, and a link to these reports is listed in the General Information section of the NCATE/EPBSB electronic exhibit room.

UK professional education faculty members have been recognized by candidates and by peers as being exemplary educators. During 2000-2007, faculty members received 261 awards resulting from nominations of candidates, colleagues, and other educators. A large number of these awards were specifically to recognize excellence in teaching; others were for overall achievement, service, and research. Below is a sample of awards during 2000-2007; this listing includes individuals who were members of the UK professional education faculty at any point during the past eight years. The following are examples of awards from local, state, and national organizations:

- Rayma Beal, Art Educator of the Year, National Society of Arts and Letters, 2000
- Deneese Jones, President's Award, Association of Teacher Educators, 2000
- George Szekely, Art Educator of the Year, Kentucky Art Education Association, 2000
- Belva Collins, Exemplary Teacher Education Program Award, American Council on Rural Special Education, 2001
- Jackie White, Prove It Works Research Award, Kentucky Association for Education Communications and Technology, 2001

- Debra Harley, Sylvia Walker Educator of the Year, National Association of Multicultural Rehabilitation Concerns, 2001
- Margaret Bausch, Volunteer Award, Fayette County Schools, Lexington, Kentucky, 2003
- Doug Jones, Lifetime Achievement Award, Kentucky Council of Teachers of Mathematics, 2004
- Ginny Ellington, National Distinguished Service Award, Family, Career and Community Leaders of America, 2004
- Thomas Guskey, Relating Research to Practice Award, American Educational Research Association, 2006
- Rosetta Sandidge, Distinguished Service Award, Kentucky Association of Colleges for Teacher Education, 2007
- John Thelin, Exemplary Researcher Award, American Educational Research Association, Division J, 2007
- Four faculty members received the Great Teacher Award from the UK Alumni Association: Sandra Miller, 2000; Susan Scollay, 2002; John Thelin, 2004; Jody Clasey, 2006. Each year the UK Alumni Association recognizes six faculty members from the entire university community.

In addition, the College of Education, College of Agriculture, and other units at UK recognize teaching excellence by naming recipients of teaching awards each year. One high-profile awards effort sponsored by the UK College of Education is the Teachers Who Made a Difference award program that is entering its tenth year. Individuals from any community, state, or nation may nominate an individual teacher who made a difference in his or her life. The educator may or may not have had a connection to UK. Teachers who made a difference are recognized at an annual spring event that celebrates education as a profession. Many professional education faculty members from UK have been recognized as “making a difference” at this annual event.

Faculty members in UK’s professional education unit strive to model high quality and effective instruction. The evidence supports that faculty members accomplish delivering innovative educator preparation programs that provide relevant and accurate content, address issues critical to the future of education, and stimulate candidates to meet intellectual and professional challenges surrounding delivery of effective educational experiences to P-12 students and their families.

Element 3: Modeling Best Professional Practices in Scholarship

UK faculty members are engaged in scholarly activities that reflect the dual mission of the flagship research university and a land grant university providing service to the Commonwealth of Kentucky. Totals for categories of scholarship are displayed in Table 5.3. Totals for the first eight categories were obtained from the Online Tools section of the College of Education website, and they are based on curricula vitae submitted by members of the professional education faculty. The totals in Table 5.3 are based on all faculty members in the database, meaning that totals reflect productivity of all individuals who were members of the professional education faculty at any time during the past eight years.

Table 5.3 accounts for instances in which members of the UK faculty collaborated on a publication or conference presentation; those activities are counted duplicate times, one for each collaborator. The ninth category in the listing, number of new grants, is based on reporting by the principal investigator for each grant, so this category does not contain duplicate counts. Figures for the final category in Table 5.3, total award for grants, were obtained from the UK Office of Sponsored Projects Administration, and their reporting system does not enable us to include professional education faculty outside the College of

Education. Please note that, for all categories, 2007 data are year-to-date totals, and thus do not reflect an entire calendar year's activities and accomplishments.

Faculty members receive supports for scholarly activities from a variety of sources. Each regular title faculty member (tenure track) is allocated a specified percentage of time for research on the university's Distribution of Effort (DOE) system. Research time is designated as either non-sponsored or sponsored (e.g., supported by a grant). During his tenure at UK, Dean James Cibulka has worked to provide College of Education faculty members equitable and sufficient allocations for research time. For example, the typical course load for regular title faculty is two courses per semester or four per academic year, a change from the previous standard load of two-three, or five courses per academic year. Course releases are available to faculty who receive external (grant) funding that provides salary support during the academic year. Typically, faculty members receive a course release for every 12.5 percent of academic year time supported by grants. Professional education faculty from colleges other than Education negotiate DOEs with their respective department chairs, program heads, and deans; space does not permit descriptions of the DOE policies for programs and colleges outside Education in this report.

In addition to publications, conference presentations, and grants, UK faculty members provide leadership to the profession by serving as officers in professional organizations. Total numbers of offices held are described in the next section, Collaboration. Available evidence supports the conclusion that UK faculty are deeply involved with educational organizations at all levels and contribute their time and talents to advancing the profession through service to prominent organizations within their disciplines.

