

## A. Overview and Conceptual Framework

### Institution's Historical Context and Unique Characteristics

San José State University, the metropolitan university for Silicon Valley, is a member of the 23-campus California State University, the largest public education system in the nation. Located in downtown San Jose, the third largest city in California (pop. 1,006,892), San José State University is California's oldest public institution of higher education. San José State University began as Minn's Evening Normal School in San Francisco, in 1857. The campus was relocated to San Jose in 1870, and opened a branch in southern California in 1881, a center that was to become the University of California at Los Angeles. From its beginnings as a normal school, the campus has matured into a comprehensive university offering 134 bachelors' and masters' degrees.

### Institution's mission

The mission of the University is to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

For both undergraduate and graduate students, the University emphasizes the following goals:

- in-depth knowledge of a major field of study.
- broad understanding of the sciences, social sciences, humanities, and the arts.
- skills in communication and in critical inquiry.
- multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.
- active participation in professional, artistic, and ethnic communities.
- responsible citizenship and an understanding of ethical choices inherent in human development.

### Description of Professional Education Unit

As one of the seven colleges at the University, The Connie L. Lurie College of Education has been preparing the majority of the teachers, administrators, and counselors who serve throughout Silicon Valley and the South Bay area for more than 150 years. We offer credential and graduate programs that prepare teachers, administrators, and counselors for K-12 settings. We also offer undergraduate and graduate degrees in Communicative Disorders and Sciences and a credential in Speech Pathology. [The Speech Pathology program recently received a seven-year renewal of its accreditation by ASHA.](#)

The Lurie College collaborates with the Colleges of Applied Sciences and Arts, Humanities and Arts, Science and Social Sciences to prepare teachers for our Multiple Subject, Single Subject and Educational Specialist Credentials. Undergraduates from San José State seeking a teaching credential acquire subject matter expertise in the subject matter waiver programs offered in some of these colleges as well as in our Department of Child and Adolescent Development. In addition, the other colleges support our single subject program by offering subject specific pedagogy courses and supervision of student teachers in their final clinical experience.

The Lurie College provides general oversight for the School Librarian credential in partnership with the School of Library and Information Science, which is housed within the College of Applied Sciences and Arts.

The Lurie College of Education has a long history of close collaborative partnerships with the region's schools and social service providers. Although the majority of our students gain their experiences in Silicon Valley schools and clinics, our programs also reach students as far north as the Oregon border and as far south as the Monterey Peninsula.

### **Conceptual Framework**

The main tenets of our conceptual framework are expressed in our statements about our [values, vision and mission](#) that are listed on our website and restated below:

The Connie L. Lurie College of Education faculty agrees to a set of shared values that undergird the vision and mission of our College and provide the framework for our philosophy, purpose and goals, our knowledge bases, and our expectations for candidates' knowledge, skills and dispositions. Our assessment system is designed to inform the extent to which our values are operationalized to help us realize our mission and meet our goals.

The faculty of the Lurie College of Education value

- Access to quality education for every student
- Evidence based practice
- Ethical and reflective practice
- Scholarship – research and dissemination of information to inform theory and practice
- Inclusive, engaged, diverse collegial communities
- Equity and excellence in education
- Life-long learning

These values are reflected in the Lurie College of Education vision:

*The Lurie College of Education is an inclusive, engaged, ethical, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.*

These values are fundamental to the Lurie College of Education mission:

*The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to and support for excellence and equity in education for every individual in our diverse, technologically complex, global community.*

Little has changed in our commitment to the principles and core values expressed in these statements. We continue to refine our vision and mission through continuous dialogue within and among the programs and departments.

The Lurie College has moved towards embracing a culture of inquiry, emphasizing evidence-based practices in our own operations and in what we teach our candidates, and committing to the continuous improvement of our programs. Since our last accreditation visit, we have made a significant investment in developing a comprehensive assessment system through which we

regularly collect and analyze data. Regular review of the analyzed data helps us evaluate our effectiveness in preparing school professionals.

The Lurie College has begun to make a significant investment in two areas where our data have indicated our candidates need additional support: the use of new technologies to support instruction and the teaching of the arts in K-12 schools.

Our investment in new technologies serves a dual purpose: 1) We can better support our own candidates' learning by engaging them in a variety of ways. For many of them, learning with the use of new technological tools is a first step towards becoming more adept with the tools themselves. 2) In teaching with new technologies, the faculty model for candidates ways of reaching similarly diverse K-12 pupil populations through various modes of instruction. We have begun to redesign our classrooms so that they contain many of the new instructional tools to be found in our local K-12 schools. In addition, we are exploring new classroom designs with an eye towards a future where classrooms are 360° environments for learning and teachers facilitate learning through their engagement with students (See *Impact* story on [Leola Lyth Forward Classroom](#)).

Our investment in new instructional technology includes [support for faculty development](#) in the use of our new SMART boards, clicker systems, and the university's Learning Management System ([Desire 2 Learn](#))

The Lurie College's investment in building the infrastructure for the use of new instructional technologies aligns with the university's sustainability initiative. By changing how we teach and incorporating technological solutions in our college's practices, we can better "meet our present needs without compromising the ability of future generations to meet their needs" ([United Nations, 1987](#)). That is, through our practices, we will model for the future generation of educators the ways in which sustainability protects and enhances the environment, contributes to economic development and social equity, the three pillars of sustainability. The challenges and rewards of adopting more sustainable practices are well articulated in [a proposal](#) by one of our faculty members, who was the College's representative for the University's sustainability initiative.

In light of No Child Left Behind and the accountability movement, K-12 schools have focused on math and reading/language arts, often to the exclusion of other subject areas. The performing and fine arts have suffered despite clear evidence of the positive effects these subjects have upon student learning and motivation. The Lurie College of Education is committed to bringing the arts back into public education. We are starting quite modestly. Through a generous gift from a donor, we are able to offer two full-tuition scholarships to candidates committed to incorporating the arts in their teaching. This gift also supports an annual Arts in Education conference for our candidates and local teachers (see [Impact article on Cilker Arts in Education Conference](#))

**B. Standard 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.**

**1. What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.**

All of our teacher preparation programs and our programs for other school professionals are reviewed by our state agency (California Commission on Teacher Credentialing). Our master's degree programs are accredited by WASC, and our program for Speech Pathologists is accredited by ASHA. The curriculum we have designed for their training and the measures we use to assess their progress and qualifications are selected or developed to align with the standards of these organizations. In the next sections, we summarize the evidence that demonstrates how our candidates meet professional, state and institutional standards.

*Assessment of candidates' knowledge:* Across our teacher preparation programs, candidates must demonstrate knowledge of the subject matter they will teach *before* they begin their professional development program, and certainly before they are permitted to begin student teaching. For example, they must achieve a passing score on all three components of the California Basic Educational Skills Tests (CBEST) and they must generally have a minimum GPA of 2.87 for their last 60 semester units of coursework. Candidates for a single subject credential may demonstrate subject matter competence by completing an approved major or course of study in their intended discipline or by passing a content exam (CSET). Candidates for other teaching credentials must pass the CSET exam (a change in state mandates since our last NCATE review). Subject matter knowledge is reinforced as students move through their coursework. Assessments are based on performance on course-embedded assignments including written and oral presentations, creations of lesson plans and other instructional materials, various demonstrations and teaching simulations. Programs must include evidence of candidates' content knowledge in their Biennial Data Reports to the California Commission on the Credentialing of Teachers (BDR). ([see Exhibit 1 – Biennial Data Reports](#))

*Assessment of candidates' pedagogical and professional knowledge and skills:* Candidates in the teaching credential programs are required to have a minimum number of hours observing in classrooms prior to entering the credential programs (this number varies across programs). It is assumed that this experience will have provided them with a general sense of the demands and rewards of the profession, and that it will have helped to confirm their career aspirations. But they are expected to acquire their pedagogical and professional knowledge and skills during the course of their professional preparation programs themselves. Multiple measures, aligned with the State Teacher Performance Expectations (TPEs) are taken at multiple points and in multiple contexts. Candidates' performance at these "transition points" dictate whether they move forward in their programs. When needed, candidates may receive supplemental support and remediation if the transition point assessments indicate they are not yet ready to progress. Additionally, candidates' readiness for teaching is assessed through the PACT. Under state law,

candidates in the initial teacher preparation programs must pass PACT before they can be recommended for a teaching credential. Feedback received from TPE-aligned items on [graduate surveys](#) and on [employer surveys](#) provide additional information on candidates' professional and pedagogical skills.

