Precondition # 4. CONCEPTUAL FRAMEWORK

Introduction

Today's society needs teacher educators that can solve problems, apply knowledge, use technology, reason analytically, and make sure all students learn. At the same time, our American society is becoming more diverse, with students in the classrooms drawn from many cultures and ethnic groups and with varying levels of abilities. As researchers, policymakers, and others have redefined what it means to be a teacher, the institutions where teachers are prepared have come under increased scrutiny. Concerns have centered on the quality of the candidates who enter teacher preparation programs and the effectiveness of the teacher preparation programs themselves. Teacher quality is at the heart of education reform. From the 1980s reports, *A Nation at Risk* and *A Nation Prepared*, to the 1996 report, *What Matters Most: Teaching for America's Future* by the National Commission on Teaching and America's Future, teaching emerges as central to improving America's schools.

The teacher preparation unit at the University of the District of Columbia is the Department of Education. The Department of Education (Unit) offers a variety of programs in a cultural and academic environment in which its faculty provide the training and leadership necessary to produce the type of teacher candidates who possess the knowledge, skills, and dispositions needed to effect student learning in today’s schools. The Unit strives to create and maintain an optimum academic and social environment for the diverse population it serves. This environment is characterized by cooperation and communication among all constituencies in order to enhance quality and productivity in delivering services to its prospective teachers.

Context

Since 1981, the teacher preparation programs in the Department of Education at the University of the District of Columbia have been evaluated by the National Association of State Directors for Teacher Education Certification (NASDTEC) under the auspices of the District of Columbia Public Schools. Our programs have state approval; however, we realize that having national accreditation by the National Council for Accreditation of Teacher Education (NCATE) would afford greater recognition in the professional community.

In 1996, the Department of Education received funding from the Historically Black Colleges and Universities Technical Support Network (HBCUTS) to assess our readiness to seek NCATE accreditation. It was at this point that the Teacher Education Council (the advisory council for teacher preparation programs) began a concerted effort not only to develop a rationale and principles for a conceptual framework but also to ensure that the framework was clearly written, well articulated, and shared among all faculty, students, cooperating teachers, and administrators.
During subsequent years, several faculty members and the chair of the department attended national conferences and workshops related to teacher preparation programs. Conferences hosted by NCATE and the American Association of Colleges of Teacher Education (AACTE) provided current research and best practices for developing a conceptual framework and preparing for NCATE accreditation. The NCATE Orientation, attended in the fall of 2000, introduced the new performance-based guidelines that the Unit used to begin its preparation to seek NCATE accreditation.

In the spring of 2001, the Teacher Education Council approved the formation of an NCATE Focus Group (Group). Faculty members from each program discipline and some academic content areas, plus a representative from the P-12 schools, were identified to serve on the Group, and the department chair appointed the Group’s chair. Representatives from the departments of music and art and languages (French and Spanish) were not available for the summer of 2001.

The Group identified a set of shared beliefs and principles to guide the programs and the critical knowledge and understanding, skills, and dispositions expected of our graduates. After much deliberation, collaboration, and hours of research, members reached agreement on the theme, vision statement, and principles to direct our teacher education programs. In these efforts, we dialogued on implicit and explicit assumptions and specified connecting principles that guide student learning. We included issues related to curriculum theory and research connected to philosophical foundations of education as a profession.

We identified four guiding principles and nine performance-based candidate outcomes that articulate our vision and are carefully aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and the NASDTEC standards approved by the District of Columbia Public Schools. The Unit’s conceptual framework continues to evolve. However, the agreed-upon framework is based on the vision that the Department of Education prepares excellent educational professionals who possess the knowledge, skills, and dispositions needed to transform schools for the 21st century to ensure that all children learn.

4.1 Mission/Theme/Vision

The Unit’s stated mission is to organize, unify, and coordinate programs for the preparation of teachers, to provide adequate foundation for advanced study or continued educational preparation, and to encourage continuous improvement of the Unit. Accountability and improvement are central to the Unit’s mission. This mission is in keeping with the mission of the University, which is to provide comprehensive, affordable, and quality education to prepare students for the workforce, for higher education opportunities, and for lifelong learning. It is also in harmony with the mission of the College of Arts and Sciences, which is to produce well-educated, autonomous, competent, and resourceful graduates who are well prepared to live and work in the multiethnic, global, and technological society of the 21st Century.
To accomplish its mission, the Unit provides opportunities for students to: 1) acquire a mastery of basic competencies and skills; 2) acquire the fundamentals of a general education; 3) concentrate in several areas in fine arts, natural sciences, social sciences, and education; and 4) obtain sound preparation for the workforce and for professional and graduate study. The Unit strives to be efficient and effective in carrying out this mission.

The mission of the Department of Education is expressed in the theme: Renewing the Legacy of Excellence. We believe that we must continue preparing excellent teachers, but that the techniques and strategies used must be updated to accommodate the diversity and technological advances of society today. As faculty, we also believe that our teaching methodologies must be transformed in order to model the skills, knowledge, and dispositions we expect our candidates to have as change agents in the 21st century.

The Department of Education embraces the idea that excellence is demonstrated by adhering to the beliefs and principles espoused in its conceptual framework and summarized in its vision - to prepare excellent educational professionals who possess the knowledge, skills, and dispositions needed to transform schools for the 21st century to ensure that all children learn.

4.2 Philosophy, Purposes, and Outcomes

The teacher education programs at the University of the District of Columbia are based on a philosophy that is consistent with the institution’s mandate to serve a primarily culturally diverse urban community. These programs are designed to provide students with the opportunity to develop a broad repertoire of skills and competencies essential for effective performance in urban school settings, with an increasing emphasis on being able to use technology in the classroom. The philosophy is grounded in the basic tenets that:

(1) learning is a lifelong activity and that organized learning activities extend far beyond the traditional classroom – through volunteer, work, and practical experiences;
(2) a commitment to the preparation of teachers must include a sound foundation in the liberal arts and sciences as well as subject matter, and the theoretical knowledge conceptualizing how people develop and learn;
(3) special emphasis should be given to issues and concerns related to education in a culturally diversified urban environment;
(4) the preparation of teachers and professional school personnel is a joint responsibility of the university faculty, their colleagues in the elementary and secondary schools, parents, and the community at large;
(5) a commitment to professionalism in teaching and to the continuous improvement of practice involves study and research; and
(6) a strong commitment to the continuous and systematic evaluation of prospective teachers and in-service teachers is essential to insuring that programs remain dynamic and responsible to the community served by the university.

The faculty members in the Department of Education and the professional community at the University have a strong belief in the importance of education; therefore, the quality of education is a priority for its graduates. We believe that the most important issue for 21st Century America is improving the quality of education for our teacher candidates, community, and democratic society. The faculty in the Department of Education is committed to quality professional development in preparing excellent teachers and leaders. We believe that creating a thorough knowledge base, carefully selecting varied experiences, developing just and democratic environments that support teaching and professional growth, and conducting practical research will help candidates establish connections between the classroom and the real world. We use the principles of collaboration, diversity, reflection, and transformation to inform and guide our programs. We must collaborate with parents, schools, the community, and other constituents to ensure that students receive the best education possible. We must equip our graduates to meet the needs of a diverse population; to reflect on educational matters in order to make intelligent choices and assume responsibilities for their choices; and to provide leadership as change agents in the classroom, community, and educational and public policy arenas.

Candidate Outcomes

The outcomes of the professional education programs of the Department of Education are performance-based in keeping with the District of Columbia Public School’s performance-based curriculum and with the standards developed by NASDTEC and INTASC. It is expected that candidates who successfully complete a course of study designed to prepare teachers will:

A. **Know** the foundations of the education profession, content bases for curricula, and characteristics of diverse learners and be able to:

   - demonstrate knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education;
   - demonstrate expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy; and
   - show understanding of, and respect for, the characteristics, cognitive and social developmental stages, emotional and psychological needs, and learning styles of diverse and special needs learners.

B. **Do** the work of a professional educator in planning and implementing integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology which involves:
• planning, implementing, and assessing integrated, developmentally appropriate, and culturally responsive lessons that are well grounded in pedagogical and psychological theory;
• individualizing, differentiating, and adapting instruction to meet the needs of diverse and special needs learners; and
• using a wide variety of teaching methods, strategies, technology, and materials.

C. Be reflective, collaborative, and responsive decision-makers, facilitators, and change agents within the classroom, school, community, and global environment who are able to:

• use feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional;
• model understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness;
• model positive and effective interpersonal skills interacting with learners, parents, other educators and members of the community;
• work in collaboration with students, schools, parents, and the wider community toward the goal of developing citizens competent to live in a democratic society; and
• demonstrate their commitment that all students can learn and a disposition to provide a caring learning environment.

These expectations for candidates’ knowledge, skills, and dispositions have been organized into the following nine performance-based candidate outcomes that form the foundation for how candidates are assessed throughout their program:

1. demonstrate a thorough knowledge of the subject matter to be taught and skills in applying the basic principles of teaching and learning primarily in an urban community;

2. demonstrate a command of fundamental communication skills and communicates multiple perspectives effectively;

3. utilize classroom and behavior management techniques that create a positive learning environment for student growth and development;

4. design, implement, and assess developmentally appropriate teaching-learning activities, stating objectives in terms of expected performance outcomes and evaluating such activities by use of performance criteria that utilize a variety of assessment techniques;

5. demonstrate respect for the learner as an individual by considering individual needs, abilities, and ethnic and cultural backgrounds in all aspects of the teaching-
learning situation, while exacting a commitment from the students to strive for highest expectations;

6. demonstrate computer literacy and technology applications appropriate for classroom instruction;

7. demonstrate a commitment to continuous professional growth by:
   a. engaging in organized efforts to broaden his/her knowledge base,
   b. strengthening performance skills and acquiring reflective practices and qualities,
   c. assuming responsibility for the improvement of practice through study and research,
   d. actively participating in learned societies and professional organizations concerned with the improvement of education, and
   e. manifesting a receptivity to change and a willingness to view situations and multiple perspectives and to explore new alternatives in teaching and learning;

8. demonstrate a functional knowledge of the central role of education, particularly in an urban society, the philosophy and goals of schools and school systems, and the organization of teaching/learning activities as reflected in these goals with emphasis on global education; and

9. demonstrate a high level of social and emotional maturity and a sense of professionalism in collaborating and communicating with students, colleagues, school administrators, parents, and members of the school community.

