

**INSTITUTIONAL REPORT:
TRANSFORMATION INITIATIVE OPTION**

**Teachers College Columbia University
Spring 2013 Site Visit**

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All exhibits are located on our website: <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/home>

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II. SUMMARY OF THE TRANSFORMATION INITIATIVE

TI.1. Provide a brief overview of the TI. [maximum of one page]

Purpose: The overarching purpose of the Teachers College Transformation Initiative (TI) is to design and implement a doctoral program aimed at the preparation of quality teacher educators who are equipped with the knowledge, skills, and commitments to teach for equity and diversity and capably prepare the next generation of quality teachers for high need, urban schools. The initiative will respond to a significant conceptual gap in the field of teacher education: the absence of a codified knowledge base for teacher educator preparation, particularly one that is responsive to shifting local and global contexts and that emphasizes research in/on practice.

Rationale: Without a doubt, the issue of teacher quality is currently one of the most pressing concerns expressed by policy makers, the media, the public at large, and educators themselves. The teacher education profession is experiencing a crisis of public and political confidence as university-based teacher educators are often blamed for many or all shortcomings of schools and their teachers. While this criticism is far from (completely) warranted, there is a noticeable silence in the literature and public conversations about the *preparation* of teacher educators. Simply put, quality teacher education depends on quality teacher educators. Yet, little nowhere attention is being paid to what teacher educators should know and be able to do. It goes without saying that teacher educators cannot teach what they do not know. The question is, however, *what* should teacher educators know, and *how* specifically should they be *prepared* to know it?

Up until now, this question has remained largely unanswered—and unstudied—in part because teacher education research is still nascent (Cochran-Smith & Zeichner, 2005) and in part because the same misconceptions that characterize teaching—“those who can do, those who can’t, teach”; “all teachers need to know is their subject”; “any smart or educated person can teach”—are also assumptions that implicitly underlie the teaching of teachers. Consequently, too many academics hired to do teacher education work have not been adequately prepared to do so, their doctorates in education and particular disciplines notwithstanding. Without preparation, or a deliberate commitment to teacher education, they learn on the job and teach as they were taught, inventing their practice through trial and error. Additionally, given the low status of teacher education in the academy and the challenges field-based work presents in the “publish or perish” quest for tenure, many faculty assigned to teacher preparation step away from on-the-ground teacher education work as quickly as they can, thus perpetuating the revolving door of teacher education faculty. As a consequence of these factors, it should not be surprising that “the practice of teacher preparation has remained remarkably stable over the past century” (Goodwin, 2010, p. 28) and has shown itself to be resistant to change (Ladson-Billings, 2001).

Teachers College’s Capacity: As a leader in the field of teacher education, and as a research I, doctoral degree-granting institution of the first rank, Teachers College is uniquely qualified and positioned to study the issue of teacher educator preparation, initiate significant change in the preparation and practice of future faculty, and provide direction to the 1,300 U.S. institutions that hire teacher education professors to offer teacher certification programs. Teachers College is a major provider of teacher education faculty to higher education institutions in New York, and has been engaged in the preparation of teacher educators for over a hundred years. It has a long

history of practice and scholarship on which to draw, and its engagement with this question of teacher educator preparation may send a signal about the weightiness of the issue and about the importance of teacher educator quality as an important factor in achieving high teacher quality. In addition, because this issue is one that has not yet been examined, in taking up this initiative Teachers College (TC) has the opportunity to break new ground. The TI provides a timely opportunity and a ready-made national platform for inquiry into and program development around teacher educator preparation.

TI Relation to NCATE Standards: TC's TI represents an innovative approach to meeting NCATE's accreditation standards, because the quality of teacher educators has been a neglected—yet fundamentally critical—facet of teacher preparation and certification. Specifically, in relation to the NCATE standards, TC's TI promises to have an impact on Standards 1-5, either directly or indirectly. Most directly, Standard 5, Faculty Qualifications, should be conceptualized and (re)defined as a consequence of the inquiry process that will undergird the TI. In addition, because teacher educators are ultimately responsible for the design, implementation, and evaluation of teacher education academic curricula and clinical experiences, for the assessment of teacher candidates' knowledge, skills, and dispositions, and for serving a gate-keeping function into the teaching profession, the premises and practices involved in meeting Standards 1-4 will inevitably be scrutinized and redefined both within Teachers College, and, potentially, in teacher education at large.

TI.2. What is the status/progress of TI implementation? [maximum of two pages]

The proposed initiative will unfold in three phases.

- (1) The current phase (*entry phase*) emphasizes data gathering and knowledge expansion through relevant literature searches and surveys of our graduates who are novice teacher educators. These activities allow teacher education faculty to frame the issue both conceptually and empirically, and contribute to the available (and very limited) knowledge base about teacher educator preparation, practice, and performance.

To date, a search of available literature has been conducted and a conceptual paper has been written by Vice Dean A. Lin Goodwin. This paper was presented to an international audience of teacher educators from the U.S., U.K., Europe, Asia, and China at the 1st Global Teacher Education Summit organized by the Center of Teacher Education Research at Beijing Normal University, Beijing, China. The paper will also form the basis for an interactive session/discussion about quality teacher educators at the Annual AACTE Conference in Chicago. Ultimately, this paper will serve as a conceptual base for a white paper on the status of teacher educator preparation as well as directions the teacher education profession/professoriate should consider as we think about reform and innovation in teacher preparation. This white paper will integrate the review of the literature, an examination of available program and policy documents from comparable institutions, conversations with teacher education colleagues at a variety of institutions, and interviews of key teacher education scholars, as well as make recommendations for policy and practice.

In addition, under the leadership of Vice Dean Goodwin, teacher education faculty have been engaged in discussions about the preparation of teacher educators. Through these discussions, faculty were able to collectively generate topics and questions that could inform the development of a survey of novice and early career teacher educators. A collaborative research team, consisting of two teacher education faculty and two advanced doctoral students and led by Vice Dean Goodwin, began working this past summer to conceptualize a study of teacher educators. The group has designed, expert-validated, and pilot-tested a survey of novice/early career teacher educators which is about to be sent to all recent TC doctoral graduates (those who graduated in the last 3-5 years) employed in teacher education positions. The group also created interview protocols to guide conversations with key teacher education scholars and gather their perspectives and insights regarding teacher educator preparation. The proposal is currently under Institutional Review Board review, and it is anticipated that data collection will begin in January 2012.

The Teachers College' Transformation Initiative Proposal will be submitted to NCATE next spring.

- (2) The *development phase* will involve analyzing data we gather at the entry stage to design a doctoral level curriculum/program for teacher educator preparation at Teachers College, one that will simultaneously serve multiple departments while maintaining a departmental home base. Thus, the curriculum envisioned will be rich and substantive enough for a stand-alone doctoral program, but also flexible enough to support interdisciplinary study across departments, enabling doctoral students from different disciplines to integrate a teacher education concentration into their programs of doctoral study. Ongoing discussions of the Teacher Education Policy Committee have identified "home base" as TC's Department of Curriculum and Teaching, which has a long history of work in and emphasis on teacher education.
- (3) The *implementation phase* will consist first of a pilot of the doctoral program as a stand-alone option within Curriculum and Teaching, and as a teacher education concentration within at least one other department. The pilot process will be documented as it unfolds so as to learn from both student and faculty experiences and to assess their learning and their teaching. Beyond the pilot, we expect to scale up implementation to include more and then all the departments that prepare teacher educators, as well as to follow graduates of the newly designed program into the field as they begin their careers as teacher educators.

TI.3. What are significant changes, if any, in the TI implementation since the TI proposal was approved? [maximum of one page]

Not applicable. The Teachers College Transformation Initiative Proposal will be submitted in spring 2012.

TI.4. Exhibits

- a. *Evidence of TI progress*

See attachment, Paper for Global Teacher Education Conference in Beijing October 2011
<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/transformation-initiative>

See Survey Instrument on: <http://www.surveymonkey.com/s/SCHL5G9>

b. Rationale for and evidence of changes in implementation

Not applicable.

References:

- Cochran-Smith, M., & Zeichner, K. (2005). Studying teacher education: The report of the AERA panel on research and teacher education. Mahwah, NJ: Erlbaum.
- Goodwin, A. L. (2010). Globalization and the preparation of quality teachers: Rethinking knowledge domains for teaching. *Teacher Education*, 21(1), 19-32.
- Ladson-Billings, G. (2001). *Crossing over to Canaan*. San Francisco, CA: Jossey-Bass.

I. OVERVIEW AND CONCEPTUAL FRAMEWORK

I.1. What is the institution's historical context, mission, and unique characteristics (e.g., HBCU or religious) [one paragraph]

Founded in 1887 to provide a new kind of schooling for the teachers of poor, immigrant children in New York City, and affiliated with Columbia University since 1898 under an agreement whereby the College retains its legal and financial independence, Teachers College today is an urban, independent, graduate and professional school of education with curricula primarily in three broad areas—education, psychology, and health. The College currently offers more than 75 programs of study that lead to the degrees of Master of Arts, Master of Science, Master of Education, Doctor of Education, and Doctor of Philosophy.

Though significantly evolved, the current mission of the College remains closely connected to the founding principle, which was to "provide a new kind of schooling for New York City's poor, one dedicated to helping them improve the quality of their everyday lives." From early on, this mission has been viewed broadly as education writ large, taking in the life of communities, families, and other educative influences along with life in classrooms and schools. Today, TC is a graduate and professional school, focusing on education, health, and human development in and out of the classroom and across the lifespan. TC is dedicated to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. The College is committed to being a magnet institution that attracts, supports, and retains diverse students, faculty, and staff at all levels through its demonstrated commitment to social justice, its respectful and vibrant community of research, teaching and service, and its encouragement and support of all individuals in the achievement of their full potential.

In accomplishing its mission through programs of teaching, research and service, the College draws upon the expertise of a diverse community of faculty across a wide range of disciplines

and scholarly backgrounds, including education, applied psychology, social sciences, humanities, and health, as well as students and staff from across the country and around the world. Approaching education as broadly defined—i.e., focusing on human development, in and out of the classroom, and across the lifespan—Teachers College engages in programs of research, teaching, and service through six principal activities: research on the critical issues facing education; preparation of the next generation of leaders for education; education of the current generation of leaders in policy and practice; creation of demonstration projects and institutions modeling effective practice and outcomes; development of public discourse and policy in education; and improvement of practice in educational institutions. Through these activities, TC continues to pursue its historic mission of educational improvement while at the same time generating new knowledge, discovering innovative models of practice and professional development, and helping to devise more effective policies, systems, and institutions to increase levels of learning and human development for all learners across the lifespan.