*Assessment of candidates' professional dispositions:* Each of our programs articulates a statement of the core values it expects will guide the behavior of its candidates, and has attempted to operationalize those values. In past years, efforts to assess candidate dispositions were relatively holistic and not consistently aligned with a particular set of constructs or criteria. At present, the faculty across the College are working to be more systematic in their approach to assessment across programs, and to achieve better validity in their assessment of these critical attributes of the candidates they prepare. The examples below are intended to illustrate the essence of our approach:

- *Faculty in the Special Education Department* have delineated the most extensive process for assessing the [professional dispositions of its students](#), including letters of recommendation about candidates submitted with their application to the program, faculty rating of applicants during pre-admission interviews as well as multiple assessments throughout the programs themselves. If candidates receive poor scores on these measures, they are subject to warnings, to disciplinary review, and to disqualification from the program. They are informed about the process and about their rights and responsibilities vis-à-vis ethical and professional conduct.
- *Faculty in the Educational Administration Department* integrate discussion of these core values through coursework and assignments. Candidates' portfolios, which they develop and maintain throughout the program, are organized around themes of professional responsibility, ethical leadership, and the commitment to creating the context for social justice for all students.
- *The Counselor Education Department* has articulated [a matrix of four key dispositions](#) as well as corresponding behaviors, and they have developed scoring rubrics for selected course-embedded assignments (papers, presentations, exams) and supervisor evaluations at early, midpoint and exit "transition points".
- *Students in the Elementary Education programs* are introduced to "the four F's" (flexibility, forgiveness, fortitude, and fairness) as they launch into the program. Dispositions are assessed regularly and informally as candidates interact with faculty and each other in coursework and field placements. The "[professional attributes survey](#)" aligned with these dispositions and other aspects of professional behavior (based on the Teaching Performance Expectations) is used by cooperating teachers at school sites about half way through the first semester, and periodically as needed. In addition, when candidates are struggling with professional dispositions or other aspects of their practice, a "program improvement plan" is generated by the University field supervisor in collaboration with the cooperating teacher and candidate. The improvement plan is reviewed by the Field Placement director and department chair and candidates' progress toward defined outcomes (including those related to dispositions) is evaluated.

- *The Secondary Education Department* expects its candidates to demonstrate reflectiveness, through the practice of critical questioning, through responsiveness to criticism and to opposing views, through the ability to articulate opposing views; through the examination of personal strengths and weaknesses; through questioning of one's own beliefs and practices; through flexibility, responsibility, commitment to professionalism and commitment to fair-mindedness and equity. They expect candidates to demonstrate responsibility through compliance with obligations, including oral and written agreements with others, coursework and assignments, and timeliness, and through active engagement in program experiences. They expect candidates to demonstrate commitment to professionalism through demonstration of an understanding of the legal obligations of teaching, through an ongoing commitment to professional development; and through collaboration and collegiality to reach identified goals. They expect candidates to demonstrate fair-mindedness and equity through showing respect, courtesy and dignity in their interactions with others; through intolerance for harassment, discrimination and harassment; and through the recognition that equal treatment of all implies the need for differences.

*Program strengths.* Converging evidence from the multiple assessment of candidate outcomes suggests that our candidates emerge from our programs with a firm grasp of the foundational ideas in their fields and are able to apply this knowledge to specific problems in teaching and clinical practice. They exhibit particular [strength in planning and preparation for practice](#) and in developing lessons that will facilitate student learning of the academic content standards. Across all programs, candidates demonstrate strengths in their ability to reflect upon professional practice, to consider the ethical dimensions of their work and of their role as educational professionals in the broader society.

*Areas for growth.* In our response to the next prompt, we enumerate some of the key areas for growth that we have noted and we describe some of our on-going efforts to address them.

## **2b. Continuous Improvement**

- **Briefly summarize the most significant changes related to Standard 1 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)**

Converging evidence from the multiple assessment of candidate outcome also suggest areas where we can improve the programs we offer and enhance the preparation of our graduates:

- First, while candidates emerge secure in their understanding of the dimensions of individual differences and in the particular educational needs of different segments of our student populations (English learners and learners with special needs, for example), they appear to have some [difficulty translating that knowledge into practice](#). As faculty and field personnel continue to study the particulars of the Teacher Performance and PACT data, we have begun to focus more deliberately on ways to adjust content and experiences throughout the preparation programs, and provide additional support for students, and to anticipate challenges sooner, through articulated “transition point” measures of student progress.

As part of its revised and recently approved curriculum for Education Specialist Instruction Level I credential in each specialization, candidates are required to take additional courses in subject matter teaching to ensure they can support student learning of the academic content standards in English/language arts/literacy and mathematics. In addition, they take coursework with a focus on universal design, on methods of remediation for reading, math and other curricular areas, on techniques for differentiating instruction and inclusive educational practices, and on theory and research-based practices about learner differences and English learners. Instruction about assessment strategies and about the construction of IEPs based on assessment results are infused into core course work. These changes should help our candidates be better able to identify and plan instruction to meet the needs of all learners, including those of English learners.

- Second, candidate outcome data suggested a [disconnect between assessments of their technology competence prior to and during the preparation programs](#), on the one hand, and their ability to use technology to enhance their teaching overall, on the other. The most likely explanation for this finding is that our curriculum has not, heretofore, provided our students with sufficiently practicable knowledge of how and when to incorporate technology into their daily work in the field. Our College has taken several steps to address this problem.
  - o We have outfitted several classrooms with state-of-the-art educational technology and we have begun to provide for the professional development for our own faculty, so that they can better model best teaching practices that infuse these new resources.
  - o As our College has undergone a structural reorganization, we have assimilated many of the curricular elements that had been the province of the Instructional Technology Department into the courses offered across the entire college.
  - o We are monitoring the impact of technology-infuse instructional practices on our own students, mindful that sometimes, technology can be the tail that is wagging the dog. As an example, one of our faculty member completed a sophisticated examination of the comparative gains of cohorts of student taking a traditional version of a capstone seminar with a version of the same course which incorporated a variety of digital media enhancements.

A second source of continuous improvement is reflected in our responsiveness to “the market”, and to the needs of our education community, broadly defined. We briefly describe some of our efforts along these lines below:

- Since our last review, we have adjusted the program options for prospective elementary school teachers:
  - o The [Flexible Program](#) option is designed for candidates who need flexibility in their schedules and timelines. It may be started in the fall or spring semesters and may be completed on a full-time or part-time basis in three, four or additional semester timelines. Most classes are in the evening (with some day time offerings) and meet once a week. Student teaching placements are possible in

public schools in Santa Clara County, and, on a limited basis, in Santa Cruz and San Benito Counties.

- The [Year-Long Residencies](#) are an accelerated one-year options in which candidates complete two semesters plus summer courses of concurrent university study and field practice. Students are in the classroom with a Master Teacher 3 days per week from first to last day of school and in seminars doing course work 2 full days per week. Candidates are designated as substitutes for their Master Teacher and earn a small salary. Residencies are available in nine partner districts.
- The [Critical Research Academy \(CRA\)](#) (MA and credential combined) is a two-year program that begins in the Fall semester. This program is a combined Multiple Subject Credential and MA program with a focus on Critical Research on Language, Culture, and Society. It offers a dynamic program for K-12 teachers primarily interested in education for social justice, development of cultural literacy, education to promote democracy, and pedagogy for teaching in urban schools. The program incorporates requirements for both the Multiple Subject Teaching Credential and the Master of Arts in Education with a concentration in Curriculum & Instruction.

We have implemented two *Bilingual Authorizations*. The [Spanish Bilingual Authorization](#) available to candidates enrolled in the Flexible program who wish to teach in a bilingual classroom. Applicants are required to demonstrate competence by passing two examinations: Spanish and Latino Culture offered at SJSU and completing coursework in the multiple subjects credential program. Some coursework may require registration in “Special Sessions” outside the regular department schedule of classes or additional exams. The [Mandarin Bilingual Authorization](#) is available to candidates enrolled in the Flexible program who wish to teach in a bilingual classroom in Mandarin. The program includes coursework in the multiple subjects credential program and additional exams addressing Chinese Culture and Language. CSET LOTE Subtests 1-3 in Mandarin are required for admission. Some coursework may require registration in “Special Sessions” outside the regular department schedule of classes and additional exams (CSET LOTE Subtests 4 and 5) if too few students are enrolled to justify course offerings.

- Since our last review, we have developed the [Middle Level Emphasis Program \(MLE\)](#) prepares students to teach grades 5-8 in a middle school or elementary setting with a multiple subject credential and additional authorization for teaching a single subject (introductory authorization, foundational credential or full single subject credential). Coursework emphasizes meeting the learning needs of the young adolescent. Program requirements can be completed in either a one-year or two year model and includes a year long student teaching “residency”. Student teaching placements are in eight partner districts. This innovative program provides opportunities for the cooperating middle school teachers to engage in valuable professional development themselves.
- Since our last review we have developed a *Concurrent Program (Elementary and Special Education)*, an option resulting in a Preliminary Multiple Subject Teaching Credential and an Education Specialist Level 1 in Mild/Moderate Disabilities Credential. Students apply via the Department of Special Education and then meet with the Multiple Subjects

advisor. Candidates complete three semesters of student teaching in varied special education in this two-year program. This program permits candidates to develop a richer understanding of the educational needs of a broader spectrum of learners. It permits them greater fluency in the professional understanding of two groups of educators who often view the child and his or her educational needs from though very different lenses.

#### Addendum for Standard 1

#### Response to CCTC Common Standards

#### **Standard 1: Standard 1: Educational Leadership**

- 1.5 The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

All candidates seeking a credential must submit an application to the Credentials Office in the Lurie College of Education. The application must include all documentation demonstrating that the candidates have met all requirements for the credential. The Credential Analysts review the application and all supporting materials before they make a recommendation.

## STANDARD 2

### 1. How does the unit use its assessment system to improve the performance of candidates and the unit and its programs?

The Lurie College of Education believes in the use of systematic and ongoing forms of assessment to evaluate its candidates, program and unit. The Unit Assessment System establishes a framework for the development of assessment instruments, policies and procedures for implementation, and the use of information technology to streamline the collection, management and analysis of assessment data for each of its programs. The College recognizes that each type of programs, however, needs flexibility in the design of specific forms of assessments and their use in their programs. As a unit, we approached the design of our assessment system as one embracing unity in purposes and goals while also supporting diversity in forms and practices. Such an approach allows each program the ability to develop forms of assessment that can evaluate professional competencies that are sensitive to the environmental factors for a specific program.

