Section 1 - Institutional Information

NCATE ID: 11688
AACTE SID: 3030
Institution: University of Memphis
Unit: College of Education
Next Accreditation Visit: S08
Last Accreditation Visit: S01
Deadline to Submit Final Version of Part C: 11/18/2005

Section 2 - Individual Contact Information

Unit Head Name: Dr. Ric A. Hovda
Unit Head Title: Dean
Unit Head Email: richovda@memphis.edu
Unit Head Phone: (901) 678-5495
Unit Head Fax: (901) 678-4778

Institution Unit Phone: (901) 678-4265
1st NCATE Coordinator: Dr. John M. Johnston
1st Coordinator Title: Director of Assessment
1st Coordinator Email: jmjhnsnn@memphis.edu
1st Coordinator Phone: (901) 678-3443
1st Coordinator Fax: (901) 678-4778
2nd NCATE Coordinator: Sutton Flynt
2nd Coordinator Title: 
2nd Coordinator Email: 
2nd Coordinator Phone: 
2nd Coordinator Fax: 

CEO: Dr. Shirley C. Raines
CEO Title: President
CEO Email: sraines@memphis.edu
CEO Phone: (901) 678-2234
CEO Fax: (901) 678-5065

Is the information above accurate? No - Please enter corrections below
Section 3 - NCATE Standards Categories & Weaknesses Section

Section A. Conceptual Framework(s)

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

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

The process of revising the College of Education conceptual framework continues. At the close of Spring 2005 a two-day summit meeting was held involving over 200 unit faculty and staff, faculty from three other colleges, candidates, professional partners, community and stakeholders. The purpose
of this summit was to reinvent our work, revisited our mission, identify the performances and outcomes we expect and must strive to attain, and improve our programs so that our students are better served than ever before. The summit involved all stakeholders in using the Appreciative Inquiry (AI) process to identify and understand the College's strengths, potentials, opportunities, and hopes for the future. The result of this Futures Planning Summit is 16 aspiration statements, each representing actions and outcomes to which we are committed, and each supported by an Innovation Implementation Team. The outcomes of the summit are being used as further evidence to assess the goodness of fit of the draft conceptual framework with the college’s view of its mission and performances and outcomes.

Further, the unit is considering adopting a newly defined core program for initial teacher preparation programs revolving around five identified Pillars of Practice. These pillars represent an agreed upon set of common performance expectations for all teachers, regardless of major, that are articulated as common skills and knowledge that all effective teachers must have. These pillars include those common skills and knowledge as 1) Effective pedagogy and instruction, linked to Center for Research on Education, Diversity and Excellence (CREDE) standards for effective pedagogy; 2) Assessment and responsive practice; 3) Content knowledge and skills; 4) Understanding of the learner; and 5) Management of classrooms and individuals.

The work of the summit and our reinvention of teacher education is informing our revision of the conceptual framework, correspondingly we have reset our goal and now aim to have completed the revision during Spring 2006.

**Conceptual framework Areas for Improvement cited as a result of the last NCATE review:**

No areas for improvement were cited at the last review.

---

**Section B. Candidate Performance**

**Standard 1. Candidate Knowledge, Skills, and Dispositions**

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

As a result of the major revision of the College of Education Assessment System (COEAS), all college programs (NCATE and non-NCATE) have developed or affirmed a conceptual framework, specified the knowledge, skill, and disposition outcomes for candidates, and shown alignment of candidate outcomes with state, national and professional standards as appropriate. During Fall 2005 and Spring 2006, all college programs will continue to complete the assessment system development tasks outlined in Standard 2 below. In the interim, unit-wide assessment of student teachers and external data continue to be collected, including follow-up surveys of candidates and state licensure examination scores. Below are the most recent data available (2003-2004) from the COE Title II report.

Institutional Aggregate and Summary Pass-Rates

Academic Content:
231-# taking one or more assessments
198-# passing assessments
86-Institutional Pass-Rate
96-Statewide Pass-Rate

Other Content Area:
LTR-# taking one or more assessments
LTR-# passing assessments
LTR-Institutional Pass-Rate
99-Statewide Pass-Rate

Professional Knowledge:
366-# taking one or more assessments
322-# passing assessments
88-Institutional Pass-Rate
98-Statewide Pass-Rate

Special Teaching Populations:
52-# taking one or more assessments
48-# passing assessments
92-Institutional Pass-Rate
95-Statewide Pass-Rate

Summary Totals and Pass Rates:
389-# taking one or more assessments
322-# passing assessments
83-Institutional Pass-Rate
96-Statewide Pass-Rate

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

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

No areas for improvement were cited at the last review.

