

Teachers College, Columbia University

INSTITUTIONAL REPORT

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OVERVIEW OF THE INSTITUTION

History of the College

Teachers College, Columbia University, is an independent graduate and professional school of education, psychology, and health. It is located in the Morningside Heights area of Manhattan. The College has been affiliated with Columbia University since 1898 but remains a separate corporation with its own endowment and Board of Trustees responsible for general oversight of its affairs and for its financial support. As the oldest and, in terms of number of students and faculty, largest school of education in the nation, Teachers College consistently ranks as one of the top three institutions in national surveys of graduate teacher education.

Teachers College was founded in 1887 by the philanthropist Grace Hoadley Dodge and philosopher Nicholas Murray Butler to provide a new kind of schooling for the teachers of the poor children of New York—one that combined a humanitarian concern in helping others with a scientific approach to human development. Over its long history, Teachers College has attracted many prominent educators and scholars, such as John Dewey, William Kilpatrick, Edward Lee Thorndike, Lawrence Cremin, Maxine Greene, Linda Darling-Hammond, and many others. All of them shared the same belief in the power of education to make the world more just and humane.

The College's long-standing commitment to the issues of social justice and equality is reflected in its achievements in improving education for disadvantaged populations. During summers throughout the 1920s, '30s, '40s, and '50s, the College educated thousands of Southern black teachers and principals who, before the *Brown v. Board of Education* decision, were unable to attend universities in their own states. Through millions of dollars in scholarship funding, the College recruited and prepared thousands of minorities to serve as outstanding teachers and role models. The College now grants approximately \$6 million annually in scholarships and fellowships, including program funds for the International Student Scholarship and the Minority Student Scholarship (11 and 41 percent of the total respectively).

In more recent years, the College has been drawn to the difficult problems of urban education. Resolved in its original mission to provide a new kind of education for those left most in need by society or circumstance, the College carries out collaborative research with urban and suburban school systems that strengthen teaching in such fundamental areas as reading, writing, science, mathematics, and the arts. It prepares leaders to develop and administer psychological and health care programs in schools, hospitals, and community agencies. It also advances technology for the classroom by developing new teaching software and by keeping teachers abreast of new developments.

While reaching across the nation and the world, Teachers College has always maintained a special interest in improving teaching and student achievement in New York City. The College is now working with over 400 public schools in the City (and over 1,200 throughout the United States) through various outreach and professional development programs.

Mission of the College

Today, Teachers College reaffirms its commitments to enhance human welfare by preparing leaders for those professions seeking to optimize human potential, by inquiring systematically into the process and context of human development in its many forms, and by collaborating with practitioners and policymakers to envision and create a more just and compassionate world (Exhibit A. A Strategic Plan for Teachers College).

Characteristics of the College

Teachers College offers more than 75 different academic programs for novice and experienced practitioners, and it hosts a variety of non-credit workshops and seminars throughout the year for in-service practitioners. The academic programs are organized into academic departments, augmented by centers, institutes, and projects that reinforce instructional areas with research, service, and experiential initiatives. There are nine departments:

- Arts and Humanities
- Biobehavioral Sciences
- Counseling and Clinical Psychology
- Curriculum and Teaching
- Health and Behavioral Studies
- Human Development
- International and Transcultural Studies
- Mathematics, Science, and Technology
- Organization and Leadership

As a graduate professional school, Teachers College offers the degrees of Master of Arts, Master of Science, Master of Education, Doctor of Education, and Doctor of Philosophy. All but one department have at least one program leading to school certification, in addition to other programs that range widely in career outcomes. The P-12 focused professional education, therefore, is distributed throughout the College's academic structure and forms an integral organizing theme across the College, allowing for a close interaction with faculty and programs associated with foundational disciplines in the humanities and the social and biological sciences.

The College's faculty in 2003-2004 consisted of 153 full-time professorial faculty (96 tenured and 57 non-tenured), of which 22 percent were minority and 58 percent were female. In the Fall of 2003, the student body comprised 5,087 graduate students. Of that total, 2,932 were enrolled in masters' programs, 1,744 were enrolled in doctoral programs, and 411 were non-degree students. About 35 percent of all US citizens enrolled were ethnic minority students. Nearly 15 percent of the total student body were international students from 78 different countries. Seventy-one percent of all students were enrolled part-time. The median age of all students was 30.

Teachers College has been accredited by the Middle States Association of Colleges and Schools since 1921. The next accreditation visit is scheduled for the 2005-2006 academic year.

Professional Education Programs

One of the basic functions of Teachers College is the preparation of the best possible teachers and other school personnel for careers in urban school systems. At any given time, about one-third of the College's 5,000 graduate students are preparing for teacher certification and careers as P-12 teachers and other professionals. Approximately 400 teacher education candidates each year are performing internships or student teaching assignments in New York City's public schools. Teachers College graduates qualify for New York State Teacher Certification at a rate of over 98 percent, the highest success rate of any source of New York City teachers. After three CUNY schools, Teachers College is the fourth leading supplier of new teachers to New York City.

In Fall 2004, professional education programs (see Table A, p. 4) enrolled 1,525 full-time and part-time students. Of the total enrollment, 54 percent were white, 28 percent minority, and 9 percent nonresident alien (no information is available for the remaining 9 percent); 80 percent were female.

Teachers College does more than recruit and prepare outstanding new teachers; it also provides support for early-career teachers and professional development opportunities for experienced teachers. Some of the most prominent examples of such projects include the Teachers College Professional Development School, the Reading and Writing Project, and the New Teacher Academy.

The College has always been responsive to the needs of public education. In the 1980s the College developed programs that addressed the high attrition of inner city teachers; the dearth of qualified teachers in math, science, and English as a Second Language in New York and other cities; and the need for alternative routes to teaching careers. Established in 1985, the Peace Corps Fellows Program prepares returned Peace Corps volunteers for teaching careers in subjects for which there are critical shortages of teachers in New York City. Over 400 of the program's graduates are now teaching in 40 hard-to-staff City schools. Seventy Peace Corps fellows are currently enrolled in the program.

Table A: Professional Education Programs at Teachers College

Program Name	Award Level	Program Level	N	SPA	Status of Program Review		NYS Re-registration
					Sub	Current Status	
Art and Art Education	MA	ITP/ADV	75	NA	NA	NA	Art and Art Education (INT/PRF) Art and Art Education (PRF)
Bilingual/ Bicultural Education	MA	ITP	36	NA	NA	NA	Bilingual/Bicultural Childhood Education (INT/PRF) Bilingual/Bicultural Childhood Education Extension (INT/PRF) Bilingual/Bicultural Childhood Education Adv Cert (INT/PRF)
Curriculum and Teaching	MA	ADV	76	NA	NA	NA	Curriculum and Teaching Elementary Education (PRF) Curriculum and Teaching Secondary Education (PRF)
Early Childhood Education	MA	ITP	24	NAEYC	YES	Deferred	Early Childhood Education (INT/PRF) Childhood/Early Childhood Education (INT/PRF)
Education Leadership	MA EDM EDD	ADV	32	ELCC	YES	Recognized	Public School Building Leadership (INT) MA Public School Building Leadership (INT) Inquiry in Education Leadership Practice (INT/PRF) FSAA (INT)
Elementary Education	MA	ITP	104	ACEI	YES	Not recognized	Childhood Education (INT/PRF)
Literacy Specialist	MA	ADV	0 ¹	NA	NA	NA	Teaching Literacy (INT/PRF)
Mathematics Education	MA MS	ITP/ADV	61	NCTM	YES	Recognized	Mathematics 7-12 (INT/PRF) Mathematics 7-12 (PRF) MA Mathematics 7-12 (PRF) MS Mathematics 7-12 (PRF) MSED
Music and Music Education	MA	ITP/ADV	75	NA	NA	NA	Music and Music Education (INT/PRF) Music and Music Education (PRF)
Physical Education	MA	ITP/ADV	22	NASPE	YES	Recognized	Physical Education (INT/PRF) Physical Education (PRF)
Reading Specialist	MA	ADV	75	IRA	YES	Recognized	Reading Specialist (INT/PRF)
Science Education	MA	ITP	42	NSTA	YES	Rejoinder	Biology 7-12 (INT/PRF) Chemistry 7-12 (INT/PRF) Earth Science 7-12 (INT/PRF) Physics 7-12 (INT/PRF)
School Counseling	EDM	ADV	173 ²	NA	NA	NA	School Counselor (PROV/PERM)
School Psychology	EDM EDD PHD	ADV	96	APA NASP	YES	Accredited Recognized	Applied Dev and Learning Psychology: School Psychology
Special Ed: Applied Behavior Analysis	MA	ITP	16	CEC	YES	Recognized	Teaching Students with Disabilities—Early Childhood/Childhood/Applied Behavior Analysis (INT/PRF)
Special Ed: Blindness and	MA	ITP	7	CEC	YES	Recognized	Blindness and VI/Childhood Education (INT/PRF)

¹ Included in the Curriculum and Teaching total count

² Includes all Counseling Psychology students of which School Counseling is a part

Visual Impairment							Blindness and VI/Early Childhood Education (INT/PRF) Blindness and VI/Adolescence (INT/PRF) Blindness and VI (INT/PRF) MA Blindness and VI (INT/PRF) MA Blindness and VI (INT/PRF) EDM
Special Ed: Deaf and Hard of Hearing	MA	ITP	27	CED	NO	In progress	Deaf and HI/Elementary Education (INT/PRF) Deaf and HI/Early Childhood Education (INT/PRF) Deaf and HI/Adolescence Education (INT/PRF) Education of Deaf and HI (INT/PRF)
Special Ed: Early Childhood	MA	ITP	37	NAYEC	YES	Deferred	Early Childhood Special Education (INT/PRF) Early Childhood-Special Education (INT/PRF)
Special Ed: Gifted Ed	MA	ADV	10	CEC	YES	Recognized	Gifted Education Extension (INT/PRF)
Special Ed: Learning dis/Abilities	MA	ITP/ADV	61	CEC	YES	Recognized	Teaching Students with Disabilities-Learning dis/Abilities (INT/PRF) Teaching Students with Disabilities-Disability Studies in Education (PRF) Teaching Students with Disabilities-Childhood/Learning dis/Abilities (INT/PRF)
Special Ed: Mental Retardation	MA	ITP	22	CEC	YES	Recognized	Mental Retardation/Autism (INT/PRF) Teaching Students with Disabilities-Childhood/MR/Autism (INT/PRF) Teaching Students with Disabilities-Early Childhood/MR/Autism (INT/PRF) Teaching the Severe and Multiple Handicapped Ann (INT/PRF)
Special Ed: Speech and Language Pathology	MS	ITP	96	ASHA	NA	Accredited	Speech Language Pathology (INT/PRF) Speech Language Pathology Bilingual (INT/PRF)
Teaching of ASL	MA	ITP	16	NA	NA	NA	Teaching ASL (INT/PRF)
Teaching of English	MA	ITP/ADV	153	NCTE	YES	Recognized	Teaching of English (INT/PRF) Teaching of English (PRF)
TESOL	MA	ITP	103	TESOL	YES	Recognized	TESOL (INT/PRF)
Teaching of Social Studies	MA	ITP/ADV	81	NCSS	YES	Not recognized	Teaching of Social Studies (INT/PRF) Teaching of Social Studies (PRF)
Technology Specialist	MA	ITP	5	ISTE	YES	Deferred	Technology Specialist, 7-12 (INT/PRF)
Peace Corp Fellows Program	MA	ITP	0 ³	NA	NA	NA	Alt Cert: Teaching of English (Trans B) Alt Cert: ESOL (Trans B) Alt Cert: Early Childhood Special Ed (Trans B) Alt Cert: Bilingual/Bicultural Education (Trans B) Alt Cert: Mathematics Education (Trans B) Alt Cert: Biology 7-12 (Trans B) Alt Cert: Chemistry 7-12 (Trans B) Alt Cert: Earth Science 7-12 (Trans B) Alt Cert: Physics 7-12 (Trans B) Alt Cert: Teaching Students with Disabilities (Trans B)

³ Includes in the total counts of the corresponding subject areas

AN OVERVIEW OF THE CONCEPTUAL FRAMEWORK

The following sections present an overview of the Teachers College conceptual framework. A complete version of the framework is available in the Exhibit Room (Exhibit B. Conceptual Framework). Specific details on how the conceptual framework is reflected in the professional education curricula, instruction, and assessment of candidates' performance is documented in our response to the six NCATE standards.

Philosophical Stances

Consistent with the College's long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose of professional education at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators, and others). This vision is based on three shared philosophical stances that underlie and infuse the work we do:

Inquiry stance: We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.

Curricular stance: Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.

Social justice stance: Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

Shared Vision

Our conceptual framework and its three philosophical stances—Inquiry, Curriculum, and Social Justice—describe the vision and purpose of our efforts in preparing educators to work in P-12 schools. By using critical inquiry as a tool in approaching the complexity of students and their learning, of ourselves and our teaching, our subject matter, and the contexts in which all these operate, we and our candidates build effective curricula that benefit students' learning and ultimately serve the larger purpose of the moral growth of the individual and society.

This vision is consistent with the College's commitment "to enhance human welfare by preparing leaders for those professions seeking to optimize human potential, by inquiring systematically into the process and context of human development in its many forms, and by collaborating with practitioners and policymakers to envision and create a more just and compassionate world." In fact, the College's commitment articulated in the Strategic Plan (March 2004) was informed by the discussions of the conceptual framework undertaken by the professional education unit in the fall of 2002.

The process of developing the conceptual framework was initiated through the collaborative efforts of the Teacher Education Policy Committee (TEPC) and the Teachers College Accreditation Team (TCAT). Through a series of meetings and workshop sessions, some of which were open to all College faculty, the three stances were formulated and approved by the faculty. The stances are based on the historical mission of the College and incorporate a knowledge base derived from informed theory, empirical research, and the wisdom of practice (Exhibit B. Conceptual Framework). Over the next two years the conceptual framework was widely circulated in the TC community. Input from the supervising college- and school-based faculty and candidates themselves was considered in refining and elaborating the conceptual framework and in developing a set of Teachers College standards and learning outcomes.

Candidate Proficiencies Aligned with Professional and State Standards

The Teachers College conceptual framework and its three philosophical stances provide the context for developing and assessing candidates' proficiencies based on professional, state, and institutional standards. There are five TC standards:

Standard 1: Inquirers and Reflective Practitioners: Our candidates are inquirers/ researchers who have breadth of knowledge and a variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).

Standard 2: Lifelong Learners: Our candidates are continually engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.

Standard 3: Learner-Centered Educators/Professionals: Our candidates understand their subject matter/disciplines, learners and learning, and curriculum and teaching. They create learning experiences that foster development and achievement in all students.

Standard 4: Effective Collaborators: Our candidates actively participate in the community or communities of which they are a part to support students' learning and well-being.

Standard 5: Advocates of Social Justice and Diversity: Our candidates are familiar with legal, ethical, and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.

Each of the five standards is operationalized by knowledge, skills, and dispositions that are common across all core courses and clinical experiences in the professional education programs. The relationships between the stances, standards, and KSDs are presented in Table B below.

Table B: Master Domain of Learning Outcomes

<p><u>Stance:</u> INQUIRY</p>	<p><u>TC Standard 1.</u> Inquirers and Reflective Practitioners</p>	<p><u>Knowledge</u> K1.1 Research and Inquiry Methods K1.2 Relationship between Research and Practice</p> <p><u>Skills</u> S1.1 Self-critique and Reflection S1.2 Application of Research to Practice S1.3 Use of Research and Inquiry Methods in Practice</p> <p><u>Dispositions</u> D1.1 Open-mindedness and Commitment to Inquiry and Reflection</p>
<p><u>Stance:</u> INQUIRY</p>	<p><u>TC Standard 2.</u> Responsible and Lifelong Learners</p>	<p><u>Knowledge</u> K2.1 Continuum of Lifelong Learning K2.2 Issues of Professional Concern</p> <p><u>Skills</u> S2.1 Planning, Implementation, and Evaluation of Professional Growth</p> <p><u>Dispositions</u> D2.1 Commitment to the Profession, Ethics, and Lifelong Learning D2.2 Commitment to Leadership</p>
<p><u>Stance:</u> CURRICULUM</p>	<p><u>TC Standard 3.</u> Learner-Centered Educators/Professionals</p>	<p><u>Knowledge</u> K3.1 Subject-Matter or Disciplinary Knowledge K3.2 Knowledge about Learners and Learning K3.3 Knowledge about Curriculum and Teaching</p> <p><u>Skills</u> S3.1 Planning of Curriculum and/or Services S3.2 Implementation of Instruction and/or Services S3.3 Social Behavior Management/Classroom Management S3.4 Assessment and Evaluation</p> <p><u>Dispositions</u> D3.1 Commitment to the Fullest Possible Growth and Development of All Students</p>
<p><u>Stance:</u> SOCIAL JUSTICE</p>	<p><u>TC Standard 4.</u> Effective Collaborators</p>	<p><u>Knowledge</u> K4.1 Processes and Strategies of Effective Cooperation and Collaboration</p> <p><u>Skills</u> S4.1 Interaction and Collaboration</p> <p><u>Dispositions</u> D4.1 Willingness to Collaborate</p>
<p><u>Stance:</u> SOCIAL JUSTICE</p>	<p><u>TC Standard 5.</u> Advocates of Social Justice and Diversity</p>	<p><u>Knowledge</u> K5.1 Democracy, Equity, and Schooling</p> <p><u>Skills</u> S5.1 Use of Strategies to Address Inequalities in the Classroom, School, and Society</p> <p><u>Dispositions</u> D5.1 Respect for Diversity and Commitment to Social Justice</p>

The Teachers College standards are aligned with the New York State and INTASC standards (Exhibit C. Institutional, INTASC, and New York State Standards Alignment). In addition, individual programs aligned their curricula, instruction, and assessments with standards developed by specialty professional associations.

Coherence

The shared vision and a common set of learning outcomes for all candidates ensure coherence among curriculum, instruction, field experiences, clinical experiences, and assessments across a candidate's program. In 2002-2004 the professional education faculty reviewed core courses, field experiences, and assessments as they related to the conceptual framework. The coherence of the professional education programs is made evident in a few illustrations provided below; a more detailed description of how the conceptual framework guides professional education at Teachers College is presented in our response to the six NCATE standards.

- Core courses have been mapped onto the Master Domain of Learning Outcomes (see Table B above); course syllabi were revised to include the three stances and institutional, specialty professional, and/or state standards. The core courses/standards maps completed by the programs and core course syllabi are available in the Exhibit Room.
- Field experiences and clinical practice were examined for their relationship to the conceptual framework. The programs reviewed existing assessment procedures used during student teaching and internships, and then aligned them with the institutional, specialty professional, and/or state standards. In addition, in 2003-2004 the Teacher Education Policy Committee reviewed existing supervision practices and policies and identified a need for uniform guidelines to govern this essential activity. The TEPC Supervision sub-committee developed recommendations to ensure further that supervision of teachers and school personnel is consistent across the college in meeting standards of appropriate practice (see our response to Standard 3 for details).
- In 2003 the College began to examine the ways in which the social justice stance of the conceptual framework is reflected in teacher education programs. Based on research conducted by the advanced doctoral candidates, the programs identified components of coursework and field experiences that focus on diversity and social justice, identified and clarified learning outcomes that relate to diversity and social justice, and aligned program courses and assignments with these outcomes (see our response to Standard 4 for details).

Most important, the professional education programs at Teachers College have developed a comprehensive system to assess candidate knowledge, skills, and dispositions. All programs identified at least six major assessments and at least four decision points (DP) where these assessments are used to evaluate candidates' mastery of knowledge, skills, and dispositions. Admission to the Program (DP1) and Program Completion (DP4) are common across all programs. The two other decision points (DP2 and DP3) are based on program structure and philosophy but necessarily include academic coursework-related assessments and fieldwork-related assessments. All candidates are assessed at each transition point to ensure that they have

content knowledge in their discipline, pedagogical and professional knowledge, skills, and dispositions. Major candidate assessment procedures identified by the programs were mapped onto the Master Domain of Learning Outcomes; scoring instruments/rubrics were revised or newly created to include the institutional, specialty professional, and/or state standards. The major assessment maps, assessment descriptions and scoring instruments are available in the Exhibit Room. (See also our response to standard 2 for a detailed description of the assessment system design and implementation).

The College has assessed and continues to assess its professional education programs for alignment with the conceptual framework and institutional standards, state and regulatory agencies, and research-based best practices.

Professional Commitments and Dispositions

The professional commitments and dispositions are evident in the three stances, in the standards, and in the candidates' learning outcomes (see Table B above). Six dispositions are identified as essential:

- Open-mindedness and Commitment to Inquiry and Reflection
- Commitment to the Profession, Ethics, and Lifelong Learning
- Commitment to Leadership
- Commitment to the Fullest Possible Growth and Development of All Students
- Willingness to Collaborate
- Respect for Diversity and Commitment to Social Justice

Teachers College programs provide a variety of learning opportunities for candidates to acquire understandings and apply skills consistent with these dispositions. Candidates' dispositions are evaluated by the program- and school-based faculty at multiple decision points. Professional education faculty model these dispositions in their own teaching, research, and service by using data-driven reflective practice, putting teaching and learning at the center of their work, and collaborating with colleagues within their programs and practitioners in the field to develop and refine curriculum and teaching for our candidates and P-12 students.

Commitment to Diversity

Teachers College's commitment to diversity is documented in the Diversity Mission Statement, amended and approved by the Faculty on October 17, 2002, "to establish Teachers College as an institution that actively attracts, supports, and retains diverse students, faculty and staff at all levels, demonstrated through its commitment to social justice, its respectful and vibrant community and its encouragement and support of each individual in the achievement of his or her full potential."

In accomplishing its mission, Teachers College strives to be an excellent, thoroughly diverse and multicultural graduate and professional school. It makes urban and minority issues prominent features of the College program as a whole, of its research and training efforts, and of the recruitment and retention of both faculty and candidates. During the past year and a half, the

College has conducted a strategic planning process that has defined the primary focus of the institution as educational equity to improve access, expectations and outcomes for those most disadvantaged in our society (Exhibit A. A Strategic Plan for Teachers College).

The College's commitment to diversity is reflected in the Social Justice stance of the conceptual framework. The commitment to social justice includes appreciation of human diversity and respect for individual differences, commitment to personal and intellectual growth for self and others, and commitment to expression and practice of democratic values in teaching and beyond. These commitments are cultivated by "...emphasizing the moral dimension of education, guiding prospective teachers in developing their own personal vision of education and teaching, promoting the developing of empathy for students of diverse backgrounds, nurturing their passion and idealism for making a difference in students' lives and promoting activism outside as well as inside the classroom" (Villegas & Lucas, 2002, p. 25).

The conceptual framework provides a basis for conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, and assessments. Professional education programs carefully design candidates' academic and fieldwork experiences so that prospective school professionals are exposed to diversity of philosophies and ideas, diversity of learning experiences, and diversity of P-12 students, fellow candidates, and faculty. Our response to Standard 4 provides a detailed description of how our candidates learn about diversity and demonstrate their learning (knowledge, skills, and dispositions) during their academic coursework and fieldwork experiences.

Commitment to Technology

Teachers College realizes that its ability to remain a leader in educational innovation depends on its ability to harness new technology. As early as in 1996, the Technology Advisory Committee articulated a set of goals for technology in support of the institutional mission:

- to create models of using technology to support inquiry-based and collaborative learning;
- to work with P-12 schools to incorporate technology in ways which fundamentally enhance learning, particularly through activities that are not otherwise possible;
- to develop ways of using technology to more effectively provide education, transcending constraints of scheduling and location, increasing our ability to serve area school districts and other institutions;
- to use technology to enable outreach to parents, superintendents, journalists, and policymakers, providing leadership in the national dialogue on critical issues in education; and
- to develop applications of technology in teaching and learning; to evaluate the effectiveness of technology in educational outcomes;
- to facilitate the research and publication efforts of our faculty and student scholars;
- to improve the quality of services and information flow at the College with supporting technology that is easy to use.

Since then information technology has become an integral part of Teachers College's academic programs, research activities, and community life. Having completed implementation of its earlier endeavors, the College is engaged in developing a new technology plan. A group to include faculty, candidates, and representatives of the Library, Computing Services, and other areas began work in July 2004 to develop short- and medium-range plans during the 2004-2005 academic year.

Teachers College is committed to preparing candidates who are able to use educational technology to help all students learn. This is demonstrated by the efforts of faculty and programs to integrate technology into professional education courses and field experiences. In 2001-2004, the College initiated a project called *Technology Partners: A Project Approach to Pre-service Technology Infusion*, which was supported by the PT3 grant from the US Department of Education. The project had the following goals: ensuring that pre-service faculty had the knowledge and skills they needed to integrate technology into their own work and their programs' curricula; ensuring that the programs planned for the thoughtful use of technology, based on what teachers in their areas needed to know about it; and ensuring that pre-service candidates obtained a good technological experience, in terms of the knowledge and skills they would need in their future teaching (Exhibit D. PT3 Final Report).

As a result of the PT3 project, program self-review, and College's preparation for the accreditation site visit, professional education programs achieved a high level of integration of technology into the professional education curriculum. Candidates are required to demonstrate knowledge and use of technology in their academic work and during student teaching or internship (see our response to Standards 1 and 3 for details). Professional education faculty members continue to develop their skills in using technology to facilitate their own professional work and to help candidates learn (see our response to Standard 5 for details).

The College is enthusiastic in supporting the technology needs of faculty, candidates, and programs. It has developed its technology infrastructure by creating a formal planning process; regularly upgrading computers and network devices; providing for faculty, staff, and candidate development and support; and continuing to enhance electronic content resources (see our response to Standard 6 for details).

RESPONSE TO STANDARDS

Standard 1: Candidate Knowledge, Skills, and Dispositions

Teachers College professional education programs provide a strong foundation of content, pedagogical, and professional knowledge for teacher and other school professional candidates through academic coursework and field experiences. Program core courses and major assessments reflect the conceptual framework and are aligned with the five Teachers College standards and knowledge, skill, and disposition outcomes (KSDs) (see Table B: Master Domain of Learning Outcomes). The combination of major assessments and KSDs varies across the programs; however, all programs ensure that multiple assessments are used to evaluate candidates' proficiency on all KSDs at four decision points. The standard alignment tables for core courses and major assessments, descriptions of all major assessments, scoring instruments,

samples of candidate work, and data summaries are available in the Exhibit Room. For this standard, we present data on selected assessments that were collected in Spring and Fall 2004. Because many programs had to be completely redesigned and some are totally new (e.g., Technology Specialist, advanced teacher education programs), and because of the time necessary for testing and validation of the scoring instruments, not all data are available at this point in time.

Element 1(a): Content Knowledge for Teacher Candidates

Teachers College ensures that teacher candidates for initial and professional certification know and demonstrate content knowledge in the subject area they plan to teach by their ability to explain and apply principles and concepts important to their discipline. All teacher education programs aligned their specific content knowledge criteria to meet the New York State standards and the standards of specialty professional associations (where applicable). Content knowledge for teacher candidates is assessed at all four decision points.

Admission to Programs. Teachers College is a graduate school that requires a baccalaureate degree from an accredited educational institution for program admission. The requirements for academic content preparation at the point of admission to the teacher education programs include a liberal arts or science background and demonstrated knowledge in content areas (at least 24 credit hours) (Exhibit 1.1. Academic Content Preparation Requirements).

Teachers College attracts a highly qualified pool of applicants as demonstrated by GPAs and GRE scores⁴ (see Table 1.1(a).a). In general, programs require a minimum 3.0 GPA. The data below show that, on average, both accepted and rejected applicants meet this requirement.

Table 1.1(a).a: Mean GRE Scores and GPAs, Spring 2004

2004	GRE verbal	GRE quantitative	GRE analytical	GPA
Accepted only	568	645	655	3.44
Rejected only	482	574	582	3.16
All applicants	525	610	619	3.30

GPAs and test scores or prior academic coursework are important but not sufficient criteria for admission to the teacher education programs. Program faculty review applicants' transcripts and other application materials using Admissions Review Rubrics incorporating a variety of criteria. Two content knowledge-related criteria are commonly used by programs: scholarly potential/academic credentials and subject area/content knowledge and/or liberal arts and science background (see Exhibit 1.2. Admissions Data Summary).

The admissions data analysis indicates that 99 percent of the candidates admitted to initial teacher education programs and 90 percent of the candidates admitted to advanced teacher education programs are rated at minimally acceptable and above levels on scholarly

⁴ Please note that the means are calculated only for those applicants who chose to submit their GRE test scores and GPAs. Only Science Education applicants are required to submit GRE scores.

potential/academic credentials. Ninety-two percent of initial and 99 percent of advanced teacher candidates are rated at minimally acceptable and above levels on subject area/content knowledge and/or LA&S background (see Table 1.1(a).b). Candidates who do not meet the minimal content requirements (but are ranked high on other admissions criteria) are advised to take additional courses at Teachers College, at Columbia University, or at any other accredited educational institution prior to program completion or recommendation for a teaching certificate.

Table 1.1(a).b: Teacher Education Admissions Review Summary

Ratings	Initial Teacher Education Programs		Advanced Teacher Education Programs	
	Scholarly Potential/Academic Credentials	Subject Area/Content Knowledge and/or LA&S Background	Scholarly Potential/Academic Credentials	Subject Area/Content Knowledge and/or LA&S Background
unacceptable	1%	8%	10%	1%
minimally acceptable	18%	17%	22%	11%
acceptable	56%	57%	51%	53%
excellent	25%	17%	17%	35%

Academic Coursework. The programs ensure that teacher candidates learn and demonstrate appropriate content knowledge through satisfactory completion of core coursework. Programs require that all candidates maintain an acceptable grade average. Any program judging a candidate to be performing below expectations can require additional coursework as a means to evaluate the candidate’s continuance within the degree program or at the College. Candidates demonstrate mastery of content knowledge through a variety of course-related assignments. The types of major assessments used in evaluating candidates’ mastery of content knowledge include reflective journals and papers, research papers/literature reviews, fieldwork/action research projects, curriculum planning projects (including unit and lesson plans) (Exhibit 1.3. Major Assessments at Four Decision Points).