I.2. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators? [2-4 paragraphs]

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. Programs within the professional education unit focus on preparation of beginning and in-service teachers, school principals and district superintendents, counselors, and psychologists. These programs are located in seven of the College's ten academic departments. The professional education unit is responsible for all initial and advanced professional education programs at Teachers College. The Provost exercises general supervision over the educational programs of the College, including all professional education programs.

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 TC 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 the assumptions and complacency and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.

Curriculum 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 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.

Our Conceptual Framework and its three philosophical stances describe the vision and purpose of our efforts in preparing educators to work in P-12 schools. It provides the context for development and assessment of candidates' proficiencies based on professional, state, and institutional standards. There are five institutional standards which are operationalized in knowledge, skills and dispositions. Please see Master Domain of Learning Outcomes on <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/conceptual-framework>.

I.3. What are the significant changes, if any, made to the conceptual framework since the last NCATE review? [2-4 paragraphs]

Professional education programs at Teachers College see the Conceptual Framework as an evolving document and expect it to be refined and elaborated as it is being implemented in program curricula and unit operations. In 2007-2008, TC's Teacher Education Policy Committee created a subcommittee to review and suggest changes to the Conceptual Framework. In the course of the discussions, it was confirmed that Teachers College professional education programs continue to be guided by the three philosophical stances. These stances were again reaffirmed by the programs in their reports to the respective specialty professional associations.

In the fall of 2010, the Teacher Education Policy Committee began another round of in-depth discussions of the Conceptual Framework. The purpose of these discussions has been twofold: first, to familiarize new professional education faculty with the history behind the Conceptual Framework and its core principles, and, second, to evaluate the relevance of the philosophical stances, standards, and learning outcomes in light of the new developments in the field of teacher education, particularly considering the revised INTASC standards, the proposed New York State teaching standards, and Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning.

During the spring semester of 2011, professional education faculty worked in small groups to discuss the ways to meet external demands and preserve the unique mission and philosophy of TC's model of preparing teachers and other school professionals. It was agreed that the three stances continue to guide the work but that they need to be further elaborated and better operationalized in the knowledge, skills, and dispositions that are less "traditional" than the current Master Domain suggests. The draft of the revised Conceptual Framework will be distributed for feedback to all professional education and clinical faculty, candidates, and selected graduates. The feedback will be considered and incorporated into the new document in the spring of 2012.

I.4. Exhibits

a. Conceptual framework(s)

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/conceptual-framework>

II. UNIT STANDARDS

Standard 1: Candidates' Knowledge, Skills, and Dispositions

1.1. What are the significant changes, if any, in what candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? Include a statement about programs not nationally/state reviewed, using data and results from key assessments. [maximum of two pages]

The candidate assessment data show that Teachers College professional preparation programs provide a strong foundation of content, pedagogical, and professional knowledge and skills for teacher and other school professional candidates through academic coursework and field experiences. Although major assessments and respective knowledge, skills, and dispositions vary across the programs, all programs use multiple assessments to evaluate candidates' proficiency on all five standards at four decision points (admission to program, academic coursework, clinical experiences, and program completion).

Content/Disciplinary and Pedagogical Content Knowledge

Teachers College ensures that teacher candidates in initial and advanced teacher education programs know and demonstrate content knowledge in the subject area they plan to teach and possess the ability to explain and apply principles and concepts important to their discipline. Program curricula, instruction, and assessments are aligned with the institutional standards and the standards of specialty professional associations. Candidates' content or disciplinary knowledge as well as ability to teach or apply this knowledge effectively is assessed at four decision points: admissions, academic coursework, clinical experiences, and program completion.

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 credits in an acceptable major for teaching secondary school subjects or in social science, mathematics, English/literature, science, language, arts, and technology for teaching elementary school subjects). In the past three years (2008-2011), candidates admitted to our professional education programs had mean undergraduate GPAs of 3.4-3.6. In addition, candidates admitted to programs that prepare other school professionals demonstrated average GRE scores of 505-582 Verbal and 589-656 Quantitative. Undergraduate GPAs for the programs that were not nationally reviewed (NNR programs¹) ranged between 3.1 and 3.6 for the initial teacher education programs, between 3.0 and 3.8 for the advanced teaching programs, and between 3.5 and 3.7 for the other professional education programs.

¹ (a) initial NNR teacher education programs: Art and Art Education, Bilingual/Bicultural Education, Music and Music Education, and Teaching of ASL; (b) advanced NNR teaching programs: Art and Art Education, Curriculum and Teaching, Gifted Education, Mathematics Education, Music and Music Education, Teaching of English and Teaching of Social Studies; (c) other NNR professional education programs: School Counseling

Undergraduate GPAs and test scores or prior academic coursework are important but not sufficient criteria for admission to the professional programs. Program faculty review applicants' transcripts and other application materials using a variety of criteria as indicated in program Admissions Review Rubrics. Scholarly potential and subject area/content knowledge are two common content knowledge-related criteria used by programs. From 73% to 100% of applicants were rated as adequate or excellent on these criteria in the past three years. For the NNR programs, across the programs, these proportions ranged between 85% and 100% for subject area/content knowledge and between 37% and 100% for scholarly potential. 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 any other accredited educational institution prior to program completion or recommendation for a teaching certificate.

Once in the program, candidates learn appropriate content or disciplinary knowledge during academic coursework. Candidates demonstrate mastery of content or disciplinary knowledge through a variety of course-based assignments. The types of content knowledge assessments vary by program, but tend to focus on transcript reviews and course grades in specific content courses for secondary programs, grades in specialized courses for special subject programs, child or classroom observation projects in childhood-level programs, as well as research projects, literature reviews, and comprehensive exams. Please see descriptions, rubrics, and data for all content knowledge assessments on <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning/assessments-of-content-knowledge>.

Candidates' performance in applying content or disciplinary knowledge to teaching or professional practice is assessed using the student teaching, fieldwork, or internship evaluations completed by college supervisors as well as by cooperating practitioners. In the past three years, over 90% of candidates in the initial and advanced teaching programs were rated as acceptable or excellent on the application of content knowledge criterion during their clinical experiences. The data available for the NNR programs shows that over 97% of candidates in the initial programs and 100% of candidates in the two advanced teaching programs (Curriculum and Teaching and Physical Education) demonstrated acceptable or excellent skills in applying content knowledge in practice.

To receive an initial New York State teaching certificate, candidates are required to achieve a passing score on the Liberal Arts and Science Test (LAST), the elementary or the secondary version of the Assessment of Teaching Skills (ATS-W), and on a Content Specialty Test (CST) in the content area of certification. Over the past three years, Teachers College candidates demonstrated a 100% pass rate on LAST and ATS-W tests, with the mean score being over 50 points above the cut score of 220. Candidates in the initial teacher education programs demonstrated a 95%-99% pass rate on CSTs; and candidates in the three advanced teaching programs that require CSTs (Gifted Education, Literacy Specialist, and Reading Specialist), demonstrated a 100% pass rate. All candidates in the NNR programs passed LAST and ATS-W tests. Four out of seven candidates in Teaching of ASL, 92% of candidates in Art and Art Education, and all candidates in Bilingual/Bicultural Education passed the corresponding CSTs. Please see NYS teacher certification exam results by program on

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning/new-york-state-teacher-certification-exams>.

The results of the Alumni Feedback Survey show that the majority of graduates from professional education programs felt well-prepared in understanding theories and research in their fields and applying them to their professional practice (mean ratings of 3.0-3.4 on a scale from 1 [not competent] to 4 [very competent]). Graduates also highly rated their programs' contribution to their development of such knowledge and skills (mean ratings of 3.1-3.5 on a scale from 1 [no contribution] to 4 [significant contribution]).

Examples of changes initiated by programs based on the reviews of candidate content knowledge assessment data include: (a) addition of a new course, Euclidean Geometry and Its Teaching, in Mathematics Education, (b) revision of the required course (HBSK 5070) in School Psychology to include more information about the biological aspects of human behavior, (c) an ASL placement test and courses for different skill levels in American Sign Language in Deaf and Hard of Hearing, (d) a change in schedule for the Comprehensive Exam (at a later time in the program) for Intellectual Disabilities/Autism, and (e) a discussion of the appropriateness of the Literature Review as a major assessment of candidates' content knowledge in TESOL.

Pedagogical and Professional Knowledge and Skills

The professional and pedagogical knowledge and skills required of teacher candidates and candidates in other professional education programs are defined by state, national, and institutional standards and are assessed in academic coursework, during fieldwork and clinical experiences, and at program completion.

Candidate professional and pedagogical knowledge and skills are assessed through fieldwork and action research projects, curriculum and lesson planning projects, and assessment and evaluation assignments. Candidates in the programs preparing other school professionals demonstrate professional knowledge and skills through case studies in Education Leadership and professional skill assessments and intervention planning assignments in School Counseling and School Psychology. Please see descriptions, rubrics, and data for all assessments of planning skills on <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning/assessments-of-planning-skills>.

Evidence of candidates' performance on professional and pedagogical knowledge and skills can be found in student teaching evaluations completed by college supervisors and cooperating teachers at least twice per each student teaching placement. Student teaching evaluation forms vary by program and include a broad range of assessment criteria, which most commonly refer to the following: reflective practice, professionalism, content knowledge, planning skills, instruction or teaching skills, learning environment and classroom management, assessment of student learning, collaboration, communication, and differentiated instruction. The results of student teaching evaluations for the past three years indicate that a majority of student teachers, including those in the NNR programs, met or exceeded expectations.

The results of the Student Teacher Feedback Survey for the past three years suggest that, while in the program, most respondents (83-93%) improved their understanding of subject area,

learned to develop stimulating lesson and curriculum plans, developed a repertoire of instructional strategies, learned a variety of ways to organize classroom for learning and motivate students to participate in learning activities, and learned to evaluate student progress and performance.

All advanced teacher education programs require appropriate field experiences that enable candidates to apply and hone professional skills. Candidates' performance is reflected in the course grades and action research projects. All candidates enrolled in programs for other school professionals must successfully complete fieldwork (School Counseling and School Psychology) and internships (Education Leadership and School Psychology). Candidates' performance is assessed by the college supervisors and cooperating practitioners multiple times during their clinical experiences. Please see descriptions, rubrics, and data for all assessments of clinical experiences on <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning/assessments-of-teaching-performance>.