The following general principles have guided the development of our unit's assessment system:

- Candidates are assessed continuously throughout the program. Assessments are tied to key transition points in the program. These transition points mark the development of major competencies that are aligned with state and national standards.
- Multiple forms of data are collected. While we place a high value on performance-based measures, such as those used by PACT for our initial teacher preparation candidates, we also value other direct and indirect measures such as surveys of graduates' perceptions of the program, feedback from school and community partners and employer evaluations of our graduates. All data are triangulated to determine the effectiveness of our programs.
- The development of professional knowledge and skills does not follow a linear trajectory; thus, candidates are provided multiple opportunities to demonstrate their emerging competencies. Our programs have built in opportunities for remediation and access to additional support.
- Both formative and summative assessments are used in each program. Formative assessments play an important role in identifying areas where candidates can benefit from targeted support or additional instruction.
- All of the programs use a capstone or culminating activity that requires candidates to synthesize and integrate the key ideas, themes, concepts, and theories that they encountered throughout their program. Below are examples of capstone experiences in each program:
  - For initial teacher credential programs (Multiple Subject and Single Subject Credentials), candidates must pass a [performance assessment](#) before being recommended for their credential. Candidates in the Education Specialist Credential programs will be required to do the [PACT](#) at some time in the future. However, no firm date has been set by the state mandating this requirement for candidates in the Education Specialist Credential Program.

- Candidates in our School Counseling (PPS) Credential Program complete a portfolio during two stages of their program. Students develop their first portfolio at an early stage in the program to present their values and beliefs in counseling. They develop a theoretical reflection paper and write about resources that support counseling services. The second portfolio is developed at an advanced stage that focuses on developing a service system with description of counseling needs, mission, vision, program activities, data collection and evaluation.
- For the MA in Education with an emphasis on administration or administration and higher education, candidates must complete a capstone course, an action research project that solves a school problem and also complete an oral defense.
- Information from the various assessments is shared with candidates throughout the program so that they are aware of their own strengths and weaknesses in terms of the required professional competencies.
- Each assessment uses a rubric to determine levels of performance.
- Faculty engage in continuous professional development, refining their knowledge of the assessments to be used and ensuring consistency in the use of assessment tools.
- Information technology is used to create rubrics, collect assessment data, facilitate analysis of assessment data, and represent the results to faculty for discussion.
- Departments schedule regular times during the year to review and discuss results from the analysis of assessment data. These discussions inform program and curriculum revisions.
- In adopting a culture of inquiry, we model the practice of continuous improvement for our candidates; we try to instill in them an orientation towards critical self-reflection that can inform their future work as educators.

**2b. Briefly summarize the most significant changes related to Standard 2 that have led to continuous improvement.**

In 2007 the Lurie College of Education began work on developing a comprehensive assessment system. This new system encompasses all aspects of assessment processes, including the development of the infrastructure needed to maintain processes over time and policies that will guide its refinement and use. Exhibit 1 for Standard 2 provides a detailed description of all aspects of the system.

Prior to 2007, the Lurie College had identified “gateways” through which candidates passed as they progressed through the preparation programs. Many of these gateways corresponded to “transition points” we have more clearly marked in our new assessment system. For example, Gateway One marks admission to the program. Gateway Two marks entry into clinical fieldwork. Gateway Three marks exit from the program. These data were typically grades, or self-report data collected through surveys of candidates. Supervisors’ evaluations of candidates’ performance in the field, however, were used then and continue to be an important source of data for evaluating our candidates’ performance in clinical practice.

During 2007 each program reexamined their programs to identify transition points that characterize the candidates’ developing competency in the skills and knowledge required for

their credential or degree program. The competencies are aligned with professional standards. (See Exhibit 1 - [ChairsMtgAgenda.pdf](#) and [Department Specific Assessments Folder](#) for matrices that show the alignment between professional standards and transition point assessments.) Each program also began to develop knowledge-based and performance assessments where candidates could demonstrate their developing competence as a professional. For example, to assess candidates' knowledge base, the Department of Counselor Education administers a comprehensive exam as a part of student exit review. The exam is a three-hour essay test assessing student knowledge and skills in utilizing theories to develop counseling services and strategies within jobs or schools.

Candidate portfolios are often used by programs to assess candidates' emerging competencies. Candidates in the Special Education Department develop a portfolio in the final directed teaching course of each level of the program and at the end of the first semester for Interns that is evaluated by the University Supervisor.

As programs worked on these assessments, the College undertook a series of faculty professional development activities that addressed the design of assessments and the creation of rubrics (See Exhibit 1 - [DepartmentRubricGuidelines.pdf](#)). From 2007-2010, faculty continued to work on designing assessments and rubrics for the key transition points in their programs (See Exhibit 1 - [BuildinganAssessmentSystem04\\_08\\_08.pdf](#); Exhibit 1 - [AssessmentUpdateSpring2008.key.pdf](#))

A key assessment of our teacher candidates that was used beginning in Fall 2009 is the [Performance Assessment for California Teachers \(PACT\)](#). San José State University has been a member of the PACT consortium since its inception in 2002. The Lurie College faculty played a role in the development and testing of the PACT system. PACT is one of the key assessments used to determine whether teacher candidates can be recommended for a credential in California. PACT requires consistent and fair procedures for administering the assessment and high reliability and accuracy in the scoring of the candidate's work (See Exhibit 3 - [SJSUResponse19\\_21.pdf](#)).

Similar procedures and policies were put in place in each department to ensure fair and consistent administration of other transition point assessments (See e.g., [Exhibit 3 – Counselor Education Std2 Exhibit3.pdf](#)). The adoption of technological tools allowed faculty to share program-level assessments in ways that had not occurred previously.

A parallel effort was made to identify and pilot test web-based tools that facilitate the building of rubrics and collection of data for each transition point assessment. During Spring 2008, a team of faculty, led by the Associate Dean, pilot tested the use of [TaskStream](#) and [Waypoint](#) for assessment. They presented their findings from the pilot test to all faculty at a [college-wide meeting in Fall 2008](#) and made a recommendation to the College to adopt Waypoint for assessment purposes. The entire College accepted their recommendation. Faculty spent much of 2008-2010 learning how to design rubrics in Waypoint, aligning their assessments and rubrics with the standards and competencies defined by their state and professional community, and using these new assessments and data collection tool in their courses.

While each program defines for itself the key transition points and assessments to be used, every program is required to collect data at each transition points. These data are then analyzed to determine whether candidates can continue to progress through their programs. Each department determines their own schedule for data analysis and faculty discussions of candidate data. However, faculty in every program engage in data analysis, discussion of the results, and ways to improve the program on an annual basis. For example, the faculty in the Department of

Special Education discuss assessment results at their monthly meetings. The process for data collection from applicants, candidates, recent graduates, faculty and other community members is summarized in [Exhibit 4, Schedule of Program Assessment Discussion, Department of Special Education](#).

In some instances, inquiry about their programs extends beyond the confines of the campus itself. For example, the Department of Administration and Higher Education requires a portfolio of all candidates. A rubric, based upon guidelines provided to candidates, is used to score the portfolio. Candidates do an oral defense of their portfolio. A summary reflection on the whole program experience must also be included in the portfolio. Faculty from the Department presented portfolio guidelines and rubrics to a national audience in June 2001 at the AACTE Assessment Conference. Feedback from the conference led to a revision of the portfolio guidelines and rubric with reference to reliability and validity.

The results from this cycle of inquiry are encapsulated in the [Biennial Data Reports](#) that each program submits to the CCTC. The Lurie College of Education submitted its latest set of biennial reports to the CCTC in August 2010. [A college-wide or unit assessment](#) is completed based upon a review of each program's biennial report. This unit-wide assessment informs decisions about resource allocation and policies and procedures that support the unit's ability to offer high quality programs.

Program-level data from course-based or PACT assessments are triangulated against data from employers and program graduates to evaluate the impact of the college's preparation on our candidates' performance post-graduation. Triangulation of data allows us to consider how our candidates' performance in the various stages of their program may correlate with later performance in their first two years of professional practice. Feedback from each program's advisory boards and local school partners also informs our programs' designs and practices.

**D. Standard 3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.**

1. How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

The unit works closely with school partners to provide a variety of field experiences, at multiple points in our students' professional preparation. These placements are designed so as to afford the candidates themselves the opportunity to secure a more textured understanding of the realities of contemporary schools and community settings, as well as the knowledge, skills and dispositions they will need to work effectively in those settings. These field experiences are also designed so as to afford unit faculty and site personnel the opportunity to complete meaningful and formative and summative evaluations of candidates' preparation for working effectively in these contexts.