Fieldwork and Student Teaching. Evidence of candidates’ performance on content knowledge during practica and student teaching can be found in the Student Teaching Evaluations completed by cooperating teachers, university supervisors, and candidates themselves at least twice per each student teaching placement, and in Student Teaching Portfolios. In 2003-2004, the programs reviewed and revised their Student Teaching Evaluation forms to ensure alignment with the standards and began piloting the new forms in Spring 2004. All student teaching evaluation forms include the content knowledge criterion (K3.1). The analysis of the data collected in Spring 2004 (6 programs, 85 student teachers) indicates that all teacher candidates meet (79 percent) or exceed (21 percent) content knowledge standard (Exhibit 1.4. Summary of Student Teaching Evaluations).

Student Teaching Portfolios vary in content across the programs but are most likely to include teaching philosophy statements, reflective journals and papers, lesson and unit plans, videotapes of lessons taught, samples of P-12 student work, and other professional documentation.

Program Completion. To graduate from and be awarded a degree in the teacher education programs, all candidates are required to successfully complete the required coursework and

fieldwork/student teaching experiences, as well as a formal essay, a comprehensive examination, or an integrative project (Exhibit 1.5. TC Catalog, p. 271). Examples of master’s or integrative projects with accompanying instructions and evaluation rubrics are available in the Exhibit Room.

Effective February 2, 2004, to receive an initial New York State teaching certificate in most fields, candidates are required to achieve passing scores on the Liberal Arts and Science Test (LAST), the elementary or the secondary version of the Assessment of Teaching Skills-Written (ATS-W), and on a Content Specialty Test (CST) in the content area of the certification. Before February 2, 2004, to receive a provisional teaching certificate, individuals were required to achieve passing scores on the Liberal Arts and Sciences Test (LAST) and the elementary or secondary version of the Assessment of Teaching Skills-Written (ATS-W).

The Liberal Arts and Sciences Test consists of multiple-choice test questions and a written assignment. Candidates who take the test are asked to demonstrate conceptual and analytical skills, critical thinking and communication skills, and multicultural awareness. The test covers scientific, mathematical, and technological processes; historical and social awareness; artistic expression and the humanities; communication and research skills, and written analysis and expression. Teachers College candidates consistently demonstrate a 99 percent pass rate on LAST (see Table 1.1(a).c).

Table 1.1(a).c: Candidate Performance on LAST

Year	N tested	N passed	TC % passed	NYS % passed
2004	391	385	99	.
2003	334	332	99	95
2002	359	354	99	95

The NYS DOE administers 38 Content Specialty Tests. Teachers College provides preparation in 18 specialty areas (Technology Specialist is a new area which opened in September 2004). The CSTs consist of multiple choice test questions and a written assignment. The results of CSTs for the graduating class of 2004 are presented in Table 1.1(a).d below.

Table 1.1(a).d: Candidate Performance on CSTs, 2004 Graduates

Test Field	Content Specialty Area	N tested	N passed	% passed
2	Multi-Subject	52	51	98%
3	English	50	51	98%
4	Mathematics	16	16	100%
5	Social Studies	24	23	96%
6	Biology*	6	6	100%
7	Chemistry*	4	4	100%
8	Earth Science*	3	3	100%
22	ESOL	31	31	100%
60	Students with Disabilities	23	23	100%
61	ASL*	3	3	100%
63	Deaf and Hard of Hearing*	4	4	100%

64	Gifted Education*	5	5	100%
65	Literacy*	8	8	100%
75	Music*	2	1	50%
76	Physical Education*	1	1	100%
79	Visual Arts*	9	9	100%

* Fewer than 10 test takers

The high quality of Teachers College candidates' preparation has been documented in the ratings of *U.S. News & World Report*. In the 2004 Edition, the overall academic quality of the education programs at Teachers College is rated at 4.6 on a scale of 1 (marginal) to 5 (outstanding) by professionals in the field who are part of the hiring process and 4.4 by peers (deans, program directors, and senior faculty) (*U.S. News & World Report*, 2004, p. 50). Moreover, a number of TC professional education programs were ranked among the top ten programs in the nation in the following areas: education administration (7th), education psychology (8th), elementary education (4th), secondary education (5th), curriculum and instruction (3rd).

Element 1(b): Content Knowledge for Other School Personnel

Three Teachers College programs—Education Leadership, School Counseling, and School Psychology—prepare other school personnel. These programs ensure that candidates know and demonstrate a thorough understanding of the central concepts and principles of their fields. Program curricula, instruction, and assessments are aligned with the standards of specialty professional associations (ELCC, NASP, and APA). Education Leadership programs are also aligned with the Essential Knowledge and Skills for Effective School Leadership identified by the NYS DOE.

Admission to Program. Admission into courses of study that prepare school or school district leaders require a baccalaureate degree from an accredited educational institution and a minimum of three years of satisfactory prior teaching experience. In considering an applicant's academic strength, the program looks at college and graduate-school GPAs, test score information, reference letters, the personal statement, and one or more writing samples. Strong performance in one area may offset weaker performance in another. Most admitted candidates demonstrate strong GPAs, although some older candidates with broader experience may be admitted with 3.0 GPAs. The average GPA in the 2004 admissions review cycle was 3.34. The average GRE scores were 589 (verbal), 659 (quantitative). The Education Leadership Admissions Review Rubric includes three content knowledge-related criteria: scholarly potential, leadership potential, and education specific knowledge and experience (Exhibit 1.2. Admissions Data Summary).

The analysis of the Spring 2004 admissions data indicates that all candidates admitted to the program received ratings of minimally acceptable and above on scholarly potential and education specific knowledge and experience and 98 percent received the ratings of minimally acceptable and above on leadership potential (Table 1.1(b).a).

Table 1.1(b).a: Education Leadership Admissions Review Summary

Ratings	Scholarly Potential	Leadership Potential	Education Specific Knowledge and Experience
unacceptable	0%	2%	0%
minimally acceptable	13%	13%	46%
acceptable	50%	52%	27%
excellent	38%	33%	27%

Candidates applying to the EDM program in Psychological Counseling may designate their specific interest in the School Counseling Specialization at the point of admission. An undergraduate major in psychology or one of the other social or behavioral sciences is desirable but not essential. Faculty members review the application, reference letters, a personal statement, transcripts, GRE scores, a curriculum vitae, and, if applicable, a writing sample. Candidates are evaluated based on numerous criteria including commitment to cultural diversity and social justice, previous work experience in educational and mental health settings, previous research experience, fit with the goals of the program in Psychological Counseling, focus on their personal and career development and growth, ability to work collaboratively, self-awareness and insight, previous academic performance, relevant coursework, and emphasis on the scientist-practitioner model (how research informs practice and vice versa). The average GPA of the candidates admitted to school counseling specialization in Spring 2004 was 3.47. The analysis of the admissions review data indicates that 97 percent of the admitted candidates are rated at minimally acceptable and above level on self-critique and reflection skills.

Applicants to the School Psychology program must have an undergraduate course in cognitive development. If not, a course in cognitive development must be taken as part of the candidates' graduate program at Teachers College. In addition, candidates must demonstrate the ability to do highly competent graduate work, as shown by GRE scores (desired cut-off of 1200 combined verbal and quantitative), undergraduate transcripts, and a sample research paper. During the Spring 2004 admission cycle the mean GPA for candidates accepted to the EDM program was 3.48. The mean GRE scores were 541 (verbal), 618 (quantitative). The mean GPA for candidates accepted to the doctoral program was 3.7. The mean GRE scores were 614 (verbal), 626 (quantitative).

Academic Coursework. All programs preparing other school personnel ensure that candidates learn and demonstrate appropriate knowledge of central concepts and principles in their field through satisfactory completion of core coursework. Candidates in the advanced professional programs demonstrate their mastery of content knowledge through a variety of course-related assignments.

Candidates in the Education Leadership programs are required to take *ORLA 4086 Law and Educational Institutions*, in which they analyze a law-based policy that governs practice or a situation that has legal and policy implications for their school or district. The situational or policy analysis completed by candidates is used to assess their understanding of organizational

management; educational policies, laws, and regulations; systems for public school financing; and social, legal, and political contexts that shape schools, communities, and educational opportunities. In *ORLA 5530 Action Research in Organizational Behavior*, candidates are required to complete an action research or evaluation research project on a school or district problem or issue. Candidates are assessed on their knowledge of models and principles of organizational development and management; of education theory and concepts appropriate to school context; and of the larger context including legal and political systems and the institutional framework that shapes schools and communities. In *ORLA 5025 Ecology of Educational Planning and Management*, candidates conduct a school- or district-level audit that includes options for improvement, an action plan, summary or expected costs and benefits, and expected outcomes. Candidates demonstrate their knowledge of models and principles of organizational development and management; of strategic, long-range, and operational planning; and of fiscal, human, and material resource allocation to improve teaching and learning.

Candidates in the School Counseling program are required to take *CCPJ 4160 Counseling of Children and Youth* in the first year of coursework. The course is designed to prepare school counseling trainees for their fieldwork experiences in elementary and high school settings. Candidates' mastery of content knowledge is assessed, along with other KSDs, based on a final project that includes developing and evaluating a school counseling program with the focus on a particular cultural group. In the semester that counseling candidates complete 45 credits of coursework, they are required to take a Comprehensive Exam, which provides them the opportunity to demonstrate knowledge and analytic ability gained from their coursework. As part of the exam, candidates are required to write in-depth about a variety of topics that represent core areas in their coursework to date. Specifically, candidates are expected to demonstrate their knowledge in case conceptualization, theoretical orientation, cultural diversity and identity (including race, gender, class, and sexual orientation), ethics, group work, professional issues, diagnosis, and career counseling and development.

Candidates in the School Psychology program must maintain a B+ average and receive the grade of B+ or better in 4 of the 7 courses taken to fulfill basic psychology requirements, as well as in HBSK 4072, HBSK 5373, HBSK 5320-21, and HBSK 6380. Coursework provides candidates with a strong foundation in theory and research from cognitive and developmental psychology and its application to (1) the instruction and learning of school related subjects, particularly reading; and (2) the understanding and treatment of mental health problems. For example, in *HBSK 5321 Individual Psychological Testing II*, candidates learn (a) Block's developmental affect processing theory of personality; (b) how to use Block's theory and related theories as a framework for personality assessment of children and adolescents, including children with developmental disabilities; and (c) how to administer, score, and interpret major personality measures and measures of adaptive behaviors. In *HBSK 6383 Neuropsychological Assessment of Children and Adults*, candidates learn the structure, rationale, and goals of neuropsychological test administration. Candidates are assessed on their competency in administration, scoring, and interpretation of a variety of tests. All candidates in AY 2003-2004 received scores between 93 and 97 based on the percent correct formula used in the candidate assessment.

Clinical Experiences. All candidates enrolled in programs for other school professionals must show satisfactory completion of clinical practice, including fieldwork and/or internship.

Candidates in the Education Leadership program are required to complete 200 hours of supervised fieldwork in a public or private school. The internship combines the study of effective leadership with the development and practice of instructional leadership skills. Formal evaluations of candidate performance during the internship are completed by cooperating administrators, university supervisors, and the candidates themselves. The three field-based work projects are designed to assess candidates' knowledge and skills embedded in ELCC standards 1-3: knowledge and ability to promote success of all students (1) by facilitating the development, articulation, implementation, and stewardship of a school or district vision; (2) by developing a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff; and (3) by managing the organization, operation and resources in a way that promotes a safe, efficient, and effective learning environment.

Candidates in the School Counseling program participate in a minimum of two semesters of fieldwork during which they work as school counseling interns for a minimum of two full days a week. During this experience, they maintain a caseload, run groups, collaborate with school staff, teachers, and community agencies, develop and implement programs, make appropriate referrals, and meet weekly with their supervisors. The formal supervisor evaluations are completed at the end of each semester of required fieldwork. Candidates are assessed on performance in the following areas: individual counseling, group work, administration, supervision (including ethics), personal growth, interpersonal and professional skills and development, and systemic skills (such as providing relevant referrals to outside agencies).

Candidates in the School Psychology program complete a minimum of 600 hours of fieldwork in their second year of studies, and 1200 hours of school-based internship in their third year. In addition, doctoral candidates complete two externships prior to their internship experience. University supervisors assess candidate performance during the fieldwork using the Fieldwork Evaluation Form. During the internship, candidates maintain daily logs, conduct psycho-educational evaluations, classroom management-cognitive behavior therapy, consultations, and supportive counseling, and hold in-service presentations. On-site supervisors complete and sign the Internship Performance Rating Form twice during each semester. The Internship Director reviews candidates' portfolios and completes the Internship Performance Rating Form twice per semester. In 2003-2004, the mean rating of candidates' performance on general knowledge in psychology was 2.59 on a scale from a low of 1 (needs improvement) to a high of 3 (above expectation).

Program Completion. Candidates for other school professional roles are eligible to exit the program once they have successfully completed all coursework and fieldwork/internship requirements. In addition, candidates in doctoral programs are required to complete and defend a doctoral dissertation.

Candidates in the Education Leadership programs are required to complete the Capstone project, for which they are to observe leadership in operational situations and complete a field-based analysis exploring the effects of education leadership on practice and performance. Candidates are required to demonstrate four strands of knowledge and skills: leading learning; policy and

politics of education; management; and organizational change. The Capstone project is reviewed by two faculty members using a scoring rubric. EDD candidates are required to complete and defend a doctoral dissertation which includes a review of relevant research on the topic, demonstration of research methods, collection and analysis of data on a problem of practice, and recommendations for the site and the field as a whole.

Candidates in the School Counseling Program complete the EDM Special Project, which gives them the opportunity to demonstrate knowledge and skills they have gained through their coursework as well as through their counseling experiences both in their fieldwork placement setting and counseling practica. The Special Project requires that candidates focus on one client with whom they have worked in individual counseling. Candidates completing this culminating project should include the following information in their case analysis: identifying information (such as cultural background, educational history, and sexual orientation), presenting problem, family history, social background, case conceptualization, description of counseling work, and the counselor’s own personal issues and growth as a counselor.

All School Psychology candidates are required to complete a culminating project before applying for certification as a school psychologist. To complete the project, candidates must write a research report on the efficacy of an intervention (within the domains of learning or mental health) that they have implemented within schools. The report consists of rationale for the intervention, method, results, and conclusions. Results of the graduate survey administered to school psychology graduates show that the majority of graduates believed that the program provided them with “good/very good” theoretical foundation in cognitive and developmental psychology (mean of 4.7 on a scale for 1-very poor to 5-very good) (Exhibit 1.7. School Psychology Graduate Survey Summary).

The results of the Praxis in Educational Leadership and Supervision are presented in Table 1.1(b).b below. Teachers College graduates consistently demonstrate very strong performance.

Table 1.1(b).b: PRAXIS in Educational Leadership and Supervision

	N of Takers	TC Median	All Median	TC Range	All Range
2003-2004	14	730	690	700-770	640-740
2001-2002	14	735	690	640-800	630-740
1999-2000	12	760	680	720-780	620-740

During the self-study conducted by the School Counseling and School Psychology programs during 2002-2003, both programs instituted a requirement for their candidates to achieve a passing score on the Praxis exam. All candidates who entered the program in AY 2003-2004 will have to meet this requirement. The first set of scores will be available during AY 2005-2006.

Element 2: Pedagogical Content Knowledge for Teacher Candidates

The pedagogical content knowledge required of the teacher candidates at Teachers College is defined by the state, national, and institutional standards. TC Standard 3 states, “Our candidates understand subject matter/discipline; learners and learning; and curriculum and teaching; and can create learning experiences that foster learning, development, and achievement in all students.”

Knowledge outcomes K3.2 and K3.3 specifically require that candidates demonstrate knowledge of learners and learning (including knowledge of human growth and development, behavior and motivation, cognition and learning theory, and learner and learning characteristics and differences) and knowledge of curriculum and teaching (including knowledge of curriculum theory and resources, general pedagogical principles and teaching strategies, assessment and evaluation, counseling and social behavior management, organizational development, communication, language, and technology). In addition, many initial and advanced teacher education programs are aligned with recommendations developed by specialty professional associations.

Admission to Programs. Candidates for admission to the initial teacher education programs are not required to demonstrate pedagogical content knowledge at the point of admission, although programs may give preference to those applicants who have undergraduate education-related coursework or prior teaching experience. All candidates for admission to advanced teacher education programs are required to have an initial or professional teaching certificate. Those who are teaching in an independent school must present proof of at least one year's teaching experience (which must be assessed and approved by the faculty). Applicants who do not meet this requirement are referred to initial teacher education programs.

Academic Coursework. Candidates demonstrate their mastery of pedagogical content knowledge (K3.2 and K3.3) through a variety of course-related assignments. The following types of major assessments are used by programs to evaluate candidate performance: reflective journals and papers, research papers/literature reviews, fieldwork/action research projects, curriculum planning projects (including unit and lesson plans), and assessment and evaluation assignments (Exhibit 1.3. Major Assessments at Four Decision Points).

Fieldwork and Student Teaching. Evidence of candidates' performance on content knowledge during practica and student teaching can be found in the Student Teaching Evaluations completed by cooperating teachers, university supervisors, and candidates themselves at least twice per each student teaching placement, and in Student Teaching Portfolios. In 2003-2004, the programs reviewed and revised their Student Teaching Evaluation forms to ensure alignment with the standards and began piloting the new forms in Spring 2004. All student teaching evaluation forms include criteria referenced to K3.2 and K3.3. The preliminary analysis of the data collected at this point (6 programs, 85 student teachers) indicates that 97 percent of teacher candidates meet or exceed these standards (Exhibit 1.4. Summary of Student Teaching Evaluations).

Student Teaching Portfolios vary in content across the programs but are most likely to include teaching philosophy statements, reflective journals and papers, lesson and unit plans, videotapes of lessons taught, samples of P-12 student work, and other professional documentation.

Program Completion. Candidates applying for a teaching certificate are required, in addition to LAST and CST tests described in our response to Element 1.1(a), to achieve passing scores on the elementary and secondary version of the Assessment of Teaching Skills-Written (ATS-W) to receive an initial teaching certificate. The elementary ATS-W measures professional and pedagogical knowledge at the Early Childhood (birth through grade 2) and Childhood (grades 1-

6) levels. The Secondary ATS-W measures professional and pedagogical knowledge at Middle Childhood (grades 5-9) and Adolescence (grades 7-12) levels. Both versions of the test consist of multiple choice test questions and a written assignment. These tests address student development and learning, instruction and assessment, and the professional environment. Teachers College candidates consistently demonstrate a 99 percent pass rate on ATS-W (or NTE) (Table 1.2.a).

Table 1.2.a: Candidates' Performance on ATS-W

Year	N tested	N passed	TC % passed	NYS % passed
2004	413	413	100	.
2003	338	335	99	96
2002	360	357	99	96

Teacher candidates in the initial and advanced programs are required to demonstrate knowledge and use of technology in their academic coursework and during their student teaching. Programs' efforts to integrate technology into instruction in 2001-2003 were supported by the PT3 Grant from the US Department of Education. Although all programs preparing teachers and school professionals are working to integrate technology into academic coursework, field component and program requirements for candidates, the degree of integration varies across the programs. The integration was assessed on a four point scale:

1. Beginning. There has been no concerted discussion about uses of technology in the program, no common vision has been developed, and no outcomes have been agreed upon.
2. Exploring. Individual faculty are learning about and exploring technology and the program as a whole is beginning to explore how to plan to integrate it.
3. Developing. The program is coming to consensus about their vision for technology, the majority of faculty members have been using technology in their teaching, and the program is examining standards for students and how it will assess what students know.
4. The program has a common vision to technology, it is working on integrating technology into all courses, and it has implemented or is implementing standards for candidates.

In 2003, on average, teacher education programs approached the developing stage in which technology is used throughout a program, and program faculty are thinking about what the requirements for technology knowledge and use should be (mean 2.7, compared to 1.2 in 2001). Two of the programs (Science Education and Teaching of Social Studies) were judged to be at Stage 4 (Exhibit 1.8. PT3 Annual Report). The illustrations of technology integration in the Social Studies curriculum and candidates' use of technology are presented in the Exhibit Room.

The Computing Services Survey (Fall 2003, N=330) indicated that Teachers College candidates rated their computer skills at 2.52 on a five point scale (1-expert; 5-novice). About 97 percent owned computers. They reported using computers 26.92 hours a week. Table 1.2.b shows candidates' use of various computer applications in their academic studies, in clinical experiences, and for personal purposes. The Survey also indicated that 56 percent of the candidates reported that they used presentation technology in the classroom (mean 3.02 on a scale from 1-always to 5-rarely), while about 24 percent responded that they never used this type of technology (Exhibit 1.9. Computing Services Survey Summary).

Table 1.2.b: Candidates' Use of Computer Applications, Fall 2003

	n	Mean*	never used	
			n	%
Word Processing	284	1.11	5	1.7%
Statistical analysis	123	2.53	156	55.9%
Spreadsheet	216	2.70	70	24.6%
Multimedia authoring	61	3.33	216	78.0%
Graphics facility	114	3.16	161	58.5%
Presentation software	210	2.49	73	25.8%
World Wide Web publishing	133	2.45	143	51.8%
Online bibliographic research	264	1.68	20	7.0%
Email or newsgroups	275	1.27	12	4.2%
TC Directory Online	251	2.61	34	11.9%
TC Online Services	271	1.85	16	5.6%
Classweb, Blackboard	226	2.23	54	19.3%
MyTC Portal	238	2.60	45	15.9%

* Ratings: 1-used frequently, 5-used rarely

Element 3(a): Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The professional and pedagogical knowledge and skills required of teacher candidates are defined by state, national, and institutional standards and are assessed in academic coursework, during student teaching, and at program completion.

Academic Coursework. Throughout the initial and advanced teacher education programs, significant effort is made to ensure that candidates understand and apply knowledge for effective implementation of instruction to help all students learn and develop to their fullest potential. A variety of academic courses focus on pedagogical and professional knowledge including (but not limited to) school and classroom cultures, curriculum, classroom management, social and cultural problems, communities and families, and technology (Exhibit 1.10. Required Methods Courses). Evidence of candidate performance on professional and pedagogical knowledge and skill outcomes is demonstrated through the following major assessments: fieldwork/action research projects; curriculum planning projects (including unit and lesson plans); and assessment and evaluation assignments (Exhibit 1.3. Major Assessments at Four Decision Points).

Fieldwork/Student Teaching. Student teaching provides candidates the opportunity to apply their knowledge and skills toward student learning. Evidence of candidates' performance on professional and pedagogical knowledge and skills during practica and student teaching can be found in the Student Teaching Evaluations completed by cooperating teachers, university supervisors, and candidates themselves at least twice per each student teaching placement, and in Student Teaching Portfolios. In 2003-2004, programs reviewed and revised their Student Teaching Evaluation forms to ensure a close standard alignment and began piloting the new forms in Spring 2004. All student teaching evaluation forms include a broad range of assessment criteria. The results of student teaching evaluations from the Spring 2004 semester (six programs, 85 student teachers) are presented in Table 1.3(a).a. The majority of student teachers

meet or exceed the College and program expectations (Exhibit 1.4. Summary of Student Teaching Evaluations).

Table 1.3(a).a: Candidates' Performance on Selected KSDs

KSD	Doesn't meet standard	Meets standard	Exceeds standard
S1.1 self-critique and reflection	1%	92%	7%
S3.1 planning of curriculum	2%	91%	7%
S3.2 instruction	1%	94%	5%
S3.3 social behavior management	0%	95%	5%
S3.4 assessment	2%	88%	10%
S4.1 communication and collaboration	0%	89%	11%
S5.1 strategies to address inequalities	3%	87%	10%
K2.2 issues of professional concern	1%	95%	4%
K3.1 content knowledge	0%	79%	21%
K3.2 learners and learning	3%	94%	3%
K3.3 curriculum and teaching	3%	93%	4%
K4.1 effective collaboration	0%	95%	5%
D1.1 commitment to inquiry and reflection	4%	89%	7%
D3.1 growth and development of all students	1%	98%	1%
D4.1 willingness to collaborate	1%	88%	11%

All advanced teacher education programs require appropriate field experiences that enable candidates to obtain experience in application of professional skills. Candidates' performance is reflected in the course grades and action research projects. In the process of re-registering all advanced teacher education programs, the faculty reviewed, revised, and sometimes redesigned their curricula, instruction, and assessment. The pilot of the new/re-designed performance-based assessment system began in Fall 2004.

Program Completion. To graduate from and be awarded a degree in teacher education programs, all candidates are required to successfully complete the required coursework and fieldwork/student teaching experiences, as well as a formal essay, a comprehensive examination, or an integrative project (see Exhibit 1.5. TC Catalog, p. 271). Examples of master's or integrative projects with accompanying instructions and evaluation rubrics are available in the Exhibit Room.

Many teacher education programs have been using portfolio assessments for summative evaluation of candidates' performance. In Fall 2003, six programs participated in piloting of electronic portfolios (LiveText). The electronic portfolios once fully implemented will allow for easy alignment with a variety of standards and for efficiency of data collection and aggregation (see Exhibit 1.11. LiveText Progress Report).

Candidates applying for a teaching certificate are required to achieve passing scores on the elementary and secondary version of the Assessment of Teaching Skills-Written (ATS-W). The elementary ATS-W measures professional and pedagogical knowledge at the Early Childhood

(birth through grade 2) and Childhood (grades 1-6) levels. The Secondary ATS-W measures professional and pedagogical knowledge at Middle Childhood (grades 5-9) and Adolescence (grades 7-12) levels. These tests address student development and learning, instruction, and assessment, and the professional environment. Teachers College candidates consistently demonstrate a 99 percent pass rate on ATS-W (or NTE) (see Table 1.2.a above).

At the program completion, candidates complete an Exit and Graduate Survey which addresses a variety of learning outcomes. The survey was developed and piloted in May 2004. Fifty-seven candidates from 15 programs responded to the survey (see Exhibit 1.12. Graduate Survey Pilot Summary). The following items have been identified as relating to candidates’ professional and pedagogical knowledge and skills (see Table 1.3(a).b):

Table 1.3(a).b: Selected Graduate Survey Results

Questions	Strongly disagree	Disagree	Agree	Strongly agree	Mean *
<u>While a student at TC, I had multiple opportunities to:</u>					
Q11 challenge my own ideas	1	6	19	31	3.4
Q12 challenge ideas of other people	4	10	19	24	3.1
Q13 solve real educational problems	5	18	19	15	2.8
Q14 use research skills	4	6	16	31	3.3
Q18 learn multiple theoretical perspectives in my field	4	7	19	27	3.2
Q19 use acquired knowledge in practice	1	11	17	28	3.3
Q20 design educational projects and/or programs	2	8	24	23	3.2
<u>My studies at TC helped me to:</u>					
Q25 enhance my ability to think critically	4	5	16	32	3.3
Q26 improve my problem solving skills	3	11	15	28	3.2
Q27 gain research skills	5	10	14	28	3.1
Q28 reflect on my experiences	4	5	12	36	3.4
Q29 develop the skills to learn independently	1	7	18	28	3.4
Q30 understand what it means to be a professional in my field	4	5	19	29	3.3
Q31 acquire skills necessary to work in preK-12 schools	6	5	22	21	3.1
Q32 expand my ability to use technology	7	17	19	14	2.7
Q34 better understand issues in a multicultural and diverse society	1	5	21	30	3.4

* Ratings: 1-strongly disagree, 4-strongly agree

In response to a general question, “How well did TC prepare you for a career in P-12 education?” 47 graduates chose “adequately” and “very well”; while seven responded “poorly” or “inadequately.” The revised survey will be administered in May 2005.

Element 3(b): Professional Knowledge and Skills for Other School Personnel

Candidates in the Education Leadership, School Counseling, and School Psychology programs are required to demonstrate professional knowledge and skills during their academic coursework, fieldwork and internships, and upon graduation from the programs.

Academic Coursework. Throughout academic coursework, a wide variety of learning activities ensure that candidates master professional knowledge and skills. Candidates demonstrate their mastery of professional knowledge and skills through a variety of course-related assignments.

Leadership candidates enrolled in *ORLA 4030 Ethical Issues in Education* complete an Ethical Platform Project based on a school situation in which they had to make a decision with important but unclear ethical implications. Having studied various philosophical perspectives, candidates reflect on the decision they made and analyze it in light of new knowledge and insight. Candidates are assessed on their ability to develop a vision based on relevant knowledge and theories and to act with integrity based on ethical and legal principles. In *ORLA 4044 Developing and Transforming Urban Schools*, candidates use a case study method to describe and propose a solution for an educational transformation strategy to improve student achievement in one of five urban districts undergoing reform. Candidates demonstrate their knowledge of learning, teaching, student development, organizational development, and data management in transforming learning for all students, and they show their ability to apply an understanding of the larger political, social, economic, legal, and cultural contexts to develop activities and policies to transform an aspect of school or district to improve student achievement. Other projects required of leadership candidates include Policy Analysis (Law) Project (*ORLA 4086 Law and Educational Institutions*), Action Research Project (*ORLA 5530 Action Research in Organizational Behavior*) and Ecology Research Project (*ORLA 5025 Ecology of Educational Planning and Management*). Candidates are required to demonstrate a broad range of learning outcomes identified by the ELCC. Descriptions of these projects, assessment instruments, and samples of candidates' work are available in the Exhibit Room.

Candidates in the School Psychology program must maintain a B+ average and receive the grade of B+ or better in 4 of the 7 courses taken to fulfill basic psychology requirements, as well as in HBSK 4072, HBSK 5373, HBSK 5320-21, and HBSK 6380. Coursework provides candidates with a strong foundation in theory and research from cognitive and developmental psychology and its application to (1) the instruction and learning of school related subjects, particularly reading; and (2) the understanding and treatment of mental health problems. Assessment of candidates' performance is based on design and completion of clinical interventions, videotaped psychological evaluation, shared and individual cases, interview of a school psychologist, and applied research projects.

Performance assessment in the School Counseling program is based on a Comprehensive Exam, the Counseling Skill Evaluation, the School Counseling Final Project, and the Racial Cultural Lab Evaluation. Descriptions of these projects, assessment instruments, and samples of candidates' work are available in the Exhibit Room.

Clinical Experiences. All candidates enrolled in a program for other school professionals must show satisfactory completion of a clinical practice/internship.

During their 200-hour internship, candidates in the leadership programs complete three field-based work projects that are designed to assess candidates' knowledge and skills embedded in ELCC standards 1-3: knowledge and ability to promote success of all students (1) by facilitating the development, articulation, implementation, and stewardship of a school or district vision; (2)

by developing a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff; and (3) by managing the organization, operation, and resources in a way that promotes a safe, efficient, and effective learning environment. Formal evaluations of candidates' performance during the internship are completed by cooperating administrators, university supervisors, and the candidates themselves. The evaluations address a broad range of professional knowledge and skills.