**Standard 2. Assessment System and Unit Evaluation**
The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

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

COEAS is the College of Education Assessment System. COEAS is a comprehensive, systematic plan for assessment in which all COE programs specify:

- the performance outcomes standards for candidates and questions about program operations and quality
- the major assessments or data source for each candidate outcome and questions about program operations and quality
- the candidate assessment performance criteria, and program operations and quality goals
- the steps being taken to eliminate bias and insure fair, valid and reliable assessment data
- when the key candidate assessments occur, and when program operations and quality data are collected
who conducts and scores key candidate assessments or gather program operations and quality data

when assessment data is summarized, analyzed, and used

who participates in summarizing, analyzing, and using assessment results

who files the final assessment data and action report(s); when this report is made; and, to whom the report is communicated

The COEAS is designed to insure systematic assessment of candidate performance, program operations, and program quality. The three primary purposes of COEAS are:

To improve Candidate knowledge, skills and dispositions, which results in optimal professional practice and efficacy

To improve curriculum and assessment of professional education programs

To improve College of Education program operations and quality

A two-year timeline for completing tasks necessary for full implementation of the COEAS has been established. Fall 2007 is the target date for complete roll-out of all COEAS systems at the unit and program levels. Assessment system tasks and timelines for all NCATE- and Non-NCATE related programs in the College of Education for 2005-06 include those listed below.

3.b. - Provide the information requested for the remaining HALF of the 6-10 key assessments identified in 3.a. Begin using the assessments developed in Spring 2005.
3.d. - Identify the specific position, office, or role of the persons responsible for administering and scoring the half of the key assessments identified for 3.b. above.
4. ? Begin collecting assessment data identified in Spring 2005
5.b, 5.c, 5d ? Complete all Developing Assessments of Program Quality tasks
7.a. - Identify the specific position or role of the person(s) responsible for submitting program reports of assessment of candidate performance, and program quality.
3. ? Begin using the candidate assessments developed in Fall 2005
4. ? Implement all Program Effectiveness assessments
5. ? Implement all Program Quality assessments
6. ? Summarize, analyze and use candidate, program effectiveness, and program quality assessment data collected to date.
7. Report results of candidate, program effectiveness, and program quality assessment to Advisory Councils, Chairs, Dean, and stakeholder groups.

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

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

No areas for improvement were cited at the last review.

Section C. Unit capacity

Standard 3. Field Experiences and Clinical Practice.
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

Fall 2005 saw the development of a partnership with a local high school that resulted in all secondary MAT methods course students being placed at that high school for their clinical experiences. IHE faculty and the high school faculty jointly developed the calendar, expectations, and an assessment rubric for evaluating the candidates' performance during their clinical experience. This pilot will be continued into the spring and will result in secondary candidates spending two semesters in clinical settings with this partner high school. Continued collaboration is planned to refine and expand the experience.

Beginning Fall 2005, our main partner school districts began requiring background checks of our teacher candidates. After several meetings, a procedure was established to inform candidates and provide guidance. The expectation is that other school districts in Western Tennessee will follow suit.

COE teacher education program representatives met with other area IHEs to adapt the TN Department of Education's revised Framework for Professional Evaluation and Growth (FPEG) for use in evaluating student teachers. An evaluation form including performance standards and
performance criteria in the form of rubrics was developed and is being piloted this academic year. We are also exploring converting the evaluation instrument to a web-based form that will be consistent with the IWebfolio the unit is currently piloting.

The College of Education and the College of Arts & Sciences were just awarded a large ($2.3 M) federal Teacher Quality Enhancement grant that will allow us to pilot a fundamental reinvention of initial teacher education. One significant outcome of this grant will be piloting new approaches to field experience and clinical practice. We will explore recasting field experiences based on a continuum of academically taught clinical experiences beginning during the preservice program and extending through induction. Grant implementation teams including faculty from the COE and the College of Arts & Sciences and our partner school system will be working this academic year to make specific plans to be implemented next year.

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

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

No areas for improvement were cited at the last review.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

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

Fall 2005 enrollment in the College of Education is 2,875 candidates of whom 60 percent are undergraduate students and 40 percent are graduate students, and of whom 45 percent are part-time and 55 percent are full-time.