Candidates in Education Leadership are required to achieve a passing score on the appropriate Education Leadership Assessment (ELA) to qualify for NYS School Building or District Leader certification. The ELA consists of two tests, each containing multiple-choice questions and written assignments. The multiple-choice and written assignment sections assess a variety of professional knowledge areas. In the past three years, the Education Leadership candidates demonstrated an 84-100% pass rate with mean scores of 243-254 (with 220 being a cut-off score).

Candidates in School Psychology are required to pass the PRAXIS II exam, which has a cut-off score of 165. In the past three years, 100% of candidates passed the exam with mean scores of 175-181.

The results of the Alumni Feedback Survey show that majority of graduates from professional education programs felt well-prepared in performing essential functions of a classroom teacher—assessing student needs, planning and teaching lessons and curricula, managing classrooms, assessing student learning, and using assessment results to make instructional decisions (mean ratings of 3.2-3.6 on a scale from 1 [not competent] to 4 [very competent]). Graduates valued their programs' contribution to the development of such knowledge and skills (ratings of 2.9-3.8 on a scale from 1 [no contribution] to 4 [significant contribution]).

Examples of changes initiated by programs in response to the professional knowledge and skill assessment data include: (a) an increased focus on the integration of learning standards and developmentally appropriate practices in Early Childhood Education, (b) additional learning and practice opportunities for stating goals and objectives while planning instruction in Mathematics Education, (c) addition of course sections on classroom management to the student teaching seminar in Deaf and Hard of Hearing, (d) placement of candidates in schools to work with classroom teachers in Reading Specialist, (e) a new requirement to successfully complete two core courses (C&T 4000 and C&T 4113) prior to student teaching to ensure candidates' understanding and proficiency in curriculum and instruction in Elementary Inclusive Education.

Student Learning

The 2007 re-design of the Unit's Assessment System around 6-8 required assessments ensures that all candidates document their effect on student learning. All candidates in teacher education programs are required to assess their students' learning, social, and emotional needs and to use these assessments in planning instruction and developing meaningful learning experiences for students based on their developmental levels and prior experiences. Teacher candidates understand that student learning is a direct result of their own knowledge of content, pedagogy, and skills for professional practice. Throughout their programs of study, candidates engage in reflective decision-making as they consider how to apply their knowledge and skills to improve student learning.

Many of the assignments completed during academic coursework prepare candidates to assess student learning and teacher effectiveness, reflect on assessment results, and make necessary changes based on the results of assessment and reflection. However, as is expected, most of the major assessments of candidates' effect on student learning are completed during their clinical experiences or immediately following such experiences. In a few programs, such assessments are focused on learning of a small number of students (Early Childhood Education, Teaching of English) but in most cases, they focus on whole class instruction and student learning. It is not surprising that in many programs the major assessment of candidates' effect on student learning is a culminating integrative project for the master's degree.

Candidates for professional school roles other than teaching are prepared in a manner that keeps student learning a centerpiece of their preparation. Candidates document their ability to meet standards related to student learning through a variety of activities, including such major assessments as the Leadership Initiative Project in Education Leadership, the Masters' Special Project in School Counseling, and Evaluations of Two Interventions in School Psychology. Please see descriptions, rubrics, and data for all assessments of effect on student learning on: <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning/assessments-of-effect-on-student-learning>.

The indirect, self-reported measures of candidates' effect on student learning confirm that programs are generally successful in educating effective teachers, counselors, psychologists, and leaders. The results of the Student Teacher Feedback Survey show that overwhelming majority of respondents (94-99%) were able to form positive relationships with their students and manage student behavior effectively. They also reported that students were receptive to their teaching styles and demonstrated academic progress during their tenure. These results are confirmed by the candidates' self-reported competence ratings from the Alumni Feedback Survey.

A few examples of changes initiated by programs in response to the student learning assessment data include: (a) a new Student Teaching Reflective Paper assignment to increase candidates' opportunities to develop and practice reflection on their teaching and effectiveness as teachers in Art and Art Education, (b) a new Early Literacy Assessment Project in TESOL to enable candidates to teach reading and writing to all students through assessing ESOL emergent reader/writer skills, completing a report of the student's performance, and making instructional recommendations, (c) inclusion of analysis of school test results into the Classroom Observation Project requirements in Technology Specialist, (d) revision of ORLA 5532, Program

Development: Teaching, Learning, and Assessment, to better prepare candidates for data-based instructional decision-making in Education Leadership, (e) additional opportunities for candidates to design, pilot, and learn from performance-based assessments and use the data they glean from these opportunities to inform their Masters Action Research Projects and their child study work in Literacy Specialist.

Professional Dispositions

Each of the five Teachers College standards identifies associated dispositions. The list of dispositions expected of all candidates and graduates includes five broadly defined dispositions: open-mindedness and commitment to inquiry and reflection (D1.1); commitment to profession, ethics, and lifelong learning (D2.1); commitment to the fullest possible growth and development of all students (D3.1); willingness to collaborate (D4.1); respect for diversity and commitment to social justice (D5.1). Candidates' dispositions are assessed at each decision point.

A majority of programs review admission applications for evidence of applicants' dispositions prior to entry to programs. 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 (D3.1, D5.1), and experience working with children and youth/field experience (D2.1, D3.1). The analysis of admissions data for the professional education programs for the last three years indicates that over 90% of candidates were rated at acceptable and above levels on all three criteria. Based on the data available for the NNR programs, over 83% of candidates demonstrated commitment to the teaching profession, over 67% demonstrated commitment to working with diverse populations/teaching in urban settings, and over 62% had adequate past experiences working with children and youth.

To ensure that all candidates demonstrate appropriate dispositions, all programs use a variety of performance-based assessments. Professional education programs identified reflective journals and papers, research papers and literature reviews, fieldwork and action research projects, and curriculum planning projects as major sources of evidence of candidates' dispositions.

Dispositions are a critical part of candidates' assessment during clinical experiences. Candidates are generally expected to demonstrate habits of reflective practitioners (D1.1), adhere to all ethical and professional standards for the practice in the field (D2.1), strive for the fullest possible growth and developments of all students (D3.1), communicate and collaborate effectively with colleagues, supervising faculty, other school personnel, parents and families, and members of the wider school community (D4.1). In the past three years, the majority of candidates (93-100%) demonstrated an acceptable or excellent level of reflective practice, professionalism, collaboration, and commitment to growth and development of all students during their clinical experiences. Based on the available data, all candidates in the NNR programs were rated as acceptable or excellent on these dispositions.

Alumni's ratings of the relative importance of selected competencies in their professional practice can be used to gauge their dispositions or commitments. The results of the Alumni Feedback Survey show that candidates highly rated the importance of most of the competencies corresponding to TC Standards (ratings of 3.2 to 3.8 on a scale of 1 [not important] to 4 [very important]). The only competence that was rated as less important was "publishing or presenting

at professional conferences,” which is not surprising considering that publishing and presenting are more of a focus in the doctoral programs than in the master’s programs. Candidates also perceived themselves to be competent in all but one area (ratings of 3 and above on a scale of 1 [not competent] to 4 [very competent]).

Examples of changes initiated by programs in response to the assessments of candidates’ dispositions include: (a) a new mid-term stance paper to gauge candidates’ understanding of (and commitment to) two of the three philosophical stances of the Conceptual Framework in Curriculum and Teaching; (b) revision of the paperwork accompanying the Masters Action Research Project to develop candidates into action-researchers and reflective practitioners rather than “library-only” researchers in Literacy Specialist; (c) a new course, Multicultural Issues in School Psychology, to enhance candidates’ understanding of how multiculturalism effects the practice of school psychologists; (d) a concerted effort to choose core course readings that represent a range of ethnicities that also mirror the self-identified ethnicities of candidates in Elementary Inclusive; and (e) revision of the program’s admission review rubric to better align program goals with candidate expectations, with a particular focus on attitudes toward minoritized languages and toward social justice, in Bilingual Education.

1.2. Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum one page]

Area for Improvement: *Not all programs have met all of the standards of their respective specialized professional associations.*

Rationale: *The elementary education, social studies, and science education programs have not received national recognition.*

Three programs—Elementary Inclusive Education, Science Education, and Teaching of Social Studies—did not receive national recognition in the previous review. All three programs submitted new reports to the respective SPAs in September 2008. As a result, Science Education and Teaching of Social Studies were nationally recognized. Elementary Inclusive Education was not recognized.

The results of the 2008-2010 SPA program reviews show that the following programs were nationally recognized: Early Childhood Education, Early Childhood Special Education, Intellectual Disabilities/Autism, Literacy Specialist, Mathematics Education, Physical Education (Initial), School Psychology, Science Education, Teaching of English, Teaching of Social Studies, Technology Specialist, and TESOL. Three programs were recognized conditionally—Blindness and Visual Impairment (is not currently accepting applications), Education Leadership (response to conditions was submitted in September 2011), and Physical Education (Advanced) (response to conditions is due in September 2012). Three programs were not nationally recognized—Applied Behavior Analysis (after three unsuccessful attempts to gain recognition from CEC, attained full accreditation from the Applied Behavior Analysis International), Elementary Inclusive Education, and Reading Specialist (is revising program requirements and assessments and planning to submit a new report in September 2012).

The following programs are accredited by the non-SPA professional associations: Applied Behavior Analysis (Applied Behavior Analysis International), Deaf and Hard of Hearing (Council for Education of the Deaf), Speech and Language Pathology (American Speech and Hearing Association), and School Psychology (PhD) (American Psychological Association).

1.3. Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.

Not yet available—proposal will be submitted in spring 2012.

1.4. Exhibits

a. Evidence of TI-related changes to candidate content knowledge, pedagogical content knowledge, and professional knowledge and skills, if IT is related to this standard.

Not yet available—proposal will be submitted in spring 2012.

b. Evidence to support correction of areas for improvement.

Please see AIMS.

c. State program review documents and state findings from the most recent site visit(s)

Not applicable.

d. Key assessments and scoring guides used for assessing candidate learning and dispositions against standards and proficiencies identified in the unit's conceptual framework

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning>

e. Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework disaggregated by program, as appropriate

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning>

f. Examples of candidates' assessment and analysis of P-12 student learning

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning/assessments-of-effect-on-student-learning>

g. Follow up studies of graduates and summaries of the results

Please see attachments Alumni Feedback Survey 2008 and Alumni Feedback Survey 2011 on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/direct-and-indirect-assessments>

h. Employer feedback on graduates and summaries of the results

Not available.

i. Data collected by state and/or national agencies on performance of educator preparation programs and effectiveness of their graduates in classroom and schools including student achievement data, when available
Not available.

j. Findings of other national accreditation associations related to the preparation of education professionals

The following professional education programs are accredited by the non-SPA professional associations: Applied Behavior Analysis (Applied Behavior Analysis International), Deaf and Hard of Hearing (Council for Education of the Deaf), Speech and Language Pathology (American Speech and Hearing Association), and School Psychology (PhD) (American Psychological Association).