Fieldwork and internship experience in the School Psychology program provide candidates with the opportunity to apply the knowledge learnt during their coursework to their work with clients. The Fieldwork Evaluation Form is used to assess candidate performance in three areas: (1) diagnostic/assessment skills; (2) psychotherapy, counseling, consultation, and behavior change skills; and (3) professional conduct. On a scale from a low of 1 (extreme inadequate; well below what one would expect at this level of training) to high of 5 (extremely skillful), candidates' performance is consistently ranked between 4 and 5 (means 4.43-4.89). The Fieldwork Evaluation form, data summary, and samples of completed evaluations are available in the Exhibit Room. During the internship candidates are assessed on a scale from a low of 1 (needs improvement) to a high of 3 (above expectation). All psychology candidates in AY 2003-2004 are consistently rated between 2 and 3 on a variety of skills essential for school psychologists.

Program Completion. Candidates for other school professional roles are eligible to exit the program once they have successfully completed all coursework and fieldwork/internship requirements. In addition, candidates in the doctoral programs are required to complete a doctoral dissertation.

The attainment of the doctoral degree (PHD or EDD) in School Psychology prepares candidates for certification as a school psychologist and licensure as a psychologist. The results of the graduate survey administered to school psychology graduates showed that the majority of graduates believed that the program provided them with "good/very good" training in professional knowledge and skills (see Exhibit 1.7. School Psychology Graduate Survey Summary).

Graduates of the three advanced programs preparing other school professionals participated in the unit-level graduate survey piloted in May 2004 (see Table 1.3(a).b for data summary). One of the recommendations of the pilot study was to customize a general survey to the advanced professional graduates. The revised survey will be administered in May 2005.

Element 4: Dispositions for All Candidates

Each of the five Teachers College standards identifies associated dispositions. The list of dispositions expected of TC candidates and graduates includes six broadly defined dispositions:

- D1.1 Open Mindedness and Commitment to Inquiry and Reflection
- D2.1 Commitment to Profession, Ethics, and Lifelong Learning
- D2.2 Commitment to Leadership
- D3.1 Commitment to the Fullest Possible Growth and Development of All Students
- D4.1 Willingness to Collaborate

- D5.1 Respect for Diversity and Commitment to Social Justice

Teachers College and individual programs inform candidates about the conceptual framework and TC standards, including disposition expectations (Exhibit 1.13. Professional Education Programs Brochure). Candidates' dispositions are assessed at each transition point.

Admission to Programs. All programs review admission applications for evidence of the applicants' dispositions. The common disposition-related criteria across the programs are career goals and commitment to profession (D2.1), attitudes toward diverse populations/teaching in urban settings (D5.1, D3.1), experience working with children and youth/field experience (D2.1, D3.1). The analysis of admissions data for the initial and advanced teacher education programs indicated that over 90 percent of candidates were rated at minimally acceptable and above levels on all three criteria (see Tables 1.4.a).

Table 1.4.a: Teacher Education Admissions Review Summary

Ratings	Initial Teacher Education Programs			Advanced Teacher Education Programs		
	Career Goals and Commitment to Profession	Attitudes toward Diverse Populations	Experience Working with Children and Youth	Career Goals and Commitment to Profession	Attitudes toward Diverse Populations	Experience Working with Children and Youth
unacceptable	1%	9%	5%	1%	8%	0%
minimally acceptable	14%	26%	14%	8%	24%	12%
acceptable	61%	41%	68%	55%	32%	56%
excellent	25%	24%	13%	36%	37%	31%

Dispositions-related criteria for admission into the Education Leadership Programs are leadership potential, education specific knowledge and experience, creating a vibrant and diverse cohort. The analysis of the admissions data collected in Spring 2004 shows that 98 percent of accepted candidates received ratings of minimally acceptable (13 percent) and above (85 percent) on leadership potential. All candidates were rated at minimally acceptable (46 percent) and above (54 percent) levels on education specific knowledge and experience. All candidates were rated at minimally acceptable (17 percent) and above (84 percent) levels on vibrant and diverse cohort (Table 1.4.b).

Table 1.4.b: Education Leadership Admissions Review Summary

Ratings	Leadership Potential	Education Specific Knowledge and Experience	Vibrant and Diverse Cohort
unacceptable	2%	0%	0%
minimally acceptable	13%	46%	17%
acceptable	52%	27%	46%
excellent	33%	27%	38%

In their admissions decisions, faculty members in the School Psychology program consider the following dispositions-related characteristics: a strong interest in psychology (especially cognition) and practice as it relates to the functioning of children and adolescents in educational, community, and family contexts; the ability to work cooperatively with other students and faculty; the willingness and ability to move through the program in a timely manner; the willingness to adhere to standards of professional and ethical behavior.

Academic Coursework. To ensure that candidates demonstrate appropriate dispositions, all programs use a variety of performance-based assignments. Initial and advanced teacher education programs identified reflective journals and papers, research papers/literature reviews, fieldwork/action research projects, and curriculum planning projects as their major sources of evidence of candidates' dispositions (Exhibit 1.3. Major Assessments at Four Decision Points). Candidates in the Education Leadership program demonstrate their dispositions through the Ethical Platform Project, Policy Analysis Project, Action Research Project, and Ecology Research Project. In addition, candidates are also assessed on ELCC-defined dispositions to act fairly, ethically, and with integrity.

Candidates in the School Psychology program are required to take *HBSK 4025 Professional and Ethical Foundations of School Psychologists*. The course introduces prospective psychologists to the history and characteristic/demographics of the field of school psychology, ethics, and laws that will provide the foundation for ethical and professional practice both as school psychologists in training and practicing school psychologists. It also brings to light some of the more important and contentious issues in the discipline (e.g., the nature of disabilities; race, ethnicity, culture, and IQ; the efficacy of special education). Candidates' understanding of and commitment to ethical and professional principles is assessed based on two examinations (3-5 short essay questions each) and a final paper describing an actual interview with a school psychologist.

Fieldwork/Student Teaching and Internship. Dispositions are a critical part of candidates' assessment during all field experiences, student teaching, and internships. Student Teaching and Internship Handbooks (Exhibit 1.14) describe expectations for professional conduct in the field. Observable behaviors are part of the assessment in all programs. Candidates' dispositions are constantly evaluated through observations, journal writing, and conferences. Whenever negative dispositions or lack of professionalism arise during programs, supervisors conduct a conference with candidates. If the problem is severe, the appropriate program faculty members review the case and make a decision regarding remediation and retention.

Candidates are expected to adhere to all ethical and professional standards for the practice in their fields. For example, candidates in School Psychology are required to follow the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and the Principles for Professional Ethics (National Association for School Psychologists).

Formal Student Teaching Evaluations have criteria referenced to the TC dispositions: D1.1 (Commitment to Inquiry and Reflection), D3.1 (Commitment to the Fullest Possible Growth and Development of All Students, D4.1 (Willingness to Collaborate). As Table 1.3(a) data shows, over 96 percent of teacher candidates meet or exceed the College and program expectations of all

three dispositions as indicated in their student teaching evaluations (Exhibit 1.4. Summary of Student Teaching Evaluations).

Element 5(a): Student Learning for Teacher Candidates

Teacher candidates are required to document their impact on P-12 learning. Specifically, candidates are required to assess student learning, use these assessments in planning instruction, and develop meaningful learning experiences for students based on their developmental levels and prior experience. Teacher candidates understand that student learning is a direct result of their own knowledge of content, pedagogy, and skills for professional practice. Throughout their program of study, candidates engage in reflective decision making as they consider how to apply their knowledge and skills to improve student learning.

Academic Coursework. Candidates complete a variety of assignments related to the assessment of and reflection on student learning: reflective journals and papers, fieldwork/action research projects, curriculum planning projects (including unit and lesson plans), and assessment projects. In assessing candidates' performance on these assessments, programs consider how well candidates address the needs of all learners, not just the average learner. Attention to diversity is embedded in all experiences, from coursework to fieldwork. Evidence of P-12 student learning for both initial and advanced teacher candidates can be found in the reflective journals that candidates maintain as part of their course and fieldwork requirements. Teacher candidates must reflect on and assess their strengths and weaknesses, plan the next steps for student learning, and suggest changes for lesson delivery.

Student Teaching. The College provides teacher candidates with opportunities to work with learners from diverse cultural backgrounds and exceptionalities. During the required field experiences, including student teaching, candidates monitor and analyze the learning of all students and make appropriate adjustments to their teaching—a required component of each lesson plan. Following their daily instruction, candidates record their reflections, describe the needs of learners, and identify strategies to adjust instruction to meet these needs. Student Teaching Evaluation forms assess candidates on their ability to address the diverse needs of students. The data collected in Spring 2004 shows that 98 percent of candidates meet or exceed program expectations in the area of assessment skills and 99 percent in the area of self-critique and reflection skills. (Exhibit 1.4. Summary of Student Teaching Evaluations).

Student Teaching Portfolios contain specific projects/artifacts which require data collection on a single child (e.g., Elementary Education, Science Education) or a group of children (e.g., Bilingual Education, Special Education: Learning Disabilities) and descriptions of specific adjustments to instruction or interventions that have been made as a result of the analysis of the outcome data collected. Lesson and unit plans must demonstrate how candidates (a) planned instruction appropriately for diverse groups of students; (b) altered instruction based on student results; and (c) adapted instruction to accommodate individual differences. Samples of P-12 student work provide evidence on the changes that resulted from candidates' teaching/intervention.

The results of the NYS Assessment of Teaching Skills (ATS) test for the 2004 Teachers College graduates show that our candidates possess strong knowledge and skills in the areas of planning, instruction, and assessment (Table 1.5(a).a).

Table 1.5(a): ATS for 2004 TC Graduates by Subareas

Subareas	Mean	NYS Cut Score
Knowledge of Learner	272	220
Instructional Planning and Assessment	272	220
Instructional Delivery	265	220
Professional Environment	267	220

Element 5(b): Student Learning for Other Professional School Personnel

Other professional school personnel document their ability to meet standards related to student learning through a variety of activities in their programs. In critiquing and reflecting on their work, candidates analyze data on student learning and then use appropriate strategies to improve student learning within their educational environments. Candidate learning experiences are designed to meet professional organization, state, and faculty-developed standards and indicators of performance as appropriate to each program area. These experiences are also designed to be responsive to learning issues that are identified as being important in the NCATE standards (e.g., creating a positive environment for student learning once the candidate is employed, understanding and building upon the developmental level of students, and viewing diversity as a strength and promoting social justice). Examples include course requirements in cultural diversity, school improvement, human cognition, mental health, social development, and positive school-community relations.

Ensuring that candidates focus on the environmental, demographic, and policy contexts of the students with whom they will work is also accomplished by connecting coursework to field-based experiences. In effect, candidates for professional school roles other than teaching are prepared in a manner that keeps student learning a centerpiece of their preparation. This is accomplished by embedding concerns for student learning and the environments where such learning takes place within the standards for each program, within the curricular experiences engaged in by candidates, and within the assessment procedures used in each program.

Candidates in the Education Leadership program follow the program philosophy and ELCC standards based on the belief that educational leaders must have knowledge and ability to promote the success of all students. One of the four strands of skills and knowledge emphasized by the program is leading learning, which involves a focus on creating and sustaining learning communities, the supervision of teaching and learning, and the development and transformation of education at the school and district level. In a variety of course-related and field-based activities, candidates individually and collaboratively detect and analyze school or district problems and issues, develop research-grounded strategies, and propose solutions and recommendations. In many of the major assessments described above, candidates are assessed on their ability to develop, articulate, and steward a vision that promotes success of all students. Specifically, in *ORLA 4044 Developing and Transforming Urban Schools*, candidates use a case

study method to describe and propose a solution for an educational transformation strategy to improve student achievement in one of five urban districts undergoing reform. Candidates demonstrate their knowledge of learning, teaching, student development, organizational development, and data management in transforming learning for all students. They show their ability to apply an understanding of the larger political, social, economic, legal, and cultural contexts to develop activities and policies to transform an aspect of school or district to improve student achievement.

The three field-based work projects completed during the internship also focus on student learning as the main goal of education leadership. The projects (1) promote the school or district vision of learning (interns engage in work that promotes stakeholders' understanding of the vision and contribute to its implementation in an observable manner); (2) evidence a positive change in one or more of the following: the school culture, the instructional program, student learning, and professional development of staff; (3) evidence some improvement in the management of the school. Interns work collaboratively with cooperating administrators and school staff on assessing needs, developing projects/interventions, and documenting positive changes in student learning or the learning environment.

The overall goal of the program in School Psychology is to educate school psychologists who can promote the cognitive, behavioral, and social growth and development of children and families from diverse linguistic, cultural, and racial backgrounds, through their ability to accomplish the following: assess and diagnose students' learning, behavior, and emotional problems and strengths; generate recommendations that are developmentally appropriate, that remediate deficits effectively, and that promote competence; implement and evaluate theoretically and empirically sound educational and mental health intervention programs for school personnel, families, and children; and implement and evaluate behavioral consultation with school personnel and parents about students' instruction and learning, mental health, and behavior.

Candidates in school psychology obtain experience in empirically-based decision-making applied to all aspects of school psychology practice. They provide a broad range of psycho-educational and mental health services to children and families. Training emphasis is given to the development of single-case research design applied to assessment, intervention, consultation, and counseling, as well as the development of skills in evaluating outcomes of these services as evidenced in capstone courses. Evidence that candidates have impact on student learning and other outcomes is found in case studies and work samples that are submitted to supervisors in internships. Internship Evaluation provides indication of the degree to which competencies in the areas of student outcomes are addressed.

Candidates in school counseling obtain professional training in order to provide guidance and counseling program services within educational settings. These candidates develop an understanding of the organization, administration, and program evaluation of comprehensive guidance programs within schools settings. They understand and apply principles of human development to the cognitive and affective growth of children and adolescents. Candidates develop skills and abilities to assess individuals and groups within the school setting and to provide occupation and education information and career guidance to individuals. They are

culturally aware and responsive to diverse cultural groups. They provide counseling to individuals and groups within the school. They abide by the ethical standards of the profession.

Standard 2: Assessment System and Unit Evaluation

The Teachers College Assessment System incorporates data from a diverse array of existing assessments with those collected through a new Outcome-based Candidate Assessments component, which was designed in 2002-2004 with input from TC faculty and P-12 communities. The comprehensive Assessment System includes data from assessments of candidates' and graduates' performance, quality of professional education programs, qualifications and productivity of faculty in professional education (based on their teaching, scholarship, and service records), and resources and supports provided to the professional education programs. The evidence gathered through these various assessments are summarized in Table 2.0.a.

Table 2.0.a: Sources of Evidence on Candidates, Graduates, Faculty, and Institution

Evidence on:	Internal Data Sources	External Data Sources
Candidate Performance	Outcome-based candidate assessments Admissions data (e.g., number of applicants, number of admits, demographics, feeder schools, etc.) Enrollment data Retention data Graduation data Course grade distributions	Undergraduate GPA GRE scores State Licensure and Certification Exams (LAST, CST, ATS, PRAXIS, etc.)
Graduate Quality	Graduation rates Exit survey of candidates	Graduate survey State Licensure and Certification Exams (LAST, CST, ATS, PRAXIS, etc.)
Program Quality	Course evaluations by candidates Student satisfaction survey Exit survey of candidates Program self-reviews	Rankings by peer institutions Graduate survey SPA and State Reviews
Faculty Qualifications and Productivity	Faculty qualifications (Banner & CVs) Course evaluations by candidates Exit survey of candidates Reappointment, promotion, and tenure reviews	Graduate survey Professional recognitions Publications and professional presentations Service and impact of work
Unit Resource Allocations and Supports	Faculty/student ratios Facilities inventory Library and technology resources Financial data/Annual budget	

As is evident, even before the addition of the new Outcome-based Candidate Assessments to the Assessment System, the College already used data from numerous assessments of candidates, graduates, faculty, programs, and resources for institutional research and operations management purposes. Most of these data were collected and analyzed by different Teachers College offices and departments (e.g., Office of Human Resources, Office of Budget and Planning, Office of Facilities, Computing and Information Services). The Office of Institutional Studies analyzed various types of data and prepared reports for formative and summative decision-making by the

College and its stakeholders. Following the initiation of the NCATE process at Teachers College, expansion efforts of the existing Assessment System focused particularly on developing candidate assessments that were aligned to knowledge, skill, and disposition outcomes (KSDs) valued in individual professional education programs but also linked to a common set of standards that reflected the philosophical stances of the conceptual framework (see Table B).

The aim of the comprehensive Assessment System is to systemically integrate all data gathered from different parts of the system, identify the types of evidence that have the highest utility for formative and summative decision-making by stakeholders at different levels of the system, and promote sound quality assurance reviews at both the program and unit levels. Sections marked C and D in Figure 2.0.b show in diagram form how the Assessment System was conceptualized and is expected to function (see also Exhibit 2.1. NCATE Standard 2 Supplementary Report for a more detailed description of the Assessment System).

The 2002 NCATE standards, particularly standards 1 and 2, which emphasize data-gathering on candidates' learning outcomes as opposed to the more traditional focus on program or unit inputs, presented a significant challenge for the College's professional education in terms of making systemic changes that needed quick implementation. Ensuring compliance with NCATE standards required a substantial reorganization of the curriculum and a reconceptualization of the processes of program-level assessment design and use. Our response to NCATE's standard 2 requirements has focused on the development of a new Outcome-based Candidate Assessments component, initially outlined in our Precondition report. However, we have tried our best to design a system that fits well with existing College components and does not unduly disrupt regular procedures and workings of individual programs.

As indicated, the new Outcome-based Candidate Assessments component was aligned with five TC standards that are linked to the College's conceptual framework and three philosophical stances. Simultaneously, the five TC Standards are aligned with program-specific KSD learning outcomes. Program faculty also aligned the TC standards and program-level candidate outcomes with the appropriate State, INTASC, or national association standards (see Exhibit C. Institutional, INTASC, and New York State Standards Alignment). Each TC standard is now operationalized by KSD outcomes that are common across all core courses and clinical experiences in teacher education programs (see Table B). How individual programs address TC standards and KSD outcomes is clarified in each program's assessment map (see Exhibit 2.2. Program Assessment Maps). Programs have selected multiple types of outcome-based assessment tools at four decision points during and outside professional coursework. All scoring rubrics for program assessments allow aggregation of candidate performance data by KSD outcomes and TC standards in the Master Domain (see Exhibit 2.1. NCATE Standard 2 Supplementary Report).

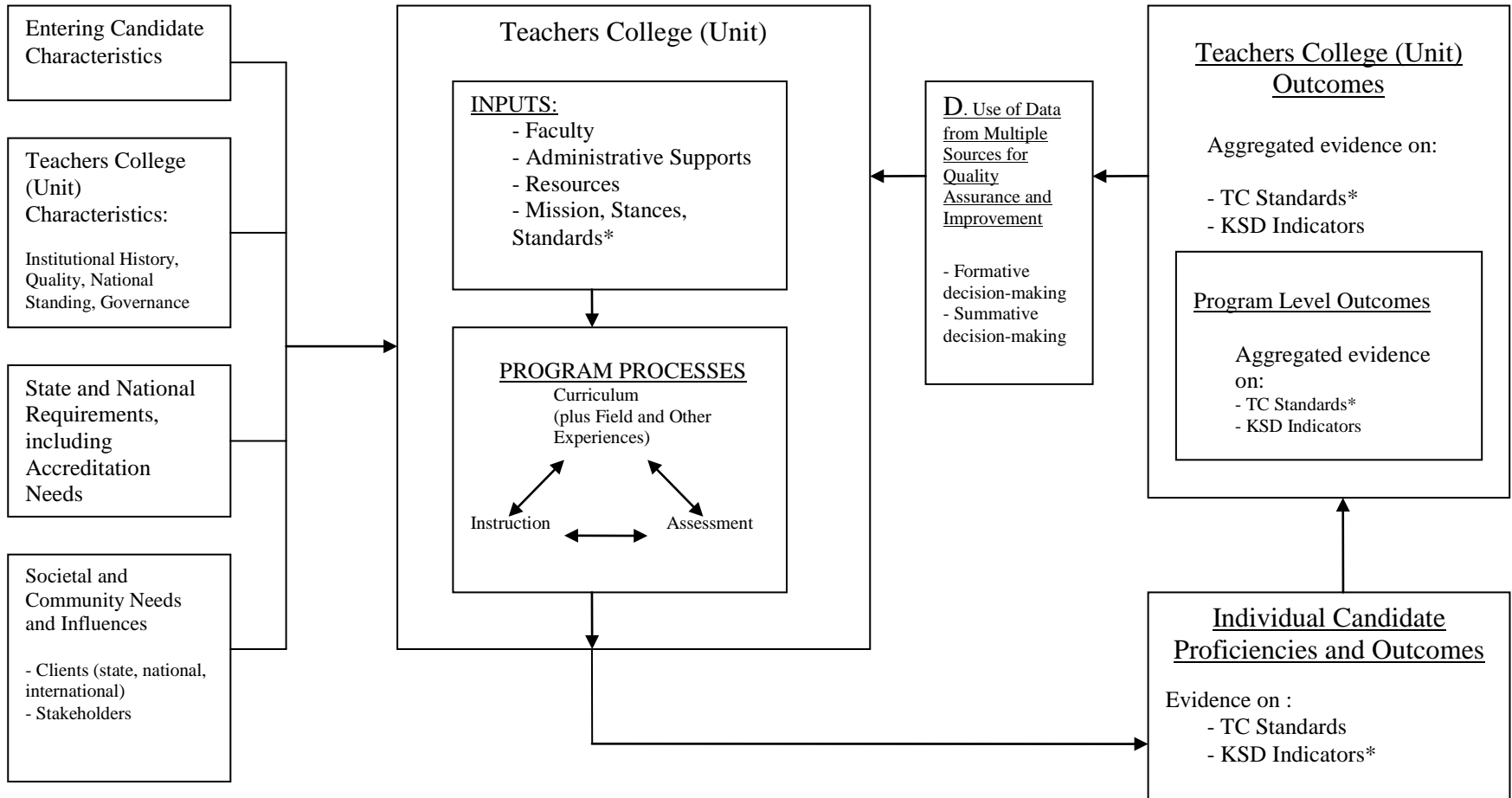
At this time, a Master Domain of KSD outcomes has been developed and content-validated for the teacher education programs using a "bottom-up" procedure described in the NCATE Standard 2 Supplementary Report (Exhibit 2.1). The Master Domains for two other professional education tracks, School Counseling/School Psychology and Educational Leadership, are still to be finalized.

Figure 2.0.b: Teachers College Assessment System: Conceptual and Design Framework

A. Context Variables

B. Input and Process Variables

C. Outcomes



Element 1: Assessment System

The Teachers College Assessment System and particularly its Outcome-based Candidate Assessments has evolved through input from several committees and groups involving the professional community. The Teachers College conceptual framework was developed by the College faculty. The College-wide discussion was facilitated by the Teacher Education Policy Committee (TEPC) and the Teachers College Accreditation Team (TCAT). The TCAT's Assessment Subcommittee directed the development of the system. The Assessment Subcommittee includes:

- TCAT Faculty Leader and Department Chair
- TCAT Project Coordinator
- Assessment Consultant and Faculty Member in Evaluation and Measurement
- Associate Dean for Teacher Education
- Director of the Office of Field Support Services
- Faculty Member and Program Coordinator
- Director of the Office of Institutional Studies
- Director of Information Technology
- Director of Academic Computing
- Director of Administrative Information Services
- Masters Student
- Doctoral Student and Teacher in Elementary School

A number of other members from the professional education community have been asked to review and provide input into the development of the assessment system. The Assessment Subcommittee meets regularly to discuss the design and implementation of the Assessment System (Exhibit 2.3. Assessment Subcommittee Meeting Agendas). During 2002-2004 the subcommittee consulted and invited to its meetings other faculty members, candidates, and representatives of other TC offices (e.g., Office of Admissions) to discuss specific aspects of the System's design and implementation.

The development process used for Outcome-based Candidate Assessments of TC's Assessment System can be divided into six phases:

Phase 1. Development of the conceptual framework and the outline for the Assessment System.

In Fall 2002, based on the conceptual framework developed by the professional education faculty, the Assessment Subcommittee outlined the concept of the Assessment System that was included in the Pre-conditions Report submitted to NCATE. In Spring 2003, the concept was presented to the members of the TEPC and program faculty at various group and individual meetings.

Phase 2. Program self-reviews of the existing curricula, instruction, and assessments in light of the competencies deemed to be central to effective professional practice. The three philosophical stances of the conceptual framework guided an initial drafting of 11 possible TC standards for candidate assessment. The next step involved in-depth content analysis of program-level outcomes and derivation of common KSD outcomes and standards that would match the philosophical stances of the College's conceptual framework. A "bottom-up" procedure (starting

from programs and proceeding to the unit-level) was employed to achieve this. In Spring 2003, all programs reviewed their existing curricula, instruction, and assessments and identified valued learning outcomes/expectations for program candidates. With the assistance of the Assessment Consultant and TCAT Project Coordinator, these outcomes were classified into knowledge, skills, and dispositions and compiled into program domains of learning outcomes. During the 22 individual program meetings held over the course of the Spring 2003 semester, these domains were presented to the program faculty for content validation and as a resource for identifying a limited number of comprehensive assessments of candidates' performance. The programs were asked to complete program assessment tables, which linked together the TC standards, program learning outcomes, and major assessments (Exhibit 2.4. Assessment System Design—Phase 2).

Phase 3. Generation of the five TC Standards and the Master Domain of Learning Outcomes. In Summer 2003, the data from the program assessment tables were used to revise the initially derived 11 standards and to generate five substantively different constructs. The final five TC Standards were: Inquirers and Reflective Practitioners, Lifelong Learners, Learner-centered Educators/Professionals, Effective Collaborators, Advocates of Social Justice and Diversity. The compiled domain for each standard was further classified under knowledge, skills, and dispositions. Redundant outcomes were deleted, and the Master Domain of Learning Outcomes emerged (Table B).

Phase 4. Selection of assessments and development of the program-level rubrics linked to KSDs by decision points. At the September 2003 Assessment Workshop (Exhibit 2.5), the Master Domain was presented to the faculty for content validation. The programs were then asked to align their core courses and major assessments with the TC standards and KSDs using the Master Domain, to provide descriptions, and to develop KSDs-referenced assessment instruments for the identified major assessments. During Fall 2003, professorial, clinical, and school-based faculty in each program collaboratively developed their Major Assessments/ Standards Maps (Exhibit 2.2. Program Assessment Maps) and assessment instruments for all major assessments.

Phase 5. Content validation and pilot try-out of the assessment rubrics to examine the quality of assessments and the feasibility and accuracy of data. In Spring 2004, professional education programs piloted the newly developed or revised assessment instruments. The second Assessment Workshop was held in March 2004 (Exhibit 2.6) to share details of the concept for a unit-level assessment system, domains of learning outcomes, and drafts of assessment rubrics for different time-points; to provide guidelines for content-validation of rubrics and domains; and to obtain faculty feedback to shape the processes of data collection, tryouts, and future NCATE work. The Teacher Education Policy Committee provided a venue for the sharing of assessment instruments and rubrics, for discussions about different strategies to ensure that all constituents—including students, school/community partners, adjunct faculty, and cooperating teachers—were informed about the accreditation activities, and for the generation of ideas regarding evidence gathering at the college-level to demonstrate that Teachers College was meeting NCATE standards (Exhibit 2.7. TEPC Final Report 2003-2004).

The pilot try-out phase for designing of the Outcome-based Candidate Assessments continued in Fall 2004. The main purpose of this phase was to validate the developed assessment instruments; develop procedures for data collection, analysis, reporting and use; and adjustment of the overall

Assessment System components, as necessary. The development of the Outcome-based Candidate Assessments has been a collaborative and iterative process, requiring drafting, reviewing, cross-validation by experts in content areas and measurement, and several revisions of final products. Once fully implemented, the Assessment System will allow for ongoing data collection, review, and continual improvement of programs and services.

Phase 6. Comprehensive Data Collection on all professional education candidates has begun in Spring 2005. The first complete set of data for the Summer/Fall 2004 cohort of candidates will be available by the end of 2005.

Because of the diversity of our professional education programs, program faculty considered a range of assessment procedures and chose to use methods that are best suited to the training philosophy, program context, and desired outcomes of each individual program. It is recognized that each program is likely to have a different set of assessment methods to reflect unique features and competencies that are emphasized. Table 2.1.a shows types of major assessments used by programs. Assessment descriptions, instruments, and samples of candidates' work for each program are available in the Exhibit Room.

Table 2.1.a: Major Assessments by Program

Program Name	Program Level	Admissions Review	Philosophy Statement	Reflective Journal/ Paper	Research Paper/ Literature Review	Field-based Project	Curriculum Design Project	Assessment Project	Student Teaching/ Internship Evaluation	Student Teaching/ Internship Portfolio	Content/Comprehensive Exam	Integrative Essay/ Project	Dissertation
Art and Art Education	ITP/ADV	X			X		X		X			X	
Bilingual/ Bicultural Education	ITP	X		X		X	X		X			X	
Curriculum and Teaching	ADV	X				X	X		X	X		X	
Early Childhood Education	ITP	X		X		X	X		X			X	
Education Leadership	ADV	X	X		X	X			X	X	X	X	X
Elementary Education	ITP	X				X	X		X			X	
Literacy Specialist	ADV	X		X		X	X			X		X	
Mathematics Education	ITP/ADV	X		X			X		X	X	X	X	
Music and Music Education	ITP/ADV	X	X	X	X		X		X			X	
Physical Education	ITP/ADV	X		X	X		X		X	X		X	
Reading Specialist	ADV	X			X		X	X	X			X	
Science Education	ITP	X	X			X	X		X			X	
School Counseling	ADV	X			X			X	X		X	X	
School Psychology	ADV	X		X			X	X	X			X	X
SE Applied Behavior Analysis*	ITP	X										X	
SE Blindness and Visual Imp	ITP	X	X				X		X		X	X	
SE Deaf and Hard of Hearing	ITP	X				X	X		X			X	
SE Early Childhood	ITP/ADV	X		X		X	X		X	X		X	
SE Gifted Education	ADV	X				X	X		X	X		X	

SE Learning dis/Abilities	ITP/ADV	X		X		X	X	X	X			X	
SE Mental Retardation	ITP	X	X		X				X		X	X	
SE Speech and Language Pathology	ITP	X			X	X			X		X		
Teaching of ASL	ITP	X	X		X		X		X			X	
Teaching of English	ITP/ADV	X	X		X		X		X			X	
TESOL	ITP/ADV	X			X	X	X	X	X	X		X	
Teaching of Social Studies	ITP/ADV	X		X		X	X		X	X		X	
Technology Specialist	ITP	X		X		X	X		X			X	

*Use a series of twenty modules which include a variety of assessment procedures

The identified major assessments are used at four decision points along with other sources of evidence of candidates' performance. A concise summary of the decision points follows:

Decision Point 1: Admissions. Candidates applying for admission to professional education programs must apply by the date specified (see Exhibit 1.5. TC Catalog) and provide the following evidence: application form; personal statement that presents a carefully planned and written statement describing applicant's background, past work in the intended field of study, plans for graduate study and a professional career, or any other information they feel is relevant; official transcripts for each college or university in which they were enrolled for any period of time, showing all courses, grades, and degrees received; letters of reference written by people who can comment from personal knowledge on the applicant's academic or professional qualifications for graduate study; a current résumé or chronological listing of employment and other significant activities; and standardized test scores as required by individual programs. A number of programs require a personal interview.