Table 5.3: Number of Scholarly Accomplishments by Faculty, 2000-2007

Type of Scholarship	2000	2001	2002	2003	2004	2005	2006	2007*	Total
Journal article	123	135	143	119	138	124	107	61	950
Book	12	4	4	7	6	5	5	7	50
Chapter, edited book	33	29	34	24	26	42	31	18	237
Technical report	16	11	32	25	20	13	13	8	138
Abstract	20	6	9	10	11	20	20	4	100
Book review	7	10	16	6	4	7	4	1	55
State, national, international conference presentations	239	252	289	298	336	369	364	201	2348
Awards	36	47	40	31	37	34	25	11	261
Number of new grants	63	50	48	41	54	72	40	29	397
Total awards for grants with principal investigators in Education (in millions)	\$3.8	\$3.3	\$6.4	\$3.4	\$5.9	\$5.6	\$5.9	\$5.4	\$39.7

*Note: 2007 numbers reflect January-August only.

Elements 4 and 5: Modeling Best Professional Practices in Service and Collaboration

Collaborations with colleagues in P-12 schools, faculty in other units at UK, faculty at other universities, and fellow members of professional organizations take many forms. Faculty members in the professional education unit are engaged in numerous collaborative and service activities that carry out the spirit of our conceptual framework, *Research and Reflection for Learning and Leading*. To some extent, there is overlap with the activities reported in previous sections, as a high proportion of the contemporary school experiences and scholarship activities reported by members of the professional education unit are aimed directly at improving the quality of education for all students. Table 5.4 describes the number of collaborative and service activities that current members of the faculty engaged in during 2000-2007. These data were obtained from a hand search of the 115 available curricula vita for

the 120 individuals who are members of the professional education faculty in fall 2007. Additional descriptions of collaborations may be found in the NCATE/EPSB electronic exhibit room under Standard 5.

In addition to collaborations reported by individual faculty members, several college-wide traditions reflect our commitment to engaging with others to improve education. For example, for many years, candidates in Education and other colleges have organized a spring Walk Against Child Abuse, with proceeds supporting a local shelter for women and children escaping abusive home situations. An example of collaborations with other universities is the annual University of Kentucky-University of Louisville-University of Cincinnati Student Research Conference in which education candidates from all three universities present results from their research efforts, many of which involve P-12 students and schools.

UK professional education faculty members contribute to a vast “community of learners” through their extensive service and collaboration efforts.

Table 5.4: Number of Collaborative and Service Activities by Unit Faculty, 2000-2007

Collaboration or Service	2000	2001	2002	2003	2004	2005	2006	2007*	Total
Professional development activities with P-12 schools	40	21	28	37	39	32	23	15	235
Consultations with P-12 schools	51	56	40	32	25	28	34	20	286
Funded projects or grants involving P-12 schools	32	28	33	30	37	63	48	25	296
Other service activities with P-12 schools	13	14	11	13	14	22	25	11	123
Service to Kentucky education groups other than P-12 schools	277	326	359	359	383	411	434	373	2,922
Service to national or international education groups other than P-12 schools	64	70	78	76	104	110	110	91	703
Offices held in Kentucky professional education organizations	26	27	36	39	30	29	28	20	235
Offices held in national or international professional education organizations	24	31	28	30	28	35	23	19	218
Editors and members of editorial boards for professional journals	123	125	152	153	145	170	168	157	1,193

*Note: 2007 numbers reflect January-August only.

Element 6: Unit Evaluation of Professional Education Faculty Performance

Performance reviews of all members of the UK faculty are prescribed in the *University of Kentucky Administrative Regulations*, and members of the professional education faculty participate in additional reviews unique to our work with candidates in field experiences and student teaching. As a unit, we continuously use all assessment processes to help us improve our teaching, research, and service efforts. We believe it is critical to systematically and regularly identify current practices that work well and aspects of our work that need improvement or could be strengthened.

Performance reviews required by the university include:

- Annual performance reviews of all non-tenured faculty members and all members of the professional staff,
- Biannual performance reviews of all tenured faculty members,

- Progress toward tenure reviews at the end of Years 1 (optional), 2, and 4 for non-tenured faculty, and
- Promotion and tenure reviews as required for assistant professors and as appropriate for associate professors.

Descriptions of these processes, including appeal procedures and forms, may be found in the electronic NCATE/EPBSB exhibit room links under Standard 5 to the UK and College of Education Faculty Handbooks. These processes were designed within the faculty governance structure of the university which includes the important element of faculty input and approval. The result is a rigorous and fair process that provides clear expectations and procedural steps. Results of all the university-required review processes are housed in the Office of the Dean of faculty members' respective colleges.

In addition to overall performance reviews, members of the professional education faculty who supervise student teachers are evaluated by student teachers and cooperating teachers who use systematic written survey instruments that collect their numerical ratings and narrative comments about the effectiveness of the university supervisor. Staff members in the Office of Field Experiences and School Collaboration compile the ratings and remarks, remove identifying information, and send copies of the results to individual faculty members, chairs of program faculties, and chairs of departments. When the number of student teachers in a particular semester and particular program are less than 10, results are held back and combined with other results from subsequent semesters to protect candidates' anonymity. Faculty members and administrators routinely use these results to determine programmatic and individual changes that could address the concerns of student teachers and cooperating teachers. Copies of all evaluations of student teaching supervisors are maintained in the Office of Field Experiences and School Collaboration.

Element 7: Unit Facilitation of Professional Development

Professional development for faculty is valued and supported by the unit. These activities take place within UK and in a variety of professional meetings and events beyond the university.