Particular requirements for field placements vary from one unit program to another, but across all programs, several important considerations guide decisions about site selection, about the qualifications and responsibilities of site personnel, and about the manner in which College faculty and site personnel will work together to assess the quality and outcome of the experience for our students. ([Overview of Fieldwork coursework](#) and [Detailed Summary of Field Experiences](#))

- *Field experiences are designed to reflect the conceptual framework of the College and of our individual programs:* Field experiences in all programs provide candidates with opportunities to demonstrate knowledge, skills and dispositions consistent with the College of Education's mission to ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.
- *Field experiences allow candidates to develop and demonstrate the knowledge, skills and dispositions for their specific program.* Candidates in field experience courses are expected to demonstrate professional dispositions as well as the ability to apply their knowledge of teaching and learning (theory, curriculum, instruction and assessment) in a K-12 setting, and in other settings appropriate to the profession for which they are gaining preparation. Measures of candidates' performance are articulated with appropriate standards and performance expectations appropriate to each program/profession.
- *Field experiences allow candidates to experience, first-hand, the varieties of diversity represented in the schools and community agencies that serve our community.* All students complete at least one practicum experience in a setting with adults and children reflecting the ethnic and cultural diversity of the Bay Area, in a hard-to-staff school, or a school with large numbers of English learners. [A recent study of the impact of early field placements on undergraduate students at SJSU and two other](#)

- urban CSU campuses revealed that students emerged from the semester-long experience less confident in their interest in teaching careers working with English learners despite the fact that they enjoyed working with students from diverse cultural and ethnic backgrounds and with English learners more than they had initially expected.
- *Field experiences provide opportunities for candidates to observe others and, in turn, be observed.* Field experiences provide equally valuable opportunities for candidates to gather information, to reflect, and to learn, on the one hand, for them to assess changes in their comfort level and professional preparation, and for them to demonstrate their readiness to assume increasing degrees of responsibility for their students or clients. All candidates have structured times when they observe experienced, effective educators model best practices in teaching and in working with clients. All candidates have structured times when they are observed by both a university supervisor and a school/district field supervisor.
  - *Field experiences are designed so that candidates become part of the professional community in the school and make professional decisions.* Candidates are expected to participate in all aspects of school life. For example, candidates participate in back to school nights, parent conferences, teacher in-service, and teacher/staff meetings. Students in the Counselor Education program complete 600 hours in one of two urban high school settings, working with teachers and other school personnel to nurture a college-going culture among students and family members in a population where high school retention rates are especially low.
  - *Field experiences provide opportunities for candidates to collect data on P-12 student learning or comparable clients' assessment, analyze and reflect on that data and use the results of that analysis and reflection to improve their practice.* Field experience courses require candidates to define objectives for students, select appropriate assessment strategies, reflect on the results of the assessment and modify their practice accordingly. For example, Multiple and Single subject candidates engage in analysis of student work contextualized in planned and taught lessons in a “coaching cycle” in their first field experience and the PACT Teaching Event in the second. In both cases, assessment results are used to determine next steps for teaching.
  - *Field experiences require candidates to use technology. All programs require candidates to demonstrate expertise with technology in their field experiences.* The nature of technology, both computer-based resources and other media, varies from program to program. All programs require candidates to demonstrate the ability to use appropriate technology to improve the education of all students. Multiple subject candidates demonstrate understandings of technology via a performance assessment and within at least one technology-based lesson during their first field experience (EDEL143A).

Personnel who supervise and guide candidates in their field experiences are carefully selected. They are academically qualified and fully credentialed, in the relevant fields. They have appropriate authorizations, licenses and professional training to work with English learners. They model best practices themselves and they have a record of positive relations with students and colleagues. And they are enthusiastic about the opportunity to guide future teachers and practitioners through the early stages of their formal career preparation.

In most programs, candidates complete assignments that require them to observe students and clients in a variety of real-world contexts prior to embarking on their formal field placements. For example, in [EDEL 108A \(Reading and Language Arts methods course\)](#), Multiple Subjects program students complete a case study and an instructional plan for an English learner. Candidates in the Middle Level Emphasis program complete a similar assignment in a summer school class enrolling low performing English learners in a local school. Candidates in the Speech Pathology program are expected to obtain a minimum of 200 hours of direct clinical contact with students in schools and approximately 100 hours of management experience; i.e., reporting writing, observations and participation in meetings. Candidates must also meet program-specific eligibility criteria before being beginning their formal field placements.

## 2b. Continuous Improvement

- Briefly summarize the most significant changes related to Standard 3 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)

One major thrust of our efforts to engage in continuous improvement of the field experience component of our programs has centered on the broader twin goals of honing our candidate assessment tools and procedures, and modifying the design and implementation of our programs as warranted by the student outcome data emerging from those assessments.

- One example of this effort pertains to *candidates’ effectiveness in using instructional technology*. Although they all (must) pass the state-mandated technology test, once they begin teaching, performance-based assessments indicate that they are relatively weak in actually being able to use the technology in effective ways. As a result, university faculty and school personnel are currently collaborating to identify experiences in campus-based coursework and field placements that will together enable candidates to learn how and when to infuse their pedagogy with state-of-the-art instructional technology. In so doing, we are drawing upon investments we have made in our College, both in equipment and in the professional development of staff and faculty.
- A second example of this effort pertains to [candidates’ preparation to meet the needs of students with special needs and English learners](#). As College faculty, our school partners, and cooperating teachers review the employer ratings and PACT performance assessments of our candidates, they are working to better align students’ experience so that they can translate what they are studying to what they are able to do, and to enhance cooperating teachers’ and field supervisors’ ability to identify and address their needs in this aspect of their teaching.

A second thrust is to provide relevant professional development for cooperating teachers and school-site personnel, to assist them in honing their own teaching practices.

- Two of our College faculty are mid-way through an endeavor [to provide training for cooperating teachers in how to teach academic language so as to enhance the math abilities of English learners in several school districts](#). As these cooperating teachers begin to implement these techniques, not only will they provide more appropriate instruction for their students, but they will be modeling these strategies for our candidates as well as the reflective stance that characterizes excellent teachers. \_
- The California License Board in Speech-Language Pathology has just implemented a continuing education requirement for all licensed SLPs who provide clinical supervision. The Department of Communicative Sciences and Disorders (CDS) offers Continuing Education Unit (CEU) opportunities to their supervisors at no charge to ensure the supervisors meet state licensure requirements.

A final thrust in our efforts to *enhance the contributions of the field experience component of candidates' programs is to attend to the ways candidates monitor their own professional growth, and to help them to make more transparent the alignment of their self-assessments with program-specific standards*. Close inspection of candidates self-reports, particularly those pertaining to their readiness to meet the needs of children with special needs, suggest that candidates over-estimate their degree of preparation. As a result, some of our programs have revised the structure and contents of students' reflections.

- Candidates for the Education Specialist credential prepare portfolios in which they provide reflections about each of the California Standards for the Teaching Profession. During the final seminar of their program, they share their experiences and their reflections with fellow candidates and provide feedback for one another.
- Candidates in the Educational Administration program are expected to reflect on the totality of their experiences and to draw specific examples from their field placements that illustrate their competence in five core areas (Leadership concepts in management strategies, understanding of the role of schooling in a democratic society, understanding of how to build equity in diverse communities, facilitating collaborative change).

**E. Standard 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.**

1. How does the unit prepare candidates to work effectively with all students?

The Bay Area is well known for its diversity. Few places in the United States draw people from so many backgrounds. Stand in line at Costco and you are likely to hear conversations in languages from every corner of the world. Drive a few minutes in any direction, and you may find yourself passing back and forth between some of the most affluent neighborhoods in the nation and neighborhoods where poverty is evident everywhere you look. Listen to local news reports and you will hear stories and statistics about the large numbers of families with children with special needs, trying to advocate for the support they need as they make their way through “the system”. And set foot inside of any of the hundreds of schools within a 50 miles radius of San José State University and you will find children with wildly different skills and abilities, interests and temperaments, and levels of readiness to benefit from even the most passionate and talented teachers. This rich tapestry of human experience presents a vexing challenge, as achievement gaps between students of different cultural, linguistic, ability and disability and socio-economic backgrounds persist.

*One of the most important keys* to our success preparing candidates to work with all students is the *core set of values* that we bring to our work. Visitors to our College website will see our commitment to meeting the needs of students from diverse backgrounds equitably and effectively right up front:

- Our Welcome Statement is brief and to the point: *The faculty believe that success for all students as individuals and members of a pluralist democracy is the fundamental goal of education.*
- Our Mission Statement and our Shared Vision are equally unambiguous: *The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community,*
- *Shared vision: The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.*

*A second key* to our success in preparing candidates to work with all students is the consistency with which *these values have guided us as we have worked together to craft our programs and our courses.* Those who take a closer look at our curriculum will see that our students are afforded opportunities to develop the knowledge base, the pedagogical and professional skills and the dispositions to be effective as they embark on careers in diverse schools and community settings.

Whether they are pursuing training as teachers, as school administrator, as counselors, or as other kinds of allied professionals, our students cannot get far in any course or field experience without being asked to think about the constructs of excellence and equity, of social justice, and of access for all children. Course readings include seminal works by pioneers in the field and contemporary scholars. In-class and on-line assignments require students to draw on their own experiences as they respond thoughtfully to their content. Nor are they likely to get very far in any course or field experience without being asked to think about how they will need to be able to adjust what they do so that all of their children can reach their potential. As discussed in Standard 3, above, field sites are selected carefully, to give candidates experience with students and clients reflecting the full range of cultures, ethnicities and academic abilities, and to pair them with experts who have the pedagogical, professional and cultural competence to work effectively with them.

Our curriculum is developmental, in that students are introduced to these “big ideas” in their foundational classes. They return to them over and over as they move through their methods classes and on into their capstone courses and clinical experiences. Our faculty have worked to develop and align signature assignments and performance assessments to track candidates’ ability to adapt the tack they take with any given student or client.