Teachers College requires all candidates to have a baccalaureate degree from an accredited educational institution. All candidates applying for admission to the advanced teacher education programs are required to have an initial or professional teaching certificate. Those who are teaching in an independent school must present proof of at least one year's teaching experience, which must be assessed and approved by the faculty. Applicants who do not meet this requirement are referred to the initial teacher education programs. Applicants to the Education Leadership programs are required to have a minimum of three years of satisfactory prior teaching experience.

All application materials are reviewed for their completeness by the Office of Admissions. Complete applications are forwarded to the appropriate programs to be reviewed by the faculty. The program faculty review candidates' transcripts for evidence of meeting the academic content requirements (Exhibit 1.1. Academic Content Preparation Requirements) as well as for evidence of scholarly and professional potential and dispositions (Exhibit 2.8. Program Admissions Review Rubrics). All admissions rubrics are standards-referenced, which allows for the aggregation of the admissions review data to the unit level.

The decision to accept or reject an applicant is based on the results of the transcript and rubric review. Most programs use multiple reviewers to ensure fairness of their assessment. Once a decision is made, the application is sent back to the Office of Admissions, which notifies applicants about the program decision.

Decision Point 2: Academic Coursework. The programs ensure that candidates learn and demonstrate appropriate knowledge, skills, and dispositions through satisfactory completion of core coursework. Some departments specify an overall minimum grade average. Any program judging a candidate to be performing below expectations can require additional coursework as a means to evaluate the candidate's continuance within the degree program or at the College. As indicated in the TC Catalog (Exhibit 1.5. TC Catalog, p. 270), "Any student receiving eight or more points in grades of C- or lower is not permitted to continue registration in the College in any capacity and may not receive a degree or diploma. Petitions for exception to this policy are to be submitted, in writing, to the Registrar with a written recommendation from the department in which the student was last enrolled. Such petitions will be submitted to a faculty committee for review and decision."

Candidates demonstrate their learning and performance on the KSDs through a variety of course-related assignments. Each program requires the completion of at least two major assessments at Decision Point 2 (Exhibit 1.3. Major Assessments at Four Decision Points). All major assessments are standards-referenced and are used in the unit-level summaries of candidates' performance.

Some programs require candidates to complete certain academic courses or a certain number of credit hours prior to clinical experiences. Candidates' eligibility for student teaching or internship must be approved by their advisor or program coordinator.

- Teacher candidates are required to complete a Student Teacher Packet (Exhibit 2.9) and file it with the Office of Field Support Services. The packet includes an Application for Student Teaching (signed by Program Coordinator), medical forms for a TB test (signed by a physician), and Principal's Consent Form (signed by Principal).
- Leadership candidates are required to sign a Memorandum of Agreement outlining the conditions of internship prior to the Internship. The Memorandum is also signed by the internship coordinator and cooperating administrator.
- Candidates in the School Psychology program are not allowed to apply for the internship until they have been granted permission by the program director, who reviews past evaluations and consults with the fieldwork coordinator. Before beginning their internship, candidates are required to sign an Internship Contract outlining the internship requirements and participating parties' roles and responsibilities. The contract is also signed by the cooperating school psychologist and the college-based director of training.

Decision Point 3: Clinical Practice. In order to complete the clinical practice (student teaching and internship) successfully, professional education programs require that their candidates complete the required hours of clinical practice, submit completed assignments on time, and provide adequate evidence of basic competency in the areas defined by the Teachers College, professional, and state standards. Examples of Student Teaching Evaluation Forms, Fieldwork Evaluation Forms, and Internship Evaluation Forms are available in the Exhibit Room.

Candidates demonstrate their performance through at least two major assessments as identified by the program (Exhibit 1.3. Major Assessments at Four Decision Points). All major assessments are standards-referenced and are used in the unit-level summaries of candidates' performance.

Decision Point 4: Program Completion. To graduate from the master's level professional education programs, all candidates are required to successfully complete the required coursework and fieldwork/student teaching experiences, as well as a formal essay, a comprehensive examination, or an integrative project. As indicated in the TC Catalog (Exhibit 1.5, p. 271), the formal essay must demonstrate the ability of the candidate to select, organize, and present the results of professional investigation in the major field. The essay may consist of a body of work in a studio or performance area, demonstrating the design, preparation, and presentation of such professional works appropriate to the major fields. An outline of the subject of the essay must be approved by the major advisor and forwarded to the Registrar prior to or accompanying the application for the degree. Examples of candidates' master's or integrative projects with the accompanying instructions and evaluation rubrics are available in the Exhibit Room. In addition, leadership and psychology candidates enrolled in doctoral programs are required to complete and successfully defend a doctoral dissertation.

The point requirements for the degree programs are

- The Master of Arts (or Master of Science) degree is granted upon the satisfactory completion of *no less* than 30 points and a formal essay; or 32 points and an acceptable departmental integrative project; or 32 points and successful completion of a departmental comprehensive examination. A minimum of 12 points in the major field courses, and three courses outside the major department must be completed. Some master's programs require completion of 45-60 points.
- A candidate for a second master's degree must be readmitted to candidacy by the Office of Admissions. Courses and the Integrative Project, comprehensive examination, or essay offered for the first master's degree may not be applied to the second.
- The Master of Education degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. Candidates are required to take a minimum of three TC graduate courses outside the TC major department.
- The minimum requirements for the degree of Doctor of Education are: satisfactory completion of a planned program of 90 points of graduate coursework; submission of a statement of total program; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation.

A passing score on the New York State Teacher Certification Examinations is required for those applying for a teaching certificate. The NYS DOE requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence and prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by a successful completion of *HBSS 4116 Health Education for Teachers* offered by the Department of Health and Behavior Studies, or through online workshops. No candidate can be recommended for certification if he/she has not satisfied this requirement.

Effective in the 2003-2004 academic year, candidates in the School Counseling and School Psychology programs are required to achieve a passing score on the PRAXIS examination.

The Assessment System not only addresses candidate performance but also unit operation and the fairness, accuracy, consistency, and non-bias of assessments (see Table 2.0.a for a list of data sources for evaluation of unit operations). Assessments and policies are reviewed by programs and departments, the Teacher Education Policy Committee, and the Dean's office to determine fairness, accuracy, consistency, and non-bias. The following is a partial list of policies, procedures, and opportunities:

- Candidates missing some of the academic content requirements or with lower than the required GPAs/GRE scores may be admitted on probationary status. Programs then advise candidates on the additional coursework necessary to compensate the academic content deficits.
- Evaluations of candidate progress are communicated to the candidates whose progress is satisfactory. When a candidate's progress is not satisfactory, the academic advisors/program faculty members meet with the candidate to communicate the nature of the problem(s) and to discuss ways to address and correct the problem(s). The results of this discussion, including a mutually agreed upon plan to resolve the problem(s), are communicated to the candidate.
- Candidates with special needs are referred to the Office of Access and Services for Individuals with Disabilities. Statements are placed on syllabi to encourage candidates with disabilities to seek accommodation when needed.
- Academic policies including academic performance and grading policies are outlined in the TC Catalog, the Student Handbook, and program handbooks and guidelines. These documents are reviewed periodically. Statements regarding non-discrimination are included in student handbooks to encourage fairness.
- Teachers College has a process for formal complaints by candidates. Candidates, who feel that they have been treated unjustly by a member of the faculty, the administration, or by another student, should attempt to resolve their concerns immediately. If at all possible, candidates should speak directly to the person (or persons) involved. If the problem is not resolved or the candidate feels unable to speak with the person directly, the candidate should confer with his or her advisor, or the program coordinator, whichever is appropriate. Subsequent levels of recourse are the Department Chair, the College Ombudsperson, and the Associate Dean, in that order. At all times, the individuals involved in a complaint are expected to respect the rights of individuals, and to act in a professional and ethical manner.
- Candidates participate in the assessment of unit operations, including assessment of faculty performance, assessment of program quality, and assessment of resources through course evaluations, student satisfaction surveys, and exit and graduate surveys.

Some illustrations of the efforts to ensure validity and reliability of the assessments include these:

Validity: Two main kinds of validity evidence are being gathered to support the quality and meaningfulness of information gathered through various assessment tools in TC's Assessment

System: content-based validity and convergent validity. Content-based validity evidence in candidate assessments is obtained through systematic reviews of assessments relative to valued curriculum outcomes by experts in the discipline and measurement field. The “bottom-up” procedure described in developing the Outcome-based Candidate Assessments component, followed by expert reviews and revision by program faculty, was the first step in establishing content-based validity. A recommendation will now be made to all programs to obtain external reviews of assessments and rubrics vis-à-vis the Master Domain. This final content-screening will be recommended to obtain external validation that the dimensions of current rubrics for programs are aligned to the KSD indicators and TC Standards and that all relevant outcomes are represented in Assessments selected by programs. Convergent validity evidence is empirical evidence that data on KSD indicators, generated through program-level rubrics at different decision-points, are correlated with other external criterion measures, such as certification examination scores, GPAs, or GRE scores. For example, it is reasonable to expect that candidates who obtain high scores on KSD indicators at Decision Point 1 will also likely have high GRE scores. Correlational analysis can be used to verify such assumptions, thus improving understandings as to what the assessment data mean. This type of analysis has been initiated with Admissions point data, and preliminary results are reported in the Standard 2 Supplementary Report (Exhibit 2.1).

Reliability: Reliability analyses, undertaken to check for inconsistencies in ratings at different scoring levels in the rubrics, were performed on all assessments that had two or more raters. The results on inter-rater reliability on the program level rubrics at Decision Point 1 are available in the Standard 2 Supplementary Report (Exhibit 2.1). The reliability analyses will also include examinations of internal consistency for survey indices and composite scores generated from rubrics. They will continue during the pilot phase of Assessment System design.

How Results of Validity and Reliability Analyses will be Used: All results will be shared and interpreted with program and unit-level participants. The TCAT office will work in a service mode with individual programs and allow faculty to make their own decisions on how best to utilize the data on validity and reliability. Several programs already have built-in procedures for generating fair and accurate assessments (e.g., by having an adjudicating third rater or averaging scores across multiple raters).

Element 2: Data Collection, Analysis, and Evaluation

The responsibility for collecting data on candidates’ performance while they are in the program lies with program faculty. TCAT and its Assessment Subcommittee coordinate and provide support for program-level data collection. Unit level data including Banner extracts and summaries of various surveys and unit-level evaluations are collected and analyzed by the Office of Institutional Studies. Once the program- and unit-level data are collected, it is the responsibility of TCAT’s office to aggregate and summarize data on candidates’ assessments, program effectiveness, and unit operation, and to prepare a single annual (or Institutional) report.

As indicated above, the College has been routinely collecting and analyzing data on candidates, faculty, programs, and resources (Table 2.0.a). The addition of the newly developed Outcome-based Candidate Assessment component allows candidate performance data to be regularly

collected, compiled, analyzed, and reported to improve candidate performance, program quality, and unit operation. As we have begun to implement our Outcome-based Candidate Assessments component, we have developed a process for collecting, analyzing, and reporting data on candidate performance, program effectiveness, and unit operations (Table 2.2.a).

Table 2.2.a: Data Collection Process

Type of Data	Frequency of Collection	Collected from Whom
Candidates		
Admissions Data (Diversity, GPA, GRE, etc.)	Each semester	Admissions (BANNER)
Admissions Review for KSDs	Each semester	Programs
Grade distribution during academic coursework	Each semester	Institutional Studies
Performance on major assessments and KSDs	Each semester	Programs
Performance during clinical practice on KSDs	Each semester	Programs, cooperating practitioners
Completion of clock hours of clinical practice	Each semester	Programs, Field Support Services
Performance on integrative project/dissertation on KSDs	Each semester	Programs
Candidate enrollment and retention data	Annually	Institutional Studies
Data on degrees awarded and completion of programs	Annually	Institutional Studies
State and certification exams	Annually	New York State
Follow up survey of graduates and employers	Every two years	Institutional Studies
Programs		
Review of program curricula and assessments	Annually	Programs
Course evaluations	Each semester	Institutional Studies
Evaluation of clinical experiences	Each semester	Programs, Field Support Services
Student satisfaction survey	Each semester	Institutional Studies
Exit and graduate survey	Annually	Institutional Studies
SPA and State reviews	As specified	SPAs, NYS DOE
Faculty		
Course evaluations	Each semester	Institutional Studies
Student satisfaction survey	Each semester	Institutional Studies
Exit and graduate survey	Each semester	Institutional Studies
Initial appointment/review of qualifications	As required	Search committees, Dean's office
Department chair review	Annually	Department chairs
Reappointment/promotion/tenure reviews	As required	Special review committees, Dean
Curricula vitae review and update	Every two years	Dean's office
Supervisor survey	Annually	Field Support Services
Cooperating practitioner survey	Annually	Field Support Services
Resources		
Faculty workload, faculty/student ratios	Annually	Institutional Studies
Facilities inventory	As needed	Facilities Office
Library resources	As needed	Library
Technology resources	Every two years	Computer Information Systems
Financial data/budget	Annually	Budget Office
Policies and Goals		
Review of conceptual framework	Annually	TEPC
Review of program assessment plans and data	Annually	Programs
Review of unit assessment plan and data	Annually	TEPC, Dean

Once formal and informal data are collected, the TCAT office tabulates and summarizes the data. The data summaries go through collective evaluation and interpretation by applicable offices and committees. The first unit-level report for the Outcome-based Candidate Assessments was presented to TEPC in November 2004; individual program reports were presented to program

faculty in January-February 2005. Data summaries are used by programs, departments, and the College to identify strengths and weaknesses that need to be addressed. The programs may propose changes to be made within a course, field experiences, or other program requirements. Changes such as adding new courses, substantive program changes, and adding new programs require an approval of the Faculty Executive Committee (FEC). The FEC Academic Program Subcommittee reviews and assesses the development and implementation of program priorities and makes recommendations to the Faculty Executive Committee and to the Dean regarding program changes as they may be developed within the various units of the College. It also evaluates and approves new course proposals. During the review process, the institutional, national, and state standards and accreditation and certification requirements are considered. New programs proposals are reviewed by the department chairs before going to FEC.

An important part in the implementation of the Assessment System is the development of the computer information management system for data collection, storage, and aggregation. The Assessment subcommittee has been coordinating efforts to integrate the existing databases and to develop a new database for the performance-based data. Among the existing databases that yield data for the Assessment System are Banner (which contains information on candidate demographics, registration, course takings, financial aid, etc.; on faculty demographics, qualifications, workloads, etc.; and on a variety of financial data) and CMS Faculty Module (which contains qualitative information on faculty qualifications, professional experiences, publications, presentations, etc.). In addition, a number of new databases are used for the data collection and aggregation:

- An Access database was created for the Office of Field Support Services to hold information on student teachers, cooperating schools and teachers, and college-based supervisors.
- The LiveText e-portfolio system was piloted in Fall 2003 to provide unit and programs with a convenient way to assess candidate performance on the TC, professional, and state standards and to aggregate performance-based data (Exhibit 1.11. LiveText Progress Report).
- A Candidate Tracking System (CAT) database was developed to mirror the LiveText system and to aggregate performance-based data for programs not participating in the e-portfolio pilot. This system imports candidates' data from Banner and allows for easy storage of other relevant data (e.g., state licensure and certification results).

The use of information technology for data collection and aggregation (Banner, CMS Faculty Module, OFSS database, LiveText, and CAT) and data analysis (Excel, SPSS) allows for efficient preparation of reports to support evaluative decisions, both formative and summative, at different levels of the organizational system. Both internal and external stakeholders—including accreditation teams—may be supplied with reports on an “as needed” basis.

Element 3: Use of Data for Program Improvement

The professional education unit, program faculty, and various committees use assessment data to reflect on candidate and faculty performance and to initiate changes where needed. Teachers College professional education programs examine program and unit-level data carefully and regularly. The data is being used both for program evaluation and improvement and for unit

evaluation and accreditation purposes. In the spirit of the inquiry stance of the conceptual framework, candidates, faculty, programs, and unit are engaged in an ongoing process of self-evaluation.

Candidates are required to reflect on their performance and develop plans for improvement. For example, during their student teaching, candidates must plan and deliver an instructional sequence, assess student performance before and after the instruction, analyze student learning, and reflect on and modify their practice. Many programs require candidates to keep reflective journals during their academic and clinical experiences and to complete formal evaluations of their own performance.

There are established processes through which faculty continually and systematically use data to reflect on and improve their own practice. Each semester, faculty members reflect on the summaries of course evaluations of the courses they taught. They work with peers and department chairs to reflect on their performance and to develop ways to improve their teaching. Course evaluations, which are completed by candidates, serve as an important source of data for reappointment, promotion, and tenure reviews.

Program self-evaluation is an ongoing process that utilizes feedback from faculty, candidates, and field supervisors to modify the course of study in ways that better serve our mission, our candidates, and the needs of community. Self evaluation occurs in several ways: surveys of graduates, faculty programs meetings, the student committee, supervisors' rating forms, meetings with personnel in cooperating schools, and informal feedback from candidates and field supervisors.

Standard 3: Field Experiences and Clinical Practice

Field experiences and clinical practice are integral program components for the initial and advanced preparation of teacher candidates and candidates for other school roles at Teachers College. Because Teachers College is a graduate school, academic studies, field experiences, and clinical practice are closely integrated and coterminous. Most teacher education programs require candidates to enroll in fieldwork and clinical practice in the first or second semester of their studies, and academic course assignments are often designed around candidates' field experiences. In accordance with the inquiry stance of the conceptual framework, all programs for preparation of teacher candidates and candidates for other school roles encourage and require continual inquiry about the relationship between practical experiences and knowledge derived from theories and research.

Element 1: Collaboration between Unit and School Partners

The process of designing, delivering, and evaluating field experiences and clinical practice is inherently collaborative and engages program faculty, instructors, clinical faculty, cooperating practitioners, and supervisors in multiple opportunities to communicate regularly, share and solve problems together, reflect upon assessment data and candidates' progress, and consider creative solutions to the many issues that arise.

Faculty members in the professional education programs are directly responsible for design, implementation, and evaluation of field experiences and clinical practice. In doing so, they use the latest research and developments in their fields and adhere to professional standards and state regulations. To ensure high quality of field experiences and clinical practice, professional education faculty collaborate with college- and school-based clinical faculty through a variety of venues:

- Program meetings: Program faculty and supervisors of clinical experiences meet regularly to discuss the program's academic and clinical components, reflect on and analyze candidates' progress and assessment data, consider and develop interventions, and make changes to the program as necessary.
- School site/supervisor meetings: University supervisors, who serve as a liaison between the schools and the programs, meet with P-12 practitioners prior to student teaching/ internship placements to discuss the details and requirements for clinical practice. They also visit the placement sites and conduct observations of candidates' teaching/ professional practice. The supervisors use these opportunities to get feedback from the sites about the quality of candidates' preparation and the quality of assessments.
- Supervisor meetings: Many programs schedule regular meetings for supervisors to share information and to collaboratively address emerging issues and concerns. Supervisors are kept abreast of new policies, programmatic changes, and any modifications made to candidates' field experiences. Formal and ongoing assessment data are routinely shared and considered.
- Cooperating practitioners' orientations: Some programs (e.g., Teaching of English) hold orientation sessions for new and returning cooperating practitioners to share information about the program and introduce them to student teachers/interns and university supervisors. All programs provide their cooperating practitioners with materials pertaining to candidates' clinical experiences (handbooks, evaluation forms, supervision guidelines, etc.).

The Professional Development School Partnership (Exhibit 3.1), a collaboration among Teachers College, Region 10 in Manhattan, and the UFT, plays an important role in the design, implementation, and evaluation of candidates' field experiences. As stated in PDS Charter (Exhibit 3.2), the professional development of future teachers, experienced teachers, and college faculty working in urban schools are at the center of the partnership's activities. Teachers College's institutional commitment in this partnership is to support the aggregate placement of student teachers and interns. Priority is given to placing student teachers first in the PDS collaborating schools when appropriate placements exist. Appropriate placements are defined by the program and by the individual schools. School partners, for their part, are committed to supporting the aggregate placement of student teachers and interns by working to have multiple appropriate placements at each site and by developing opportunities for student teachers to work with a cohort of teachers. A number of teacher education programs (Bilingual Education, Elementary Education, Teaching of Social Studies, Early Childhood, Technology Specialist)

place their student teachers and interns in PDS schools. Many of the student teachers/interns are hired by the PDS schools upon graduation.

Some programs (e.g., Special Education: Deaf and Hard of Hearing, Education Leadership) established advisory boards and committees. Members of these advisory boards and committees include representatives from the professional education programs, schools (administrators, teachers, and parents), and, in the case of the leadership programs, from BOCES and school districts. They meet regularly to share information about current trends, needs, issues, and developments in the field; to provide on-going review of the programs' curricula and assessment data; and to suggest improvements to maintain the programs' quality and relevance. Thus, the curricula and assessments are regularly enriched and updated in light of current research and feedback from the practitioners.

Many programs established partnerships with specific schools, some examples of which follow:

- The program in Science Education works with several schools in the Bronx and on the Upper West Side of Manhattan. The program offers a set of courses with a concentration in urban science education, and it collaborates with schools and community-based organizations to provide program candidates with the opportunity to apply what they learn to real-life educational problems.
- The School Psychology program collaborates with three Catholic schools that serve as site placements for the second-year candidates' fieldwork. The program provides all of the schools' psychological services, and the schools provide strong social support and work actively with the program faculty.
- Candidates in the Special Education: Behavior Analysis program are placed in the CABAS (Comprehensive Application of Behavior Analysis to Schooling) schools, which work in close collaboration with the program faculty.

Element 2: Design, Implementation, and Evaluation

The design, implementation, and evaluation of field experiences, student teaching, and internships are consistent with the three stances of the conceptual framework: Inquiry, Curriculum, and Social Justice. The three stances determine the criteria for assessing learning outcomes during the field experiences and clinical practice. The five Teachers College standards constitute the core of the performance expectations for our candidates (see Table B).

All professional education programs systematically plan and integrate fieldwork and clinical experiences in a variety of academic courses, practica, and seminars. Fieldwork and clinical experiences are developmentally sequenced.

Initial teacher candidates progress from simple observations of classrooms to whole class teaching. During observations, candidates observe students, teachers, and classrooms; take notes and reflect on their observations; and make connections between theory and practice in weekly university-based seminars. All initial teacher candidates are required to complete 100 clock hours of fieldwork (including observation) prior to student teaching. Programs that have student teaching placements in two semesters require 50 clock hours of observation prior to each student teaching experience. Student teaching allows candidates to gradually develop pedagogical and

professional skills and assume teacher responsibilities, from working with individual students and leading small groups to teaching a whole class, including design and implementation of curricula, classroom management, and assessment of student learning. All initial teacher candidates are required to complete two student teaching experiences of at least 20 school days each in settings appropriate for the type of teacher certificate they are planning to obtain.

Candidates in the Education Leadership programs complete case studies and action research projects as part of their field experiences. By blending coursework with field experiences, the programs enable candidates to connect theory and practice and to develop and apply leadership knowledge. Besides fieldwork projects, all candidates are required to complete a public school or school district internship (a minimum of 200 hours for EDM candidates, 600 hours for FSAA candidates). The internship is focused on instructional leadership, is framed by a defined set of competencies, and is supervised by an approved internship mentor. In addition to a 200-hour building-level internship, EDD candidates are strongly encouraged to complete a 200-hour district-level internship, with related activities and learning experiences.

Practica and internship experience in the School Psychology program provide candidates with the opportunity to apply the knowledge learned during their coursework to their work with clients. Fieldwork experiences for the EDM candidates consist of (a) an average of 1 day per week in assessment practica during the first year, (b) two days per week in school-based fieldwork (minimum 600 hours) during the second year (HBSK 5280 Fieldwork); and (c) a minimum of 1,200 hours (1,750 hours for doctoral candidates) of school-based internship during the third year. During the practicum in the college's clinic, The Center for Educational and Psychological Services, candidates learn how to conduct psycho-educational assessments of children, beginning interviewing techniques, diagnostic measures of academic achievement, screening measures for personality, behavior and intelligence, and report writing. During the second-year fieldwork, candidates assess individual students referred for school-related and behavioral problems. Candidates' internship experiences include, but are not limited to, one-on-one counseling; group counseling; making assessments and diagnostic reports; attending staff meetings; completing assigned readings; participating in in-service meetings for professional development; and organizing and conducting special training sessions for parents, fellow professionals, etc., on topics such as prevention, psycho-educational, and multicultural issues. In addition to (a), (b), and (c), doctoral candidates who want a school-based internship are required to do one externship in a non-school setting. Candidates who want an APA/APPIC approved internship that is not in a school setting must do two externships over two years: one in a hospital/community clinic and one in a school. Each must be a minimum of 600 hours over an academic year.

Candidates in the School Counseling program participate in a minimum of two semesters of fieldwork. Candidates work as school counseling interns for a minimum of two full days a week. They maintain a caseload; run groups; collaborate with school staff, teachers, and community agencies; develop and implement programs; make appropriate referrals; and meet weekly with their supervisor. Formal supervisor evaluations are completed at the end of each semester of the required fieldwork. Candidates are assessed on performance in the following areas: individual counseling, group work, administration, supervision (including ethics), personal growth,

interpersonal and professional skills and development, and systemic skills (such as providing relevant referrals to outside agencies).

Table 3.2.a summarizes the required field experiences and clinical practice for the professional education programs.

Table 3.2.a: Summary of Field Experience and Clinical Practice Requirements

Programs	Field experience ⁵	Clinical practice ⁶
Initial teacher education	-100 clock hours of field experiences related to coursework prior to student teaching (incl. observation) -field-based projects in core courses	two college-supervised student teaching experiences of at least 20 school days each
Advanced teacher education	50 clock hours of fieldwork -field-based projects in core courses	action research project to be completed in candidate's own classroom
Education leadership	-field-based projects in core courses	college-supervised internship: 200 hours for EDM and EDD candidates; 600 hours for FSAA
School counseling	-field-based projects in core courses and TC's clinic	two semesters of school-based fieldwork of at least two full days a week
School psychology	two semesters of supervised practicum at TC's clinic	two semesters of school-based practicum of at least two days a week; full-time school-based internship of 1,200 hours two externships (doctoral candidates only)

All professional education programs provide candidates with opportunities to apply knowledge to the major professional tasks; to reflect upon and analyze their experiences; to experience an adequate variety of professional situations; to observe other professionals; and to receive systematic, ongoing assessment.

Applying knowledge to the major professional tasks. Teachers College professional preparation programs are structured so that theory and practice are integrally linked—each informs the other. Candidates are engaged in their academic studies and student teaching/internship at the same time. They are able to witness theory in practice and to immediately apply what they learn in their courses. The integration of coursework and fieldwork also means that assignments can be designed around candidates' field experiences. Examples of fieldwork/action research projects used by programs include Classroom Observation (Bilingual/Bicultural Education), Child Inquiry (Elementary Education) and Child Study (Science Education), Family Interview and Support Project (Special Education: Blindness and Visual Impairment and Special Education: Mental Retardation), Language Analysis Project (Special Education: Deaf and Hard of Hearing),

⁵ Field experiences represent a variety of early and ongoing school-based opportunities in which candidates must observe, assist, tutor, instruct, or conduct applied research.

⁶ Clinical practice includes student teaching and internships that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate proficiencies in the professional roles for which they are preparing.

Technology Assignment (Special Education: Learning Disabilities), School Technology Plan (Technology Specialist), Curriculum Critique (Reading Specialist), Internship Projects (Education Leadership). Descriptions, assessment instruments, samples of candidates' work, and pilot data for these and other assessments are available in the Exhibit Room.

In addition to the fieldwork/action research projects, all initial and advanced candidates are required to demonstrate appropriate knowledge, skills, and dispositions during their classroom teaching (for teacher candidates) or professional practice (for other school personnel).

Reflecting upon and analyzing teaching experiences. Consistent with the inquiry stance of the conceptual framework, fieldwork, student teaching, and internship experiences are designed to provide candidates with a variety of opportunities to reflect upon and analyze their professional experiences individually and collaboratively. All professional preparation programs emphasize the development of an analytic and reflective approach to practice, i.e., the ability to evaluate circumstances; hypothesize, test, and apply knowledge, research, theory, and other ideas; reflect upon the effects of one's actions and decisions; modify strategies and practices; and grapple with uncertainties and ethical issues (Darling-Hammond, Wise, & Klein, 1999, p. 138).

Candidates reflect on their practice collaboratively during student teaching/internship seminars, individually through reflective journal writing, and together with their university supervisors and cooperating practitioners during student teaching or internship conferences. Moreover, candidates are engaged in a number of other inquiry-oriented activities within their academic courses using their student teaching classrooms or internship settings as research sites for the completion of fieldwork/action research projects and other assignments.

Experiencing an adequate variety of professional situations. With a view of teaching and educational practice as complex and contextualized activities, professional education faculty design fieldwork and student teaching/internship experiences so that they provide candidates with experiences in a variety of communities and with different groups of student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities. Located in one of the most diverse metropolitan areas of the country, Teachers College demonstrates its commitment to urban public education and has relationships with a number of schools and teachers in New York City.