Examples of professional development within UK include the following selected activities:

- **Mentoring of new faculty members:** Department chairs in the College of Education and other departments on campus match new members of the faculty with mentors (see minutes from 2006-2007 Council of Chairs meetings for evidence of ongoing discussions about faculty mentoring).
- **Faculty retreats:** Many units on campus hold retreats in order to allow faculty and professional partners opportunities to focus on new initiatives, learn about new developments, and plan program improvements. The College of Education holds faculty retreats the week before classes begin each fall semester. Agendas are available in the electronic NCATE/EPBSB exhibit room.
- **Guest speakers or consultants:** One example, among many, occurred during 2006-2007 when faculty at UK participated in a series of large and small group discussions with an expert on preparing candidates to serve diverse learners, Dr. Etta Hollins from the University of Southern California. Dr. Hollins came to UK several times and also supported faculty through phone conversations and e-mail exchanges as we worked to enhance the effectiveness of our educator preparation programs in this important area.
- **Convening small conferences or meetings on campus:** UK faculty host professional development opportunities for members of the UK community, P-12 partners, and other colleagues. An example of this type of activity is the conference, *Building Capacity for*

Collaborative Teacher Leadership: From Policy to Practice, held on campus in 2004 and co-hosted with the Kentucky Department of Education.

Participation in professional conferences is an extremely valuable activity. Conferences provide opportunities for dissemination of our scholarship, professional development, and interactions with other scholars and researchers around current educational developments and findings. Members of the UK professional education faculty have a high rate of participation at state, national, and international conferences (please see Table 5.3 for presentation rates). Sources of support for travel to professional conferences include:

- Allocations to each faculty member are provided from the College of Education Dean's Office; for example, during 2006-2007 and 2007-2008, each faculty member in the college received a minimum of \$1,100 in support of travel to professional conferences. This amount has steadily increased during the past eight years to keep up with rising travel and registration costs. The college endeavors to meet all of the professional travel needs of untenured assistant professors to help them meet the requirements for promotion and tenure.
- Allocations for professional education faculty from colleges other than Education range in amounts awarded to individuals from \$400-\$1,500 per person per year. Personal telephone calls to department chairs involved in making these allocations confirmed that, in all cases, educator preparation faculty received support for professional travel at the same level as other faculty members in the respective departments.
- Additional departmental supports for conference travel are available from a variety of sources including salary savings resulting from grants, returns to departments from the UK Office of Distance Learning, and returns from Evening and Weekend Programs.
- Returns on indirect costs in grant budgets from the UK Office of the Vice President for Research are used to support travel; these include returns to principal investigators, departments, and the Associate Dean for Research and Graduate Studies.
- Conference travel specific to funded projects and described within an approved grant budget are also available to faculty.

Sabbaticals are another key professional development opportunity. Tenure track faculty members are eligible to apply for sabbaticals after every six years of service at UK. Specific procedures for sabbaticals may be found in the *College of Education Faculty Handbook*, the *UK Faculty Handbook*, and the *UK Governing Regulations*, Section X. (Electronic links to all of these documents are in the NCATE/EPSB exhibit room.) Sabbatical leaves may be for either one semester or one academic year. The purpose of sabbatical leaves is to allow faculty extended periods of time for concentrated work on research, teaching innovations, study, or creative endeavors that enhance the faculty member's contributions to research and teaching. Sabbaticals are important opportunities for faculty members to accomplish individualized and significant professional development.

Summary

Members of the professional education faculty at the University of Kentucky are well qualified to deliver programs that prepare candidates to meet professional standards and contribute to improvements in the nation's P-12 schools and other education agencies. Faculty members are productive scholars and contributing members of a wide range of educator communities at the local, state, national, and international levels. The UK professional education unit provides processes and supports that enable faculty to realize the lofty goals implied in our conceptual framework, *Research and Reflection for Learning and Leading*.

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

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

The University of Kentucky places a high priority on the initial and advanced preparation of educators for P-12 schools in Kentucky. Accordingly, the institution demonstrates this commitment by providing the unit with quality leadership and adequate budget, personnel, facilities, and resources to ensure that candidates are well prepared to meet professional, state, and institutional standards and assume leadership roles in P-12 schools across the Commonwealth and the nation.

Element 1: Unit Leadership and Authority

The Kentucky Council on Postsecondary Education has given authority to the University of Kentucky to offer degree programs that lead to initial and advanced certification of educators in the Commonwealth of Kentucky. In addition, all educator preparation programs in the unit have been approved by the Kentucky Education Professional Standards Board (EPSB), which has statutory authority to establish standards for new and experienced educators and to approve educator preparation programs at initial and advanced levels. As mandated by the EPSB, all initial preparation programs at the University of Kentucky are designed to ensure that candidates meet the Kentucky New Teacher Standards. Likewise, the Interdisciplinary Early Childhood Education Program is designed to ensure that early childhood education candidates can demonstrate the Interdisciplinary Early Childhood Education Standards, Birth to Primary. Candidates in advanced teacher preparation programs are required to demonstrate proficiency with the Kentucky Experienced Teacher Standards, and candidates in educational leadership programs must demonstrate proficiency with the standards of the Interstate School Leaders Licensure Consortium and the Technology Standards for School Administrators.

The dean of the College of Education serves as the head of the education unit at the University of Kentucky. In this role, the unit head oversees educator preparation programs at both initial and advanced levels, has responsibility to provide leadership in the development of these programs, and has the authority to implement the policies of the education unit. The dean reports directly to the provost who, in turn, reports to the president of the institution. Deans at the University of Kentucky serve on a university-wide Deans' Council, which is convened and led by the provost. Regular meetings of the council provide an opportunity for the unit head to have a voice in the management and operation of the institution and to share accomplishments and needs of the education unit with the provost and deans in other colleges on campus.

The education dean also serves as the official institutional liaison with the Kentucky Education Professional Standards Board. As such, the dean is the individual in the unit who receives notification of all changes in educator preparation and certification regulations that impact the unit and its programs. The dean then notifies the appropriate program personnel of these changes and monitors the progress of unit programs toward meeting the new standards and regulations.