A *third key* to our success in preparing candidates to work effectively with all students is *the professional expertise and pedagogical skill of our faculty*. Across the College, they are actively engaged in research and professional endeavor pertaining to the scholarship of teaching, to issues of equity in schools and in broader society, and to other issues of relevance to the professional preparation of their students ([See Faculty Scholarship Focused on Diversity.doc](#)). As discussed in greater detail in our response to Standard 5, our campus offers faculty many opportunities to develop their own pedagogical repertoire, including formal learning communities (Peers Partners in Teaching, Teacher Scholars) and one-time or short-term workshops on many topics (working with hard to motivate students, working with English learners, to name but a few). Thus, our faculty are able to model the many dispositions and the instructional strategies they are teaching their students to demonstrate.

A *fourth key* to our success lies with *our students themselves*. All of the candidates in our programs have to meet relatively stringent admissions criteria. But [they also embody the full range of diversity we try to prepare them for](#) – so a considerable amount of what they can learn about meeting the needs of all students occurs in our very own classrooms as they interact with one another. As activities and assignments call for students to work together in groups and to react to one another’s experiences and ideas, they come to recognize differences in how their peers view the world, what challenges them the most, and how they learn best.

A *fifth key* to our success lies *beyond our campus*. To paraphrase the African proverb – It takes a village, or a Valley, to prepare an educational professional. Over time, we have forged many strong and enduring partnerships with schools and community organizations, in our immediate community and beyond. The cooperating teachers and supervisors who work with our students share our values and model ways to reach and teach all of their students and clients effectively. Thus the hands-on practicum experiences we are able to provide for our students in these settings

are yet another key to our success. The following examples illustrate some of the variety of experiences our candidates encounter:

- All students in the Multiple Subjects, Single Subjects and Education Specialist credential programs must complete at least one of their Student Teaching [assignments in a hard-to-staff school, or a school with high proportions of English learners](#), with cooperating teachers who have extensive experience with diverse student populations.
- During the past ten years, as part of the [Gaining Early Awareness and Readiness for Undergraduate Programs \(GEAR UP\)](#), over 200 students in the Counselor Education worked with students from low-income schools to prepare for college. Through these experiences, they learned strategies for closing achievement gaps, advocacy, working with parents, school systems and community resources. Through the projects, our College faculty learned ways to support candidates in obtaining the cultural competencies required to work effectively with this at-risk population.
- And students in programs in the Educational Administration Department complete fieldwork in charter schools, in comprehensive high schools and schools in the prison system. In this way, they are able to see first-hand many kinds of organizational cultures and models of leadership best suited to each.

*A sixth, and final key* to our efforts to prepare our candidates to work effectively with all students is the *process of assessment we are continuing to design and implement*. As we discuss in further detail in the next section of this report, we have undertaken an ambitious, multi-faceted approach to monitoring learning outcomes for students in all of our programs. We are evolving increasingly fine-grained and aligned measures of the state-mandated standards that constitute evidence of our candidates' effectiveness with all learners. However, as Einstein asserted, not everything that can be counted counts, and not everything that counts can be counted. And identifying valid and reliable indices of cultural and pedagogical competence across multiple courses, multiple field experiences and multiple kinds of raters is indeed challenging. But documenting candidates' progress toward this goal is essential if we are to be able to support them consistently in their professional development.

## **2a. Standard on which the unit is moving to the Target Level**

- **Describe work undertaken to move to the Target Level**
- **Discuss plans for continuing to improve**

### 4a. Design, Implementation, and Evaluation of Curriculum and Experiences

First, this element requires that across our programs, our curriculum and our field experiences provide students with opportunities to develop the knowledge, skills and professional dispositions necessary to be effective practitioners with all students. Second, this element also requires that across our programs, we put into place processes for monitoring how well we are achieving our curricular objectives, as well as processes for adjusting our curriculum as warranted by student outcome data.

Over the course of the past few years, as “cultures of evidence” have evolved nationwide, statewide, throughout our campus and in our College, faculty have worked diligently to operationalize the knowledge base, the pedagogical skills and the dispositions we assert

undergird teaching that is respectful of and effective with all students. Faculty have formed working groups to study employer survey feedback, candidate self-report data, observer ratings of teaching in a variety of contexts and student performance on signature course-embedded assignments, in an effort to measure student growth. They have worked within and across department and disciplinary lines. They have worked with field supervisors and cooperating teachers to clarify expectation about roles and responsibilities and about goals for our candidates.

Below, we provide a few snapshots of some of the segments of our curriculum and some of our collaborative focus on outcomes data that illustrate these efforts (see [Exhibits summarizing Employer Survey data](#) and [Biennial Report data](#)):

- Regardless of the program option they select, all candidates in our Multiple Subject Credential programs must take [EDEL 102](#) and [103](#), Psychological and Socio-multicultural Foundations courses that require them to examine and understand the experiences of students from diverse backgrounds, including English language learners, low-status students, low achieving students, students from traditionally underserved populations and students with special needs. Through these classes, candidates engage in activities that foster knowledge and understanding of the dynamics of culture, culture contact and culture conflict in public schooling.
- In [EDTE 162](#), Second Language Acquisition, a course which candidates typically complete after their Foundations sequence, candidates must complete a Lesson Adaptation assignment which requires them to adapt an existing lesson aligned with state standards and state adopted curriculum materials to suit English learners at various levels of language acquisition and academic achievement. Faculty provide extensive modeling of such adaptations prior to the assignment in class activities throughout the semester.
- As they move on into their Methods courses (the [EDEL 108](#) sequence, candidates are required to create a units that provides access to all students by addressing differing learning styles and modalities and empowering students through connections to their own family histories, cultures and experiences. They also plan a multiple day learning segment in mathematics that highlights instructional strategies suited to promoting academic language development and providing access to grade level content for students with varied needs.
- Faculty monitor candidate performance on these various assignments carefully, and provide supplemental support and remediation before students can move on into their second field placements (e.g., [EDEL143A](#) and [EDSC184X](#))
- It is through close collaboration between faculty involved with these different courses and experiences and careful reflection that particular “harbinger” assignments could be identified as predictors of candidates’ likely success as they move through the stages of their professional preparation. Creating opportunities for faculty to examine their practices as well as the effectiveness of what they do in this way has led to enhanced understanding on their part of their roles in the context of a large educational enterprise.

In a similar vein, faculty and school-based supervisors are working closely together to interpret strengths and concerns evidenced in employer surveys and candidate exit-surveys that tap

graduates' preparation for meeting the needs of diverse learners. For example, candidates completing the Multiple Subject program over the last year are rated and rate themselves as only marginally prepared to work with students with special needs, in comparison to the comparable ratings of their ability to infuse technology into their teaching in meaningful way. As the newly approved dual Elementary/Educational Specialist credential gets underway, we look forward to deepening candidates' understanding of the complexities in working with students with special needs.

#### 4b. Experiences Working with Diverse Faculty

All candidates in all College programs have experiences working with a [culturally and ethnically diverse faculty](#). Office of Institutional Research data reveal that of the 152 faculty members teaching in the College during Spring 2010, 30% were non-White [10% Asian (including Filipino), 9% Hispanic, 6% Black and 5% of other ethnicities]. As our students venture out into other campus units, they encounter an equally diverse faculty: Approximately 36% of the faculty teaching campus-wide were non-White, with breakdown among ethnicities roughly comparable to those in the College. Faculty within the College are linguistically diverse, many speaking and writing a language other than English fluently. Several are adept at Sign Language. While the gender balance of the faculty in our College is more skewed (77% of our faculty is female), campus-wide it is balanced (51% are male).

The College has an ongoing commitment to recruiting and retaining more diverse faculty. We have twice in the past two years received funding from the Office of Faculty Affairs to attend professional conferences where we can identify prospective tenure-line applicants from diverse backgrounds. Regardless of the demographic status of applicants for our faculty positions, screening criteria for all applicants for tenure-track lines require that they have [appropriate professional experience](#) working with diverse communities and diverse learners in both P-12 and higher education settings. Interview questions probe job applicants' preparation and enthusiasm for meeting the needs of students from all backgrounds.

The record of scholarship and professional activity of our faculty also speaks to their collective expertise on issues surrounding the education of diverse students ([See Faculty Scholarship Focused on Diversity.doc](#)). They have authored books and refereed publications on topics of race and ethnicity, of social justice, of diversity in P-12 and higher education settings, of pedagogical strategies appropriate to English learners of all ages and to learners with special needs of all ages. They have become engaged in educational policy, advocating for the resources needed to prepare educators to meet the needs of all kinds of learners. They have worked tirelessly to develop and implement professional development opportunities for teachers and administrators already in the schools.

While we are proud of the expertise of our faculty, we recognize the importance of reflecting on our limitations and seeking ways to enhance our own effectiveness with our diverse student body. As an example of this proactive stance, when formal and informal conversations across departments within the College led to the recognition that many faculty felt under-prepared to meet the academic needs of many of their English learner students, we acted. Two of our faculty (one from Secondary Education and one from Counselor Education) secured University funding

through the Learning Productivity Program to identify best-practices for adult learners with limited English language proficiency in higher education settings. The College then provided support for them and two College faculty colleagues (an expert in Literacy, and a faculty member with expertise in a variety of aspects educator professional development) to publish a monograph entitled [\*English Learners in Higher Education: Strategies for Supporting Students across Academic Disciplines\*](#). (A hard copy of the monograph will be available at the site visit). This volume compiles research and best-practices that address how university faculty can appreciate and meet the needs of the English learners in their courses. Inasmuch as a relatively large proportion of the candidates in our programs are, in fact, English learners, the information and strategies contained in the papers compiled in the monograph have been extremely timely and valuable. As we continue to strive to enhance our own ability to meet the needs of our students, we remain open to opportunities to learn from each other.