4.3 Knowledge Bases/Theories/Research

4.3.1 Theory of Teaching and Learning

The Unit embraces constructivism as an undergirding theory of teaching and learning. Constructivist learning is based on active participation in problem-solving and critical thinking regarding a learning activity that students find relevant and engaging. They "construct" their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs. “Constructivist instruction, especially that which is based on design tasks or problem solving, places high demands on the teacher’s subject-matter understanding” (Windschitl, 1999, p.753).

Since the late 1980s, researchers have been building a greater understanding of Constructivist learning that grows out of cognitive and developmental psychology. The key notion of constructivist theory is that people learn best by actively constructing their own understanding and by learner-centered instruction. The constructivist classroom
presents the learner with opportunities to construct new knowledge and understanding from authentic experience by building on prior knowledge and understanding. Students are allowed to confront problems full of meaning because of their real-life context. In solving these problems, students are encouraged to explore possibilities, invent alternative solutions, collaborate with other students (or external experts), try out ideas and hypotheses, revise their thinking, and finally, present the best solution they can derive (Brooks & Brooks, 1993; DeVies, 2002; Marlowe & Page, 1998; Windschitl, 1999).

In contrast to the traditional views of learning in which the educator gives knowledge to passive recipients, a constructivist view of learning suggests the following principles to guide the design of effective learning environments:

1. **Learners bring prior knowledge and experience with them to class.** Instructors do not "write on a blank slate." Rather, they structure learning situations in which learners can interact with new knowledge that is at an appropriate level of complexity and interest for learners to appropriate for their own use (called the "zone of proximal development"--ZPD--by the influential cognitive psychologist Vygotsky). This is the genesis of the term "constructivism," for it is the learners, not the instructors, who construct the new knowledge, fashioning it to meet their own needs and capacities and integrating it into their own unique cognitive structures (sometimes called "schemata") (Lave, 1988; Lave & Wenger, 1991; Vygotsky, 1978, 1986).

2. **Knowledge is acquired from experience with complex, meaningful problems rather than from practicing subskills and learning isolated bits of knowledge.** Human beings want to make sense of things, to put the puzzle together. Decontextualized instruction that presents "pieces" in one unvarying sequence fails to mobilize this powerful property of human beings to integrate input from diverse sources (Lambert & McCombs, 1998; Lave, 1988; Lave & Wenger, 1991).

3. **Skills and knowledge are best acquired in context.** Previously it was thought that in order to make skills and knowledge more generalizable, most learning should be general and separated from the context of everyday life. Now, however, many researchers argue that context is critical for understanding and thus for learning, for context gives meaning to learning. The task for educators becomes to create multiple meaningful contexts for learning, so that learners can have the experience of applying knowledge in a variety of contexts, and to form their own means of transferring skills from one context to another (DeVries, 2002; Huba & Freed, 2000; Lave, 1988; Lave & Wenger, 1991; Vygotsky, 1978, 1986).

4. **People do not easily or predictably transfer learning - either from school to "real life," from real life to classrooms, or from one subject to another.** Educational experiences should help students transfer the skills, concepts, and knowledge they...
have learned to new situations. (Brooks & Brooks, 1993; Knowles, 1984; Lave, 1988).

Eight distinctive characteristics of learning environments have been identified for constructivist learning (Duffy, Lowyck, & Jonassen, 1993; Marlowe & Page, 1988). A constructivist learning environment:

1. provides multiple representations of reality;
2. avoids oversimplification and represent the complexity of the real world;
3. emphasizes knowledge construction instead of knowledge reproduction;
4. emphasizes authentic tasks in a meaningful context rather than abstract instruction out of context;
5. provides learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction;
6. encourages thoughtful reflection on experience;
7. "enables context- and content- dependent knowledge construction;" and
8. supports" collaborative construction of knowledge through social negotiation, not competition among learners for recognition."

4.3.2 Guiding Principles

Diversity. The first principle in our conceptual framework is diversity. At the end of the 20th century, there emerged a "striking discontinuity between teacher and student diversity." Demographic information indicates that while the student population increases in its diversity, the teaching force remains predominately white, female, and upwardly mobile lower class (Grant & Secada, 1991). Teachers in the next decades will be white, monolingual, and primarily from suburban areas (Zimpher & Ashburn, 1992). It is essential that teacher education programs prepare students to teach in a culture in which both teachers and students will represent a wide range of diversity in backgrounds (Grant & Secada, 1991).

The Carnegie Task Force (1989), Goodlad (1991), and the Holmes Group (1986) have identified the ability to teach all students as fundamental to effective teaching. We believe that all students can learn and that it is essential for educators to be responsive to diverse learners. Educators must understand, appreciate, respect, value, and effectively communicate with all members of the educational community in a caring and equitable manner. Our teacher candidates must be prepared to recognize and accommodate individuals who differ in terms of socioeconomic levels, racial and ethnic groups, and native language groups, as well as developmental stages, home academic support, “giftedness”, religion, and handicaps. In addition to inter-group differences, they must be prepared to work with the individual differences in learning rates, attitudes, interests, and motivational levels within each particular student grouping that result in different achievement outcomes (Grant & Secada, 1991).

Understanding of, and respect for, culturally and linguistically diverse students is a critical component of our teacher education program. These students are dropping out of school at a much higher rate than white students. In 1996, the dropout numbers were
higher for racial and ethnic groups with 9 percent of Hispanics leaving school before completing a high school program compared to 6.7 percent of blacks, and 4.1 percent of whites (National Center for Educational Statistics, 1997). Evidence has suggested that teachers may have a limited knowledge of, or a limited ability to apply, effective practices for culturally and linguistically diverse learners (Valles, 1988). For example, some teachers experience difficulty distinguishing culturally influenced learning and behavioral differences from those indicative of a disability. This contributes to the overrepresentation of culturally diverse students in special education classes and reinforces the need to prepare our candidates to work with culturally diverse students.

The report of the National Council for Educational Statistics cites the importance of teacher preparation in the area of technology and a corresponding lack of such preparation nationally (Lewis, Basmat, Carey, Bartfai, Farris, & Smerdon, 1999). The principle of diversity, with its emphasis on student learning, also addresses the technology preparation of educators. Technology as a tool for instruction and communication is integrated into the curriculum and is a critical skill for educational professionals. A plan for further integration of technology into instruction has been accepted by the faculty with the expectation that graduates will possess increasing levels of confidence and sophistication in applying skills in technology. Currently, faculty and students are using Blackboard as a teaching tool and the students are engaged in electronic portfolio development.

One of the unique features of urban institutions is the diversity of their students. This University’s mission as an urban, land-grant, open-admission institution supports a learning community that emphasizes inclusion, multicultural, and global perspectives. University programs are delivered with an emphasis on student involvement leading to active construction of meaning and requiring recognition of diverse learning styles and multiple forms of communication. Through authentic teaching and learning, faculty members provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world contexts.

Pre-kindergarten through 12th grade student learning is our Unit’s highest priority. The curriculum, field experiences, and practices and behaviors of the faculty in our teacher education programs promote respect for diverse cultures, values, beliefs and talents of all persons; recognition that self-esteem influences achievement; the value of cultural dimensions of communication; an understanding of how learning occurs; an awareness of one’s own ethnic attitudes, behaviors, and perceptions; the ability to identify and address obstacles to parent participation; an understanding of multicultural terminology; and the building of relationships with students.

Our programs provide experiences that allow candidates to develop this knowledge and appropriate skills and attitudes. Our candidates' understanding of the nature of diversity and development of skills and attitudes to address diverse student needs begins with foundation courses and continue through field experiences and advanced study. Recognizing that educators who extend their own thinking by seeking to
understand others also benefit themselves (Cazden & Mehan, 1989; Lea, 1998), it is our goal to enable candidates to connect positively to other cultures, social classes, family structures, races, and ethnicities. Furthermore, we believe that quality instruction must go beyond recognition and acceptance of diversity; it must result in high quality learning and student achievement. We assert that student-centered learning results in successful achievement when students are engaged in active learning, problem solving, and exploration. Therefore, our programs emphasize professional preparation grounded in the conviction that educators must foster a climate conducive for inquiry and active construction of knowledge (Brooks & Brooks, 1993).

**Reflection.** Reflection is an integral part of the Unit’s programs. It provides the necessary context for actively questioning, assessing, and re-envisioning the process of teaching and learning. We are continuously involved in the process of metacognition (thinking about thinking) so that we can be responsive to ongoing changes in the community and societal issues that impact education and student learning. The idea of reflective teaching dates back to Dewey (1904-1933). Dewey (1933, p.6) defined reflection as “an active persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends.” This definition strongly implies that something is believed or not believed because of some evidence, proof, or grounds for that belief. Dewey believed that reflective teachers should be able to make informed and intelligent decisions about the subject matter they teach.

Van Manen (1977) conceived of reflection as a progression involving three distinct stages or levels: technical, practical, and critical. The technical level is concerned with the effective applications of skills and technical knowledge in classroom settings. The practical level involves reflection about the assumptions underlying a specific classroom practice, as well as the consequences of that practice on student teaching. During this stage, the teacher candidates are assessing the educational implications of their actions and beliefs. The final stage, the critical level, deals with questioning the moral and ethical dimensions related, directly or indirectly, to the classroom situation.

