Missouri State University

BOE Report Rejoinder

Standard 1

Response to narrative:

Page 9 – Section 1.1b(3) paragraph 3

"The 2007-09 survey of graduates from the 11 advanced programs had an extremely low response rate with only eight respondents. The unit did not provide a plan on how to improve the response rate on its survey of graduates of advanced programs. Neither did the unit provide any evidence of a survey of employers of graduates from its advanced programs. (EAD and RDG were OK).

Rejoinder:

The institution provided the team with direct, linked access to the 2010 Summer Assessment Team Focus Groups (provided in the Accreditation Resource Room, Exhibits for DESE Reviewers, Standard 1, 1.4). As indicated in 1.1b Evidence to be validated during the Onsite Visit, "*The COE dean reported that the 2009-10 follow-up surveys of initial program completers resulted in very low response rates. In an effort to gather the needed information on its graduates, the unit conducted a series of well designed focus groups with program graduates and administrators who supervised the graduates. Twelve focus groups that ranged in size from one to 12 participants were conducted between July and August 2011. A total of 26 graduates and 25 supervisors participated in the groups (n = 51). The groups revealed both strengths and challenges in the following areas: preparation, assessment, diversity, curriculum, technology, and communication. Additionally, the discussions raised some secondary issues that the report indicates merits further exploration. These secondary issues include: (1) the need for expanding and enhancing field experiences, (2) increased participation by university faculty in schools and agencies, (3) mentoring, (4) familiarity of graduates with current practice, (5) specific program challenges, and (6) systematic follow-up*." The focus groups included both initial and advanced program graduates. The report recommended the Focus Group approach continue to support graduate and employer feedback.

Response to narrative:

AFI 1.4.3:

The unit lacks sufficient evidence that candidates in all of its advanced programs develop and demonstrate the professional dispositions identified by the unit.

Rationale:

Only three of the unit's 11 advanced programs provided documentation regarding the identification, development, or assessment of candidates' professional dispositions. The two Educational Administration programs and the Reading program provided evidence.

Rejoinder:

At the advanced level, programs reported identification and development of professional dispositions in various ways (individual program reports were provided in the Accreditation Resource Room, MoSTEP Program Reports). Most often those were through coursework and explained in the assessment plans. For example:

MS in Education – Elementary Education. Standards Alignment for MSED-ELE Program (Appendix A) page 44 (Accreditation Resource Room, MoSTEP Program Reports), shows the professional dispositions and knowledge of content and curriculum with the PEU Conceptual Framework, advanced levels of DESE MoSTEP (as identified by faculty), advanced levels of ACEI (as identified by faculty), and NBPTS. Additionally, 8.3 Content Assessments on page 30 of the program report (Accreditation Resource Room, MoSTEP Program Reports) describes the assessments and specific course where dispositions are addressed. This is followed up in the 8.4 chart in 6 Professional Skills (Issues Discussion Boards, Assessment Plan for Classroom, Depth of Knowledge Plan).

MS in Early Childhood and Family Development. In 5.2 on page 30 of the program report (Accreditation Resource Room, MoSTEP Program Reports), the Standards Alignment Chart show professionalism as a foundational standards linked to the Conceptual Framework, NCFR, and NAEYC. The matrix identifies course where professional dispositions are Introduced, Reviewed, and Mastered within the advanced program.

MS in Education – Secondary Education. Within the MSED Secondary Education, professional dispositions have been described through the linage of the Conceptual Framework and coursework (Accreditation Resource Room, MoSTEP Program Reports). 1.9 Program Alignment to Professional Knowledge Base on page 10 of the program report (Accreditation Resource Room, MoSTEP Program Reports) states "*The MSED Secondary Education program builds on an educational foundation and provides candidates with the courses and experiences to acquire advanced knowledge, skills, and dispositions to positively impact student learning in the PK-12 learning environment. It is the goal of the program to prepare teacher candidates to develop the in-depth knowledge as described in professional, state, and institutional standards.*" Standard 8 addresses Dispositions, while individual courses within the core and program identify and develop specifically. Courses and the connections to the Conceptual Framework and MoSTEP are identified in SFR 750 and SFR 780 on pages 16-18 (Accreditation Resource Room, MoSTEP Program Reports).

<u>MS in Counseling – Elementary and Secondary School</u>. Within the MS Counseling, professional dispositions have been described through the linage of the MoSTEP Matrix for School Counselor and coursework (Accreditation Resource Room, MoSTEP Program Reports). In Table 5.2 Matrix – Subject Specific (page 25), the program outlines in 1.4.4.2 "*Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the school counselor* four (4) specific disposition traits that are developed and practiced plus assessed in multiple courses and across checkpoints in the program. Additionally in the program, students are monitored at Transition points along the way. For example, Transition Point 2 – Approval into Internship (Accreditation Resource Room, MoSTEP Program Reports, page 40)

- *Professional Dispositions reviewed with student – expectation to conform to Disposition to the professional and ethical standards of the profession*
- *Disposition contract (yes/no)*

Likewise in Transition Point 3 – After Exit from Internship or Practicum Course(s) (Accreditation Resource Room, MoSTEP Program Reports, page 41)

- *Professional disposition (yes/no) – expectation to confirm to the professional and ethical standards of the profession (Special Education dispositions are consistent with the International Council for Exceptional Children's Code of Ethics for Educators of Person with Exceptionalities).*

Finally, ethical, legal and professional dispositions are specifically described and assessed in *Assessment #5 Assessment of Counselor Dispositions* (see Counseling Assessment Plan, Accreditation Resource Room, MoSTEP Program Reports, page 43). These are major assessment pieces *"As part of the following courses: COU 710/711 (Helping Relationship) and COU 782,784 (Practicum)."*

<u>MS in Education - Educational Technology/Instructional Media and Technology</u>. Within the MS-IMT, professional dispositions have been described in their AECT Standards chart aligned to coursework (Accreditation Resource Room, MoSTEP Program Reports, page 5). Standard 2: Utilization specifies *"Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making."* Performance indicators linked to IMT courses such as IMT 640, 650 763 and 763 demand students demonstrate application of (3.4.2, page 9) "*policies which incorporate professional ethics within practice*" and (3.4.3, p.10) *"apply copyright and fair use guidelines within practice."*

<u>MS in Education – Deaf and Hard of Hearing</u>. The EDHH Program at Missouri State University has dispositions of candidates integrated into the program and highlighted in the program's matrix titled Education of the Deaf and Hard of Hearing Accelerated Masters PROGRAM MATRIX (Accreditation Resource Room, MoSTEP Program Reports, Appendix 1.8, page 7) and more strongly described in course syllabi: "*Course syllabi note the Professional Dispositions*

emphasis. The pre-service teacher should demonstrate intellectual, social, and ethical attributes indicative of the dispositions that contribute to the learning and development of all learners in Birth -12 classrooms. Dispositions refer to those "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." (National Council for Accreditation of Teacher Education (2007). The NCATE Unit Standards. Washington, DC

The dispositions listed below are to be demonstrated through coursework, practicum, professional activities, and student teaching throughout the program of study." (1.9 Program Alignment to Professional Knowledge Base, Accreditation Resource Room, MoSTEP Program Reports, page 8.)

The dispositions are specified in the chart:

> Missouri State Professional Education Unit
> ## Dispositions for Preservice Teachers
> 1. Personal hygiene (grooming, appearance, appropriate attire)
> 2. Language usage (oral and written)
> 3. Attendance/punctuality
> 4. Ethical behavior/tactful/maintains confidentiality
> 5. Attitude
>
> 6. Responsible/reliable/dependable
> 7. Responds appropriately to suggestions
> 8. Cooperative
> 9. Self-control/emotional stability
> 10. Positive role model
> 11. Honesty/truthfulness
> 12. Supportive/encouraging
> 13. Initiative
> 14. Courteous/Respectful
> 15. Tolerant/sensitive to individual differences
> 16. Adheres to school policies and expectations

Development of dispositions occurs during the program as described in the program assessment matrix and is aligned with the Transition Points for monitoring. For example: in Transition Point 1: *Disposition Handout received and signed by teacher candidate.* Students begin their dispositions training and continue throughout their program. Courses are specified in the *MoSTEP 1.2.9 The preservice teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others* (Accreditation Resource Room, MoSTEP Program Reports, page 41) in CSD 497, 760, 761, 765, 795, and 796.

Additionally, in Transition 2 – Approval into Practicum/Student Teaching (found in Accreditation Resource Room, MoSTEP Program Reports, page 65) states:

- *Professional Dispositions reviewed with student - expectation to conform to the professional and ethical standards of the profession*
- *Disposition contract (yes/no).*

These continue to be carefully monitored through Transition Point 5.

