School of Education

Institutional Report

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Section 1: Overview

History of the University

Marquette University was founded in 1881 by members of the Society of Jesus, a Catholic religious order established in 1540 by St. Ignatius Loyola. The university is named after Father Jacques Marquette (1637-1675), a French, Jesuit missionary and explorer in North America. The origins of Marquette University date from 1848 when the Most Rev. John Martin Henni, first bishop of Milwaukee, obtained $16,000 from Guillaume DeBoey, a Belgian, Catholic businessman, to establish a Jesuit college. Bishop Henni petitioned the Jesuits to open a school, Marquette College, in Milwaukee. However, as the Jesuits lacked personnel to undertake the project for decades, Marquette College did not open until 1881.

Marquette remained a small liberal arts college for men at North 10th and West State Streets until 1907. That year, its leaders obtained a university charter from the state of Wisconsin and moved operations to a building just east of Gesu Church, at North 12th Street and West Wisconsin Avenue. That building, Johnston Hall, is the oldest building on the Marquette campus.

Between 1907 and 1913, Marquette expanded to include divisions of medicine, dentistry, nursing, pharmacy, law, business, engineering, music, and journalism. In the summer of 1909, in response to the need for certified parochial school teachers, Marquette became the first Jesuit university in the world to officially admit women students.

Following World War II, enrollment at Marquette increased dramatically, and the demand for graduate and professional education grew. During the decades of the 1960's and 1970's, Marquette introduced doctoral programs in various fields, including religious studies, biology, history, and chemistry. In the decade of the 1990's, Marquette continued to expand, adding degree programs for adult learners offered through the College of Professional Studies. Courses in this college are offered on campus and at several satellite locations in southeastern Wisconsin. In addition, an exercise science program, a part-time law program, an executive master in business administration program, and several advanced practice nursing programs are currently being offered.

Mission of the University

Marquette University is a Catholic, Jesuit university dedicated to serving God by serving students and contributing to the advancement of knowledge. The mission, therefore, is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to
others. The qualities of excellence, faith, leadership, and service are explicated in the Undergraduate Bulletin as follows:

**Excellence**
Students, whether traditional or non-traditional, undergraduate, graduate or professional, come to Marquette University to share our commitment to the pursuit of excellence in all things as a lifelong endeavor. They come to join a community whose members - faculty, staff, students, trustees, alumni and friends alike - believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional, and cultural advantages of a university located in the heart of a major metropolitan area. Marquette, in turn, takes seriously its responsibility to foster and support excellence in teaching and research, to keep a Marquette education accessible to a diverse population of students, and to offer personal attention and care to each member of the Marquette community.

**Faith**
As a Catholic university, Marquette is committed to the unfettered pursuit of truth under the mutually illuminating powers of human intelligence and Christian faith. Our Catholic identity is expressed in our choices of curricula, our sponsorship of programs and activities devoted to the cultivation of our religious character, our ecumenical outlook, and our support of Catholic beliefs and values. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world, and we are firmly committed to academic freedom as the necessary precondition for that search. We welcome and benefit enormously from the diversity of seekers within our ranks, even as we freely choose and celebrate our own Catholic identity.

**Leadership**
As a Jesuit university, Marquette embodies the intellectual and religious traditions of the Society of Jesus. Through an academically rigorous, values-centered curriculum, our students receive a firm grounding in the liberal arts, preparation for work in a world of increasing complexity and diversity, and formation for life as ethical and informed leaders in their religious, cultural, professional and civic communities. They work with and learn from faculty who are true teacher-scholars, whose research not only advances the sum of human knowledge, but also informs their teaching, and whose commitment to students is fundamental to their intellectual and professional lives.

**Service**
Through both our academic and co-curricular programs, Marquette strives to develop men and women who will dedicate their lives to the service of
others, actively entering into the struggle for a more just society. We expect all members of the Marquette community, whatever their faith traditions, to give concrete expression to their beliefs by giving of themselves in service to those in need. All this we pursue for the greater glory of God and the common benefit of the human community.

Community Involvement and Service

Marquette University partners with neighborhood associations, businesses, area landlords, and homeowners to beautify and preserve the community, maintain a safe neighborhood, and enrich the city. Although community service is not required by the university, few students graduate without becoming involved. In May 2003, 90% of the university’s graduating seniors reported that they had volunteered at least once a year while they were in school. Overall, the Marquette community supports the mission of the university by contributing more than 100,000 hours each year to service projects that range from helping elderly neighbors maintain their property to mentoring local school children. It is noteworthy that by August 20, 2003, several days before classes had even convened for the fall semester, 340 members of the freshman class had already volunteered to be of service to the community. In addition, at a recent sign-up session, approximately 800 students were attracted to service learning projects, which offer the opportunity to become involved in volunteer efforts related to course goals and outcomes, and an additional 600 committed to volunteer their time and talents to unspecified projects.

Further evidence of the Marquette commitment to service is the Marquette Action Plan. For more than 25 years, the university has sponsored this program, which encourages students to participate in community service during semester breaks. During the March 2003 break, more than 125 students rehabilitated homes, helped disabled youth and adults, staffed food banks, and assisted teachers with classroom activities in several locations including Montgomery, Alabama; Detroit, Michigan; and Rosebud, South Dakota.

Marquette University’s strong sense of mission and rigorous programs of study have not gone unrecognized. Several publications have noted the university’s accomplishments. Mother Jones, a national periodical, has identified Marquette among the top universities for community service three times in recent years, and in its 1996 20th anniversary issue, for a consistent history of community service over a period of 20 years. In 1999, The Templeton Guide: Colleges that Encourage Character Development, Marquette was one of two Wisconsin colleges recognized for exemplary volunteer service programs. Further, in August 2003, the Princeton Review National College Survey named Marquette as one of the best universities in the Midwest and also placed it in the top 20 nationally “where students never stop studying.” Robert Wild, S.J., president of the university, responded by saying, “Marquette has always been a great balance
between serious academic study and a fun environment outside of the classroom. Our students know that to maintain the excellence we insist upon, they have to study. We are very proud of them.”

**Recent Expansion**

As the result of a major building campaign, the university has added three new facilities to the campus landscape during the last year.

- The School of Dentistry, located on 18th and Wisconsin, is a $35 million facility which forms the gateway to the west end of the Marquette campus. The building includes a large, light filled atrium with displays of historical dental artifacts, a 99 seat lecture hall featuring state-of-the-art technology, a clinic with eight 12-chair Practice Operatory Departments, or PODs, and a centralized administration and record area.

- The Al McQuire Center, located on 11th and Wells, is a $31 million, 120,000 square foot building which serves as a practice facility for the men’s basketball team as well as a practice and game venue for women’s basketball and volleyball. The center, named after Marquette’s legendary basketball coach, also features a strength and conditioning area, sports medicine facilities for student-athletes, and an academic support center for student-athletes.

- The Raynor Library, located on 14th and Wisconsin, is a $55 million building which merges conventional library resources with innovative technology. Providing 24 hour access to electronic resources and study space, the new library has quickly become the “place to be” on campus. Between mid August and the end of September 2003, the library turnstiles recorded 100,000 visitors. Students now have access to 18,000 print and online periodicals, more than 4,000 e-books, and more than 1.6 million electronically indexed volumes. The new building also houses the Center for Teaching and Learning, a resource involving several university units collaborating to improve course design, teaching strategies, and electronic support for traditional and on-line classes.

Today Marquette University has a campus of approximately 80 acres and 51 buildings located in downtown Milwaukee. The university consists of 11 colleges and schools:

- Arts and Sciences
- Business Administration
- Communication
- Dentistry
- Education
- Engineering
- Graduate
- Health Sciences
- Law
- Nursing
- Professional Studies
At this time of remarkable growth, the term “magis” takes on significant meaning. Magis, a Latin word meaning “the more,” has been the hallmark of the Jesuit experience for over 450 years. Jesuit education challenges those who teach and those who learn to do more, to become more, to achieve more, all as a reflection of their gratitude to God for gifts and abilities received. Gratitude manifests itself in the striving for excellence in all things by the faculty, staff, and students and is ever present.

Admissions and Status

The success of Marquette University’s effort to achieve excellence may be measured in concrete terms by the number of prospective students applying for admission. Interest in a Marquette education has never been higher. By April 2003, 8,200 applications for the freshman class had been received, and the total enrollment for Fall 2003 stands at over 10,000 with 7,775 undergraduate students. All states and more than 80 countries are represented in the student population. The student-to-faculty ratio is 15 to 1, with the average class size for lower division classes at 33 and for upper division classes at 25. Nearly 96% of the faculty hold doctorates or the appropriate terminal degrees in their fields.

U.S. News & World Report recently ranked Marquette 91st among national universities granting doctoral degrees for 2004. Further, Marquette earned distinction for its graduate programs in eight areas: law, dispute resolution, part-time MBA, nursing, midwifery, physical therapy, physician’s assistant, and education. Specifically, the School of Education was ranked 57th.

History of the School of Education

In 1921, the Department of Education was formed as a unit within the College of Liberal Arts. In March 1971, the North Central Association (NCA) recommended that the unit become independent, and in May 1971, the Academic Senate approved the establishment of the School of Education. Since the fall of 1971, the School of Education has functioned as an independent academic unit of Marquette University with the authority and responsibility for programs at the baccalaureate, master’s, and doctoral levels in the areas of education and counseling psychology. The Dean of the School of Education is John Augenstein, Ph.D., who was appointed in July 2000. He is responsible to the Vice Provost of Academic Affairs. The school is divided into two academic departments, Educational Policy and Leadership, led by co-chairs, and Counseling and Educational Psychology, led by a chair, all of whom report to the dean.
Mission of the School of Education

The School of Education prepares teachers and school administrators for urban public, private, and parochial schools, and counselors and psychologists for educational institutions, mental health agencies, and other human service organizations. This is done by instilling in students the basic tenets of Catholic and Jesuit philosophy, consistent with the university, and represented by the expression, *cura personalis*, or care for person. This ethos has been expanded by the School of Education to include care for knowledge and care for profession. It follows, then, that the basic goals of the school are to educate candidates who care for themselves and the individuals with whom they work, who care for learning and developing the knowledge necessary to become effective professionals, and who care about the development and life-long maintenance of their own profession.

The following precepts guide our practice:

1. We are part of a Catholic and Jesuit university which seeks to discover, interpret, and apply relationships between divine faith and human reason, and between Christian wisdom and natural knowledge in light of the Catholic intellectual heritage and the educational heritage of the Society of Jesus.

2. We are part of a university community which seeks to teach and learn, and to further the discovery of knowledge with religious commitment and intellectual excellence in an ecumenical spirit to benefit the human community.

3. We are part of an American university community which seeks to maintain the American civil contract of broad participation, free discussion and mutual respect, and action by consensus in the ongoing investigation of the role of the educator in our society.

4. We are part of an urban university committed to the promotion of social justice and the empowerment of all persons in our society, particularly the poor, through care for person, care for knowledge, and care for profession.

Goals of the Initial Teacher Education Programs

Consistent with the mission of the School of Education, the Teacher Education Program at Marquette University has a commitment to social justice in schools and society. A commitment to social justice demands that educators have a deep understanding of the disciplines they teach and use developmentally and culturally responsive pedagogies that embrace technological advances to facilitate learning for all children. An essential goal of the program is to develop
in prospective teachers the strongly held ideals of care and respect for all students, racial justice, transformational leadership, and critical reflection. While at Marquette, prospective teachers learn to put these ideals into action through relationships with schools, community organizations, and families, particularly within the city of Milwaukee.

Goals of the Advanced Programs

The advanced programs offered by the Department of Educational Policy and Leadership in the School of Education are designed to meet the needs of practicing teachers, administrators, and school personnel in the 21st century. Flexible, interdisciplinary, and with courses available via distance learning, advanced programs place special emphasis on the development of leadership within schools, organizations, and communities. The programs uphold the Jesuit spirit of Ignatius Loyola, who viewed educators as intellectual, moral, and spiritual leaders, guided by ethics of care and social justice.

The advanced programs offered by the Department Counseling and Educational Psychology in the School of Education are designed to offer training in the discipline of psychology, both educational psychology and counseling psychology. Training is based on an integrated model which emphasizes scientific inquiry and professional practice. In this approach, the science and practice of psychology are viewed as complementary and interdependent with each informing the other in a synergistic manner. Candidates acquire a solid foundation of knowledge in the biological, cognitive-affective, individual, social, and developmental bases of human behavior.

School of Education Departments

The Department of Educational Policy and Leadership is committed to preparing teachers and educational specialists who uphold the Jesuit traditions of cura personalis, social justice, academic excellence, ethical behavior, and service to the urban community. The sequence of professional courses offered by the department is designed to support these traditions by integrating the theoretical and practical dimensions of teaching and by providing opportunities for students to experience the implementation of both dimensions in Milwaukee area public, private, and parochial schools.

Initial Programs

The teacher preparation programs offered by the Department of Educational Policy and Leadership (EDPL) have been developed to satisfy the University Core of Common Studies requirements and to meet the Wisconsin Department of Public Instruction Certification Code. Candidates who are preparing to teach are expected to demonstrate knowledge, skills, and dispositions in five areas of
competence and in ten standards which have been identified by the Department of Public Instruction. Two additional standards have been specified by the EDPL department: commitment to social justice and use of technology. Course goals and objectives are carefully aligned with these proficiencies and standards, and assessment of candidate outcomes occurs at multiple intervals throughout the program. (Please see Section 3: Standard 1, pp 26-32 for listing of standards.)

The importance of subject matter knowledge, culturally and developmentally relevant pedagogy, and technological applications to enhance student learning is emphasized throughout coursework and field experiences. Experiences observing, tutoring, and engaging in small group instruction in a wide variety of settings are integral to the program, providing a solid foundation for successful student teaching experiences and entry to the profession.

Students who complete the teacher education program at Marquette University graduate with a double major: a major in education and a major in an academic content area. The bachelor of arts or bachelor of science degree is conferred by the college in which the student's major department is located. Thus, the major and curriculum requirements of that college must be met and the academic standards of that college maintained. The School of Education provides the professional course sequence, administers admission and retention in its programs and field experiences, and recommends for certification.

The School of Education has recently received conditional approval from the Wisconsin Department of Public Instruction to offer an on-line accelerated teacher certification program. This program is designed to provide opportunities for those who hold bachelor degrees, particularly in high need areas such as science and mathematics, to acquire the knowledge, skills, and dispositions related to effective teaching and to stimulate and support candidates’ desire to affect social change. A group of twenty candidates was admitted to the new program in August 2003.

**Advanced Programs**

In addition to preparing teachers through its initial programs, the School of Education, in cooperation with other university colleges, schools, and programs, prepares graduate students to assume leadership roles in the areas of study provided by its programs and specializations. The following degrees are offered through the Department of Counseling and Educational Psychology: Doctor of Philosophy in Counseling Psychology, Master of Arts in Counseling, and Master of Arts in Educational Psychology. The following degrees are offered through the Department of Educational Policy and Leadership: Doctor of Philosophy in Educational Policy and Leadership, Master of Arts, Master of Education and in conjunction with the Department of Foreign Languages, Master of Arts in Teaching. Several specialist certifications are also offered by the two departments which comprise the unit. These include certificates leading to
advanced licenses for positions as superintendent, principal, director of instruction, reading specialist, reading teacher, and school counselor.

An on-line version of the Master of Arts with a specialization in Instructional Leadership is also available through the Department of Educational Policy and Leadership. As in the traditional program, candidates in the on-line program complete an 18 credit core of courses and select 12 credits of electives in a minor of special interest. Minors in literacy/reading and instructional technology are offered on-line.

The Department of Counseling and Educational Psychology offers advanced programs at the master’s level in counseling and educational psychology and at the doctoral level in counseling psychology. The master’s program in counseling prepares students to work as counselors and therapists in hospitals, schools, clinics, private group practices, and other settings in the community. It includes 48 credits of course work and 600 hours of practicum completed in various settings throughout the Milwaukee area. Graduates of the program may become licensed as professional counselors through the Department of Regulation and Licensing or as school counselors through the Department of Public Instruction. The master’s program in educational psychology provides the knowledge and skills in the principle content areas of basic and applied psychology as required for the preparation of researchers, program evaluators, and others who work in a variety of settings including public and private schools, colleges and universities, research centers, businesses, and industries. The program requires a minimum of 30 credit hours (an 18 credit core and 12 credits of suggested electives) and successful completion of a comprehensive examination. The doctoral program in counseling psychology requires a minimum of 102 credits of graduate course work with a minimum of 1200 hours of practicum in addition to the 600 hours completed at the master’s level. The program engages candidates in research so that they will be able to contribute to understandings of the therapy process, treatment efficacy, and normal and abnormal human development. Candidates develop skills for their roles as counselors in schools, hospitals, private practice, and other environments, as administrators, or as academic psychologists.

School of Education Research and Instruction Facilities

The School of Education houses the Hartman Literacy and Learning Center, a facility which supports undergraduate and graduate literacy related programs. The center is arranged with library space, a large central classroom, and small tutoring rooms. The library of over 8,000 volumes provides access to a children’s literature collection for use by teacher candidates, school children, and families who participate in the Marquette University Family Literacy Project, a collaboration between the university and neighborhood elementary schools. Teacher candidates who are enrolled in the final course of the three course literacy sequence tutor small groups of students in reading and writing in an after
school program at the center. The literacy sequence offered in the center is a cornerstone of the elementary/middle school teacher education program.

Several research centers are associated with the Department of Counseling and Educational Psychology. The Integrative Neuroscience Research Center, with over 25 members, promotes the exchange of ideas among Marquette neuroscience research faculty members and supports quality programming and research opportunities. The Center for Addiction and Behavioral Health Research is a consortium of public and private health and educational organizations conducting health care research. More than 50 individuals associated with the center have been involved in major federally funded research projects. The Parenting Center offers outreach training and services to the community on parenting young children. The center sponsors classes for parents, conducts workshops and training for agency personnel, conducts research, and provides a variety of parent/child services.