While 57 percent of the candidates are Caucasian, candidate diversity has decreased slightly in 2005 with 43 percent of the COE student body now comprised of minorities including African-Americans (39%), international students (2%), Hispanics (<1%), Asians (<1%), and American Indians.
In comparison, the minority population of Shelby County, Tennessee is 44 percent, and the minority population of The University of Memphis is 43 percent.

There are 344 faculty and staff in the college (excluding student assistants), of these 73 percent are Caucasian, 22 percent African-American, 4 percent Asian, less than 1 percent American Indian.

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

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

No areas for improvement were cited at the last review.

**Standard 5. Faculty Qualifications, Performance, and Development.**

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

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

Professional development for faculty and staff that is collaboratively designed, implemented, and evaluated for impact is a core value of the college. Indicators for 2004-2005 related to this value include the following:

**August 2004:**

Wednesday, August 24, 2004, 8:00 a.m. - 11:00 a.m.
Research Poster Session
First Floor, Ball Hall Corridor

Wednesday, August 24, 2004, 10:30 a.m. - 2:30 p.m.
New Faculty Orientation Luncheon and Workshop
Workshop Leaders: Vivian Morris, Janna Robertson & Joe Prescott
Room 209/211, Ball Hall

Tuesday, August 31, 2004, 8:00 a.m. - 5:00 p.m.
Site Administrators Workshop
Workshop Leaders: Betsy Warren & Leila Minnis
Fogelman Executive Center
September 2004:

Wednesday, September 1, 2004, 8:00 a.m. - 5:00 p.m.
Site Administrators Workshop
Workshop Leaders: Betsy Warren & Leila Minnis
Fogelman Executive Center

Thursday, September 2, 2004, 8:00 a.m. - 3:15 p.m.
Facing History and Ourselves, Diversity Workshop
Workshop Leaders: Rachel Shankman & Steven Becton
Entertainment Lobby, Rose Theater

Friday, September 3, 2004, 8:00 a.m. - 3:15 p.m.
Facing History and Ourselves, Diversity Workshop
Workshop Leaders: Rachel Shankman & Steven Becton
Entertainment Lobby, Rose Theater

Saturday, September 11, 2004, 8:00 a.m. - 3:30 p.m.
Poverty and Learning Conference
Workshop Leader: Ruby Payne
Teaching and Learning Academy, Memphis City Schools

Wednesday ? Friday, September 15 - 17, 2004, 8:00 a.m. - 3:00 p.m.
Mentor Academy II, Year Two
Workshop Leaders: Virginia Johnson, Vivian Morris & Kathy Cooter
Teaching and Learning Academy, Memphis City Schools

Monday - Wednesday, September 20 - 22, 2004, 8:00 a.m. - 3:00 p.m.
Mentor Academy VI, Year One -- Canceled
Teaching and Learning Academy, Memphis City Schools

Tuesday, September 28, 2004, 8:00 a.m. - 5:00 p.m.
Site Administrators Workshop
Workshop Leaders: Betsy Warren & Leila Minnis
Fogelman Executive Center

October 2004:
Friday, October 1, 2004, 8:00 a.m. - 3:15 p.m.
Facing History and Ourselves, Diversity Workshop
Workshop Leaders: Rachel Shankman & Steven Becton
Entertainment Lobby, Rose Theater

Tuesday, October 5, 2004, 6:00 p.m. - 8:30 p.m.
Legacies of Brown v. Board of Education: An Evening with Constance Curry
Workshop Leaders: Constance Curry
Fogelman Executive Center

Wednesday - Friday, October 6 - 8, 2004, 8:00 a.m. - 3:00 p.m.
Equity Training
Workshop Leader: Enid Lee
Memphis City Schools

Thursday, October 5, 2004, 6:00 p.m. - 8:00 p.m.
Putting Race on the Table I: An Evening with Enid Lee
Workshop Leader: Enid Lee
Holiday Inn-U of M

Friday, October 29, 2004, 8:00 a.m. - 11:00 a.m.
Grantwriting Workshop
Workshop Leader: Deborah Hernandez
Room 124, Ball Hall

November 2004:

Friday, November 12, 2004, 8:00 a.m. - 4:30 p.m.
New Teacher Center Mentor On-line Training
Computer Lab, Ball Hall

Friday, November 19, 2004, 10:00 a.m. - 12:00 p.m.
Developing a Research Agenda
Workshop Leaders: Larry McNeal, Tom Glass, Doug Strohmer, Dan Lustig, Mike Hamrick, Ken Ward, Robert Cooter & Rebecca Anderson
Room 210, Ball Hall

