

**MEMORANDUM**

**TO:** Indiana State Board of Education

**FROM:** Scott Bogan, Higher Education Preparation Specialist

**DATE:** March 27, 2017

**SUBJECT:** New Educator Preparation Program with P-3 and K-6 Licensure Programs

Martin University is seeking approval to offer a new educator preparation program. The proposed “Martin University School of Education” will, if approved, offer two (2) licensure programs, Early Childhood Education (P-3) and Elementary Education (K-6). The primary mission of the new education program is to serve schools in urban settings and prepare teachers to work in high need areas with diverse communities. The four-year program includes classes and field experiences designed to develop understanding of culture, broadly defined, and prepare candidates to demonstrate that understanding in classrooms everywhere. Students will complete field experiences in schools with high proportions of ESL students, rural schools and urban schools serving diverse communities.

It is the recommendation of the IDOE that the Indiana State Board of Education approve the following proposals for an initial period of three (3) years:

- **New Martin School of Education with the following initial licensure programs:**
  - **Early Childhood Education (P-3)**
  - **Elementary Education (K-6)**

Martin University will begin the process of applying for CAEP membership and accreditation. The IDOE will conduct an annual visit to Martin University prior to their admission to CAEP, and will require the submission of an annual report to the IDOE. The report template is similar to the annual CAEP-report template.

# Martin University School of Education

## STANDARD 1: RATIONALE

### Conceptual Framework

Martin University's School of Education (SOE) for the training and licensing of highly qualified urban teachers, is focused on education and service to children in preschool through sixth grade. This School of Education will be unique in the traditional teacher preparation landscape. Grounded in the multitude of research studies that demonstrate the importance of early childhood education in urban neighborhoods that endure ongoing poverty and lack of resources, Martin's program will build on our current Early Childhood Education program and develop teachers who understand both the developmental and educational needs of preschool children, as well as the ongoing needs and expectations of children in elementary grades. This conceptual framework emphasizes both *knowledge* and *service* to develop teachers who effectively serve urban communities through an education that encompasses research and best practices in child development, early childhood education, elementary education and culturally responsive teaching methods. Teaching candidates graduating from Martin's dual major education program will become licensed in both Pre-K – 3 and K – 6. The program and its' graduates will anchor and inspire the evolving Martindale Brightwood Education Zone, currently underway in this highly distressed urban neighborhood. Martin University's School of Education, an autonomous entity, will operate in cooperation with the Education Zone which is to provide services within the Martindale Brightwood community, including healthcare services, prenatal education and care, community ministry, day-care, elder care, counseling services, and additional community outreach. As Mark Warren stated in the Harvard Educational Review nearly a decade ago: "The fates of urban schools and communities are linked, yet school reformers and community builders typically act as if they are not." *Communities and Schools: A New View of Urban Education Reform* " Harvard Educational Review July 2005, Vol. 75, No. 2, p.133.

### Program Overview

All the pre-service teachers at Martin University will take required core courses, followed by admission to the School of Education with courses in content areas and professional education courses in which best practices of planning, instruction, integrating skills and content, and the use of technology in teaching are taught. Teachers will be trained in active, engaging and participative pedagogy which derives from integrative curriculum planning using the backward design process, various and ongoing assessment methods (formative and summative), differentiation strategies (scaffolding, checks for understanding, etc.) and continuous use of data to improve instruction and student achievement. The School of Education will be small with starting cohort groups of 15 to 30 students. The overall goal is to graduate 20 to 25 professional teachers each year with expertise in urban education serving Pre-K through 6<sup>th</sup> grade children.

The primary mission of Martin's education program is to serve schools in urban areas throughout the state and beyond. However, this mission is not narrowly defined as exclusively African American families and children. The number of immigrants moving to Marion County is on pace to double by 2025, with many new residents living in and arriving from Burma, China, Mexico, India and the Philippines. One in ten of these families do not speak English in their homes and all have important cultural experiences and traditions that are significant to success in school. Martin SOE teachers will participate in classes and

field experiences that develop their understanding of culture, broadly defined, and prepare them to demonstrate that understanding in classrooms everywhere. Students will complete field experiences in schools with high proportions of ESL student, rural schools and urban schools serving diverse communities.

