Section 3 - Completer

The total number of candidates who completed education programs within NCATE’s scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year? 882

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor’s, post-bachelor’s, master’s, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

<table>
<thead>
<tr>
<th>Program</th>
<th>Level</th>
<th>Degree Level</th>
<th># of Candidates Enrolled</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented</td>
<td>ADV</td>
<td>Master</td>
<td>18</td>
<td>Changed</td>
</tr>
<tr>
<td>Librarian Media</td>
<td>ADV</td>
<td>Other</td>
<td>30</td>
<td>Changed</td>
</tr>
</tbody>
</table>

2. Addition or removal of a level of preparation (e.g., a master’s degree).

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

No changes were made to the COE conceptual framework during the past year.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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

New Teacher Leader Masters of Education

Major changes for Standard 1 include a new Masters of Education (MAED) program for continuing teacher certification for early childhood, elementary, middle, and secondary certifications. The Teacher Leader Master's Degree (TLM) program was developed in collaboration with public school partners. The program is guided by an advisory council comprised of educators representing the interests of the service region. The conceptual aspects are guided by Linda Lambert's view of teacher leadership as described in her books Building Leadership Capacity in Schools (1998) and Leadership Capacity for Lasting School Improvement (2003). Completion of the 30-hour program earns teachers a Rank II and Teacher Leader Master's designation (as well as the Teacher Leader Endorsement). The program consists of five-core courses, totaling 15 hours, which present topics identified by school partners as critical for successful teacher leadership. The complete program will be offered at five sites: four regional sites (Paducah, Hopkinsville, Madisonville, Henderson) and the Murray campus. Major assessments for the program include completion of a portfolio and two leadership projects that require collaboration with a school administrator. The teacher and a school administrator evaluate the teacher's leadership skills to document development.

Educational Leadership/School Administration Cohort

The principal certification and preparation program has been revised to provide a transition to new Kentucky regulations for principal programs that began approval January 2010. Two cohorts with candidates from five districts have participated in the transition program, and a third cohort is being planned that will include two to five additional school districts. The cohort system requires extensive collaboration with district partners to support shared decision-making for candidate admission and the coordination of field experiences. The program uses six anchor assessments that are embedded in courses to demonstrate candidate competencies directly related to the work of being a principal. The anchor assessments are aligned to Interstate School Leaders Licensure Consortium (ISLLC) and Kentucky Dimensions and Functions of School Leadership standards are required for all Kentucky principal preparation programs.

School Counseling Revision

The school counseling program is undergoing major revisions to align the program with 2009 CACREP (Council for Accreditation
Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

**Standard 2. Assessment System and Unit Evaluation**

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

Please describe the unit’s plans for and progress in meeting this standard.

Since the 2008 BOE site visit, Murray State University has adopted a new Content Management System to upgrade and connect the hodge-podge of data system that the University had used for decades. The Banner system is being implemented and in the future should provide better data and service for students and instructors, but at this time it has proven difficult to get the data the College needs for reports, advising, admission, and course management. The College has been told that things will improve in the next year as more refinements are made to the system.

With the Banner system finally in place, the Dean has formed a committee to investigate replacing the current College data system, COESIS, with a program or system module that will be more compatible with Banner. At this time, the Banner system does not include all the fields or information that are required by Teacher Education Services to make student admission and other decisions. A newer system or a module from the Banner system should facilitate the transfer of data from registration and allow quicker entry of student data that is specific to the College of Education. For example, PRAXIS scores, field experience data, and admission to teacher education are data that are not currently collected in Banner, but are essential to program management in the College of Education. For example, admission to teacher education is required for candidates to enroll in upper division courses; and since this information is not available from Banner, it has to be collected manually and shared with instructors to make certain that students registered for 400 level courses are eligible for the course.

In 2009 to better facilitate the collection of student data from courses, the unit upgraded Livetext, our current web-based management system, to the C1 version. The C1 version provides course management features that streamline the data collection and reporting process. By putting course assessment results in faculty hands more quickly and more frequently, it is hoped that faculty will be further empowered to use data for decision-making at the instructor, course, and program levels.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

**Standard 3. Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

Several course with field experiences were added to programs:

**ELE 311 Health, Wellness, & Movement**
Prior to adopting ELE 311, the elementary education program lacked a student-centered movement and health class. This course addresses NASPE guidelines for appropriate instruction and physical activity for young children. Candidates explore physical education content and pedagogy to produce standards-based lessons to teach developmentally appropriate physical education to elementary school age children. Candidates use NASPE and physical activity guidelines to develop rationales for recess and physical activity breaks in elementary schools.

**EDU 400 Practicum in Teaching Mathematics**
In order to address national and state concerns that question the efficacy of elementary teachers’ mathematics instruction, a practicum to focus on the teaching of mathematics was added to the elementary education program. The course is designed to provide candidates with an extensive field experience in teaching and assessing students in the mathematics classroom. Candidates apply current, research-based teaching strategies, mathematics teaching strategies, and assessments within an authentic classroom setting.

**PHE 330 Movement Concepts and Skill Themes**
A course was added to physical education program at the suggestion of the program advisory council who reviews the HPE program each year to improve quality and relevance for area public schools. The purpose of the course is to design and teach quality physical education that is developmentally appropriate for elementary children. The content consists of a skill-based curriculum that focuses on movement concepts, skill proficiency, fundamental health, and fitness concepts fitness (flexibility and muscular strength) based on appropriate motor development and the application of scientific principles for movement. The field component is taught in an elementary school where candidates teach activities that will improve elementary children’s fitness in a motivating manner.

**GUI 794 & GUI 795 Internship in Counseling**
A 600-hour internship was added to the school counseling program to provide intensive on-the-job experience conducted in a setting similar to that which the candidate subsequently intends to seek employment. Counseling faculty and on-site counselors provide close supervision of candidates. Candidates apply the knowledge and skills acquired in courses to the work place setting.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

**Standard 4. Diversity**

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

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

In review of the feedback from 2008 BOE site visit, faculty determined that they wanted to review and evaluate assessments used to document diversity proficiencies according to section 4a. A new diversity committee was appointed consisting of all the undergraduate program coordinators to review the course curriculum experiences for each program and make suggestions for experiences that will better measure and track candidate proficiencies related to diversity. The committee is chaired by one of the counseling faculty who is experienced and comfortable working with instructors to examine classroom diversity issues.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

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

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

None to report.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 6. Unit Governance and Resources

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

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

Unit contingency funds are being used to offset budget reductions resulting from state budget shortfalls.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

If you have another comments, use the space below:

None