Student teaching experiences are coordinated by the program faculty and the Office of Teacher Education and School-based Support Services in order to provide candidates with a broad range of experiences in working with diverse students in P-12 settings. The OTE/SSS data show that in 75 percent of the schools (N=61) where teacher candidates were placed for student teaching in AY 2003-2004, the P-12 student population was composed of more than 50 percent of students of ethnic minority groups. In 46 percent of the schools, more than 50 percent of students were eligible for free lunch. In 51 percent of the schools, more than ten percent of students were described as students with special needs. In 25 percent of the schools, more than ten percent of students were English language learners (see Table 3.2.b). Placement schools differ in size and resources, and include different kinds of schools—large neighborhood schools, small alternative schools, independent schools, comprehensive schools, magnet schools, alternative schools,

theme schools, and schools-within-a-school. School placements also include schools with a wide variety of instructional programs, emphases, and approaches.

Table 3.2.b: School Diversity Characteristics

Schools that serve P-12 students ...	% Schools
More than 50 percent of whom are non-white	75.0%
More than 50 percent of whom are African American	9.4%
More than 50 percent of whom are Asian and Other	7.7%
More than 50 percent of whom are Hispanic	20.8%
More than 50 percent of whom are Eligible for Free Lunch	45.8%
More than 10 percent of whom are Recent Immigrants	16.3%
More than 10 percent of whom are Students with Special Needs	50.9%
More than 10 percent of whom are English Language Learners	25.4%

A number of other factors are considered in selection of student teaching placements. The program faculty members survey prospective sites to learn about school practices and school faculty experiences and credentials, and to evaluate their potential to support and nurture student teachers/interns. Preference is given to sites in which (a) school context is supportive of teacher learning as a valued activity; (b) teachers are aligned philosophically and pedagogically with the Teachers College programs of teacher preparation; (c) cooperating teachers have demonstrated their effectiveness in working with students; (d) there is history or promise of a continuing relationship among teachers, school, and Teachers College; and (e) school and district curriculum is rigorous and aligned with the NYS standards for P-12 students. School site evaluations completed by the supervisors are an important source of information in selecting student teaching and internship placements. In Spring 2004, supervisors rated the school sites between 3 (good) and 4 (excellent) (means 3.17-3.95) on the following criteria: climate and structure of the general school environment, level of and interest in professional development, competencies and responsibilities of the cooperating teacher, and organization and climate of the cooperating classroom (Exhibit 3.3. School Site Evaluations Summary).

Some programs have additional program-specific requirements for student teaching sites. For example, the Special Education: Behavior Analysis program places its candidates only in schools that meet measurable standards of quality associated with teaching as applied behavior analysis as identified in CABAS (www.CABAS.com). These schools must use behaviorally sound curricula tied to New York State and international standards, and their goals must be functionally sound in terms of the students' production of real behavior in time. Candidates in the Special Education: Deaf Education and Hard of Hearing program are placed in the state-registered schools/programs for the education of deaf and hard of hearing children.

Candidates in the School Psychology and School Counseling programs spend a majority of their time in practica, fieldwork, and internships working with multiethnic children, youth, and adults from low SES neighborhoods. They have a variety of opportunities to work with diverse students through the Center for Educational and Psychological Services. For their second-year fieldwork experience, the School Psychology candidates are placed in three Catholic schools, which serve students from multi-ethnic, poor, and middle-income families. The program's ongoing partnership allows it to identify and serve the different needs of each school and to modify the services provided as needed.

Observing other professionals. Observation is an essential element of fieldwork, student teaching, and internship experiences. Guided observations allow candidates to begin to synthesize theoretical knowledge with intense practical experience, and to integrate educational philosophy with the reality of day-to-day teaching in schools. Through guided observations, programs provide their candidates with the opportunity to observe diverse classroom settings and learning and teaching styles. For example, candidates in the Special Education: Learning dis/Abilities program are required to observe the following: a lesson at each grade level of general education, inclusion, and special education classrooms in the school; a session of their grade level students in each special activity or elective (i.e. art, music, physical education); the faculty room; a faculty meeting; an IEP meeting; a parent-teacher association meeting or other meeting that involves the school community of parents and teachers.

Candidates in the Education Leadership programs spend at least 10-20 percent of their time “job shadowing” a school- or district-level administrator. Candidates in the School Psychology and School Counseling programs observe advanced doctoral students conducting interviews, assessments, and counseling sessions through a one-way mirror in the Center for Educational and Psychological Services at Teachers College.

Receiving systematic, ongoing assessment. Candidates in all professional education programs receive systematic, ongoing assessment from their university supervisors and cooperating practitioners. The performance assessment of teacher candidates is based on reflective journals and papers, lesson and unit plans, regular attendance and active participation during student teaching seminars, oral presentations, videotapes of the lessons taught, special projects, and student teaching portfolios that may include a resume, lesson plans, samples of candidates’ own work and P-12 students’ work.

Professional education programs encourage candidates to incorporate technology in their coursework, in student teaching seminar presentations, and in their student teaching. Teacher education faculty participating in the PT3 grant initiatives focused their efforts on ensuring that candidates were placed in technology-rich school sites for student teaching to facilitate candidates’ use of technology in their teaching. Through discussions with cooperating teachers, individual programs (e.g., Science Education, Teaching of Social Studies, and Teaching of English) have begun to align their program technology requirements with the activities that student teachers undertake in their placements. The Elementary Education program, which has the largest number of initial teacher candidates, made technology one of the criteria for student teaching site selection (Exhibit 1.8. PT3 Annual Report).

Candidates in the special education programs are expected to meet specific program requirements on the use of information and assistive technology to help all students learn. For example, candidates in the Special Education: Deaf and Hard of Hearing program are expected to be particularly adept at understanding and trouble-shooting hearing aid equipment and assistive listening devices. Candidates in the Special Education: Behavior Analysis graph their students’ responses using computerized graphics. Much of the curricula is individualized through computer-designed material. Early reading repertoires are taught with web-based programmed instruction curricula involving relevant expertise.

However, candidates' ability to use technology in their placement sites is often determined by the school resources. Many of the sites are urban-based schools, which are frequently underfunded. Faced with the challenge of scarcity of technological resources at some student teaching sites, the Teaching of Social Studies program embraced the principle of scalability, "that is adaptation of technology approaches to the constraints of urban schools" (Exhibit 3.4. Crocco & Cramer, 2004, p. 18). The program requires that all curriculum projects completed in the social studies courses indicate how lessons could be adapted to various conditions, including classrooms where only one computer is available. This helps candidates think creatively and pragmatically about how effective technology use can occur in the social studies even where conditions are not optimal. Other programs are adopting the same principle of scalability while designing assignments and assessments for the candidates' use of technology.

During student teaching and internships, candidates are provided with systematic and regular support in the form of regularly scheduled, individualized supervision and collaborative student teaching and internship seminars. Candidates are supervised by cooperating practitioners, university-based supervisors, and faculty who lead the student teaching and internship seminars.

In designing and providing supervision and support to the candidates, the professional education faculty realize that it is vitally important to define responsibilities and expectations for university supervisors, cooperating practitioners, and student teachers/interns; to carefully select cooperating practitioners according to their potential influence as role models and their previous supervisory experiences; and to provide opportunities for regular communication and collaboration for both university supervisors and cooperating practitioners. In 2003-2004, the Teacher Education Policy Committee reviewed existing supervision practices and policies and identified a need for uniform guidelines to govern this essential activity. The sub-committee on supervision, in collaboration with the OTE/SSS, has focused its efforts on the issues of supervisor quality, credentials, compensation, workload, and professional development. The sub-committee developed recommendations to ensure further that supervision of teachers and school personnel is consistent across the college in meeting standards of appropriate practice, and that faculty work in supervision is fairly acknowledged as part of their workload (Exhibit 2.7. TEPC Final Report 2003-2004).

Cooperating Practitioners. Cooperating practitioners are the key persons in the student teaching/internship experience. They act as mentors to the candidates, and they guide candidates in planning and conducting lessons and interventions. The role of cooperating practitioners evolves as the semester proceeds and as the needs of the student teacher/intern change over the duration of the experience. The roles and responsibilities of the cooperating practitioners are outlined in the Student Teaching and Internship Handbooks (Exhibit 1.14. Student Teaching and Internship Handbooks).

In light of the vital role the cooperating practitioner plays in the student teaching/internship experience, all programs select their cooperating practitioners with utmost care and deliberation. The selection process of cooperating practitioners can begin with recommendations from graduates and colleagues, with self-nominations, and through a search of whole schools by program faculty or representatives. Schools are visited prior to the selection of cooperating

practitioners and internship placements. Past experiences and on-going partnerships help programs to identify master cooperating practitioners and exemplary student teaching and internship placements.

Teacher education programs select master teachers who demonstrate excellence in teaching, possess formal qualifications in the requisite area, have at least three years of teaching experience, possess mentoring abilities, are willing to relinquish some control and provide room for candidates to experiment, and share the program's philosophy. In AY 2003-2004, the OTE/SSS conducted an audit of its activities, including a review of the qualifications of cooperating teachers and supervisors. The review showed that 82 percent of cooperating teachers (N=76) hold a master's degree and that 21 percent were enrolled in a graduate degree program. On average, cooperating teachers had nine years of classroom teaching experience (mean 8.74; median 7). Ninety-five percent of cooperating teachers held teaching certificates, and about 4 percent had administrative certificates. The few teachers (4) who were not certified had extensive teaching experience (11-22 years) (see Table 3.2.c) (Exhibit 3.5. Cooperating Teacher Survey Summary). Many cooperating teachers choose to participate in Teachers College programs for many years; many are also Teachers College graduates.

All cooperating school counselors working with candidates in the School Counseling program are required to have at least a master's degree in counseling, psychology, or education; to be certified in school counseling; and to have experience in P-12 settings. In AY 2003-2004, candidates worked with 28 school counselors, three of whom had doctoral degrees (25 had master's degrees). Of the 28 counselors, 25 were certified/licensed as counselors, and three as psychologists. All cooperating counselors had a minimum of five years of experience.

All doctoral interns in the School Psychology program are supervised by licensed psychologists, and all master's interns are required to have their internship in P-12 schools and be supervised by certified school psychologists.

All leadership interns completing their internships at the district level are supervised by administrators who are licensed in School District Administration. Internship experiences at the school level are supervised by school leaders holding a certificate in School Administration and Supervision. In AY 2003-2004, 13 candidates completed internships at the district level, and 30 at the school level.

The programs recognize the importance of communication and collaboration in working with cooperating practitioners. Professional education programs provide their cooperating practitioners with up-to-date information about the programs and about the structure of student teaching and internship experiences. Programs offer training sessions and hold on-campus social and informational events and informal meetings for cooperating practitioners, supervisors, and student teachers/interns. Student teaching/internship coordinators and university supervisors provide regular and frequent communication between school sites and the College. When serious issues arise, faculty serve as communication liaisons, arbiters, and mediators. Some programs coordinate professional development workshops for their cooperating practitioners—either at their school sites (e.g., Special Education: Learning dis/Abilities) or on campus (e.g., Elementary

Education). Many cooperating teachers participate in the professional development activities offered at the PDS sites.

University Supervisors. University supervisors are adjunct faculty, doctoral students in the program, and master teachers who either work in a professional capacity in the programs or have successfully completed the master’s program. All have a minimum of two years teaching experience beyond completion of the master’s program. Many supervisors are hired from within the programs; they are experts in the goals and instruction that Teachers College promotes. Most have either completed or instructed the student teaching seminar that accompanies the field experience. The roles and responsibilities of the university supervisors are outlined in the Student Teaching and Internship Handbooks (Exhibit 1.14. Student Teaching and Internship Handbooks).

The review of supervisor qualifications conducted by the OTE/SSS found that 72.9 percent hold a master’s degree, and 21.4 percent have doctorates (N=70). Of those holding the master’s degree, 37 percent are enrolled in doctoral programs at Teachers College. Eighty-four percent of the supervisors hold teaching and/or administrative/supervision certificates. On average, supervisors have 15 years of classroom teaching experience and 5 years of experience supervising student teachers. Apart from having taught in public and private school classrooms, 61 percent have university or college teaching experience, and about 66 percent have supervision experience outside that of supervising student teachers (see Table 3.2.c) (Exhibit 3.6. Supervisor Survey Summary).

Table 3.2.c: Cooperating Teacher and Supervisor Qualifications

Qualifications	Cooperating Teachers	Supervisors
Master’s degree-holders	81.6%	72.9%
Doctorate degree-holders	-	21.4%
Currently enrolled in graduate school	21.1%	41.4%
Certified and/or licensed	94.7%	84.3%
University/college teaching experience	18.4%	61.4%
Other supervision experience	-	65.7%
Experience		
Years of P-12 teaching experience: mean (median)	8.7 (7.0)	14.9 (9.0)
Years of experience supervising student teachers: mean (median)	-	5.2 (3.8)

Some programs have additional, program-specific requirements for the selection of supervisors, examples of which follow:

- All university and clinical supervisors in the Special Education: Speech and Language Pathology program are required to have a New York State license and ASHA Certification of Clinical Competence. In AY 2003-2004, the program used services of six in-house clinical supervisors, all of whom hold master’s degrees and are licensed and certified.
- University supervisors in the Special Education: Behavior Analysis program are required to hold a New York State SAS and have CABAS Senior Behavior Analysis credentials. They must be published or have completed a Ph.D. in the field.
- All supervisors in the School Psychology program must, at minimum, be certified school psychologists. Currently, 13 out of 23 (56.5 percent) supervisors hold doctoral

degrees and are certified as school psychologists and licensed psychologists. The other 10 supervisors are certified school psychologists.

- In the Education Leadership program, the supervisory role is taken on by university internship coordinators and cooperating administrators. The internship coordinator, who is a retired superintendent and adjunct faculty member, monitors the internships for their adherence to core guidelines.

University supervisors attend regular program meetings to stay informed about what is going on with candidates in their academic studies, to discuss candidate progress, and to keep abreast of the program requirements and new developments. The regular meetings enable supervisors to play a key role in the alignment of academic coursework, College and certification requirements, and student teaching/internship practice. Many programs hold orientation sessions for the supervisors each term during which the supervisors meet their assigned candidates. Some programs require new supervisors to take an internship seminar to orient them to the program, the requirements, the norms, and the appropriate behavior. The supervisory staff meets regularly to discuss the progress of each student teacher/intern, to collectively consider issues and problems, to keep the program informed, and to be kept informed of program requirements. In other programs, supervisors and a program faculty representative meet as a group several times throughout the semester to share ideas and provide support to one another.

Student Teaching/Internship Seminar. All candidates are required to take a student teaching/internship seminar in tandem with their student teaching or internship. This seminar, taught by an experienced professional and/or a full-time Teachers College faculty member, is the course directly linked to the student teaching or internship practicum. In accord with the Inquiry, Curriculum, and Social Justice stances of the conceptual framework, the seminar offers a professional model of discussion and collaboration. It gives candidates the opportunity to talk to each other about their professional experiences and to engage in reflective practice and inquiry. Course syllabi and a summary table (Exhibit 3.7) provide descriptions of seminar goals, activities, and assignments.

Candidates in the School Psychology program take *HBSK 6480 School Psychology Internship*, a supervision course designed to provide school psychology interns with opportunities to discuss issues related to their internship experience, to assist them in meeting the requirements set forth in the School Psychology Internship Syllabus, and to support them in developing a network of professional relationships. During the seminar, candidates discuss issues and experiences, case material, ethical and legal issues, and current topics in the field of psychology.

Candidates in the Education Leadership program take *ORLA6460 Internship in Public School Leadership* or *ORLA 6461: Internship in Public School District Leadership*, courses which prepare school- and district-level interns to meet experiential licensure requirements for the School Administrator and Supervisor certificate (SAS) or the School District Administrator certificate (SDA) in the State of New York.

Element 3: Candidate's Development and Demonstration of Knowledge, Skills, and Dispositions

The continuous assessment process provides candidates with many opportunities to demonstrate how they are developing and refining their knowledge, skills, and dispositions to help all students learn. A variety of assessment methods are used to monitor candidate performance. Although assessments vary across the programs, all of them are aligned with the Teachers College standards (see Table B) and the three philosophical stances of the conceptual framework: Inquiry, Curriculum, and Social Justice. Assessment process not only takes many forms, it involves all participants as assessors. Candidates critique their own and each other's work. College- and school-based supervisors conduct formative and summative evaluations through various means. Program faculty review evaluations and determine actions needed to address any issues that arise.

Because Teachers College is a graduate school, many programs do not have special entry criteria for clinical practice. Some programs allow candidates to begin their programs with student teaching along with the required academic courses (e.g., Elementary Education, Special Education: Behavior Analysis). Others (e.g., Special Education: Learning dis/Ability, Special Education: Deaf and Hard of Hearing, Teaching of ASL, Education Leadership) require the successful completion of specific courses and the fulfillment of observation requirements before beginning student teaching, which gives faculty members an opportunity to identify individuals who may lack the experience or maturity they need to begin field placements.

In order to complete the clinical practice successfully, professional education programs require their candidates to complete the required hours of clinical practice (see Exhibit 2.9. Student Teacher Packet), submit completed assignments on time, and provide adequate evidence of basic competency in the areas defined by the Teachers College, professional, and state standards. Candidates must successfully complete the student teaching or internship prior to graduation. Examples of Student Teaching Evaluation Forms, Fieldwork Evaluation Forms, and Internship Evaluation Forms are available in the Exhibit Room.

The formal student teaching evaluations completed by the university supervisor and cooperating teachers are aligned with the Teachers College and state standards, as well as with the standards of specialty associations. Table 1.3(a).a in our response to Standard 1 Element 3(a) shows candidates' performance on the knowledge, skill, and disposition outcomes common across the programs during the Spring 2004.

All professional education programs strive to ensure high quality of clinical experiences. Programs evaluate the quality of student teaching/internship placement and supervision formally through surveys and informally through regular site visits and communication with cooperating practitioners. Formal evaluations include the OTE/SSS's school site evaluation survey (Exhibit 3.3. School Site Evaluations Summary) and program specific evaluations (e.g., the Practicum Placement Evaluation Questionnaire in the Special Education: Early Childhood program; the Student Internship Survey in the Education Leadership program). The OTE/SSS maintains a database that charts the credentials of all cooperating teachers and university supervisors who work with the teacher education programs.

Information from candidate performance evaluations and student teaching/internship placement surveys is used to improve the clinical experiences and the programs in general. Professional education and clinical faculty work collaboratively to reflect on data yielded through formal and informal assessment measures, and to revise practices in response to findings, if necessary. The pilot Exit and Graduate Survey showed that 79 percent of the respondents were satisfied/very satisfied with the quality of practical experiences offered by their programs (mean 3.2) (Exhibit 1.12. Graduate Survey Pilot Summary).

Standard 4: Diversity

Programs preparing teachers and other school professionals design and implement curricula and experiences for candidates to demonstrate knowledge, skills, and dispositions that facilitate learning of all students. The College maintains and supports a diverse faculty, recruits and retains diverse candidates, and provides experiences for candidates to interact with diverse students in P-12 schools.

In Fall 2002 the conceptual framework articulated the professional education programs' commitment to develop culturally responsive teachers who value diversity and advocate for social justice. Once this commitment was agreed upon, professional education programs engaged in collaborative inquiry involving program faculty, clinical faculty, and candidates to define the concept of teaching for social justice and its role in preparing future teachers and other school professionals.

To assist with this process, a research team of ten doctoral students in the advanced Spencer seminar designed a multi-faceted approach to examine the ways in which the social justice stance of the conceptual framework is reflected in the teacher education programs. The data collected included candidate surveys, journals, curriculum projects, and faculty interviews. In December 2003, the researchers presented their findings to the faculty during two Teacher Education Policy Committee sessions. The sessions were well attended and provided much insight into how teacher education programs integrate questions and issues of social justice into their curriculum, including the varied ways in which this concept is defined and enacted in candidates' work. The findings were also distributed to all professional education faculty (Exhibit 2.7. TEPC Final Report 2003-2004). Some of the findings are presented in our response to Elements 1 and 4 below.

The Spencer seminar study provided a stimulus for cross-College dialogue and baseline data on program efficacy in preparing candidates to teach for social justice. One of the findings of the Spencer seminar research confirmed that candidates share faculty's belief in the importance of a social justice stance in education. Seventy-one percent of initial teacher education candidates (N=140) believed that a teacher education program should have a social justice stance (25.4 percent were not sure, and only 2.9 percent did not believe that such a stance was important) (Exhibit 4.3. Edlin & Nedbal, 2004, p.12).

Following the discussions about the concept of social justice and its importance in preparing school professionals, programs identified components of coursework and field experiences that

focus on diversity and social justice, identified and clarified learning outcomes that relate to diversity and social justice, and aligned program courses and assignments with these outcomes. In Spring 2004 program faculty and cooperating practitioners began implementing the outcome-based assessment system to collect baseline data on candidates' performance as it relates to diversity and social justice. Despite the progress made since the conceptual framework was developed, faculty members realize the need for more work within each program and across the College to better articulate what the social justice stance means for teacher education. The faculty are developing better ways of assessing whether candidates meet expectations for teaching for social justice (Exhibit 4.4. Thomas, 2004, p. 16).

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

The Master Domain of Learning Outcomes (see Table B), based on the conceptual framework and its three stances, articulates the proficiencies that candidates are expected to demonstrate upon the completion of their programs. The proficiencies in Standard 3 and Standard 5 relate to diversity and social justice (see Table 4.1.a below).

Table 4.1.a: Diversity-Related Knowledge, Skills, and Dispositions (KSDs)

	Standard 3: Learner Centered Educators	Standard 5: Advocates of Social Justice and Diversity
Knowledge:	K3.2 Knowledge about learners and learning K3.3 Knowledge about curriculum and teaching	K5.1 Knowledge about democracy, equity, and schooling
Skills in:	S3.1 Planning of curriculum and/or services S3.2 Implementation of instruction and/or services S3.3 Social behavior management S3.4 Assessment and evaluation	S5.1 Use of strategies to address inequalities in the classroom, school, and society
Dispositions:	D3.1 Commitment to the fullest possible growth and development of all students	D5.1 Respect for and value of diversity and commitment to social justice

Because the Social Justice stance and, consequently, Standard 5, were very broadly defined in the conceptual framework, the researchers in the Spencer seminar attempted to clarify some of its attributes in faculty interviews. The top five purposes, attitudes, and approaches as chosen by 42 (out of 44) professorial faculty members in the teacher education programs are presented in Table 4.1.b below.

Table 4.1.b: Top Five Attributes of a Social Justice Stance as Chosen by Faculty

Purposes	Attitudes	Approaches
Develop critical perspectives in teachers about schools, schooling, teaching, learning, curriculum (50%, 21)	Value and understand diverse learners (43%, 18)	Use culturally responsive pedagogy (45%, 19)
Prepare teachers to work toward equity in society (45%, 19)	Engage in reflective practice (29%, 12)	Integrate life experiences of students and teaching into the curriculum (33%, 14)
Prepare teachers for teaching in a democratic society (33%, 14)	View teaching as a moral and political act (29%, 12)	Create a community of learning (33%, 14)
Prepare teachers who will facilitate	Take an inquiry stance toward	Adopt inclusive practices (29%, 12)

social change (33%, 14) Prepare teachers to engage in social action (26%, 11)	teaching (26%, 11) Understand role of power and oppression in society (26%, 11)	Run a democratic classroom (21%, 9)
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Thus, broadly defined expectations for candidates in all professional education programs are further elaborated by programs and individual faculty members based on professional and state standards and the program’s philosophy, goals, and objectives. Commitment to social justice and diversity is enacted in professional education programs through academic coursework and fieldwork and clinical experiences.

Many of the professional education program courses enable candidates to develop awareness of diversity in teaching, learning, and leading (see Exhibit 4.6: Required Courses with Diversity Emphasis). In accordance with the NYS Department of Education regulations, all teacher candidates are required to take at least one college-approved diversity education course. The Office of Teacher Education and Field-based Support Services (OTE/SSS) assists candidates in choosing courses which meet this requirement. The OTE/SSS list of suggested diversity-related courses also includes courses offered by other (non-professional education) Teachers College programs (Exhibit 4.7. OTE/SSS List of Multicultural Courses for Fall 2004).

Methods courses enable candidates to develop the knowledge, skills, and dispositions to adapt instruction and services to diverse populations. In these courses, candidates learn to think about race, class, gender, disability, and linguistic differences while they observe students, assess their learning, plan lessons and curriculum units, manage classrooms, build learning communities across student differences, and integrate technology to help all students learn (Exhibit 1.10. Required Methods Courses).

Each semester Teachers College hosts a number of events (lecture series, visiting scholar presentations, roundtables, graduate student conferences, etc.) which address issues of diversity, educational equity, and social justice. They are open to the entire Teachers College community (see Exhibit 4.12. College-wide Diversity Related Events for Spring-Fall 2004).

Unit, program, and faculty commitment to diversity is recognized by the candidates. The pilot graduate survey findings showed that professional education candidates were in general satisfied (32 percent) or very satisfied (43 percent) with how diversity issues were reflected in their program curriculum (mean 3.2) (Exhibit 1.12. Graduate Survey Pilot Summary).

As mentioned in the previous section, respect for and value of diversity are central to the social justice stance of the conceptual framework. Faculty interviews conducted by the Spencer seminar research team found that 95.2 percent faculty (N=42) stated that their programs had a social justice stance. According to the faculty, a social justice stance was enacted in their programs through the design and content of coursework and field experiences. However, some faculty acknowledged that such enactment was often incidental rather than deliberate (Exhibit 4.4. Thomas, 2004, p. 18). The candidate survey (N=140) partly confirmed this perception. Sixty-three percent of respondents believed that teaching for social justice was a part of their teacher education program, and another 26 percent said that teaching for social justice, although not a strong theme, was occasionally mentioned in their programs (see Table 4.1.c) (Exhibit 4.3. Edlin & Nedbal, 2004, p. 9).

Table 4.1.c: Candidates' Perception of Role of Teaching for Social Justice in Their Programs

From your perspective, is teaching for social justice a part of your teacher education program?	% Respondents
Yes, it's a strong theme in my program	20.0%
Yes, but it's more fully articulated in some courses than in others	43.6%
No, it's not a strong theme, but it is occasionally mentioned	25.7%
Definitely no, it is not part of my teacher education program	6.4%
Not sure, because I don't know what teaching for social justice means	4.3%

Using the upcoming accreditation review and the Spencer seminar research findings as an impetus for self-study and review of professional education programs, the faculty have made significant progress in making the social justice stance and related expectations for candidate performance more deliberate and explicit in program curricula, instruction, and assessments. Core courses and major assessments were aligned with the Teachers College standards and corresponding KSDs. Course syllabi and assessment guidelines/scoring rubrics have been revised to reflect social justice and diversity-related objectives and outcomes.

When asked how they know whether candidates have the knowledge, skills, and dispositions associated with teaching for social justice, professional education faculty referred to journals, fieldwork supervision and observation, and end-of-term products (e.g., portfolios, curriculum projects), as opportunities for them to assess candidates' performance. The Outcome-based Candidate Assessments component (see our response to Standard 2) includes a variety of assessments that address initial and advanced candidates' performance on diversity and social justice related KSDs (Standard 3 and 5) at all decision points.

At the point of admission, candidates' applications are reviewed for evidence of their awareness of diversity and education equity issues; respect for and value of diversity; commitment to working with diverse populations; commitment to working in diverse/inclusive/urban settings; and use of capacity (vs. deficit) language as indicated by personal statement, resume, and personal interview. The admissions data for initial and advanced candidates starting their programs in Fall 2004 indicate that over two-thirds of the accepted applications are rated as acceptable/excellent in relation to these criteria (see our response to Standard 1, Element 4 for details).

During their academic coursework and clinical experiences, candidates demonstrate their performance on diversity and social justice KSDs through a variety of assignments. They analyze, synthesize, and compare different theoretical perspectives on the issues of democracy, educational equity, and schooling (research papers/literature reviews); reflect on their coursework and fieldwork experiences (reflective papers/journals); and articulate and clarify their teaching/professional beliefs and approaches to meeting the needs of diverse learners (teaching philosophies/autobiographies). Both initial and advanced candidates complete a variety of case studies and action research projects. Teacher candidates are required to create curriculum planning projects, which focus on designing, reflecting upon, and modifying curriculum, instructional units, and lesson plans in accordance with classroom and student specific

characteristics. They incorporate multicultural activities and practices that meet diverse needs of all learners. (Exhibit 1.3. Major Assessments at Four Decision Points)

Candidates in the Education Leadership program complete an Educational Transformation Project using a case method. They describe and propose a solution for an educational transformation strategy to improve student achievement in urban districts undergoing reform. Candidates demonstrate their knowledge of learning, teaching, student development, organizational development, and data management in transforming learning for all students. They apply an understanding of the larger political, social, economic, legal, and cultural contexts to develop activities and policies to transform an aspect of school or district to improve student achievement.

Candidates in the School Counseling program take *CCPJ 5165 Racial-cultural counseling laboratory*, an advanced experiential course designed to increase awareness of, and sensitivity to, cultural and ethnic factors in psychological counseling. During the course, candidates engage in self-exploration in understanding of one’s biases, prejudices, and worldviews. The end-of-course formal evaluation includes such criteria as use of basic counseling skills (active listening, paraphrasing, summarizing, and reflection feelings), use of planned interventions, knowledge of student “blindspots,” knowledge of self, and awareness of issues relating to culture (race, ethnicity, sexual orientation, gender, class, religion).

During their clinical experiences, teacher candidates observe diverse classrooms, engage in small-group activities with diverse students, and plan and enact lessons with diverse students. Student teachers are assessed by their cooperating teachers and university supervisors on (among other criteria) their ability to create instructional opportunities that are adapted to diverse learners; to plan with objectives appropriate to students’ level of development, learning styles, strengths and needs; and to appreciate and integrate the richness of contributions from diverse cultures across the curriculum. The results of student teaching evaluations completed in Spring 2004 show that over 95 percent of candidates demonstrate acceptable or excellent performance on diversity and social justice related outcomes (Table 1.3(a).a in our response to Standard 1).