AFI 1.4.3

The unit does not ensure that candidates in all of its advanced programs are able to create positive environments for student learning and understand and build upon the developmental levels of P-12 students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work. (Advanced)

Rationale:

Only three of the unit's 11 advanced programs provided documentation of candidates' ability to create positive learning environments for student learning. The two Educational Administration programs and the Reading program provided evidence.

Rejoinder:

The language of this AFI was confusing as to how it related to Standard 1: Candidate Knowledge, Skills, and Professional Dispositions as the language in this AFI is found primarily in the area of student learning for other school professionals.

However, as described in the Advanced Program reports (Accreditation Resource Room, MoSTEP Program Reports), MS degree programs are primarily completed by practicing educators or counselors. Within individual programs, candidates of advanced programs work within their own classrooms or other settings in creating positive environments for student learning, and understand and build upon the developmental levels of P-12 students with whom they work; the diversity of students, families, and communities. This is further supported within the program matrices described in the previous AFI through the alignment of standards with coursework with assessments. Evidence is found within individual assessment plans throughout programs. For example:

MS in Education – Elementary Education**.** In two specific assignments described on page 30 (Accreditation Resource Room, MoSTEP Program Report), students are required to demonstrate planning and teaching to increase student learning: #5 Assessment Evaluation Plan: Students develop an assessment plan, gather data from their classrooms, and analyze student outcomes. Scoring guide; and #6 Depth of Knowledge Plan: Students develop an integrated plan for across content learning, multiple learning experiences for their students, and use of varied resources, teach, and analyze data.

MS in Early Childhood and Family Development. This advanced degree is intended for the professional early childhood administrator or coordinator. Candidates throughout the program as described on page 30 of the program report (Accreditation Resource Room, MoSTEP Program

Report) will demonstrate "*know[ledge] about, understand, and value the importance and complex characteristics of relationships, including those with individual's families and communities.*" The matrix on page 30 shows mastery of this expectation, "*They [students] use this understanding to create respectful, reciprocal relationships that support and empower individuals, families, and communities,*" in ECE 726 **Programming and Policy Issues for Early Childhood Settings** and 762 **Seminars in Early Childhood and Family Development.**

MS in Education – Secondary Education. Within the program description of the MSED-Secondary Education, page 8 of the program report (Accreditation Resource Room, MoSTEP Program Reports), provide the context for where students in this advanced program document through assessment their ability to create positive environments for student learning and understand and build upon the developmental levels of P-12 students with whom they work. **"***Assessment of MSED Secondary Education programs for pedagogy and student learning that include issues of content integration, and school, family, and community supports are applied in the 2 core required Professional Education courses (SFR 750 & SFR 780 above), as well as in the Core B Professional Education options of which all students must choose two (IMT 650, MID 725, PSY 705, PSY 710, RDG 710, SEC 701, and SPE 613 also listed above).*"

MS in Counseling – Elementary and Secondary School. Candidates are required to provide evidence of creating positive learning environments for student learning in their field experiences in K-12 classrooms. A major part of the program is the Counselor-Trainee Progress Assessment (Accreditation Resource Room, MoSTEP Program Reports, 6.7 Assessment and other forms page 33). The form is used throughout practicums, internships and supervision activities. An area specifically related to ensuring the creation of positive environments would be in:

Guidance and School Setting STANDARDS as stated in the PBCE

30. Standard I: The professional school counselor (in training) implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students. 1 2 3 4 5

32. Standard III: The professional school counselor (in training) implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills. 1 2 3 4 5

Students are rated according to the scale: Rate your student (or self if student) using the following scale for each item:
    1 = cannot do, does not demonstrate; substandard and needing remediation
    2 = can do/demonstrate, with prompting, but lacks effectiveness; fair
    3 = can do/demonstrate, unprompted, and is effective to some degree; meets expectations
    4 = can do/demonstrate, appropriate timing, delivery; works above expected level
    5 = can do/demonstrate, natural part of style, well-timed, delivered, effective; excellent

Available in the Accreditation Resource Room, MoSTEP Program Reports, 8.1 Transition Points, page 42), Transition Point 3 requires students to successfully complete the practicum or internship where they do demonstrate their abilities to develop positive environments. This is monitored and approved by faculty: "*The candidates' site supervisors complete weekly progress reports and logs that document the candidate's performance in each of the four components of the comprehensive guidance program...Candidates must demonstrate mastery across four areas of personal/professional development: Client Interaction Skills, Learning and Professional Skills, and Play Therapy/ Child Advocacy Skills and Guidance and School Setting Standard.*"

MS in Education – Deaf and Hard of Hearing. The program discussed in detail in section 9.7 Impact on PK-12 Student Learning (Accreditation Resource Room, MoSTEP Program Reports, page 76) that building positive "*In the EDHH Program, the impact on student learning (B-12) is evident in the Candidate Portfolios; however, EDHH candidates are also required to complete a Master's Project or Thesis in order to graduate.*" The portfolio required in this program specifies each standards and goal within the standard (Portfolio Checklist Example, Accreditation Resource Room, MoSTEP Program Reports, Appendix 8.08-B, page 54). For example, *DH3. Strategies for modifying the instructional and management environment to meet the physical, cognitive, cultural, and communication needs of the individuals who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, availability of support services, availability of appropriate technologies).*Portfolios with personal evidence provided in the portfolio is checked off by three faculty member in the program to ensure students are able to create positive and enriching environments.

Standard 2

AFI 2.4.3:

The unit does not have an assessment system in place to assess unit operations and candidate performance at the unit level (initial and advanced).

Rationale: Candidate performance is assessed at the program level; however, candidate performance on common assessments is not aggregated at the unit level. Aggregated unit operations data were not available.

Rejoinder: We agree with this Area for Improvement. The unit has considerable data available for review and as noted is used extensively for program and candidate evaluation. The unit is currently putting plans in place to address deficiencies and provide a more cohesive, systematic unit assessment plan.

Standard 3

Reference to narrative:

Page 18 - Section 3.1(b)3, paragraph 1

"No field experiences are required in the MSED Secondary, Early Childhood, Elementary Education (non-certification) and Technology programs for licensed teachers. All candidates are current practitioners. …… The Educational Technology program has an optional field experience."

AFI 3.4.3:

Field experiences are not required in all advanced programs. (Advanced)

Rationale:
The MSED programs in Secondary Education, Early Childhood, Elementary Education (non-certification), and Technology Education do not require field experiences.

Rejoinder:

Field experience requirements/options vary, but are required in most programs, although not clearly described in the individual program reports. The institution provided the team with direct, linked access to Program Reports containing an overview of each program's field experiences. However, the information presented in the reports for MSED Secondary, MSED: ECFD, MSED: ELE, and MSED: IMT was somewhat unclear in terms of what specifically is required for field experiences within each degree track. In those program reports, varied descriptions of field experience requirements were presented.

MSED: Secondary (p. 25 Accreditation Resource Room, MoSTEP Program Reports) does describe field experiences in the following manner:
> *All MSED Secondary Education candidates must have a teaching certificate or other related licensure as part of the admission requirements. Therefore the majority of MSED Secondary Education candidates are employed with school districts within Southwest Missouri. Due to their full time employment in education, their employment doubles as their field experience. They often utilize this field experience to develop their SFR 780 Education Research action research projects and apply and assess the range of pedagogy theories and methods presented in the Professional Education core coursework as described above* (re: Program report overview of coursework requirements)."

> Courses with embedded field experience requirements may be included in:
> - SFR 780 Educational Research – conducting of action research within classroom setting
> - EDT (formerly IMT) 763 Administration of Educational Media – assessment of technology is conducted in field sites. However, this is an elective option within MSED: Secondary Education, and is not required.

Childhood Education and Family Studies: ECFD Graduate Program (p. 32 Accreditation Resource Room, MoSTEP Program Reports)
does state the following:

"There is no practicum, student teaching or other field experiences in this program as it is not an education degree. ... However, we do have a course ECE 705 (student teaching) on our books if a student is working towards certification while pursuing this masters degree."

While there is no required field experience, most participants are employed in an early childhood classroom or agency and do complete some course projects in those locations. However, this has not been noted as required and was not made clear in the report. It will be specified more clearly in future plans for the MSED: ECFD program.

<u>Childhood Education and Family Studies: ELE Graduate Program</u> (p. 26 Accreditation Resource Room, MoSTEP Program Reports) does state the following:

"The MSED-ELE does not require field experiences, with the exception of those who are post baccalaureate and working both for certification through the initial program and concurrently working on the master's degree. The students do not co-mingle between initial and advanced programs in certification specific course work."

Thus, while no specific, required field experience is described, students in the MSED: ELE program do conduct applied research and projects within their classroom settings (grades 1-6).