Standard 2: Assessment System

2.1. What are the significant changes in how the unit uses its assessment system to improve candidate performance, program quality and unit operations? [maximum of two pages]

In 2008, the tenth President of Teachers College, Susan Fuhrman, initiated separate, sequential reviews of Academic Affairs, Finance and Administration, and Development and External Affairs. The reviews were conducted by teams of external experts, each deeply familiar with and experienced in the leadership and management of the respective areas. Each of the review teams was provided with an extensive array of documentary information and assessments of each area, and in the course of their on-site visits met broadly with constituent and stakeholder groups across the College. While the specific charge to each of the review teams varied in ways appropriate to each of the areas under review, the review teams were all charged with the task of evaluating each area/office's organization and functioning with respect to its ability to meet its mission and to work collaboratively in support of each of the other areas in meeting the vision and mission of the College. A summary of the major institutional changes and developments reflective of the advice taken from the self-studies is provided in the Institutional Plan for the Assessment of Institutional Effectiveness, pages 5-8.

In 2009-2011, based on the internally identified need to bring together various assessment processes around the College and in response to external (accreditation) requirements, the College developed two important documents: the Institutional Plan for the Assessment of Institutional Effectiveness (AIE) and the Institutional Plan for the Assessment of Student Learning Outcomes (ASLO), which are organized around common college-wide goals and utilize common templates across diverse academic and non-academic units and programs. Please see both documents as attachments on <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/model-theory>. It is the intention of both Assessment Plans to provide structure and accountability to the many diverse assessment processes and projects, yet be flexible enough to allow individual academic and non-academic units to conduct assessments according to the unit's needs and changing contexts.

Institutional Plan for the Assessment of Institutional Effectiveness

The AIE document is a fully inclusive document which describes college-wide assessment activities as well as assessment activities under the auspices of the individual vice presidents who are each members of the College's senior staff. The Plan starts with providing a definition and guiding principles for assessment that are shared by all parties involved and describing a culture of evidence that has been initiated and nurtured by the College's senior leadership. The next part of the Plan describes the College's mission; institutional goals derived from this mission and reflecting a reiterative and collaborative planning process; examples of unit missions and goals, which demonstrate consistency with and provide necessary detail to the College's mission and goals; and the process for monitoring and assessing performance and progress toward achieving the College's and units' goals.

The last three sections of the AIE describe the assessment process, roles and responsibilities, and timelines. The key feature of the AIE is the use of common templates for the assessment of progress and performance which reduce fragmentation and present a cohesive framework of the institutional assessment activities.

Institutional Plan for the Assessment of Student Learning Outcomes

The ASLO document articulates the College's expectations for candidate learning across all programs, including professional education programs. These expectations are directly informed by Teachers College's mission and core values, as well as by the missions of academic departments and degree programs. While education and training models can vary widely based on the discipline/field and degree level, Teachers College is committed to ensuring that all candidates, regardless of their chosen field or degree program, receive systematic instruction and demonstrate achievement in the five competency areas (CAs):

- *Professional practice*: Demonstrate mastery of the content and methodologies of their discipline or profession.
- *Research, scholarship, and inquiry*: Use skills of inquiry, research, critical thinking, and problem solving to pursue and evaluate knowledge.
- *Professionalism, lifelong learning, and professional development*: Engage in professional discourse and take responsibility for one's personal and professional growth.
- *Communication, collaboration, and leadership*: Demonstrate effective communication, collaboration, and leadership skills to convert goals and commitments into action.
- *Diversity, multiculturalism, advocacy, and social justice*: Appreciate diversity, understand the nature and causes of injustice, and take actions to promote a better world.

The ASLO plan is a compilation of individual program assessment plans unified by the common expectations for candidate learning (i.e., the five competency areas described above) and common assessment plan templates which are flexible enough to allow individual academic programs to conduct assessments according to the needs of their candidates, to the specifics of their disciplines or professional fields, and to their changing contexts.

The ASLO plan establishes a roadmap for all activities related to the assessment of candidate learning outcomes at Teachers College. The plan clarifies the College's rationale for undertaking outcomes assessment and provides coordination for the broad range of learning activities carried out by the academic departments and programs. The plan describes the steps in the implementation of the college-wide assessment process, roles and responsibilities, and timelines.

The Assessment System for Professional Education Unit served as an example and basis for the development of the ASLO plan, which is designed to encourage all academic programs to build upon their existing processes, augmenting them where necessary with additional forms of measurement, and emphasizing the use of the assessment results by documenting the links between assessment results and improvements made to the programs based on such results.

Assessment System for Professional Education Unit

The Professional Education Unit Assessment System is designed to 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 level. The Conceptual and Design Framework (please see attachments on <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/model-theory>) shows in diagram form how the Assessment System was conceptualized and is expected to function. Learning outcomes at the unit, program, and individual candidate level (C) are derived from the Conceptual Framework and its three philosophical stances. The five institutional standards for professional education programs served as a starting point for the development of the College's five competencies and, therefore, clearly align with the latter. Each of the five standards is operationalized in a set of knowledge, skills, and dispositions. Together, the three stances, five standards, and corresponding KSDs guide program processes which include curriculum, instruction, and assessment (B). The feedback loop (D) emphasizes continuous unit and program improvement.

In 2007, all professional education programs adopted the NCATE/SPA 6-8-required-assessments protocol. Although individual assessments differ from program to program and data are aggregated at the program level, all programs assess candidates' content knowledge (assessments 1 and 2), planning and teaching/professional practice skills (assessments 3 and 4), and effects on K-12 student learning (assessment 5). Programs use three additional assessments to meet other discipline-specific, programmatic, or institutional standards. In addition, all programs review candidates' qualifications at the point of admission. All assessments are aligned with the professional and institutional standards.

The responsibility for collecting data on candidates' performance while they are enrolled lies with program faculty. Professional education faculty value continual reflection and collaboration for pedagogical decision-making and program development and evaluation. The annual reporting system outlined in the ASLO document allows the College to document and analyze candidates' progress and changes made in response to assessment results. The analysis of the changes reported in the last three years shows that faculty in the professional education programs regularly review and revise curricula, instruction, and assessments as well as other program practices and processes (e.g., advising, communication, candidate support, etc.) to deepen candidates' experience and keep pace with new developments in the field and new ideas that programs themselves have generated.

In 2005, following the NCATE accreditation site visit, the College established the Office of Accreditation and Assessment (OAA) to support ongoing assessment and continuous

improvement both at the program and unit level. The mission of the OAA is to ensure that the College provides sufficient and adequate evidence that it meets national, state, and institutional standards and that such evidence is beneficial to candidates and programs without imposing excessive burden (of collection and analysis) and disrupting the educational process. Among the OAA's functions are the following: (1) meeting all reporting requirements and managing self-studies for the MSCHE and NCATE accreditations, (2) monitoring the assessment process by academic and administrative units, (3) assisting academic programs in self-studies and external program reviews, (4) collecting and analyzing data to be used for planning, decision-making, and institutional improvement, and (5) developing and maintaining electronic databases and collections of records on candidate learning outcomes and institutional effectiveness. The office is staffed with a Director, Associate Director, and two part-time Office/Research Assistants. The Office of Accreditation and Assessment coordinates and provides support for program-level data collection. In addition, OAA, along with the Office of Institutional Studies, collects and analyzes college-level data, including data from a variety of surveys.

Surveys are an integral part of data collection and analysis and provide indirect measures of candidates' perceptions of programs and support services, as well as faculty and staff opinions concerning the environment in which they work. These surveys provide critical feedback from the College's "customers and stakeholders" for supporting its initiatives for continuous improvement. The surveys currently administered by the College include: New Admit Survey; New Student Survey; Student Satisfaction Survey; Course Evaluations; Student Teacher Feedback Survey; Quality of Life Survey; Student Technology Survey; Faculty Technology Survey; Teachers College Exit Survey; Career Services Exit Survey; and Alumni Feedback Survey. Appendix D of the AIE document (pp. 72-75) provides detailed information about each survey's target population, schedule, response rates, and use of results in institutional planning and improvement. The results of these surveys are available to the units across the campus. Special analysis of the results is undertaken upon request. A number of offices conduct surveys of their clients after clients use their services. Offices on campus that can identify their users and who need immediate feedback on the quality of their experience are encouraged to implement point-of-service surveys. Two new surveys which are currently under development—Diversity Climate Survey and Employer Feedback Survey—will complement the existing data with new information from important stakeholders.

2.2. Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]
No areas for improvement.

2.3. Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
Not yet available—proposal will be submitted in spring 2012.

2.4. Exhibits

a. Evidence of TI-related changes to the unit's assessment system including the requirements and key assessments used at transition points, if TI is related to this standard.

Not yet available—proposal will be submitted in spring 2012.

b. Evidence to support correction of areas for improvement if any
Not applicable.

c. Procedures for ensuring fairness, accuracy, consistency, and freedom of bias for key assessments of candidate performance and evaluations of program quality and unit operations

See attachment, Ensuring Fairness, Accuracy, Consistency, and Freedom of Bias, on: <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/model-theory>

d. Policies and procedures for data use that demonstrate how data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements.
See attachments, Teachers College Assessment Plan and Learning Outcomes Assessment Plan, on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/model-theory>

e. Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system.

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/use-of-assessment-results>

See also attachment, Teachers College Assessment Plan, pp. 5-8, pp. 18-19, on: <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/model-theory>

Standard 3: Field Experiences and Clinical Practice

3.1. 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 TC is a graduate school, academic, field, and clinical experiences are closely integrated and coterminous. Many teacher education programs require candidates to enroll in fieldwork and clinical practice in the first year of their studies, and academic course assignments are often designed around candidates' field experiences. Please visit our website at <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/clinical-experiences> to learn more about the structure, supervision, evaluation and collaboration that characterize candidates' clinical experiences. The changes in the clinical experiences since last accreditation are described below.