The School of Education program requires four-years, including summer semesters, with students taking a mandatory curriculum aimed at completing the dual major ready for successful licensure. Three Benchmark Assessments will aid in maintaining high levels of student outcomes and will provide standard markers for moving through the program. All students will begin clinical observations and practical experiences in sophomore year, with a semester internship in junior year, culminating in a year of student teaching. Students will graduate with 129 university credits.

### **Critical Need**

In communities throughout our nation, urban education is in a state of crisis. It is imperative that the wide array of factors contributing to the lack of upward mobility for individuals born into urban poverty be comprehensively and effectively addressed. A radically innovative redesign of urban education is necessary to reclaim the future of urban youth. A new approach recognizing all aspects of human development – from prenatal care to college and career preparation – must be implemented in order to remedy the pernicious effects of poverty and discrimination on the basis of race, ethnicity, disabilities and socioeconomic status.

Children in urban settings have been marginalized, disenfranchised and routinely abandoned by the public school system. Research shows that children raised in poverty often confront a variety of issues that require adaptation strategies that undermine learning, behavior, and academic performance in school. Poverty is often passed on through families from generation to generation. Martin University and the new School of Education will commit to interrupting the status quo, replacing it with education and teachers who are trained to understand and support children with cultural differences *and* issues that stem from poverty.

Martin University serves as the only Predominantly Black Institution of Higher Learning in Indiana (95% of our students are African American) and provides a unique perspective, understanding and commitment to marginalized communities. Martin University is unwavering in its mission to eliminate the school-to-prison pipeline and to create professional opportunities for marginalized adults (many of whom begin or return to education as non-traditional students) through the School of Education, extending that mission to younger members of the community.

In 2016, a national study found Indiana to be one of the lowest states in the U.S. with regard to teacher recruitment and retention. The Indiana Blue Ribbon Commission on the Recruitment and Retention of Effective Educators found that this problem was greatest in schools with high levels of poverty, stating that “Students in low poverty and low minority schools are taught more consistently by Highly Effective and Effective teachers year to year as compared with students in high poverty and high minority schools.” (2015) One of the root causes was found to be inadequate teacher preparation. Martin University School of Education is grounded in social justice, critical pedagogy, and andragogy guided by a powerful vision and mission, transformative shared core beliefs, guiding principles and distinguishing through-lines that will cohere and integrate all course work. Martin has laid the groundwork to create a desperately needed new design for urban educators.

Utilizing an educational version of the "Clinical Model" (organized around experiential, school-based internships and community outreach), the School will include opportunities for teacher candidates to expand their awareness of themselves as contributors to their communities and expand their own cultural intelligence, as well as that of the students they will serve.

### **School of Education (SOE) Advisory Committee**

Martin University understands the importance of professional expertise in all areas of the SOE development. In that regard, we have begun the process of identifying persons who will provide counsel and advise us as we move forward. These individuals will be selected based upon their expertise in the field of education as practitioners, administrators, and professionals in higher education. We will also seek to include individuals who have expertise in areas of diversity and multi-culturalism. The Advisory Committee will meet regularly; more often as the program is beginning.

## **STANDARD 2: CURRICULUM**

Martin University School of Education is using CAEP Accreditation Standards as a guide for programming, evaluation, candidate evaluation, quality assurance and continuous improvement. The Martin SOE will apply for CAEP accreditation as soon as possible and has begun the process of data collection toward that end.

### **2.1 Matrix (attached)**

**Topic Reference Table (attached)**

### **2.2 Syllabi (attached)**

**Four Year Degree Requirements (see page 5)**



### **Standard 3: Clinical and Field -Based Experiences (CFE)**

#### **Overview**

As part of the Martin School of Education, candidates must successfully complete all required clinical and field-based experiences. It is believed that the more “real world” experience candidates gain during their training, the more prepared they will be when they become a certified teacher.

Martin University School of Education requires that each student complete both an Internship (12 weeks) in their junior year and two semesters of Student Teaching during the senior year (including experiences in PreK, Kindergarten, and 1<sup>st</sup>-6<sup>th</sup> Grade). Prior to these supervised clinical experiences, students will have numerous opportunities to observe classrooms and exemplar teaching and planning, field experience embedded in coursework.