The Department of Counseling and Educational Psychology was named Department of the Year in 2002 by the American Psychological Association for its outstanding commitment to graduate students and to faculty/student relations.

Characteristics of the School of Education Student Body

Currently, the School of Education enrolls approximately 700 candidates. Of these, 386 are full time candidates in the undergraduate teacher education programs. The Admissions Department has contributed the following demographic data related to full time undergraduate candidates: 17 African American, 1 American Indian/Alaskan Native, 5 Asian/Pacific Islander, 14 Hispanic, and 349 White. There are 321 females and 65 males.

Although test performance is not the only factor influencing admission decisions, scores are a measure of preparation, and it is clear that the university attracts well-prepared candidates. The registrar reports that the mean ACT score for Fall 2003 admissions to the university was 25 and the mean SAT score was 1170. Evidence of the academic quality of the candidates in the undergraduate programs follows:

- During the academic year 2002-2003, the overall mean QPA for the 83 candidates admitted to the School of Education was 3.312 on a 4 point scale.
- During the Spring 2003 term, the overall mean QPA for the 51 candidates approved to student teach was 3.282, the mean QPA in their majors was 3.276, and the mean QPA in the education sequence was 3.617 on a 4 point scale.
During the Fall 2003 term, the overall mean QPA for the 28 candidates approved to student teach was 3.284, the mean QPA in their majors was 3.310, and the mean QPA in the education sequence was 3.456 on a 4 point scale.

Currently, there are 30 (19 female and 11 male) full time graduate candidates and 155 (101 female and 54 male) part time graduate candidates in the Department of Educational Policy and Leadership. Additional demographic data follow: 32 African American, 6 Hispanic, 110 White, 19 non-resident aliens, and 18 data unavailable. In the Department of Counseling and Educational Psychology, there are 115 candidates (29 males and 86 females) 69 of whom are full time and 46 part time. Additional demographic data follow: 5 African American, 2 Asian/Pacific Islander, 4 Hispanic, and 104 White.

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Section 2: Conceptual Framework

Shared vision

The unit’s conceptual framework(s) describes the vision and purpose of a unit’s efforts in preparing educators to work in P–12 schools. It is well articulated, knowledge-based, and consistent with the institution’s mission.

During the summer of 2000, a special task force was established to address crucial issues in the School of Education. Fourteen members, including faculty from the school and representatives from the university community, the Milwaukee Public Schools, and the Archdiocese of Milwaukee, affirmed the university’s commitment to social justice in schools and society. A central belief of the members of the task force was that the ideal manifestation of the Jesuit tradition of leadership through service to others would be the empowerment of professionals in the field of education to facilitate learning and development for all children. As the work of the task force proceeded, the benefits of the redesign of the undergraduate program in teacher education to the School of Education as a whole became apparent. The development of a program of excellence in teacher education, one that would serve the mission of the university and the school, focus on urban issues, address social justice, and integrate state and national standards, would ultimately foster the critical appraisal and enhancement of all programs offered by the unit.

What followed then was a decision to assert Jesuit tradition by focusing all programs offered by the School of Education, both undergraduate and graduate, on social justice in schools and society. A comprehensive analysis of the undergraduate teacher education program’s strengths and weaknesses by the task force ultimately led to changes in the curriculum, coordination of field experiences, alignment of standards and competencies, and development of a course based assessment system.

The following quotations established the operating framework and the inspiration for the task force:

Our faith… demands of us a commitment to promote justice and to enter into solidarity with the voiceless and the powerless. This commitment will move us seriously to verse ourselves in the complex problems which they face in their lives, then to identify and assume our own responsibilities to society (Document of the 32nd Congregation of the Society of Jesus, 1975).

Teaching for social justice is at the core of democratic education. It serves as a reminder not only to the inequities and biases that continue to wear away at the foundation of democratic values, but of the powerful
stories which inspire us to work toward change, to make the world a better place (Ayers, 1998).

The challenge as presented by Peter-Hans Kolvenbach, Jesuit Superior General, in a presentation on October 6, 2000, was "How can the Jesuit colleges and universities in the United States express faith-filled concern for justice in what they are as Christian academies of higher learning, in what their faculty do, and in what their students become?" The response crafted by the redesign team was a program which would promote and nurture equal educational opportunity for all. According to Kolvenbach, “Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose, and act for the rights of others, especially the disadvantaged and the oppressed” (Kolvenbach, 2000).

The faculty, administrators and staff of Marquette’s Teacher Education Program believe that to be effective, a program must support the Jesuit mission of social justice and prepare educators who

- **Have a deep understanding of the subjects and disciplines that they teach.** Educators must understand the central concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines they teach so that they can create learning experiences for all students. A rigorous curriculum in Arts and Sciences or Communication that includes an academic content major is critical to the development of education professionals.

- **Use developmentally responsive pedagogies.** Educators must transform content for students with methods that are grounded in knowledge of children’s cognitive, psychological, physical, social and moral development and in the unique contextual and cultural factors that mediate their development (Stevenson, 1997).

- **Use culturally responsive pedagogies.** Educators must “use student culture in order to maintain it and to transcend the negative effects of the dominant culture” (Ladson-Billings, 1994, p. 17). They must use a “pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. These cultural referents are not merely vehicles for bridging or explaining the dominant culture; they are aspects of the curriculum in their own right” (Ladson-Billings, 1994, pp.17-18).

- **Integrate current technological tools.** Aware that “new social divisions have been aggravated by ‘the digital divide’ between those with access to the world of technology and those left out” (Kolvenbach, 2000; U.S. Dept. of Commerce, 1999), educators must infuse and integrate computer, web-
based, and telecommunication technologies that “deepen, extend, and invigorate” learning for all students (Hargreaves & Fullan, 1998).

- **Hold strong ideals of care and respect for all, transformational leadership, racial justice, and critical reflection.**
  - **Care and respect for all people:** Consistent with Marquette’s Statement on Human Dignity and Diversity, equal opportunities and support must be provided for all people regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability, or social class.
  - **Transformational leadership:** Consistent with the Jesuit tradition, educators must be committed to leadership and service as “women and men for others” (Arrupe, 1973) and particularly to those who are poor or most disadvantaged by societal structures. Educators must be committed to changing schools into democratic institutions that attend to the “lives of individual children and to the familial and community worlds from which those children come” (Clinchy, 1997).
  - **Racial justice:** Racism is “the power to enforce laws, institutions and norms based on beliefs that oppress and dehumanize” groups according to biological or cultural traits (Banks, 1997, p. 436). Marquette’s Teacher Education Program strives to develop educators who, according to Enid Lee, “look at, . . . and change, those things in schools and society that prevent racial differences from being valued” (*Rethinking Schools*, 1994).
  - **Critical reflection:** Consistent with Ignatian pedagogy (International Commission on the Apostolate of Jesuit Education, 1993), critical thinking in teacher education is the ability to “analyze conventional wisdom, reject technocratic approaches to teaching, and view schools from the perspective of those who benefit from them the least” (Valli, 1990). With such thinking, teachers become aware of their personal beliefs, assumptions, and biases and are also able to stand back from those biases to weigh competing claims, contexts, and implications of educational practices. They are then able to “think and act at classroom, school, and systemic levels to correct societal injustice” (Valli, 1990).

Marquette’s location in the center of Milwaukee facilitates candidates’ active involvement in the community, and the programs offered by the School of Education provide ample opportunities for candidates to develop the qualities of leadership and service which are integral to the Jesuit tradition. Ultimately, close relationships with the community support not only the growth and development of candidates, but also of professionals in the field who are then able to “take up inter-disciplinary dialogue and socially-engaged research” and model for future teachers “knowledge which is service” (Kolvenbach, 2000).
Coherence

The unit’s conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate’s program.

Every effort has been made by the faculty and administration of the School of Education to establish programs which are consistent with its mission while at the same time serving as a model of congruity within the university. The identification of themes across levels and areas of concentration, the alignment of program outcomes with professional standards, and the expectation that the mission will be actualized in leadership and service to the community have resulted in a renewed commitment and enthusiasm among faculty for the programs offered by the unit.

Through the courses which comprise the undergraduate program in teacher education, the unit has attempted to alter the traditional classroom dynamic by encouraging candidates to engage in critical dialogue and by reinforcing a social reconstructionist, multicultural perspective. This perspective includes attention to anti-racist education (Derman-Sparks & Phillips, 1997), pedagogical strategies deemed effective with students of diverse racial, cultural, and linguistic backgrounds, and critical inquiry into policy issues related to equity (Nieto, 2004). The recognition that multicultural education has failed to critique power relations, especially in terms of racial inequities, and has taken instead a colorblind approach (Thompson, 1998) with an aim more akin to assimilation (Ladson-Billings & Tate, 1995) has led the unit to approach undergraduate teacher education in a manner that foregrounds social justice. Given the changing demographics in American schools, the need to “systematically prepare future teachers to become agents of change with a moral purpose (Wiedeman, 2002, p. 208) is one that the School of Education attempts to address to provide our candidates with the knowledge, skills, and dispositions they will need to become teachers for social justice in all schools. These outcomes are specifically addressed in the unit’s Standard 12: Leadership/Advocacy for Social Justice - Teachers act positively and productively at classroom, school, and systemic levels to correct social inequities that prevent all students from having equal access to educational opportunities.

The undergraduate program is further shaped by a constructivist approach to instruction. Candidates develop skill in implementing student centered teaching strategies which utilize student interest and prior learning to engage, to motivate, to enhance higher order thinking, and to deepen content area knowledge. Candidates participate in cooperative and collaborative learning activities themselves to prepare them for the infusion of these approaches in their P-12 classrooms.

In addition to the articulation of coherent themes and approaches which permeate the programs offered by the unit, the alignment of state and national standards with program outcomes has received considerable attention. The
Undergraduate Committee initiated the development of an assessment plan which considered unit policies and procedures, identified key decision points, examined course goals and objectives, and aligned them with teaching standards and competencies. Program coherence has been established with the redesign of courses to integrate activities and assignments which reflect the knowledge, skills, and dispositions which are consistent with the mission of the university, the mission and goals of the unit, and the competencies identified by the Wisconsin Department of Public Instruction. In addition, the plan is evidence of the integration and assessment of competencies and standards across the curriculum. All competencies and standards are addressed in more than one course, and all are assessed within those courses and through a portfolio review system at various decision points in the program. Currently, the unit is in the initial stages of implementing the plan at the course level. Portfolio review at the first two decision points, admission to the program and approval to student teach, will begin during Spring 2004.

Similar models of embedded course assessments, portfolio development, and candidate evaluation are integral components of the accelerated teacher certification program and the advanced programs offered by the unit. Further, to assure the development of knowledge, skills, and dispositions and to provide for the infusion and orderly progression of field (clinical) experiences and technology related content, sequences and criteria for these areas have also been formulated.

In addition to the work that has been done to enhance coherence at the program and course levels, the continuity and identity of the unit have been reinforced through activities and special events such as biannual retreats, quarterly unit meetings, monthly department and committee meetings, faculty led book talks, scheduled dialogue on issues central to the mission of the unit, social gatherings for graduate level candidates, and student organizations which promote a sense of community such as the Counseling and Educational Psychology (COEP) Graduate Student Organization, Teachers for Social Justice (TSJ), and Peer Education Advising Resource (PEAR).

All of the components mentioned above, although somewhat recently instituted, have been integral in creating a sense of unity within the School of Education. The development of themes, instructional approaches, and sequences has brought coherence both within and across programs and contributed to a unit culture and identity. This is who we are, or expressed in the style of the campus motto, “We are Marquette,” “We are the School of Education.”

Professional commitments and dispositions

The unit’s conceptual framework(s) clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.
The School of Education’s commitment to developing candidates who have deep content knowledge, skill in working with students from diverse cultures, and a desire to work for social justice, particularly in the urban community, is demonstrated in a multitude of ways.

At the undergraduate level, the rigor of the university core, the demands of the academic majors, and the high standards imposed in the education course sequences are evidence that candidates are more than adequately prepared to enter the profession. As reported in Section 1, candidates who have been approved for student teaching have achieved outstanding quality point averages (QPA) in all areas of their programs: overall QPA, QPA in their majors, and QPA in the education sequence. As the Wisconsin Department of Public Instruction has not required candidates graduating before August 31, 2004, to demonstrate content knowledge as measured by the Praxis II: Subject Assessments, the QPA’s referenced in Section 1 may serve as evidence of candidates’ preparation to teach.

Evidence of candidates’ competence in reading, writing, and mathematics may be found in a recent report of Praxis I: Academic Skills Assessments scores from 9-1-02 through 8-31-03.

<table>
<thead>
<tr>
<th>Praxis I test – N= 51</th>
<th>MU average % correct</th>
<th>WI average % correct</th>
<th>US average % correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading – Literal Comprehension</td>
<td>83%</td>
<td>77%</td>
<td>74%</td>
</tr>
<tr>
<td>Reading – Critical/Inferential Comprehension</td>
<td>79%</td>
<td>74%</td>
<td>70%</td>
</tr>
<tr>
<td>Writing – Grammatical Relationships</td>
<td>63%</td>
<td>59%</td>
<td>54%</td>
</tr>
<tr>
<td>Writing – Structural Relationshps</td>
<td>66%</td>
<td>57%</td>
<td>52%</td>
</tr>
<tr>
<td>Writing – Word Choice/Mechanics</td>
<td>70%</td>
<td>63%</td>
<td>60%</td>
</tr>
<tr>
<td>Writing – Essay</td>
<td>77%</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>Mathematics – Conceptual Knowledge</td>
<td>68%</td>
<td>69%</td>
<td>62%</td>
</tr>
<tr>
<td>Mathematics – Quantitative</td>
<td>75%</td>
<td>74%</td>
<td>67%</td>
</tr>
<tr>
<td>Mathematics – Measurement/Geometry/Reasoning</td>
<td>72%</td>
<td>69%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Students in the undergraduate teacher education program are consistently ranked at the proficient (3 points) to very proficient (4 points) level on 30 indicators by their cooperating teachers in the field. The mean number of points earned by the 28 candidates completing student teaching assignments in January 2003 was 3.47. The mean number of points earned by the 51 candidates completing student teaching assignments in June 2003 was 3.66. Comments written by cooperating teachers indicate that Marquette candidates are well prepared, professional, dedicated, and enthusiastic.

Consistent with the Jesuit mission, all programs offered by the unit have an urban focus. Undergraduate candidates are involved in “action hours” and field experiences in Milwaukee area schools during their first year of course work, and this emphasis continues throughout the program, culminating with the student teaching experience. The Milwaukee Public School District, which literally
surrounds the Marquette campus, consists of 119 elementary schools, 25 middle schools, 22 high schools, and 40 schools which are alternative, partnership, or contracted sites. The district employs approximately 6,700 full time, part time, and substitute teachers who serve close to 100,000 students. A rising percentage of MPS students are from lower income families. Current statistics provided by the Central Services Office indicate that during the 2001-2002 academic year, the last year for which data are available, 77% of all elementary students, 75% of all middle school students, and 58% of all high school students were eligible for free or reduced cost lunch. It should be noted that high school students may choose not to take advantage of free or reduced cost lunch even though they are eligible. The ethnicity percentages reported by the district are as follows: 60.3% African American, 4.3% Asian, 16.1% Hispanic, 1.0% Native American, 16.1% White, and 2.2% other.

Scores on reading achievement tests administered by MPS indicate that 50% of Grade 3 students, 40% of Grade 8 students, and 25% of Grade 10 students are performing at the proficient or above level. The district reports that one reason for the low percentage of students who are at the proficient or above level in Grade 10 is the large number of students who are not tested. (The calculations must include all students in the grade, whether or not they are tested.)

Unfortunately, although Wisconsin is ranked #1 in the nation with 99% of its teachers deemed “highly qualified” by No Child Left Behind standards, the state graduation rate for blacks at 44% is the lowest of the 33 states ranked by the Manhattan Institute. Further, the recently released results of the NAEP indicated that the reading achievement gap between black and white students was the largest in Wisconsin, a difference of 38 points on a scale of 1 to 500. These dismal rankings call attention to the immediate need to improve schooling in the urban Milwaukee area and to prepare candidates for the challenges the urban environment presents.

Marquette University’s emphasis on service in the urban environment, which is presented to potential students as early as the recruitment/preadmission stage, provides the foundation for the unit’s central theme of social justice. Candidates know from the time they enter their introductory course that they will experience the vast majority of their field hours in Milwaukee Public Schools. In fact, the total field hours completed by each candidate far exceeds the number required by the Wisconsin Department of Public Instruction. The field hours serve as the stimulus for candidates’ reflections on current issues, educational opportunities and inequities, and their own participation in the P-12 environment. Personal reflections, an important component of the curriculum, are assigned in each education course and form the foundation from which candidates may work toward actualizing the mission of the School of Education.

The university’s focus on service in the urban environment, a cornerstone of the undergraduate program, also permeates the unit’s advanced programs. These
advanced programs attract a large number of candidates who have experience in the urban environment and who extend their learning experience through internships and assignments in schools, service agencies, and community organizations, which support the unit’s commitment to social justice and service. An emphasis on action research empowers candidates to function as change agents in their professional environment.

A further demonstration of the unit’s commitment to service with an urban focus is its support of cohorts of advanced candidates sponsored by the Milwaukee Archdiocese. Now in its fifth year, the cohort model prepares candidates for licensure as school principals.

**Commitment to diversity**

The unit’s conceptual framework(s) reflects the unit’s commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

The unit is committed to preparing candidates at all program levels to support learning for all students in all environments, but most particularly in the urban environment. At multiple points in the undergraduate program, issues of diversity and social justice are addressed. Indeed, the very first course in the sequence, EDUC 008, *Introduction to Schooling in a Diverse Society*, invites students to think in new ways about the common, yet often unquestioned, construct of schooling. The course focuses on the unique concerns, demands, conditions, and rewards of the teaching profession; the impact of race, ethnicity, culture, socioeconomic class, gender, and identity on schooling opportunities and experiences; and the multiple layers of power and control that influence schools.