#### 4c. Experiences Working with Diverse Candidates

Candidates in our programs have extensive opportunities to engage in professional education experiences with candidates from the broad range of diverse groups. Data from our Office of Institutional Research illustrate the significant [diversity of the students](#) in our programs. Over the course of the past few years, In Fall, 2009, of the 2183 students enrolled in the college, more than half (56%) of the students enrolled in our programs were non-White. Roughly one fifth were Asian or Hispanic (18% and 20%, respectively); a sizable proportion (an additional 13%) declined to specify their ethnicity. This distribution has been fairly stable over the past several years. Not surprisingly, our students are disproportionately female (83% in Fall 2009, and hovering in that vicinity for the past five years).

The College has had in place extensive initiatives to enhance the diversity of its student body through recruitment efforts and through the provision of financial support. Several departments in the College, most notably Special Education, have received significant grants to support students as they make their way through their credential programs. These awards have enabled students from a wide variety of socio-economic strata to begin and complete their credential work. The College is also able to provide [30-35 scholarships](#) each year to academically qualified applicants Scholarship Information. Among the outreach and recruitment strategies we have employed are formal and informal partnerships with clubs and organizations on campus and a local community colleges whose student bodies are culturally, linguistically and socio-economically diverse and coordination with undergraduate faculty who have embedded in their courses various school and community service-learning placements in setting with diverse populations of children and youth. As funding has shrunk or disappeared, some of these efforts have waned.

#### 4d. Experiences Working with Diverse Students in P-12 Schools

As noted in our discussion of field placements in Standard 3, candidates in all of our programs have extensive experience interacting with exceptional students and students from a broad range of diverse groups. For example, a breakdown of the [demographics of the P-12 students](#) in districts where candidates are placed reveals the following: Virtually all (90%) of our

elementary and secondary credential candidates are placed in districts where more than half of the students are non-White. Three-quarters (75%) of these candidates are placed in districts where more [than half of the students qualify for free and reduced meals](#). And over three-quarters (80%) of our program candidates are placed in districts where [15% or more of the students are English learners](#).

Through close and on-going collaboration with cooperating teachers and other site personnel who provide oversight and guidance, we work to continue to align the content our candidates learn on-campus in their core and methods classes with the kinds of experiences they encounter daily in their field placements, so as to help our candidates reflect meaningfully and constructively on the diversity they encounter in their field experiences and so as to help them come to master the pedagogical strategies that will enable them to most effectively meet the needs of their students.

**F. Standard 5. 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.**

1. How does the unit ensure that its professional education faculty contributes to the preparation of effective educators?

Simply put, the College ensures that its faculty contribute to the preparation of effective teachers by ensuring that those faculty are themselves good teachers, and that they are vital and engaged professionals who make significant contributions to their fields through their [scholarship and their professional service](#).

University criteria for initial appointment, retention, tenure and promotion require that tenure-track faculty demonstrate a record of solid effectiveness in their academic assignment as well as a clearly articulated and increasingly developed record of scholarship and service ([See SJSU's Academic Senate RTP Policy](#)). Throughout the six-year probationary period, faculty submit elaborate professional portfolios that include peer and student ratings of their teaching, samples of instructional materials they develop and use, examples of fruits of their research endeavors and of their contributions to their professional communities. Compiling these dossiers in itself provides an opportunity for faculty to reflect on their professional trajectories, on their accomplishments and their strengths and on areas in need of improvement. They receive feedback from multiple perspectives, as their dossiers move through departmental, college and university levels of review. Part-time/lecturer faculty submit annual Summaries of Achievement including ratings of their teaching and evidence of their scholarly and professional activity.

University policy requires that all faculty secure official evaluations of their teaching through the administration of the Student Opinion of Teaching Effectiveness instrument ([See Exhibit 6 - Student Opinion of Teaching Effectiveness](#)). This instrument includes both Likert-type items and open-ended items inviting students to provide anonymous comments about key strengths of their instructors as well as comments about ways to improve the course. Mean rating for College faculty are significantly higher than those for faculty university-wide ([See Exhibit 6 – Summaries of SOTES Results for Lurie College](#)). Department chairs and personnel committees examine these materials carefully, and review them with individual faculty members. They also arrange for peer observations to be completed yearly. Many resources are available to faculty who experience difficulties with their teaching. Most notably, the [Center for Faculty Development and Support](#) hosts workshops as well as long-term professional learning communities designed to enable faculty to acquire pedagogical skills appropriate for working with our diverse student population.

*Our faculty strive to model best practices in teaching.* They aim to help every student grow in every class they teach. Examination of course syllabi reflect the breadth and depth of content covered and the expectations faculty have for their students' mastery of that material. They reflect a balance of seminal and more recent writings, of pedagogical theory and practical strategies and suggestions. Readings and assignments are designed to prompt students to reflect

deeply about foundational constructs undergirding teaching and learning in contemporary and diverse settings. They are designed to entice students to examine their views about fundamental beliefs about equity and social justice, and about the roles they might play in advancing the mission of ensuring access to education for every child and every family in our diverse community. The syllabi themselves make very explicit the particular learning objectives faculty have for their students. Assignment descriptions and grading rubrics also make very explicit the criteria and methods faculty will use to assess students' mastery and performance. In this way, faculty help students to understand the principles of teaching and learning and assessment that shape their instruction as well as the very deliberate choices they make about how best to work toward their instructional objectives.

Faculty recognize that students will often need to grapple with difficult content. They strive to create classroom environments where students feel safe taking risks, sharing their opinions candidly, secure in the knowledge that a climate of respect for each other and each other's views prevails. They strive to create environments where mistakes are treated as learning experiences, and where students feel welcome opportunities to push themselves. They strive to create experiences where students can nurture a mastery orientation toward intellectual challenge (Dweck, 2006)<sup>1</sup>.

*Our faculty model best practices in scholarship.* To be hired into a tenure track position, our faculty need to have earned doctorates in an appropriate discipline, and they need to have been able to proffer evidence of at least the beginnings of an agenda of scholarly and professional inquiry. In order to advance through the professional ranks, they need to show evidence of increasing accomplishment and leadership in their fields. The majority of our faculty engage in lines of endeavor that pertain to the mission of the College. Many of them have disseminated their work in top tier journals and other prestigious venues. Many of them have been recognized by our own campus for their contributions to the scholarship of teaching. Many of them have competed successfully for research and service grants. ([See Exhibit 3 – FacultyScholarship.xls](#)).

Much of scholarship undertaken in our College draws faculty together across disciplinary and departmental boundaries. For example, three faculty teams are currently completing scholarly projects supported by the College. ([See Exhibit 3 - LifeAwardAbstracts.doc](#)). These projects are designed to yield valuable information about building information literacy communities, about professional collaborations to reach and teach the whole child, and about the effects of different authority structures on fifth graders' approaches to their science curricula.

Much of the scholarship is undertaken in collaboration with school and community partners. These efforts frequently result because our faculty have established long-term and fruitful collegial relationships with school and district personnel throughout our service area. Such collaborations range from innovative pre-service preparation programs for administrators, teachers and special educators, graduate programs in teacher leadership, the infusion of technology into instruction and curriculum, service learning and student retention. For example, as part of a large-scale GEAR-UP grant, Counselor Education faculty are working with school professionals in several partner districts to track efforts to nurture a college-going culture ([See Impact Newsletter story on GEAR-UP](#)).

---

<sup>1</sup>Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Ballantine Books.

Another on-going research project entails [planning, implementing and evaluating professional development for Math teachers with particular emphasis on strategies for meeting the needs of English Language learners](#). The faculty involved in this last endeavor are working closely with the teacher participants, to better understand the contextual variables that affect the likelihood that practices that are demonstrated to be effective are incorporated into teachers' repertoires. Faculty in several departments continue to participate in the [CommUniverCity](#) program, a partnership between the university and residents and administrators of the city of San Jose to address community-identified needs.

The Lurie College recently created an [Organized Research and Teaching Center](#) focused on addressing the social-emotional dimensions of teaching and learning. This new endeavor draws together College faculty with community agencies and other nonprofit organizations who serve children and families in our region. Their aim is to develop strategies and resources teachers and families can use to address the social and emotional needs of children, especially as they related to success in schools.

In a similar vein, one faculty member in the Department of Communicative Disorders and Sciences has created the [first ever bilingual autism screening instrument](#) for young children who exhibit communicative disorders. Early detection of autism in young children can help parents seek the support and resources they need as their children enter public schools.

Students in College courses complete course-embedded service-learning internships and research projects focusing on promoting a college-going culture in schools where families of large segments of the student body had never envisioned pursuing higher education. These kinds of efforts model cycles of inquiry and help to nurture both the expertise and the enthusiasm of all collaborators.

*Our faculty model best practices in professional service.* At SJSU, professional service is defined as service within the university, as well as local, state, national and international communities. Within the University, faculty participate in committee service at the department, college and university levels; faculty governance; activities that enhance the university's ability to serve the needs of a diverse student population; assistance in student activities; and university administrative assignments. Because SJSU is a Metropolitan University, service in the local community is vital in that it maintains the relationship between the university and the community and enhances the quality of life in the local community.