The candidate survey data collected by the Spencer seminar research team show that 71.4 percent of teacher candidates were somewhat or very satisfied with their teacher education program’s attention to social justice in terms of articulating the purposes of teaching for social justice. Seventy-seven percent were either somewhat or very satisfied with their program’s attention to social justice in terms of encouraging them to develop attitudes and understandings to teach for social justice. Two-thirds (67.2 percent) were either very or somewhat satisfied about their teacher education program’s attention to social justice in terms of helping them develop curricular approaches and teaching strategies to teach for social justice (see Table 4.1.d) (Exhibit 4.3. Edlin & Nedbal, 2004, p. 10).

Table 4.1.d: Program Efficacy in Preparing Candidates to Teach for Social Justice

Please indicate how satisfied you feel about your teacher education program’s attention to social justice in terms of the following three elements:	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Articulating the purpose(s) of teaching for social	5.7%	22.9%	45.0%	26.4%

justice				
Encouraging you to develop attitudes and understandings to teach for social justice	5.0%	20.7%	44.1%	32.9%
Helping you to develop curricular approaches and teaching strategies to teach for social justice	9.3%	23.6%	49.3%	17.9%

The finding of the Spencer seminar study that the College has been successful in articulating the purposes of teaching for social justice and encouraging attitudes and understandings to teach for social justice (Exhibit 4.3. Edlin & Nedbal, 2004, p. 25) are consistent with the results of the pilot Exit and Graduate Survey. Eighty-nine percent of the respondents agreed (37 percent) or strongly agreed (52 percent) that their studies at Teachers College helped them to better understand issues in a diverse society, and 87 percent agreed (37 percent) or strongly agreed (50 percent) that their studies helped them to improve their ability to accept people with different values and beliefs (mean 3.4).

The College realizes the need for accurate and comprehensive assessment of candidates' knowledge, skills, and dispositions related to diversity and social justice. The Outcome-based Candidate Assessments component (described in detail in our response to Standard 2), once fully implemented, will yield such data. Meanwhile, based on the Spencer seminar study, the faculty recommended such changes as expanding the support network for first- and second-year teachers, working across the college as whole on the issue of social justice, and including social justice as part of the agenda in program meetings (Exhibit 4.4. Thomas, 2004, p. 12).

Element 2: Experiences Working with Diverse Faculty

Teachers College provides candidates with opportunities to interact in classroom settings on campus and in schools with the professional education faculty, faculty from other programs, and school/clinical faculty from diverse ethnic, racial, and gender groups. The affirmation of diversity is shown through good faith effort to increase and maintain faculty diversity.

Teachers College's commitment to diversity of its faculty is evident in the *Principles Governing the Recruitment and Appointment of Full-Time Members of the Faculty at Teachers College* (Exhibit 4.13), which state:

Teachers College protects against discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status. Teachers College is committed to the goal of assembling a faculty reflecting a diversity of background and experience. Effective implementation of these requirements and commitments can be achieved only through open and aggressive recruitment and affirmative action. Open recruitment requires timely public announcements of opportunities for employment at the College, including opportunities for full-time membership in the faculty. Affirmative action requires a determined effort to reach out to potential sources of candidates who are members of minority groups, persons with disabilities, and females that have not traditionally enjoyed equal access to faculty positions in American colleges and universities.

The Faculty Search Guide (Exhibit 4.14) requires all new positions to be publicized outside the College through (a) timely advertisement in appropriate professional publications; (b) timely

advertisement in publications specially designed to reach minority groups, persons with disabilities, and female candidates; (c) correspondence with department chairpersons and professional colleagues at other colleges and universities. The Office of Human Resources and the Office of Development and External Affairs provide assistance in the composition of such advertisements and in resources for recruitment of minority applicants. Every advertisement concludes with the Affirmative Action statement. TC's Affirmative Action Committee monitors the hiring of faculty and administrators to ensure that the policies and procedures of the College have been adhered to in letter and in spirit (see Exhibit 4.14. Faculty Search Guide and Exhibit 4.16. Affirmative Action Handbook).

Teachers College advertises faculty vacancies in the following standard publications: *AERA.net*, *Chronicle of Higher Education*, *Black Issues*, and *Hispanic Outlook*. Additional placements are also considered based on individual program Affirmative Action Plans. Ensuring a diverse pool of applicants is a top priority for every search.

In addition to regular recruitments authorized through the permission to recruit process, the College implemented a Target of Opportunity faculty recruitment program (first established in 1992 and reaffirmed in 1995) in recognition that both the quality and diversity of Teachers College faculty must not only be preserved but also enhanced. The intent of the program is to increase the diversity and strength of the Faculty by providing for the possible recruitment of unusually able and prominent scholars at the forefront of one of the fields or disciplines of the College. The Target of Opportunity program seeks to attract candidates of outstanding promise or achievement from racial or ethnic minority groups, as well as individuals with disabilities. Two professional education faculty members were recruited through this program, one of whom is currently in the School Counseling program.

The College's open and aggressive efforts to ensure faculty diversity are evident in a growing number of minority faculty members over the four year period. Table 4.2.a shows the gender and ethnic composition of the full-time faculty over the last four years.

Table 4.2.a: Full-time Faculty Gender and Ethnic Characteristics 2000-2004

	Male		Female		Minority		Total	
2003-2004								
Tenured	46	30%	50	32%	14	9%	96	62%
Non-Tenured	19	12%	39	25%	20	13%	58	38%
Total	65	42%	89	58%	34	22%	154	
2002-03								
Tenured	44	31%	52	36%	13	9%	96	67%
Non-Tenured	20	14%	28	19%	14	10%	48	33%
Total	64	44%	80	56%	27	19%	144	
2001-02								
Tenured	39	28%	52	37%	13	9%	91	65%
Non-Tenured	21	15%	28	20%	11	8%	49	35%
Total	60	43%	80	57%	24	17%	140	
2000-01								

Tenured	41	31%	47	36%	11	8%	88	67%
Non-Tenured	18	14%	25	19%	9	7%	43	33%
Total	59	45%	72	55%	20	15%	131	

Candidates in professional education programs at Teachers College have many opportunities to work with diverse faculty within and outside their programs. Teachers College has a unique organizational structure, in which professional education programs are spread over eight departments. Our faculty and candidates are not limited to the resources of a single program. They interact with colleagues and peers in other programs within their department, with faculty in other programs and departments of the College, and also with faculty at Columbia University.

Teachers College has established a variety of programs and committees to maintain and advance diversity and equity among faculty and instructional staff:

- The FEC’s Subcommittee on Race, Culture, and Diversity (Exhibit 4.17) seeks to identify and implement mechanisms for furthering discussions and recommending policy related to race, culture, and diversity at the College and in broader society.
- The Committee for Community and Diversity (CCD) (Exhibit 4.18) is a Presidential college-wide committee created as an outgrowth of the Diversity Task Force’s work in 1999 (see Exhibit 4.19. Diversity Task Force Report). Its purpose is to improve the academic, professional, and social climate at Teachers College by implementing the recommendations of the Task Force, by supporting and encouraging community activities and development, and by sponsoring the President’s Grant Fund to financially support diversity/community related projects and student research.
- The Minority Postdoctoral Fellowship Program (Exhibit 4.20) aims to increase the number of minority faculty members at graduate schools of education. It provides recent doctorate recipients the opportunity to develop a program of research and to participate in the life of a graduate research university. The fellowship includes a stipend of \$30,000, research support of \$3,000, free campus housing (if desired), and limited relocation costs. The acceptance of a fellowship carries with it the commitment to conduct research as outlined in the application proposal, to provide a written report of the research program, to teach one course, and to participate in an academic program. Four Minority Postdoctoral Fellows worked in the professional education programs in the last three years.
- The Faculty Diversity Awards Program (Exhibit 4.21) supports faculty projects aimed at enhancing diversity in teaching, learning, service, and research by providing salary, released time from teaching, and funds for a research assistant (or the equivalent) for one semester. Possible project outcomes may be related to any of the following: planning and carrying out of a course related to diversity; support for new research or a re-evaluation of current research related to diversity; critical exploration of evaluative criteria concerning research related to diversity; or building community around issues of service, practice, or research related to diversity via, for example, a

national conference. All Faculty Diversity Fellows in 2003-2004 are professional education faculty.

- The Office of Community and Diversity (Exhibit 4.22), led by the Special Counsel to the President, focuses its efforts on activities, projects, and funding to support work that enhances the College's academic and working environments and culture; improves TC-wide communications on multiple levels; continues positive TC community interactions and activities; continues review of Diversity Task Force Report recommendations; and, finally, improves links between TC and the surrounding external community. The office also reviews legal matters; provides initial legal advice; and makes decision to engage, approve, and track use of outside counsel.
- The Office of Access and Services for Individuals with Disabilities (Exhibit 4.23) administers programs and services for individuals with disabilities (candidates, faculty, and staff) to ensure that higher education environments at Teachers College are physically, programmatically, and attitudinally accessible.

To enhance the experiences of candidates working with diverse faculty, Teachers College is committed to providing intercultural scholarly activities and research opportunities for its faculty. The College also invites long- and short-term visiting scholars and lecturers to present on topics of diversity, educational opportunity, and equity. These activities translate into increased opportunities for candidates to appreciate human diversity and learn new strategies in assessment, pedagogy, curriculum, and classroom management that help all students learn.

The annual lectures by highly respected thinkers and scholars are one example of such activities. All three annual lecture series in 2003-2004 focused on diversity and social justice issues (Exhibits 4.24-4.26). Another example is the Mellon Visiting Minority Scholar Program (Exhibit 4.27), which brings minority scholars to the TC campus each year until 2005. Each year focuses on a theme relevant to minority education. In AY 2003-2004, eight prominent minority scholars offered colloquia under the theme of Human Diversity and Pedagogy. The scholars co-taught classes, led small discussion groups with faculty and candidates, consulted on ongoing research, and participated in public panels and debates.

The pilot Exit and Graduate Survey showed that the graduates were in general satisfied (42 percent) and very satisfied (25 percent) with the diversity of the faculty (mean 2.8) (Exhibit 1.12).

Professional education faculty have expert knowledge and experience related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. Our faculty are very active in conducting research on diversity and social justice and in publishing and presenting extensively on diversity-related topics. Faculty research on diversity covers a broad range of topics, such as these: multicultural education, multicultural and cross-cultural counseling, bilingual/bicultural education, educational opportunity and equity, urban education and urban school reform, teacher education for urban and multicultural contexts, culturally responsive teaching, teaching for social justice, disability studies, inclusion, gender

issues in education, multicultural feminisms and feminist pedagogies, and citizenship and civic education. Faculty curricula vitae provide detailed information on faculty expertise and experience with diversity, including publications, presentations, and research projects.

Element 3: Experiences Working with Diverse Candidates

The College’s long-standing commitment to diversity is reflected in its diverse student body, which includes candidates from fifty states and eighty countries. Professional education candidates have many opportunities to work and interact with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools, as well as with candidates in other (non-professional) programs.

The College’s efforts to recruit and retain diverse candidates demonstrate a commitment to this standard at both the College and program level. Teachers College has been successful with regard to recruitment and retention of a diverse student body. Table 4.3.a summarizes race/ethnicity and gender characteristics of teacher education candidates.

Table 4.3.a: Gender and Ethnicity Characteristics of Professional Education Candidates

	Teacher Education Programs						Professional Education Programs					
	Fall’01	%	Fall’02	%	Fall’03	%	Fall’01	%	Fall’02	%	Fall’03	%
<i>Race/Ethnicity</i>												
Asian/Pacific Islander	108	9	117	9	143	11	46	9	44	9	43	8
Black, Not Hispanic	98	8	81	6	82	6	68	13	66	13	66	12
Hispanic	65	6	69	5	87	7	37	7	34	7	31	6
White, Not Hispanic	606	53	705	56	680	53	294	55	288	56	300	56
Other	30	3	33	3	33	3	9	2	13	2	14	3
Data Unavailable	144	13	176	14	141	11	52	9	43	8	46	9
Non-Resident Alien	96	8	89	7	110	9	30	5	23	5	32	6
Total	1147	100	1270	100	1276	100	536	100	511	100	533	100
<i>Gender</i>												
Female	964	84	1043	82	1057	83	398	74	378	74	396	74
Male	183	16	223	17	213	16	138	26	132	26	136	26
Unknown	0	0	4	1	6	1	0	0	1	0	1	0
Total	1147	100	1270	100	1276	100	536	100	511	511	533	100

The affirmation of values of diversity is shown through good-faith efforts made to increase and maintain candidate diversity. In 2003-2004 the College developed a Minority Recruitment Plan that addresses both the need to refocus on recruitment at Historically Black Colleges and Universities as well as the need to attract Latino(a) candidates. Consequently, the Office of Admissions implemented a series of initiatives to recruit minority candidates. Specifically, they

- created—in conjunction with the Office of Community and Diversity and the Office of Enrollment and Student Services—a brochure for prospective candidates of color, which contains information about Teachers College, the current candidates, student organizations, scholarships etc. (Exhibit 4.28);
- established relationships with several Historically Black College and Universities in the Atlanta area (Spelman College, Morehouse College, and Clark Atlanta University) and set up different recruitment events on campuses;
- hosted a student of color online chat through Chat University, an on-line company that hosts college chats;
- gave a general overview of the application and admissions process and a presentation by current candidates at the Association of Latin American Students' event for current undergraduate students preparing for graduate studies;
- participated in and recruited candidates through the McNair Scholars Program (which is designed for currently underrepresented in higher education and/or financially disadvantaged, first generation college students of any race or ethnicity, who are U.S. citizens);
- presented information about Teachers College and its programs for prospective candidates from underrepresented groups during the California Diversity Forum;
- recruited elementary and middle school prospective teachers from selected Historically Black Colleges and Universities and Hispanic Serving Institutions through the National Aeronautics and Space Administration/Norfolk State University (NASA/NSU) program;
- participated in Project 1000, a national program created to assist underrepresented students applying to graduate schools, and waived the application fee for the Project applicants;
- presented at the annual information sessions of the Institute for the Recruitment of Teachers, which assists African American, Latino, and Native American students to complete master's and doctoral degrees in education.

The Office of Admission intends to continue and expand its minority recruitment initiatives in AY 2004-2005. In addition to the above events, the Office is planning to hold an on-campus yield event for the newly admitted candidates of color. Candidates will have the opportunity to explore their programs of study in more depth, meet with current candidates and faculty, and obtain information necessary for making a final decision. The Office is also planning to provide the opportunity for its personnel to participate in the national conference on the recruitment of candidates of color and other professional development conferences (Exhibit 4.30. Office of Admissions).

The College-wide efforts to recruit diverse candidates are complemented at the program level. Program faculty who review applications and make admissions decisions apply a variety of criteria to ensure diversity of candidates' academic and personal backgrounds (Exhibit 1.2. Admissions Data Summary). In addition, programs in special education and bilingual/bicultural education emphasize other diversity-related criteria (e.g., proficiency in ASL or LOTE, experiences with disabilities, etc.). For example, the program in Learning dis/Abilities makes a concerted effort to bring candidates with learning and other dis/abilities as well as students from underrepresented groups into the program.

The Student Aid program at Teachers College (Exhibit 4.31) rewards academic excellence through merit-based aid and eases the cost barrier of attendance through scholarships and need-based programs, including general grants, federal loans, and the Federal Work-Study Program. Types of Institutional Financial Aid include the following: General Scholarship; Minority Student Scholarship; International Student Scholarship; Stipends, Internships, Fellowships, and Research Assistantships; Graduate Assistantships; Grant-in-Aid; and Endowed Scholarships. A higher proportion of minority candidates are ensured financial aid since the minority scholarship pool is proportionally larger than the general pool, and minority candidates qualify for both pools. The College grants approximately \$6 million annually in scholarships and fellowships, including funds for the International Student Scholarship and Minority Student Scholarship (11 and 41 percent of the total respectively). Program faculty nominate new candidates for scholarships based on the admission and degree applications of the new candidates and on the TC academic records for the continuing candidates. A Strategic Plan for Teachers College (Exhibit A) calls for enhancing funding for all types of student financial support over the next two years under the theme of investing in improved institutional operations and an enhanced, more diverse College community.

The data collected by the Office of Access and Services for Individuals with Disabilities (Exhibit 4.23) also indicate a growing population of candidates with disabilities. Teachers College population of self-identified individuals with disabilities grew from 40 individuals in 1994 to 361 individuals in 2003. The Office ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to individuals with disabilities. Equal access is achieved through individualized responses addressing the needs of individuals with conditions including but not limited to vision, hearing, or mobility impairments, medical conditions, or learning disabilities that affect one or more academic activities.

The data provided by the Office of International Services (Exhibit 4.33) indicates that 595 students from 78 countries enrolled in master's (276) and doctoral (248) programs in Fall 2003. The Office's mission is to support and enhance the experience of international students at TC. The Office assists candidates in dealing with academic, personal, cultural, and financial concerns through in-person advising, listservs, website information, publications (e.g., Exhibit 4.34. New International Student Handbook), workshops, and cultural programs and events (e.g., Exhibit 4.35. International Week).

Among the 25 recognized student organizations active at Teachers College in 2003-2004, a large proportion focused on diversity issues or advocating for specific student populations (Exhibit 4.36).

The President's Grant for Diversity and Community Initiatives provides financial support to projects that foster interactive, inter-group communication, collaboration, and educational programming with an emphasis on diversity and/or community. In 2003-2004, thirteen projects were selected for funding (Exhibit 4.37).

The College encourages and supports candidates' projects in diversity-related issues through the President's Grant for Student Research in Diversity (Exhibit 4.38). Diversity in the context of

this award program is broadly defined and includes the exploration of multiple perspectives involving, for example, culture(s), language(s), gender, sexual orientation, race-ethnicity, and disabilities. Upon the completion of a research project, the recipient is invited to share the results with the TC community, either by delivering a lecture or sharing a published report. Several professional education candidates received the Diversity grant.

Teachers College strives to establish and maintain communication among faculty and between faculty and candidates that is open and respectful, direct and considerate, and that allows for the free exchange of ideas, perspectives, and ways of interpreting information, events, and situations. Teachers College ombudspersons provide advice and assistance with academic and personal matters to candidates, faculty, and staff.

The pilot Exit and Graduate Survey (N=57) showed that professional education graduates were in general satisfied (35 percent) and very satisfied (35 percent) with the diversity of student population in their programs. They also agreed (35 percent) or strongly agreed (40 percent) that their programs provided them with multiple opportunities to interact with diverse groups of people (student, faculty, and staff) (Exhibit 1.12. Graduate Survey Pilot Summary).

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

Teachers College is committed to providing candidates with experiences in a variety of communities and with different groups of student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities. New York City, as one of the most diverse metropolitan areas of the country, provides a unique opportunity for our professional education candidates to work with diverse groups of P-12 students (see Table 4.4.a).

Table 4.4.a: New York City P-12 Student Characteristics (NYC Board of Education, 2003)

	Elementary Schools % of enrollment	Middle Schools % of enrollment	High Schools % of enrollment
White	14.9	15.0	16.1
Black	31.7	33.2	35.1
Hispanic	40.1	39.0	34.7
Asian and Other	13.4	12.7	14.1
Male	51.1	51.2	50.4
Female	48.9	48.8	49.6
Recent Immigrants	7.6	7.6	9.7
Eligible for Free Lunch	75.1	71.5	54.0
Special Education (all schools)			12.3
English Language Learners (all schools)			13.4

Field placements in the teacher education programs include schools with multicultural populations, schools that are 100 percent minority, schools that serve English Language learners, schools that educate children who are immigrants, schools that integrate children with disabilities in inclusive classrooms, and schools whose students live in poverty. Candidates are also placed in different kinds of schools—large neighborhood schools, small alternative schools,

independent schools, magnet and theme schools, and schools within-a-school. Finally, school placements include schools with a wide variety of instructional programs, emphases, and approaches. Faculty in professional education programs review the schools and other settings used for observations, practica, student teaching, and internships to ensure that participating schools, child care centers, clinics, and other agencies include minorities and offer programs that address the needs of diverse student populations.

Teachers College has established effective collaborations with a number of local schools and school districts. Field experiences are coordinated by program faculty and the Office of Teacher Education and School-based Support Services (OTE/SSS) (Exhibit 4.39) in order to provide candidates with a broad range of experiences in working with diverse students in P-12 settings. School diversity characteristics are available for program faculty to use in their selection of field sites. The OTE/SSS data show that in 75 percent of the schools (N=61) where teacher candidates were placed for student teaching in 2003-2004, P-12 student population was more than 50 percent ethnic minority. In 46 percent of schools, more than 50 percent of students were eligible for free lunch. In 51 percent of schools, more than ten percent of students were categorized as students with special needs. In 24 percent of schools, more than 10 percent of students were English language learners (see Table 3.2.b in our response to Standard 3).

Teachers College seeks to provide its candidates with opportunities to understand and value the many aspects of diversity. Program and school faculty use a variety of formative and summative assessments to assess candidates' performance on diversity and social justice related KSDs. By designing instructional units and lessons and enacting them in the classroom, candidates demonstrate the use of diverse methodologies in teaching students with diverse needs. Candidates reflect on their understanding of differences and the impact of these differences on their personal dispositions and behaviors as educators and community members in their student teaching journals, post-observation conferences with university supervisors, and student teaching seminars (see our response to Standard 3 for a detailed description). Teacher candidates are assessed by their cooperating teachers and university supervisors on (among other criteria) their ability to create instructional opportunities that are adapted to diverse learners; to plan with objectives appropriate to students' level of development, learning styles, strengths and needs; and to appreciate and integrate the richness of contributions from diverse cultures across the curriculum (see our response to Element 1 for the data summary).

In response to the candidate survey administered by the Spencer seminar research team, candidates reported that their own teaching reflected a social justice stance because they thought it was important and because it was emphasized by their program and cooperating teachers (see Table 4.4.b) (Exhibit 4.3. Edlin & Nedbal, 2004, p. 11).

Table 4.4.b: Teaching for Social Justice during Student Teaching Experience

Was there a social justice stance reflected in your own student teaching practice? (Please check <u>all</u> that apply)	N	%
“Yes, because I thought it was important”	82	58.6%
“Yes, because it was emphasized by my cooperating teacher,”	45	32.1%
“Yes, because it was emphasized in my teacher education program”	41	29.2%
“No, because my cooperating teacher did not emphasize it”	32	22.8%

“No, because it was not emphasized in my teacher education program”	17	12.1%
“No, because it was too hard to do as a student teacher”	9	6.4%
“No, because it was not relevant to my teaching”	8	5.7%
“Other”	8	5.7%

Realizing that student teaching experiences are crucial in developing teacher candidates’ ability to meet the needs of diverse learners and teach for social justice, the faculty has initiated a discussion about supervision of student teaching and other clinical experiences. The Teacher Education Policy Committee’s subcommittee on supervision is developing recommendations to ensure the quality of candidates’ practical experiences and to direct more resources toward the selection of school sites and cooperating practitioners that are equally committed to meeting the needs of diverse learners and that are supportive of teaching for social justice.

Standard 5: Faculty Qualifications, Performance, and Development

Teachers College realizes that the strength of any institution of higher learning is determined primarily by the quality of its faculty. The modeling of best practices in teaching, scholarship, and service provided by quality faculty creates a culture in which candidates learn to practice and pursue their careers. The College’s commitment to excellence in teaching, scholarship, and service among its faculty is demonstrated in faculty recruitment (Exhibit 4.13. Recruitment and Appointment Principles) and its reappointment, promotion, and tenure policies (Exhibit 5.1. Reappointment, Promotion, and Tenure Principles). These policies identify productive scholarship, teaching and advisement, and service to the College and the profession as the main criteria used to assess a faculty member’s performance for initial appointment, reappointment, promotion, and tenure.

In AY 2003-2004, Teachers College professional education programs employed 31 professors, 26 associate professors, and 26 assistant professors; 97 adjuncts, instructors, and lecturers; and 51 clinical faculty/supervisors of field experiences.

Element 1: Qualified Faculty

Both professorial and clinical faculty possess academic credentials and professional experience that qualify them for their assignments. All professorial rank faculty (full professors, associate professors, and assistant professors) hold doctoral degrees.

Many professorial and all clinical faculty in professional education programs have teaching/professional experience in P-12 settings and are licensed/certified in their areas. Curricula vitae outlining each faculty member’s qualifications are available in the Exhibit Room. The electronic versions of faculty curricula vitae are available on the Teachers College website (CMS Faculty Module, <http://faculty.tc.columbia.edu>, login required).

All cooperating teachers/school professionals (administrators, counselors, and psychologists) and university supervisors are highly qualified. Teacher education programs ensure that cooperating teachers hold at least a bachelor’s degree and are licensed in the areas in which they teach. College supervisors are required to hold at least a master’s degree, be experienced professionals, and have expertise in the area in which they supervise. In AY 2003-2004, the Office of Field

Support Services conducted an audit of its activities, including a review of cooperating teachers' and supervisors' qualifications. Table 3.2.c in our response to Standard 3 summarizes cooperating teacher and supervisor qualifications.

Programs with a clinical component/internship other than student teaching ensure that university supervisors and clinical faculty have contemporary professional experience and are licensed/certified in the areas in which they supervise.

- All university and clinical supervisors in the Speech and Language Pathology program are required to have a New York State license and ASHA Certification of Clinical Competence. In AY 2003-2004, the program used services of six in-house clinical supervisors, all of whom held master's degrees and were licensed and certified. There were approximately 50 external supervisors in off-site facilities.
- All doctoral interns in the School Psychology program are supervised by licensed psychologists, and all master's interns are required to have their internships in P-12 schools and be supervised by certified school psychologists.
- All cooperating school counselors working with candidates in the School Counseling program are required to have at least a master's degree in counseling, psychology, or education, be certified in school counseling, and have experience in P-12 settings. In AY 2003-2004, candidates worked with 28 school counselors, three of whom had doctoral degrees (25 had master's degrees). Of the 28 counselors, 25 were certified/licensed as counselors, and three as psychologists. All cooperating counselors had a minimum of five years of experience.
- All supervising school or district administrators in the Education Leadership program are required to have experience at the appropriate level of administration, to have at least a master's degree, and to hold an SDA license or SAS certificate.

Element 2: Modeling Best Professional Practices in Teaching

The College's commitment to best professional practices in teaching is reflected in its faculty recruitment and appointment policies (Exhibit 4.13. Recruitment and Appointment Principles), which identify Teaching and Advisement as one of the three main criteria for recruitment and appointment. The Principles state that "persons recruited to the faculty are expected to show appropriate evidence and high promise of teaching thoughtfully and well, according to the style or styles that prove personally most satisfying and professionally most effective."

Faculty are expected, as a matter of primary professional concern, to be reflective about their teaching and skillful at improving it throughout their careers at Teachers College (see Exhibit 5.1. Reappointment, Promotion, and Tenure Principles). "Effective teaching at the professional graduate level will, moreover, be inextricably linked to productive scholarship, inasmuch as it entails a grasp of large bodies of historical and contemporary knowledge, relating them to practical concerns, and imbuing students with the scholarly attitudes appropriate to their professions" (p. 5). Teaching and advisement require high-level scholarly and technical expertise, the ability to communicate scholarly materials and procedures in interesting, persuasive, and effective ways, and care and concern for the intellectual and professional development of candidates.

Teachers College faculty are nationally and internationally recognized experts in their fields. They are actively engaged in deepening their understanding of the research and practice that inform their work. Faculty expert knowledge is evidenced in their numerous professional and scholarly publications. A full listing of faculty publications for the last five years (1999-2004) and complete faculty curricula vitae are available in the Exhibit Room.

Syllabi of the courses taught by the professional education faculty reflect the Teachers College conceptual framework, specialty professional standards, and current research in the field. Faculty members model best practices in teaching, and these practices are documented in a variety of ways. For example, candidates evaluate the quality of instruction and the quality of courses. The evaluations provide faculty with information to assess their own effectiveness on candidates' learning (Exhibit 5.2.Course Evaluations Summary). The Student Satisfaction Survey and the Exit and Graduate Survey also include teacher candidates' perceptions of how well the College's faculty impart the conceptual framework and evaluations of the quality of their learning experiences at Teachers College (Exhibit 5.3. Student Satisfaction Survey Summary and Exhibit 1.12. Graduate Survey Pilot Summary).

The results of Course Evaluations show that candidates generally agreed/strongly agreed that professional education faculty had expert knowledge in their disciplines and were able to teach them effectively (Table 5.2.a).

Table 5.2.a: Disciplinary and Pedagogical Content Knowledge (Course Evaluations)

1-Strongly Agree to 5-Strongly Disagree Questions	Fall 2003		Spring 2004	
	Mean	Median	Mean	Median
Class presentations were clear and straightforward.	1.70	1.61	1.74	1.60
Instructor was well prepared, class sessions were well organized.	1.63	1.50	1.66	1.50
Examples were used to relate theory to practice.	1.56	1.50	1.62	1.50
Subject matter was up to date and reflected current literature.	1.49	1.42	1.56	1.45
The atmosphere in the class was conducive to learning.	1.62	1.50	1.62	1.54
Subject matter was presented in an interesting and stimulating way.	1.79	1.67	1.80	1.68
Reading assignments contributed to my understanding of the subject.	1.69	1.64	2.05	1.67

According to candidates' evaluations, faculty valued candidate learning: they were responsive to student comments and questions; they created an atmosphere conducive to learning; they adjusted their instruction according to candidates' ability and preparation; and they were accessible to candidates outside of class (see Table 5.2.b).

Table 5.2.b: Faculty Value of Candidate Learning (Course Evaluations)

1-Strongly Agree to 5-Strongly Disagree Questions	Fall 2003		Spring 2004	
	Mean	Median	Mean	Median
Materials were presented at the level appropriate to student ability and preparation.	1.60	1.52	1.62	1.50
The atmosphere in the class was conducive to learning.	1.79	1.67	1.80	1.68

The instructor was responsive to student comments and questions.	1.44	1.33	1.43	1.33
Instructor was accessible to students outside of class.	1.54	1.45	1.81	1.59

Professional education faculty inquire into and reflect upon their practice systematically, and they are committed to lifelong professional development. They model reflective decision-making through their instruction and assessment of candidates. The results of course evaluations show that candidates generally agreed/strongly agreed that professional education faculty presented subject matter in an interesting and stimulating way, stimulated and encouraged independent thinking, provided adequate opportunities for candidates to ask questions, encouraged candidates' active participation in discussion, and were responsive to candidates' comments and questions (see Table 5.2.c). Furthermore, candidates agreed/strongly agreed that faculty treated them in a fair and equal way (mean 1.45, median 1.33 in 2004) and with respect (mean 1.35, median 1.25) in all TC courses.