The second course in the sequence, EDUC 048, *Critical Inquiry into Contemporary Issues*, introduces critical issues to support candidates’ understanding of the complexity of schooling in today’s diverse society and to encourage candidates to become agents of critical inquiry, social justice, and activism. These outcomes, introduced early in the sequence and identified within Standards 5 and 12 of the undergraduate program, are reinforced and expanded upon as candidates progress through the sequence.

Further, as presented in Section 2: Coherence, candidates are engaged in field experiences within the diverse culture of the Milwaukee area schools. It is clear to all candidates that the primary focus of the undergraduate program is to prepare teachers for the urban environment. Candidates are also involved in extra curricular activities related to diversity through service learning, community service, student organizations such as Teachers for Social Justice, professional organizations such as the National Association for Multicultural Education, and special campus-wide events which include speakers, performances, and discussion groups.
At the advanced level, candidates in the Department of Educational Policy and Leadership are required to read and critically respond to a comprehensive selection of texts related to diversity and social justice. Candidates in the Department of Counseling and Educational Psychology engage in field hours and internships in the greater Milwaukee area. In addition, the department sponsors a diversity seminar and gala each year.

**Commitment to technology**

*The unit’s conceptual framework(s) reflects the unit’s commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.*

Marquette University’s orientation to serving the urban community, to valuing teaching at every level of schooling, to recognizing the importance of educating the whole person, and to providing support for professional growth is the foundation upon which the integration of technology has been built. Involving initiatives at both the university and unit levels, the support for instructional applications can be seen in many venues.

The Raynor Library, a $55 million facility dedicated in September 2003, uses state of the art technology to create an environment where faculty and students can access a vast range of resources: 1.5 million volumes, 230 computer work stations, and collections of more than 200 research data bases and 14,000 e-journals. The Center for Teaching and Learning, located on the third floor of the building, focuses on effective teaching on the university level with an emphasis on course design, teaching strategies to promote higher level learning objectives, and electronic support for both traditional and on-line classes. In addition, the center, in cooperation with the School of Education, provides vital educational training for candidates and for teaching professionals who are seeking advanced skills. The center is equipped with 16 workstations and videoconferencing technology. A staff of multimedia specialists is available to assist faculty and candidates in the integration of technology in the teaching and learning process.

Further evidence of the university’s commitment to technology can be seen in the construction of six video conferencing centers and in the increase in the number of “smart” classrooms. Over 60 classrooms on campus are now equipped with technology to support instruction through internet access, presentation software, projection of videos and documents, and other technological applications.

In addition to technology advances on the university level, many innovations have been implemented at the unit level. In the area of distance learning, the unit has pioneered the development of interactive, on-line courses. Since 1997
when the unit collaborated with Milwaukee Public Schools to offer a graduate level course in the integration of technology, more than 600 teachers have been given the opportunity to experience learning first hand through an advanced on-line delivery system. Based on the success of the initial course offering, additional on-line courses were developed, culminating in a complete, on-line master’s degree program and an on-line accelerated teacher certification program offered at the post baccalaureate level. Recently, the unit was awarded a FIPSE grant to create a collaborative network of three Jesuit universities, thereby expanding the on-line accelerated program and helping to meet the demand for teachers in high need areas.

Currently there are two undergraduate courses in the education sequence, EDUC 079, Using Technology for Learning and Assessment, and EDUC 125, Literacy in the Content Areas, which have been developed for on-line delivery. In addition, many members of the faculty use a feature of “Blackboard” to conduct on-line discussions and to enhance candidate communication and interaction.

The unit, through the award of a federal PT3 grant, Preparing Tomorrow’s Teachers to Use Technology, has also been actively involved in expanding the use of technology across the campus with the goal of exposing candidates to best practices while they engage in their undergraduate course work. More than 50 faculty members in the College of Arts and Sciences and the College of Communication, through incentive grants and workshops, have increased their use of technology, and over 100 faculty members from those colleges have taken advantage of “just in time” support offered by the unit’s technical coordinator.

During the 2002-2003 academic year, the unit sponsored two major events: a Learning Technology Expo in November 2002 and the second Conference on Teaching and Learning in February 2003. Further, in an effort to establish a network of users at the post secondary level and to enhance collaboration, the unit participated in a PT3 Collaborative Exchange, an opportunity for representatives from three universities to visit the Marquette campus and for unit staff to visit three universities, which also were recipients of PT3 grants.

In addition, the unit has developed criteria for “technology rich” classrooms at the P-12 level, and through its partnerships with schools in the Milwaukee area, has been able to offer candidates opportunities for observation and participation in settings which support the appropriate applications of technology. Three sites are particularly noteworthy: Wisconsin Conservatory of Life Long Learning, a P-12 school, for its support of professional development across all levels, Sarah Scott Middle School for the Health Sciences for its dedication to enhancing science instruction through technology, and Roosevelt Middle School for the Arts for its use of technology to improve communication and offer students opportunities in producing, editing, and broadcasting.
Candidate proficiencies aligned with professional and state standards

The unit’s conceptual framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

The unit is committed to preparing candidates who will perform in accordance with the mission of the university and the unit and who will also be received as effective, proficient, and dedicated practitioners. To achieve these outcomes, the unit recognizes the importance of aligning competencies and standards identified by state and national entities with course and program outcomes and the need to explicitly communicate these to candidates. The redesign of the undergraduate program has provided the opportunity to achieve these ends, and to integrate two additional standards: technology and social justice.

Beginning with a clear statement of mission and the examination of each course in the sequence, competencies and standards were designated for assessment in specific courses. All competencies and standards are now addressed in more than one course and assessed at multiple levels. A portfolio review at key decision points in the program provides a vehicle for candidate and program assessment. (For a complete presentation of the integration of competencies, standards, and assessments, please see Section 3: Standard 2.) Within content areas (candidates’ academic major areas of study), standards of national organizations such as the National Council of Teachers of Mathematics, the National Council of Teachers of English, and the International Reading Association guide curricula and practice.

At the advanced levels, in the Department of Education Policy and Leadership (EDPL), programs have been aligned with state standards and a system of evaluation which integrates assessments in courses has been developed. Further, a portfolio review is an important element of the Master’s program in counseling offered by the Department of Counseling and Educational Psychology (COEP). Candidates are introduced to various portfolio formats and functions and provided with clear directions in regard to content and organization. COEP programs meet state licensure requirements and are accredited by the American Psychological Association.

References


Section 3: Evidence for Meeting Each Standard

Standard 1: Candidate Knowledge, Skills and Dispositions

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

The unit is committed to preparing teachers and educational specialists who uphold the Jesuit traditions of cura personalis (care for the whole person), social justice, academic excellence, ethical behavior, and service to the urban community. The sequence of professional courses offered by the unit is designed to support these traditions by integrating the theoretical and practical dimensions of teaching and by providing opportunities for candidates to experience the implementation of both dimensions in Milwaukee area public, private, and parochial schools. The importance of subject matter knowledge, culturally and developmentally relevant pedagogy, and technological applications in enhancing student learning is emphasized throughout the coursework and field experiences. Observation, tutoring, and small group instruction in a wide variety of settings are integral to the program, providing a solid foundation for successful student teaching experiences and entry to the profession.

The teacher preparation programs offered by the unit have been developed to satisfy the university core requirements and to meet the Wisconsin Department of Public Instruction Certification Code. Candidates who are preparing to teach are expected to demonstrate knowledge, skills, and dispositions in ten areas which have been identified by the Department of Public Instruction and in two additional areas which have been specified by the unit: commitment to social justice and use of technology. The standards are as follows:

Program Outcomes (Teaching Standards) and Selected Indicators for Knowledge, Dispositions, and Performances

Standard 1: Deep Disciplinary Understanding as a Basis for Teaching Curricular Content

The teacher understands the central concepts, tools of inquiry, ways of reasoning, uncertainties, and controversies of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge – The teacher

- Understands the major concepts, assumptions, debates, vocabulary, processes of inquiry, ways of knowing, and sources of information that are central to the disciplines s/he teaches.
- Understands the problems, misconceptions, challenges and opportunities that commonly arise as students develop understanding or competence in particular domains or disciplines.

Dispositions – The teacher

- Demonstrates enthusiasm for subjects s/he teaches and desire to make connections to everyday life.
- Is committed to continuous learning about new ideas and understandings in subject matter knowledge and children’s learning of the discipline(s) s/he teaches.

Performances – The teacher
• Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.
• Represents and uses differing viewpoints, theories, “ways of knowing,” and methods of inquiry in his/her teaching of subject matter concepts.
• Designs interdisciplinary learning experiences that encourage students to integrate knowledge, skills and methods of inquiry from several subject areas.

Standard 2: Developmentally Responsive Teaching that is Learner-Centered
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Knowledge – The teacher
• Demonstrates knowledge of learning that includes how students construct knowledge, acquire skills, and develop habits of mind, and how to use instructional strategies that promote student learning for a wide range of student abilities.
• Understands how physical, social, emotional, moral, and cognitive development in children and adolescents influences learning and how to address these factors when making instructional decisions.

Dispositions – The teacher
• Demonstrates enthusiasm and respect for students’ diverse learning accomplishments, abilities, and talents and use of student strengths as well as errors as a basis for growth.
• Appreciates individual variation within each area of development and commitment to help all students develop self-confidence and competence.

Performances – The teacher
• Assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
• Stimulates student reflection on prior knowledge; links new ideas to prior knowledge and past experiences; provides opportunities for active engagement, manipulation, and testing of ideas and materials; and encourages students to assume responsibility for shaping their learning tasks.
•アクセス student thinking and experiences as a basis for instructional activities by, for example, encouraging discussions, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard 3: Accommodating Diverse Learners
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils.

Knowledge – The teacher
• Understands the social, economic, cultural and linguistic contexts from which children come and how these contexts along with individual experiences, talents, and prior knowledge influence learning.
• Understands how to identify differences in approaches to learning and performance and how to build on students’ cognitive, linguistic, physical, and social strengths.
• Knows the process of second language acquisition and strategies to support the learning of students whose first language is not English.

Dispositions – The teacher
• Demonstrates care, respect, and value for all students as individuals regardless of language, sex/gender, race, national origin/ethnicity, social class, creed/religion, disability and sexual orientation.
• Demonstrates care, respect and value for all students with differing personal and family backgrounds and various skills, talents, interests, and learning accomplishments.
• Believes that all children can learn at high levels, sets high expectations for all students, and persists in helping all children achieve success.
Performances – The teacher
• Builds on cognitive, linguistic, physical, and social strengths that children bring with them from their homes and communities.
• Employs multicultural, anti-racist, anti-bias teaching practices that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
• Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning or developmental differences or needs.
• Accesses appropriate services or resources to meet exceptional learning needs and talents.

Standard 4: Building a Repertoire of Sound Pedagogical Strategies
The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking and creative thinking, aesthetic, problem solving and performance skills.

Knowledge – The teacher
• Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
• Understands principles and techniques, along with advantages and limitations associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
• How to enhance learning through use of a wide variety of material, human and technological resources (e.g., computers, audio-visual technologies, video, local experts, primary documents and artifacts, texts, reference books, literature and other print resources, the arts).

Dispositions – The teacher
• Values the development of critical thinking, creative thinking, aesthetic skill, independent problem solving, and performance capabilities.
• Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances – The teacher
• Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
• Constantly monitors and adjusts strategies in response to learner feedback.
• Varies his or her role (e.g., instructor, facilitator, coach, audience) in relation to content and purposes of instruction and the needs of students.

Standard 5: Creating Motivated and Supportive Learning Communities
The teacher uses an understanding of individual and group motivation and behavior in a variety of cultural contexts to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge – The teacher
• Uses knowledge about human motivation and behavior drawn from psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work, promoting intrinsic motivation, and helping students become self-motivated.
• Understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful, active learning in the classroom.
• Knows strategies and alternatives for dealing with alienated or disruptive students.
• Demonstrates knowledge of conflict resolution and mediation skills.

Dispositions – The teacher
• Desires to establish a supportive climate that considers the intellectual and social development of all students in the classroom and school as a whole.
• Values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a positive climate for learning.
• Recognizes the value of intrinsic motivation to students’ life-long growth and learning.

Performances – The teacher
• Creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
• Organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
• Helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

Standard 6: Effective Communication Skills
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge – The teacher
• Understands communication theory, language development, and the role of language in learning.
• Understands how cultural and gender differences can affect communication in the classroom.
• Understands the importance of nonverbal as well as verbal communication and uses both effectively.

Dispositions – The teacher
• Values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
• Actively and thoughtfully listens to students.
• Appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances – The teacher
• Models effective oral, written, and media communication strategies in conveying ideas and information and asking questions (e.g., monitoring and adjusting the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
• Supports and expands learner expression in speaking, writing, and other media.
• Asks questions and stimulates discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
• Communicates in ways that demonstrate sensitivity to cultural and gender differences.

Standard 7: Strategic Planning for Student Learning
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and community and curriculum goals.

Knowledge – The teacher
• Understands learning theory, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals.
• Knows how to take contextual considerations (instructional materials, individual student interests, needs and strengths, and community resources) into account in planning and adjusting instruction that creates an effective bridge between curriculum goals and students’ experiences.

Dispositions – The teacher
• Values both long-term and short-term planning.
Believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

Performances – The teacher
- Individually and as a team member, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., that activate students’ prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- Plans for learning opportunities that recognize and address variation in developmental needs, learning styles, learning differences, and performance modes.
- Creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

Standard 8: Ongoing Assessment Strategies that Inform Instructional Practice

Teachers respond to the broad range of students’ intellectual, social and physical abilities and learning needs by using formal and informal assessment strategies to inform practice.

Knowledge – The teacher
- Understands the characteristics, uses, advantages and limitations of different types of informal and formal assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and informal assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.
- Knows how to interpret and critique standardized test scores.

Dispositions – The teacher
- Values ongoing assessments as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- Is committed to using assessment to identify student strengths, understand how students are thinking, and promote student growth rather than deny students access to learning opportunities.

Performances – The teacher
- Appropriately uses a variety of formal and informal assessment techniques (observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests) to enhance her or his knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and colleagues.

Standard 9: Critical Reflection on Practice

The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on students, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Knowledge – The teacher
- Understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influence on students’ growth and learning, and the complex interactions between them.
- Understands critical frameworks for reflecting on teaching practice (e.g., frameworks from social, cultural, philosophical, and psychological foundations of education).
• Is aware of major areas of research on teaching and resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities).

Dispositions – The teacher
• Is committed to critical reflection on and assessment of one’s own knowledge of content and pedagogy and to ongoing learning in both areas.
• Is committed to continuously interrogating his/her own biases and prejudices.
• Is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

Performances – The teacher
• Uses classroom observation, information about students, cultural, social, philosophical, and psychological theories and research as sources for evaluating and critiquing the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
• Examines the effects on students, parents and other professionals of his/her assumptions and those enmeshed in familial, institutional, and cultural lore and practices.
• Conducts and evaluates action oriented research.

Standard 10: Collaborations that Support Student Learning
The teacher collaborates with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

Knowledge – The teacher
• Understands schools as organizations within a larger community context, understands the operations of the relevant aspects of the system(s) within which s/he works and how his/her work in schools is affected by larger organizational structures within the setting and in the larger society.
• Understands how factors in the students’ environment outside of school (e.g., family, community, health, and economic conditions) may influence students’ lives and learning
• Understands and implements laws related to students’ rights and teacher responsibilities (e.g., for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions – The teacher
• Is concerned about all aspects of a child’s well-being (cognitive, emotional, social, and physical) and is alert to signs of difficulties.
• Is committed to respectful and productive relationships with parents and guardians from diverse home and community situations, as well as cooperative partnerships in support of student learning and well-being.

Performances – The teacher
• Participates in collegial activities designed to make entire school a productive learning environment.
• Establishes links with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies on behalf of his/her students.
• Identifies and uses community resources to foster student learning.
• Articulates and defends curricular and instructional choices with sound ethical as well as pedagogical justifications.

Standard 11: Effective Integration of Technology for Instruction and Assessment (based on ISTE Standards)
Teachers employ technology effectively to promote student learning, helping students to make use of technologies to find, organize, and interpret information, and to become reflective and critical about information quality and sources.

Knowledge – The teacher
• Knows a range of new and proven technologies that have the potential to enhance learning, particularly higher order thinking and creativity.
• Understands technological adaptations that can support the diverse needs of all learners, including areas of exceptionality in learning – learning disabilities, visual, perceptual, physical or mental challenges.
• Understands the social, cultural, and economic issues surrounding the implementation of newer technologies into instructional practice.

Dispositions – The teacher
• Commits to equitable access to technology resources for all students.
• Seeks continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Performances – The teacher
• Uses a variety of technologies to enhance learning and assessment of learning for learners with diverse backgrounds, characteristics, and abilities.
• Uses technology to enhance his/her productivity and professional practice.
• Models ethical and legal practice related to technology use.
• Effectively uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Standard 12: Leadership/Advocacy for Social Justice

Teachers act positively and productively at classroom, school and systemic levels to correct social inequities that prevent all students from having equal access to educational opportunities.

Knowledge – The teacher
• Understands the local, state, national, and global social and political contexts that differentially affect schooling and its outcomes for students.
• Demonstrates knowledge of institutional barriers toward the pursuit of social justice.
• Understands racist ideologies and both racist and anti-racist behaviors and institutions.

Dispositions – The teacher
• Is firmly committed to anti-racist, multicultural teaching and practices.
• Is committed to leadership, service, and advocacy for all students, particularly those who are marginalized by societal structures due to race, ethnicity, gender, sexual orientation, language, disability, and social class.