Among other contributions, faculty from the College have led university-wide efforts to revise the survey instrument used to assess teacher effectiveness by incorporating items and narrative prompts that yield more extensive evidence about the faculty member's effectiveness with diverse learners. They regularly serve as faculty-in-residence at the [Center for Faculty Development and Support](#). They have assumed many leadership roles assisting faculty campus-wide to gain skills in the use of instructional technology, as well as pedagogical techniques to meet the needs of diverse learners. They have led the numerous faculty learning communities focused on peer mentoring and teaching excellence. They have participated in programs at the university Writing Center to support the academic success of both undergraduate and graduate

level SJSU students. Faculty from the College received the [SJSU Distinguished Service Award in 2008-2009](#) (Dr. Judith Lessow-Hurley) and in [2009-2010](#) (Dr. Amy Strage), in recognition of their work promoting education excellence and equity, and faculty professional development. Several of our faculty have served as [Carnegie Scholars](#) in the Higher Education and K-12 Teaching and Teacher Education programs. Our faculty are also recognized for their significant service beyond the campus. For example, one of our faculty members, Dr. Elba Maldonado-Colon, was recognized by the American Association of Hispanics in Higher Education as [Outstanding Latina Faculty in Higher Education in 2008](#).

## 2b. Continuous Improvement

- Briefly summarize the most significant changes related to Standard 5 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)

Roman philosopher Seneca is reported to have stated that if one does not know what port one is sailing for, no wind is favorable.

One of the most significant innovations in our College’s approach to professional development and renewal is that our faculty are encouraged to *be more explicit and intentional in their thinking about their professional trajectories and about how that trajectory aligns with the mission of the College and the University*. They are invited to use a [career planning tool](#) expressly developed for the purpose of reflecting on their teaching, their scholarship and their professional service to identify specific goals as well as specific resources and possibly specific collaborators that might help them to achieve those goals. This tool has proven so useful that it has now been adapted for use throughout the campus by one of our faculty members who also serves as Faculty-in-Residence for the [ACE/Sloan Faculty Career Flexibility program](#) and for the [Center for Faculty Development and Support](#).

*A second guiding principle that has been reiterated in the College is the commitment to sustaining professional engagement and vitality of all faculty, throughout their academic careers.* A growing literature documents contexts in which mid-career faculty often stagnate, and College leadership has worked hard to create a culture where that less likely to occur. One of our faculty recently completed a sabbatical project documenting the characteristics of faculty who succeed in [“Stayin’ Alive”](#), and she has since worked as Faculty-in-Residence to develop a variety of professional renewal experiences for our tenured and fully-promoted faculty. Despite budgetary challenges, the Lurie College of Education continues to provide funds to support the professional development of both junior and more seasoned college faculty. College-sponsored mini-grants ([\\$500 per grant](#)) are available to all faculty, regardless of tenure status or rank. Recent grants have included travel support to participate in the Annual Meeting of the American Educational Research Association, the American Speech and Hearing Association and the Council for Exceptional Children. Mini-grants have also funded the purchase of research supplies and classroom teaching materials. This year, faculty may apply for an [additional \\$250 if they are presenting a paper at a professional conference](#). [Tenure-track faculty may apply for up to an additional \\$1000 to support their professional development](#).

A third principle guiding the College's leadership in providing opportunities for faculty professional development has been the *strategic convergence of needs and resources and supports, particularly in the area of educational technology*. Thus, for example, as requirements for systematic assessment of student outcomes have increased, and as the university has moved to assimilate technology and on-line supports into more and more of its curricular offerings, the College has invested significantly in providing several of its own classrooms with state-of-the-art equipment and has also encouraged our faculty to take the lead, campus-wide, in providing the professional development we and our colleagues need to develop the knowledge and skills (and dispositions) to make most effective use of these innovations.

**STANDARD 6**

**Standard 6. 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.**

**1. How does the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?**

The Lurie College of Education is one of seven colleges at San José State University. It is responsible for overseeing the preparation of professionals earning credentials for work in public schools. The following credentials and professional preparation programs are located within the Lurie College of Education:

For Teachers:

- Multiple Subject, Single Subject and Educational Specialist Credentials (Initial Credentials);
- Reading Specialist Credential (Advanced Preparation)

For Other School Personnel

- Administrative Services and School Counselor Credentials

Master's degree programs are also offered in Curriculum and Instruction for credential teachers, in Special Education, Educational Leadership and Counseling Education. Many of the candidates seeking an initial credential in Special Education, Administrative Services, and School Counseling continue their education in the master's program at the end of their credential programs.

Outside of the Lurie College of Education, the following credentials are offered by the College of Applied Sciences and Arts: School Nurse Credential (on hiatus since Spring 2009), Adaptive PE (in transition to new state standards as of 2008), and Library and Media Specialists.

The Lurie College works collaboratively with the Colleges of Humanities and the Arts, Social Sciences, and Science in preparing teachers for secondary schools in the following subject areas: art, English, foreign language, mathematics, PE, science, and social science. Connections to these other colleges and departments is maintained by the Department of Secondary Education through its Single Subject Program, which is coordinated by the chair of the Department of Secondary Education.

As the chief academic officer for the unit, the dean is responsible for all academic and administrative operations. These duties include management of all fiscal, curricular, administrative, operational, personnel, research and grants, and student issues for the College. She shares many of the administrative and operational matters with the Associate Dean for the College. The governing body of the college is the [Council of Chairs](#), which consists of the dean, associate dean, chairs from the seven existing departments, the budget analyst (nonvoting), and the Director of the PreCollegiate Programs (Upward Bound and Educational Talent Search – nonvoting) ([See Exhibit 2 – Organizational Chart](#)). The Council of Chairs meets twice a month.

The Dean's Office is staffed by one full-time and one part-time administrative assistant. Other administrative support services for the College include the [Budget and Personnel Services Office](#), the [Credentials Office](#), and the [Information and Technical Support Office](#). Each

department also has its own administrative support staff. Each department is provided with at least one 20% faculty assigned time each semester for program coordination. The Department of Elementary Education is allocated an additional 20% faculty assigned time for field placements given the large number of placements is must provide every semester. A new administrative office was created to support PACT, the state-mandated teacher performance assessment. The PACT office is staffed by a half-time PACT coordinator, Mr. Dave Herz, and a 40%-time administrative staff. The PACT coordinator is responsible for the administration of the PACT each semester. In addition, he recruits and trains scorers, and ensures their recalibration each year. He maintains all PACT records, which are used to determine candidates’ eligibility for their credentials, and ensures that the data are sent to PACT central for the annual validity and reliability checks. At present, the PACT office serves all candidates in the Multiple and Single Subject credential programs and will expand its services to include the Educational Specialist credential programs when they are required to implement PACT in the near future.

At the unit level, three standing committees, [Curriculum](#); [Personnel](#); and [Research, Scholarship and Special Projects](#), engage faculty in important work for the college. Some departments, such as Elementary Education, may also have separate committees for curriculum or assessment, while others, such as Special Education or Educational Leadership, engage all departmental faculty in work on curricular or assessment issues. The All University Teacher Education Committee (AUTEC) is a university-level committee that reviews changes to the teacher preparation programs and allows for increased communication between all units that participate in the preparation of teachers at SJSU ([See Academic Senate Policies](#)).

The university’s academic senate determines faculty personnel policies in terms of retention and promotion ([See Academic Senate RTP Policies](#)). As a unionized institution, faculty workload is determined by the [contract between the California Faculty Association and the California State University system](#). According to the contract, “The annual full-time assignment for tenured and tenure-faculty members shall normally be fifteen (15) Weighted Teaching Units (WTUs) per semester. The assignment shall normally be composed of twelve (12) WTUs for instruction and three (3) WTUs for instruction-related responsibilities per semester, including office hours, department meetings and committee assignments”.

The Lurie College of Education is committed to providing excellent supervision for students in clinical experiences. Under difficult fiscal circumstances, the college has continued to fund a 6 to 1 student-to-faculty supervision ratio for clinical/field experience classes. However, such a commitment to a low student-to-faculty ratio in our clinical/field-based classes has forced us to accept much higher enrollments in our seminars and lecture classes, including those focusing on instructional methods for K-12 schools. Table 6.1 below shows how we have balanced our commitment to low student-faculty ratios in supervision classes with larger seminar and lecture classes in the entire college.

Table 6.1: Average Class Size for Credential and Graduate Classes  
 College: Education

Average Class Size	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Upper Division	26.89	25.41	24.29	27.61	28.07
Graduate Division	19.77	20.15	24.04	25.88	25.40

<b>All Division</b>	<b>24.14</b>	<b>23.98</b>	<b>25.03</b>	<b>27.32</b>	<b>27.48</b>
---------------------	--------------	--------------	--------------	--------------	--------------

<b>Average Class Size</b>	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Upper Division	25.21	26.01	23.98	26.77	26.91
Graduate Division	18.61	19.96	24.61	26.88	23.87
<b>All Division</b>	<b>22.55</b>	<b>23.86</b>	<b>24.91</b>	<b>27.50</b>	<b>26.70</b>

As part of a 23-campus state university system, San José State University’s budget is determined by student enrollment, specifically the enrollment target assigned to the campus by the Office of the Chancellor, the chief executive officer for the entire system. Each college within San José State University receives its allocation based upon assigned target enrollments that reflect the institution’s commitment to providing access to college for our local communities and to preparing the workforce required in Silicon Valley and the State of California. As the oldest public school of higher education in the state that was first founded as Minns’ Evening Normal School, the university is deeply committed to the success of the Lurie College of Education. The level of funding provided to the College recognizes the uniqueness of its programs and the challenges that clinical programs present, especially during financially troubled times.