Lasley (1992) elaborated on similar approaches and foci of teacher reflection: technical, conceptual, and dialectical. The technical approach places emphasis on techniques. (What practices are and are not effective in the classroom? What problems require attention? What approaches can teachers use to correct problems? Is the classroom organized and well organized?) The conceptual approach places emphasis for current practice. (What is the espoused philosophical or theoretical basis for current practice? Are the teacher’s classroom practices consistent with the teacher’s philosophy? Does current practice appear to foster or diminish student attentiveness to assigned tasks and learning?) The dialectical approach places emphasis on what ought to be. (Is the philosophy of the teacher candidates consistent with the needs of the students? What teacher practices enhance or diminish student growth? What student needs are not addressed by current teacher (and school) practices? How should schools
be reordered and restructured? And what must teachers do to facilitate such restructuring?)

Schon (1987) stated that teachers must reflect in order to adapt to the differing situations faced each day. The ability to reflect allows the educator to constantly self-evaluate and improve practice. Schon’s conceptualization of reflection and reflective practices is the hallmark of the profession, and he proposes that reflective practice provides the link bridging the theory and practice in the professional preparation of teachers.

At a fundamental level, teacher reflection is understood as necessary for effective reform as evidenced by the initiative of Chief State School Officers in the development of the Interstate New Teacher Assessment and Support Consortium (INTASC) with principles pertaining to reflection. Teacher education programs that attempt to structure the professional education curriculum on models of teacher reflection have an opportunity to engage in program transformation based on a critical orientation toward global and multicultural education (Johnson & Ochoa, 1993; Valli, 1992). The promising practice of professional reflection ideally would guide teacher candidates who could move beyond the technical requirements of instruction to deeper considerations and actions on complex, multidimensional topics such as global and multicultural education (Melnick & Zeichner, 1995).

The Unit believes that reflective teachers are motivated to grow. A key part of motivation, according to Ashton & Webb (1986) is a sense of self-efficacy – the belief that they can make a difference in the lives of their students in their schools and in their communities. Teacher candidates must be willing to take risks and to learn continuously. We believe that our graduates not only should be knowledgeable, but also should be informed decision-makers who reflect on their own practices as a form of continual self-evaluation. They should think continuously about their practice; document carefully the growth of learners; encourage learners to engage in dialogue with each other and the teacher; use dialogue to construct understanding collaboratively and to give students control over their own learning; create a safe climate for learners to gain confidence in themselves and to flourish intellectually and emotionally; and learn continuously from the people around them – especially their students.

The teacher preparation programs seek to provide teacher candidates not only with courses that provide them with a solid foundation for their thinking, but also with opportunities to make essential connections between practical experiences and their theoretical knowledge base. The Unit provides opportunities for teacher candidates to examine how their beliefs and practices align with sound theories and research in classroom settings and through practical experiences, journal writing, and student teaching reflections and logs.

**Collaboration.** Collaboration, a strategy for systematic change in education, is a formal, sustained commitment to accomplishing a shared, clearly defined mission. Educational collaboration involves educational administrators, university faculty, classroom teachers,
students, and parents sharing their energy, skills, time, and other resources to plan and implement educational services, research, curricular development, staff development and to improve shared educational goals. It is essential for learning and ensures optimal and equitable development of individuals, groups, and institutions. A successful education professional cultivates relationships with school colleagues, parents, and the community to facilitate student learning and welfare.

A critical component of the national reform agenda for teacher education is the creation of professional development schools (PDSs). These schools exist through a collaborative relationship between school districts and colleges of education (Carnegie Corporation, 1986). Moreover, the PDS model of teacher preparation requires collaboration among teacher preparation institutions, school districts, social service agencies, businesses, and parents. Described as “real world” schools, PSDs are typically found in urban settings representative of academically diverse student populations. PSDs uniquely seek to prepare both pre-service and in-service teachers to enhance the learning and development of each member of its academically diverse learning community. In addition, they have been described as a special type of school restructuring, with the primary goal of creating learner-centered schools with a teacher corps that is empowered with the knowledge and skills to effect positive change in the school setting (Darling-Hammon, Bullmaster & Cobb, 1995). Because PSDs provide the unique experiences needed, the Unit is investigating the possibility of and resources available to establish a PDS or a type of school that would be comparable (a charter or laboratory school).

Collaboration reflects the belief that learning is an active, constructive, and social process. We stress the importance of establishing productive collaborations that will lead to the success of the students and the schools. Teacher candidates are prepared to participate in multiple partnerships and collaborative ventures with children, families, colleagues, and the community. They are required to take a three (3) semester course where they are exposed to parental involvement with the child, the school, and the multicultural community. Students are given first-hand experiences with community organizations and government agencies concerned with the welfare of children. They are often able to acquire experiences through required practicum courses as well. Teacher candidates participate in cooperative learning projects in classes, work collaboratively with cooperating teachers and the University supervisor during their field experiences, and they also participate in departmental clubs and organizations. In addition, teacher candidates participate in community service projects, as a part of the University freshman experience, which provide the opportunity for collaboration with organizations and agencies that are multicultural and global in perspective.

The P-16 initiative with the District of Columbia Public Schools is one of the ways in which we work collaboratively with the school district and businesses within the community. This effort is in the beginning stage at this time but plans are being developed for the joint venture to be implemented within the next two years. The Unit chairperson also engages in constant dialogue (weekly) with all of the other departments in the College of Arts and Sciences to ensure that courses required in our programs are
Transformation. We believe that educators anticipate and facilitate change and that they are responsible for individual and collaborative inquiry and continuous (lifelong) improvement. They are responsive to the social conditions in the school and community and are committed to making a positive impact. Transformative professional educators in the classroom, school, and community are essential to meet the new and ongoing changes that impact education and student learning. Many social and political factors in our society, particularly the issues of equity and equal access, affect what happens in our schools and the way we parent, care for, and provide for children. The importance of these factors is continually considered as we think about our actions for improving student learning.

Transformation involves being a change agent. A change agent facilitates or aids in the process of change in a deliberate manner. Change can occur at a variety of levels. At the level of the individual, the educational practitioner must assist children and families to define appropriate behaviors and to take action to ensure that such behaviors are adopted. To affect change at the system level, the educational practitioner must conduct needs analysis and evaluation to determine what changes are needed to make improvements in programs and student learning outcomes. It is imperative that professionals conceive of themselves as change agents and work at both the individual and system levels to improve education and student learning. Adopting the role of change agent may lead to fundamental alterations in attitudes and behaviors and dramatically alter educational practices.

We believe that a teacher’s capacity to deal with change, learn from it, and help students learn from it will be critical for future educational development. We intend that candidates will be critically conscious of the society and changes around them. Uniquely, however, in addition to being reflective, critical, and analytical in their construction of knowledge and teaching practices, they will be prepared to be agents of change. For example, we will focus on preparing teacher candidates who “eschew narrow views of teaching and learning, particularly linear views of teaching that lead directly to demonstrable student learning gains.” (Cochran-Smith, 2001)

4.3.3 Knowledge, Skills, and Dispositions

Knowledge. We believe that teaching should be viewed as a complex process where decisions are based on students’ needs, developmental levels, and instructional goals/objectives. Effective educators guide student learning and continuously modify and revise learning experiences based on student responses; therefore, they should possess a meaningful knowledge base (Christensen, 1996; Holmes Group, 1986; Shulman, 1987). It is widely accepted that teachers must know the subjects they teach and how to teach those subjects to students (Buckman, 1998; NBPTS, 1999). Therefore, we contend that the knowledge base for teacher candidates should include knowledge in
four program components: general education/liberal arts, pre-professional study in the disciplines undergirding pedagogy (core subjects), academic specialization/subject matter, and professional studies. Studies or knowledge in these program components should be understood to be integral, interactive, and adaptable components of initial teacher preparation. The general education component provides knowledge in arts and sciences. The pre-professional studies component provides a theoretical base in the social and behavioral sciences, as well as a foundation for understanding schools and developing skills that assist teaching. The academic specialization/subject matter component provides an in-depth study of the subjects that the teacher candidates will teach.

While all knowledge components are important, it is the professional studies component that transforms each teacher candidate into an effective professional educator. Pedagogical knowledge – knowledge about general instructional strategies – is no longer simply the ability of the teacher to implement a set of routines and strategies for managing student learning and behavior (Darling-Hammond, 1994). Pedagogical content knowledge requires that teachers consider specific strategies such as multicultural influences, multiple intelligences, and the diversity of today’s student body when teaching a particular subject. Our programs prepare teachers who will be able to demonstrate:

- knowledge of content in the arts and sciences and subject matter specialization;
- pedagogical knowledge, including knowledge of self and students;
- knowledge of educational theory and research, including reflective practices and problem solving;
- knowledge of diversities, inclusion, authentic learning, and constructive approaches to teaching and learning;
- an understanding of what it means to take an active role in transforming social change;
- understanding of inquiry and research findings; and
- understanding and use of technology.

The general education component of teacher education offers opportunities for students to explore the interrelationship between subject matter and general knowledge, acquire communication skills that allow them to communicate multiple perspectives effectively, and to be able to make decisions on the basis of evidence and logic. The University has specified forty-six (46) semester hours of university-wide requirements for students/teacher candidates in four-year degree programs that form the basis for a core of general knowledge and experiences. Teacher education majors complete additional hours because of the certification requirements of the state accrediting agency (District of Columbia Public Schools) and/or program specialty standards.

The University makes available to the students a broad array of offerings in the liberal arts that help to prepare them for life. While philosophy is not necessarily a preparation for a career, it helps students think critically and logically. All students are
required to take one elective (3 semester hours) in philosophy and may choose from a variety of courses.

The visual and performing areas increase students’ awareness of the role of these cultural expressions in all cultures throughout history. They also lend breadth to the development of one’s own being and afford students the opportunity to express their creative abilities. To satisfy the University’s three (3) semester hour fine arts elective, students select courses offered by the Department of Mass Media, Visual, and Performing Arts.

To ensure that teacher candidates are able to demonstrate competent written and oral communication skills, they are required to take six (6) semester hours in English Composition and six (6) semester hours in Literature and Advanced Writing. In addition, other courses include assignments that require written papers, oral presentations, and other requirements directed toward enhancing communication skills.