Reporting to the dean of the unit are two associate deans whose primary roles are in support of the management and coordination of unit programs. The associate dean for academic and student services is directly responsible for academic and student affairs relative to undergraduate programs and works with faculty, faculty committees, program faculty chairs, candidates, and other administrators to carry out these responsibilities. Units reporting to the associate dean for academic and student services include the offices of Academic Services and Teacher Certification, Equity and Diversity, and Field Experiences

and School Collaboration. The associate dean for research and graduate studies is responsible for academic and student services relative to graduate programs and provides support to faculty in the conduct of their research and scholarly activities. Units reporting to the associate dean for research and graduate studies include the Institute for Educational Research, the Instructional Technology Center, and the Collaborative Center for Literacy Development.

Numerous offices in the unit support the work of candidates and faculty: the Office of Academic Services and Teacher Certification, the Office of Field Experiences and School Collaboration, the Office of Equity and Diversity, the Instructional Technology Center, the Office of Research and Graduate Studies, and the Office of Alumni and Student Affairs. The location of the Education Library in the College of Education also provides convenience and easy access for candidates and faculty as they conduct their work. An organizational chart that depicts the overall structure of the unit is available in the electronic exhibit room.

Three key committees provide advice and guidance to the unit head: the Faculty Council, the Council of Chairs, and the Staff Council. The Faculty Council serves as a faculty forum and decision-making body on issues relating to activities within the college. The council is composed of one faculty representative selected from each department and three at-large faculty members elected by the unit faculty. The council meets monthly during the academic year and serves in an advisory capacity to the dean. The Council of Chairs serves as the leadership team for the unit head. This council provides the dean with advice and communication linkages to departments, support units, and the Faculty Council. Convened by the dean, the Council of Chairs consists of the associate deans, department chairs, and chair of the Faculty Council. The Staff Council, which serves as a staff forum and advises the unit head, meets on a regular basis and sponsors activities for personnel in the education unit. Membership consists of representatives from each academic department and support unit.

As indicated in the introduction of this report, the UK education unit consists of all educator preparation programs in the College of Education and programs located in six additional colleges throughout the campus. Table 6.1 identifies these programs and the colleges that serve as home base for the programs.

Table 6.1: Location of Educator Preparation Programs at UK

Unit	Programs
College of Education	Teacher Preparation Programs <ul style="list-style-type: none"> • Elementary Education • Middle School Education • Secondary Education (Business, English, Mathematics, Science, Social Studies) • Special Education • Health Education • Physical Education Educational Leadership Programs <ul style="list-style-type: none"> • Principal • Instructional Supervisor • Superintendent Instructional Systems Design Program School Psychology Preparation Program
College of Agriculture	Teacher Preparation Programs <ul style="list-style-type: none"> • Agriculture Education • Family and Consumer Sciences Education

College of Arts and Sciences	Teacher Preparation Programs <ul style="list-style-type: none"> • Master of Arts in Teaching World Languages • Advanced Study in Content Areas
College of Communications and Information Studies	School Media Librarian Preparation Program
College of Fine Arts	Teacher Preparation Programs <ul style="list-style-type: none"> • Art Education • Music Education
College of Health Sciences	Teacher Preparation Program <ul style="list-style-type: none"> • Communication Disorders
College of Social Work	School Social Work Preparation Program

These programs are governed by individual program faculties, which are collaborative groups comprised of a broad representation of professionals, including education faculty, university faculty from content areas, practitioners from schools and agencies, and undergraduate and graduate candidates. These multi-disciplinary committees are responsible for initiating and revising programs and courses and for selecting and retaining students in their respective programs.

Changes in curricula, such as the design of new courses, the content of field experiences, and course revisions, originate within the appropriate program faculty. In addition, program faculties are responsible for administering the unit's admission and retention policies in their respective programs. Thus, program faculties have primary responsibility for conducting continuous assessment of candidates and using these data to inform program revision and improvement efforts. These groups are also responsible for ensuring and documenting that candidates meet educator standards of the EPSB, NCATE, and appropriate learned society, such as the National Science Teachers Association, the National Council for Teachers of Mathematics, and the National Council of Teachers of English.

Communication across program faculties is ensured through regular monthly meetings of the chairpersons of the various program faculties. These meetings, chaired by the director of academic services and teacher certification, involve all program faculty chairpersons, the director of field experiences and school collaboration, the associate dean for academic and student services, and the associate dean for research and graduate studies. Unit-wide admission, retention, and exit policies are initiated within the program faculty chairs group.

Unit and university faculty have input on proposed course and program revisions as the proposals move through the various approval channels in the education unit and the institution. Program faculty members initiate course and curriculum revisions for their respective programs and then forward the proposed revisions to the appropriate department chair for review and approval by the departmental faculty. Once approved at the department level, the proposal is forwarded to the college-wide Courses and Curricula Committee for review and approval. If approved by the Courses and Curricula Committee, the proposal is then forwarded to the unit for review and approval by unit faculty. Proposals approved at the unit level are then forwarded to the appropriate university undergraduate or graduate council for review and approval and, finally, to the University Senate.