Performances – The teacher
• Creates supportive learning communities that are inclusive and empower all students intellectually, socially, emotionally, and politically.
• Takes a leadership role in advocating for students and himself/herself in a variety of professional, political, and policy-making contexts.

Assessment of candidate outcomes occurs at multiple intervals throughout the program. In order to ensure that candidates are well-prepared to enter teaching and other related professions, the unit course goals and objectives are carefully aligned with the proficiencies associated with quality performance.

Content Knowledge for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the academic content examinations in states that require examinations for licensure.
Initial Preparation: Undergraduate

All initial teacher candidates at Marquette University complete a required sequence of courses and clinical experiences that ultimately prepare them for certification in Wisconsin. Undergraduates enter Marquette University with a strong high school record and excellent preparation to meet the rigorous standards of the newly revised core curriculum. Education majors admitted in 2002 had an average ACT score of 25 and an average SAT score of 1170.

Elementary and secondary education candidates complete the University Core of Common Studies, a sequence of education courses, and an academic major which prepares them to teach in their area of certification. The 36-credit core includes:

- Rhetoric – 6 credit hours
- Mathematical Reasoning – 3 credit hours
- Individual and Social Behavior – 3 credit hours
- Diverse Cultures – 3 credit hours
- Literature/Performing Arts – 3 credit hours
- Histories of Cultures and Societies – 3 credit hours
- Science and Nature – 3 credit hours
- Human Nature and Ethics – 6 credit hours
- Theology – 6 credit hours

In addition to the core requirements which contribute to a solid liberal arts foundation, Marquette graduates of the unit must demonstrate the knowledge, skills, and dispositions associated with the area and subject they intend to teach. These demonstrations include performance on examinations, successful clinical and student teaching experiences, portfolios, and completion of required course work. Candidates are also required to take and pass the Praxis I: Academic Skills Assessments as a prerequisite to admission to the teacher education program (please see p. 19 for performance scores) and as of Fall 2004, to take and pass the Praxis II: Subject Assessments to be approved for student teaching. Prior to the institution of the latter requirement, evidence of the subject matter competence of the unit’s candidates can be noted in the fact that all candidates, elementary and secondary, are enrolled in a content area major in one of the colleges of Marquette University.

To remain in the unit’s certification program, candidates must maintain an overall QPA of 2.500 on a 4 point scale. In accordance with Wisconsin Department of Public Instruction requirements, the unit requires candidates to maintain a minimum QPA of 2.750 in their content area major and in the education course sequence to be able to start their clinical practice and to be licensed. Before being recommended by the unit for state licensure, candidates must have earned a Bachelor of Arts or Bachelor of Science Degree with a content major in one of the following areas:
Courses in the above majors are aligned with the standards of their professional organizations such as the National Council of Teachers of Mathematics and the National Council of Teachers of English. The Departments within the College of Arts and Sciences and the College of Communication are responsible for instructing candidates in content knowledge exclusively. Currently, the Wisconsin Department of Public Instruction does not require candidates to demonstrate competence on content area exams. Therefore, QPA’s in candidates’ majors may serve as evidence of content knowledge. As reported in Section 1, candidates enrolled in the various content area majors maintain consistently high QPA’s in their majors. During Spring 2003, candidates approved to student teach had earned a mean QPA of 3.276 in their majors. Candidates approved to student teach in Fall 2003 had earned a mean QPA of 3.310 in their majors. Candidates who graduate after August 31, 2004 will be required to demonstrate their content area knowledge on the appropriate Praxis II: Subject Assessments exam.

Initial Preparation: Graduate

Initial teacher preparation at the graduate level is conducted through the Post-Baccalaureate or the Accelerated Teacher Certification Program. To be admitted to either program, candidates must meet the following criteria:

- Bachelor of Arts or Bachelor of Science Degree with a content major or its equivalent in one of the following areas: Language Arts (including English, Journalism, and Speech Communication), Mathematics or Computer Science, Science (including Physical Science, Earth and Space Science, and Life and Environment Science), Social Studies (including Geography, History, Political Science, Economics, Psychology, and Sociology), Business Education, Foreign Language, Health, Technology Education, or Theatre.
- Minimum QPA of 2.500 in undergraduate work overall and minimum QPA of 2.750 in major field of study.
- Satisfactory scores on the Praxis I: Academic Skills Assessments as approved by the Wisconsin Department of Public Instruction.
- Satisfactory scores on the Praxis II: Subject Assessments as approved by the Wisconsin Department of Public Instruction.
- Submission of a statement of purpose and academic goals to the Marquette University School of Education.
- Submission of application to the Marquette University Graduate School.
- Submission of three (3) letters of recommendation.
• Satisfactory completion of course work in areas of academic deficiency, if deficiencies are indicated by Praxis II: Subject Assessments scores.
• Satisfactory performance in a pre-admission interview.
• Satisfactory evaluation as a result of criminal background check.

The content knowledge of candidates admitted to the Post Baccalaureate or Accelerated Teacher Certification Program is evident through their having met the content related admission criteria: a Bachelor of Arts or Bachelor of Science degree with a major in a viable content area, a 2.75 QPA in the major, and passing scores on the Praxis II: Subject Assessments.

Content Knowledge for Other Professional School Personnel

Candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis. All program completers pass the academic content examinations in states that require examinations for licensure.

All applications for admission to master’s programs in Educational Policy and Leadership (specializing in Instructional or Educational Leadership) must have at least a baccalaureate degree from an accredited college or university and some teaching experience. Along with completed applications, applicants must provide official transcripts from all undergraduate and graduate institutions, test scores on the Graduate Record Examination (GRE) – General Test or the Millers Analogy Test (MAT), three letters of recommendation from individuals who can address the applicant’s academic and professional potential, and a statement of purpose. An interview is optional, but recommended.

Instructional Leadership

Students earning the Master of Arts Degree in Instructional Leadership are required to complete 12 hours in an area of minor concentration as well as 18 hours in education courses. More common areas of minor concentration available to candidates include Reading (to receive Wisconsin DPI License 316 as Reading Teacher and Wisconsin DPI License 317 as Reading Specialist) and Instructional Technology. Courses that comprise the area of concentration in reading are offered through the unit and are aligned with standards specified by the International Reading Association (IRA). Candidates may also draw from other graduate courses to create a specialization minor that responds to their professional goals.

Candidates in the Instructional Leadership Program demonstrate their mastery of state, institutional, and professional principles and concepts of instruction through the quality of their coursework. They are assessed on integration of theory (EDPL 237), critical analysis of curriculum using historical, theoretical,
sociopolitical, and economic foci (EDPL 234), personal reflective journaling/self-assessment (EDPL 223), case study analysis (EDPL 223), and creation and implementation of site-based reform (EDPL 223). They also master research methods applied to practitioner research and are assessed on their collection and analysis of data related to their work, reflection on their practice, and use of their research findings to support and improve student learning (EDPL 220, 221, 222).

Educational Leadership

The courses and assessment procedures in the Educational Leadership Program and/or administrative certification are aligned with the Wisconsin DPI requirements as well as the ISCLL Standards. Candidates can pursue certification as principal, superintendent, or director of instruction. Those candidates pursuing licensure as principal or superintendent must have a minimum of a master’s degree. They may already have this degree and simply pursue certification, or they may pursue a master’s degree and certification within the unit.

Candidates in the Administration and Supervision Program demonstrate mastery of state, institutional, and professional principles and concepts through the quality of their coursework as well as successful completion of their practicum activities and the completion of a portfolio demonstrating their mastery of each standard established by the Wisconsin DPI for Administration and Supervision (EDPL 208). The candidate, site supervisor, and university supervisor complete multiple formal and informal assessments during the practicum. Assessments include performance evaluations, candidate’s reflective journals (EDPL 240, EDPL 208), case study analysis (EDPL 201), critical analysis of scholarly articles (EDPL 206), analysis of site (EDPL 200), seminar participation, site supervisor’s evaluation, and the candidate’s summative reflective report. The university supervisor assesses the candidate’s performance through observation, site supervisor evaluations, and reviews of supporting documents of practicum activities compiled in a portfolio aligned with Wisconsin DPI standards and rubrics.

Doctoral Program in Educational Policy and Leadership

Applicants to the Ph.D. program should have graduated with a master’s degree from an accredited institution appropriate to their chosen field of graduate study. Candidates applying to a doctoral program without a master’s degree must complete an appropriate master’s degree as part of their doctoral program requirements. Along with a completed application, applicants must provide official transcripts from all current and previous colleges, scores on the Graduate Records Exam (General Test only), three letters of recommendation addressing their ability to do graduate work, a personal statement articulating research interests with professional aspirations, a sample of scholarly writing such as a
master's thesis or published article, and TOEFL scores or other acceptable proof of English proficiency (international applicants only). Additionally, an interview and/or writing test maybe required of applicants following the initial screening.

The doctoral program is designed to foster the development of scholar-practitioners. All candidates engage in in-depth inquiry into the process of teaching and learning and the impact of school organization. Candidates also acquire adjacent disciplinary strengths that provide contexts for considering what knowledge is of most worth, how forms of knowledge are socially distributed, and what educational measures might help bring about a more just society. Candidates are assessed on the quality of coursework in 9 credits of seminar participation, 12 credits of foundations courses, 12-15 credits of research, and 12 hours of dissertation credit. Candidates also complete an elective sequence of 12 credits in minors (including Psychology, History, Political Science, Economics, Business, Philosophy, Theology, English, Communications, and Educational Psychology/Counseling) or thematic minors (including Adult Learning, Technology, Leadership, Urban Studies, Social Sciences, Literacy, Diversity/Multicultural Education, or Higher Education). Candidates are also assessed by a qualifying oral exam, oral proposal defense, and dissertation defense.

**School Counseling**

The Master of Arts in Counseling, with a specialization in School Counseling, is offered through the Department of Counseling and Educational Psychology, the second of the two departments in the School of Education.

Candidates for the role of School Counselor have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and evidenced by success in scholarly inquiry, critical analysis, and synthesis. While not currently required to take a state-level licensure exam, candidates in the Community and School Counseling Program regularly petition to take the exam. All but one of the students who sat for the exam in the last five years has passed it.

High academic expectations for school counseling candidates begin with admission. Admission requirements include an earned baccalaureate degree from an accredited college or university and evidence of readiness to succeed in the program through test scores on the Graduate Record Examination, letters of recommendation, a statement of purpose, and an interview. In regard to test scores and academic standing of recent Master’s in Counseling students, the mean score for the GRE verbal and quantitative test combined was 1030 and the median undergraduate GPA was 3.4. The median score on the GRE Writing Assessment for the master's students was 4.5.
Evidence of commitment and ability to succeed in the School Counseling Program can be found in the preparation of candidates before coming to Marquette. For example, a large majority of recent candidates have had undergraduate majors in psychology or a related field. There is an expectation that applicants with less experience in the area are sufficiently familiar with their intended field of study to be able to make informed decisions about their educational or career goals. Applicants without a major or minor in the education or the social sciences often are able to demonstrate familiarity with the field through post-baccalaureate coursework and through work and volunteer experiences in human service fields.

The Master’s in Counseling Program is 48 credits in length and includes a variety of courses and other requirements designed to ensure broad preparation to practice competently as a school counselor. The core curriculum is common to both the School and Community Counseling Programs. This core covers each of the areas included in the accreditation standards of the Council for Accreditation of Counseling and Related Education Programs (CACREP, 1994), for a total of 33 credits of coursework:

- Human growth and development (EDPS 266, Life-Span Human Development).
- Research and program evaluation (EDPS 261, Introduction to Research Methods).
- Theories, techniques and processes of counseling (COUN 222, Theories of Counseling and Psychotherapy).
- Multicultural issues (COPS 268, Multicultural Counseling).
- Group work (COUN 218, Group Counseling).
- Career development (COUN 219, Career Development).
- Substance abuse (COUN 235, Etiology and Treatment of Substance Abuse).
- Ethical, legal and professional issues (COPS 283, Professional Ethics and Legal Issues).

In addition, school counseling candidates are required to complete 15 credits of coursework relevant to their specialization. These courses focus on developmental guidance programming, behavior disorders in children and youth, counseling with children and youth, and school counseling practicum. Details regarding these requirements are described in the Master of Arts in Counseling Program Handbook, which each student receives upon matriculation in the program.

The program relies on three levels of evaluation to provide regular and systematic feedback to candidates. These occur at the end of each semester, at the end of the academic year, and near the end of one's program.
At the first level, professors complete an evaluation of each candidate’s performance in each class completed in the department. This evaluation is tied to the training goals of the program and covers knowledge, skills, and dispositions. The form used for this evaluation is submitted along with the candidate’s grades at the end of each semester, and feedback on these forms becomes a component of the annual evaluation and the approval process for candidates wishing to begin practicum. At the second level, an annual evaluation of each candidate’s performance in the School Counseling Program is conducted by the faculty in the spring of each year. This process begins with a self-assessment conducted by each candidate after the beginning of the spring semester. Candidates are to review their progress in a variety of areas, to identify areas of strength and areas where growth would be beneficial, and to articulate professional goals for the coming year. The annual review also includes a portfolio review to document progress. At the third level of evaluation, candidates must also pass a comprehensive examination as part of their program requirements. This four-hour essay exam addresses assessment, theoretical conceptualization, counseling and treatment intervention, and ethical and legal issues involved in school counseling practice.

Candidates are required to develop and maintain a portfolio of their educational experiences in order to help guide their self-evaluation and to demonstrate to faculty their progress toward completing their degree. Portfolios are designed to document candidates’ completion of program requirements over time, provide evidence of candidates’ developing competencies, and showcase candidates’ best work. Another equally important goal of the portfolio, however, is to engage candidates in a continual process of self-reflection on their learning. This document is an important part of the annual evaluation of candidates’ progress conducted each spring semester.

None of the candidates in the program who have applied for licensure as school counselors over the past five years have been denied licensure. The State of Wisconsin currently does not require that applicants for the School Counselor license pass a licensure exam, although some school counseling candidates have elected to take the National Counselor Examination, which is required to become a National Board Certified Counselor and a Licensed Professional Counselor in Wisconsin and many other states. The department has received permission for candidates to take this exam while they are still enrolled in their programs. On each administration of the exam during the last four years, the mean score for Marquette candidates has exceeded the national mean for all of the other candidates from across the country who also took the exam. In fact, Marquette candidates normally score above the national mean in each of the eight areas included in the exam, suggesting strong preparation across the curriculum.
Pedagogical Content Knowledge for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students can learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

Initial Preparation: Undergraduate

The undergraduate initial certification program underwent significant curriculum redesign beginning in 2000. At that time, social justice became a core value in all programs along with the infusion of technology into courses across programs. Implementation of these changes, in regard to both required courses and course content, began in 2002 and is still in progress as further revisions and infusion of technology are included. As a result, the curricula of several of the education courses common to all candidates have been significantly redesigned and other courses created. Those courses are currently being offered for the second time during the 2003-2004 school year.

For example, all initial certification candidates in the undergraduate program are now required to take EDUC 008, Introduction to Schooling in a Diverse Society, where they analyze schooling historically and currently through the lens of race, class, and gender. Also required are

- EDUC 048, Critical Issues in Schooling, which provides candidates with the opportunity to explore and analyze the impact of various educational policies and practices on specific racial, cultural, gender, and ethnic groups.
- EDUC 079, Using Technology for Learning and Assessment, which focuses on the integration of theories of learning, assessment, and technology.
- EDUC 128, Teaching in the Middle School, a methods course which fulfills Wisconsin’s requirement that all candidates graduating after August 2004 be certified to teach at the middle school level.

Candidates in the elementary and secondary initial certification programs are introduced to multiple instructional strategies reflective of national, state, and institutional standards. This preparation includes course work in reading instruction, teaching diverse learners, human development, and content area methods of instruction. Initial candidates are able to analyze student learning and document the impact of their instruction. Candidates are taught to monitor their instructional strategies and adapt them to students’ learning needs. Knowledge of developmental levels and awareness of students’ prior
experiences are incorporated in order to achieve a positive effect on all students’ learning. Candidate competency is demonstrated in the quality of performance in course requirements and in a process of planning, implementing, assessing, and revising of instructional strategies carried out in tutoring, small group instruction, and large group instruction conducted in clinical placements.

Initial Preparation: Graduate

Candidates in the traditional post baccalaureate program follow the same sequence of education courses as candidates in the traditional undergraduate program and are expected, therefore, to demonstrate proficiency in the same learning outcomes.

Candidates in the accelerated teacher certification program provide evidence of their proficiency in standards related to pedagogy by submitting specific course assignments in the format of a portfolio at key decision points in the program. The assignments and decision points parallel those found in the undergraduate program. They include

- Level 1 - A personal reflection and a critical essay on the alignment of learning theory with instructional planning and lesson plans that address learning differences and assessment of learner outcomes.
- Level 2 - Observation reports related to stages of development and instructional methodology, lesson plans, and self-evaluations of teaching, and critical and reflective essays on issues related to inequities in schooling.
- Level 3 - Unit plans, self-evaluations, and artifacts of teaching.

The standards by which performances are assessed reflect the Wisconsin Department of Public Instruction teaching standards and the standards adopted by the unit.

Advanced Preparation

Candidates in the unit’s Master of Arts in Instructional Leadership, enter the program as certified teachers who possess knowledge of various instructional strategies reflective of national, state, and institutional standards. In the Instructional Leadership Program, coursework is based on current research in teaching, professional development and school change, and the unit’s understanding of what it means to be an effective instructional leader in the classrooms of the 21st Century. Candidates in this advanced program design, implement, and evaluate innovative curriculum within a specific context that includes learner, school, community, and culture (EDPL 234, Foundations of Curriculum). They utilize performance-based learner outcomes and assessments in evaluating and planning for instruction (EDPL 237, Theories of
Learning Applied to Instruction). Theoretical perspectives on learning, motivation, and curriculum and an understanding of individual differences are applied to candidates’ instructional practice. They collect data on their own practice, analyze the data, and revise instructional practices to reflect their findings (EDPL 221 and EDPL 222, Teacher as Researcher II and III). Finally, candidates work collaboratively and effectively with students, colleagues, families and communities to plan instructional and organizational innovations (EDPL 223, Teacher as Leader).

Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Continuing Preparation of Teachers)

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students’ prior experience and applying the ideas to real-world problems.

Initial Preparation: Undergraduate

Candidates in the both the undergraduate elementary/middle school and middle school/secondary program are engaged in school and community interaction from their freshman year. The program’s introductory course, EDUC 008, Introduction to Schooling in a Diverse Society, requires candidates to participate in a variety of activities including school visits, service learning, interviews with school personnel, and engagement with the school community. Particular emphasis is placed on candidates gaining experience with the diversity of the community in which the unit’s clinicals are located. Other courses required of all candidates place them in classrooms where they observe a variety of instructional strategies in contexts with diverse student populations as well as exceptional students, including those with learning, behavioral/emotional, mental, and/or physical disabilities.

Elementary/middle school candidates continue acquiring competency in pedagogical knowledge through clinical placements linked to math and literacy blocks of courses. In EDUC 110, Teaching Elementary Reading, Language Arts, and Children’s Literature I, and EDUC 120, Teaching Reading, Language Arts, and Literature 2, elementary/middle school candidates plan, revise, and teach multiple literacy lessons appropriate for children in elementary grades in their clinical placements. They also conduct assessments of student learning, engage in reflective self-assessment, and revise instructional strategies based on assessment of students’ learning. The literacy sequence concludes with EDUC 160, which provides candidates with the opportunity to diagnose students’ reading behaviors, develop lesson plans, instruct small groups, and assess progress over the period of one semester.
Advanced methods classes, EDUC 140, Teaching Elementary/Middle School Science Methods, EDUC 145, Teaching Middle School/Secondary Level Social Studies, EDUC 155, Teaching Middle School/Secondary Level Science, and ENGL 190, Teaching English in the Secondary School, are all aligned with institutional, state, and national standards. Candidates in these classes demonstrate their competency in applying pedagogical content knowledge through creating, teaching, evaluating, and revising a series of lessons in their specific content area. Lessons are frequently videotaped for in-class analysis (ENGL 190). Candidate competency is further demonstrated through the candidates’ professional portfolios as the culminating assessment of the student teaching experience.

Initial Preparation: Graduate

Candidates who seek teacher certification through the traditional post baccalaureate program experience the same sequence of courses, and thus, the same sequence of knowledge, skill, and disposition development as candidates in the traditional undergraduate program. Candidates in the accelerated program progress through a parallel sequence of activities aligned with standards which provide them with the opportunity to demonstrate their development of knowledge, skills, and dispositions. Accelerated program candidates are expected to participate in a variety of field experiences in traditional school and alternative community settings.

Professional Knowledge and Skills for Other School Personnel

Candidates for other professional school roles have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

Candidates for the role of School Counselor begin to acquire professional knowledge and counseling skills in their first semester in the program in COUN 216, Introduction to Counseling. This course includes activities that involve reviewing scholarly literature and interviewing current school counselors to orient candidates to the profession, learning to develop comprehensive school counseling programs, and understanding the roles and functions of school counselors working in collaboration with other educational professionals.

Candidates must also complete two semesters of practicum. This involves working at least 600 hours in a guidance department in an elementary, middle, and/or secondary school under the supervision of a licensed school counselor. Candidates complete practicum at the grade levels consistent with the license they intend to pursue (K-8, K-12, or 6-12) (licensure names will change in 2004). Candidates engage in a variety of counseling, consultation, psychoeducational
and prevention programming, and other activities as part of their practicum, as well as one hour of face-to-face individual supervision. They are also required to attend a 3-hour class with a Marquette faculty member that focuses on the practicum experience. The course instructor visits each candidate’s practicum site to hold initial goal setting and final evaluation meetings with the candidate and site supervisor, leads class discussions related to school counseling topics, and provides candidates with an opportunity for consultation and group supervision. Candidates’ performance is evaluated by the site supervisor at both the middle and end of each semester, while the Marquette instructor retains responsibility for assigning the course grade.

Dispositions for All Candidates

Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

Candidates in all programs engage in continuous critical reflection and self-assessment, and these activities are encouraged and evidenced in their academic and field work. The conceptual framework of the unit is based on the Jesuit ethos of cura personalis, care for the individual. This characteristic of Jesuit education serves as the foundation for the school’s conceptual framework and has been expanded to include three components of care: care for the person, care for knowledge and care for profession. It is the basic mission of the unit, therefore, to train and educate individuals who care both for themselves and the individuals they work with, who care for learning and developing the necessary knowledge to be effective educators, and who care for their own professional development in order that they become and remain competent professional educators. Thus, in an important sense, the faculty of the unit see the development of candidate dispositions at the heart of what we do.

The conceptual framework also reflects the dispositions inherent in the Wisconsin Teacher Standards for Teacher Development and Licensure. Dispositions include, among others, keeping abreast of an ever-changing knowledge base, teaching knowledge from multiple perspectives, respecting individual differences, valuing human diversity, and cultivating and maintaining a culture of success and high expectations while stimulating critical thinking and problem-solving through flexible approaches to teaching and classroom performance.

Teacher education candidates are repeatedly exposed to these dispositions beginning with the program’s initial course: EDUC 008, Introduction to Schooling in a Diverse Society. In this course candidates are invited to think in new ways about the common, yet often un questioned, construct of schooling. By focusing on the impacts of race, ethnicity, culture, socioeconomic class, gender, and
identity on schooling experiences, the multiple layers of power and control in school and community contexts, and the unique concerns, demands, conditions and rewards of the teaching profession, candidates are asked to develop more complex understandings and questions about both schooling and themselves, as candidates and potential future teachers. Experiences such as the Manresa Project,¹ service learning, and action hour requirements are built into this initial course to ensure that candidates enter the program understanding the strong expectations the unit has for them to grow in their beliefs and attitudes about teaching. All subsequent courses stress the importance of developing the dispositions required to be a successful teacher. For example, the required course, EDUC 048, Critical Inquiry into Contemporary Issues, requires candidates to consider teaching as a process of inquiry that includes learning more about issues plaguing the equitable development of all students. Since this social critique is intended to foster greater democracy, freedom, and social justice within education, candidates are guided in their understanding of how teachers can play a significant role in developing equitable educational experiences. Experiences related directly to the development of dispositions in this course include reflective journals, a critical issues project representing multiple perspectives/viewpoints, a critical issues debate around a controversial issue related to schooling, and the formation of a critical issues web site. In EDUC 128, Teaching in the Middle School, candidates are expected to complete 20 hours of clinical fieldwork followed by critical reflections presented in a public electronic forum (Blackboard). Finally, as candidates complete their final semester of student teaching, the dispositions identified by both Marquette University and the Department of Public Instruction become a central focus for this capstone experience.

Advanced certification programs emphasize the preparation of candidates for leadership and therapeutic roles. Each of these programs requires that candidates demonstrate professional integrity, effective interpersonal skills, and respect for all learners and their families. The programs are designed in the Jesuit spirit of Ignatius of Loyola who viewed educators as intellectual, moral and spiritual leaders guided by ethics of care and social justice. Consequently, these dispositions are integral to each program’s instructional and assessment components. Each of the advanced certification programs formally reviews student dispositions annually or more frequently if required. The specific dispositional elements vary slightly depending on the nature of the particular advanced program, but all programs within the unit build and monitor dispositions relating to the three elements of our conceptual framework: care for the person, care for the knowledge and care for the profession. For example, within the program Educational Policy and Leadership, all required coursework (readings, presentations, papers, and discussions) examine the role of justice in school leadership. An example of how dispositions are evaluated as the candidate exits the program can be seen in the Portfolio Assessment Checklist where specific

¹ The Manresa Project is funded by the Eli Lilly Foundation to encourage student reflection on vocational calling, both religious and secular.
attention is paid to evaluating each artifact in the light of the knowledge, dispositions, and performances related to each standard.

Candidates for School Counselor are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions embraced in professional, state and institutional standards. Dispositions include development of professional identity, use of research evidence to guide assessment, intervention, program development, and evaluation, use of technology for instruction, assessment, and psychoeducational programming, development of an awareness and sensitivity to the role of multicultural issues in education and counseling, and the ethical and professional issues involved in such applications.

Candidates’ continuation in the program is contingent on demonstrating acceptable professional dispositions. These are assessed through use of the Professor Evaluation of Student form, as well as through the annual review of each student conducted by the faculty. Dispositions again receive special attention when students complete practicum and are evaluated by their site supervisors in addition to their course instructors. Candidates are also evaluated using the American Counseling Association Code of Ethics. Dispositions related to service and the mission of Marquette include participation in professional meetings and volunteering in community organizations oriented to counseling and social justice.

Student Learning for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Teacher candidates focus on student learning as demonstrated by the multi-varied and creative way they integrate authentic experiences for students based on their developmental levels and prior experiences and by their use of ongoing assessment in instructional design process.

Beginning early in their program, Marquette University’s School of Education candidates have the opportunity to become involved in assessing how well their students are learning. Using a variety of formal and informal pedagogically oriented assessment procedures, candidates monitor, evaluate, and otherwise reflect on their students’ progress as learners. Impacting learning requires becoming aware of

- The needs of students from varied social and cultural backgrounds.
Individual differences in intelligence and development, and the importance of using knowledge of learning processes to promote classroom success.

The design of instruction appropriate to these differences and to the nature of the content.

The use of a variety of strategies and techniques to facilitate the learning process and ensure high levels of student motivation and engagement with peers.

Field experiences that impact student learning occur through special partnerships between Marquette and local schools. (Please see Standard 3 for more details.) Candidates impact student learning through clinically based course work and by means of the mentoring they receive in the hands of accomplished teachers. In the case of Lloyd Elementary School, for example, candidates work in the areas of literacy and partner with classroom teachers and university faculty.

Candidates' impact on student learning depends on which level of field experience the candidate is at. During Level 1, for example, candidates are involved in tutoring, observing classes, and developing and using cases studies (EDUC 078, EDUC 088). During Level 2, candidates continue tutoring, engage in lesson planning, work with small groups of students, become aware of how technology can be integrated into planning and classroom performance, and conduct whole-class instruction (EDUC 110, 120, 125, 128, 160). In the case of mathematics, for example, candidates conduct interviews with students about algebraic thinking. In the case of social studies, candidates plan a lesson that uses literature to reflect themes of social justice. Finally, at Level 3, candidates begin to use a variety of rubrics to more formally assess student learning and adapt their teaching accordingly. Use of different methods of assessment is documented as an essential component in each candidate's teaching portfolio initiated during the first year of the program.

Student Learning for Other Professional School Personnel

Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

Candidates in advanced programs offered by the Department of Educational Policy and Leadership develop the skills and academic credentials important for future administrative and leadership positions. Course work creates a bridge between current theories and best administrative practice. In the Instructional Leadership Program, candidates take a series of courses in which they are required to design and use research findings to improve student learning. In the Educational Leadership Programs leading to licensure as principal or director of
instruction, candidates take course work in foundations of curriculum (EDPL 234) and supervision of instruction (EDPL 240), and also complete a semester long practicum, EDPL 208, in which they develop a field based project and are mentored by practicing administrators.

Candidates in the School Counseling Program offered by the Department of Counseling and Educational Psychology complete course work which addresses developmental stages of children and adolescents, assessment, principles of school based counseling and guidance, and current issues in counseling. They demonstrate their ability to impact student learning through their interactions with parents and school personnel and through supervised individual and group counseling sessions which are a component of the school counseling practicum, COUN 270.
Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Following a student forum held in March 2000, the Vice President for Academic Affairs, Dr. David Buckholdt, charged the School of Education of Marquette University to address issues related to mission, goals, and program quality. This charge led to the formation of a task force in August 2000 and to a year long series of meetings, culminating in a retreat attended by more than 50 members of the professional community.

Although Dr. Buckholdt’s charge was broad and inclusive, the most significant outcomes of the work done by the task force were related to the redesign of the undergraduate teacher education program, the largest program offered by the unit. The activities related to the redesign spanned a period of two years from the formation of the task force during the summer of 2000 through the pilot testing of program courses in the Spring of 2002. The chart which follows presents the sequence of the redesign activities.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student forum presents SOE issues.</td>
<td>SOE receives Dr. Buckholdt’s charge.</td>
<td>Dr. Buckholdt forms task force with Fr. Lannon as chair.</td>
<td>SOE articulates mission, goals, outcomes.</td>
<td>SOE holds retreat to finalize mission, goals, &amp; outcomes.</td>
</tr>
<tr>
<td>EDUC course redesign begins.</td>
<td>Pilot test of redesigned courses begins.</td>
<td>SOE approves assessment plan.</td>
<td>Level 3 portfolio is pilot tested.</td>
<td>Norming session for Level 3 portfolio review takes place.</td>
</tr>
</tbody>
</table>

The redesign effort resulted in a clear statement of mission and the alignment of the curriculum with professional teaching standards. Further, by focusing on one program offered by the unit, the task force developed policies and procedures for future redesign efforts and established a model of collaboration with the educational community. The redesign was approved by the department and lauded by the university administration for its support of Jesuit mission and goals.

Assessment System

The unit, with the involvement of its professional community, is implementing an assessment system that reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit continuously examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion. Data show the strong relationship of performance assessments to candidate success. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its performance assessment procedures. It also makes changes in its practices consistent with the results of these studies.
Initial Preparation: Undergraduate

As indicated in the chart above, the initial activities in the redesign sequence focused on developing a strong foundation for the undergraduate teacher education program. Consistent with Jesuit tradition, the program embodies a commitment to social justice in schools and society. This commitment demands that educators have a deep understanding of the disciplines they teach and skill in using developmentally and culturally responsive pedagogies. The ideals of care and respect for all students, racial justice, transformational leadership, and critical reflection are essential to the program.

An analysis of School of Education policies and procedures at the beginning of the development of the assessment system revealed that certain systems were in place to monitor teacher candidates’ progress through various program levels (SOE Handbook, #04-01, 04-02, and 04-03). The recognition, however, that criteria related to competencies and teaching standards were not addressed on the program level led to the development of a comprehensive assessment plan, a plan which now supports the conceptual framework of the program while providing students with multiple opportunities to demonstrate their acquisition of knowledge, skills, and dispositions. A “course based” plan to integrate portfolio development across program courses and align portfolio review with key program decision points was proposed and approved during Spring 2002. The criteria and the review process for each decision point: admission to the program, approval to student teach, and recommendation for licensure, are presented in Table 3.2.1.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
<th>Review Process</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn 40 credits of undergraduate course work with 2.5 QPA.</td>
<td>Transcript</td>
<td>SOE Adviser</td>
<td>Orientation meetings, individually scheduled sessions with adviser.</td>
</tr>
<tr>
<td>Demonstrate attainment of academic basic skills.</td>
<td>Satisfactory scores on Praxis I.</td>
<td>SOE Adviser</td>
<td>Results submitted to SOE.</td>
</tr>
<tr>
<td>Complete EDUC 008, EDUC 048, ENGL 001, ENGL 002 with minimum grade of C.</td>
<td>Transcript</td>
<td>SOE Adviser</td>
<td>Individually scheduled sessions with adviser.</td>
</tr>
<tr>
<td>Demonstrate mastery of written/oral communication as evidenced in EDUC 008, EDUC 048, ENGL 001, ENGL 002.</td>
<td>Transcript</td>
<td>SOE Adviser</td>
<td>Individually scheduled sessions with adviser.</td>
</tr>
<tr>
<td>Demonstrate mastery of Level 1 competencies and standards.</td>
<td>Portfolio artifacts coded to competencies and standards.</td>
<td>Teacher Education Committee</td>
<td>Group norming and review sessions.</td>
</tr>
</tbody>
</table>
### Approval for Student Teaching

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
<th>Review Process</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attain overall minimum QPA of 2.5 and minimum QPA of 2.75 in content major(s) and minor(s).</td>
<td>Transcript</td>
<td>Director of Field Placements</td>
<td>Application to student teach. Individually scheduled conferences.</td>
</tr>
<tr>
<td>Attain minimum QPA of 2.75 in professional education sequence.</td>
<td>Transcript</td>
<td>Director of Field Placements</td>
<td>Application to student teach. Individually scheduled conferences.</td>
</tr>
<tr>
<td>Demonstrate commitment to SOE mission and goals.</td>
<td>Inclusion of reflective essay on key issues in portfolio.</td>
<td>SOE Faculty Review Panel</td>
<td>Evaluation of portfolios with scoring rubric.</td>
</tr>
<tr>
<td>Demonstrate content area competencies.</td>
<td>Satisfactory scores on Praxis II.</td>
<td>Director of Field Placements</td>
<td>Results on file in SOE.</td>
</tr>
<tr>
<td>Demonstrate mastery of Level 2 competencies and standards.</td>
<td>Portfolio artifacts coded to competencies and standards.</td>
<td>Teacher Education Committee</td>
<td>Group norming and review sessions.</td>
</tr>
<tr>
<td>Pass background check.</td>
<td>Satisfactory report.</td>
<td>Director of Field Placements</td>
<td>Application for background check. Results on file in SOE.</td>
</tr>
</tbody>
</table>

### Recommendation for Licensure

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
<th>Review Process</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attain a minimum QPA of 2.75 in each of the following: major, minor, and professional education sequence.</td>
<td>Transcript</td>
<td>Director of Licensure</td>
<td>Individually scheduled candidate sessions with Director of Licensure.</td>
</tr>
<tr>
<td>Graduate from the university with a B.A. or B.S. degree.</td>
<td>Transcript</td>
<td>Director of Licensure</td>
<td>Individually scheduled candidate sessions with Director of Licensure.</td>
</tr>
<tr>
<td>Receive satisfactory evaluations of student teaching.</td>
<td>Observation reports of cooperating teacher and SOE supervisor.</td>
<td>Director of Licensure</td>
<td>Individually scheduled candidate sessions with Director of Licensure.</td>
</tr>
<tr>
<td>Demonstrate of Level 3 competencies and standards.</td>
<td>Portfolio artifacts coded to competencies and standards.</td>
<td>Final portfolio review by SOE Faculty Review Panel.</td>
<td>Exit conference with SOE Faculty Review Panel.</td>
</tr>
</tbody>
</table>

### Program Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
<th>Review Process</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program meets or exceeds DPI standards.</td>
<td>Alignment of DPI standards with intended course outcomes.</td>
<td>Undergraduate Teacher Education Program Committee</td>
<td>Semester review of course syllabi and related materials, annual report to SOE Administration.</td>
</tr>
<tr>
<td>Candidates are prepared to teach in a manner consistent with the mission and goals of the SOE.</td>
<td>Candidate portfolios, reports of successful student teaching experience, feedback from professional educators.</td>
<td>Undergraduate Teacher Education Program Committee Representatives from Advisory Council</td>
<td>Semester analysis of portfolios, feedback/evaluation forms, annual report to SOE Administration.</td>
</tr>
<tr>
<td>Faculty model behaviors and dispositions consistent with DPI &amp; SOE standards.</td>
<td>Candidate feedback on professional education courses, sequence, and instructors.</td>
<td>Undergraduate Teacher Education Program Committee</td>
<td>Semester review of goals, standards, outcomes and evaluations, annual report to SOE Administration.</td>
</tr>
</tbody>
</table>

The strong commitment on the part of the faculty to create a system to review candidate portfolios at each program decision point necessitated a careful examination of course goals, student outcomes, and the alignment of competencies and standards throughout the undergraduate program. Each course was examined to most effectively situate the responsibility for formal
assessments and to make certain that all competencies and standards would be assessed at each of the three levels of portfolio review.