As stated in the MSED: ELE report on page 27, final paragraph: *"The majorities of students in the ELE grad program are teaching in schools or have undergraduate elementary education certification. Courses in the MSED-ELE program have incorporated at least one major student learning outcome and assessment tool to focus on diversity. Concentrated efforts are placed in the ELE 711 Contemporary Issues, ELE 720 Advanced Theory and Assessment, and ELE 722 Differentiated Instruction to intensify instructional strategies for diverse populations, especially within Title 1 schools. Three targeted areas of diversity are the focus: culture (ethnicity), families (rural and at-risk), and special education (working with physical, psychological, mental, or social/behavioral differences)".*

As noted in this section, students are required to conduct projects documenting student learning outcomes for children from grades 1-6 in the following courses: ELE 711 Contemporary Issues, ELE 720 Advanced Theory and Assessment, and ELE 722 Differentiated Instruction.

<u>MSED: IMT</u> (pp. 32-33,Accreditation Resource Room, MoSTEP Program Reports) describes field experiences within the program description, as follows:

"There are several opportunities for IMT majors to participate in field experiences throughout their program. Many of the opportunities involve classroom assignments that require them to visit, analyze and report on a number of topics that involve technology in remote sites. In some cases, the students actually coordinate and assist in the production, development and operations of a technology program. The

more obvious opportunity for field experience is in the IMT 767 Practicum course that is a formal field-based class that requires a minimum of 60 hours of contact time where the students work, assist and learn about a number of technology operations. The practicum is arranged through the advisor or IMT Graduate Program Coordinator and includes a site-based contact person to serve as a guide, teacher, evaluator and resource for the process. Only Technology Specialist Certificate students are currently required to take the practicum. If an IMT student does not pursue that option, they may select other course options.

Other significant field-based activities are found in the IMT 763 Administration of Educational Media and the IMT 640 Technology Administration and Management courses that requires each student to do several on-site evaluations of an institution and do a complete analysis of the institution's technology program. Both courses adhere to the expectations of the AECT standards to which they are aligned."

 All MSED: IMT majors will complete embedded field activities during IMT 763, Administration of Educational Media, which is required for all MSED: IMT majors. Therefore, although not clearly outlined as practica/field experiences, the MSED: IMT program does have a field experience course that is required for all majors.
In addition, MSED: IMT majors who are seeking the Technology Specialist Certificate are required to complete a 60-hour practicum/field experience in a site that provides technology support to students (PK-12 through adult learners), agencies, or community members. Those students specifically seeking that certification have a required school-based field experience in IMT 767.

Standard 4

AFI 4.4.2:

Candidates have limited opportunities to work with diverse peers. (Initial and Advanced)

Rationale: Insufficient evidence was available to show that candidates have opportunities to work with diverse peers.

Rejoinder: We agree with this Area for Improvement. It has been a challenge to increase the diversity of our candidate population. However, there is institutional support for this area as seen by the hiring of a Vice-President for Diversity and Inclusion and the addition in the university long range plan the objective of creating a more diverse student body and workforce. The PEU Diversity Plan contains the objective of *"Candidates work with candidates from diverse backgrounds in Professional Education courses, on campus and in schools".* (Accreditation Resource Room, NCATE Exhibits, Previous Exhibits, Standard 4, (E), (H).)

The PEU is committed to increasing the diversity of candidates and initiatives will be a primary piece of the Plans for Improvement.

AFI 4.4.2:

The unit does not ensure that all candidates work with diverse faculty. (Initial and Advanced)

Rationale:

No evidence was presented that demonstrated all candidates work with diverse faculty.

Rejoinder:

We agree with this Area for Improvement. As with candidates, it is a challenge to increase the diversity of our PEU faculty. Again, there is institutional support for increasing the diversity of PEU faculty as seen by the hiring of a Vice-President for Diversity and Inclusion and the addition of the goal of increasing faculty diversity in the PEU Diversity Plan. The institution provides detailed suggestions and requirements in the Search Guide for Faculty provided by the Office of Institutional Equity and Compliance. These suggestions provide for opportunities for search committees to increase faculty diversity. (NCATE Exhibits, Previous Exhibits, Standard 4, (D), (G)).

This again will be a primary area of focus in Plans for Improvement.

AFI 4.4.2:

The unit does not ensure that all candidates other than initial level candidates in elementary, early childhood education, and MAT programs have field experiences or clinical practice in diverse settings. (Initial and Advanced)

Rationale:

Data were not presented to show that all candidates other than those initial level candidates in Elementary, Early Childhood, and MAT programs have field experiences and clinical practice in settings with diverse P-12 learners.

This section of the rejoinder (pp. 11-30) provides direct references to program reports and a listing of courses which have diverse field experiences. They are found under the headings of Middle School Education, Secondary Education, K-12 Education, Advanced Programs, and Additional Certifications

Reference to narrative:

Page 23: 4.1b(10) The unit did not provide data to show that all initial level and advanced level candidates work with or have an opportunity to work with P-12 students from diverse groups. Not all programs utilize the Office of Field Experiences, and several programs including some Secondary Education programs, Educational Administration, and Counseling attempt to place and monitor their own candidates regarding field and clinical experiences. While those programs may be successful in providing experiences in diverse settings for their candidates, the data were not available to ensure that all candidates have experiences with diverse learners. In addition, advanced teacher education programs that do not result in additional certification do not require

practica and do not attempt to document or monitor experiences with diverse learners. Initial level candidates in Elementary and Early Childhood Education and in the MAT program must work in diverse settings, and field and clinical experiences are monitored by the Office of Field Experiences to include diverse settings.

Rationale:

Data were not presented to show that all candidates other than those initial level candidates in Elementary, Early Childhood, and MAT programs have field experiences and clinical practice in settings with diverse P-12 learners.

Rejoinder:

Middle School Education

Middle School Education**:** (pp. 43; 55) (Accreditation Resource Room, MoSTEP Program Reports) does describe diversity field experiences in the following manner:

> *"Candidates are assigned to at least one practicum in a diverse classroom." (p. 55)*

> *"Candidates conduct practicums in a number of local middle schools, including middle schools with high free and reduced lunch percentages. Candidates are placed in middle schools all across the State, mostly in the southwest part of the State but also in the Kansas City and St. Louis areas. The Reed Academy was created to provide students with a focused experience in a middle school with a diverse population including low SES students." (p. 43)*

Courses in which Middle School Education students have a diverse field experience:
- SEC 302 – General Methods of Instruction in the Middle and Secondary School
- MID 439 – Middle School Instructional Strategies
- ENG 405 – Teaching of Middle and High School English
- HST 418 – Teaching of Secondary School Social Studies
- SCI 404 – Teaching of Middle School Natural Science
- MID 493 or MID 494 – Supervised Teaching

Secondary Education Programs—Information is found in Accreditation Resource Room, MoSTEP Program Reports

Agriculture Education (pp. 61; 63; 64) describes diversity field experiences in the following manner:

> *"Diverse placements are a priority for placement of students. Agriculture Education must meet criteria established by the Joint Staff in Agriculture Education. The Joint Staff approves all cooperating schools to place students. If schools are not diverse they will not be approved by the Joint Agriculture Education Staff. Students are primarily placed in agriculture areas common to migrate culture working in the local agriculture industry." (p.61)*

Courses in which AG students have a diverse field experience:
- SEC 302 Secondary Methods of Instruction
- AGE 493 or AGE 494 – Supervised Teaching

"Students are required to self-assess diversity classroom contact and to write to two specific clinical questions regarding diversity for each supervised teaching experience. The systematic tracking of diversity experience allows instructors, university supervisors, and ePortfolio supervisors to monitor candidate diversity contact, as well as assess students' development over time in acquiring essential diversity or cultural competencies." (p. 63)

"Student teaching centers and cooperating teachers will be selected by the Joint Staff. The following criteria will be utilized in making the selections.
A. Student teaching center will have a diverse population of student enrollment." (p. 64)

Business Education: (pp. 45; 48-49) describes diversity field experiences in the following manner:

"Students in the teacher education program are required to complete at least one field experience in a diverse setting. Students are allowed to request placement; but these requests depend on several variables, such as where the student went to school – urban, rural, diverse, etc. During student teaching placements, the goal is to create the most diverse learning experiences in relation to the socioeconomics and ethnicity of area schools."

"The BSED Business Education program assesses for diversity competencies through a variety of curricular and field assessments. Placements of student teachers in BSE 493 and BSE 494 (Supervised Teaching) are carefully chosen to provide a range of experiences and contacts for each candidate."