Within the unit, allocations to each program are made based upon both program needs and enrollment targets. As Table 6.1 shows, every department and program in the college helps support our preparation programs for school professionals. Departments that offer undergraduate courses have borne the brunt of the recent decline in state revenues; they have agreed to higher enrollment caps to ensure that our professional preparation programs can continue to offer high quality supervision for field-based experiences.

**2b. Continuous Improvement – Significant Changes to the Unit Related to Standard 6**

Budgetary Challenges

As a unit dominated by programs with clinical components, the Lurie College had suffered from a structural imbalance in its funding. From 2003-2008, the College consistently ended each academic year with a deficit. The Provost and the Vice President for Institutional Planning and Academic Resources within the Academic Affairs Division had agreed that the deficits the Lurie College had accrued were due to structural problems in the budget. However, it was unclear what level of funding was required to eliminate the structural imbalance. [In 2007-2008, the Associate Dean undertook a detailed analysis of the College’s budget.](#) Findings from this analysis were presented to the Provost and VP for Institutional Planning and Academic Resources. As a result, the Academic Affairs Division revised the allocation formula for the College so that funding would align with program needs. By the 2008-2009 AY, the structural problem was addressed and the College was forgiven its deficit. By 2009-2010 the College presented a balanced budget to the Provost.

Throughout much of the last four years, state funding for all of public higher education in California has been significantly reduced. In 2009-2010, the state reduced funding to the California State University (CSU) system by an additional \$305 million in one-time reductions. This reduction forced CSU to deny admissions to many qualified candidates and to require each campus to reduce its student population. In Fall 2008, over 32,000 students were enrolled at San

José State University. In Fall 2010, only a little over 20,000 students will be enrolled at the university. The drop of over 12,000 students in just two years had serious repercussions for the financial well-being of all colleges.

As a college that primarily offers graduate degrees and credentials, the Lurie College of Education is able to exercise greater control over the number of students admitted than is possible for undergraduate admissions. The Lurie College was required to reduce its admissions for 2009-2010 by 20%. A slightly smaller reduction in admissions was required of the College for the 2010-2011 AY as well. Table 6.2 shows Assigned Target and Actual Full-Time Equivalent (FTE) Enrollment in the College for the past five years. Table 6.3 shows how the college’s budget allocation was affected by the lowered assigned FTE.

Table 6.2  
Assigned versus Actual FTES (Annualized for Calendar Year Enrollments)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Assigned Target	1868	1910	1916	1767	1550
Actual Enrollments	1907	1975	1921	1692.5	1541*

\*Estimated

Table 6.3  
Budget Allocations 2006-2010

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Base Allocation	\$7,289,408	\$7,605,462	\$7,751,476	\$8,178,685	\$7,974,137
One-time Supplements for Additional Enrollment	\$60,556	\$97,298	\$533,016 <sup>1</sup>	0	0
Total Allocation	\$7,349,964	\$7,702,760	\$8,284,492	\$8,178,685	\$7,974,137
Budget Reduction due to Reduction in Admissions and Enrollment	0	0	0	(\$204,527)	(\$1,166,456) <sup>2</sup>

<sup>1</sup>The large supplement represents the Provost’s elimination of our structural funding problem and forgiveness of our deficit for 2008-2009.

<sup>2</sup>The budget reduction is the proposed reduction for 2010-2011. The actual reduction will be determined after the state budget is passed.

Despite these reductions, the unit continues to invest in its preparation programs by ensuring there is adequate funding for program coordination and advisement, assessment practices, and clinical/field-based supervision.

### Elimination of Master's Degree Program – Instructional Technology (IT)

One of the casualties of an enrollment-based budgetary process was the Lurie College's graduate program in Instructional Technology. Two factors contributed to the decline of this program and the subsequent elimination of this department: decline in demand for specialists in instructional technology and the department's inability to recreate its program in response to market-driven changes. Throughout the late 1990's and early 2000's, the IT Department had offered a program that focused on creating IT professionals who would design and delivery workplace training in technology for local industries. Some of the graduates from this department also obtained employment in local schools as technology specialists or support staff.

With the advent of web-based training modules, companies were no longer hiring our IT candidates to design or provide on-site technology training. The Lurie College saw a precipitous decline in demand for our graduate program in IT. By 2008, the IT Department was no longer able to attract enough applicants to maintain course enrollments that were economically sustainable. To ensure the financial health of the unit as a whole and to maintain quality programs in our other school professional programs, [the College made the decision to terminate its IT department and eliminate the stand-alone IT master's degree program](#). Instead, the College decided to invest in technology and faculty professional development that would allow for the infusion of instructional technology into all of its preparation programs.

### Investments in Technology

As discussed in Standard 2, analysis of data gathered on candidates while in the program and after they graduated showed persistent weakness in their ability to use new technologies to support instruction. Of particular concern was a mismatch between the facilities and tools available to candidates in the Lurie College and those that they would encounter in local schools. For example, several local school districts had made significant investments in interactive whiteboards, document cameras and videoconferencing equipment in their schools. Newly credentialed teachers were expected to know how to use many of these new tools and to be able to connect with this generation's digital natives.

As of Spring 2008, the Lurie College had equipped only one of its classrooms with an interactive whiteboard; a second classroom was under construction to support a dual projection system, including an interactive whiteboard. Both [reconstructed classrooms](#) were supported by gifts from donors to the College and by funds the College allocated to completely furnishing and outfitting each classroom. In May 2010, the College was chosen by SMART Technology to partners on a SMART classroom initiative. In exchange for \$40,000 worth of equipment (five SMART interactive whiteboards, tablets, speakers, student response systems, and a SMART table designed for use with K-6 pupils) and professional development for faculty, the faculty in our initial teacher preparation programs will teach candidates how to incorporate these tools into their instructional practices. The result will be over 100 lesson plans designed by candidates in our multiple subject, single subject, and educational specialist programs using SMART technologies for teaching. The College supported the SMART initiative by funding classroom renovations so that the new equipment could be installed.

Access to these new technologies is only one part of the solution. We must also ensure that faculty are provided with adequate professional development in using new technological tools for instruction. In 2007-2010, the College invested in faculty professional development by assigning a faculty representative from each department to lead training in the use of our web-

based assessment technology ([Waypoint](#)). The department's faculty representatives received a stipend for their work and support from the Associate Dean and Dean's Office staff in learning Waypoint. Three faculty from the Lurie College were selected and assigned roles by the Center for Faculty Development to lead faculty development in the use of the university's new learning management system, [Desire2Learn](#). The College is hosting faculty professional development provided by SMART Technologies and providing incentives for faculty through stipends to learn how to incorporate new technologies in their own instructional practices.

### Consolidation of Committees

Given the demands on faculty because of larger class sizes, the Council of Chairs sought ways to streamline college-wide committees. In Summer 2010, the Council of Chairs reviewed the committee structure for the College. It determined that the number of standing committees (8) were too many to be sustained by the number of full-time faculty eligible to serve on them. It also discovered that some of the work assigned to standing committees was already being done more efficiently by other parts of the unit. For example, the Staff Council, which required faculty involvement, was organizationally not an effective way for staff to work together in solving problems. Moreover, many of the committees did not meet regularly or had drifted away from the mission established by their by-laws. Consequently, the Council of Chairs made a series of recommendations that are being discussed by faculty in Fall 2010. [In these recommendations, the standing committees would be reduced from eight to three.](#) At the time this IR was being written, we had not yet concluded our discussion about the status of one of our standing committees, Equity, Advocacy and Policy, and whether it would remain a standing committee or be reconstituted as an Ad Hoc Committee.

In addition, the Council of Chairs recommended the use of Ad Hoc Committees to address issues of interest to faculty or staff that serve the College as well. [Ad Hoc Committees would be formed through a proposal process.](#) The proposals are to be reviewed by the Council of Chairs and a recommendation made to the Dean. [The first proposed Ad Hoc Committee is one devoted to a critical examination and description of best practices in teaching for higher education.](#) By taking on this task, the Lurie College of Education will lead the university in rethinking the nature of teaching and learning in higher education so that the evaluation of teaching moves away from heavy reliance on Student Observations of Teaching Effectiveness (SOTES) as the major form of evidence. It will also allow us to model our own process of continuous improvement in teaching for our candidates.

## Addendum for Standard 6: Advice and Assistance

### Response to CCTC Common Standards

- 6.1 *Qualified member of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.*

Faculty in each program are available to advise applicants and candidates about their credential programs. Faculty in all of the programs play a role in interviewing candidates as part of the application process. In addition, each program has assigned at least one faculty member as program coordinator in their department to ensure that candidates are kept apprised of program requirements and any changes to programs over time.

- 6.2 Appropriate information is accessible to guide each candidate's attainment of all program requirements. Candidates have access to a variety of information about program requirements. This information is available in paper brochures, in the university catalog, and on each department and the college's website.
- 6.3 *The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.*

The unit provides general oversight for each program to ensure that candidates meet program requirements. The use of transition point assessments also ensures that candidates are able to continue and be retained in the program only if they make satisfactory progress in attaining the competencies required for their profession.