Teacher candidates attain beginning skills in communication with people of different cultures through the foreign languages program. They have the opportunity to choose a language to satisfy the six (6) semester hours required. Because of the large Hispanic population in the Washington, DC area, teacher candidates are required to take Spanish as the foreign language requirement. Teacher candidates who are proficient in Spanish may select an alternate language.

Courses in the social sciences emphasize basic skills such as reading, writing, critical thinking, and self-expression. To heighten students’ awareness of national and world problems as well as provide avenues to discuss solutions for new and changing events, an array of courses are offered. The University requires six (6) semester hours in social sciences. However, teacher candidates are required to take (12) semester hours to satisfy state certification requirements. The courses required include United States history, history of the District of Columbia, and geography.

The general education component also includes courses in mathematics and science. To ensure that teacher candidates are able to demonstrate an understanding of scientific and mathematical concepts, they are required to complete six (6) semester hours of college-level mathematics and eight (8) semester hours in the natural sciences. The hours in the sciences must include laboratory courses.

Teacher candidates are encouraged to complete more than the minimum number of hours required for an in-depth knowledge in the liberal arts. Where course selection is possible, students are advised to complete course work and educational experiences that will complement their program of study. The fine arts, social sciences, and health and physical education subject matter categories offer a variety of courses from which students may make additional selections to fulfill elective hours.

The professional and pedagogical studies include the foundational studies in education (core courses - 15 semester hours), methodology courses (15 semester hours),
and supervised field experiences (12 to 18 semester hours). These courses are designed to provide competencies required that are essential for the success of the professional practice of teaching. They provide experiences in professional and pedagogical studies where students learn to apply knowledge and skills thereby developing inquiry and reflective practices of professional teaching. These courses allow teacher candidates to interact with diverse populations, enhance their self-esteem and confidence, and promote constructive interaction among people of differing backgrounds. Teacher candidates are provided an opportunity to develop a variety of instructional strategies for developing critical thinking, problem solving, and performance skills in each of the methodology courses.

**Skills.** Candidates acquire the skills, behaviors, and processes to facilitate student learning or achievement through practice and experience. The development and implementation of lesson plans, instructional and classroom management strategies, and interpersonal and motivational skills are essential for effective teaching. Education professionals must not only know what to do, but also when to do and how to do (Grossman, 1990). Therefore, the Department of Education has embedded expectations for the following instructional, curricular, and educational skills within its programs:

- to analyze and reflect on practice and knowledge;
- problem solve;
- effectively communicate with children, parents, policy and decision makers, and other persons;
- design, implement, and assess instruction to meet student needs; and
- use effective classroom management techniques that create a positive learning environment that facilitates student learning and growth.

Teacher candidates gain first-hand experiences and demonstrate skills through required practicum courses (2-3 semester hour courses) and student teaching (6-12 credit hours for one semester). They also reflect on their teaching and its effects on student growth and learning during these periods of observation and student teaching. Prior to the student teaching experience, two separate practicum courses provide direct observation and participation of children in various classroom activities at different grade levels. The observation and student teaching experience is the culminating activity that affords teacher candidates opportunities to practice instructional theory in environments that facilitate feedback; demonstrate classroom management techniques; design, implement, and assess instruction; and interact with parents and other school personnel. During the practicum courses and student teaching experience, teacher candidates meet weekly with the instructor and/or field services coordinator for continuous dialogue and reflection on their experiences.

**Dispositions.** Dispositions reflect the attitudes and beliefs that professional educators apply to their practice. They must value a lifelong commitment to learning and reflection in order to meet the needs of today’s diverse student population. They must understand and respect the learners and allow them to identify their own strengths, intelligences, and
approaches to learning. Recognizing this, professional educators must balance high performance expectations with sensitive awareness of affective needs (Jones, 1996).

Developing positive, personal student relationships is an important part of a teacher candidate’s responsibilities. Dewey (1933) identified three attributes of reflective individuals: open-mindedness, responsibility, and wholeheartedness. Open-mindedness is the desire to listen to alternative views and recognize that even the firmest belief may be questioned. Responsibility requires the desire to actively search for truth and apply information gained to problem situations. Wholeheartedness implies that persons can overcome fears and uncertainties to make meaningful change and can critically evaluate themselves, children, schools, and society. We have identified the following dispositions necessary for excellent educators and leaders in schools and the broader community. The teacher candidate must:

- exhibit respect for diversity
- be willing to listen to others’ perspectives;
- be open-minded, caring, and respectful;
- display honor the dignity for the rights of the individual learner, consonant with the values of our democratic and pluralistic society;
- emulate the ethics of the profession;
- be self-motivating and monitoring; and
- display willingness to improve (transform ways/techniques to become an effective educator)

Teacher candidates are given the opportunity to interact with colleagues in classes, cooperating teachers, University supervisor, students, parents, and other school personnel. They are expected to display the dispositions listed above. During interactions in classes and while student teaching, teacher candidates’ dispositions are evaluated by instructors, classmates and school personnel. The interview required for admissions to the teacher education programs requires teacher candidates to respond to questions that assess the desired dispositions. In addition, questions regarding these dispositions are responded to by references that accompany the application for admission into a teacher education program. The work experience form, that also accompanies the application for admissions, contains questions relating to the dispositions.
## 4.4 Alignment of Candidate Outcomes, Guiding Principles, and Professional Standards

<table>
<thead>
<tr>
<th>Candidate Outcomes</th>
<th>Guiding Principles</th>
<th>State Standards (NASDTEC 1994 Update)</th>
<th>INTASC Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of subject matter and pedagogy</td>
<td><strong>Collaboration</strong> with colleagues and instructors for feedback <strong>Transformation</strong> needed to keep abreast of latest/best practices</td>
<td>II Growth and development</td>
<td>#1 Understands Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III Teacher behavior and student learning</td>
<td>#2 Understands Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VII. Methods of teaching</td>
<td></td>
</tr>
<tr>
<td>2. Communicates effectively</td>
<td><strong>Diversity</strong> considered in communicating appropriately with varied audiences <strong>Reflection</strong> used to evaluate situations for best communication</td>
<td>IV. Communication processes and skills</td>
<td>#6 Communicates</td>
</tr>
<tr>
<td>3. Utilizes effective classroom and behavior management techniques</td>
<td><strong>Reflection</strong> on techniques used; improvements needed; <strong>Collaboration</strong> on how to improve <strong>Transformation</strong> – changes needed <strong>Diversity</strong> – consideration of needs of individual students</td>
<td>III Classroom management</td>
<td>#5 Manages and Motivates</td>
</tr>
<tr>
<td>4. Designs, implements and assesses developmentally appropriate teaching/learning activities</td>
<td><strong>Diversity</strong> in teaching/learning activities <strong>Reflection</strong> – to assess appropriateness <strong>Transformation</strong> – make changes to improve student progress <strong>Collaboration</strong> with others for ideas/more appropriate strategies</td>
<td>II Growth and development</td>
<td>#1 Understands Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III Teacher behavior and student learning</td>
<td>#2 Understands Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V Designing programs for all students</td>
<td>#4 Designs Instructional Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VI Apply methods and techniques</td>
<td>#7 Plans and Integrates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#8 Evaluates</td>
</tr>
<tr>
<td>5. Understands and demonstrates respect for individual needs and diversity</td>
<td><strong>Diversity</strong> of techniques to meet learning styles</td>
<td>I Interaction with diverse students</td>
<td>#2 Understands Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V Designing programs for all students</td>
<td>#3 Understands Difference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#5 Manages and Motivates</td>
</tr>
<tr>
<td>Candidate Outcomes</td>
<td>Guiding Principles</td>
<td>State Standards (NASDTEC 1994 Update)</td>
<td>INTASC Principles</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Integrates technology where appropriate</td>
<td>Transformation – to incorporate/change teaching methodology</td>
<td>IX Analyze professional growth needs</td>
<td># 4 Designs Instructional Strategies # 7 Plans and Integrates</td>
</tr>
<tr>
<td>7. Commitment to continuous growth through reflection and professional development</td>
<td>Reflection to determine areas for growth</td>
<td>IX Analyze and assess teaching effectiveness</td>
<td>#9 Reflects on Practice #10 Participates in the Professional Community</td>
</tr>
<tr>
<td>8. Advocates change to improve education for students, system, and self; displays leadership qualities</td>
<td>Transformation</td>
<td>X Development and organization of education</td>
<td>#7 Plans and Integrates #8 Evaluates #9 Reflects on Practice #10 Participates in Professional Community</td>
</tr>
<tr>
<td>9. Effectively collaborates with students, parents, colleagues, school, and community</td>
<td>Collaboration</td>
<td>IV Communication processes and skills</td>
<td>#6 Communicates #10 Participates in the Professional community</td>
</tr>
</tbody>
</table>
### 4.4.1 Alignment of Four Guiding Principles with Knowledge, Skills, Dispositions, and Candidate Outcomes

<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>DISPOSITIONS</th>
<th>CANDIDATE OUTCOMES</th>
</tr>
</thead>
</table>
| Diversity | - Federal/ State laws and regulations that provide for equity in education  
- Multicultural terminology  
- Ethnic attitudes, behaviors, and perceptions  
- Teaching and learning styles of ethnic groups  
- Ethnic cultures and cultural groups  
- Patterns of verbal and nonverbal communications  
- Appropriate services for special needs students | - Enunciation of English language clearly and effectively  
- Plan and develop lesson plans that reflect the diversity of students  
- Appropriate instruction for diverse and special need learners  
- Teacher uses assessment data to improve the learning of diverse students  
- Provide appropriate services for certified special needs students  
- Manages and motivate diverse learners  
- Communicates effectively | - Establish a positive supportive climate for working and learning  
- Reflects on practice  
- Participates in the professional community that includes diverse faculty, candidates and students, and members of learning community  
- Works with diverse faculty members  
- Committed to students and their learning  
- Displays a caring attitude toward all student | #4 Designs, implements, and assesses developmentally appropriate teaching/learning activities  
#5 Understands and demonstrates respect for diversity  
#7 Commitment to continuous growth through reflection and professional development |
**Reflection**

Beliefs:

- Reflection provides the necessary context for actively questioning, assessing and re-envisioning the process of teaching and learning.
- We are continuously involved in the process of metacognition (thinking about thinking) so we are responsive to ongoing changes in societal issues that affect education.