Shortly after the 2005 NCATE site visit, Teachers College created the [Office of Teacher Education and School-based Support Services](#) (OTE) to centralize administrative functions related to the school-based component of teacher education programs. OTE streamlines College's policies and practices, monitors adherence to external and internal guidelines, and provides program coordinators, teacher candidates, cooperating teachers, and supervisors with information they need to work effectively. OTE is instrumental in sharing TC's Conceptual

Framework with all interns, college supervisors, and cooperating teachers. It regularly organizes events that bring together professional education faculty, supervisors, cooperating teachers, and teacher candidates to discuss their academic and clinical experiences and share ideas on how to change or improve existing practices.

In 2007, the College established the [Office of School and Community Partnerships](#) (OSCP) to build, expand, and leverage its involvement in area schools. Under the auspices of OSCP, the College has raised more than \$9 million to support school partnerships. The College's Harlem STEM Partnership is currently working to transform the teaching of science and math in ten schools in upper Manhattan, and the Harlem Ivy program offers after school enrichment at four Harlem schools in collaboration with five community-based organizations. In addition, 40 Reading and Math Buddies provide daily tutoring in six Harlem schools. OSCP has been intimately involved in the creation of the College's Partnership Schools Consortium (PSC) which aims to improve the educational and developmental outcomes of children living in a target area of West Harlem. The College has pledged its long-term commitment to meeting the academic and social needs of students in the PSC, and it will ultimately share accountability for students' success in these schools.

In 2010-2011, Teachers College enrolled its first cohort of teacher residents. The [Teacher Residents at Teachers College](#) (TR@TC) program is designed to engage residents in graduate coursework, professional study and educational activities that are closely connected to and informed by classroom practice, school professional learning communities, district curriculum and learning standards, and students' needs, thus comprising a synergistic blend of practice and theory. The program has explicitly focused on establishing effective partnerships to prepare highly qualified teachers for English Language Learners and for students with disabilities in high-needs schools. One of the main goals is to "collaborate with partners including New York City schools, school leaders, faculty at the higher education level, and community-based organizations so as to qualitatively impact and reshape knowledge regarding the preparation of quality teachers and achieving excellent outcomes for students in urban areas."

Most recently, Teachers College and the New York City Department of Education opened the [Teachers College Community School](#), a new public elementary school. The school began with two classes of kindergarten students in September 2011. It is a non-selective, Department of Education school, and has a formal affiliation with Teachers College. The school is intended to demonstrate how affiliation with a higher education institution can lead to effective implementation of comprehensive educational services in an urban, community public school. The College has an ongoing role in the school's operation and will share accountability for student success. To ensure and sustain its success, TC participates with the school in the following broad ways: assists in the ongoing development and evaluation of curriculum, advises the principal on staffing and allocation of resources, participates in school governance and planning, provides professional development for teachers, connects the school with university and community resources for student academic enrichment and comprehensive family support, builds and shares new knowledge through educational research and teacher preparation, assists the school to develop community programming to support children and families, and raises funds to support the school.

At the individual program level, in response to formal and informal assessments of candidates' performance during fieldwork and clinical experiences and assessments of the quality of such experiences, several programs have made changes to the way such experiences are organized or assessed. In some programs (Literacy Specialist, Deaf and Hard of Hearing), additional fieldwork opportunities (additional placements, increased required hours) were introduced; in other programs (Early Childhood Education, Deaf and Hard of Hearing, TESOL), faculty worked to better integrate coursework with candidates' practice in the field. To better assess candidates' performance during fieldwork and clinical practice, several programs (Bilingual/Bicultural Education, Physical Education, and Reading Specialist) made significant revision to the existing assessments while others (Art and Art Education, Educational Leadership) added new assessments. Changes were also made to programs' supervisory personnel (Teaching of Social Studies, Education Leadership) and support for candidates during fieldwork and clinical experiences (TESOL, Curriculum and Teaching). Please visit our website at <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/use-of-assessment-results> to learn more about programmatic changes.

3.2. Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]

No areas for improvement.

3.3. Summarize activities and changes based on data on candidate performance and program quality that are related to the TI if TI is related to this standard.

Not yet available— proposal will be submitted in spring 2012.

3.4. Exhibits

a. Evidence of TI-related changes to field experiences and clinical practices, if IT is related to this standard.

Not yet available— proposal will be submitted in spring 2012.

b. Evidence to support correction of areas for improvement, if any
Not applicable.

c. Criteria for the selection of clinical faculty, which includes both higher education and P-12 school faculty

See attachment, Criteria for the Selection of Clinical Faculty, on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/clinical-experiences>

d. Documentation of the preparation of clinical faculty for their roles

See attachment, OTE Supervisor and CT Events, on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/clinical-experiences>

See [Office of Teacher Education and School-based Support Services](#) website for information provided to all supervisors and cooperating teachers

e. Description of requirements for field experiences and clinical practice in programs for initial and advanced teacher candidates and other school professionals

See attachment, Fieldwork and Clinical Experiences by Program, on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/clinical-experiences>

f. Guidelines for student teaching and internships

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/clinical-experiences/student-teaching-and-internship-handbooks>

g. Assessments and scoring rubrics/criteria used in field experiences and clinical practice for initial and advanced teacher candidates and other school professionals

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning/assessments-of-teaching-performance>

Standard 4: Diversity

4.1. What are significant changes in how the unit prepares candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographic area [maximum of two pages]

All professional education programs at Teachers College design and implement curricula and experiences for candidates to acquire and demonstrate the knowledge, skills, and dispositions (KSDs) that facilitate learning of all students. TC's Conceptual Framework articulates the unit's commitment to develop culturally responsive professionals who value diversity and advocate for social justice. The proficiencies in Standard 3 and Standard 5 relate to diversity and social justice. Broadly defined expectations for candidates in all professional education programs are further elaborated by programs 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. 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.

In accordance with the NYS Education Department regulations, all teacher candidates are required to take at least one college-approved diversity education course. In 2011, NYSED required "... that all teacher education programs (initial, initial/professional, and professional) include three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum." Teacher Education Policy Committee requested all special

education programs to provide syllabi that address the NYSED requirement. Faculty shared their program practices that prepare candidates to work with students with disabilities in regular classrooms. All programs are in the process of reviewing and devising the ways to address the new requirement in their programs of study.

Candidates' performance on diversity and social justice KSDs is assessed through a variety of assessments. 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 (versus deficit) language as indicated by personal statement, resume, and personal interview. The admissions data for initial and advanced candidates over the last three years indicate that majority of the accepted applicants (71-100%) are rated acceptable or excellent in relation to this criterion.

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 field 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. All teacher candidates are required to create curriculum/lesson planning projects, which focus on designing, reflecting, and modifying curriculum and instruction in accordance with classroom and student specific characteristics. They incorporate multicultural activities and practices to meet diverse needs of all learners.

Teachers College is committed to providing candidates with experiences in a variety of communities and with different groups of students: 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 in the country, provides a unique opportunity for our professional education candidates to work with diverse groups of P-12 students. Field placements in professional education programs include schools with multicultural populations, schools that are 100% 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, charter 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.

During their clinical experiences, 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 college supervisors on (among other

criteria) their ability: to create learning opportunities that are adapted to diverse learners; to plan with objectives appropriate to students' levels of developments, 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 the past three years show that majority of candidates (93-100%) demonstrate acceptable or excellent performance on diversity and social justice related outcomes.

The results of the Student Teacher Feedback Survey, which is administered each fall and spring semester, show that over 80% of student teachers agree or strongly agree that their programs emphasize teaching in a diverse urban school setting and that they learned a variety of ways to teach students with different skill levels in the same classroom. The results of the annual Teachers College Exit survey show that, college-wide, about two-thirds of candidates agree or strongly agree that they have adequate opportunities to develop skills to work with diverse children and/or adults.

Based on the responses to the 2008 Alumni Survey and 2011 Alumni Survey, about half (49%) of the graduates from teacher education programs taught in classrooms with over 50% ethnic, racial, or cultural minority student population. Around 45% of respondents taught students 50% or more of whom were from low socio-economic background. Between 15% and 20% of respondents taught students 50% or more of whom were English Language Learners or had special needs. Given the diversity of their students, over three quarters of respondents reported feeling well prepared to address the needs of students from diverse ethnic, racial and cultural, and low-SES backgrounds. About 60% felt well or very well prepared to address the needs of English Language Learners and students with exceptionalities. The results were similar for the graduates from other professional education programs.

Teachers College alumni perceived themselves to be competent or very competent in all areas related to diversity and social justice (mean ratings of 3.4-3.8 on a scale from 1 [not competent] to 4 [very competent]) and they felt that their programs made significant contribution to such competence (mean ratings of 3.0-3.5 on a scale from 1 [no contribution] to 4 [significant contribution]).

Teachers College's success in preparing candidates to work effectively with all students is the result of thoughtful and deliberate program curricula as well as the College's commitment to maintain a diverse and supportive community, including candidates, faculty, administration and professional and support staff. Two significant changes have occurred in this area since our last accreditation:

1. Vice President for Community and Diversity Affairs

In 2008, President Fuhrman cemented the College's work in the area of maintaining a diverse and supportive community by elevating the [Office of Diversity and Community Affairs](#) to Vice Presidential status and expanding the staff of the office to allow for increased capacity in the planning and administration of diversity and community programming. The Office for Diversity and Community leads the President's and College's initiatives concerning community, diversity, civility, equity, and anti-discrimination. The Office, working with others in the College, addresses issues from faculty, staff, students, and alumni. These concerns may overlap

with equity, discrimination, due process, retaliation. The philosophy is to encourage the College community to listen, learn, educate, and work together in positive ways. At the same time, the Office focuses on systemic issues by addressing policy and procedural concerns.

2. Diversity Action Plan

Early in 2009, responding to concerns by faculty and other members of the Teachers College community that insufficient progress was being made to improve the campus climate and other aspects of the College around issues of race, culture, and diversity, Teachers College formed a faculty-driven Task Force on Diversity and Anti-Discrimination. The work of the task force is focused on developing a comprehensive and sustainable plan for Teachers College to strengthen anti-discrimination and diversity initiatives so that they become integral to the academic structure and are fully present in shaping the life of the College in the future.

Essential elements in the Diversity Action Plan include a declaration of purpose that leaves no doubt about the commitment of the institution, clear goals and standards for what is to be accomplished, careful review of policies and procedures as a basis for envisioning potential lines of improvement, longitudinal evaluation benchmarked against goals, and institutionalizing purposeful strategies of change to enhance diversity. The Plan reiterates and reaffirms the diversity mission statement formally approved for Teachers College in 1999-2000: “To establish Teachers College as a magnet institution that attracts, supports and retains diverse students, faculty and staff at all levels, through its demonstrated 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.”