Table 5.2.c: Encouragement of Candidates' Reflection and Critical Thinking (Course Evaluations)

1-Strongly Agree to 5-Strongly Disagree Questions	Fall 2003		Spring 2004	
	Mean	Median	Mean	Median
Instructor stimulated and encouraged independent thinking.	1.58	1.47	1.62	1.50
Subject matter was presented in an interesting and stimulating way.	1.79	1.67	1.80	1.68
Adequate opportunities were provided for students to ask questions.	1.42	1.33	1.42	1.33
Active student participation in discussion was encouraged.	1.48	1.36	1.49	1.38
The instructor was responsive to student comments and questions.	1.44	1.33	1.43	1.33

The pilot Exit and Graduate Survey showed similar results. Candidates graduating from the professional education programs were generally satisfied/very satisfied with the scholarly and research competence of the faculty, their ability to teach all candidates effectively, and their interest in the professional development of candidates (see Table 5.2.d).

Table 5.2.d: Candidate Satisfaction with Instruction and Faculty (Exit and Graduate Survey)

In general, how satisfied are you with the following aspects of your program of study at TC:	Mean*
Overall quality of instruction	3.0
Teaching activities to help all students learn	3.0
Innovative approaches to instruction used by faculty	2.8
Scholarly and research competence of the program faculty	3.4
Faculty awareness of new developments in the field	3.4
Faculty preparedness for their courses	3.4
Faculty's interest in the professional welfare of students	3.0

*1-Very dissatisfied, 4-Very Satisfied

Professional education faculty are constantly expanding their knowledge of and skills related to diversity and exceptionalities, and they are integrating these concepts in their teaching. Exit and Graduate Survey pilot data indicated that 75 percent of candidates who responded to the survey

were satisfied/very satisfied with how diversity issues were reflected in the curriculum (mean 3.2).

Professional education faculty continually develop their skills in using technology to facilitate their own professional work and to help candidates learn. The Teachers College PT3 project, which began in 2001, identified five stages of faculty development in learning technology: (1) developing awareness; (2) building knowledge; (3) translating into practice; (4) practicing teaching; and (5) reflection (Exhibit 1.8. PT3 Annual Report). Table 5.2.e presents an overview of how initial teacher education faculty learn and integrate technology into instruction for the 25 faculty members participating in the project.

These data (see Table 5.2.e) show that, on average, initial teacher education faculty were above the “Translating into Practice” stage in the third year of the project (2003). Three faculty members (compared to none in the previous years) attained the “Reflection” stage, i.e., “comfort level at which they are able to reflect more deeply about how technology accomplishes their and their candidates’ goals, and are able to transform or redesign their curriculum based on such reflection.” Consistent with the data of the PT3 report, the Exit and Graduate Survey pilot data indicated that 63 percent of the respondents were satisfied/very satisfied with the integration of technology in instruction, while 37 were dissatisfied (mean 2.7) (Exhibit 1.12. Graduate Survey Pilot Summary).

Table 5.2.e: Faculty Learning of and Integrating Technology into Instruction

	2001, #of Faculty	2002, #of Faculty	2003, #of Faculty
Developing Awareness	17	9	3
Building Knowledge	4	2	4
Translating into Practice	4	10	10
Practicing Teaching	0	4	6
Reflection	0	0	3
Mean	1.5	2.4	3.1

The College realizes that faculty need sufficient time to experiment with technology, to think about it, to adjust their practices, and to experiment yet again before they are comfortable and are able to reflect deeply and meaningfully on the implications technology may bring to their teaching. An Educational Technology Specialist position was created to work with faculty members on an individual basis to help them find ways to make use of new media in their pedagogy and research. Outcomes of these collaborative endeavors include: (1) integration of new technologies into existing initial education courses in Teaching of English, Teaching of Social Studies, Elementary Education, Early Childhood Education, and TESOL (eight courses), and into existing advanced education courses in Literacy Education and Children’s Literature; (2) development of new, technology-based courses in Teaching of English, Humanities, and Social Studies (four courses); (3) development of a series of weekend workshops on technology integration offered to advanced teachers through the Center for Educational Outreach and Innovation (five workshops); (4) development of the summer academy for teacher educators: Teacher Education in a Digital Age: Preparing English, History and Social Studies Teachers to Use Technology (held June 8-13, 2002). This model, in which support is given to individual faculty members, proved to be a success.

The majority of teacher education faculty have begun to use technology in meaningful ways in their courses. Many programs are planning comprehensively to integrate technology into the curriculum and to institute technology-related requirements for their candidates. With the help of the Education Technology Specialist, Technology Fellows, and PT3 staff, the kinds of technology integration activities in which faculty have been involved include:

- Integrating software such as Inspiration, Timeliner, Excel, and PowerPoint into candidate projects;
- Building a K-12 software collection and demo lab in the TC library for initial teacher education;
- Creating online courses or adding online components to face-to-face courses;
- Creating series of workshops for candidates;
- Having candidates create Web pages and sites for course projects;
- Creating new technology-focused courses, for example:
 - A&HE 4152 Literacies and Technologies in the Secondary English Classroom
 - A&HE 4150 Teaching Literacies in Secondary Maths, Sciences, and the Humanities
 - C&T 4835 Improving Reading Instruction: Curricular Website for New Times;
- Using Web and other information technology for research;
- Designing and using portable mini-labs (Science Education, Teaching of Social Studies);
- Developing candidate portfolios to facilitate learning and assessment.

From a few “early adopters” to a “critical mass” of technology users, the momentum of technological change has been building among professional education faculty. Through “brown bag” lunches in which successful technology projects are highlighted, through annual Technology Demo day (Exhibit 5.4. Technology Demo Day), and through informal conversations and meetings, individual faculty and programs as a whole have become increasingly involved in integrating technology into their teaching.

Professional education faculty model the use of performance-based assessments in their own work. A review of the course syllabi provides evidence of the use of portfolios, exams, case studies, simulations, technology demonstrations, collaborative activities, research projects, and class presentations. The results of course evaluations show that candidates generally agreed/strongly agreed that course assignments and evaluations were sufficient in quality and quantity and related to course objectives; that faculty members provided prompt feedback to candidates on written work; that faculty members provided sufficient opportunity to demonstrate candidates’ learning; and that they treated candidates in a fair and equal way (see Table 5.2.f).

Table 5.2.f: Quality of Course Assignments and Evaluations (Course Evaluations)

1-Strongly Agree to 5-Strongly Disagree Questions	Fall 2003		Spring 2004	
	Mean	Median	Mean	Median
Assignments were reasonable in quantity and quality.	1.74	1.63	1.85	1.62
There were sufficient opportunities to evaluate my learning.	1.69	1.60	1.90	1.69
Instructor provided prompt feedback on written work.	1.67	1.55	2.18	1.78
Evaluations reflected course objectives.	1.58	1.50	1.95	1.67

Students were treated in a fair and equal way.	1.43	1.36	1.45	1.33
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The pilot Exit and Graduate Survey confirms the findings reported in Table 5.2.f. The majority of the respondents (over 80%; N=57) in the graduating class 2004 were satisfied with fairness of grading and assessments (mean 3.1) and promptness and usefulness of feedback (mean 3.1) (Exhibit 1.12. Graduate Survey Pilot Summary).

Although our assessment system is new (see our response to Standard 2), individual faculty members and programs have begun to assess the effects of their teaching on candidates' learning. Faculty use the findings to strengthen their own practice and the quality of the academic programs. According to the Assessment Plan, assessment findings are to be discussed in program and departmental meetings, where appropriate changes can be made to program curricula. Professional development opportunities may be provided to individual faculty as needed. Assessment findings will also be discussed by the Teacher Education Policy Committee, and appropriate policy guidelines and recommendations will be submitted to the Dean's office.

Professional education faculty demonstrate excellence in teaching and model best teaching practices for candidates. Based on the results of course evaluations, Teachers College acknowledges faculty who have been particularly successful as teachers. In 2002-2003, 40 faculty members teaching in professional education programs (out of 58 college-wide awardees) received faculty teaching awards. Teaching quality of the professional education faculty is recognized not only by candidates and colleagues in the unit but also by the larger professional and educational community.

Element 3: Modeling Best Professional Practices in Scholarship

As a graduate professional school of education, Teachers College is committed to improving professional practice in education, broadly conceived, and to the development of the tested knowledge and theory that provide the foundation for quality professional practice. Productive scholarship is identified as one of the three main criteria for recruitment and appointment at Teachers College (Exhibit 4.13. Recruitment and Appointment Principles). Persons recruited to the faculty are expected to show appropriate evidence and high promise of engaging in productive scholarly activities designed to advance educational knowledge, theory, and practice.

The College's commitment to the conceptualization, development, and testing of the knowledge and theory upon which improved practice should be based is emphasized further in the principles governing reappointment and tenure decisions. All Teachers College faculty members are expected to engage continually in productive scholarly activities designed to advance theory and practice (Exhibit 5.1. Reappointment, Promotion, and Tenure Principles). The forms for productive scholarship that might be undertaken include the following:

1. the formulation and/or testing of hypotheses by empirical methods;
2. the extension of existing knowledge or theory to new contexts or conditions;
3. the synthesis or analysis of existing knowledge or theory to develop new or broader, more general theory;
4. the discovery of new facts or principles through scientific, historical, and philosophical inquiry;

5. the systematic translation of research findings into new instructional materials, methods, or technologies;
6. the development and testing of innovative designs of various sorts: programs, clinical procedures, or creative work in one or another of the fine arts; and
7. the application of existing knowledge, procedures, or theory to the solution of current issues or problems. (pp. 4-5)

Teachers College professional education faculty members demonstrate best professional practices in scholarship through publishing book, book chapters, and journal articles; through presenting at national and international conferences; and through conducting a variety of research projects (Exhibit 5.5. Summary of Faculty Scholarship Activities 2000-2004).

The professional education faculty actively pursues external funding and research. Lists of all sponsored projects currently in progress at the College is available on the Office of Sponsored Programs website (<http://www.tc.columbia.edu/administration/osp/>) (Exhibit 5.6). A few of the current projects in which professional education faculty serve as principal investigators (total \$3,300,460.00) are

- Heritage School led by Judith Burton (Art and Art Education) and funded by the Horace W. Goldsmith Foundation (\$67,000);
- Urban Science Education led by Angela Calabrese Barton (Science Education) and funded by the National Science Foundation (\$90,458);
- The Writing Process Project by Lucy Calkins (Curriculum and Teaching) funded by New York City Board of Education (\$92,000);
- Enduring Themes in American History led by Margaret Crocco (Teaching of Social Studies) and funded by New York City Department of Education (\$150,000);
- Preschool Curriculum Evaluation led by Sharon Lynn Kagan (Gifted Education) and funded by the US Department of Education (\$403,279);
- Preservice Program to Prepare Teachers of ASL as a Foreign Language led by Robert Kretschmer (Deaf and Hard of Hearing) and funded by the US Department of Education (\$591,500);
- Integrating New Media Technologies into Teacher Development led by Robert McClintock (Technology Specialist) and funded by the National Science Foundation (\$126,960);
- Bilingual Education Professional Development led by Maria Torres Guzman (Bilingual Education) and funded by the US Department of Education (\$500,000);
- Harlem Educational Renaissance Project led by Ruth Vinz (Teaching of English) and funded by the Riverside Church (\$500,000);
- Program of Research on Reading Comprehension led by Christine Yeh (School Counseling) and funded by the New York City Board of Education (\$779,263).

Faculty curricula vitae with details on all research projects completed or currently underway are available in the Exhibit Room.

Element 4: Modeling Best Professional Practices in Service

Teachers College, like all institutions of higher learning, requires the active participation and special expertise of its faculty members for its own operation and continued development. Peer review, collegial governance, quality control of programs, and innovative program development are all dependent upon thoughtful faculty contributions. In addition, faculty members have traditionally served as officers of professional associations, as members of review panels, and as participants in a wide range of cooperative intellectual activities, from the development of yearbooks to the editing of journals. Furthermore, faculty members are frequently called upon as consultants to outside organizations or agencies in the development of educational plans, programs, experiments, and innovations. Service to the college and profession is identified as one of the three main criteria for faculty recruitment, appointment, reappointment, promotion, and tenure (Exhibit 4.13. Recruitment and Appointment Principles and Exhibit 5.1. Reappointment, Promotion, and Tenure Principles).

Within the College, professional education faculty are actively involved in the work of the Faculty Executive Committee (FEC) and its subcommittees, the Faculty Advisory Committee (FAC), the Faculty Salary Committee, the Standing Committee on Appointment and Tenure, the Standing Committee on Promotion to the Rank of Full Professor, the University Senate, the Committee on Community and Diversity (CCD), and the Standing Committee on Intellectual Property (Exhibit 5.7. Faculty Elected Committees). Professional education faculty also have their own Teacher Education Policy Committee, which is made up of about 20 faculty members representing all teacher education and education leadership programs at the College (Exhibit 5.8. TEPC Membership List).

Professional education faculty lead various College centers and institutes:

- Center for Arts Education Research (Judith Burton, Art and Art Education)
- Center for Technology and School Change (Howard Budin, Technology Specialist)
- Center for the Opportunities for People with Disabilities (Linda Hickson, Special Education: Mental Retardation)
- Center for the Professional Education of Teachers (Ruth Vinz, Teaching of English)
- Creative Arts Laboratory (Lenore Pogonowski, Music and Music Education)
- Edward D. Mysak Speech and Hearing Center (Jo Ann Nicholas, Special Education: Speech and Language Pathology)
- Hollingworth Center (Lisa Wright, Special Education: Gifted Education)
- Klingenstein Center (Pearl Kane, Education Leadership)
- Reading and Writing Project (Lucy Calkins, Curriculum and Teaching)
- Rita Gold Early Childhood Center (Susan Recchia and Leslie Williams, Early Childhood Education)
- School Law Institute (Jay Heubert, Education Leadership)
- Urban Science Education Center (Angela Calabrese Barton, Science Education)

The full list of Teachers College centers and institutes is available in the Exhibit Room (Exhibit 5.9).

Teachers College professional education faculty are actively involved in professional associations. As shown in faculty curricula vitae, over the last five years, faculty members have

provided leadership for professional associations at state, national, and international levels. They review manuscripts and serve as editors for professional journals. They serve as program chairs for national conferences and as officers and/or board members for professional organizations. A few examples of their service include

- Book Review Editor, International Advisory Board: Music Education Research—Allsup Randall (Music Education);
- Distinguished Advisory Board member, ELL Teacher Academy, NYC DOE—Ofelia Garcia (Bilingual/Bicultural Education);
- President (2001-2004), American Association for the Advancement of Curriculum Studies—Janet L. Miller (Teaching of English);
- Editor-in-Chief, Research Quarterly for Exercise and Sport—Stephen Silverman (Physical Education);
- Chair (2002-2004), Committee for Publications and The Journal of Teacher Education, AACTE—A. Lin Goodwin (Elementary Education);
- President, (2002-2003), Council of Academic Programs in Communication Sciences and Disorders—John H. Saxman (Speech and Language Pathology).

Within P-12 schools, faculty have served in a number of capacities that include consultant, professional development trainer, coordinator of various school programs, workshop provider, and grant evaluator.

Element 5: Collaboration

Teachers College is involved in a variety of partnerships with schools, research and development organizations, education think tanks, corporations, community-based groups, other institutions of higher education, and so on. Professional education faculty realize that these partnerships are crucial to the advancement of educational theory and research, the development of educational innovations, and the sustenance of long-term school reform efforts. Teacher Education Policy Committee discussions in 2003-2004 focused on the nature of these important relationships (Exhibit 2.7. TEPC Final Report 2003-2004). Specifically, discussions and policy recommendations focused on (1) faculty leadership and involvement in University-School Partnerships, (2) college support and recognition for school-based/PDS research, and (3) the Holmes Scholars Program (and other related programs).

The Professional Development School Partnership is one of the key relationships between the College and P-12 schools. Now in its 15th year, the Professional Development School Partnership (<http://www.tc.edu/centers/pds/>) is a collaboration among Teachers College, Region 10 in Manhattan, and the UFT. The main purpose of the partnership is to reinvent the traditional school-university relationship in order to enhance the professional development of future teachers, experienced teachers, and college faculty working in urban schools (Exhibit 3.2. PDS Charter). Shared responsibility for the development of pre-service and beginning teachers is in the focus of the PDS activities. Several teacher education programs participate in this collaborative effort and place their student teachers/interns in PDS schools (Bilingual/Bicultural Education, Elementary Education, Teaching of Social Studies, Early Childhood Education, Technology Specialist).

Professional education faculty and their P-12 colleagues in PDS schools participate in the Holmes Partnership, a national network that supports partnerships between universities, colleges, and schools. During the 2004 Eighth Annual Conference, the PDS organized two presentations in the "Promising Practice" sessions and six "Table Top" sessions. These sessions highlighted a range of work being done at various PDS sites and involved teacher education faculty (Bilingual Education, Elementary Education), PDS school teachers, and parents of students at PDS sites (Exhibit 5.10. Holmes Conference Presentations).

One example of professional development activities having an impact on candidates' learning is the National Challenge Grant project between four PDS elementary schools and the National Center for Restructuring Education, Schools, and Teaching (NCREST). The College's Center for Technology and School Change worked with elementary school teachers to help them learn about and integrate technology into teaching. As a result, many technology-rich placements were made available to candidates in the Elementary Education program. Many of the candidates now have the opportunity to work with cooperating teachers on technology initiatives (Exhibit 1.8. PT3 Annual Report).

Another example of the university/school collaboration with direct influence on candidate preparation is the partnership between the science education program and schools in the Bronx and on the Upper West Side of Manhattan. The program established a new set of courses with a concentration in urban science education and collaborated with the schools and community-based organizations to provide program candidates with the opportunity to apply what they learned to real-life educational problems. The Urban Science Education Fellows Program places preservice teacher candidates along with experienced teachers/graduate students in partnership schools to work on teams with teachers to conduct action research.

In 2003-2004, as part of the Teachers College commemoration of *Brown v. Board of Education*, professional education faculty and Region 10 teachers and students explored the roles of young people in notable social movements, particularly the civil rights movement. In fall 2003, Region 10 Grade 9 students discussed the historical context of *Brown v. Board of Education* in after-school workshops led by their teachers. In the spring, TC faculty and candidates co-facilitated three hour-long after-school workshops that addressed the role of young people in critical civil rights campaigns. The Planning Committee for the project included faculty from the Social Studies, Math Education, and Behavior Analysis programs.

Other collaborative projects with P-12 schools carried out by the College have affected Teacher Education programs. Some of these include (Exhibit 5.11)

- The Heritage School;
- New Teacher Academy;
- The Region 10 Partnership Initiative;
- The National Academy for Excellent Teaching;
- Metropolitan School Council;
- Reading and Writing Project; and
- Urban Science Education Center.

Element 6: Unit Evaluation of Professional Education Faculty Performance

The Unit’s responsibility for the performance of professional education faculty includes systematic and comprehensive evaluations conducted by both candidates (including Course Evaluations, the Student Satisfaction Survey, and the Exit and Graduate Survey) and peers (reappointment, promotion, and tenure reviews). Evaluations are designed to collect data on the quality of faculty teaching, scholarly contributions, and service, much of which has been documented in previous sections (see Table 5.6.a). Evaluation results are used to improve faculty performance as well as the quality of professional education programs through curriculum changes and the provision of professional development activities (see Element 7 for details).

Table 5.6.a: Candidate Evaluation of Faculty Performance

Type of Review	Related Criteria	Data Reported	Data Used
Course Evaluations	presentation discussion assessment overall satisfaction	Summaries of candidates’ feedback for each course are sent to the course instructor and department chair. They are also available to candidates through the Library.	Instructors review the data and make changes to their courses as needed. In the case of a strongly negative evaluation, the department chair meets with the faculty member to discuss ways to address the criticism and provide necessary support. Results are also used in reappointment, tenure, and promotion reviews.
Student Satisfaction Survey	courses faculty department/program	Summaries of data are presented to program faculty, TEPC, and unit administration.	Teachers College faculty and administration review data and make appropriate recommendations to programs.
Exit and Graduate Survey	courses instruction faculty support diversity	Summaries of data are presented to program faculty, TEPC, and unit administration.	Program faculty reflect on the data and make changes to the program as needed. TEPC reviews the data and makes policy recommendations if necessary.

In addition, annual reappointment reviews for non-tenured faculty are conducted by department chairs, and written summaries of reappointment meetings are addressed to the faculty members and forwarded to the Dean’s Office. These reviews are used to critically evaluate faculty members’ progress toward reappointment and promotion using the three criteria of scholarship, teaching, and service.

Consistent with the conceptual framework and the three philosophical stances—Inquiry, Curriculum, and Social Justice—each faculty member’s performance is evaluated based on three criteria: productive scholarship, teaching and advisement, and service to the College and the profession (Exhibit 5.1. Reappointment, Promotion, and Tenure Principles). The evaluation is qualitative rather than quantitative, and the decisions about reappointment, promotion, and tenure are, in the final analysis, clinical. “The complexities of faculty performance cannot be reduced to numerical terms and then statistically combined or weighted to yield some final figure that will represent quality or level of performance in any meaningful way. Good clinical assessment

requires the collection of comprehensive and valid data on which to base judgments. Fair and equitable treatments of individual faculty members requires that the evidence be evaluated and the recommendations made by colleagues who have the expertise, the experience, and the concern to render such judgments in an impartial and discriminating manner (p. 7).”

The College Wide Means (Exhibit 5.12) lists the types of information and the methods of collecting information within the areas of teaching, scholarship, and service by which the faculty within the College are evaluated. Although the areas in which a faculty member is expected to demonstrate competence remain constant, the standards reflect necessary and sufficient levels of performance which vary with the stage of the individual’s career and the type of review (Table 5.6.b).

Table 5.6.b: Candidate Evaluation of Faculty Performance

Review Type	Time point	Dossier	Reviewers
Reappointment of Non-tenured Faculty and Promotion to Associate Professor	by the end of the 3 rd year of service for tenure track; by the end of the 2 nd year for term appointments	(1) curriculum vitae; (2) statement of professional plans; (3) a copy of each scholarly product; (4) evaluations of teaching and advisement; (5) all written appraisals, if any; (6) external evaluation letters; (7) any other relevant materials	department faculty, department chair, Dean, President, Board of Trustees
Award of Tenure	by the end of the 6 th year of service	same as above	department faculty, department chair, Standing Committee on Appointment and Tenure, Dean, President, Board of Trustees
Promotion to Full Professor		same as above	department faculty, department chair, Standing Committee on Promotion to Full Professor, Dean, President, Board of Trustees

Fifty-three out of 96 tenured faculty at TC are full-time professional education faculty. There are 15 tenure-track and 15 non-tenure track faculty in professional education. The results of reappointment, promotion, and tenure reviews for AY 2003-2004 for the professional education and the College faculty as a whole are presented in Table 5.6.c.

Table 5.6.c: Summary of Reappointment, Promotion to Full Professor, and Tenure Reviews

Faculty	Tenure	Positive Decision	Promotion to Full	Positive Decision	Reappointment	Positive Decision
Professional education	3	2	3	3	5	4
TC total	6	5	4	4	6	5

Element 7: Unit Facilitation of Professional Development

Consistent with the conceptual framework, the teaching competence and intellectual vitality of faculty are supported through a number of policies and practices that provide opportunities and resources for faculty professional development.

- The Professional Development Fund is available to all faculty in order to better support their activities at the College. Each faculty member is eligible for \$1,000 per year for professional development activities, inclusive of travel. Generally, these monies are used to support travel to conferences, research sites, and/or workshops; to support the collection of journals, periodicals, books, and/or data files; to support the integration of new software; and to provide salaries for research/editorial assistance.
- Sabbatical Leaves are available to all professorial faculty to facilitate professional and personal development for the improvement of service to the College. Each Professor, Associate Professor, and Assistant Professor serving full-time continuously is eligible once in every seven years for a leave of absence of one academic year on half pay or one-half academic year on full pay, the first leave to come after the first six years of service with professorial rank.
- The Tenured Faculty Research Award Program is intended to support research and scholarship related to education by providing a semester release time with salary and \$5,000 to be used for budgeted expenses (e.g., research assistance, travel, materials, etc.) associated with the proposed research (Exhibit 5.13).
- Dean's Grant for Pre-Tenured and Non-Tenure Track Faculty includes non-competitive support to pre-tenured faculty (professional development funds, course release time or course/ research assistance, and summer research funding) and competitive support to all pre-tenured and non-tenure track faculty (research support of up to \$1,500 and a summer stipend equivalent to teaching one summer course). To assist new tenure-track faculty in scholarship and teaching, the College provides access to a personal computer and start-up money for research grant generation for the first two years (Exhibit 5.14)
- The Faculty Diversity Award Program supports faculty projects related to diversity by providing: (1) salary, (2) released time from teaching, and (3) funds for a research assistant (or the equivalent) for one semester. The year two (2004-2005) Faculty Diversity Awards are available for projects aimed at enhancing diversity in teaching, learning, service, and research (Exhibit 4.21).
- The Minority Postdoctoral Fellowship Program aims to increase the number of minority faculty members at graduate schools of education. It provides recent doctorate recipients the opportunity to develop a program of research and participate in the life of a graduate research university. The fellowship includes a stipend of \$30,000, research support of \$3,000, free campus housing (if desired), and limited relocation costs. Appointments are for a nine-month period (Exhibit 4.20).

All new faculty members participate in New Faculty Orientation and Workshops, which focus on the College's policies, procedures, grant writing, and resources. In addition all pre-tenured faculty are encourage to attend the Pre-Tenure Faculty Workshop, which focuses on the tenure process and dossier development (Exhibit 5.15. New Faculty Packet).

Teachers College also encourages and sponsors a variety of forums where professional education faculty can share their scholarship and research with colleagues, candidates, P-12 partners, and the public. A few examples of the forums held in 2003-2004 are

- The Faculty Research Symposia, sponsored by the Office of the Vice President of Academic Affairs and Dean of the College, are intended to bring faculty together in an informal environment to share their latest findings and discuss research-related issues. Three faculty members from the professional education programs presented their research in AY 2003-2004 (Exhibit 5.16).
- An Educational Policy Forum on No Child Left Behind was organized by the Institute for Educational Leadership and the Education Policy Fellowship Program. Five professional education faculty members, other college faculty, and educational leaders from New York, New Jersey, and Connecticut discussed policy perspectives and implementation strategies regarding No Child Left Behind (Exhibit 5.17. Education Policy Forum Participants).

Issues of diversity and educational equity are emphasized in many professional development activities. For example, in 2003-2004 the Teacher Education Policy Committee organized a series of discussions about the definitions and practice of social justice in teacher education. Professor Karen Zumwalt and her students in the advanced Spencer seminar presented the results of their research to all teacher education faculty and instructors. The sessions were well attended and provided much insight into how teacher education programs integrate questions and issues of social justice into their curriculum (Exhibit 2.7. TEPC Final Report 2003-2004). An extensive list of lecture series and seminars on diversity and educational equity is provided in our response to Standard 4.

As part of professional education self-study, the Assessment Subcommittee of the Teachers College Accreditation Team conducted a series of all day workshops for the professional education faculty involved in developing program assessment plans, performance-based assessments, and scoring instruments/guides (September 26, 2003; March 3, 2004). These workshops were attended by the faculty from 21 (out of 27) programs. Individual training sessions were provided for those faculty who were not able to attend the workshops. The Teachers College Accreditation Team provides on-demand training to professional education faculty on developing assessment plans and scoring instruments.

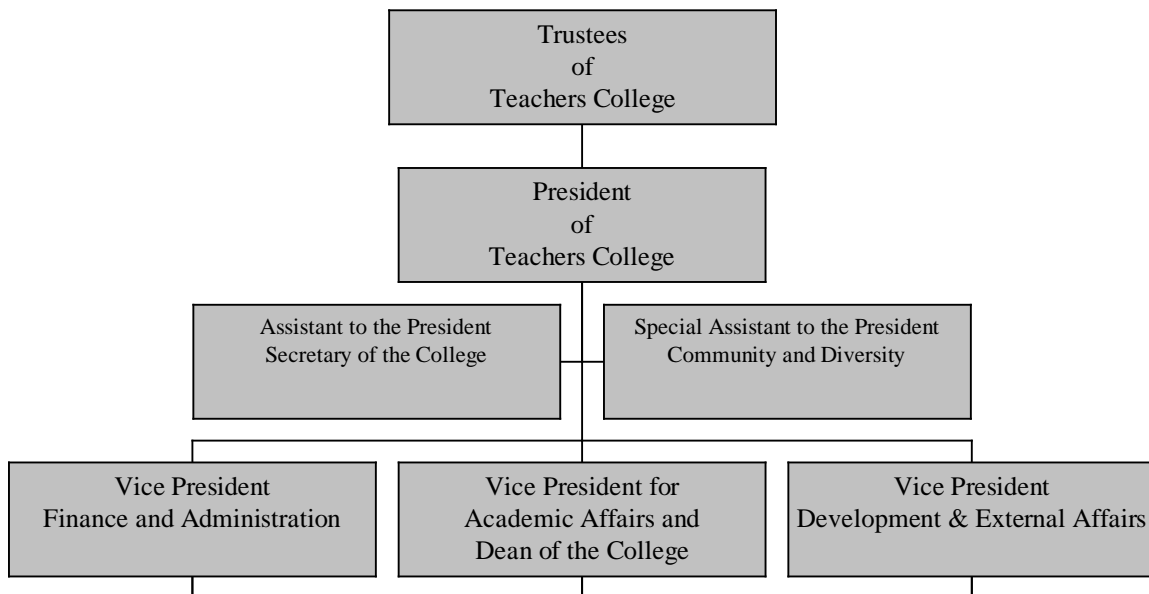
Based on recommendations made by the Task Force on Technology and the Future (2000), the College has increased support for the professional development of faculty in the use of technology, with a particular focus on teacher education and school personnel programs. The integration of technology into instruction and research was also supported by a 3-year Preparing Tomorrow's Teachers to Use Technology (PT3) project funded by \$1.1 million from the US Department of Education. The Dean's Technology Grant provides small grants in various combinations of summer salary, course relief, technical assistance, and hardware/software to teacher education faculty. During the 2003-2004 pilot stage of e-portfolio implementation, the nine programs, faculty, and candidates participated in a variety of training and professional development activities (Exhibit 1.11. LiveText Progress Report). In addition, a number of

technology workshops for faculty members are available through Academic Computing (Exhibit 5.18).