In all CFEs, the University Supervisor will be a full-time university employee that mentors students and has an advanced degree (Master’s or Doctorate), as well as practitioner experience. Interns and Student Teachers will be observed by the University Supervisor in their CFE classrooms at least once every seven to ten days. Formative evaluations in the form of both written and one-on-one conversations will be regularly provided, utilizing the appropriate rubric for the particular CFE experience. On-campus classes will also occur during the CFE at regular intervals to provide additional instruction and development for the pre-service teachers. Summative assessments will include written reflection, performance tasks, curriculum development and planning and reporting by cooperating teacher (who must have proper certification, principal endorsement and be evaluated as effective or highly effective). Most of these assessment pieces will be include in the students Professional Portfolio (see below).

#### **Pre-Service Internship (EDU 450)**

The Internship course is designed to provide pre-service teachers (Interns) hands-on experience related to multi-faceted aspects of the teaching profession. This field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. Candidates will observe and participate in a variety of classroom and student-related activities, will complete 35 hours at the assigned field sites (Pre-K and Elementary) over 12 weeks, and will deliver at least four planned instructional lessons. Interns will be assigned to one of the public schools partnering with the Martin School of Education. (Partnerships are currently being discussed with two neighborhood schools and exist with several early childhood providers). Our school partners will share the goal of improving urban education through the sustained and ongoing development of pre-service teachers. The partners will also share a common vision of preparing future teachers in learner-centered schools and will provide meaningful learning experiences for Interns, in coordination with University faculty and the CFE Supervisor. From these common goals, Martin School of Education will establish a school-based Internship which will give its Interns increasing responsibility and expectations. Internship training will take place under the guidance of a coordinating teacher (who has demonstrated success with urban children) and a University professor with credentialing in teaching and teacher education. These parties will work in tandem for pre-service teacher growth and development, beginning slowly with observation and reflection to more advanced responsibilities, such as lesson planning, co-teaching, and teaching a lesson.

#### **Qualifications to Enter into Pre-service Internship**

All students must meet the following requirements for admission to Pre-service Internship:

1. Formal admission to the Martin School of Education and successful completion of Benchmark 1
2. Prior or concurrent enrollment in integrated teaching methods courses.
3. Applications for Pre-Service Internship (EDU 450), must be completed prior to March 1 of spring semester for fall Internship, and October 1 of fall semester for spring Internship.

4. Students must complete a criminal background check with their application for Internship as part of required documentation.

### **Internship Expectations**

Interns will spend one day per week (for the duration of the field experience) in the public school semester in a supervised field experience at one of the designated urban schools. NOTE: Students should schedule coursework carefully so as not to interrupt the Internship process. The Internship Team, is made up of University Supervisor, Classroom Supervisor, and student's mentor with the cooperation of the campus principal. (All Martin University students have a faculty mentor.) The University Supervisor is the teacher of record for this course and there will be required University class meetings in addition to the "on site" experience. Internship expectations will consist of, but are not limited to:

- Attending Internship Orientation. This meeting is held in May or December the semester before entering Internship (EDU 450). The meeting will be held during the week after finals and is a required meeting. Failure to attend may result in the Intern being withdrawn from Internship I.
- Adhering to attendance requirements and following the supervising teacher's daily and weekly schedule.
- Becoming familiar with and adhering to specific Code of Conduct and Professionalism for CFE as well as the Martin University Student Code of Conduct.
- Becoming familiar with, and adhering to school and district protocol, rules, and policies.
- Attending required in-services, team meetings and seminars, both at MU and hosting school.
- Planning and implementing a lesson plan with assigned classroom students.
- Tutoring small group(s) or individual students.
- Contributing artifacts to the development of the student's portfolio based on the School of Education's certification standards

### **Assessment Process**

Student Interns will be assessed through multiple measures (formative and summative) including:

- Observations and feedback from CFE Supervisor
- Implementation of Supervisor feedback
- Survey of Coordinating Teacher(s)
- Lesson Planning
- Video of Lesson Implementation
- Course midterm and final

### **Student Teaching Experience/Final Project – EDU 495/EDU 496/EDU 499**

Student teaching is the culminating clinical experience of the teacher preparation program. All teacher candidates are required to student teach "full time" during a semester, following the daily schedule of the cooperating teacher. Teacher candidates will be provided with three placements; Pre-K, Kindergarten, and 1<sup>st</sup> – 6<sup>th</sup> grade, each 8 weeks in duration.