Although all competencies and standards are not addressed in every course, all are addressed in at least one course at each level of review, and most are addressed in several courses. By embedding formal assessments in courses through assignments and activities, the idea that many samples of course work have the potential to yield portfolio artifacts was clearly established. Further, it was intended that portfolio reviews would not be seen as an “add on,” but rather as an integral component of the program with each course playing an essential role in the development of candidates’ knowledge, skills, and dispositions. As a result, all courses have been strengthened, and the content and structure of the program have achieved a greater degree of coherence and continuity. Table 3.2.2 presents the goals, outcomes, and standards associated with each course in the undergraduate program. (The complete Wisconsin Department of Public Instruction/Marquette standards document appears in Section 3: Standard 1).

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GOALS – The course addresses</th>
<th>OUTCOMES – The student</th>
<th>Stan.#</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 048</td>
<td>Contemporary issues in education. Ways to combat racism, sexism, classism, and other forms of discrimination. Communication skills. Technology skills. Reflective practice.</td>
<td>Describes social and political contexts that affect schooling and its outcomes. Demonstrates commitment to anti-discriminatory practice. Demonstrates commitment to multicultural teaching. Describes effects of culture, race, and gender on communication. Articulates importance of effective verbal and non-verbal communication. Uses technology to communicate with peers. Identifies resources that affirm diversity.</td>
<td>12 12 6 11 9</td>
</tr>
<tr>
<td>EDUC 078</td>
<td>Cognitive, physical, social, emotional, and moral development of children and adolescents. Impact of variables (gender, socioeconomic status, gender, race, ethnicity, and language.</td>
<td>Defines stages of child and adolescent development. Recognizes gender, socioeconomic status, race, ethnicity, and language differences. Identifies effects of variables on learning.</td>
<td>2 3</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>EDUC 079</td>
<td>Theories of learning related to instructional planning and assessment.</td>
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<td></td>
<td>Defines various cognitive processes.</td>
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<td></td>
<td>Describes how students construct knowledge, acquire skills, and develop habits of mind.</td>
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<td></td>
<td>Understands the importance of individual differences as related to prior learning, talents, and experiences.</td>
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<td></td>
<td>Recognizes the importance of using knowledge of the learning process to plan lessons that meet individual needs.</td>
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<tr>
<td></td>
<td>Motivation and behavior.</td>
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<tr>
<td></td>
<td>Articulates principles of human motivation and behavior.</td>
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<tr>
<td></td>
<td>Using technology to improve teaching and learning.</td>
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<tr>
<td></td>
<td>Identifies ways to use technology and other resources to support learning, higher-order thinking, and creativity.</td>
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<tr>
<td></td>
<td>Lists advantages and limitations of various types of instructional media and technology.</td>
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<tr>
<td>EDUC 088</td>
<td>Characteristics of exceptionalities.</td>
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<tr>
<td></td>
<td>Identifies exceptionalities.</td>
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<tr>
<td></td>
<td>Needs of exceptional children and adolescents.</td>
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<tr>
<td></td>
<td>Describes educational needs of exceptional children and adolescents.</td>
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<tr>
<td></td>
<td>Identifies instructional approaches to build on learning strengths.</td>
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<td></td>
<td>Formal and informal methods of assessing exceptionalities.</td>
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<td></td>
<td>Articulates advantages and limitations of various forms of assessment.</td>
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<td></td>
<td>Reflective practice, self-evaluation, and professional growth.</td>
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<tr>
<td></td>
<td>Describes educational research in relation to improving teaching practice.</td>
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<tr>
<td>EDUC 100</td>
<td>Integration of visual and performing arts to enhance learning.</td>
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<td></td>
<td>Utilizes technology and instructional resources to enhance student learning.</td>
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<td></td>
<td>Accesses and develops plans to integrate community resources to enrich the learning environment.</td>
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<td></td>
<td>Analyzes institutional practices and policies.</td>
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<tr>
<td>EDUC 110</td>
<td>Reading, language arts, literature, and mathematical skills for lower elementary students.</td>
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<td></td>
<td>Recognizes individual differences in making instructional decisions to promote student learning.</td>
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<tr>
<td></td>
<td>Articulates importance of using knowledge of learning process to</td>
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<tr>
<td></td>
<td>• Promote student learning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Meet individual needs.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Plan effectively</td>
<td></td>
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<tr>
<td>MATH 030</td>
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<tr>
<td></td>
<td>EDUC 120 Reading, language arts, literature, and mathematical skills for Grade 3-5 students.</td>
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<tr>
<td></td>
<td>Understands the importance of individual differences as related to prior learning, talents, and experiences.</td>
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<td></td>
<td>Describes planning process as it relates to knowledge of learning process and selection of teaching strategies.</td>
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<tr>
<td></td>
<td>Applies planning process to address issues of social justice through the study of literature.</td>
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<tr>
<td>MATH 031</td>
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<tr>
<td></td>
<td>EDUC 125 Interrelationship of communication skills in the content areas.</td>
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<tr>
<td></td>
<td>Models effect communication, both verbal and non-verbal.</td>
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<tr>
<td></td>
<td>Utilizes communication theory and knowledge of language development to promote student learning.</td>
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<tr>
<td></td>
<td>Demonstrates sensitivity to language differences.</td>
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<tr>
<td></td>
<td>Selects and applies appropriate instructional strategies to promote student learning.</td>
<td></td>
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<tr>
<td></td>
<td>Applies knowledge of cognitive processes to structure learning activities.</td>
<td></td>
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<tr>
<td></td>
<td>Assessment of student learning.</td>
<td></td>
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<tr>
<td></td>
<td>Analyzes appropriateness of various forms of assessment in relation to specific learning outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 128</td>
<td>Reflective practice.</td>
<td>Assesses personal/professional growth.</td>
<td>9</td>
</tr>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td>MATH 032</td>
<td>Multiple teaching strategies to engage students in active learning.</td>
<td>Selects and applies appropriate instructional strategies to promote student learning. Applies knowledge of student diversity to plan and implement learning activities. Utilizes technology to enhance student learning.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Classroom communities.</td>
<td>Applies principles of group motivation to create a positive learning environment. Applies principles of individual motivation to promote student learning.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Formal and informal methods of assessment.</td>
<td>Analyzes the appropriateness of different methods of assessment as related to learning outcomes.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Mathematical skills for Grade 6-8 students.</td>
<td>Articulates grade level expectations and selects instructional strategies consistent with intended student outcomes</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 140</td>
<td>Instructional strategies.</td>
<td>Designs instruction to integrate technology.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Classroom communities.</td>
<td>Demonstrates proactive stance on issues of laboratory safety. Promotes shared responsibility for the classroom environment.</td>
<td>7</td>
</tr>
<tr>
<td>EDUC 158</td>
<td>Reflective practice.</td>
<td>Utilizes critical reflection and self-evaluation to improve practice.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Issues of social justice.</td>
<td>Analyzes institutional practices and policies. Articulates goal of education and role of the teacher.</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>Reading and language arts in clinical setting.</td>
<td>Selects and applies appropriate instructional strategies to promote student learning. Analyses individual differences related to prior learning, talents, experiences, and learning style.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Formal and informal assessment.</td>
<td>Evaluates student learning in relation to intended learning outcomes.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reflective practice.</td>
<td>Identifies strengths and areas for improvement, identifies strategies for continued professional growth.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>Instructional strategies.</td>
<td>Selects and applies appropriate instructional strategies to promote student learning.</td>
<td>8</td>
</tr>
<tr>
<td>Advanced methods</td>
<td>Integration of technology.</td>
<td>Utilizes technology and instructional resources to enhance student learning.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Student development/diversity.</td>
<td>Applies knowledge of individual differences and diversity to plan learning activities.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Communities.</td>
<td>Identifies community resources to enrich learning environment.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assessment strategies.</td>
<td>Analyzes issues related to assessment.</td>
<td>10</td>
</tr>
<tr>
<td>EDUC 176</td>
<td>Instructional strategies.</td>
<td>Designs instruction to reflect knowledge of cognitive processes. Evaluates effectiveness of various instructional techniques.</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 181</td>
<td>Integration of technology.</td>
<td>Critiques the use of technology and other instructional resources in the school environment. Uses technology in innovative ways to support diverse</td>
<td>11</td>
</tr>
<tr>
<td>Student development/diversity.</td>
<td>learning outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluated students’ abilities to construct knowledge, acquire skills, and develop habits of mind.</td>
<td>2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communities.</td>
<td>Critically evaluates classroom climate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically evaluates motivational strategies.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborates with students and community to promote positive outcomes</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment strategies.</td>
<td>Incorporates multiple forms of assessment to promote student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critiques effectiveness of various forms of assessment in promoting student learning.</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively engages in critical reflection and self evaluation to improve practice.</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates relevant research with goal of improving practice.</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The alignment of competencies and standards with course goals and outcomes and the delineation of course responsibilities culminated with the identification of portfolio artifacts and the development of the organizational framework of the portfolio. The framework is consistent across each level of portfolio review and is based on the areas of competence associated with the guidelines for teacher certification issued by the Wisconsin Department of Public Instruction. Although portfolio artifacts selected by teacher candidates at each level are organized according to the same format, it is expected that candidates’ selection of artifacts will demonstrate a more sophisticated level of knowledge, skills, and dispositions at each level of advancement.

Candidates are introduced to the portfolio review system through presentations by faculty and/or the Director of Teacher Education. Each candidate receives a handout which details the course assignments or other documents which may be included at each of the three levels of portfolio review: admission to School of Education, approval to student teach, and recommendation for licensure. As many course related documents have the potential to become portfolio artifacts, candidates are strongly urged to preserve hard copies and computer files to use as demonstrations of their learning. In addition to presenting portfolio artifacts, candidates are expected to include a short explanation of their selection process and criteria. A one-page sample from Guidelines for Candidates, which details portfolio expectations at each level of review, follows. (The complete document including the portfolio evaluation rubric may be found in the exhibit room.)
Table 3.2.3
Marquette University - School of Education
Elementary/Middle School Teacher Education
Level 1 Portfolio - Required for Admission to Program

Directions: To be admitted to the undergraduate teacher education program, candidates must submit a portfolio in addition to meeting the requirements as stated in the Student Handbook (available online) and in the MU-SOE Policies and Procedures Handbook. As evidence of the candidate’s competence and ability to meet teaching standards, the portfolio must include specific artifacts which are organized in sections as listed below. The portfolio must also include an introductory section with a table of contents and an explanation, not to exceed two pages, of why each artifact was selected.

<table>
<thead>
<tr>
<th>Portfolio sections and competencies</th>
<th>Artifacts – Select one from those listed for each section.</th>
<th>DPI/MU Standard addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1: Human relations, professional dispositions</td>
<td>EDUC 008: Personal reflection on educational experiences related to class, culture, race, and gender. EDUC 078: Self-knowledge and awareness of cultural identity EDUC 079: Self-evaluation of ability to effectively use media/technology in the classroom. EDUC 088: Self-evaluation of professional growth in meeting the needs of exceptional students. EDUC 110/MATH 030: Self-evaluation of teaching skills related to literacy and math.</td>
<td>#9 – Self-evaluation, reflective practice #10 – Community, collaboration #12 – Social justice</td>
</tr>
<tr>
<td>Section 2: Communication skills</td>
<td>EDUC 048: Critical essay on social and/or cultural inequities. EDUC 079: Critical essay on the alignment of learning theory with planning, integration of technology, and assessment. EDUC 088: Critical essay on current practice related to meeting the needs of exceptional learners.</td>
<td>#6 – Communication #10 – Community, collaboration #12 – Social justice</td>
</tr>
<tr>
<td>Section 3: Pedagogical knowledge</td>
<td>EDUC 088: Analysis of an individual student’s development. EDUC 110/MATH 030: Administration of informal reading inventory and diagnostic math interviews.</td>
<td>#2 – Child growth and development #3 – Student diversity</td>
</tr>
<tr>
<td>Section 4: Teaching practice</td>
<td>EDUC 078: Lesson plan which incorporates strategies to address multiple intelligences. EDUC 079: Lesson plan which integrates technology and accommodates needs of exceptional learners. EDUC 079: Structured observation of classroom environment and climate.</td>
<td>#1 – Content knowledge #4 – Instructional strategies #5 – Classroom management #7 – Instructional planning #8 – Assessing student learning</td>
</tr>
<tr>
<td>Section 5: Technology</td>
<td>EDUC 048: Evidence of ability to access information electronically and/or use presentation software. EDUC 078: Evidence of use of technology to meet the needs of diverse students. EDUC 079: Structured observation report on integration of technology in classroom setting.</td>
<td>#11 – Technology</td>
</tr>
<tr>
<td>Section 6: Social justice</td>
<td>EDUC 008: Evidence of community involvement. EDUC 048: Evidence of personal commitment to social justice.</td>
<td>#10 – Community #12 – Social justice</td>
</tr>
</tbody>
</table>
The unit is currently in the initial implementation stage of the portfolio review system. Thus far, all candidates registered for education courses during the Fall 2003 semester have been informed of the system through classroom presentations and handouts. In addition, in the pilot stage of implementation, Level 3 portfolios of teacher candidates who completed student teaching assignments during the 2002-2003 academic year have been reviewed.

It should be noted that through the redesign of the teacher education program and courses, several important benefits have been realized:

- The conceptual framework of the program has been established.
- Competencies and standards have been aligned with course goals and objectives.
- Courses have been designated to assume primary responsibility for the assessment of specific competencies and standards.
- Assignments and activities have been developed to provide candidates with multiple opportunities to demonstrate their acquisition of knowledge, skills, and dispositions.

Although the implementation of the portfolio review process focuses on the work of individual program candidates, as the review process becomes institutionalized, it will allow the faculty and administration of the School of Education to evaluate overall program effectiveness. To this end, it is projected that a group of randomly selected portfolios representing the three levels of review: admission to program, approval to student teach, and recommendation for licensure, will be evaluated at the conclusion of each semester by a committee of faculty and representatives from the Advisory Council. The committee will report its findings on program effectiveness and make recommendations to the administration of the SOE.

At this time, two rounds of Level 3 portfolio evaluation have been completed. The portfolios were ranked as follows:

<table>
<thead>
<tr>
<th></th>
<th>Incomplete or unacceptable</th>
<th>Acceptable</th>
<th>Acceptable to exemplary</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2003</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2003*</td>
<td>2</td>
<td>4</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

*Data incomplete

As the portfolio review process is in the early stages of implementation, candidates who engaged in student teaching during the Spring and Fall 2003 semesters had not been required to submit portfolios at earlier program decision points. Therefore, the faculty members who participated in the review sessions were quite pleased with the work submitted. In general, the portfolios were well organized and comprehensive.
The work of Fall 2003 student teachers, who may have benefited from more precise instructions provided during the first orientation session, was evaluated at a higher level with approximately 73% designated as exemplary in comparison to approximately 35% of Spring 2003 portfolios evaluated at that level.

Initial Preparation: Graduate

The development of an assessment system for the undergraduate teacher education program offered by the unit has provided a model for assessment in the new accelerated teacher certification program. The process of aligning competencies and standards with course outcomes, designing assignments for each course, and identifying key decision points for portfolio review has resulted in a coherent, integrated plan which offers candidates multiple opportunities to demonstrate their knowledge, skills, and dispositions. (Please see the Appendix for the alignment of course outcomes to competencies and standards.)