Standard 6: Unit Governance and Resources

The professional education unit of Teachers College comprises 27 teacher and other school professional education programs located in eight departments. Teachers College governance modes provide for the effective participation of various sectors of the College community, both in the determination of policies guiding the life of the community and also in the critical appraisal of the implementation of those policies. The organizational chart below shows the administrative structure at the College.

The Administrative Structure Senior Administration



The Trustees of Teachers College currently consist of 27 members, with 35 being the maximum allowed by the Statutes of the College. The President is the chief executive officer of the College and, within the provisions of the Statutes, has full charge of the administration of the College. The President also serves as the executive officer of the Trustees. The powers and duties of the President are described in the Statutes and include responsibility for the development of plans for all aspects of the College's educational programs, services, and other activities; its physical facilities and equipment; and its financial management. With appropriate prior consultation, the President presents to the Trustees recommendations for the appointment and promotion of faculty in professorial rank and, subject to confirmation of the Trustees, appoints and assigns the duties of all employees, other than those of professorial grade.

Included among the Officers of the College are

- The Vice President for Academic Affairs and Dean of the College, who exercises general supervision over the educational program of the College and, in the absence of the President, performs the duties and exercises the authority of the President;
- The Vice President for Finance and Administration, who serves as the chief financial officer of the College, exercises general supervision over the administrative activities of the College, and directs supervision over all activities related to business and finance, including budgeting; and
- The Vice President for Development and External Affairs, who exercises general supervision over all activities of the College related to institutional development and external affairs and represents the College in its relationships with external institutions, agencies, individuals, and the public at large.

Organizational charts for each of the VP's offices are available in the Exhibit Room (Exhibit 6.1). Other Officers provided for in the Statutes include the Chair of each instructional department, the Controller, and the Secretary of the College.

Teachers College Faculty participate in governance and decision-making processes in several roles: as individual faculty within programs and departments; as program and department representatives to various cross-department or college-wide program committees; as elected representatives and appointees to Faculty committees; and as appointed or elected members of advisory boards, task forces, or other cross-College committees. The governance and authority structure frequently involves faculty in several of these capacities.

Faculty authority and participation in decision making have several formal, statutory bases, including these: the responsibility to establish requirements for candidate admission, program of instruction, and conditions of graduation and award of degrees; and the responsibility to establish regulations for ascertaining the proficiency of candidates and for candidate academic discipline. Additionally, the Faculty make recommendations on policies regarding the purpose, priorities, and general allocation of College resources; provide systematic advice to senior administration in the preparation of the annual budget; make judgments concerning the extent to which the annual budget conforms to established priorities; and may submit those judgments to the Trustees along with the annual budget (Exhibit 6.2. Faculty Meetings Agenda and Minutes).

When not meeting in plenary session, the business of the Faculty is conducted by the Faculty Executive Committee, which receives, considers, discusses, and acts upon concerns and proposals as they relate to the educational programs of the College; consults with the President and other executive officers of the College on matters of interest to the Faculty; and formulates and carries out procedures for the discussion of program matters with the Faculty as a whole, within Divisions, and as departmental groups. The work of the FEC and its elected members is organized through four standing subcommittees: the Academic Program Subcommittee; the Subcommittee on Personnel; the Subcommittee on Finance, Facilities, and Support Services; and the Subcommittee on Race, Culture and Diversity (Exhibit 6.3. Faculty Executive Committee).

In addition to the mechanisms described above, faculty also participate in other governance and decision-making processes through structures that actively involve the department chairs. Department chairs are members of the Faculty and key participants in representing the views of

faculty in cross-college forums and settings. As a group, Department Chairs provide an essential College-wide perspective, especially with respect to matters pertaining to planning, personnel, budgeting, and the organization and functioning of the College. With respect to their collective role, the Chairs, as part of their role as faculty administrators and supervisors of the instructional departments of the College, meet regularly with the Dean and the President to support the interests of the faculty and the College in realizing the statutory powers and duties assigned to faculty related to the academic program of the College. The Chairs serve as advisory to the Dean and President on matters related to the academic policies and procedures of the College (Exhibit 6.4. Department Chair Meetings Agendas).

Element 1: Unit Leadership and Authority

The professional education unit is responsible for all initial and advanced professional education programs at Teachers College. The Dean exercises general supervision over the educational programs of the College, including all professional education programs. She delegates certain duties to department chairs, program coordinators, or the associate dean, but is ultimately responsible for the overall direction, coordination, and development of the professional education activities.

Planning in the unit is guided by the mission, goals, and priorities of the conceptual framework to ensure that candidates are prepared to engage in culturally responsive inquiry, perform as curriculum agents, and advocate for educational equity and social justice. The administrative leaders in the unit collaborate to ensure that activities such as hiring, scheduling, space allocation, faculty workloads, budgeting, committee assignments, and overall leadership are provided in a comprehensive manner.

Besides governance and authority structures common across all programs (see section above), the professional education unit has its own policy committee. The Teacher Education Policy Committee (TEPC) is made up of about 20 faculty members across the college who are members of programs that prepare professionals for school-based positions, representatives from the administration (e.g., Registrar's Office), and staff who sit in key teacher education related positions (e.g., OFSS). TEPC has voting members from 7 departments (no representation from the Department of Counseling and Clinical Psychology). In 2003-2004 TEPC supported the work of five major subcommittees: Supervision, Workload Equity, In-service Programs, School-University Collaborations, and Leadership. The full committee meets biweekly (Exhibit 6.5. TEPC Meetings Agendas and Minutes). Between formal meetings, subcommittees meet to conduct on-going research and development work (Exhibit 2.7. TEPC Final Report 2003-2004).

Teachers College Accreditation Team (TCAT), which includes the Dean, Associate Dean, Associate Dean for Teacher Education, Department Chair and NCATE Faculty Leader, two professional education faculty members, and the NCATE Project Coordinator, was established to assist and guide professional education faculty in the process of preparing for the accreditation site visit. The Team meets monthly for the duration of the project (Exhibit 6.6. TCAT Meetings Agendas). TCAT works closely with TEPC on all issues related to professional education programs and accreditation. The unit-wide process for the development of the conceptual

framework and the assessment plan was organized through the collaborative efforts of TEPC and TCAT.

TCAT's Assessment Subcommittee, which includes representatives from the administration, TCAT, a number of offices around the College, faculty, candidates, and practitioners, is a working committee that met regularly to design and implement the college-wide assessment system (see our response to Standard 2 for details) (Exhibit 2.3. Assessment Subcommittee Meeting Agendas).

Candidates' input on important issues, including those issues related to the design, implementation, and evaluation of the unit and its programs, is assured in a number of ways. The primary vehicle for student participation in governance is the Student Senate, a College-wide body, with Student Senators elected from each department (Exhibit 6.7). The Student Senate coordinates student representation on College-wide standing and ad hoc committees. Candidates have effective input with respect to the evaluation of teaching, both College-wide and departmentally. They effectively advocated for the College to adopt as policy mandatory evaluations of all courses. Currently, the majority of courses are evaluated using a standardized course evaluation form (see our response to Standard 5, element 6 for more details). Besides course evaluations, the Office of Institutional Studies annually conducts surveys of new and continuing candidates regarding their perceptions and satisfaction with all facets of their experience as graduate students, including their academic programs and the whole range of student and instructional support services. The reports of these surveys provide an important basis for directing service improvement efforts and for gauging the success of those efforts over time.

Practices related to admission and recruitment of candidates are well documented in a range of publications and on-line information. The Teachers College Catalog is revised annually and contains current and comprehensive information for admission practices (Exhibit 1.5. TC Catalog). Additional information is available from the Office of Admission (Exhibit 4.30). Other policies and procedures of the College are outlined in a number of official publications, such as the Statutes and By laws (Exhibit 6.8), the Faculty Handbook (Exhibit 6.9), the Student Handbook (Exhibit 6.10), Personnel Policies and Procedures (Exhibit 6.11), and a number of other documents.

Other media employed to communicate information for current and prospective candidates include newspaper advertisements, newsletters, bulletin boards, and the radio. The College has developed a series of brochures and handbooks that are used to recruit candidates as well as to provide necessary information related to other issues in teacher and other school professional education (Exhibit 6.12).

Element 2: Unit Budget

The College's overall operating revenues have grown over the past eight years (1996-2003) from \$60.9 million to \$97.8 million, a compound annual rate of seven percent. The main sources of TC's revenues are tuition and fees, income from auxiliary enterprises (publishing, bookstore, housing, etc.), and income from the endowment (see Table 6.2.a).

Table 6.2.a: Major Sources of Revenue

Sources of Revenue	1996	% of all revenues	2003	% of all revenues
all operating revenues	60.9 million	-	97.8 million	-
tuition and fees	40.8 million	67.0%	68.5 million	70.0%
income from auxiliary enterprises	9.5 million	15.6%	13.4 million	13.7%
income from the endowment	4.6 million	7.6%	8.4 million	8.6%

The College budget is developed based on a budget call from all instructional and non-instructional departments of the College. Academic department budgets are not assigned by program, but based on the overall needs of the department. Teacher education is represented in eight of the nine departments. Review of the 2002 and 2003 budgets indicate that the overall allocations for departments are roughly proportional to the size of the department in terms of number of faculty, candidates, and programs. There is no formula applied to preparation of teachers or other school professionals because such preparation is integrated into the educational objectives of the eight departments. No distinction is made between candidate needs based on their degree objectives except as individual programs justify their instructional resources required in the development of the department budget. The amount budgeted for Fiscal Year 2005 by department is presented in Table 6.2.b.

Table 6.2.b: Fiscal Year 2005 Budget by Department

Department	N of Programs	N of PE Programs	Fall 2003 FTE Points Method	FY 2005 Budget
Arts and Humanities	10	5	575.0	\$4,782,796
Biobehavioral Studies	3	2	144.7	\$1,964,424
Counseling and Clinical Psychology	2	1	320.7	\$2,141,071
Curriculum and Teaching	7	7	351.3	\$3,607,961
Health and Behavior Studies	5	3	313.6	\$3,222,600
Human Development	4	0	132.3	\$2,295,783
International and Transcultural Studies	4	1	227.3	\$2,585,177
Mathematics, Science and Technology	3	3	245.9	\$2,124,822
Organization and Leadership	8	2	517.5	\$4,140,666

There are a number of support offices, centers, and departments throughout the College that support professional education programs and candidates. For example,

- The Center for Educational and Psychological Services serves as a practicum training facility for candidates in the Clinical, Counseling, School Psychology, Reading Specialist, and Special Education programs (FY 2005 \$318,153);
- Edward D. Mysak Speech, Language, and Hearing Center trains candidates in the Speech and Language Pathology program to competently provide clinical services within the areas of speech/language pathology and audiology (FY 2004 \$99,055);
- Rita Gold Early Childhood Center provides candidates in the Early Childhood and Early Childhood Special Education programs an opportunity to study child development and practice, to observe and interpret children's cues, and to respond contingently to their needs (FY 2005 \$442,923);
- Professional Development School partnership provides student teaching placements for teacher candidates in a number of programs (Bilingual Education, Elementary

Education, Teaching of Social Studies, Early Childhood, Technology Specialist) (FY 2005 \$87,191);

- The Heritage School provides student teaching placements for candidates in the Art and Art Education program (FY 2005 \$98,000);
- The Office of Field Support Services provides services to candidates, student teaching supervisors, and cooperating teachers in all aspects of student teaching experience (FY 2005 \$1,026,384).

Teachers College also supports the Teacher Education Policy Committee (\$14,257) and the Peace Corps Fellowship Program (\$93,625).

There are a number of other enrichment support activities funded by the College that involve consulting, training, and professional development for in-service teachers and school professionals, such as the Institute for Learning Technology (\$75,000), the Leadership Academy (\$335,406), the Center for Technology & School Change (\$70,389), the Writing Project (\$280,000), the Superintendent's Workshop (\$97,053), and others.

Examples of other sources that have provided funds to supplement unit operations for various professional education activities are available at the Office of Sponsored Programs website. (Exhibit 5.6. Office of Sponsored Programs)

In 2002-2004, the College allocated additional resources to prepare for NCATE accreditation. These resources included a budget for the TCAT office, a course release for the assessment consultant, discretionary funds for all programs preparing program reports and rejoinders to SPAs, programmer's fees for development of the TCAT database, and preferential work study support for programs developing their assessment plans and instruments. Eleven new positions (term appointments) were authorized in teacher education programs in 2002-2003 to meet New York State requirements that a minimum of 50 percent of courses taken by candidates must be offered by full-time faculty.

Element 3: Personnel

The professional education unit has sufficient numbers of full-time faculty to deliver and support its initial and advanced programs. The College has 143 full-time faculty members on appointment, 31 full-time instructors, and 39.6 FTE adjuncts. The overall number of students per faculty and other instructional staff was 18.9 in 2003. In AY 2003-2004, Teachers College professional education programs employed 31 professors, 26 associate professors, and 26 assistant professors, 97 adjuncts, instructors and lecturers, and 51 clinical faculty/supervisors of field experiences. As noted above, eleven new faculty positions were added (nine filled) in the past two years to supplement teacher education programs. The positions were appointed as term positions; however, the longer term academic and budget impact will be studied by the faculty and the administration for the potential to convert and/or extend the positions.

Teachers College has a well-articulated set of policies and guidelines regarding distribution of effort for faculty. Full-time faculty members are assigned a teaching load of four courses per academic year (not based on number of credit hours). All newly hired faculty members can take

a one-course release during the first year. They are expected to teach a full course load in the second year. In addition, all pre-tenured faculty members are allowed one additional year with a reduced load in the years prior to tenure.

In addition to teaching, faculty responsibilities include scholarship, advisement, and participation in departmental and College committees. Each faculty member must hold open office hours for a minimum of three hours per week, split between two days. By-appointment office hours may be necessary to meet a program's responsibilities to candidates. Adjuncts must hold office hours of one hour for every class they teach. Program Coordinators are responsible for assigning advisors to new candidates, and they ensure that candidates have access to their advisers as needed.

Department chairs receive a stipend and a reduced teaching load of two courses for the academic year. Department chairs have discretion to adjust the teaching load of program coordinators according to instructional needs of the department. Faculty with grant support can buy out a portion of their time (to a maximum of 60 percent) necessary to perform the responsibilities of the funded project.

The actual faculty supervision workload varies among programs. Most programs use qualified professionals for candidate supervision in the field to supplement supervision by faculty. The number of candidates per supervisor ranges between 2 to 12 (the higher number for only a few very senior and experienced supervisors). Social Studies faculty, for example, usually supervise no more than 2 to 3 candidates. Their instructors supervise a larger number, 4 or 5; supervisors from the field might have as many as 8 to 10 candidates. In clinical programs such as Speech and Language Pathology, faculty do not supervise directly. Full-time and part-time clinical supervisors are employed to supervise candidates in practicum. A full-time clinic supervisor supervises no more than 16 candidates. Supervisors in the field only supervise 1 to 2 candidates. Faculty supervision loads are adjusted within their teaching load. Because of the relatively high expectations for scholarship, faculty are not expected to carry high supervision responsibilities.

The College's workload permits faculty to participate in a wide variety of scholarly and community service activities and is consistent with that of major research universities. Department chairs have the discretion to adjust an individual faculty member's workload, including teaching load, in the interest of special circumstances or to recognize unusually heavy responsibilities. Teacher education programs are recognized as being particularly student intensive. The College is continually striving to examine workload equity. A committee of the TEPC is currently studying workload in teacher education.

The TEPC discussions in 2003-2004 focused on workload equity issues for teacher/school personnel preparation. The TEPC Final Report 2003-2004 submitted to the Dean (Exhibit 2.7. TEPC Final Report 2003-2004) provides policy recommendation on four issues of workload equity: (1) Articulation of fieldwork, supervision, and coordination of essentially 12-month programs, etc., as a formal component of faculty workload; (2) Equitable workloads among term-appointed faculty; (3) Support of teacher/school personnel preparation work as a long-term university priority; and (4) Acknowledgement of field-based work in the tenure review process.

The unit employs part-time faculty to augment course offerings and to supervise student teachers and interns. Part-time faculty enrich programs with their practical experiences and the professional knowledge they possess. These faculty members hold appropriate academic credentials and possess extensive professional experience in content areas they are assigned to teach or supervise. All adjunct faculty receive student course evaluations that are reviewed by Department Chairs. Most programs use some form of supervisor evaluations for field placements.

Every department has a specific number of graduate assistant positions. Regardless of how many positions a department/program is allotted, requests can be made of the Dean's Office to fund additional GAs based on need. Funding is based on an assessment of the need. All programs are treated equally in this regard. Graduate assistants are used as course assistants and for other academic/clinical tasks requiring support to faculty that are relevant to students' professional education. Course Assistants are provided for courses that have a large enrollment to alleviate some of the workload on the professors who teach them. One assistant is awarded for every class with 40 or more students. Alternatively, a faculty member may request an assistant for three courses with a combined 100 student enrollment.

There are sufficient numbers of administrators, support personnel, and student workers to efficiently maintain the programs offered by the College (including all professional education programs). Each of the nine departments has a person assigned as Department Chair, one department administrator, and a number of professional and clerical staff and student workers. Individual programs are provided with administrative and clerical support based on the size of the program and program needs.

Consistent with the conceptual framework, the teaching competence and intellectual vitality of faculty is supported through a number of policies and practices that provide opportunities and resources for faculty professional development (see our response to Standard 5 Element 7 for details).

Element 4: Unit Facilities

Teachers College is housed in six academic buildings and six residential buildings situated in New York City's Morningside Heights, occupying an entire block and certain adjacent areas at the northern end of the Columbia University Campus. The College's facilities total approximately one million square feet, all of which is owned by the College. The academic campus of Teachers College contains six buildings, all but one of which were constructed between 1892 and 1923: Main Hall, Thompson Hall, Horace Mann Building, Grace Dodge Hall, Macy Hall, and Thorndike Hall. Thorndike Hall, the most recent addition, was built in the early 1970s. These buildings include over 650,000 square feet and are all located on the city block encompassed by 120th and 121st Streets and Broadway and Amsterdam Avenues in Manhattan.

Over the course of the past eight years, much work has been performed on TC's large physical plant, both to address deferred maintenance and to renew the College's facilities. Major improvements have been made, particularly with respect to the physical and technological infrastructure, as well as to selected instructional and event spaces (e.g., the Chapel, 177/179

GDH). Major renovation of the library completed in 2004 is one of the most prominent ones. At the present time the following projects, among others, are in progress or have been completed:

- Repair of Grace Dodge, Russell, and Horace Mann roofs and facades at a cost of \$6.2 million.
- Five restroom renovations including four ADA accessibility upgrades at a cost of \$110,000.
- Safety improvements including asbestos and lead decontamination, repair of structural steel, masonry and electrical systems at a cost of \$1.2 million to date.
- Utility system upgrades including air conditioning, alarms, vertical transport, and fire alarms at a cost of \$198,000.
- Renovation of the Main Hall entrance, student lounge, and installation of a disabled accessible entrance ramp with a total project cost of \$1.9 million.
- Renovation of the first floor corridors of Main, Grace Dodge, and Macy Halls at a cost of \$170,000.
- Conversion of Thompson Gym into 20 administrative and academic offices, two bathrooms, and a conference room area at a cost of \$1.1 million.
- Conversion of 9 spaces into new classrooms and office suites at \$1.3 million.
- Replacement of Thompson Hall roof and repair to the building's masonry. This project is in progress and will cost approximately \$900,000.
- Renovation of four classrooms on the second floor of Grace Dodge Hall along with mechanical systems replacement at \$500,000.
- Replacement of central chiller plant in Thorndike Hall at \$250,000.
- Installation of laptop computer training suite in Horace Mann Hall at \$300,000.
- Renovation of computer training rooms in Macy Hall at \$200,000.
- Window replacement program for Horace Mann and Grace Dodge Halls at \$1 Million. This project was begun in December 2000.
- Repair and upgrades to existing elevator cabs at \$100,000.

Element 5: Unit Resources Including Technology

Teachers College aggressively and successfully secures resources to support exemplary programs to ensure that candidates meet standards. The College serves as an information resource in education beyond professional education programs—to the university, to community and schools, and to other institutions. Faculty and candidates have access to extensive library collections, curricular, and/or electronic information resources that serve both the unit and a broader constituency.

Teachers College Computer Information Services (Exhibit 6.13) maintains a variety of technology resources that are available to support the efforts of faculty, staff, and candidates.

The Teachers College campus data network has a high-speed connection to that of Columbia University. This provides the College with its Internet connection, while facilitating access to both the people and the content resources at the University. Columbia University has multiple connections to the commodity Internet, as well as a link to Internet 2. All TC faculty, staff, and candidates are entitled to free e-mail accounts on the Columbia system.

On the TC campus, all of the academic buildings and student residence halls are cabled for voice, data, and video communication. Campus network/Internet connections are available in all offices, classrooms, meeting rooms, and residential units. As of September 2004, continuous wireless networking is present in most classrooms as well as in the library and the new residence hall. Plans call for covering all academic buildings with wireless by the end of 2005. All desktop computers have switched Ethernet connections, with higher bandwidth in areas such as computer labs. Servers and the campus network backbone connect via Gigabit Ethernet. The replacement cycle for computers is 2 years in computer classrooms, 3 years for public workstations, and an average of 4 years for offices.

Teachers College has 16 e-Classrooms with permanently installed multi-media equipment. This typically includes a computer, VCR, and video document camera, along with motorized screens, sound equipment, and touch-screen controls. Two or three additional classrooms are renovated and equipped at that level each year. Another five classrooms are designed for hands-on computer use during instructional sessions. More than 30 classrooms have a dedicated VCR and monitor. A variety of capture and replay devices such as video cameras, PC and projectors, VCRs, audio tape decks, and other equipment are available for use in other classrooms and off-campus. High-end computers equipped for ease of access by candidates with disabilities have been installed in the library. Laptops are loaned to candidates with disabilities for use in class. An Instructional Media Lab provides equipment and support for faculty and candidates to develop multi-media materials for use in TC classes, clinical experiences, and research.

While upgrading the network and computing equipment, the College has also undertaken to substantially increase the use of networked communication and online resources to enhance teaching and learning across the curriculum. TC ClassWeb is a common user-friendly course environment that is based on the George Washington University Prometheus product. Instructor and enrollment information for all credit courses in the schedule of classes is refreshed nightly. ClassWeb provides an array of course management functions, including syllabi, threaded discussions, file sharing, and e-mail. It is found within MyTC Portal, which provides College-wide announcements, candidate and faculty profiles, and collaborative tools for groups based on affinities other than class membership. The library has implemented electronic reserves integrated with ClassWeb as well as electronic document delivery.

A pro-active faculty training effort for ClassWeb includes email to all instructors prior to each semester announcing system enhancements and the schedule of workshops on its use. Annual surveys and interviews with instructors and candidates have been used to gauge its growing use and to identify modifications that might be made. Results from the December 2003 survey of candidates show that over 75 percent reported using ClassWeb, with the average use close to twice weekly (Exhibit 1.9. Computing Services Survey Summary).

Candidates have made extensive use of web and TouchTone access to registration, grade inquiry, and credit card payment. More than 90 percent of all registration/drop/add transactions are performed this way. Plans are in place to enhance advising by enabling faculty to have web access to their candidates' academic histories.

Given the varied background in technology use that faculty and candidates bring, a multi-pronged approach is used in professional development and support. In addition to ClassWeb training, both Academic Computing and the Library provide a wide range of hands-on workshops that are open to faculty, candidates, and staff every semester (Exhibit 5.18. Technology Workshops). Individual consulting is available to candidates and faculty for both high-end and low-end applications of technology.

Faculty development in technology has also been supported by a 3-year project funded at \$1.1 million from the Department of Education’s Preparing Tomorrow’s Teachers to Use Technology (PT3) program. The project, completed in 2004, assisted faculty in integrating technology into initial teacher education programs so that our graduates have skills and experience that will enable them to use technology effectively in their teaching (see our response to Standard 1 and Standard 5 for details). Nine professional education programs started using e-portfolios for candidate learning and assessment. In AY 2003-2004, 139 candidates and 27 faculty members began using the system (Exhibit 1.11. LiveText Progress Report).

Computing Services Student Survey is designed to assess the quality of information technology resources and services provided by the College, and the extent to which Teachers College candidates use technology in their studies. Candidates’ satisfaction with on-line computing services and TC public computing facilities is summarized below (Table 6.5.a and 6.5.b) (Exhibit 1.9. Computing Services Survey Summary):

Table 6.5.a: Candidate Satisfaction with TC On-line Computing Services

1-excellent, 5-unsatisfactory in this past semester (Fall 2003)			never used	
	n	mean	n	%
Overall	167	2.33	14	7.4%
TC Web/Columbia Web	291	1.98	4	1.3%
TC Library Website	271	2.05	24	8.1%
CU Library Website	222	1.99	61	20.8%
CUB Mail (or Columbia Mail)	222	2.40	48	16.7%
MyTC Portal/ Class Web	259	2.22	24	8.2%
DLP/Blackboard	100	2.22	119	41.5%
Web Registration and Credit Card Payment	271	1.69	13	4.4%
Touchtone Registration and Credit Card Payment	161	1.83	94	31.8%

Table 6.5.b: Candidate Satisfaction with TC Public Computing Facilities

1-excellent, 5-unsatisfactory			never used	
	n	mean	n	%
consultants in public computer facilities	120	2.97	111	48.3%
computer workstations	156	2.42	76	32.8%
software applications	139	2.32	90	39.3%
printing services	138	2.79	93	40.3%

documentation availability	80	2.95	149	65.6%
workshops on computer applications	74	2.76	156	68.1%
media services staff assistance	94	2.62	135	59.0%
media services equipment availability	91	2.65	135	60.3%

The Milbank Memorial Library at Teachers College (Exhibit 6.14) is one of the nation's largest and most comprehensive research libraries in education. The library has extensive research collections, comprising both current and historical materials. Monographs, periodicals, curriculum materials, textbooks, publications of educational agencies, manuscript and archival materials, photographs, and microforms have been supplemented in recent years by materials in a wide range of visual and electronic formats. There are currently 603,200 printed volumes, with about 575,000 items in the substantial non-print collections.

The collection is comprehensive in American elementary and secondary education and in such subject areas as psychology, particularly applied psychology; educational administration; the history and philosophy of education; guidance; special education; higher and adult education; speech and language pathology and audiology; health and nursing education; nutrition; home and family life; curriculum and teaching; communications and computing technology; recreation; and international and comparative education.

The library also cooperates with Columbia University Libraries in developing and providing reciprocal access to research resources. Faculty, candidates, and staff at Teachers College may use or borrow materials held in Columbia University Libraries, while patrons from Columbia may use or borrow materials held in the Milbank Memorial Library. Cooperation includes joint access to printed and audiovisual materials, as well as to a vast array of electronic information sources, including all bibliographic databases, full text journals, document delivery options, and other resources available on CLIO Plus. Collectively, the 22 libraries of Columbia University have more than 7 million books, nearly 2.5 million microforms, and over 11 million manuscripts. Of particular importance to Teachers College candidates are the Butler Library (Main Library), the Augustus C. Long Library for Health Sciences, the Lehman Library for Social Sciences, the Psychology Library, and the Whitney M. Young Library for Social Work. Such reciprocal arrangements allow the Milbank Library to concentrate its collecting efforts in the more specialized subjects and to avoid the duplication of collections in other areas.

In close coordination with Columbia University Libraries, the Library continues to develop its collections of electronic resources in support of research and curriculum needs of Teachers College faculty, candidates, and staff. Full access to the most germane research resources in education, psychology, and the health sciences is available directly from Milbank's home page (<http://lweb.tc.columbia.edu>) as well as through EDUCAT, the Online Public Access Catalog (OPAC). EDUCAT is available during regular Library hours from 32 public access workstations. The OPAC is also available 24 hours a day, seven days a week on the Internet through dial-up, telnet, and the World Wide Web. Candidates and faculty may also use the OPAC to access reserve reading lists, contact Library staff, and make suggestions for additions to the collections. The quantity and quality of EDUCAT records is continually enhanced through an on-going program of retrospective conversion and catalog maintenance. New developments include the cataloging of materials on the Internet. Bibliographic access to the collections is also available

through the Research Libraries Information Network (RLIN). Interlibrary loan services are provided through the Research Libraries Group SHARES consortium, but the library also maintains borrowing and lending partnerships with other libraries associated with the American Library Association (ALA). The library has recently acquired the Research Libraries Group's ARIEL, a document transmission system which allows the scanning and receiving of materials via the Internet.

Our relationship with Columbia University embraces access to over 400 online subscription databases in almost every academic area, including catalogs, journal indices, books, full-text sources, statistical and data sites, and image files. Users can access most of these resources from both on and off campus, with a valid university network identification number and password. The sharing of electronic resources reflects a strong history of reciprocal need. Many librarians at Teachers College serve as Electronic Resource Coordinators for titles available through Columbia's Library Web. Milbank also provides extensive listings of free educational web sites of value in diverse areas of research and curriculum through the Internet Reference Collection and the K-12 Internet Reference Collection.

The Model School Library specializes in the provision of K-12 electronic curriculum collections and services. Additional web sites include extensive listings of Internet resources by subject area to enhance teaching at the elementary through secondary school levels. Preparing Tomorrow's Teachers to Use Technology (PT3) strengthens collections of educational software and multimedia through the acquisition of state-of-the-art learning resources (Exhibit 6.15).

The Library also has outstanding collections of children's books. Other distinctive collections include state and city curriculum materials, archives of large urban systems, publication of independent and private schools, professional association records, and historical educational and/or psychological tests. Manuscripts and archival collections cover a wide range of educational topics and include personal papers and records of such major organizations as the National Council for Social Studies, the Board of Education of the City of New York, the Bank Street College of Education, the American Montessori Society, and the National Kindergarten Association.

Public services provided through the Library consist of access and reference services, services for students with disabilities, interlibrary loan, and the Periodical and Microform Center. Reference Services provides on-site, telephone, and electronic reference assistance; assistance with access to and searching of Web-based indexes and databases, as well as in the retrieval of electronic journals and books; research consultation; walk-in and course-specific instructional support; and publications including discipline-specific annotated research guides and electronic pathfinders on topics relevant to education, psychology, and health services. Services for students with disabilities include retrieval and photocopying assistance and access to adaptive equipment and technologies. Special Collections provides access to archives, manuscripts, and rare books with customized service in a dedicated reading room. The Library also provides audiovisual, video, and teleconference services.