January 2005:
Study/Reading Groups Organized

February 2005:

Thursday - Friday, February 3 - 4, 2005
Equity Training
Workshop Leader: Enid Lee
Memphis City Schools

Saturday, February 5, 2005, 9:00 a.m. ? 1:00 p.m.
Putting Race on the Table II: A Conversation with Enid Lee
Workshop Leader: Enid Lee
Teaching and Learning Academy, Memphis City Schools

Wednesday - Friday, February 16 - 18, 2005, 8:00 a.m. - 3:00 p.m.
Mentor Academy III, Year Two
Workshop Leaders: Virginia Johnson & Kathy Cooter
Teaching and Learning Academy, Memphis City Schools

March 2005:

Sunday - Tuesday, March 13 - 15, 2005
Creative Teaching for Nursing Educators Workshop
Workshop Leader: Vivian Morris
Peabody Hotel

Monday - Wednesday, March 21 - 23, 2005, 8:00 a.m. - 3:00 p.m.
Mentor Academy IV, Year Two
Workshop Leaders: Anne Watkins, Kathy Cooter & Delores Smith
Teaching and Learning Academy, Memphis City Schools

April 2005:

Friday - Tuesday, April 1 - 2, 2005
New Teacher Center Second Annual Induction & Mentoring
Pre-Conference & Symposium
Keynote Speakers: Asa G. Hillard, III & Susan Moore Johnson
U of M-Holiday Inn & Fogelman Executive Center

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

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

No areas for improvement were cited at the last review.

Standard 6. Unit Governance and Resources.
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

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

2004-2005 AREAS OF FOCUS
--Implementation of the college-wide assessment system plan (on-going)
--Review doctoral programs and make recommendations for changes (underway)
--Continue strategic planning process (in process)
--Reestablish PDS (refocus to clinical sites)
--Revision of teacher education programs with a clinical/performance-based perspective (underway)
--Outreach to west Tennessee (underway)
--Continued attention to improving quality
--Support for research and scholarship

COE Futures Planning Summit Meeting
May 10-11, 2005
250 participants
95% participation by faculty/staff
Key stakeholder participation

Resulted in Aspiration Statements and Implementation Teams:
Investing in People:
- Student Recruitment, Retention, and Development
- Faculty Recruitment, Retention, and Development
- Staff Development

Program Development:
- Academic Advising and Mentoring
- Research, Knowledge, and Intellectual Development
- Productive Partnerships
- PhD Programs
- Mutually Beneficial Clinical Sites
- Technology Integration

Organizational Improvement:
- Culture Building
- Facilities
- Coherent Structure/Learning Organization
-Student-Centered COE/Learner Centered COE
-Urban Focus
-Funding

Progress to Date
-Director of Student Recruitment and Development
-Completion of Phase I of Ball Hall garden
-Hiring process underway for development director
-Director of Teacher Education (programs and advising)
-Review and Revision of Webpages
-iWebportfolio pilot project
-New Student Scholarships
-Proposals (in progress) for Assistantships
-New Partnerships (Redbirds/Bridges)
-Faculty/Staff Lounge
-Peter Senge conference/Michael Fullan and MicroSoft Leadership conference
-Mayor Wharton’s Early Childhood Committee/Mayor Herenton’s Task Force on School Funding
-TQE Grant for teacher education reinvention ($2.3 M)
-Integration of Doctoral Task Force and PhD Implementation Team
-Staff Development Planning Team (ice cream social)

Priority Areas for 2005-2000

-COE Summit Future’s Planning:
-Aspiration Statements
-Investing in People
-Program Development
-Organizational Improvement

-Summit Future’s Plan
Implementation Team Liaisons will become the Future’s Planning Leadership Council (liaisons)
Fulfilling the Aspiration Statements is THE WORK of the COE for the next three years
-Expectation for Involvement
-Open Tent
-Next steps
-Next Summit May 2006

College of Education Operating Norms:
-Equity of Voice
-Talk about sensitive issues
-Listen for Understanding
-Appreciate the strengths and contributions of others
- Bring positive energy and encouragement
- Implement mission of the college
- 100% responsibility

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

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

No areas for improvement were cited at the last review.

Section 4 - Program Completers

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2004-2005 academic year?

630

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2004-2005 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Enter the Name of the Person Filling Out the Report: John M. Johnston