During the typical placement, teacher candidates must synthesize everything they have learned about planning instruction; collecting or developing instructional materials, unit and lesson planning, teaching lessons and reflecting on teaching/learning, guiding small group activities, and establishing and maintaining a positive learning environment for all students. They will also be called upon to complete the duties assigned to them by administration; meetings with faculty, resource personnel, administrative personnel, and parents. Passing (or failing) student teaching determines whether a teacher candidate will be recommended for certification as a licensed teacher.



Teaching candidates should be mindful that consistently strong student teaching experiences can dramatically impact and increase the capacity of the novice teacher. Coursework, internship and other field experiences lay the groundwork for successful student teaching. With the unique mission of Martin University School of Education, classrooms selected for student teachers must have cooperating teachers who excel in promoting student learning. Cooperating teachers must also have enough experience and energy to mentor an adult; with skills in observation, providing feedback, holding professional conversations and working collaboratively. These activities will prepare students to teach children from a variety of demographics, cultures and learning abilities.

Martin University’s student teaching program has as a central mission the recruitment of exemplary cooperating teachers who excel as instructors and can also mentor our teaching candidates. We are committed to recruiting highly effective teachers who have demonstrated their positive impact on student achievement and who have also demonstrated the ability to mentor an adult or have been trained to do so. Once public school partnerships are secured, the University Supervisor will coordinate with host schools, meet and talk to teachers and visit classrooms in order to make advised decisions regarding student placement. M.U. student cohorts will be small and it is anticipated that the first student teachers will not be placed until 2019-2020.

Student teachers should follow the P – 6 elementary school calendar throughout their CFE. However, all candidates are also required to attend the student teaching seminar courses (meeting one evening per week or Saturday) during their student teaching experience. Students who wish to be employed while completing their student teaching experience, must receive a written waiver from the SOE Department Chair.

**Requirements for Admission to Student Teaching**

Students must meet submission requirements mentioned above as well as these additional requirements for admission to student teaching:

- Complete at least 93 hours with overall GPA of at least 3.0.
- Be within 9 hours of completion of education courses.
- Have a GPA of 3.0 or higher in professional education courses.
- Successfully complete **Benchmarks 1 and 2**

<b>Benchmark I</b>	CASA (Core Academic Skills Assessment) Transcript Review Reflective Narrative
<b>Benchmark II</b>	Includes Student Microteaching & Portfolio Presentation Written Assessment: Philosophy of Education
<b>Benchmark III</b>	CPR/AED Training & Suicide Prevention Training Successful Completion of Degree Requirements Final Portfolio Presentation (Supervised Teaching Capstone Project)

**Benchmark II** includes fundamental understanding of:

- Planning,
- Instruction,
- Learning Environment and
- Professionalism:

Prior to their student teaching experience, preservice teachers must demonstrate through presentation, interview, and assessment, that they have mastered the theory and concepts of the following components of teaching to apply in the classroom setting:

- Determining what the students need to know and/or be able to do [planning];
- Appropriately evaluating student performance before, during, and after instruction [planning and instruction];
- Designing and implementing instruction that is appropriate for and meaningful to the students [planning and instruction];
- Creating and maintaining a classroom environment that is conducive to learning [planning and environment];
- Analyzing and reflecting on student performance to determine student progress and the impact of the instruction on student learning [planning, instruction, assessment, and reteaching];
- Using the results of these analyses to guide future planning and instruction [DDI, planning]; and
- Assuming responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [professionalism].

### **Preliminary Training for Student Teaching Program Participants:**

1. An orientation session which provides student teachers with written and oral explanations of the student teaching assignment, the evaluation and assistance process, and how evaluation results will be determined and used.
2. A training program which provides all teacher education faculty and public school personnel who supervise student teachers with the knowledge and skills necessary to fulfill their respective roles in the evaluation and assistance process. At a minimum, training programs will provide supervisors of student teachers with in depth knowledge of Indiana Educator Standards, both content and pedagogical, the knowledge and skills necessary to collect and document information related to performance on those standards, the knowledge and skills necessary to identify strengths and weaknesses in performance relative to the expectations within standards and the knowledge and skills necessary to counsel, coach, and assist student teachers during their assignment.
3. Appropriate procedures for regularly collecting and documenting information on the performance of student teachers utilizing standards-based rubric.
4. Appropriate procedures for providing student teachers with comprehensive feedback on and assistance with their performance on those standards throughout the student teaching assignment.
5. Appropriate procedures for providing student teachers with a formal written summary of their performance aligned with the rubric, as well as an overall rating of their performance during their student teaching assignment. The written summary and overall rating must reflect a consensus of the teacher education faculty and public school personnel assigned to evaluate and assist the student teacher.
6. Procedures for documenting, evaluating, and continuously improving the student teacher evaluation and assistance process. Evaluations of the process must include, but are not be limited to, feedback from teacher education faculty and public school personnel who supervise student teachers, as well as feedback from student teachers.

