

**National Council for Accreditation of Teacher Education
December 2000 Third-Year Review of Annual Report Data (Fall 2002 Visit)**

Institution: **Murray State University, KY** Annual Reports Reviewed: **1997, 1998, 1999, & 2000**

WEAKNESSES	It appears that this weakness has been adequately addressed.	It appears that progress has been made in addressing this weakness.	It appears that the weakness has NOT been adequately addressed.	Annual reports did not provide any, or enough, information to respond.
CATEGORY I WEAKNESSES:				
1. There is inadequate coherence between the conceptual framework and state standards as they relate to student outcomes, field experiences, instruction and evaluation.		X		
# 1 <i>Comment:</i> The unit continues to evaluate and revise the conceptual framework as needed. This revised framework now shows the relationship between the mission of the unit and performance-based new teacher standards. The unit states that the conceptual framework committee has become an important feature of this continuing dialogue and is now a standing committee of the college. The unit states that the conceptual framework has been expanded to better represent all programs and a new theme of educator as "reflective decision maker" was selected to communicate the unit goal of producing productive, thoughtful professionals.				
2. <i>(Initial Teacher Preparation)</i> Little cultural diversity is reflected in the settings where field-based and/or clinical experiences are conducted.		X		
# 2 <i>Comment:</i> Practicum and student teaching placements have been increased in districts with large minority populations. The unit states that it is now tracking student placements that include either minority students, students with exceptionalities, or students with limited English proficiency. A standing multicultural education committee within the unit continues to update and share materials in the cultural diversity resource center for faculty.				
3. Secondary field experiences do not provide sufficient opportunity for hands-on experiences prior to student teaching.		X		
# 3 <i>Comment:</i> Now a requirement for secondary certification, a new senior practicum of classroom methods and evaluation techniques has been added to provide an intensive preparation semester prior to student teaching.				
CATEGORY IV WEAKNESSES:				
4. The organization of the unit does not exhibit cohesion and/or coordination of programs.		X		
# 4 <i>Comment:</i> The unit has modified its procedures to establish a more centralized system that collects and maintains documentation of committee and task force activities. This includes a plan for oversight of the collecting process and establishes clear lines of responsibility for the process. Coordination and cohesion of the unit are continually addressed and the unit believes it is functioning well. A centralized system has been developed to collect and file minutes from all committee meetings and archive them for future use.				
5. The unit does not have a long-range, regularly monitored plan to assure the ongoing vitality of the unit and its programs.		X		
# 5 <i>Comment:</i> The unit now has a strategic plan that is reviewed, revised, and updated regularly. The unit believes that this process provides a mechanism to monitor and assess the vitality of the unit and its programs.				

General comments or concerns: none cited