<table>
<thead>
<tr>
<th>Instructional strategies</th>
<th>Develops multiple instructional strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and pedagogical knowledge</td>
<td>Promotes a nurturing, challenging learning environment</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Uses effective communication techniques</td>
</tr>
<tr>
<td>Professional groups</td>
<td>Plans, implements and assesses integrated, developmentally appropriate, cultural responsive lessons that are grounded in pedagogical and psychological theory</td>
</tr>
<tr>
<td>Assessment methods</td>
<td>Uses appropriate assessment strategies</td>
</tr>
<tr>
<td>Personal assessment</td>
<td>Analyzes research on theories of development and classroom management practices</td>
</tr>
<tr>
<td>Research methodology</td>
<td>-</td>
</tr>
<tr>
<td>Technology</td>
<td>-</td>
</tr>
<tr>
<td>Liberal arts, sciences and humanities</td>
<td>-</td>
</tr>
</tbody>
</table>

Seeks opportunity to grow professionally

Participates in a variety of community and professional organizations

Collaborates with colleagues

#1 Knowledge of subject matter and pedagogy

#2 Communicates effectively

#3 Utilizes effective classroom and behavior management techniques

#4 Designs, implements and assesses developmentally appropriate teaching/learning activities

#5 Understands and demonstrates respect for individual needs and diversity

#6 Integrates technology where possible

#9 Effectively collaborates with students, parents, colleagues, school, and community.
### Transformation

**Beliefs:**

- Educators anticipate and facilitate change and are responsible for individual and collaborative inquiry and continuous (lifelong) improvement.
- Educators are responsive to the social conditions in the school and the community and are committed to making a positive impact.
- Transformative professional educators in the classroom, school, and community are essential to meet new and ongoing changes that impact education.

<table>
<thead>
<tr>
<th>Transformation</th>
<th>Content, pedagogical knowledge</th>
<th>Plans and integrates for diverse learners</th>
<th>Participates in the professional community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformation</td>
<td>- Child development</td>
<td>- Create instructional approaches to learning</td>
<td>Commitment to the profession</td>
</tr>
<tr>
<td>Transformation</td>
<td>- Learning and development for typical and atypical children</td>
<td>- Integrates technology with instruction</td>
<td>Active membership in a professional organization in discipline</td>
</tr>
<tr>
<td>Transformation</td>
<td>- Technology</td>
<td>- Creates a supportive environment where students/colleagues can grow, thrive, and live in peace with one another</td>
<td>Insists on adequate advising and individual care and concern for candidates</td>
</tr>
<tr>
<td>Transformation</td>
<td>- People, human motivation, and human institutions</td>
<td>- Shares information, knowledge and skills</td>
<td>Encourage life long openness to growth</td>
</tr>
<tr>
<td>Transformation</td>
<td>- Change forces, change outcomes, and change strategies</td>
<td>- Empowers others to make decisions through individual and collaborative approaches</td>
<td>Encourages self acceptance, self worth, self confidence, and self actualization</td>
</tr>
<tr>
<td>Transformation</td>
<td>- Theories of change and leadership</td>
<td>- Uses effective written and oral communication skills</td>
<td>- Has empathy</td>
</tr>
<tr>
<td>Transformation</td>
<td>- Principles, responsibilities and importance of continual improvement in self, classroom, school, other instiitions, and community</td>
<td>- Fosters critical and divergent thinking as well as problem-solving in others and self</td>
<td>- Values equity, social justice, and improving the quality of life for all</td>
</tr>
<tr>
<td>Transformation</td>
<td>- Believes in expanding access and opportunity; encouraging respect for difference and diversity</td>
<td>- Believes in expanding access and opportunity; encouraging respect for difference and diversity</td>
<td>- Enthusiastic about change and receptive to new ideas, innovations and technology</td>
</tr>
</tbody>
</table>

<p>| Transformation | Values, trusts, and respects each individual | - Values, trusts, and respects each individual | #1 Demonstrates knowledge of subject matter and pedagogy |
| Transformation | Has empathy | - Has empathy | #2 Communicates effectively |
| Transformation | Values equity, social justice, and improving the quality of life for all | - Values equity, social justice, and improving the quality of life for all | #3 Utilizes effective classroom and behavior management techniques |
| Transformation | Believes in expanding access and opportunity; encouraging respect for difference and diversity | - Believes in expanding access and opportunity; encouraging respect for difference and diversity | #4 Designs, implements and assesses developmentally appropriate teaching/learning activities |
| Transformation | Enthusiastic about change and receptive to new ideas, innovations and technology | - Enthusiastic about change and receptive to new ideas, innovations and technology | #5 Understands and demonstrates respect for individual needs and diversity |
| Transformation | #6 Integrates technology where appropriate | #6 Integrates technology where appropriate | #9 Effectively collaborates with students, parents, colleagues, school and community |</p>
<table>
<thead>
<tr>
<th><strong>Collaboration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs:</td>
</tr>
<tr>
<td>- Education is a joint responsibility of stakeholders (students, teachers, parents, community, and other institutions and professional organizations) who share in the planning, implementation, and assessment of learning.</td>
</tr>
<tr>
<td>- Collaboration is essential for learning and ensures optimal and equitable development of individuals, institutions, and groups.</td>
</tr>
<tr>
<td>-School home and community -Relevant professional and community organizations</td>
</tr>
<tr>
<td>Communicates with colleagues, students and community</td>
</tr>
<tr>
<td>Uses knowledge of effective verbal, non verbal and technological skills to assist in fostering supportive interaction</td>
</tr>
<tr>
<td>Continually evaluates the effects of their choices and actions on others (colleagues, and students, and others in the learning community</td>
</tr>
<tr>
<td>#2 Communicates effectively</td>
</tr>
<tr>
<td>#6 Integrates technology where appropriate</td>
</tr>
<tr>
<td>#9 Effectively collaborates with students, parents, colleagues, school, and community</td>
</tr>
</tbody>
</table>
4.5 Assessment System

The Department of Education faculty view assessment as a comprehensive and integrated set of evaluation measures that promotes meaningful learning and provides information for use in monitoring candidate performance and managing and improving unit operations and programs for preparing professional educators. An assessment system should:

- develop and disseminate explicit and comprehensive descriptions for unit programs, courses, and candidates;
- have valid and reliable procedures to assess the degree to which standards have been met;
- use procedures systematically to evaluate how well performances match expectations;
- have scoring criteria or rubrics that are understood by the scorers and participants;
- serve as a catalyst for new learning and program improvement; and
- analyze and interpret information to document success and to improve program quality.

4.5.1 Assessment System Structure

Assessment in the Department of Education is a systematic and developmental process that takes place on three levels (Unit, Program/Course, and Candidate) and two formats (External and Internal). At the Unit level, programs are evaluated for accreditation based on state standards set by NASDTEC. The INTASC, NCATE, and NAEYC standards are also followed, although the programs are not accredited by all of these bodies. Program assessments are reviewed periodically by the Teacher Education Council, which is the advisory board for the Department of Education. The council is composed of teachers and administrators in the District of Columbia Public Schools (DCPS), a representative from the District of Columbia State Certification Office, a member from each department in the University that offers a teacher education major, an undergraduate candidate, a graduate candidate, and an alumnus. The Council reviews issues and recommendations from the departmental curriculum committees. Program changes are approved by the Council and forwarded to the chair of the Department of Education for necessary approvals at the University level.

At the program/course level, course content is linked to program outcomes, content standards, and state learning standards. Course content is adjusted as a result of any changes made in the standards of accrediting bodies (NADSTEC, NCATE, NAEYC, etc.). The department curriculum committees also review courses based on input and recommendations from faculty and candidates. Recommended changes are submitted to the Teacher Education Council and department chair. Candidates also assess courses at the end of each semester by means of Student Course Evaluations.

At the candidate level, progress is assessed in individual courses using various performance measures and techniques. Individually written research reports, technological presentations, and term papers assess scholarly writing skill levels. Individual and group oral reports assess communication skills and content knowledge. Portfolios serve as a vehicle for creativity and exhibit products that represent candidates’ learning and competence, and improvement over time. Group projects help to create a spirit of teamwork and represent collaborative and cooperative efforts. Written examinations test content knowledge as well as communication skills. Standardized tests assess pre-professional skills and abilities in reading,
writing, and mathematics. Field experiences and practicum courses provide the opportunity for putting theory into practice. Student teaching, a capstone experience, allows candidates the opportunity to demonstrate comprehensive learning in their major areas. Candidates are evaluated on teaching abilities, classroom management skills, use of appropriate technological strategies, ability to motivate students, knowledge of subject matter, and communication skills. Candidates develop lesson and unit plans to demonstrate knowledge of content and understanding of developmental levels and needs of children. Student learning on the P-12 grade levels is assessed through participation and work samples. Teacher candidates are assessed during student teaching on P-12 grade student learning. Chart 4.5.1 illustrates the assessment system levels and measures.
### 4.5.1 Assessment System Structure: Internal and External Measures