Courses in which Business students have a diverse field experience:
- SEC 302 - Secondary Methods of Instruction
- BSE 493 or BSE 494 – Supervised Teaching

"Candidates (in Business Education) work with students with special needs and with diverse backgrounds. Activities and artifacts created in the various clinical experiences are included in the professional ePortfolio and/or in the Student Tracking Evaluation Portfolio System (STEPS)." (p. 41)

"Assessments of working with diverse students are measured, among other places, in professional ePortfolio checkpoints during both the SEC 302 general methods class (Middle Secondary Methods of Instruction) and BSE 493 and BSE 494 (Supervised Teaching). In SEC 302, students are provided with the Assessment of Student Performance: Portfolio Checkpoints 1, 2, and 3 guidelines. Students' interactions and assessments of understanding and working in diverse settings continue to be addressed in Section 7.1 – Diverse Classrooms – of this program report." (p. 45)

"Assessments include clinical entries, lesson observation evaluations, diversity reflections, and lesson/unit plans on diversity components. The lesson/unit plans indicate how students are to accommodate special needs and meet multiple learning style preferences." (p. 49)

"As noted on syllabi (Appendix 3.3 – Business Education Syllabi), assignments on diversity components include providing input to discussion board forums; creating a resource packet relating to gender equity and diversity; completing a diversity-at-school assignment; and developing and integrating topics such as soft skills, cultural diversity, and interpersonal skills without presenting the topics in isolated units or lessons. The Diversity Resource Packet BSE 524 assignment may be seen in Appendix 7.1 – Diversity Resource Packet BSE 524." (p. 49)

As noted in the Program Report for Business, sample excerpts were included from three students' clinical entry log artifacts on interactions with diverse learners. These three examples represent different levels of practicum experiences: general secondary methods (SEC 302) and BSE 493 and BSE 494 (Supervised Teaching). Pages 49-50 of program report provides documentation.

English Education: (pp. 62; 65) describes diversity field experiences in the following manner:

"Students in the BSED in English complete a practicum in SEC 302, ENG 405, and ENG 432/433. Student placements are made based on the diversity of the school—urban versus rural schools; free and reduced lunch rates of the schools, and diversity of the student population. For example, if a student completes a practicum in SEC 302 at a rural school with a high free and reduced lunch rate, the program coordinator would attempt to place the student in his/her special methods practicum in an urban school with a lower free and reduced lunch rate, or at a minimum, an urban school with a different school population. Each semester, Dr. Franklin, in collaboration with the Clinical Experience Office, personally places students in their special methods practicum. The team looks carefully at previous placements and tries to identify schools that offer different experiences than the previous placements."

"All students in the programs are required to complete at least one field experience in a diversity setting. Students are allowed to request placements, but these requests depend on several areas. We look at where the student went to school (urban? rural? diverse?). Among the three practicum, we want them to work in an urban school (usually within Springfield unless students choose to teach in St. Louis or Kansas City); a rural school; and a suburban school. Our goal is to create the most diverse learning experiences in relation to the socioeconomics and ethnicity of area schools."

Courses in which English students have a diverse field experience:
- SEC 302 - Secondary Methods of Instruction
- ENG 405 – Special Methods
- ENG 432 or ENG 433 – Supervised Teaching

<u>Math Education</u>: (p. 32) (Accreditation Resource Room, MoSTEP Program Reports) describes diversity field experiences in the following manner:

"Placements of student teachers are the responsibility of the Field Experiences Office in the College of Education. Those placements are intended to give the student teachers a wide variety of experience: rural and city districts, large and small districts, and as much as possible districts with highly diverse student populations."

Courses in which Math students have a diverse field experience:
- SEC 302 - Secondary Methods of Instruction
- MTH 410 – Teaching and Learning of Math II with Practicum
- MTH 493 or MTH 494 – Supervised Teaching

"The University's Statement on Diversity's strategy and initiative to "Foster institutional environments and opportunities, including academic courses, that enhance learning about and respect for diversity" is elaborated for Missouri State University Education candidate through the Professional Education Unit's Diversity Knowledge, Skills, and Dispositions document. The Secondary Mathematics Education Program assesses for these competencies through a variety of curricular and field assessments as detailed in the Mathematics Diversity Strategic Plan." (p. 35)

<u>Science Education</u>: (pp. 37; 44) describes diversity field experiences in the following manner:

"The Secondary Science teacher education program attempts to make practicum placements that expose candidates to a variety of school settings. The BSED Secondary Science Education program assesses diversity competencies through a variety of curricular and field assessments. Placements of student teachers in SCI 414 and Supervised Teaching (SCI 493 and SCI 494) are carefully chosen to provide a range of experiences and contacts for each candidate."

"Students begin entering clinical data in the professional ePortfolio during the general methods class SEC 302 (Secondary Methods of Instruction). Students continue submitting ePortfolio clinical entries during SCI 414, SCI 493 and SCI 494. These entries include the following information: Placement location; number of placement hours completed; self-identified diversity in their placed classrooms; along with Diversity and Technology clinical entries in response to Clinical Entry Log Questions. Students are required to self-assess diversity classroom contact and to write to specific clinical questions regarding diversity for each supervised student teaching experience. The systematic tracking of diversity experience allows instructors, university supervisors, and ePortfolio supervisors to monitor candidate diversity contact, as well as assess students' development over time in acquiring essential diversity or cultural competencies."

Courses in which Science students have a diverse field experience:
- SEC 302 - Secondary Methods of Instruction
- SCI 414 –Science Methods with Practicum
- SCI 493 or SCI 494 – Supervised Teaching

Sample excerpts were included from three students' clinical entry log artifacts on interactions with diverse learners. These three examples represent different levels of practicum experiences: general secondary methods (SEC 302), science methods (SCI 414) and student teaching (SCI 493, SCI 494). See pages 45-46 of program report.

History Education: (pp. 34-35) does describe diversity field experiences in the following manner:

"The second opportunity occurs in HST 418 Teaching of Secondary School Social Studies. During this special methods course students are assigned to a 30 hour practicum in a secondary classroom from placements available at Missouri State University Greenwood Laboratory School, Springfield public schools, Springfield Catholic, and surrounding public school districts. Some consistently utilized diverse practicum placements include: Bailey Alternative High School, Division of Youth Services Sunshine Community School, as well as statistically ethnically diverse schools Central, Glendale, Parkview, and Hillcrest High School in the Springfield School District. Clinical log entries are submitted to their E-Portfolios that include information on diversity contacts and interactions, technology applications in the classroom, and public affairs activities (citizenship development) in the classroom. Students are required to write one reflection specifically on diversity in the classroom based on self-evaluation of their implementation accommodations and modifications for a lesson (see Section 7 Diverse Classroom)"..

"HST 422 Supervised Student Teaching (10 credit hours) is a semester long placement that results in 600 contact hours in the school. In order to maximize candidates' exposure to diverse settings, student teaching placements may not be the high school a candidate matriculated from nor may it be the school where they completed their HST 418 practicum." Missouri schools are mainstreamed. Each student teacher, therefore, meets students with special learning needs and diverse learning styles."

Courses in which Science students have a diverse field experience:
- SEC 302 -- Secondary Methods of Instruction
- HST 418 -- Teaching of High School Social Studies
- HST 422 -- Supervised Teaching

" Placements are carefully chosen to provide a range of experience and contact for each candidate, while diversity competencies are assessed in a variety ways and a range of courses. The Content Area courses include social science and history content on a wide range of societies both within the United States and outside it. In HST 418 Social Studies Methods and HST 422/423 Supervised Teaching dedicated Diversity workshops are provided for students and along with several assessments included within these courses, including: clinical entries, lesson observation evaluations, a structured Diversity reflection assignment, and Unit Plan and Assessment Piece (Impact on Learning) diversity components." (p. 40)

Speech/Theater Education: Theater & Communications: (pp. 36-37) does describe diversity field experiences in the following manner:

"The main special methods course students are assigned to a three different experiences in a secondary classroom from placements available at Missouri State University Greenwood Laboratory School, Springfield public schools, Springfield Catholic, and surrounding public school districts. Some consistently utilized diverse practicum placements include: statistically ethnically diverse schools Central, Glendale, Parkview, and Hillcrest High School in the Springfield School District. Students are required to write a reflection on each experience."

"COM 490 and 491 or THE 490 and 491 Supervised Student Teaching (12 credit hours) consists of two eight-week long placements. The pre-service speech and theatre student teacher is assigned to a public or parochial school for this experience. In order to maximize candidates' exposure to diverse settings, student teaching placements may not be the high school a candidate matriculated from nor may it be the school where they completed their SEC 302 practicum. Missouri schools are mainstreamed. Each student teacher, therefore, meets students with special learning needs and diverse learning styles. Missouri schools are mainstreamed. Each student teacher, therefore, meets students with special learning needs and diverse learning styles."