Unit faculty members actively participate in the decision-making processes of the unit and university. Through various standing committees and ad-hoc committees appointed by the dean on an as-needed basis, faculty have input into all aspects of unit governance. Standing committees include the Courses and Curricula Committee, the Review and Advisory Committee on Appointments and Promotions, the Undergraduate Admissions and Standards Committee, the Graduate Admissions and Standards Committee, the Inclusiveness Task Force, the International Committee, the Education Library Committee, the Research Committee, the Technology Committee, the Scholarship Committee, and the

Social Welfare Committee. Ad hoc committees, such as the Strategic Planning Committee and the Research Committee, also provide opportunities for faculty and staff involvement in decision-making. Faculty members also have opportunities to serve on university-wide committees. For example, unit faculty members serve in leadership roles on the Institutional Review Board, the President’s Commission on Diversity, and the Area Review Committee for Promotion and Tenure. During the current academic year, seven faculty members represent the unit on the University Faculty Senate.

At the university level, policies and procedures related to faculty and staff members are identified in the *Administrative Regulations*, the *Governing Regulations*, and the *University Senate Rules*. Within the unit, the *Faculty Handbook* documents unit procedures, plans, and policies related to governance; academic, personnel, and employment policies; faculty classifications; faculty evaluation; salary; faculty grievance procedures; leaves; and faculty benefits and services. Other publications outlining rules, procedures, and policies of the unit and institution include the *University of Kentucky Bulletin*, the *University of Kentucky Graduate Bulletin*, *Students’ Rights and Responsibilities*, the *Field Guide for Professional Partners*, and program-specific student handbooks. These publications are made available online to candidates, faculty, and staff.

The unit provides adequate advising and counseling services to candidates. In initial preparation programs in the College of Education, professional advisors in the Office of Academic Services and Certification advise candidates prior to program admission. After they are admitted to programs, candidates are then assigned faculty advisors. The advising center provides candidates with advisement manuals, testing requirements, career information, and other materials as needed. Table 6.2 indicates that graduating education seniors have had consistent concerns regarding the quality of advising. Please see Standard 2 for a discussion of how these data were used as a basis to request and secure additional advising support in the unit. Candidates in advanced programs and candidates in initial programs in other colleges are assigned faculty members as academic advisors. Arts and sciences faculty work closely with the education faculty to review transcripts for the purpose of evaluating content knowledge of candidates transferring from other institutions.

Table 6.2: Graduating Education Senior Perceptions of Quality of Advising, 2001-2006

My academic advisor --	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	N	X	N	X	N	X	N	X	N	X
Spent sufficient time with me	230	2.93	233	2.76	254	3.45	225	3.35	233	3.33
Was accessible when I needed help	229	2.97	233	2.89	255	3.58	225	3.49	233	3.45
Reviewed my academic record prior to giving advice	229	2.85	234	2.90	255	3.50	225	3.48	233	3.49
Is someone I would recommend to other students	229	2.90	234	2.80	255	3.46	226	3.33	233	3.33

Scale for 2001-2002 and 2002-2003: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Scale for 2003-2004 and forward: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree

Career counseling or assistance with personal or psychological problems is provided through the university’s Counseling and Testing Center. The Study, located on the third floor of the University Complex Commons, provides a variety of resources and support services in a central campus location to guide candidates to more effective learning. Services include free tutoring and assistance with time management, study skills, and stress management. The resources of subject specific centers, such as the Writing Center, are also available to candidates who need special assistance. Information regarding

financial support and assistance is available to candidates through the Office of Academic Services and Teacher Certification.

Element 2: Unit Budget

The university administration has demonstrated its commitment to quality professional education programs through budget allocations to the unit. The original proposed budget for the current academic year 2007-2008 totals \$16,441,800. As illustrated in Table 6.3, the total revised operating budget for the College of Education has increased steadily over the past five years.

Table 6.3: Total Revised Operating Budget for the College of Education, 2002-2003 through 2006-2007

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
\$12,233,000	\$12,454,300	\$12,786,600	\$14,338,700	\$14,770,500

Based on numbers of students and faculty, the level of funding for the College of Education is equitable to, and even exceeds, levels of funding for similar colleges on campus as depicted in Tables 6.4 and 6.5.

Table 6.4: Budget Allocations for College of Education as Compared to Other Colleges, 2005-2006*

Colleges	Total 2005-2006 Revised Budget	# of Students (Majors)	Total Budget Per Student	# of FT EEO Faculty	Total Budget Per Faculty
Arts and Sciences	\$47,760,100	5,301	\$9,010	348	\$137,242
Business and Economics	20,724,800	2,727	7,600	81	255,862
Communications and Information Studies	5,447,500	1,709	3,188	42	129,702
Design	3,666,200	536	6,840	24	152,758
Education	14,338,700	2,439	5,879	88	162,940
Engineering	29,382,400	2,333	12,594	136	216,047
Fine Arts	8,733,000	910	9,597	76	114,908
Social Work	2,485,900	475	5,233	24	103,579

*Calculations based on data in *UK Operating Budget 2005-2006* and *College Profile Reports 2005-2006*
EEO Faculty – Includes all regular title, special title, and research title faculty and lecturers

Table 6.5: Expenditures for College of Education as Compared to Other Colleges, 2005-2006*

Colleges	Unrestricted Expenditures	Restricted Expenditures (Grants, gifts, endowments)	# of Students (Majors)	Unrestricted Expenditures Per Student	# of FT EEO Faculty	Unrestricted Expenditures Per Faculty
Arts and Sciences	\$48,610,107	\$954,011	5,301	\$9,170	348	\$139,684
Business and Economics	15,888,289	1,939,317	2,727	5,826	81	196,152
Communications and Information Studies	6,112,327	105,477	1,709	3,577	42	145,532
Design	3,785,928	203,796	536	7,063	24	157,747
Education	15,938,832	151,054	2,439	6,535	88	181,123
Engineering	25,487,105	2,771,880	2,333	10,925	136	187,405
Fine Arts	9,636,529	458,620	910	10,590	76	126,796
Social Work	2,837,579	42,051	475	5,974	24	118,232

*Calculations based on data in *College Profile Reports, 2005-2006*
EEO Faculty – Includes all regular title, special title, and research title faculty and lecturers

The university budgeting process does not permit disaggregation of budget data by program within and across colleges; however, a measure of the commitment of other colleges to adequately fund their educator preparation programs is the number of full-time faculty lines devoted to each of these programs as demonstrated in Table 6.6. Currently, all faculty positions in these programs are filled.