## **Standards 4: Evaluation**

The Martin University School of Education's Assessment System will collect and analyze data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. The School of Education's Assessment Committee will provide leadership for unit, program, and candidate assessments along with the Department Chair and Vice President of Institutional Effectiveness.

The School of Education will collect and analyze data, on an on-going basis, relative to candidate performance and unit operations related to content and pedagogical knowledge (Professional and State Educator Standards), content and pedagogical performance (clinical practice), instructional planning, candidate impact on student learning, candidate surveys of course and programs and dispositions (professional, State, and institutional). The purpose of this data collection and analysis is to evaluate the progress of candidates and to improve programs.

The Unit Assessment System consists of multiple assessments (internal and external) at multiple transition points providing both formative and summative data as well as quantitative and qualitative data. The system is designed to measure: 1) unit and program effectiveness, 2) candidate performance, and 3) candidate impact upon PreK-5 students. Results are used to guide and enhance candidate performance and also data-based program development. Internal Assessments at the program level include assessments of the knowledge, skills and dispositions of the undergraduate, Benchmark scores, growth through program and CFEs. Among the key internal assessments are grade point average, professional portfolio, internship/practicum evaluations, Internship seminar papers/projects and the Dispositions and Diversity Inventory (DDI). Several assessments are scored by multiple evaluators to ensure that assessment procedures are fair, accurate, consistent, and free of bias.

External Assessments at the program level also include assessments of the knowledge, skills and dispositions of the students. Among the key external assessments are standardized test scores (CASA or other accepted Indiana Assessments, field experience evaluations, internship/student teaching evaluations, and professional portfolio reviews. Multiple reviewers/evaluators score the majority of these assessments.

Both internal and external assessments at the program level are used to determine candidate and program success. Results are also used to inform decision-making and determine if course and/or program changes are necessary, if modifications have resulted in the desired changes or if there is a need for additional data.

### **Unit-Wide Common Assessments for Teacher Candidates**

#### **CFEs:**

#### **Field Experience/Internship Evaluation**

The Field Experience/Internship Evaluation reflects the Indiana Developmental Standards for Educators. Scoring will be on a 4-point scale: Exceptional/Outstanding; Competent/Proficient; Beginning/Basic and Unsatisfactory. This evaluation is completed by the education course teacher(s) as prospective candidates complete their field experiences prior to internship. A copy of the Field Experience/Internship Evaluation form can be found in Appendix A.

#### **Student Teacher Evaluation**

The Student Teacher Evaluation reflects the Indiana Developmental Standards for Educators. Scoring of the Internship Evaluation is done on a four-point scale: Exceptional/Outstanding Competent/Proficient, Beginning/Basic, and Unsatisfactory. Students will also receive extended comments. Both a midterm and

a final evaluation are completed by the coordinating teacher and the university supervisor and submitted for each of the two student teaching experiences (EDU & ECE).

### **Additional Candidate Assessments:**

#### **Dispositions and Diversity Inventory (DDI)**

The Dispositions and Diversity Inventory (DDI) will be created to help identify candidates who might need support in developing the needed dispositions and attitudes for becoming a successful teacher or who might need to be counseled out of the field. The inventory which is scored on a three-point scale: target, developing and unsatisfactory, looks at the following attributes:

- Attendance
- Punctuality
- Professional Appearance
- Professional Demeanor
- Task Completion
- Initiative
- Fairness/Lack of Bias
- Effective Oral Communication
- Effective Written Communication
- Effective Interpersonal Communication
- Legal/Ethical Conduct
- Commitment to Professional Development
- Commitment to Improving Professional Performance

Each semester, specific faculty will complete a DDI for each candidate in their course. Coordinating teachers and university supervisors will also complete a DDI on candidates during and after CFEs. Candidates will receive regular feedback and guidance from mentors and/or teacher regarding opportunities for improvement on DDI.