With that commitment as background, key strands in the task force’s deliberations include comparing best practices across higher education, engaging department chairs and other leaders in identifying concrete steps that can be taken within departments and programs, gathering historical and current documents related to diversity concerns at the College, conducting an in-depth climate study that can lay the groundwork for longitudinal assessment, summarizing and analyzing procedures used for diversity issues as they arise in the College, improving recruitment and retention processes especially for faculty searches, strategizing to build an awareness-raising campaign within Teachers College, creating optimal working relationships between the Office of Diversity and Community and all elements of the Teachers College community, and—encompassing all these other strands—developing an institutional plan that will make the actions taken sustainable over time for the benefit of all who are part of the College.

Evaluation is an institutional goal under this action plan, but it is also more than that. If established successfully as a community norm and incorporated authentically into the life of the College, sound evaluation is an instrument for building understanding and cooperation around fully recognizing what needs to be done to improve the lived experience of diversity in the College. Evaluations are important not only for showing progress or the lack of it, but for creating a feedback loop of community perceptions that can form the basis for continuous improvement over time.

The first step in evaluation has already been taken. With the support of the Office of the Provost, two senior faculty members with the expertise in multiculturalism and diversity issues have

designed and carried out a first stage of the diversity climate study. The objective is to develop and pilot a multi-dimensional approach to investigate the climate for diversity through a multiyear, mixed-methods study structured to culminate in the design of a survey instrument to assess institutional diversity climate which would be administered annually.

4.2. Summarize activities and assessments that demonstrate correction of any areas of improvement from the previous visit [maximum one page]

No areas for improvement.

4.3. Summarize activities and changes based on data on candidate performance and program quality that related to the Transformation Initiative, if TI is related to this standard [maximum of three pages]

Not yet available—proposal will be submitted in spring 2012.

4.4 Exhibits

a. Evidence of TI-related changes in the area of diversity, if TI is related to this standard
Not yet available— proposal will be submitted in spring 2012.

b. Evidence to support corrections of areas for improvement, if any
Not applicable—no areas for improvement.

c. Changes in curriculum components and experiences that address diversity proficiencies, if any
None.

d. Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning
<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/assessment-of-candidate-learning>

e. Data table on faculty demographics
<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/diversity-1>

f. Data table on candidate demographics
<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/student-diversity>

g. Data table on demographics of P-12 students in schools used for clinical practice
See, attachment Demographics of P-12 Students by Borough, on:
<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/clinical-experiences>

Standard 5: Faculty

5.1. What are significant changes in how the unit ensures that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration, and assessment of their performance? [maximum of two pages]

For academic year 2010-2011, the Faculty of Teachers College consisted of 153 full-time professorial faculty, of whom 112 (73%) were tenured and 41 (27%) were non-tenured. In addition to the full-time faculty, the instructional staff of the College included an additional 72 full-time appointments at the rank of Lecturer (44), Visiting Professor (6), and Instructor (22), as well as approximately 250 part-time appointments.

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 and its reappointment, promotion, and tenure policies. 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's member performance for initial appointment, reappointment, promotion, and tenure.

Teaching

Teachers College faculty model best practices in teaching and these practices are documented in a variety of ways. Candidates evaluate the quality of instruction and the quality of courses through Course Evaluations and Student Satisfaction Survey while in the program and through Exit Survey upon program completion. The results of Course Evaluations for 2010-2011 show that candidates generally agreed or strongly agreed that faculty had expert knowledge in their disciplines and were able to teach them effectively (mean ratings of 1.33-2.16 on a scale from 1 [strongly agree] to 5 [strongly disagree]). According to candidates' evaluations, faculty valued candidate learning: they were responsive to candidates' 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.

Both the 2010 and 2011 Exit Surveys show similar results. Over three quarters of candidates agreed that the quality of instruction in most classes was excellent, that instructors used effective teaching strategies and considered candidate differences in their teaching. They also agreed that they were provided with timely feedback and assessment.

Scholarship

As a graduate and 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. 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. Teachers College professional education faculty members demonstrate best practices in scholarship through publishing books, book chapters, and journal articles; through presenting at national and international conferences; and through conducting a variety of research projects.

Faculty Notes produced by the Provost's Office and available in the Exhibit Room list faculty's scholarly activities in 2010-2011.

Teachers College declared the year 2010-2011 the Year of Research, and it has been focusing on a number of initiatives to ensure that faculty receive as much support as possible in their attempts to secure external funding. Three such initiatives include:

- Support for faculty in research development, which among other things means strengthening the infrastructure for preparing and negotiating proposals, has been intensified. The aim is both to expand the number of proposals going out and to improve their design in business plans and management structures for accomplishing the work of projects. With a set of changes announced to the faculty in academic year 2010-2011, the Office of the Provost carried out the first phase of enhancements along these lines, including hiring a Director of Special Projects to assist faculty in developing large-scale projects and collaborations.
- The College's multi-year financial plan, which sets aside investment funding for academic initiatives. This pool of funds has been used to make investments in programs and projects that show great promise, including high-priority grants that require matching funds, such as the clinically rich, teacher education grant, seeking state funds in New York under its federal Race to the Top award.
- The Provost's Investment Fund, as described below.

In 2007, Provost Thomas James created the Provost's Investment Fund seed grants for innovative projects that add value to Teachers College. Adding value could mean such things as new or transformed programming, additional enrollments, strategies for developing stronger external funding for research, faculty collaborations that make possible new initiatives that would otherwise be beyond TC's reach, and ideas for productive partnerships—whether local, national, or international—that increase both TC's impact and capacity to garner resources in support of our work within and beyond the university. The goal of these grants is to build and sustain a vibrant culture of innovation at Teachers College.

After a few years since the inception of this initiative, the College has begun to reap awards of its investment. For example, an award to Anand Marri (Teaching of Social Studies) resulted in a three-year grant of \$2.45 million from the Peter G. Peterson Foundation supporting *Understanding Fiscal Responsibility: A Curriculum for Teaching about the Federal Budget, National Debt, and Budget Deficit*. The NYS Department of Education has given Celia Oyler and Britt Hamre (Elementary Inclusive Education) \$375,000 for the *Inclusive Classroom Project* originally funded by the Provost's Investment Fund. The project involved offering preparation in facilitation skills for teachers to work with diverse learners in classrooms where inclusion policies mainstream children with disabilities of various kinds. Teachers College is leading the way in showing how current teachers can adapt their practices and leverage greater learning for all kinds of students, including those with special needs.

Other Provost's Investment Fund projects led by the professional education faculty include:

- *In Search of Metaphors* (2007)—Olga Hubbard (Art and Art Education) and Maria Torres-Guzman and Patricia Velasco (Bilingual/Bicultural Education)

- *Using Web-based Tools to Document Teaching and Advance Teacher Education* (2008)—Anand Marri (Teaching of Social Studies) and Thomas Hatch (Curriculum and Teaching)
- *Voices from the Field: Examining Experiences of Recent English Language Graduates* (2008)—Yolanda Sealey-Ruiz (Teaching of English)
- *Content-Driven Literacy, Science, and Social Studies for Preservice Teachers* (2009)—Margaret Crocco and Anand Marri (Teaching of Social Studies) and Dolores Perin (Reading Specialist)
- *Adolescent Literacy Conference* (2009)—Dolores Perin (Reading Specialist), Margaret Crocco and Anand Marri (Teaching of Social Studies), and Ann Rivet and Jessica Riccio (Science Education)
- *Creativity, Imagination, and Innovation in Education Symposium* (2009)—Margaret Crocco (Teaching of Social Studies), Harold Abeles and Lori Custodero (Music and Music Education), and David Hansen (Philosophy and Education)
- *Problem Solving in Mathematics Education (PRIME) On-line* (2009)—Alexander Karp and Erica Walker (Mathematics Education)
- *Culturally-Responsive Education Alliance for Teaching Equitably* (2010)—Mariana Souto-Manning and Celia Genishi (Early Childhood Education) and Maria Torres-Guzman (Bilingual/Bicultural Education)
- *Quality Teacher Educators = Quality Teachers* (2010)—A. Lin Goodwin (Vice Dean)

Service

Teachers College, like all institutions of higher learning, requires the active participation and special expertise of its faculty members in 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. Within the College, professional education faculty are actively involved in the work of the Faculty Executive Committee (FEC) and its subcommittees, as well as other faculty elected and appointed committees ([Faculty Members on Elected Committees](#)), and lead various College [centers and institutes](#). Professional education faculty also have their own Teacher Education Policy Committee, which is made up of faculty members representing all teacher education and other school professional education programs.

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. In 2010-2011, faculty members provided leadership for professional associations at state, national, and international levels. They reviewed manuscripts and served as editors for professional journals. They served as program chairs for national conferences and as officers and/or board members for professional organizations. Just a few examples of such activities in 2010-2011 include:

- Discussant, AERA 2011 Annual Meeting—Karen Zumwalt, Curriculum and Teaching
- Member, 2011-current, Advisory Board, Parent and Child Magazine, Scholastic Publishers—Celia Genishi, Early Childhood Education

- Co-Chair, 2010-2011, Division K Multicultural/Multilingual Program, AERA—Mariana Souto-Manning, Early Childhood Education
- Editorial Board, *The Analysis of Verbal Behavior*, 2009-present—Doug Greer, Applied Behavior Analysis

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 Faculty Development Advisory Committee is in charge of monitoring the mentoring plan for the College and planning and implementing group mentoring activities for the Pre-Tenured faculty members. In addition, the Committee advises the Dean about faculty development activities for all faculty of the College.

In May of 2005, the Research Advisory Committee proposed and the College implemented a new mentoring program which offers each new tenure track faculty member an opportunity to work with a colleague who can provide them with mentorship—orientation and guidance—through the course of their time through tenure. Mentors are senior TC faculty who have agreed to connect with entering faculty for this purpose. Mentors and mentees structure their relationship based on their needs and preferences. Some new faculty look to their mentorship for counseling in the creation of a scholarly agenda. Others look to mentors for ideas about teaching, dissertation advisement, and other work with students. Others want some guidance in what kind of service to take on or how to become involved in outside-of-TC professional endeavors. Still others hope that their mentors will orient them to the local culture of TC. The Provost's Office provides \$500 to each mentor/mentee pair to support their work together each year. In 2010-2011, 22 new and 12 senior professional education faculty participated in the mentoring program.