Courses in which Speech/Theater students have a diverse field experience:
- SEC 302 -- Secondary Methods of Instruction
- COM/THE 417 -- Teaching of Speech and Theatre
- COM 532 -- Teaching Debate
- COM 534 -- Teaching Individual Events
- COM 536 -- Directing Forensics
- COM 490 and 491 or THE 490 and 491 -- Supervised Teaching

"The BSED Speech and Theatre Program assesses for these competencies through a variety of curricular and field assessments. Placements are carefully chosen to provide a range of experience and contact for each candidate, while diversity competencies are assessed in a variety of ways and a range of courses. The Content Area courses include communication and theatre content covering a wide range of diversity aspects. In COM/THE 417 Teaching of Speech and Theatre addressing a diverse classroom population is required in both major Unit Plans. COM/THE 490 and COM/THE 491 Supervised Teaching require several assessments, including clinical entries, lesson observation evaluations, and Unit Plan and Assessment Piece (Impact on Learning) diversity components." (p. 42)

"The attached COMMUNICATION Placement Data Tables 2008 and 2009 and THEATRE Placement Data Tables 2008 and 2009 include all practicum and supervised teaching placements and self reported diversity classroom contact information by student. Students begin entering clinical data in the E-portfolio during their SEC 302 General Methods practicum. These entries include the following information: Placement Location, number of placement hours completed, self-identified diversity in their classrooms, Diversity, Technology, and Public Affairs clinical entries in response to Clinical Entry Log Questions. It is clear from examining these sample years of self-reported data that students experience significant diverse student contact. Within this two year sample of 63 clinical entries 34 or 54% indicated a High level of contact based on 6-7 types of diversity identified in their classrooms, 27 or 43% indicated a moderate level of contact based on 3-5 types of diversity,

while only 2 or 3% indicate a low level of contact based on 1-2 types of diversity (percentages are rounded)." (pp. 42-43)

K-12 Programs --Information is found in Accreditation Resource Room, MoSTEP Program Reports

Art Education: (pp. 45-46, 49-51) describes diversity field experiences in the following manner:

"Art education students encounter diverse art classrooms in four specialty area courses (Art 360, Art 366, Art 401, Art 466/783). While in Art 366 and Art 401, students participate in Citizenship and Service Learning opportunities which require volunteer, off-campus, out-of-class activities that are designed to increase practical pedagogical experiences while encountering and understanding students in diverse classrooms. Some students select a tradition classroom setting in K-12 public education while others pursue educational and diverse opportunities at locations such as: The Rivendale Institute of Learning, The Greene County Correctional Facility, the Rare Breed, the Boys and Girls Club, and The Community Learning Center where there is generally a larger membership of diverse backgrounds. As reported in students' critical, reflective narratives in ART 366 and ART 401 coursework, these experiences are generally profound and not available in typical K-12 classrooms. In Art 366 and Art 401 five diversity entries are required in the ePortfolio (see syllabi)." (pp. 45-46)

Courses in which Art Education students have a diverse field experience:
- SEC 302 -- Secondary Methods of Instruction
- ART 360 -- Introduction to Art Education
- ART 366 -- Elementary Art Education
- ART 401 -- Teaching of Art
- ART 466/783 -- Art Education Practicum

"The Art Education Diversity matrix is data from one semester that indicates the amount of diverse contact candidates would typically have during the program. These data are reflective of what would be found in similar situations for different semesters. Diverse contact is increasing in the region as the diverse population continues to expand." (pp. 49-51)

Family and Consumer Sciences: (pp. 45-48, 49) describes diversity field experiences in the following manner:

"College of Education is excellent at providing practicum opportunities through the Hispanic Educational Access Initiative which provides opportunities for students to work with the Hispanic populations in Monett and Verona. Improvement may be made through exploring poverty (and the culture and heritage of poverty through this rural area) and exploring whiteness studies in order to shift students' perspectives and increase their abilities to work with diverse learners of all kinds."

"The Office of Educational Field Experiences and Family and Consumer Sciences program work cooperatively to place student teachers to ensure they experience as much diversity as possible. Most of these schools would fit in the aforementioned text as being predominantly white, predominantly rural, and predominantly poverty stricken." (pp. 45-48)

"During the Checkpoint 3 of the professional portfolio, each student's scholarly artifacts are reviewed. The portfolio must include documentation relating to (1) working with technology and diverse student populations (reflective statements are suggested), (2) using lesson plans and/or activities or a description of the teaching strategies used that indicate how the learners with individual differences are engaged and accommodated, (3) creating activities that connect with students' strengths, prior experiences, family, culture, and community heritages, and (4) providing specific examples of accommodations made during clinical experiences." (p. 49)

Courses in which Family and Consumer Sciences students have a diverse field experience:
- CFD 160 -- Principles of Development in Early Childhood
- SEC 302 -- Secondary Methods of Instruction
- FCS 472 -- Resource Management Theory and Practicum
- FCS 493/494 -- Supervised Teaching
- FCS 512 -- Teaching Family and Consumer Sciences

Foreign Language: Spanish, French, German BSED: (p 61) does describe diversity field experiences in the following manner:

"We are aware that exposure to diverse student populations and the cultivation of competence to interact with and effectively teach diverse students is an import aspect of teach preparation, as well. As stated above, we believe that our content focus (languages and cultures) promotes awareness of the concept of diversity in general and also encourages students to develop insights with respect to specific aspects of diversity, such as racial and ethnic differences, differences of gender in communication, socio-economic class distinctions, linguistic diversity, cultural plurality, etc. These aspects are reiterated throughout our curriculum from the lowest language courses through pre-graduate classes." (p. 61)

"MCL BSED candidates specifically have an introductory field experience in Greenwood Laboratory School and/or in other area middle or secondary schools. Springfield Public Schools serve a highly diverse student population, including those of minority status, and those receiving free and reduced lunches. The clinical practice in diverse settings occurs during their Supervised Student Teaching, at both the elementary level and secondary level. The candidates reflect on these experiences through their clinical placement logs specific to Diverse Learners in their eportfolio, updated and required for Checkpoint 3."

Courses in which Foreign Language: Spanish, French, German BSED students have a diverse field experience:
- SEC 302 -- Secondary Methods of Instruction
- MCL 493 **--** Supervised Teaching (Secondary Foreign Language)

- MCL 496 -- Supervised Teaching (Elementary Foreign Language)

Music - Instrumental & Vocal Program: (pp. 65-66) describes diversity field experiences in the following manner:

"The University's Statement on Diversity's strategy and initiative to "[f]oster institutional environments and opportunities, including academic courses, that enhance learning about and respect for diversity" is elaborated for education candidates through the Professional Education Unit's Diversity, Knowledge and Skills, and Dispositions document. The music education program assesses for these competencies through a variety of curricular and field experience assessments. Placements are chosen to provide a range of experience and contact for each candidate, while diversity competencies are assessed over a range of courses. MUS 346 Music in Western Culture and Society II and MUS 239 Introduction to World Music provide historical and cultural content on music practices in a range of societies both within the United States and abroad. In MUS 200 General Methods and Principles of Music Teaching, MUS 340 Adaptive Music for Special Learners, MUS 410 Secondary Choral Methods, MUS 411 Secondary Instrumental Methods, MUS 488 Seminar in Student Teaching, and MUS 494/496 Supervised Teaching, several class activities and assignments focus on inclusive excellence, along with several assessments, including clinical entries, lesson observation evaluations, the development and implementation of lesson plans utilizing materials of historically underrepresented groups, and Teacher Work Sample. As one example, students in Music 411 gain experience in instructing students in the before school jazz ensemble at Parkview High School as a field trip activity in the course. This experience is in addition to the 20-hour practicum required as part of the course. One of the reasons for utilizing this site is that Parkview High has one of the higher populations of diverse learners in the local area. Additionally, while not a required or elective part of the program, several students have enrolled in MUS 130 Multicultural Music Instrument Techniques, which is a course specifically, focused on developing musical and cultural competencies of another culture."

After admission to teacher education, students submit practicum entries associated with MUS 340 Adaptive Music for Special Learners, MUS 410 or 411 Secondary Methods, MUS 430 Music in the Grades, and MUS 494/496 Supervised Teaching. These entries include the following information: placement location, number of placement hours, and clinical entries in response to Clinical Log Entry Questions. An analysis of placements for Spring and Fall 2010 completers reveals that students experience diverse student contact. This one year sample of instrumental music education majors reveals that of 44 clinical entries, 21 or 48% experienced a high level of contact based on 6-7 types of diversity identified in their classrooms, 17 or 39% indicated a moderate level of contact based on 3-5 types of diversity, and only 6 or 14% experienced a low level of contact based on 0-2 types of reported diversity. On average, instrumental majors had three placements categorized as a high level of contact, and every program completer experienced at least one student teaching placement with both racial and ethnic diversity. This one-year sample of vocal music education majors reveals that of 131 clinical entries, 58 or 44% experienced a high level of contact based on 6-7 types of diversity identified in their classrooms, 57 or 44% indicated a moderate level of contact based on 3-5 types of diversity, and only 14 or 11% experienced a low level of

contact based on 0-2 types of reported diversity. On average, vocal majors experienced 2.6 placements categorized as a high level of contact, and every program completer experienced at least one student teaching placement with both racial and ethnic diversity" (p 65).