#### **Unit Plans**

Candidates are required to submit an Instructional Unit Plan during each of their two primary CFEs that is reviewed by the senior seminar instructor, the mentor teacher, and the university supervisor. This assignment enables teacher candidates to demonstrate their ability to plan appropriate instruction, carry out the plan, assess the outcomes and reflect on the overall process. The developmentally appropriate unit plan is aligned with content and professional educator standards.

#### **Professional Portfolio**

Each candidate completes a Professional Portfolio as one of the requirements for graduation (this is a primary element of final project prior to graduation for EDU 499/495). The Professional Portfolio provides evidence of the candidates broad and comprehensive understanding and implementation of learning outcomes as related to teaching in Preschool through Grade 6. The Professional Portfolio must contain (but is not limited to) evidence of:

- **Content Knowledge and Understanding of P-6 Academic Content Standards**
- **Standard 1: Student Development and Diversity**
  - Unit plan overview with detailed lesson plans that include differentiation techniques and attention to student developmental stages
  - Communication with parents/communication with students

Development of positive learning environment  
Understanding characteristics of specific classroom of learners

- **Standard 2: Learning Processes**  
Lesson plans with instructional plans – student learning outcomes, assessment, and re-teaching strategies  
Lesson or unit plan that includes integrated learning (varied content standards) through relevant project-based instruction
- **Standard 3: Instructional Planning and Delivery**  
UDL design  
Development of Learning Centers  
Written RtI plan  
Explanation of curriculum map  
Unit plan aligned with standards – long term and short term goals and objectives
- **Standard 4: Assessment**  
Examples of formative assessments, CFUs, summative assessments and analysis for improved assessment and/or teaching/re-teaching  
Evidence of impact on student learning  
Understanding of assessment concepts  
Effective communication with student and families regarding assessments and results
- **Standard 5: Learning Environment**  
Engagement techniques  
Planning for effective time management during instruction and transitions  
Student use of technology in learning  
Organization of physical space for maximizing learning time  
Evidence of cultural competency
- **Standard 6: Professional Environment**  
Communication with parents/families  
Application of professional development  
Community outreach for the benefit of student learning
- **Artifacts that must be included in the portfolio are:**
  - Internship Evaluations
  - Reflection/Observation Papers
  - Lesson/Unit Plans
  - Classroom Management Plan
  - Teaching Video with Self-Reflections
  - Assessment and Analysis Plan
  - Evidence of Impact on Student Learning
  - Teacher-Made Assessments
  - Philosophy of Education

The portfolio is scored using a three-point rubric: Target, Developing and Unacceptable or Missing. SOE leadership and faculty collaboratively evaluate candidate portfolios to triangulate data.

**Grade Point Average.** Students in Education at Martin University demonstrate their content preparation through course work in their major and general education courses. Upon entering Martin University SOE they must have passing scores on CASA (or equivalent) and for continuing in program, they must maintain a grade point average (GPA) of no less than 2.5 with no grades less than B in education courses.

- A (90 – 100) 4.0
- B (80 - 89) 3.0
- C (70 - 79) 2.0
- D (60 - 69) 1.0
- F (below 60) 0.0

**Unit Evaluation Assessment**

The following data collection will help to inform decision-making on the needs of the unit:

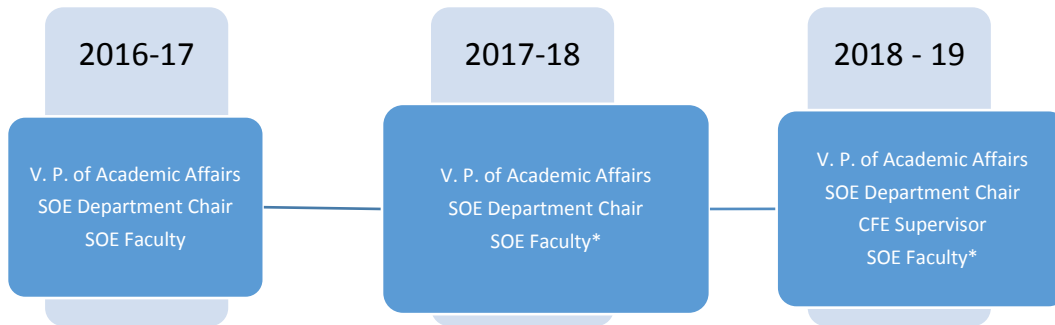
- Meta-analysis of CFE positive patterns and/or gaps with programmatic implications
- Internal assessments such as enrollment data, recruitment/retention information
- Graduation and employment statistics
- Budget and annual reports
- Strategic plans
- Grant reports
- Facilities and resources inventory
- Coordinating Teacher Evaluation (student report)
- University Supervisor Evaluation (student report)
- Exit Interview (student report)
- Faculty Peer Teaching Evaluation (peer review)