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

5.2. Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable [maximum one page]

Area for Improvement: *The unit does not conduct systematic and comprehensive evaluations for all faculty to improve teaching, scholarship and service.*

Rationale: *The unit did not provide examples of faculty evaluations in written form for tenured faculty or those who have achieved the rank of full professor. When conducting interviews with faculty and administrators it was confirmed that full professors and tenured associate professors are not evaluated on a systematic basis. Once a faculty member receives tenure or is promoted to full professor there is no ongoing formal evaluation conducted by the unit, the department chair, or a faculty committee.*

The Unit's responsibility for the performance of professional education faculty includes systematic and comprehensive evaluations by both candidates (including Course Evaluations, Student Satisfaction Survey, and Exit Survey) and peers (reappointment, promotion, and tenure reviews). In addition, all professorial faculty are required to annually provide a report of professorial activities (see below) update their curricula vitae, both of which are reviewed and kept on file in the Provost's Office. However, as was rightly observed by the NCATE reviewers, there was no ongoing formal evaluation of tenured faculty, particularly once they were promoted to full professor.

In 2009, Provost Thomas James reinstated the practice of faculty's Annual Reports on Professorial Activities. In his communication to the faculty, the Provost emphasized, "It's an integral part of faculty responsibility. The work of the professoriate needs to be communicated regularly in this form, as it is in every research university, to the dean. But even more than that in my mind, it's a way we cooperate in achieving our aims as an academic community." The reports focus on faculty scholarship, teaching, and service activities and accomplishments as well as professional development and support needs. The annual reports are extremely helpful in a number of ways. They provide a basis for understanding more fully the range of activities in which faculty are engaged; facilitate preparation of external reports for accreditation and other accountability purposes; serve as needs assessment for the faculty mentoring program; help identify opportunities for collaboration, particularly around program development or sponsored research; and are instrumental in identifying faculty "experts" in response to inquiries from press and other media. All reports are due to the Provost's Office by May 31. Over the summer, the President and Provost review all faculty reports to keep abreast of aspects of faculty work, which are not easily captured in curricula vitae or course enrollment reports. Based on faculty annual reports, the President and Provost develop strategies on how to work effectively to support the faculty and advance the interests of Teachers College.

Area for Improvement: *The use of technology to enhance instruction is not consistent among programs within the unit.*

Rationale: Review of syllabi suggested that technology was not integrated in all programs. Interviews with candidates and faculty affirmed that technology integration was inconsistent in the manner in which it was modeled by faculty. Use of technology and the integration in a program or course seemed to depend on which program a candidate was in and or which faculty member taught the course. Not all candidates in all programs had the same access to or instruction in the use of technology.

Integration of technology into instruction continues to be an important priority for the professional education programs. The audit of program and faculty use of technology indicates that all programs utilize basic technologies (MS Office applications, email and internet, ClassWeb) in teaching and assessing candidates' performance. Many programs reported using audio and video technologies in their classes. Programs chose different approaches to introducing candidates to technologies and their application to specific disciplines and education in general. Some programs have developed discipline-specific courses (e.g., A&H 4048 Computing Applications in Education and Arts, A&HA 4084 Art and Technology, A&HM 4029 Introduction to New Technologies in Music Education, A&HE 4152 Literacies and Technologies

in the Secondary English Classroom, HBSE 4005 Application of Technology in Special Education, MSTC 5042 Science, Technology, and Society). Others provide candidates an opportunity to choose from a variety of courses across the College or from the workshops offered through Academic Computing. All programs, some more systematically than others, require candidates to demonstrate their knowledge and skills in information technology during their coursework and clinical experiences.

Teachers College supports program and faculty integration of technology into instruction through the Department of Academic Computing, the Teaching Support Group of the Gottesman Libraries, and the Columbia Center for New Media Teaching and Learning. Both the Academic Computing and the Library offer a number of workshops, institutes, and luncheons to introduce and facilitate use of new technologies. In addition, the Office of Teacher Education has offered information technology workshops for student teachers, supervisors, and, most recently, for student teaching coordinators.

The College's recent transition to Google Apps for Education has provided candidates and faculty with both a permanent College email account and with a series of collaborative applications. Google Apps for Education is one piece of "TC Apps," a new online teaching and learning platform, which integrates a variety of new tools through a single sign-on College portal. The goal of TC Apps is to provide an easy to use interface with a variety of technology resources from which instructors could choose depending upon their teaching style. The new technologies are actively promoted to faculty through a variety of mechanisms including student Tech Fellows to work one-on-one with faculty to ensure the success of new platform implementation.

The timely upgrade of classroom technology is another way to support and facilitate technology use. In 2010-2011, more classrooms were renovated to include technology, faculty training was greatly expanded to reach more instructors, and new web and Internet technologies were integrated in a much larger group of classes. A new lecture capture functionality using the Tegrity service is now available in classrooms around the College. It is integrated with the new TC Apps Moodle course management system, providing the ability for faculty to record their classes and make them available online for candidates to replay, whether they missed the class or just wanted to hear the class meeting again to reinforce learning goals.

Teachers College carefully monitors integration of technology into professional education programs and faculty and candidates' use of technology. The Office of Academic Computing administers the Student Technology Survey annually and the Faculty Technology Survey every four years or as needed. The results of the 2011 Student Technology Survey suggest that faculty and candidates actively use technology in their teaching and learning. An overwhelming majority of respondents (94%) used a course management system, 73% affirmed that technology for teaching and learning either met or exceeded their expectations, and 88% said that at least one of their classes made use of presentation technology for face to face meetings in their classroom. Questions about technology are also included in the annual Teachers College Exit Survey. The proportion of candidates who agree that instructors used information technology and media in the classroom grew from 70% in 2009 to 77% in 2011. However, the proportion of candidates

who had adequate opportunities to learn new media and technology was just 57% in 2010 and 54% in 2011 (there was no comparable question in the 2009 version of the survey).

Teachers College realizes that there is still much to be done to meet its own and candidates' expectations in regard to learning about and learning with technology. It is with this intention in mind that the College is now in the process of creating a College-wide Technology Plan under the joint leadership of the Provost and the Vice President for Finance and Administration.

5.3. Summarize activities and changes based on data on candidate performance and program quality that related to the Transformation Initiative, if TI is related to this standard [maximum of three pages]

Not yet available— proposal will be submitted in spring 2012.

5.4 Exhibits

a. Evidence of TI-related changes in the area of faculty qualifications, if TI is related to this standard.

Not yet available— proposal will be submitted in spring 2012.

b. Evidence to support correction of areas for improvement, if any.

<https://sites.google.com/site/preparingschoolprofessionals/welcome-and-overview>

c. Data Table on Faculty Qualifications

<https://sites.google.com/site/preparingschoolprofessionals/professional-qualifications>

d. Licensure information on school/clinical faculty (e.g., cooperating teachers, internship supervisors, etc.

See attachment, Clinical Faculty Qualifications, on:

<https://sites.google.com/site/preparingschoolprofessionals/professional-qualifications>

e. Samples of faculty scholarly activities

See attachment, Faculty Notes on Scholarship 2010-2011, on:

<https://sites.google.com/site/preparingschoolprofessionals/professional-qualifications>

f. Sample forms for faculty evaluation and summaries of the results

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/welcome-and-overview>

g. Description of opportunities for professional development

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/professional-development>

[New Faculty and Staff Orientation and Workshops](#)

Standard 6: Unit Governance and Resources

6.1. What are significant changes in how the unit's governance system and resources contribute to adequately prepare candidates to meet professional, state, and institutional standards? [maximum of two pages]

Governance and Administration

The professional education unit of Teachers College consists of 24 teacher and other professional education programs located in seven departments. Teachers College governance provides 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 these policies. The College's governance is outlined on <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/governance>.

Since assuming her presidency in 2006, President Fuhrman has made four additional appointments, elevating one existing office to vice presidential status and creating three new units:

- President Fuhrman cemented the College's work in the area of maintaining a diverse and supportive community by elevating the [Office of Diversity and Community Affairs](#) to vice presidential status and expanding the staff of the office to allow for increased capacity in the planning and administration of diversity and community programming.
- In response to several pressing needs and the changing regulatory and compliance landscape within higher education, President Fuhrman created the [Office of the General Counsel](#) and appointed an attorney with significant experience representing universities and other major non-profit organizations as in-house counsel to head the office. The Office of the General Counsel supports the mission of the College by providing legal advice and counsel, serving as the College's legal representative in litigation, administrative matters, and transactions, and retaining and overseeing outside counsel engaged on behalf of the College.
- President Fuhrman brought with her a legacy of establishing strong relationships with local schools and early in her tenure established a College priority that the College should have a coordinated presence and significant impact in New York City schools. She established the [Office of School and Community Partnerships](#) to do groundbreaking work with K-12 schools and local districts and filled the post of Associate Vice President to take charge of that work.
- Reorganizing both the historical legacy and the significant current opportunities in the international arena, and building on the recommendations of an external review, President Fuhrman created the [Office of International Affairs](#) and recruited an Executive Director to implement the College's international engagement in new, strategic ways.

In addition to these steps to build institutional capacity, President Fuhrman also introduced a new College-wide leadership structure. To respond to the concern that the operations of the College were too "siloed," she created the President's Advisory Group (PAG), which brought together her Senior Staff (the VPs for Academic Affairs, Finance and Administration, Development and External Affairs, Community and Diversity, as well as the Associate VP for School and Community Partnerships, the Vice Provost, the General Counsel, and the President's Chief of Staff), with the ten academic department chairs, and the Chair of the Faculty Executive Committee. One of the primary purposes of PAG is to bring together leaders of the administration, the Faculty, and the academic departments to discuss the critical issues facing the College, and to do so in a collaborative and transparent fashion. In addition, PAG also serves as

sounding board for all members to have the opportunity to propose or react to new policy or program proposals, facilitating communication and information sharing between and among key groups. Under the President's leadership, the work of this group has shaped a management culture for the College of shared decision-making among all senior managers, both academic and administrative, rather than to be operating on parallel tracks, or silos.