<table>
<thead>
<tr>
<th></th>
<th><strong>Internal Measures</strong></th>
<th><strong>External Measures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Candidate questionnaires; surveys; interviews; faculty evaluations; program and course evaluations; professional development (courses, training, proposals, presentations at national conferences); graduate success; candidate exit interviews; monitoring; Teacher Education Council (review programs and make recommendations for improvement)</td>
<td>External accreditation process (NASDTEC and NCATE); alumni surveys; community surveys; proposal awards from United States Department of Education; University faculty surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Program:</strong> Course evaluations; candidate evaluations; interviews; faculty evaluations; professional development courses, training, proposals; presentations at national conferences; graduate success; program evaluations; professor evaluations; entrance and exit interviews</td>
<td><strong>Program:</strong> Professional accrediting agencies; alumni surveys; University faculty surveys; community surveys; proposal awards</td>
</tr>
<tr>
<td></td>
<td><strong>Course:</strong> Program curriculum committee; student surveys, teacher surveys; grades; conferences; course requirements; oral and written examinations; portfolios; appropriate scoring criteria and/or rubrics.</td>
<td><strong>Course:</strong> Teacher Education Council; External accrediting agencies; Professional organizations; Faculty evaluations (through syllabi)</td>
</tr>
<tr>
<td></td>
<td><strong>Candidate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>Entrance admissions requirements; exit interview surveys, grade point average, interview, students records</td>
<td>P-12 student work samples</td>
</tr>
<tr>
<td></td>
<td><strong>Course:</strong> Course grades, reflections, journals, presentations, unit and lesson plans, portfolio, written examinations and papers, group projects, performance during field experiences, micro-teaching, videotapes</td>
<td>Standardized tests (Praxis); Cooperating teacher evaluations for student teaching Portfolio Employee evaluation</td>
</tr>
</tbody>
</table>
4.5 Assessment System

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At the **candidate level**, progress is assessed in individual courses using various performance measures and techniques. Individually written research reports, technological presentations, and term papers assess scholarly writing skill levels. Individual and group oral reports assess communication skills and content knowledge. Portfolios serve as a vehicle for creativity and exhibit products that represent candidates’ learning and competence, and improvement over time. Group projects help to create a spirit of teamwork and represent collaborative and cooperative efforts. Written examinations test content knowledge as well as communication skills. Standardized tests assess pre-professional skills and abilities in reading,
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4.5.2 Candidate Outcomes Assessment Checkpoints

The structure of professional education programs in the Department of Education is designed to meet the needs of teacher candidates through a series of courses, experiences, and related field practica that culminate with student teaching. Candidates’ ability to meet the Unit’s performance-based outcomes is sequentially developed and continuously assessed within the program to determine their developmental growth. Initial courses within the program provide the knowledge and awareness to foster skill development. Courses and experiences later in the sequence further develop/refine candidates’ ability to apply relevant skills and reflect on their progress. Student teaching provides candidates with controlled experiences that gradually expand to supervised classroom teaching opportunities to demonstrate content and pedagogical skills. Candidates experience continuous assessment at higher levels as they progress through the program. Candidates who are unsuccessful with course content or performance events, such as demonstration lessons, must bring up their grade and/or performance level before continuing to the next level.

Assessment of performance is continuous and implemented through various methods. Cognitive paper and pencil assessments are common for assessing attainment of content knowledge. Authentic learning is assessed through simulated teaching situations, individual projects, and presentations that require application of content knowledge, technology skills, planning, collaboration, and reflection. Practical experiences conducted in controlled school settings and reflection papers provide continued demonstration of mastery of content, skills, and dispositions. At the final stage, teaching exhibits and a portfolio provide examples of professional performance that integrate knowledge, skills, and processes.

Candidate performance is assessed throughout the program and at four specific checkpoints (See chart 4.5.2): 1) admissions to the professional education programs (detailed in section 4.5.4); 2) midpoint – entry into practicum courses; 3) before admission to student teaching; and 4) exit from the program. Assessments of graduates are made by employers and program assessments are made by graduates at one and three years after graduation.
### 4.5.2 Candidate Outcomes Assessment Checkpoints

<table>
<thead>
<tr>
<th>Candidate Outcomes</th>
<th>Admission to Teacher Program</th>
<th>Practicum (Midpoint)</th>
<th>Student Teaching (Exit)</th>
<th>Post-Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of subject matter and pedagogy</td>
<td>GPA – 2.5</td>
<td>Maintain GPA – 2.5 Grades in introductory courses “C+” or better Observation reports – using evaluation rubric Written reports, essays and exams</td>
<td>GPA – 2.5 Completion of all courses – Lesson and unit plans Final evaluation from supervising and cooperating teachers Grade of B for student teaching</td>
<td>Employer evaluation – post graduate survey using performance rating rubric Praxis II scores</td>
</tr>
<tr>
<td>2. Communicates effectively</td>
<td>Praxis Exam – qualifying scores required by DCPS Interview- using evaluation rubric Speech course – “C” or better</td>
<td>Maintain GPA – 2.5 Oral and written reflections – using evaluation rubric</td>
<td>Oral reflections in seminar – Portfolio entries Reflections Evaluations of student teaching</td>
<td>Employer evaluation – post graduate survey</td>
</tr>
<tr>
<td>3. Utilizes effective classroom and behavior management techniques</td>
<td>Reference letter and work experience form – Good or above rating</td>
<td>Observation by cooperating teacher and university supervisor – using evaluation rubric Peer/instructor evaluations Mini lesson presentations</td>
<td>Observation and evaluations by cooperating teacher and university supervisor – using evaluation rubric</td>
<td>Employer evaluation – post graduate survey including performance rating rubric</td>
</tr>
<tr>
<td>4. Designs, implements and assesses developmentally appropriate teaching/learning activities</td>
<td>Work experience evaluation – good or above rating</td>
<td>Lesson plans and mini lessons evaluated by practicum supervisor – using evaluation rubric Written examinations</td>
<td>Lesson and unit plans Observation and evaluations by cooperating teacher and university supervisor Portfolio entries – evaluation rubric P-12 student work samples and grades</td>
<td>Employer evaluation – post graduate survey including performance rating rubric</td>
</tr>
<tr>
<td>5. Understands and demonstrates respect for individual needs and diversity</td>
<td>Interview questions during entry interview - using evaluation rubric</td>
<td>Observation during practicum experience – evaluated by university supervisor Written examinations Reflections</td>
<td>Lesson and unit plans that take into consideration diversity and individual needs – grades using rubric Portfolio entries Student teaching evaluations P-12 student work samples and grades</td>
<td>Employer evaluation – post graduate survey including performance rating rubric</td>
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<tr>
<td>6. Integrates technology where appropriate</td>
<td>Interview questions to determine level of technology use – rating scale</td>
<td>Proficiency in using email, word processing and internet – evaluated by completion of assignment/ or “C” or better in computer course/ or completion of technology seminar as part of freshman orientation course Lesson plans that include technology integration</td>
<td>Plans lessons using technology Uses technology in portfolio presentation - evaluated using rubric Power Point presentations Newsletters/brochures for parents Use of electronic grade book</td>
<td>Self-evaluation survey Employer evaluation survey</td>
</tr>
<tr>
<td>7. Commitment to continuous growth through reflection and professional development</td>
<td>Questions on entry interview and item to address in written autobiographical sketch/essay - evaluated using rating rubric</td>
<td>Attendance at a minimum of one (1) professional meeting Written reflections – evaluated using rubric</td>
<td>Reflections in portfolio – evaluated using rubric Membership and attendance at a minimum of two (2) professional workshops or seminars</td>
<td>Self evaluation indicating professional involvement since graduation Employer evaluation</td>
</tr>
<tr>
<td>8. Advocates change to improve education for students, system, and self (change agent); displays leadership qualities</td>
<td>Response to question on interview and written essay Participation in leadership positions as indicated on application for admissions – use evaluation rubric</td>
<td>Participation in departmental or university clubs/organizations Observation during courses – faculty evaluation using rubric</td>
<td>Evaluation by cooperating teacher and university supervisor – rubric used to evaluate leadership qualities</td>
<td>Self evaluation using rubric Employer evaluation using rubric</td>
</tr>
<tr>
<td>9. Effectively collaborates with students, parents, colleagues, school, and community</td>
<td>Self assessment of ability to work with others and experiences working in groups and with parents</td>
<td>Participation in groups in courses - faculty checklist to be completed by at least two (2) faculty members</td>
<td>Cooperating teacher evaluation Checklist/letters from parents or other school personnel</td>
<td>Employer evaluation Portfolio entries</td>
</tr>
<tr>
<td>Work experience evaluation by administrator – rating scale</td>
<td>indicating collaboration</td>
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</tbody>
</table>
### 4.5.3 Alignment of Candidate Outcomes and Assessments