Advanced Programs

The advanced programs offered by the unit, both in the Department of Educational Policy and Leadership (EDPL) and the Department of Counseling and Educational Psychology (COEP), use a comprehensive system of portfolios, synthesis papers, and exams. Specific requirements vary among programs offered by the unit with the EDPL Master of Arts in Educational Leadership degree requiring a comprehensive exam and thesis defense, the Master of Arts in Instructional Leadership requiring an exit portfolio, and the Master of Education degree requiring a comprehensive exam. Doctoral candidates in EDPL must pass both written and oral parts of a qualifying exam prior to advancement to candidacy. The COEP Master of Arts in Counseling and Master of Arts in Educational Psychology require candidates to pass a comprehensive exam. Doctoral candidates in Counseling Psychology must pass a qualifying exam which includes the presentation of a portfolio and a written exam. Doctoral candidates in Educational Psychology must pass a qualifying exam. In all advanced programs, candidates are expected to demonstrate knowledge, skills, and dispositions related to the curriculum and standards of their areas of study. Self-evaluation and reflection are important complements to their demonstrations of competence.

Candidates are provided with an orientation to the various assessment systems through graduate student meetings and through published policies and procedures in the form of a graduate student handbook.

Data Collection, Analysis, and Evaluation

The unit is implementing its assessment system and providing regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of a program, including the first years of practice. Data from candidates, graduates, faculty, and other members
of the professional community are based on multiple assessments from both internal and external sources. The unit maintains a record of formal candidate complaints and documentation of their resolution. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit is developing and testing different information technologies to improve its assessment system.

As reported in Section 2, Marquette School of Education teacher education candidates demonstrate a high level of competence in all areas of the undergraduate program: overall QPA (quality point average), academic major QPA, and education sequence QPA. Candidates in Wisconsin are not yet required to demonstrate proficiency on a content area test, Praxis II – Subject Assessments; however, as all candidates must complete a rigorous content area major as a requirement for graduation, the unit is confident that candidates will perform well on this test. The new requirement that candidates earn passing scores on the Praxis II test as determined by the Wisconsin Department of Public Instruction will become effective August 31, 2004.

During Semester I, 2002-2003, a student survey specific to the redesigned program in undergraduate teacher education was developed and piloted. Students were invited to give feedback on all aspects of the program, but particularly to the manner in which the program addressed the standards identified by the Wisconsin Department of Public Instruction and the unit.

Although the findings were positive overall, the majority of candidates who responded to the survey were not “products” of the redesigned program. They actually entered and progressed through the program, for the most part, before the redesign was implemented in 2002-2003. Therefore, a difference in responses from students in the new program and those completing the former program would be expected. Candidates who began the program in the academic year 2002-2003 completed the survey near the end of their first year in their second course. Their responses indicate that the overall strengths of the program are its emphases on social justice and diversity. Candidates who are mid way through the program indicate strengths in the literacy sequence and the emphases on urban teaching, diversity, and social action. Candidates near the end of the program, cite similar strengths, but highlight the need for better advising, communication, and course content.

As the impetus for the formation of the School of Education Task Force was the severity of the concerns raised by candidates during the Spring 2000 open forums, candidate evaluations of the program are very significant to the faculty and staff. It must be noted that during the academic year 2002-2003, there were no formal complaints heard by the senior co-chair of the Department of Educational Policy and Leadership. Therefore it appears that the efforts of the task force and the redesign team to modify the undergraduate curriculum and to address several other areas in need of improvement have been successful.
The undergraduate advising system, which received considerable criticism from candidates, has been more clearly defined, and faculty advisers have been provided with more comprehensive training sessions and materials. During Semester 2, 2002-2003, at an open meeting of Teachers for Social Justice (TSJ) which was intended to provide an opportunity for candidates to “talk back” to faculty and administration, few candidates voiced concerns and most expressed satisfaction with the redesigned program and with the SOE advising system. Overall, the evaluation by candidates as well as by faculty has been overwhelmingly positive.

Candidates in all programs offered by the School of Education complete SCOTs (Student Commentary on Teaching) forms at the conclusion of every semester. Although evaluations of faculty are the purview of each faculty member, selected data are shared with the administration. Faculty who teach undergraduate courses in the unit are evaluated at slightly above the average for the university (62.9 vs. 62.6). Yet, one can assume that as only one formal conference was initiated by candidates to voice concerns, there was overall satisfaction with the teaching and with the program.

The performance of candidates in their teacher education programs and in their academic content area majors as measured by QPA’s is consistent with cooperating teachers’ evaluations of candidates in their student teaching assignments. During the last academic year (2002-2003), candidates were evaluated on average from proficient (3 points) to very proficient (4 points), the highest rating. The 28 candidates completing student teaching at the conclusion of Semester 1 in January 2003 averaged 3.47 on 30 criteria related to state and unit standards, and 52 candidates completing student teaching at the conclusion of Semester 2 in June 2003 averaged 3.66. During the academic year 2002-2003, the vast majority of student teaching assignments, over 75%, occurred in the city of Milwaukee, and the remainder of assignments occurred in areas adjacent to the city, thereby upholding the mission of the university and of the unit.

It must be noted that field experience and student teaching in the Milwaukee Public Schools prepares candidates to become effective teachers and leaders in the school environments in which they will ultimately seek employment. The following statistics speak to the quality of the teacher preparation program with respect to the employability of program completers for the 2001-2002 reporting period, the last period for which complete data are available.

- 85.2% obtained employment in the teaching profession following program completion.
- 37% chose employment in urban public schools.
- 28.3% chose employment in Milwaukee Public Schools.
- 2.4% accepted substitute teaching assignments in urban schools.
The unit’s effort to institute policies and procedures which are fair and unbiased are apparent in the portfolio review process which occurs across several programs. Clearly stated standards are explicitly communicated to candidates, and comprehensive rubrics and blind reviews set the stage for fair and unbiased assessment of student outcomes. Currently, portfolio review is an internal activity; however, in the near future, the unit intends to enhance the review process through the participation of outside reviewers: members of the community and the Advisory Council. (Please see the Appendix for a list of members.)

The unit is currently experiencing challenges in terms of “tracking” candidates through its programs as the university is in the midst of a major conversion to a new student services computer system. Although the unit has developed limited data bases for its own use in selected programs, it has been advised to delay its construction of more comprehensive data bases of candidates in all programs until the university system is fully operational.

Use of Data for Program Improvement

_The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes when evaluations indicate, but also systematically studies the effects of any changes to assure that the intended program strengthening occurs and that there are no adverse consequences. Candidates and faculty review data on the performance regularly and develop plans for improvement._

Even though several programs offered by the unit have recently been redesigned to emphasize social justice and leadership, the mission of the university and the unit, refinements of courses and sequences is ongoing. Several examples of adjustments to the undergraduate program in teacher education follow:

- The award of an internal interdisciplinary grant to collaborate with the mathematics department in the alignment of field experiences and standards for elementary/middle school candidates.

- The modification of the course which addresses the integration of technology to narrow the course focus and to reflect candidate input.

- The reinstitution of the elementary/middle school science methods course in recognition of the importance of well trained teachers in this content area. The course instructor is a SOE faculty member who also teaches the Arts and Sciences science core courses for non-science majors, ARSC 010 and 011.

- The designation of special sections of Arts & Sciences science courses for education majors so that instructional issues can be addressed.
The development of an online version of EDUC 125 – Content Area Literacy, to better serve candidates and provide scheduling flexibility.

Further, the Department of Educational Policy and Leadership has initiated a Peer Review project to encourage faculty to visit each other’s classrooms and provide constructive feedback. The process involves a pre-meeting, a focused observation, and written feedback with the intent of supporting dialogue on exemplary teaching practice and encouraging collegiality.

The unit is committed to fostering dialogue among faculty, to encouraging candidate feedback, and to valuing critiques from the community, all with the goal of improving the program to enhance candidate performance.
Standard 3: Field Experiences and Clinical Practice

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

Candidates entering the School of Education at Marquette University have the unique opportunity to participate in field experiences during the first course of the program. The unit views substantial field experiences and clinical practice in urban settings as significant learning outcomes for teacher candidates. All field experiences and clinical practice are aligned with the unit’s social justice mission and outcomes, and therefore, candidates experience ethnically, racially, and socioeconomically diverse settings that provide optimal development of learning outcomes congruent with the mission of the university and the unit.

Collaboration between Unit and School Partners

The school and unit share and integrate resources and expertise to support candidates’ learning in field experiences and clinical practice. Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit’s conceptual framework and the school program; they each participate in the unit’s and the school partners’ professional development activities and instructional programs for candidates and for children. The unit and its school partners jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

Field experiences and clinical practice are designed in collaboration with the unit’s school partners and other members of the professional community. Together, the partners plan for and implement educational opportunities for candidates to maximize development of knowledge, skills, and dispositions for professional practice in diverse settings. The university faculty, school personnel, and candidates themselves engage in continuous assessment of the candidates’ performance through field experiences and clinical practice.

The unit has established a partner school relationship with four public schools in the urban area. The nature of the partner school relationship between the unit and a specific school involves a mutual commitment for quality teacher candidate learning and the establishment of common goals and interests that frame professional development opportunities for practicing teachers within the school. For example, a university faculty member has worked with teachers at Lloyd Street Elementary School in literacy for the past five years. Teachers at Lloyd Street Elementary School first identified the need to improve student literacy by working with a university faculty member whose expertise matched the school’s professional development goals. The university faculty member provides workshop and demonstration activities for teachers to implement in the classroom. Teacher candidates preparing to teach reading are also placed at Lloyd Street Elementary School for two courses in the literacy sequence. The teacher candidates work with the university faculty member and classroom
teacher to implement strategies that promote student learning. The success of this collaboration has inspired the unit to develop a similar partnership for the elementary/middle school mathematics course sequence. Beginning in the spring of 2004, a university faculty member will work with teacher candidates at Lloyd Street Elementary School in the area of mathematics. Candidates will be placed at the school once a week for a two-hour field lab that includes interaction with elementary students as well as reflection with a university faculty member. The university faculty member will also begin work with teachers in the building to examine successful teaching and learning strategies.

The unit has also provided professional development opportunities in the area of technology through a U.S. Department of Education PT3 Grant. For the past three years, teachers from Wisconsin Conservatory of Lifelong Learning, Sarah Scott Middle School for the Health Sciences, and Roosevelt Middle School of the Arts have attended professional development workshops hosted by the unit that featured technology integration. Teacher candidates participated with practicing teachers from the partner schools to learn specific technology applications. The focus of the workshops provided teachers the necessary training to implement technology and function as models for teacher candidates during field experiences and clinical practice.

<table>
<thead>
<tr>
<th>Elementary Field Exp.</th>
<th>Middle School Field Exp.</th>
<th>High School Field Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy for Accelerated Learning</td>
<td>Fritsche Middle School</td>
<td>Bayview High School</td>
</tr>
<tr>
<td>Burbank Elementary School</td>
<td>Grand Avenue Middle School</td>
<td>Dominican High School</td>
</tr>
<tr>
<td>Eighty-first Street School</td>
<td>Lincoln Middle School</td>
<td>Hamilton High School</td>
</tr>
<tr>
<td>Elm Creative Arts School</td>
<td>Roosevelt Middle School</td>
<td>Marquette High School</td>
</tr>
<tr>
<td>Fratney Street School</td>
<td>Sarah Scott Middle School</td>
<td>Marshall High School</td>
</tr>
<tr>
<td>Lloyd Street School</td>
<td>Wisconsin Conservatory</td>
<td>Milw. High School of Arts</td>
</tr>
<tr>
<td>Wisconsin Avenue School</td>
<td></td>
<td>Nathan Hale High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nicolet High School</td>
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<tr>
<td></td>
<td></td>
<td>Riverside High School</td>
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<tr>
<td></td>
<td></td>
<td>South Division High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thomas More High School</td>
</tr>
</tbody>
</table>

**Clinical Practice: Student Teaching**

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Guadalupe</td>
<td>Fritsche Middle School</td>
<td>Bayview High School</td>
</tr>
<tr>
<td>Burbank Elementary</td>
<td>Grand Avenue Middle School</td>
<td>Catholic Memorial High School</td>
</tr>
<tr>
<td>Elm Creative Arts School</td>
<td>Milw. School of Languages</td>
<td>Dominican High School</td>
</tr>
<tr>
<td>Engleburg School</td>
<td>Roosevelt Middle School</td>
<td>Greenfield High School</td>
</tr>
<tr>
<td>Fratney Street School</td>
<td>St. John Kanty</td>
<td>Hamilton High School</td>
</tr>
<tr>
<td>Golda Meir School</td>
<td>United Community Center</td>
<td>Marquette High School</td>
</tr>
<tr>
<td>St. John Kanty</td>
<td>Wisconsin Conservatory</td>
<td>Milwaukee High School of Arts</td>
</tr>
<tr>
<td>Weeskarra School</td>
<td>Wright Middle School</td>
<td>Milwaukee School of Languages</td>
</tr>
</tbody>
</table>
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Field experiences allow candidates to apply and reflect on their content, professional and pedagogical knowledge, skills, and dispositions in a variety of clinical settings with students and adults. Both field experiences and clinical practice extend the unit’s conceptual framework into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, including the use of information technology. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning. Clinical faculty are accomplished school professionals who are jointly selected by the unit and partnering schools. Clinical faculty are selected and prepared for their roles as mentors and supervisors and demonstrate the skills, knowledge, and dispositions of highly accomplished school professionals.

Field experiences for initial certification candidates are developmental, sequential, and carefully planned activities that consider the candidates’ total educational experience at Marquette University. During the redesign of the teacher education program, the unit created developmental, sequential field experience activities that allow candidates to progress through levels of interaction with P-12 students. Beginning field experience activities (Level 1) emphasize knowledge and understanding. Students participating in coursework with Level 1 field experiences are required to observe students in diverse settings, work with individual students, interview teachers and administrators, and recognize issues in education. Intermediate field experience activities (Level 2) provide candidates the opportunity to apply pedagogical strategies learned in the methods coursework. While participating in Level 2 field experience activities, candidates work with small groups of students, complete individual student assessments, and teach whole group lessons related to the content areas. The clinical practice presents the opportunity for teacher candidates to analyze, synthesize, and evaluate the school setting while functioning in the
capacity of a practicing teacher. Level 3 clinical practice activities include managing a classroom, preparing and implementing lesson plans, designing instructional units, participating in parent-teacher conferences, collaborating with school faculty, and reflecting on teaching practice. (See Field Experiences Activities Chart below for a complete description of Level 1, Level 2, and Level 3 activities.)

Table 3.3.2
Field Experiences Level 1 - Knowing and Understanding

Activities

- Exposure to urban environment
- Interviews with teachers and administrators
- Student Case Study
- Tutoring
- Recognition of issues in education
- Structured observation to identify and understand:
  - Physical environment
  - Learning climate
  - Social interaction of students
  - Classroom management
  - Instructional methods
  - Meeting the needs of diverse students
  - Assessing student learning
  - Providing feedback to students

Elementary/Middle School/Secondary Level 1 Field Experience Activities

<table>
<thead>
<tr>
<th>Course/Field Hours</th>
<th>Student Learning Outcomes</th>
<th>Field Activities</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 008 10 Field Hours | • Identifies values, beliefs, cultural norms and practices of own and other cultures.  
• Assesses one’s gifts/talents as related to profession of teaching.  
• Analyzes challenge of contemporary schooling. | Guided school tours, tutoring, community activities. | Reflective essay I  
Reflective essay II  
School observation report  
Anecdotal log of community activities |
| 078 10 Field Hours | • Defines stages of child and adolescent development.  
• Recognizes gender, socioeconomic status, race, ethnicity, and language differences.  
• Identifies effects of variables on learning. | Tutoring, student interview on skills or strategies. | Oral or written report on students interview.  
Student case study |
088
20 Field Hours

- Identifies exceptionalities.
- Describes educational need of exceptional children and adolescents.
- Identifies instructional approaches to build on learning strengths.
- Articulates advantages and limitations of various forms of assessment.
- Describes educational research in relation to improving teaching practice.

Observation of students in the classroom setting, interviews with classroom teacher regarding special needs students, collection of field notes from classroom observations, modify lesson plan from 079 to address exceptionalities.