Immediately following the 2005 NCATE site visit, Teachers College established two new offices to support its professional education programs and to sustain and accelerate the momentum gained in preparation for the accreditation:

- Following the NCATE site visit, the unit reorganized its administrative functions and support structures related to teacher-education into the [Office of Teacher Education and School-Based Support Services](#). Effective September 1, 2005, Professor A. Lin Goodwin was appointed Associate Dean for Teacher Education and School-based Support Services, overseeing support services for student teaching, supervision, and school placements, as well as certification compliance. The new position and office underscored the College's commitment to providing improved services to the large number of candidates enrolled in teacher preparation/certification programs across the College. Effective November 1, 2011, A. Lin Goodwin assumed the position of Vice Dean of Teachers College. The new appointment is intended to "give leadership to a major renewal in teacher education."
- The [Office of Accreditation and Assessment](#) was created in September 2005 as a direct result of the NCATE accreditation process. The Director and Associate Director work closely with TC academic programs and administrative offices to ensure continuation of the assessment efforts initiated by the NCATE accreditation process and the re-registration of teacher education and education leadership programs with NYSED.

Multi-Year Budget: Institutional Resources to Support Innovations

Much of the work during the first year of the new administration sought to more directly link budgeting and financial planning to support academic programs of research, instruction, and service. Beginning with the FY 2007-2008 budget, major changes were implemented in both the process used for developing the budget and in establishing priorities for the allocation of resources to support College activities. The changes were designed to achieve a number of important objectives: better transparency in budget development, closer collaboration between academic and administrative parts of the College, less centralization and more authority to the academic departments, and close alignment with the strategic goals to provide increased resources to the academic activities of the College and to achieve administrative savings through increased efficiencies in support operations.

The Five-Year Financial Plan for the period FY 2012-2016 reflects a comprehensive inventory of unrestricted revenue and expenses based upon assumptions that are strongly linked to achievable academic and financial strategies. Evaluating the impacts of these strategies strengthens the relationship between academic and financial planning with the academic plan informing the budget rather than the budget constraining the potential of academic programs and services. By establishing a financial framework over a long-term horizon, the Plan enhances the College's ability to set priorities among competing needs and make more informed allocation decisions within this framework. It also provides early recognition of possible disruptive revenue

or expense trends that may be minimized by early remedial interventions. Revisions to the Plan on an annual basis assure that risks, challenges, and strategies are recognized and communicated to institutional decision makers in a timely manner in an environment that promotes consensus building and decisiveness. This kind of self-examination and re-assessment is key to the successful integration of academic goals and objectives within a responsive and responsible financial framework.

Improvements in Information Systems

In an effort to improve information systems that support the administrative management of the institution to facilitate the work of candidates, faculty and staff, Teachers College has introduced new technologies in the Offices of Admission and Financial Aid that have expedited processes and workflows to help staff members to respond and communicate with candidates in a more comprehensive and robust manner.

The Office of Admission enhanced the Admitted Student Website so that admitted candidates receive unique and personalized information specific to their programs of study. The Office of Admission is able to add information to the site at strategic times throughout the cycle, so that admitted candidates remain in contact with us and move closer toward successful enrollment. The personalized URL allows the Office of Admission to track and review online behavior of our admitted candidates so that it can better predict enrollment numbers and projections based on the actions that candidates are taking. The system also allows the addition of content including welcome letters, online videos, and other information. The Office of Admission is set up to receive electronic scores from ETS for GRE and TOEFL. The Office receives electronic transcripts and international credential evaluations from the World Evaluation Services (WES), which expedites application processing for international applicants. The document imaging system (NOLIJ) implemented by the Office of Admission allows it to move away from a paper-based filing system to an electronic and more interactive filing system. Academic departments and programs were trained to conduct online reviews of applicants.

The Office of Financial Aid introduced an online financial aid management system (APEX) that is used by department administrators. It is accessed through the TC Portal and allows academic departments and staff in the Office of Financial Aid to better track awards to new and continuing candidates. Moreover, the online application for TC Financial Aid/Scholarship is required for any applicant to receive institutional funding from the College. This new APEX system has reconciled reporting on endowed and restricted funds and has coordinated the work of administrative offices surrounding the awarding of financial aid from these funds.

Other Enrollment and Student Services offices also implemented important technologically mediated work processes and service improvements:

- The Registrar's Office, in addition to digitalizing more than 30,000 records of candidates enrolled prior to 2003, implemented online processes for final grade submissions and room assignments, both of which improved timeliness and effectiveness of services.
- The Office of Career Services improved the efficiency and effectiveness of services by switching to a more comprehensive online job, career event, and mentor database, moving it into the College's TC Portal to provide a single candidate and alumni sign-on,

and creating webinars to increase access for candidates and alumni to career development.

- The Office of Insurance and Immunizations improved service delivery to candidates by implementing added Efax functionality for immunization documentation and creating an online system streamlining management and compliance requests related to NYS student health regulations.

An interdepartmental effort is currently underway to utilize the new Content Management System to completely re-engineer the processes that go into the development and revision of the Catalog. The Catalog's content includes degree descriptions and requirements, course descriptions and related instructors, instructor biographical information, and College policy information, and serves as an informational backbone for the College. The goal of this project is to develop through strategic linking of technical resources, a clear method for administrative and academic units to manage, input, and edit information, submit it to an approval process, and ultimately disseminate information to end users via the College's public website, private intranet site, print publications, targeted emails, electronic displays, and other new and emerging distribution platforms.

Last, but not least, the Office of Computing and Information Systems (CIS) has implemented a new College portal, MyTC, which provides a unified, single sign-on environment for candidates and faculty to see and enter courses via the new TC Apps online teaching and learning platform, retrieve course content, communicate with each other, register for classes, view grades and transcripts, see departmental news, and browse the pocket knowledge library repository for useful educational materials. A new TC Message Center within MyTC facilitates community communication and provides video- and web-based conferencing support for classes as well as other academic and administrative use. MyTC portal also provides access to internal websites and to transactions related to registration, financial aid, human resources, and payroll behind a single sign-on. Google Apps for Education has brought faculty, staff, and candidates into a common email system for the first time, and provided a wealth of collaborative tools such as Google docs and chat.

6.2. Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable [maximum one page]

Area for Improvement: *There is a lack of consistency in workload across programs in the unit, resulting in differential quality of advising and counseling across programs.*

Rationale: *The heavy faculty load of scholarship, teaching, and service impacts the area of advising the 5,000-plus candidates in 28 programs. Advising is assigned and organized by program. Larger programs, especially at the master's level, may not have sufficient resources to carry out this responsibility well. Candidates and faculty raised this issue in numerous sessions.*

The initiatives to address faculty workload and enhance candidate advising include: (1) reducing faculty's administrative burden and providing faculty with resources and support to carry out their advising responsibilities; (2) allowing greater flexibility in the staffing of the programs, particularly professional education programs; (3) redefining institutional norms and ensuring

more consistent workload policies across the College.

(1) Reducing faculty's administrative burden.

Since our last accreditation, the College has implemented a number of initiatives aimed at reducing the administrative component of faculty workload and improving the delivery of advisement services for both new and continuing candidates. In 2007-2008, the College implemented a full-year course schedule which allows candidates to plan their programs in advance. In the following years, all programs at the College developed a Program of Study Guide which provides accurate and detailed information for candidates to facilitate program planning and course selection. All academic departments prepared Early Registration/Advisement Plans to ensure that candidates received advisement in a timely manner. Some programs have utilized a Banner advising function which allows candidates to choose an advisor from a list posted by the programs. By making program and degree requirements clear, consistent, and available to candidates early in the process, the College has allowed faculty to provide more individualized guidance and mentoring and devote more time to candidates' academic and professional concerns.

(2) Allowing greater flexibility in the staffing of the programs.

In 2009, in response to the findings from our last review and from the self-study process, Provost Tom James proposed to the Faculty Executive Committee (FEC) creation of clinical faculty appointments which could provide support to the faculty and candidates and add value to the academic programs. The proposal defined a clinical faculty member as being a distinguished professional in their field who is able to bring a wealth of skills and expertise. With an emphasis on teaching, professional leadership, and research related to education practice, a clinical faculty member could provide flexible faculty roles to bridge the administrative and service responsibilities of tenure-track faculty and the needs and requirements of programs. After long deliberations, the FEC's Academic Personnel Subcommittee decided to use the renewable Lecturer and Senior Lecturer positions, which have already existed at the College, and use the Assistant Professor and Associate Professor salary schedules for Lecturer and Senior Lecturer. The implementation of this proposal has led to an increase in the number of lecturers (from 31 in 2008-2009 to 54 in 2011-2012) and to a more equitable compensation for the Lecturer positions.

(3) Redefining institutional norms and ensuring more consistent workload practices.

The College recognized that the practice of delegating decisions about workload to academic departments resulted in discrepancies and inconsistencies across the College. To address this issue, the College has proposed an initiative aimed at redefining institutional norms concerning faculty workload. In 2010-2011 the College has begun a comprehensive study of various dimensions of faculty workload. It is important to realize that for the work on redefining workload norms and assuring a more consistent distribution of workload practices to succeed, it has to proceed organically. Toward that end, the Provost is engaged with the Department Chairs and FEC on an ongoing basis to respond to emerging concerns. To inform these discussions, multi-year summaries of teaching and advisement loads were shared with all departments. As a result, some of the practices have been already modified; for example, the permission to recruit process now requires consideration of an increased emphasis on enrollment pressures and faculty/student ratios.

In recent years, the careful and deliberate analysis of faculty workload and candidate advising in professional education programs has also revealed that these issues were more of a problem in smaller programs. Solutions have been made on a case-by-case basis: some programs have received additional resources/faculty lines (Applied Behavior Analysis, Intellectual Disabilities/Autism) while others have put a moratorium on admission of new candidates (Blind and Visually Impaired).

6.3. Summarize activities and changes based on data on candidate performance and program quality that related to the Transformation Initiative, if TI is related to this standard [maximum of three pages]

Not yet available— proposal will be submitted in spring 2012.

6.4 Exhibits

a. Evidence of TI-related changes in the area of unit leadership and resources, if IT is related to this standard.

Not yet available—proposal will be submitted in February 2012.

b. Evidence to support correction of area for improvement if any

c. Organizational chart and/or description of the unit governance structure

See attachments, Organizational Charts, Statutes and Bylaws, and Faculty Handbook, on: <https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/governance>

d. Candidate recruitment and admission policies

See [Teacher College Catalog](#), p. 251.

e. Unit budget with provisions for assessment, technology, and professional development and in comparison to units with clinical components on campus or similar units at other campuses

See attachment, Budget Summary, on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/fiscal-resources>

f. Faculty workload policies and summaries of faculty workloads

See attachment, Faculty Workload Policies, on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/fiscal-resources>

See attachment, Faculty Handbook, Section 4, on:

<https://sites.google.com/a/tc.columbia.edu/teachers-college-preparation-of-school-professionals/governance>