<table>
<thead>
<tr>
<th>Candidate Outcomes</th>
<th>Emerging Assessment</th>
<th>Applied Assessment</th>
<th>Demonstrated Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of subject matter and pedagogy (Outcome #1)</td>
<td>Cognitive tests passed with acceptable level of proficiency to exit core and required courses; reports, presentations, papers, research, etc.</td>
<td>Selects content appropriate to age/subject area for lesson plans. For methods courses – planning and implementing mini lessons that demonstrate knowledge. Peer assessments of presentations.</td>
<td>Plans a unit for specific class. Plans lessons for 14 weeks of student teaching. Passing Praxis II.</td>
</tr>
<tr>
<td>Designs, implements and assesses developmentally appropriate teaching/learning activities (Outcome #4)</td>
<td>Cognitive tests passed with acceptable level of proficiency to exit core and required courses; reports, presentations, papers, research, etc.</td>
<td>Selects content appropriate to age/subject area for lesson plans. Peer/instructor assessment of mini lessons. Written examinations.</td>
<td>Plans a unit for specific class. Plans lessons for 14 weeks of student teaching.</td>
</tr>
<tr>
<td>Respects individual needs and diversity (Outcome #5)</td>
<td>Cognitive tests passed with acceptable level of proficiency to exit core and required courses; reports, presentations, papers, research, etc.</td>
<td>Identifies positive and negative consequences of lack of respect for differences; role play; presentations; identification through Observation assessments.</td>
<td>Conducts lessons that demonstrate respect and concern for diversity; Written plans the include allowances for student differences.</td>
</tr>
<tr>
<td>Designs, implements and assesses developmentally appropriate teaching/learning activities (Outcome #4)</td>
<td>Cognitive tests passed with acceptable level of proficiency to exit core and required courses; reports, presentations, papers, research, etc.</td>
<td>Selects strategies appropriate for different types of students during practicum courses; Plans lessons for methods classes; Identifies and develops appropriate assessment instruments.</td>
<td>During student teaching, appropriate plans are implemented and assessment strategies designed and implemented.</td>
</tr>
<tr>
<td>Effective classroom and behavior management (Outcome #3)</td>
<td>Knowledge of management strategies and importance of motivation and recognition of abilities –cognitive tests</td>
<td>Identifies appropriate strategies for given situations; Micro teaching; Peer teaching; Identifies positive and negative elements of classroom environments; Designs a classroom management plan and first day of school action plan.</td>
<td>Provides video tape exhibits of classroom climate and demonstration of management techniques.</td>
</tr>
<tr>
<td>Communicates and collaborates with students, parents, colleagues, school and community (Outcome # 9)</td>
<td>Identifies principles of effective communication; Identifies principles of collaboration; Participates in collaborative group projects</td>
<td>Communicates orally and in written form in classroom and for interview for entry into program; Works with parents and students on various school projects</td>
<td>Provides video tape exhibits of activities that demonstrate communication with students, colleagues, parents; Participate in team planning activity—either through class project or department organization</td>
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<tr>
<td>Integrates technology where appropriate; Displays leadership in affecting change to improve education; (Outcomes # 5 &amp; 8)</td>
<td>Self report of technological skills through interview Completion of assignments using internet, e-mail, and data bases</td>
<td>Identifies appropriate changes needed to improve education; Makes changes in instruction plans based on curriculum goals</td>
<td>Instruction demonstrates knowledge of curriculum changes and instructional goals; Technology in integrated to improve instruction</td>
</tr>
<tr>
<td>Designs, implements and assesses developmentally appropriate teaching/learning activities (Outcome # 4)</td>
<td>Keeps a journal of evaluations</td>
<td>Evaluates peer teaching, observes and evaluates a colleague’s teaching; Evaluates and analyzes an interdisciplinary thematic unit</td>
<td>Evaluates student teaching and develops a plan to improve results</td>
</tr>
<tr>
<td>Continuous growth through reflection and professional development (Outcome # 7)</td>
<td>Keeps journal of observations</td>
<td>Evaluates peer teaching, observes and evaluates a colleague’s teaching; Evaluates and analyzes an interdisciplinary thematic unit</td>
<td>Evaluates student teaching and develops a plan to improve results; Documentation of reflections as a part of student teaching portfolio</td>
</tr>
<tr>
<td>Continuous growth through Reflection and professional development (Outcome # 7)</td>
<td>Develops a literature review on professional development; Develops a professional growth plan; Identifies own areas of strength and potential growth opportunities</td>
<td>Join a professional organization; Participate with community and school organizations to benefit students’ learning and well-being</td>
<td>Implement a growth plan; Document professional development activities in portfolio</td>
</tr>
</tbody>
</table>

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REFERENCES


Christensen, D. (1996). The professional knowledge-research base for teacher


London: Falmer.


Precondition # 5. The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates.

The Teacher Education Council is the body within the Department of Education that is responsible for the coordination of all the University’s teacher education programs. The Council serves as the coordinating body that:

♦ Assures consistency, uniformity, and quality of the teacher education programs;

♦ Determines and establishes policies and procedures in teacher education on such academic matters as student admissions, retention, exit, follow-up, program monitoring and evaluation, and development of new programs;

♦ Assumes responsibility for initiating innovations for improved practices and new departures in programs in education; and

♦ Serves to facilitate communication among various departments of the University in matters affecting programs in the preparation of teachers.

The Council consists of at least one representative from each area of the University that offers a teacher education program. Other members include: the Coordinator of Field Services, Student Teaching, and Teacher Certification; graduate and undergraduate student representatives; teachers from public, parochial, and/or private schools; lay citizens; public school administrators; representatives from the District of Columbia Public School’s Office of Certification and Accreditation; alumni representative(s); Dean of the College of Arts and Sciences (ex officio); and a representative from the District of Columbia Public School’s Office of Field Services and Practicum. The Chair of the Department of Education, or his/her designee, serves as the chair of the Council.

The Teacher Education Council meets at least twice during each semester. The Council’s standing committees consists of Student Admissions, Exit, and Follow-up; Curriculum and Program Evaluation; Recruitment and Retention; and In-service and Resource Linkage. The committees meet as needed and bring to the Council issues that are submitted to the Council and/or committees by departments with teacher preparation programs, Chairman of the Department of Education, members of the Council or other agencies that may have a stake in the preparation of teachers.

The Admissions, Exit, and Follow-up Committee conducts interviews with students who are seeking admissions into a teacher preparation program; conducts exit interviews; and conducts surveys of graduates one year and three years after completion of the program.

The Curriculum and Program Evaluation Committee evaluates the curriculum and programs based on recommendations from the corresponding departmental committees. The surveys conducted during follow-up are evaluated for program implications. This committee is also responsible for conducting surveys with area school jurisdictions to determine the effectiveness of graduates of teacher education programs. The effectiveness of graduates has not been assessed formally. However, a survey is being developed for principals to evaluate the performance of our
graduates. Currently, our candidates/graduates are heavily recruited and 95-98 percent of our graduates are offered teaching contracts, many at the schools where they do their student teaching. No data is currently available on any graduates who have been dismissed or placed on suspension for poor performance or ineffectiveness.

The performance of candidates is determined at a variety of checkpoints during the course of the program. The first checkpoint is formal entry into a teacher education program. Student grades are recorded in the Student Information System (SIS), the university-wide database. At the time of application for admissions, the student advisor pulls up grades and course work on SIS to determine if the aspiring candidate meets the academic requirements. Along with academic records, candidates must submit evidenced interest in working with children and families through written autobiography and recommendations; qualifying scores on Praxis I examinations (reading, writing, and mathematics), and be interviewed by the Admissions Committee of the Teacher Education Council. The interview team assesses the written autobiography and responses to interview questions. The applicants are scored as “full recommendation,” “recommendation with provision,” or “not recommended at this time.” In the case of provisional recommendation, specific criteria must be met within one semester in order to continue in the program. In the case of not being recommended, a rationale is provided and resources are listed that may provide assistance for the applicant to improve. The applicant may then reapply the following year if evidence is provided that improvements have been made in the areas of weakness.

At the checkpoint before entry into practicum, candidates must have successfully completed 70 credit hours of course work earning a minimum grade of “C” in all required pre-practicum courses and must be formally admitted into a teacher education program. The faculty of record for the practicum course(s) will make sure candidates meet the requirements by checking the student files and academic records in SIS. Practicum placements are then requested through the Coordinator for Field Services based on the program area of each student.

The third checkpoint is admission to student teaching. The candidate must file an application for student teaching by the posted deadlines with his/her advisor who confirms that the candidate is eligible for student teaching. The evidence for satisfactory performance include completion of all program courses, including practicum; a minimum grade point average of 2.5; recommendation from advisor; and demonstrated ability to work positively with children and adults from practicum courses (this is a recommendation and evaluation from the practicum site supervisor/teacher).

The checkpoint at program completion is done by the academic advisor and by the Registrar’s office. Records provided by the Student Information System and Regis (a university-based system for checking program requirements) are reviewed to insure candidates have completed all program requirements. The requirements are: minimum of 126 credit hours, 2.5 grade point average, and successful completion of student teaching with a minimum grade of “B”. Failure of a candidate to complete requirements for student teaching with a minimum grade of “B” after two attempts may result in a candidate not being allowed to complete this requirement at the University.
Precondition # 6. The unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit.

The Department of Education submits the following documentation to meet the above precondition:

6.1 Requirements for entry to, retention in, and completion of teacher education programs as listed in *Handbook for Students and Advisors* (2001).

6.2.1 A brief summary of candidate performance on assessments conducted for admission into teacher education programs.

6.2.2 A portion of the Title II report related to program completer assessments by ETS.

6.1 Admission To, Retention In, Exit From Teacher Education Program
Students who intend to major in an undergraduate teacher education program must apply for admission. Transfer students with 45 or more semester hours of college level work may apply during the first semester of enrollment in the University after consultation with an academic advisor. Others, however, apply during the second semester of the sophomore year or the first semester of the junior year, pending satisfactory completion of the established criteria. Failure to apply for admission to and acceptance into the program prior to the junior year may result in not being able to satisfy requirements for the intended major. A candidate must meet the following criteria to be accepted into a teacher education program:

- Complete a minimum of 45 credit hours of college-level work, of which 30 hours must be general education requirements. Students must have earned a “C” or better in College Mathematics I and II and English Composition I and II.

- Achieve a cumulative grade point average of 2.5 or better.

- Submit a typed autobiographical sketch consisting of approximately 250 words. (The sketch will include information concerning participation in leadership positions, beliefs about necessity for change, participation/membership in professional organizations and conferences/workshops.)

- Earn a qualifying score on all three parts of Praxis I examination (Academic Skills Assessments in Reading, Writing, and Mathematics).

- Submit two Recommendation Forms that must be completed by persons who have direct knowledge of the candidate’s potential to become an effective teacher.

- Submit a Work Experience Form that shows evidence of a voluntary or salaried experience working with children in an organized program. The respondent should have served as an administrator or supervisor.

- Have an interview with the Admissions Committee of the Teacher Education Council.

Final acceptance into the Teacher Education is determined by the Admissions Committee of the Teacher Education Council and the Chairperson of the Department of Education.

Post-baccalaureate candidates seeking admission to a teacher education program must first meet the requirements of the University for admission into a graduate program. After completion of the first nine semester hours of graduate core work taken in residence, the candidate must apply for graduate candidacy for admissions into an education program. Any person not accepted to candidacy will be prohibited from further enrollment as a degree-seeking candidate until specified conditions have been fulfilled as deemed appropriate by the Department of Education. All candidates must satisfy the following entry requirements to be admitted to candidacy:
• Show proof of a cumulative grade point average or 2.8 or higher at the undergraduate level.

• Complete 9 semester hours of graduate work (core courses) with a grade of “B” or higher.

• Pass the Writing Proficiency Examination during the first semester of enrollment or after completion of first 9 semester hours. If the exam or course is not passed on the first attempt, the second attempt must be made the following semester. Failure to pass the exam or course on the second attempt will result in denial of admission to candidacy.