Table 6.6: Full-time Faculty Lines in Educator Preparation Programs in Other Colleges, Fall 2007

Program	Number of Faculty Lines	Rank of Faculty Members
Agricultural Education	3	3 assistant professors, including a new hire effective fall 2007
Art Education	3	1 professor, 1 associate professor, 1 lecturer
Communication Disorders	10	4 assistant professors, 4 associate professors, 2 professors
Family and Consumer Sciences Education	2	1 assistant professor, 1 lecturer
Music Education	4	4 associate professors
School Media Librarian	2	1 associate professor, 1 assistant professor
School Social Work	3	2 associate professors, 1 instructor
World Languages Education	2	2 associate professors

Faculty professional development funds are available through departmental general operating budgets and the Dean's Office. Departments allocate funds upon request to faculty for travel, conference attendance, and other professional development activities. Allocation of these resources is described in Standard 5.

The unit has the fiscal and personnel resources to support the unit assessment system. The director of the Office of Academic Services and Teacher Certification, in consultation with computer science graduate students whose assistantships are supported by the unit, have worked to establish the unit data management system through the Center for Educator Preparation Information System (CEPIS), which is described in Standard 2.

Element 3: Personnel

Currently, 120 faculty are employed in tenured or tenure-track positions in the professional education unit. During the fall 2007 semester, 38 part-time instructors and 41 graduate teaching assistants teach and/or supervise candidates in educator preparation programs.

Departments orient part-time faculty to departmental policies and procedures and evaluate the performance of part time faculty. The unit also provides orientation sessions and professional development workshops for part-time faculty to help ensure they contribute to the integrity, coherence, and quality of programs in the unit. For example, the unit has sponsored workshops and retreats related to the conceptual framework, working with students with special needs, diversity, technology, and assessment for both full-time and part-time faculty.

All full-time regular title series faculty at the University of Kentucky are expected to participate in research, teaching, and service. Special title series faculty are generally not expected to participate in research but to focus their effort in the areas of teaching and service. Workload policies are clearly delineated in the *UK Faculty Handbook*, the *College of Education Faculty Handbook*, and the *College of Education Policy on Teaching Loads and Distribution of Effort*. The intent of this policy, adopted by unit faculty in December 2002, was to allocate sufficient faculty time and effort to research and scholarly productivity, which is consistent with the Top 20 research mission of the institution. The policy specifies a four-course teaching load each year for regular title series faculty; however, department chairs, in consultation with the dean, retain flexibility to establish teaching loads appropriate to the needs of respective departments and individual faculty. The policy also provides guidelines for typical Distribution of Effort (DOE) percentages for research, teaching, and service to assist department chairs and faculty as they work together to negotiate DOE agreements each year.

The unit employs 51 full-time staff members who are funded by the base budget to provide administrative, clerical, and technical support to help administrators and faculty accomplish the goals and mission of the unit. Fifteen of these positions are designated as professional staff members who are employed as the business manager, budget officer, public information officer, professional advisors, and directors of support units, such as the Instructional Technology Center, the Office of Academic Services and Teacher Certification, and the Office of Enhancement. Thirty-six of the staff positions are designated as clerical and technical support positions in departmental and unit offices. Each department in the unit has an office manager and one or more full-time support staff.

Element 4: Unit Facilities

The unit has adequate campus and partner school facilities to support candidates in meeting standards. The campus facilities are primarily located in Dickey Hall, Taylor Education Building, and Seaton Building. Classes, labs, and offices are also in Barker Hall, Erickson Hall, Maxwelton Court, and Wenner-Gren Research Lab buildings.

Dickey Hall houses 12 smart classrooms, the Education Library, the Office of the Dean, a student lounge, the Lena C. Bailey Memorial Room (faculty lounge), the Central Kentucky Education Cooperative (CKEC), the Student Computing Lab, and the departments of Educational Leadership Studies, Educational and Counseling Psychology, and Curriculum and Instruction.

Taylor Education Building houses five smart classrooms, three computer classrooms, one multimedia classroom, an auditorium, the Office of the Associate Dean for Academic and Student Services, the Office of the Associate Dean for Research and Graduate Studies, the Office of Student Services, the Instructional Technology Center (ITC), the Institute for Educational Research, and the departments of Educational Policy Studies and Evaluation and Special Education and Rehabilitation Counseling. The Collaborative Center for Literacy Development, formerly located in Taylor Education Building, has recently moved to a larger space off campus.

The Seaton Building houses the Department of Kinesiology and Health Promotion, an academic wing containing five smart classrooms, four laboratories (Exercise Physiology Laboratory, Pediatric Exercise Physiology Laboratory, the Body Composition Core Laboratory, and a student computer lab), an activity wing containing a conditioning room (weight room), gymnastics room, a large gym with four basketball courts, equipment room, and four racquetball and four squash courts.

The dance studio is located in Barker Hall. The Interdisciplinary Early Childhood Education Lab School is located in Erickson Hall. The School Psychology Clinic is in the process of moving from Maxwelton Court to Taylor Education Building.