"Other evaluations that include assessment of diversity as part of an evaluation are listed below along with the specific assessment indicators used to evaluate diversity competencies" *(p 66).*

Courses in which Music - Instrumental & Vocal Program students have a diverse field experience:
- MUS 130 -- Multicultural Music Instrument Techniques,
- MUS 200 -- General Methods and Principles of Music Education
- MUS 340 -- Adaptive Music for Special Learners
- MUS 410 or 411 -- Secondary Methods
- MUS 430 -- Music in the Grades
- MUS 494/496 -- Supervised Teaching.

Physical Education: (pp. 53, 54) describes diversity field experiences in the following manner:

"The University's Statement on Diversity's strategy and initiative to "Foster institutional environments and opportunities, including academic courses, that enhance learning about and respect for diversity" is elaborated for the Missouri State University Education candidate through the Professional Education Unit's Diversity Knowledge, Skills, and Dispositions document. This document articulates the goals for the education candidate's development in diversity and can be found at the following link: PEU Diversity. The K-12 Physical Education program assesses for these competencies through a variety of curricular and field assessments. The K-12 Physical Education content area courses focus on the nature and scope of physical, cognitive, and emotional disabilities and the physical education of special populations. PED 386 (Social Basis of Physical Activity) and PED 430 (History and Philosophy of Physical Education) focus on the historical significance and role of culture, race and gender in physical education and sports. In PED 431 (Teaching K-4 Physical Education), PED 440 (Middle School Physical Education) and PED 411 (Teaching of Secondary Physical Education) students are provided opportunities to complete practicums in schools that contain diverse populations and classrooms. In addition, PED 468 (Adapted Physical Education) and PED 361 (Principles of Motor Learning in Physical Education) provide students will opportunities to work with special populations ranging from pre-school to adult."

"In PED 493 and PED 496 (Supervised Teaching at the Secondary and Elementary Levels) dedicated diversity workshops are provided for students along with several reflective assessments including clinical entries, lesson observation evaluations, a unit plan and assessments piece that focuses on measuring diversity components and their impact on learning" *(p 53).*

An average of 88% of students reported moderate to high experiences with diversity. However, all students report at least some moderate exposure to diversity sometime throughout the many field experiences presented in the various classes within the program" (p 54).

Courses in which Physical Education Program students have a diverse field experience:

- PED 361 -- Principles of Motor Learning in Physical Education
- PED 386 -- Social Basis of Physical Activity
- PED 411 -- Teaching of Secondary Physical Education
- PED 430 -- History and Philosophy of Physical Education
- PED 431 -- Teaching K-4 Physical Education
- PED 440 -- Middle School Physical Education
- PED 468 -- Adapted Physical Education
- PED 493 and PED 496 -- Supervised Teaching at the Secondary and Elementary Levels

Special Education Programs – Initial & Advanced Information is found in Accreditation Resource Room, MoSTEP Program Reports

Special Education— Mild/Moderate Cross-Categorical Disabilities: (pp. 61-62) describes diversity field experiences in the following manner:

"Ethnic Diversity: To ensure BSED: K-12 Special Education Program candidates have experience with ethnically diverse K-12 students, all candidates complete an integrated service learning tutoring experience in SPE 517. In this service learning site, candidates are divided into collaborative tutoring teams placed in an after-school program for K-12 children from low-income areas of Springfield. Approximately 75-80% of the children attending this after-school program are African-American with the remainder being Caucasian. These children do not have disabilities; however the BSED: K-12 Special Education Program candidates work with children in the after-school program on reading skills based on pre-assessments conducted at the onset of the semester".

"Mild/Moderate Cross-Categorical Disabilities: To ensure BSED: K-12 Special Education Program candidates have experience with the range of disabilities included in the Mild/Moderate Cross-Categorical designation, these candidates are placed in three specific practica experiences. In SPE 516, BSED: K-12 Special Education Program candidates are assigned to children identified with mild/moderate disabilities who have some type of behavioral concern. The SPE 516 students conduct functional behavioral assessments and develop behavior interventions to address that concern. In SPE 520, BSED: K-12 Special Education Program candidates are assigned to classrooms designated to serve children with disabilities such as learning disabilities, emotional disturbance, mild autism, language disorders, and/or attention deficit disorders. SPE 520 students conduct curriculum-based assessments in academic content areas and functional behavioral assessments, and are required to develop appropriate IEPs, academic interventions, and behavioral interventions based on the data acquired. In SPE 522, BSED: K-12 Special Education Program candidates are assigned to classrooms designated to serve children with disabilities such as intellectual

disability, other health impairments, physical/motor impairments, and/or mild autism. The SPE 522 students conduct functional academic assessments and develop appropriate intervention plans based on data acquired."

Courses in which Special Education— Mild/Moderate Cross-Categorical Disabilities students have a diverse field experience:

- SPE 516 -- Application of Applied Behavior Analysis and Interventions for Teachers in Applied Settings
- SPE 517 -- Effective Practices
- SPE 520 -- Practicum-Teaching Individuals with Learning and Behavioral Disorders
- SPE 522 -- Practicum-Instruction of Students with Developmental Disabilities and Other Health Impairments

BSED: K-12 Special Education Program Candidates complete a series of practicum and field experiences in sites identified to serve K-12 students with disabilities. In their various field experiences, they serve children of ethnically diverse backgrounds, various disability categories, various income levels, and both elementary and middle/secondary grade levels.

Special Education—Visual Impairment: (p. 49) describes diversity field experiences in the following manner:

"Students in the Blind and Partially Sighted certification program are prepared to meet the unique needs of students in a diverse classroom. There are several classes that provide instructional strategies and methodology to meet the needs of students with visual impairments and a variety of additional disabilities including deafness, blindness, autism and medical conditions. In addition participants gain knowledge and skills to assess and design educational environments to meet the unique needs of students with vision loss to include lighting, glare, contrast and other environmental and physical adaptations. To meet the needs of students who are English language learners, participants develop skills to Braille material in foreign languages including Spanish, French and German.

Specific placement opportunities are limited to the place of employment for each participant. In addition, we encourage our participants to spend instructional time at a school for the blind or similar school in their state and community. This opportunity provides our participants with a unique opportunity to work with children with a variety of visual conditions, additional disabilities and cultural or economic backgrounds. Based on clinical placement logs, students in our program have provided instruction for students from a variety of cultural backgrounds."

Courses in which Special Education—Visual Impairment students have a diverse field experience:
- SPE 709 -- Methods of Teaching Students with Visual Impairment and Multiple Disabilities
- SPE 789 -- Student Teaching

"As a requirement of SPE 789 each participant is expected to complete direct teaching with students who are blind or visually impaired, including Pre-k to 12 grades. Students who currently are employed and serving students must complete 120 hours for the practicum. Students who do not have a teaching certification must complete 350 hours to meet the expectations of the program."

Program Report for Special Education—SEACT: (p. 40) does describe diversity field experiences in the following manner:

"The vast majority of districts where SEACT Candidates teach include those with high rates of free and reduced lunch as noted within demographic data in rural southwest Missouri schools. Since employment of SEACT Program Candidates within various school settings throughout the southwest Missouri region cannot be controlled, SEACT Candidates participate in a mandated on site diverse field experience within the SPE 617 Effective Practices in Special Education course. All SEACT Candidates enrolled in SPE 617 work with students from diverse ethnic groups who are from some of the lowest socio economic schools in Springfield, Missouri."

Courses in which Special Education—SEACT students have a diverse field experience:
- SPE 617-- Effective Practices in Special Education
- SPE 784 -- Advanced Methods Mild/Moderate–Year Two
- SPE 789 -- Practicum Exceptional Child–Year Two
- SPE 792 -- Evaluation of the Exceptional Child–Year One

"Content specific to working effectively with diverse learners is clearly embedded with all program syllabi. Students in the SPE 715-Foundations of Special Education Course develop a knowledge base specific to the evidence-based practices needed to support diverse learners. Issues in teaching minorities and students who are culturally and linguistically diverse as well as the impact of socioeconomic factors and disabilities are incorporated within SPE 715 lecture and assigned readings. The core knowledge is applied within methods courses and field based activities in SPE 617 and SPE 784 & 789."