**Benchmark Assessments:**

<b>Benchmark I</b>	CASA (Core Academic Skills Assessment) Transcript Review Reflective Narrative
<b>Benchmark II</b>	Includes Student Microteaching & Portfolio Presentation Written Assessment: Philosophy of Education
<b>Benchmark III</b>	CPR/AED Training & Suicide Prevention Training Successful Completion of Degree Requirements Final Portfolio Presentation (Supervised Teaching Capstone Project)

External assessments such as alumni and employer feedback, mentor teacher evaluations, and licensing reports are also examined.

## Standard 5: Governance



\*Faculty additions as new cohorts are added.

### **VICE PRESIDENT OF ACADEMIC AFFAIRS POSITION DESCRIPTION**

Reporting to the President, the Vice President for Academic Affairs & Student Services serves as a member of the President's Cabinet as the institution's chief academic officer and student services officer responsible for providing effective planning and vision, comprehensive leadership, program development, budget oversight, data analysis, and institutional coordination, supervision and oversight of all academic and educational affairs and activities, including, but not limited to curricular, instructional and accreditation processes, as well as student services activities. The Vice President for Academic Affairs & Student Services works closely and collaboratively with University leadership to achieve a strategic, student-centered approach to academic affairs and student services in support of the University's mission. Other responsibilities include:

1. Serves as Chief Academic Officer of the institution and provides leadership, supervision and direction for all academic and educational affairs of the institution and related programs.
2. Serves as Chief Student Services Officer by maintaining oversight of the Student Services Department and assigned personnel, including but not limited to student enrollment goals, student success initiatives, and career development activities.
3. Devises innovative strategies, policies and/or programs for goal attainment and process improvements to reach established academic and educational objectives, including maintaining accreditation standards.
4. Provides support as required with institution's plans, processes, and procedures to maintain accreditation status and manage the process of new accreditation applications, such as CAEP.
5. Regularly assesses strategic initiatives to address and anticipate changes in strategic plans, performance plans, economic forecasts, occupational outlook, and/or student needs. Manages the Academic Affairs & Student Affairs Division budget within established guidelines.
6. Assures the management and integrity of all academic and educational data in compliance with all applicable state and federal laws, rules, and regulations.
7. Prepares required reports; analyzes data to determine student progress and enrollment trends, and to draw conclusions and/or make recommendations for process improvement; advises President promptly of any programmatic irregularities.

8. Coordinates periodic academic program review and coordinates the review, study, and development of the curriculum with departmental deans.
9. Collaborates with other departments to develop integrated marketing and strategic planning efforts on Academic Affairs & Student Services initiatives, progress, and outcomes to promote and manage the institution's image.
10. Advises President, Cabinet and other administrators on matters pertaining to Academic Affairs & Student Services; and, serves on administrative committees as assigned.
11. Directs various personnel functions, including hiring, performance management, employee development, promotions, transfers, leave administration, and the employee relations process in collaboration with the Human Resources Division.

## **CHAIR, SCHOOL OF EDUCATION**

### **POSITION DESCRIPTION**

Reporting to the Vice President for Academic Affairs, the Chair for the School of Education emerges from the faculty to assume a leadership role in the department. The Chair serves as mentor to faculty colleagues and as collaborator with other college administrative officers, interprets college policy, advocates for his or her department from a perspective of the best overall interests of the University, leads faculty in important processes that shape the curriculum and have an impact on the learning of students, and effectively articulates department and University missions to internal and external constituencies. All of this is accomplished through effective communication.

The responsibilities and duties of the Chair include the performance of supervisory duties and the Chair is expected to seek the advice of departmental faculty colleagues systematically, provide for the conduct of departmental affairs in an orderly manner through department meetings and the appointment of appropriate committees, and keep department members informed of his or her actions in a timely fashion. The Chair is also expected to seek student feedback on matters of concern to those enrolled in the department's programs, acquire and analyze data that is central to performance evaluation and communicate that data to constituents. The Department Chair must be an experienced educator with a doctoral degree.