• Earn a qualifying score on all three components of Praxis I (Academic Skills Assessments in Reading, Writing, and Mathematics).

• Be interviewed by the Teacher Education Council. The interview will also include a written reflective writing activity.

• Submit two Recommendation Forms that must be completed by persons who have direct knowledge of the candidate’s potential to become an effective teacher/administrator.

• Submit a Work Experience Form, video, portfolio, or other performance-based entry documenting the candidate’s entering knowledge, skills, and dispositions related to the profession.

• Demonstrate specific computer literacy. A laboratory/skills assessment experience will be arranged.

Final acceptance to candidacy in the Department of Education graduate program will be made by the Graduate Studies Committee and the Chairperson of the Department of Education.

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**RETENTION IN TEACHER EDUCATION PROGRAM**

Once admitted to an undergraduate teacher education program, teacher candidates must:

• Maintain a 2.5 grade point average to be in good standing. If the grade point average falls below 2.5, teacher candidates must re-take courses to bring up average. Teacher candidates will not be permitted to enroll in practicum courses or student teaching with less than a 2.5 grade point average.

• Consult with his/her faculty advisor on a regular basis.

• Join and maintain membership in a professional organization.

• Satisfactorily complete program requirements as outlined in program of study.

• Continue to develop and upgrade portfolio.
Post-baccalaureate candidates must:

- Be formally admitted to candidacy and sign contract specifying requirements of program
- Maintain a 3.0 grade point average. If grade point average falls below 3.0, students will not be allowed to remain in program. Any graduate course with a C grade must be retaken.
- Consult with faculty advisor on a regular basis.
- Satisfactorily complete program requirements as outlined in program of study.

To exit an undergraduate teacher education program a student must:

- Complete all program course requirements and minimum credit hours
- Have a cumulated grade point average of 2.5
- Present final portfolio for evaluation by selected review committee
- Successfully complete student teaching with a grade of “B” or better
  (Note: Failure of a candidate to complete requirements for student teaching with a minimum of “B” after two attempts may result in a candidate not being allowed to complete this requirement at the University.)
- Apply for graduation and be cleared by the Registrar’s Office and Department of Education
- Complete an Exit Interview with members of the Admissions, Exit, and Follow-up Committee of the Teacher Education Council and Department Chairperson

Post-baccalaureate candidates must:

- Pass the Writing Proficiency Examination or complete the prescribed writing course (ENGL 290). The prescribed writing course cannot be taken as Credit-by-Examination. Credit for the writing course will not be counted as a part of the credit-hour requirement for completion of a graduate program.
- Complete all program course requirements with a grade of B
- Pass the written Comprehensive Examination. If a student fails the comprehensive examination on the first attempt, he/she may apply to re-take the exam the next semester. Failure to pass the examination on the second attempt result in suspension from program. Student may re-apply to
program after one year. During the time away from the program, student is expected to engage in study efforts to become more proficient in areas of weakness.

• Complete all required research/written projects

• Receive qualifying score on exam for certification area

• Apply for graduation and be cleared by Department and Registrar

• Complete an Exit Interview with Department Chair and members of the Teacher Education Council Exit Committee
Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-01, including all areas of specialization.

1. Total number of students enrolled during 2000-01: __425__

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-01? __18__

3. Please provide the numbers of supervising faculty who were:

   __3__  Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

   __1__  Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

   __0__  Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-01: ___4___

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): __4.5 : 1__
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: __30__ hours. The total number of weeks of supervised student teaching required is __14__. The total number of hours required is __420__ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
   __X__ Yes     _____ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes  __X__ No

Section III. Contextual information

Note: Students are not formally admitted into the undergraduate teacher preparation programs at the University of the District of Columbia until they have net minimum requirements which include a qualifying score on PRAXIS I. However, until this year, students could enter an initial graduate teacher preparation program without passing PRAXIS I. As of the Fall 2002 semester, qualifying scores will be required for entry into all graduate teacher preparation programs as well.
Precondition # 7. In states with a program approval process, the unit’s programs are approved by the appropriate state agency or agencies.

The Department of Education submits the following documentation to address precondition # 7:


Response to Team Recommendations

The Department of Education has addressed and corrected most of the recommendations made by the 1998 NASDTEC team.

1. Additional full-time, permanent faculty have been hired in early childhood, elementary, and special education.

2. Equipment needs have been addressed and resources provided for equipment. Each faculty member has his/her own equipment. Faculty members have been trained in computer programs such as Microsoft Office, Power Point, and use of Black Board, as well as other programs.

An NACTE consultant was hired to work with the unit to guide a departmental NCATE Focus Group in developing the Conceptual Framework and beginning to look at other aspects of the accreditation process.

3. Several documents, which were available at the time of the NASDTEC visit, have been updated: the Student Teacher Handbook, a Practicum Handbook, and pamphlets/brochures advertising our programs. The Department now publishes a newsletter. A Fact Book is available through the University.

4. Course syllabi have been updated. The format used is one developed by the College of Arts and Sciences. As far as possible, without infringing on faculty freedoms as outlined in the UDC/NEA Master Agreement, faculty are directed to follow a consistent format.

5. The University does publish a “fact book” relevant to the programs at the university. A draft of the UDC Fact Book was reviewed by the visiting team. The unit cannot dictate how the University reports data for the University, it follows requirements of Middle States.

6. Early field experiences, practicum courses are coordinated and supervised. District of Columbia Public Schools are used as practicum sites. A list of DC Public Schools is available.
7. Syllabi have been updated to include current references, assignments, and classroom activities that allow students to demonstrate expected candidate outcomes. Course requirements are clearly outlined and embrace the conceptual framework. Course syllabi are continually being updated to reflect best practices.

At the time of the NASDTEC visit (1998), technology was not a part of the methods course – Methods and Materials for Teaching Mathematics and Science in Early Childhood Education. The course has been revised to incorporate technology. The content standards used in the District of Columbia Public Schools are used to insure that candidates are prepared to meet curriculum/content expectations in the public schools.

8. The suggestion to include age levels for activities described in the syllabus was taken under consideration. However, it was not clear as to what course the comment referred to. With the use of computers, typos and grammatical errors are minimized.

9. In Methods of Teaching Mathematics and Science in Early Childhood Education, (1319-301), manipulatives are used to teach math concepts and also used in science projects. If lesson plans had been reviewed, the use of manipulatives would have been apparent.

10. The program standards/guidelines for NAEYC, ACEI, INTASC, and NCATE are used when reviewing program requirements and content. Revisions have been made in program requirements and in teaching strategies to meet these standards. The programs in the unit are still being revised as the unit prepares for accreditation.

11. The unit has addressed items a thru f. Areas e and f are still being improved and will require additional work. More research and publications are still needed. However, the faculty members are assigned full-time teaching loads that require three to four separate preparations. Over the past five years, faculty have not had the opportunity for release time from class assignments to engage in research. However, with the hiring of additional faculty, faculty can now be assigned a lighter teaching load and given time to engage in research.

12. The Alumni Survey was revised and approved by the Teacher Education Council during the 2001-2002 session. The revised survey will allow for analysis of graduates’ opinions and suggestions for improving programs. The first analysis will be done in the Fall of 2002 and again in Fall 2004 for the 2001 graduates. The Fall 2002 analysis will be brought before the Teacher Education Council by the Curriculum and Program Evaluation Committee indicating plans for and implementation of any necessary program changes.

13. The recommendation regarding the budget will be taken into consideration when preparing the Institutional Report for our program review in 2003.
14. With reference to technology, many improvements have been made since the team visit in 1998. Students now have ID and password accounts for e-mail; have access to several computer laboratories; create their own web pages; and are required to use computer resources for research. The faculty in the Unit include technology applications for teaching and learning within the structure of courses.

15. The Department of Education will develop a “Fact Book” that contains information on teacher education enrollments, graduates, certification students, and transfer students. Information for the “Fact Book” will start with enrollments as of 1999.

16. The revised structure of the Department of Education includes coordinators for each of the teacher education program areas. When the team visited in 1998, there were not enough faculty members in program areas to warrant a coordinator. As the number of faculty has grown, coordinators have been appointed.

17. At the present time, the submission of program curriculum folios to national learned societies is optional. However, if time permits, folios will be submitted in areas that do not have NCATE standards. Each program area is in the process of addressing the standards for inclusion in the Institutional Report for a joint state/NCATE visit.

18. In an effort to better market the unit’s programs, new brochures and pamphlets have been developed and distributed throughout the city. Also, the brochures have been distributed at national and local meetings of professional organizations. Program information has also been included on the University of the District of Columbia web site.

19. The unit suggests to the graduate and undergraduate faculty to include more research activities into classroom requirements. The APA format for writing is used by some of the faculty. Without infringing on academic freedom of faculty members, the use the APA format will be stressed.
Precondition # 8. If the institution is located in a non-partner state or in a partner state that requires the submission of program reports for national review through NCATE, the unit has submitted program reports for which NCATE has approved program standards.

The University is located in the District of Columbia, a partner state with NCATE. According to the state partnership protocols, the District of Columbia does not require the submission of program reports for national review through NCATE, national program reviews are optional. The Department of Education will be submitting program reports, using NCATE standards, to the District of Columbia for review during a joint on-site visit by NCATE and the state agency. However, along with unit approval by NCATE, the Department of Education at the University of the District of Columbia will also be seeking state approval for the following initial programs:

- Art Education
- Early Childhood Education
- Elementary Education
- English Education
- French Education
- Health and Physical Education
- Social Studies Education
- Special Education
- Mathematics Education
- Music Education
- Spanish Education
Precondition #9. The institution is accredited, without probation or an equivalent status, by the appropriate institutional accrediting agency recognized by the U.S. Department of Education.

The University of the District of Columbia is accredited by the Middle States Commission on Higher Education of the Middle States Association of Colleges and Schools. The last review was conducted in 2000. Documentation of the results of the accreditation status is found in artifact 9.1.

9.1 Current accreditation letter from the Middle States Commission on Higher Education.
9.1 Accreditation of University by Middle States