Advanced Programs-- Information is found in Accreditation Resource Room, MoSTEP Program Reports

Program Report for Counseling (Elementary & Secondary): (p. 31) describes diversity field experiences in the following manner:

"Helping Relationship class is conducted in our student clinic at times when other clients are not being seen. Practicum also is conducted in the student clinic. Internships occur in community agencies throughout the region. School Counseling Field Experiences occur in public schools throughout the region. Of those clients served, 18% came from diverse populations. "

"The Springfield Public Schools provides the preponderance of our School Counseling Field Experience placements. During the 2007-2008 school year (the latest year for which an annual school district report is available), the district served approximately 23, 372 students, of which approximately 23.7% were minority students. The district, overall, showed a mobility rate of 55.8%, ranging as high as 110.4% in some elementary schools. The district reported an overall free and reduced lunch program rate (often used as a index of poverty) of 44.7%, ranging as high as 90.9% in some elementary schools. Thus, while ethnic and racial diversity may be somewhat limited in the community as a whole, the economic diversity is substantial. Our Field Experience student have historically been disproportionately placed in Title I schools, which all show higher levels of both ethnic and economic diversity."

Courses in which Counseling students have a diverse field experience:
- COU 614/714 -- Diversity and Multicultural Issues in Counseling
- COU 652/752 -- Career Development: Understanding & Responding to Cultural differences in Career Development and Practice

"All students in the counseling programs take a semester-long course COU 614/714 "Diversity and Multicultural Issues in Counseling." In addition to readings and films to increase knowledge of diverse others, this course includes cross-cultural interaction, typically individual interviews with persons representing racial, ethnic, sexual orientation, and religious diversity, followed by extensive response papers. Skills with diverse clients are further developed in our community-based clinic, where ALL students complete one semester of practicum."

"Our clinic serves predominantly lower-income clientele, based on a sliding fee scale where many clients cannot pay the modest minimum fee of $5 per session. In addition to low SES, we see a diverse cross-section of the community, with approximately 13% racially diverse, and 5% non-heterosexual people. (Demographic data related to race/ethnicity and sexual orientation is collected anonymously from individuals who choose to self-identify. This data is kept separate from intake and treatment information.) Diversity competencies are infused into other courses, and some courses have extensive units specifically focused on diverse populations (e.g., COU 652/752 Career Development: "Understanding & Responding to Cultural differences in Career Development and Practice." Required readings focus on diverse student needs, required participation in diversity issues blog, skills checklist and response paper required)."

"During Field Experience, students work in a variety of schools, and keep a diversity log to document experience and raise their awareness of the differing needs of diverse populations. ALL students are required to complete an interview/visit to another school where the focus is multicultural issues and strategies for working with diverse populations, followed by a review paper (p. 39)."

Education Administration – Principal: (pp. 23; 26) describes diversity field experiences in the following manner:

"All candidates enrolled in the Masters Degree Program in Educational Administration must participate in field-based experiences. Field experiences, part of the sustained internship as defined by building level ELCC, are integrated into courses throughout the program, providing a solid link between theory and practice. Candidates practice and demonstrate knowledge, skills and dispositions by completing field-based work experiences throughout the program. These experiences can be done within the district, or with neighboring districts. Elementary candidates are required to work at an approved elementary site. Secondary candidates are required to work at an approved middle school/junior high school or high school site. Candidates are required to complete activities with a total of 350 hours." (p. 23)

"Candidates in the Missouri State University Educational Administration Program will be working with and be employed by various public schools with employees from diverse backgrounds as well as serving students from various backgrounds/populations. Candidates are prepared to address the administrative procedures and policies needed and to acknowledge diversity aspects when considering the needs of a district, building, and/or students." (p. 26)

"Candidates preparing for certification as principals are provided with the knowledge and dispositions to successfully serve diverse student populations and diversity within the community. Program standards that address diversity are embedded throughout the curriculum. The focus of the coursework addresses the preparation of administrators who are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, ethically, and with integrity." (p. 26)

Education Administration – Superintendent: (pp. 23; 25) describes diversity field experiences in the following manner:

"All candidates enrolled in the Specialist Degree Program in Educational Administration must participate in field-based experiences. Field experiences, part of the sustained internship as defined by district level ELCC, are integrated into courses throughout the program, providing a solid link between theory and practice. Candidates practice and demonstrate knowledge, skills and dispositions by completing field-based work experiences throughout the program." (p. 23)

"Degree candidates preparing for certification as superintendents are provided with the knowledge and dispositions to successfully serve diverse student populations and diversity within the community. Program standards that address diversity are embedded throughout the curriculum. The focus of the coursework addresses the preparation of administrators who are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, ethically, and with integrity." (p. 25)

"Candidates in the Missouri State University Educational Administration Program will be working with and be employed by various public schools with employees from diverse backgrounds as well as serving students from various backgrounds/populations. Candidates are prepared to address the administrative procedures and policies needed to

acknowledge diversity aspects when considering the needs of a district, building, and/or students." (p. 25)

Elementary Education: (p. 27) describes diversity field experiences in the following manner:

"The majorities of students in the ELE grad program are teaching in schools or have undergraduate elementary education certification. Courses in the MSED-ELE program have incorporated at least one major student learning outcome and assessment tool to focus on diversity. Concentrated efforts are placed in the ELE 711 Contemporary Issues, ELE 720 Advanced Theory and Assessment, and ELE 722 Differentiated Instruction to intensify instructional strategies for diverse populations, especially within Title 1 schools. Three targeted areas of diversity are the focus: culture (ethnicity), families (rural and at-risk), and special education (working with physical, psychological, mental, or social/behavioral differences)."

Courses in which Graduate Elementary students have a diverse field experience:
- ELE 711 -- Contemporary Issues
- ELE 720 -- Advanced Theory and Assessment
- ELE 722 -- Differentiated Instruction

Educational Technology (formerly IMT): (p. 34) describes diversity field experiences in the following manner:

"AECT definition of Diversity: "... the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities." (ECIT Guidelines, 2002) In accordance with this definition and best practices in the field, diversity is accommodated in every IMT educational technology course. Administering to the individual needs of each student is inherent in instructional design, the theory base that is the core of every course. All IMT courses are designed with this in mind and, also, with the intention of exemplifying this practice for students while encouraging them to do the same through class assignments and expected outcomes."

"In IMT 365 (undergraduate) and IMT 662 (graduate) all students are required to produce a Dynamic Instructional Design plan which addresses all aspects of diversity when planning an educational event. IMT 764, Instructional Design, requires an authentic project for instruction in any number of settings taking into consideration the unique characteristics of the intended population – including those from diverse cultural, racial, and economic backgrounds. Similar considerations are made in the production classes and all others as well."

Courses in which Educational Technology students have a diverse field experience:
- EDT 365 -- Educational Applications of Technology and Media
- EDT 662 -- Educational Applications of Computers for Teaching
- EDT 764 -- Instructional Design

Reading (Literacy): (p. 16) describes diversity field experiences in the following manner:

"The 6-credit hour clinical (RDG 781 and RDG 782) is housed on the Missouri State University campus in the Greenwood Laboratory School (GLAB). Students for the summer clinical are sought from Title I schools in Springfield and the surrounding towns. Teachers who identify struggling readers contact students' parents who then contact the clinical professor. Ethnic diversity is heavily recruited for students in the clinical. Most students are from Title I schools. RDG 730 (6 hrs) also recruits from Title I schools following the same procedure as stated above. RDG 640 includes students from the Good Samaritan Boys Ranch, a residential care facility for troubled youth, elementary through high school. Ethnic diversity is approximately 25%. Additional field experiences occur in the candidates own schools and classrooms where they work with their own students. For those not currently teaching, course professors help candidates locate suitable field experience placements."

Courses in which Reading (Literacy) students have a diverse field experience:
* RDG 640 -- Analysis and Correction of Difficulties in Literacy
* RDG 700 -- The Relationship of Language to Literacy and Intellectual Development
* RDG 730 -- Assessment and Instruction of Less-skilled Readers and Writers (not used after Dec 2010. RDG 781/782 now used)
* RDG 780 -- Assessment Procedures for the Literacy Specialist
* RDG 781/RDG 782 -- Assessment and Remediation of Literacy Problems

In RDG 640, candidates meet weekly with institutionalized, high school boys and apply best practices to assess their literacy skills and develop an individualized program including work in word analysis, vocabulary, comprehension, fluency, and writing. In 2010, about 25% of the students are black and another 15% from ethnicities other than Caucasian. In RDG 730, candidates work primarily with young struggling readers (grades 1-3) where about 40% come from low income families. All Reading Masters students are required to take the diversity course, RDG 560/660 Diversity Issues in Literacy & the Content Areas.