## **CLINICAL FIELD EXPERIENCE SUPERVISOR**

### **POSITION DESCRIPTION**

The University Clinical Field Experience Supervisor (CFE) is an employee of Martin University and assumes the major responsibility for the general welfare of the student teacher and serves as the liaison between the University and the school to which the student is assigned. The University CFE works closely with both the student teacher and the public school to ensure that the interests and expectations of each are being satisfied. A significant factor in the success of a student teacher's supervised field experience is the kind of professional relationship established between the cooperating teacher and the University CFE. It is important that a sound team relationship be developed and that each member of the team is able to communicate openly and honestly with one another. The CFE also monitors and observes student internships and field experiences, working closely with partner schools and supervising teachers.

The University Clinical Field Experience Supervisor (CFE) confers with the cooperating teacher in order to identify the student's areas of excellence and areas needing improvement. The University CFE observes the student teacher and confers with the student regarding his or her progress routinely. The CFE is a certified and experienced practitioner that has at least seven years of teaching experience, has been rated as highly effective, and has at least a Master's Degree in Education (working toward a doctoral degree).



## **Standard 6: Schedule**

2014- 2017 – SOE Planning

January 2017 – Hire School of Education Department Chair

January 2018 – Hire CFE Supervisor

Spring 2017 – Faculty Hiring (as needed based on course requirements and cohorts)

Fall 2017 – Admit first cohort of approximately 15 students into SOE program

Hiring and recruiting of teachers and students will begin immediately following IDOE approval.

## FLOWCHART AND TIMELINE FOR DATA COLLECTION

Type of Assessment	When Collected	Who Collects Data	How Data Are Collected	Who Summarizes and Analyzes Data	What Format Is Used to Collect and Summarize Data	How Often Are Data Summarized and Analyzed
Grade Point Averages (overall and in major)	End of semester	Instructors	CAMS (SIS)	Student Mentors	Tables	Every semester
Internship Evaluation	2 times each semester	CFE Supervisor	Manually	CFE Supervisor	Evaluations	2 times each semester
CASA	Ongoing	Student Services	Application	Student Services	Table	Annually
Interview Data: Admission to Internship/Student Teaching	End of Semester	Admission to Internship/ST Committee	Paper/Oral	Admission to Internship Committee	Table	Every Semester
Student Teaching Evaluation	2 -4 times each semester	CFE Supervisor	Manually	CFE Supervisor	Evaluations/ Observations	2 times each semester
Benchmark Examinations	Every Semester	Student Mentors	TBD	Student Mentors/Dept. Chair	Table	Every Semester
Major Course Assignments/ Unit Plans	Ongoing	Faculty	CAMS	Faculty	CAMS	Annually
Professional Portfolios	End of semester (two reviews)	Course/Seminar Instructor	TBD	Faculty	TBD	Annually
	End of semester	CFE Supervisor	Manually	CFE Supervisor	Table	Every Semester

Mentor Teacher  
Evaluations by  
Students

University Supervisor Evaluations by Students	End of semester	Department Chair	Manually	Department Chair	Table	Every Semester
Meta-Analysis CFE patterns/gaps	End of Year	CFE Supervisor	Manually	CFE Supervisor/Dept. Chair	Table	
Demographic Data (enrollment, retention, recruitment, employment)	As Needed	Director of Institutional Research, Dept. Chair	CAMS	Director of Institutional Research, Dept. Chair	Excel	Every Semester
Facilities/Resourc es Inventory	Annually	Dept. Chair/Faculty	Manually	Dept. Chair/COO	Table	Annually
Dispositions and Diversity Inventory	Ongoing	Faculty/CFE Supervisor	TBD	Department Chair	Table	Annually or as needed
Strategic Plan	As Needed	V. P. of Academics/Dept. Chair	TBD	CEO/VP/Chair	Report	Annually or as needed
Grant Report	As Needed	Grant Supervisor	TBD	Dept. Chair, V.P. and COO	Table	As Needed
Budget/Annual Reports	Annually	COO/VP		COO/VP	Table	Annually
Transcript Data	End of Semester	Student Mentors	CAMS	Student Mentors	Transcript	Every Semester

Student Learning Outcomes	Annually	Curriculum Comm./Assessment Committee/ Faculty	TBD [embedded assessments may be included]	Assessment Committee	Table	Annually
Licensing Reports	Annually	Dept. Chair		V.P./CEO	Table	Annually