The unit has recently renovated several rooms and areas. 109 Dickey Hall (Lena C. Bailey Room) and 119 Dickey Hall (student lounge) have been renovated. 167 Taylor has been renovated to provide an attractive meeting area for student organizations. Conference rooms in Taylor Building (151F and 236) have been renovated to provide pleasant small group meeting facilities. 122 Taylor was renovated with new carpet and furniture to provide improved space for classes, seminars, workshops, and meetings. 240, 245, and 246 Taylor received new carpet and painting with new computer desks. A heavy foot-traffic hallway in Taylor was also renovated in 2006-2007.

The unit has endeavored to improve areas of concern regarding weaknesses with “Unit Facilities” in the *2000 NCATE BOE Report*. University of Kentucky Physical Plant Division and the Communications and Network Services have been installing updated communication infrastructure (Ethernet/cat 5 or 6, twisted pair telephone, and broadband Ethernet routers) for numerous offices and departments. Several offices/departments have had cable TV (coax) connections added to permit teleconference downlinks. These communication improvements have been provided at a significant cost to the unit. Multiple classrooms have received new electrical service (breaker box switches, new conduit, and/or new electrical outlets). The following classrooms and labs have upgraded electrical service: Taylor Education Building (108, 140, 151, 201, 207, 222, 236, 240, 245, 246); Dickey Hall (57, 127, 129, 109, 301, 353, 323, 325, 331); and Seaton Building (103, 119, 123, 212, 213).

All unit classrooms in Taylor Education Building, Dickey Hall, and Seaton Building have been converted from traditional classrooms to smart classrooms (internet connection, computer, DVD/VCR, sound system, ceiling mounted video/data projector, and Smart Panel control device). Several classrooms have digital document cameras (119, 123, 207, 213 SB; 201, 246 TEB; 57, 355 DH). The University of Kentucky and the College of Education have worked with the Ayers Saint Gross architectural firm to plan for possible renovations and improved functionality of existing space in the Taylor Education Building. The unit has implemented phase one of a digital signage information display system (four 37 inch and two 22 inch LCD displays in Taylor and four 37 inch displays in Dickey). Since the last accreditation site visit, much effort has been made to improve space functionality and technology utilization in the unit.

Element 5: Unit Resources including Technology

The unit actively utilizes all information technology resources available within the College of Education and the campus-wide resources of the University of Kentucky. Faculty and candidates have access to the exemplary University of Kentucky Library System with the Education Library in Dickey Hall. The Instructional Technology Center (ITC) is a technology support unit within the professional education unit. The unit utilizes infrastructure and services of the University of Kentucky Information Technology (UKIT), which include Communication and Network Services (CNS) and the Teaching and Academic Support Center (TASC). All distance learning courses utilize the infrastructure provided by the University of Kentucky Distance Learning program within the Teaching and Academic Support Center and the Kentucky Department of Education network. The unit also utilizes Polycom Via Video desktop video communication systems (web based, broadband IP, video conferencing).

The unit maintains 22 technology rich “smart” classrooms, three computer classrooms, three technology rich conference rooms, an auditorium with computing and projection equipment, and a multimedia classroom. The renovated 109 Dickey Hall area includes a drop down projector and screen and a podium with computer, DVD/VCR, PA, and display. All of these rooms have speakers/sound systems and Smart Panel device control.

The College of Education is very active with Internet web pages and web servers. The unit has implemented a digital signage/display information system. The unit collaborates with and houses one UK Student Computing Lab (B63 Dickey), which is used as a computer classroom and computer lab. The unit infrastructure has been expanded to include wireless (Wi-Fi technology) in Dickey, Taylor, and Seaton. Most areas frequented by candidates are currently wireless Internet “hot-spots”.

Instructional Technology Center. Candidates and faculty have access to the technology support services of the Instructional Technology Center (ITC) in the College of Education. The ITC provides

computer support to over 350 desktop and laptop computers, maintains the three computer classrooms (two 18 learner station Windows classrooms and one 15 learner station Mac classroom), the multimedia classroom, and two computer labs, one each in Taylor Education Building and Seaton Building. The six full-time staff of the ITC provide candidates and faculty with services through three service areas (Instructional Support, IT Services, and Graphics and Photography). Examples of services include web application development, web page design, programming, desktop computer support, computer hardware and software troubleshooting, multimedia project support, web master services, server maintenance and support, instructional technology equipment check-out (digital cameras, camcorders, audio equipment, etc.), self-serve media equipment (25' roll laminator, document binding, copy machines, printers, fax, typewriter), graphics and photography production, smart classroom maintenance, and specialty room scheduling. The ITC has a recently renovated conference room, preview areas with 37-inch LCD and 50-inch plasma TVs, two open collaboration spaces, and a multimedia production area within the computer lab. This area contains two Mac G5 video editing workstations with dual LCD display monitors and Panasonic digital video VCRs, Sony digital media converters, and VHS VCRs. The lab contains VHS VCR duplication equipment, and VHS, 8mm, and miniDV to DVD recorder/burner stations. The lab also contains a machine for high-speed audiotape duplication. The ITC computer lab has 22 computer workstations (four Mac and 18 Windows machines). The lab contains two scanners. Four computers have dual DVD drives (one or more burner) available for candidates and faculty to duplicate CD and/or data DVD disks.

Visits to College of Education web pages have averaged from 200,000 to 400,000 per month (<http://www.uky.edu/Education/coewebstats.html>) since 2004. The percentage of off-campus hits has steadily increased. For example, in March 2007, 206,367 of the 245,560 total monthly visits were off-campus visits. College web sites are providing information to visitors from many areas of the world. The ITC houses, maintains, and provides server administration for 19 computer servers. These servers provide server space for classes, candidates and faculty, departments, grants, projects, and staff. Server space is used for administrative databases and special application services. The unit houses and hosts its own web and email servers. Other servers function as test server, data backup servers, Mac Xserve, and print server. The ITC administers web servers for departments, the college, and college affiliates.