Education for Deaf/Hard of Hearing: (pp. 57-58) describes diversity field experiences in the following manner:

"The EDHH Program recently revamped the entire program of which the first cohort of students graduated in May of 2011. The program reevaluated the courses and course sequence in order to better serve the students. As a result, not only was the graduate program modified but an accelerated master's option was also established. In reevaluating the EDHH courses, one of the main areas looked at was diversity."

"In order to comply with the MSU's diversity goals listed above, the EDHH program instituted a number of changes. The EDHH program created a diversity course (CSD 380, Deafness & Diversity) specific to the needs of students preparing to serve individuals and children with a hearing loss. This course was also added as a requirement for graduation".
"In order to provide EDHH preservice learners with more hands-on experience in diverse settings, a Service Learning component was added to this course. Candidates are provided with the opportunity to work with individuals with a hearing loss who may or may not belong

to the Deaf Culture, however, are of different ethnicities, religions and socio-economic standing."

Courses in which Education for Deaf/Hard of Hearing students have a diverse field experience:
- CSD 795 -- Advanced Clinical Practicum
- CSD 796 -- Supervised Teaching

Early Childhood and Family Development: (p. 32) does not have a field experience component:

"There is no practicum, student teaching or other field experiences in this program as it is not an education degree. However, we do have a course ECE 705 (student teaching) on our books if a student is working towards certification while pursuing this masters degree."

"Diversity objectives and content are throughout each required core content course. In addition one of the core required courses is devoted specifically to diversity ECE 727 Children and Families in a Diverse Society. Students are encouraged to participate in the community through class projects, their research seminar paper or thesis, volunteering, and professional student groups, such as the local student chapter of the National Association for the Education of Young Children."

Additional Certifications

Post Baccalaureate Teacher Certification: (p. 25) describes diversity field experiences in the following manner:

"Post-bac, teacher certification candidates are approved for student teaching by their Academic Advisor in the Teacher Certification Office. However, decisions regarding the placement of post-bac students are made in close collaboration with the program coordinator of the corresponding undergraduate program. The same guidelines set forth by the undergraduate program regarding diversity of placement are applied to post-bac teacher certification students during both the practicum and student teaching placement process. For details, please refer to the corresponding undergraduate program report."

Library Media Specialist: (p. 17) describes diversity field experiences in the following manner:

"Changing populations, new legal requirements, and new information technologies have required libraries and librarians to provide services and resources that were not considered to be essential several years ago. These changes have had implications for library science programs and how they prepare professional librarians for their role in the communities they serve. "

"The school library media program at MSU is no different. Its courses now include readings and activities in which candidates develop their own plans for inclusion of multicultural

resources and services. Candidates learn about how to utilize these resources in their own library programs."

"This is particularly emphasized in the Foundation's course (LIS 500/600), the children's services classes (LIS 512/612, LIS 530/630, LIS 532/632), and Curriculum and the School Library course (LIS 510/610)".

Courses in which Library Media Specialists students have a diverse field experience:
- LIS 599/699 – Library Practicum

AFI 4.4.3:

The unit does not evaluate candidate proficiencies related to diversity. (Initial and Advanced)

Rationale:

Insufficient aggregated and disaggregated data were available to show that candidate knowledge, skills, and dispositions related to diversity are assessed at the initial and advanced levels for all programs.

Rejoinder:

The unit has identified candidate proficiencies related to diversity that can be found in the Conceptual Framework and the Student Teaching Final Evaluation. In the Conceptual Framework, specific dispositions are described as:

- *are passionate about teaching, intellectually curious, genuinely concerned about the progress and fair treatment of students, and dedicated to inclusive excellence in their own professional development (Hansen, 1995; Schön, 1984) and;*

- *are responsible for creating and maintaining equitable, respectful, tolerant, collaborative, and healthy environment for diverse learners in whatever context they practice, as this is essential for student learning and development (Corno & Snow, 1986; Cotton & Savard, 1984; Crawford, 1978; Delpit, 2006; Good & Brophy, 2007; Lopez, Pichardo, Amescua, & Fernandez, 2001; Milian, 2001; Susi, 1995)*

  These dispositions are also described in the Ten General Learning Outcomes of the Conceptual Framework:

  Dispositions: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to all persons and their own lifelong learning and professional development.

  Diversity: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial, and economic backgrounds, varying

abilities, and historically underrepresented groups.   (Accreditation Resource Room, NCATE Exhibits, Overview and Conceptual Framework, Previous Exhibits, (C).)

In the Student Teaching Final Evaluation dispositions are evaluated through the following statements:

- *The student teacher exhibits appropriate dispositions for successful teaching.*
- *The student teacher shows respect for the diverse views of all students, parents and legal guardians, and colleagues.*
- *The student teacher works in a collaborative manner with all populations. (Accreditation Resource Room, NCATE Previous Exhibits, Standard 3 (E) p. 69)*

Continual work in this area including plans for the assessment of these dispositions will be found in the Plans for Improvement.

Standard 6

AFI 6.4.3:

 The unit lacks sufficient evidence that the unit's governance structure allows the unit to manage and coordinate the education programs that are located in other units of the institution. (Initial)

Rationale:

As reported in Standard 5, no evidence was provided on faculty in the Secondary Education programs housed in departments outside the College of Education regarding faculty expectations, evaluation policies and procedures, workloads, and service.

Rejoinder:

The structure of the Professional Education Unit (PEU) is clearly described on the MSU Professional Education Unit website. This website is linked through the Accreditation Resource Room, NCATE Previous Exhibits, Overview and Conceptual Framework, (A). The PEU is a university-wide organization that includes all colleges and departments with teacher education programs. There are no other "units of the institution". In the Accreditation Resource Room, NCATE Previous Exhibits, Standard 6, (B), the document labeled 'Organizational Chart' depicts only the structure of the College of Education as of May 2008. This document should have depicted the structure of the PEU. This document was available through the PEC Bylaws link in the same section. Following the PEC Bylaws link, there is a link for a 'Governance Flowchart' that depicts the governance of the Professional Education Unit.

In the Accreditation Resource Room, NCATE Previous Exhibits, Standard 5, (A), the document 'NCATE Table 11' presents the professional qualifications and contributions of all PEU members regardless of college affiliation. In the Accreditation Resource Room, NCATE

Previous Exhibits, Standard 5, (F) the documents 'Tenure and Promotion' and 'Faculty Handbook' apply to all faculty members at the university. Each of the program reports that were submitted to the Missouri Department of Elementary and Secondary Education contain a section that describes the faculty in that program, including the faculty qualifications, responsibilities, teaching loads, scholarly activities and evaluations. This information is located in section 11 of each MoSTEP Program Report.

AFI 6.4.3:

The current governance structure does not provide for the effective monitoring of the implementation of the various program assessment plans or the regular reporting of candidate performance relative to each program's defined outcomes. (Initial and Advanced)

Rationale:

Although faculty conducted an internal review of BSED programs, they did not look at outcomes. They focused on format. Faculty in some advanced programs had not shared data and therefore did not know about program outcomes.

Rejoinder:

In the Accreditation Resource Room, NCATE Previous Exhibits , Standard 6, (B) is a link to the 'Professional Education Committee (PEC) – Description'. Following this link and then following the link 'PEC Subcommittees', there is a link to the 'Program Review Committee'. The function of this Program Review Committee *is "to conduct peer review of each professional education program and to generate reports that may be used to support program improvement and accreditation."* Additionally, *"All professional education programs are now required to review and revise their assessments as needed on an annual basis, and then submit these for review by the PEC Program Review Committee every three years. Programs submitting to their Specialty Professional Association (SPA) receive independent feedback on the validity of their data."*

AFI 6.4.3:

Campus and school facilities are not adequate to enable professional education faculty members to support candidates in meeting standards. (Initial and Advanced)

Rationale:

Candidates taking their program of work at Crowder College and Nevada (a satellite of Crowder College) do not have regular access to computer labs and cannot log into university resources on a regular basis.

Rejoinder:

In the Accreditation Resource Room, MoSTEP Program Reports, the Elementary Education Program Report contains a section titled Description of Required Courses (3.2). In this section, a link is provided to the Crowder Catalog. The catalog identifies the location of several student computer labs: Academic Resource Center lab, Anna H. and John Y. Williams Agricultural Science Center, McDonald Hall, Newton Hall and the Bill and Margot Lee Library lab. The Lee Library contains 28 computer workstations for students and is open 66 hours per week. For students and staff, remote access allows the internet-based full-text databases to be searchable from any campus computer or from home.