Library facilities. Candidates and faculty have complete access to the University of Kentucky Libraries, a major research library system, which is centered in the main William T. Young Library, built as state-of-the-art in 1998. As demonstrated in Table 6.7, its collection exceeds three million volumes and includes over 27,000 journal (i.e., serial) titles.

Table 6.7: University of Kentucky Libraries' Holdings

	Books	E-Books	Journals	E-Journals
UK Totals	3,286,731	226,680	27,000	9,152
E-journals accessed online through UK Library System 2005-2006				2,085,252

The Education Library, a subject library within the UK system, is located in Dickey Hall and is devoted to materials specifically on, and related to, education and psychology. As indicated in Table 6.8, holdings in the Education Library include over 100,000 books, 355 journals, and 500,000+ microfiche. In addition, the library houses the Kentucky school textbook examination collection, for the selection of textbooks by teaching faculty in the area and for the use of candidates in the unit. This collection adds an average of 5,000 new items per year as gifts of approved materials from publishers. In addition, during 2006-2007, the library expended \$36,000 on new monographs and \$65,000 on journals.

Table 6.8: Education Library Holdings

	Expenditures, 2006-2007	Total Volumes	Titles
Journals	\$65,000	10,000	355
Books	\$36,000	115,737	
Main Collection	\$30,000	85,000	
Children's Collection	\$6,000	6,000	
Textbooks		15,000	
Microfiche		592,853	
Interlibrary Loan items provided to unit faculty and candidates in 2006		1,269	

The children's collection is the most heavily used book collection on campus. All of the Newbery and Caldecott winning titles are available as well as the honor books, with copies of every winner since the awards' inception (1922 and 1938, respectively). In addition, the library has the Prinz (young adult) award winner, the Coretta Scott King (African American) award winner, and a dozen other prizes, covering all major categories of reading materials. These materials are used by many unit classes as well as other departments across campus and serve to enhance candidates' breadth and practice.

Accessibility. Books and journals are accessible until 9 p.m. during weekdays and on weekends, but increasingly books and especially journals are available online. In addition, many instructors have their class readings scanned or linked, by the library, for online availability to candidates on or off campus.

Resources. Located in the center of the building, the library also provides a place where small groups can meet for discussion, with wireless areas for laptop access and secluded places for quiet study. It has computers which are replaced every two or three years, and the online resources of a major research library system, with over 327 licensed databases, such as ERIC and PsycInfo, available to faculty and candidates, both on campus and remotely. In 2005-2006, users downloaded nearly three million articles (2,850,252) from these databases. Also available to UK users are 226,680 online books and 9,152 online journals. Interlibrary loan is also available, with faculty and candidates requesting 1,269 books or articles in 2006.

Communication. Meetings of the Education Library Committee are held four times a year. Members of the committee include the librarian, representatives from each department, and the associate dean for academic and student services. The committee provides a formal opportunity for unit faculty and librarians to exchange requests, expectations, and, most importantly, information on how the library can better serve candidates and faculty. New information resources are also demonstrated at these meetings. In addition, informal exchanges occur on a daily basis, resulting in mutual technological knowledge enhancement, and continual assessment of how the library can best serve the professional education community.

The library conducts user surveys every five years, and areas of concern identified from the survey are addressed immediately whenever technically or monetarily possible. For example, the last user survey revealed a number of requests for Microsoft Word to be available on computers in the library. As a result, Microsoft Office Suite was added to four of the machines and is heavily used.

Trend data from the Graduating Senior Survey, reported in Table 6.9, suggest that candidates are satisfied with the quality of the library and technology resources and services in the professional education unit.

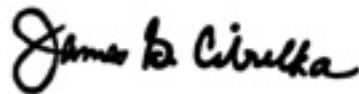
**Table 6.9: Graduating Senior Perceptions of Library and Technology Resources and Services
2001-2002 through 2005-2006**

Survey Item	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	N	X	N	X	N	X	N	X	N	X
Quality of library services	229	3.30	232	3.04	272	3.13	227	3.22	233	3.21
Quality of UK's library collection	NC	NC	NC	NC	256	3.24	225	3.25	231	3.23
Availability of computing resources	231	3.31	232	3.23	273	3.19	225	3.28	232	3.21
Quality of service provided by computer lab staff	NC	NC	NC	NC	257	2.89	225	2.94	234	2.99

Scale: 4=Excellent; 3=Good; 2=Fair; 1=Poor; NC = Not collected this year

POSTSCRIPT

In this report, we have tried to present a forthright review of how our professional education unit functions and what we are able to achieve. We are proud of our accomplishments and those of our candidates and graduates. While life in a research university is not easy for a professional college—with tugs and pulls between academic expectations and the pressing needs of practitioners—we cherish the special opportunity to live in a community of scholars and at the same time work with school personnel who, in the final analysis, are also engaged in the intellectual activity of educating future generations. Our graduates have had the unique privilege of studying with faculty who help create the knowledge base in Education and with those who extend the frontiers of the academic disciplines. We hope our professional education unit, the College of Education, and the University of Kentucky have made the schools of Kentucky, and beyond, better places of learning for all children. The ever-present need and desire for improving schools is our guiding beacon.

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive, flowing style.

James G. Cibulka, Ph.D.
Professor and Dean