Reflective essay - Exceptionalities
- Reflective essay - lesson plan modifications
- Reflective essay - professional growth in terms of meeting students' special needs

Field Experiences Level 2 - Application

Activities

- Supervision of small group of students, non-instructional activity
- Small group instruction
- Using assessment and scoring rubric to identify student levels
- Supervision of whole group, non-instructional activity
- Whole group instruction, implement one to three isolated lesson plans

Elementary/Middle School Level 2 Field Experiences Activities

<table>
<thead>
<tr>
<th>Course/Field Hours</th>
<th>Student Learning Outcomes</th>
<th>Field Activities</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| Math 031 15 Field Hours | • Understands the importance of individual differences as related to prior learning, talents, and experiences  
• Describes planning process as it relates to knowledge of learning process and selection of teaching strategies  
• Articulates grade level expectations | Observe teacher facilitating mathematics lesson, observe students engaged in mathematical discourse, conduct CGI/DMI student interview, work with small group of students, plan and implement three mathematics lessons. | Written field notes - teacher observation  
Written field notes - student observation  
Student CGI/DMI interview  
Lesson plans (3)  
• Using models  
• Facilitating discourse  
• Problem solving |
| Math 032 15 Field Hours | • Selects and applies instructional strategies to promote student learning  
• Applies knowledge of student diversity to plan and implement learning activities  
• Utilizes technology to enhance student learning  
• Applies principles of individual motivation to promote student learning | Observe teacher facilitating mathematics lesson grades 6-8, observe middle school students engaged in mathematical discourse, conduct Algebraic Thinking student interview, work with small group of students, plan and implement three mathematics lessons. | Written field notes - teacher observation  
Written field notes -student observation  
Student algebraic thinking interview  
Lesson plans (3)  
• Using models  
• Facilitating discourse  
• Problem Solving |
| EDUC 110 20 Field Hours | • Recognizes individual differences in making instructional decisions to promote student learning  
• Articulates importance of using knowledge of learning process to promote student learning, meet individual needs, and plan effectively | Conduct “Getting to Know You” interview, Administer informal reading inventory - grades 1 & 2, develop literature log of developmentally appropriate multicultural texts, teach small group reading lesson. | Written presentation - interview  
Written presentation - informal reading inventory  
Five small group lesson plans |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Field Hours</th>
<th>Objectives</th>
<th>Field Experience</th>
<th>Notes</th>
</tr>
</thead>
</table>
| EDUC 120    | 20 Field Hours | * Understands the importance of individual differences as related to prior learning, talents, and experiences.  
* Describes planning process as it relates to knowledge of learning process and selection of teaching strategies.  
* Applies planning process to address issues of social justice through the study of literature. | Work with small group of students | Unit plan - Novel for upper elementary grade students  
Resource unit - Social Studies topics that link literature to social justice |
| EDUC 128    | 20 Field Hours | * Selects and applies appropriate instructional strategies to promote student learning.  
* Applies knowledge of student diversity to plan and implement learning activities.  
* Utilizes technology to enhance student learning.  
* Applies principles of group motivation to create a positive learning environment.  
* Applies principles of individual motivation to promote student learning. | Guided tour of middle school settings, tutoring, advisory lessons with small group of students, teaching two whole group lesson plans. | Written field notes - address issues of gender, race, and socioeconomic status  
Advisory lesson plans (2)  
Inquiry project - "Trackstar"  
Interdisciplinary resource unit  
Lesson plans (2):  
• Cooperative learning  
• Interdisciplinary learning |
| EDUC 140    | 10 Field Hours | * Represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter.  
* Uses multiple teaching and learning strategies to engage students in active learning that promotes critical thinking and problem solving. | Observer elementary science classroom, Team teach with classmate - Three (3) whole group elementary science lessons | Lesson plans (3):  
• Hands-on  
• Inquiry |
| EDUC 160    | 30 Field Hours | * Critiques appropriateness of different methods of assessment.  
* Actively engages in critical reflection and self-evaluation to improve practice. | Work with small group of students to assess student reading levels and develop and implement appropriate reading plans. | Two lesson plans per week  
Case study  
Student report cards |
### Middle School/Secondary Level 2 Field Experience Activities

<table>
<thead>
<tr>
<th>Course/Field</th>
<th>Student Learning Outcomes</th>
<th>Field Activities</th>
<th>Evidence of learning</th>
</tr>
</thead>
</table>
| EDUC 128     | • Selects and applies appropriate instructional strategies to promote student learning.  
• Applies knowledge of student diversity to plan and implement learning activities.  
• Utilizes technology to enhance student learning.  
• Applies principles of group motivation to create a positive learning environment.  
• Applies principles of individual motivation to promote student learning. | Guided tour of middle school settings, tutoring, advisory lessons with small group of students. Teach two whole group lesson plans. | Written field notes - address issues of gender, race, and socioeconomic status  
Advisory lesson plans (2)  
Inquiry project - "Trackstar"  
Interdisciplinary resource unit  
Lesson Plans (2):  
• Cooperative learning  
• Interdisciplinary learning |
| 20 Field Hours | | | |
| EDUC 125     | • Models effective communication, both verbal and non-verbal.  
• Utilizes communication theory and knowledge of language development to promote student learning.  
• Demonstrates sensitivity to language differences.  
• Selects and applies appropriate instructional strategies to promote student learning.  
• Applies knowledge of cognitive processes to structure learning activities.  
• Analyzes appropriateness of various forms of assessment in relation to specific learning outcomes.  
• Assesses personal/professional growth. | Tutoring, interview teacher, principal, special education teacher. Work with small groups of students on a regular basis. Team teach lessons with supervising teacher. Teach five whole group lessons and video tape on lesson. | Lesson plans (5):  
Unit plan – Integrate strategies to improve literacy skills in the content areas  
Develop multiple assessment measures |
| 40 Field Hours | | | |
| Advanced Methods | • Uses multiple representations and explanations of discipline concepts.  
• Uses multiple teaching and learning strategies.  
• Asks questions and stimulates discussion in different ways.  
• Recognizes and addresses various learning needs, styles, and differences. | Tutor, interview teacher, principal, special education teacher. Work with small groups of students on a regular basis. Collaborate with supervising teacher. Team teach lessons with supervising teacher. Teach five whole group lessons and video tape one lesson. | Lesson plans  
Unit plans  
Critical reflection on lesson implementation |
| 40 Field Hours | | | |
| EDUC 145     | | | |
| EDUC 155     | | | |
| EDUC 165     | | | |
| EDUC 190     | | | |
| MATH 137     | | | |
| EDUC 145, 155, 165, 190, MATH 137 | | | |

### Elementary/Middle School/Secondary Clinical Practice

#### Level 3 - Analysis, Synthesis, Evaluation

**Activities**

- Plan and implement lesson plans
- Develop and implement content area units
- Assess students in classroom
- Integrate technology across the curriculum
- Participate in parent-teacher conference
- Collaborate with school faculty
- Manage classroom environment
- Identify areas for growth and professional development
- Reflect on teaching practice

Elementary/Middle School Student Teaching

<table>
<thead>
<tr>
<th>Course/Clinical Practice</th>
<th>Student Learning Outcomes</th>
<th>Clinical Practice Activities</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| EDUC 176 and EDUC 181   | - Represents and uses different ways of knowing and methods of inquiry in teaching.  
                          - Employs multicultural, anti-racist, anti-bias teaching practices.  
                          - Makes provisions for the needs of diverse learners.  
                          - Creates a smoothly functioning learning community.  
                          - Creates short and long term plans linked to student needs.  
                          - Establishes links with parents, counselors, other teachers, and the community.  
                          - Uses a variety of technology to enhance learning and assessment. |
                          - Reflective Journal  
                          - Philosophy of education  
                          - Classroom management plan  
                          - Case study  
                          - Lesson Plans  
                          - Unit Plan  
                          - Resource Unit  
                          - Assessments and Rubrics  
                          - Personal Reflection  
                          - Professional development plan | 18 weeks |

Evaluation of Field Experiences and Clinical Practices

Upon completion of each field experience for initial teacher preparation, an evaluation form is completed by the supervising teacher to assess candidate knowledge, skills, and dispositions. A copy of this form is placed in each candidate’s advising folder and the candidate is entitled to review it.

Each candidate seeking initial teacher certification through the unit completes a professional portfolio that demonstrates expertise in content areas, pedagogy, including technology, as well as reflection on field experiences and clinical practice. The purpose of the portfolio is to present evidence of professional competence both in education and the content area as well as ability to meet national, state, and professional teacher preparation standards. Teacher candidates self-select pieces for submission to the teacher portfolio throughout their coursework. Upon completion of clinical practice, candidates submit the teacher portfolio for a final review by university faculty members.

During the clinical practice, candidates are observed and evaluated by university faculty members two times during each nine-week placement. The university faculty member completes the Teacher Candidate Clinical Practice Evaluation Form to evaluate candidate knowledge, skills, and dispositions. These evaluations are placed in the candidate’s advising folder and the candidate is entitled to review them. University faculty conference with the teacher candidate and cooperating teacher after formal observations as well as throughout the nine-week placements.
Candidates’ Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards and have a positive effect on student learning. Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others’ practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates’ exploration of their knowledge, skills, and dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools.

The unit has established a developmental, sequential approach to field experiences and clinical practice that supports candidate demonstration of knowledge, skills, and dispositions to help all students learn. Candidates are evaluated throughout the program through multiple forms of assessments that are linked to the unit’s standards as well as professional, state and national standards. Throughout the program, candidates are asked to reflect upon their practice and assess their individual progress. University faculty and school personnel also evaluate candidates as they are involved in a variety of field experiences and clinical practice. Reflective essays and evaluation of university faculty and school personnel help candidates determine areas that need improvement and also help candidates articulate a professional growth plan that will further develop their knowledge, skills, and dispositions.

Candidates are admitted to Level 2 field experiences only after obtaining passing scores on the Praxis I: Academic Skills Assessments, attaining a minimum overall grade point average of 2.5 in 40 credits of course work, and receiving the approval of program faculty. Throughout the program coursework, candidates prepare a portfolio which demonstrates their knowledge, skills, and dispositions through reflections, case studies, field notes, use of technology, lesson and unit plans that evidence accommodations for diverse learners, and a professional growth plan. Upon completion of clinical practice, candidates submit portfolios for review by the teacher preparation faculty.

In order to support the social justice mission of the unit, candidates in both initial preparation and advanced programs participate in field experiences or clinical practice that include students from diverse ethnic, racial, gender and socioeconomic groups.
Standard 4: Diversity

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

Design, Implementation, and Evaluation of Curriculum and Experiences

Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from students’ own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation. Candidates and faculty review assessment data that provide information about candidates’ ability to work with all students and develop a plan for improving their practice in this area.

The design, implementation, and evaluation of curriculum and experiences in the unit’s initial and advanced programs build on multiple missions that foreground the importance of candidates developing knowledge, skills, and dispositions for teaching all learners. The mission of Marquette University, an urban Jesuit institution, is to promote respect and care for all persons (cura personalis) through excellence, faith, leadership, and service (See http://www.marquette.edu/pages/home/about/wearemu/mission for more detailed information). The university’s policy on diversity and human dignity also clearly explains the university’s commitment to creating and valuing a more inclusive environment through a variety of avenues (See http://www.marquette.edu/diversity for greater detail). Furthermore, the School of Education’s mission, stated below, indicates the importance the unit places on preparing all candidates to value and honor diversity and work towards creating a more socially just and equitable society:

The School of Education prepares teachers, researchers and school administrators for urban public and Catholic schools, and counselors and psychologists for other educational institutions, mental health agencies and human service organizations. This is done by instilling in our students the basic tenets of our Catholic and Jesuit philosophy, which stress care for the person (cura personalis) and social justice.

In addition, the newly designed teacher education program and the advanced programs administered by the Department of Educational Policy and Leadership and the Department of Counseling and Educational Psychology have missions that highlight diversity as central to the work of the School of Education. With these value statements in mind, the development and evaluation of curriculum and experiences in the unit’s initial and advanced programs reflect commitment to diversity.
Initial Programs:

The unit’s initial Teacher Education Program mission clearly articulates the conceptual framework of preparing teachers to teach all learners:

Consistent with Jesuit tradition, the teacher education program at Marquette University has a commitment to social justice in schools and society. A commitment to social justice demands that educators have a deep understanding of the disciplines they teach and use developmentally and culturally responsive pedagogies that embrace technological advances to facilitate learning for all children. Essential throughout the program is the development in prospective teachers of strongly held ideals of care and respect for all students, racial justice, transformational leadership, and critical reflection. While at Marquette, prospective teachers learn to put these ideals into action through relationships with schools, community organizations, and families, particularly within the city of Milwaukee.

The recently redesigned teacher preparation program foregrounds an anti-racist, social justice approach; consequently, multiple courses at each level of the program address diversity appropriate to the more specific objectives of each course, and each level is designed to provide a deepening of content and more specific accompanying field experiences (A more comprehensive description of the curriculum and field experiences in each course can be found in individual course syllabi.)

To briefly illustrate the spiraling curriculum at the same level, in the very first course EDUC 008, Introduction to Teaching in a Diverse Society, candidates learn about knowledge, skills, and dispositions needed for teaching in a diverse society and are asked to assess themselves in light of these standards as they begin the program. In addition, candidates are introduced to the concepts of culture, race and racism, the social construction of gender, and socioeconomic class differences. Candidates also examine the purposes and history of schooling in the United States with a particular focus on the ways in which schools reproduce social and cultural inequalities. In the next course at the introductory level, EDUC 048, Critical Inquiry into Contemporary Issues, candidates build on the frameworks for understanding race, socioeconomic class, culture, and gender and use these lenses to examine how policy and practice both sustain and work against inequity and injustice. Students demonstrate this knowledge in presentations, research papers, and development of web sites. In this course, inclusion, bilingual education, and teaching second language learners are introduced as well. Building once again on the foundations of diversity introduced in EDUC 008 and EDUC 048, EDUC 078, Psychology of Human Development in Children and Adolescents, asks
candidates to examine human development using lenses of race and culture as they participate in structured observations in school settings.

In further levels of the program, candidates in methods courses in both elementary/middle school and middle school/secondary programs learn to use culturally relevant pedagogy, to evaluate curriculum for bias, to choose appropriate curriculum and pedagogy, to accommodate students with specific disabilities, to contextualize examples for students by building on local representations from the students' own experiences and knowledge, and to practice in field placements located predominantly in urban schools where the majority of K-12 students are children of color. Candidates in the initial program are evaluated in the field by cooperating teachers and university faculty on their knowledge, skills, and dispositions concerning diversity.

Beyond the classroom and required field experiences, candidates may also participate in extracurricular diversity-related activities that take place under the auspices of the unit. In the spring of 2002, a group of candidates in the initial teacher preparation program, under the guidance of faculty in Educational Policy and Leadership, established a recognized student organization at Marquette called Teachers for Social Justice (TSJ). According to the Teachers for Social Justice constitution, the organization has two goals:

- To promote social justice within schools.
- To support future teachers' professional development.

Since its inception, candidates who are regular members have created, developed, and attended on-campus programs, such as an evening of conversation with practicing urban teachers called “Teacher Talk” and a campus-wide forum on race relations at Marquette, called “Race 101.” Nine members attended and five members presented at the National Association for Multicultural Education Conference (NAME) in November of 2002. Non-member candidates have taken advantage of campus programs, such as the aforementioned events, as well as film screenings and discussions, to enhance their knowledge, skills and dispositions related to diversity.

Advanced programs

At the advanced level, students in counseling and educational psychology, educational leadership, and instructional leadership engage in curricula that embed diversity issues within each course. (See individual course syllabi for detailed information.) Some programs require a specific course in diversity; for example, programs in educational psychology and counseling require COPS 268, Multicultural Counseling. Other programs like Instructional Leadership (INLE) infuse issues of diversity into specific course content. For example, in EDPL 234/334, Foundations of Curriculum, a required course in the program, candidates examine curriculum through lenses of race, class, culture, and
gender. Candidates in the INLE program are required to focus attention on racial and social justice in several of their major exit requirement projects including their final synthesis paper or oral defense. For programs with practica or internships, efforts are made to place candidates in settings that serve a diverse population, whether the clients served are P-12 students or adults. Many of the students in the master's program in Educational Leadership, for example, complete practica in schools in the Milwaukee Public School District or in school choice programs in the Milwaukee area, most of which serve great numbers of students of color. Master’s candidates in Counseling and Educational Psychology have at least one placement in Milwaukee, while doctoral candidates have multiple placements with at least one in the Milwaukee community. Doctoral students in EDPL are required to read multiple texts related to diversity and are tested on their understandings during their comprehensive exam. (See doctoral reading list for EDPL and course syllabi for more detailed information.)

Experiences Working with Diverse Faculty

Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty in other units, and school faculty who represent diverse ethnic, racial, gender, language, exceptionality, and religious groups. Faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

The unit is committed to recruiting and retaining diverse faculty. When faculty openings occur, the position announcements emphasize service in the urban community and the unit’s social justice mission. The announcements appear in both local and national publications which reach a diverse readership. The unit also works to place candidates in settings in which they interact with and learn from professional educators from diverse backgrounds. Further, the unit is committed to advancing collective and individual knowledge about diversity through scholarly discussions and research activities in both departments. Currently, there are two African American faculty holding tenure-track positions in the unit, which translates into 11% of School of Education faculty representing racial minority groups. The unit makes good faith efforts to locate and recruit candidates of diverse backgrounds for vacant positions. A recent search in EDPL resulted in the hiring of a woman of color for a tenure track position. Initiatives for hiring for adjunct faculty also target members of diverse groups (See COEP Minority Student Recruitment and Retention Plan - Recruitment Section Item #8).

Efforts to recruit additional faculty from underrepresented groups are supported at the university level by the work of the President’s Task Force on Diversity Initiatives. This Task Force is charged with reviewing new proposals and plans for diversity programs and making recommendations for implementation; developing and implementing a selected set of strategies to foster and improve diversity; stimulating interest and
involvement of diversity initiatives; and serving as a clearinghouse for diversity initiatives throughout campus. The Task Force web site may be viewed at http://www.marquette.edu/diversity/divinit_pres.html.

Candidates in both initial and advanced programs have opportunities to interact with diverse professional educators in field settings. The city of Milwaukee provides for practicum settings rich in diversity, and the unit establishes and maintains links with schools and agencies in order to provide multiple opportunities for candidates to learn from school and agency personnel with diverse backgrounds.

In addition to field experiences associated with specific courses, student groups in both EDPL and COEP organize extracurricular events to bring candidates into contact with professionals from diverse backgrounds. For example, the undergraduate group Teachers for Social Justice (TSJ), held a “teacher talk” conversation with practicing urban teachers in April of 2003 where 5 of the 8 teachers involved were teachers of color (four African American and one Latina). The student group in COEP, the Graduate Student organization (GSO) sponsors an annual diversity gala, now in its fourth year, that brings together professionals, community members, students, and faculty to learn about a diversity-related issue as well as to raise money for scholarships for students of color enrolled in the graduate programs in COEP.

Both departments (COEP and EDPL) hold regular faculty meetings in which issues of diversity are at the forefront of discussion. For example, in COEP, faculty meet once per semester to hold conversations about diversity. In EDPL, each regular department meeting for the last two years included some discussion related to the topic “race matters” in which faculty bring to the table incidents or examples of problematic situations or challenging puzzles of professional practice that crop up in teaching.

Experiences Working with Diverse Candidates

Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field experiences, and clinical practice.

The demographics of the unit quite closely parallel that of the university with approximately 86% of the undergraduate student body and 90.4% of those in the School of Education identified as white. Considering the unit’s commitment to diversity, efforts to recruit, retain, and graduate more candidates of color in all programs are either planned or underway. In the fall of 2002, the dean initiated a Recruitment and Marketing Ad Hoc Committee to research and develop
recommendations for increasing the percentage of students of color in the unit. (Please see Recruitment and Marketing Report.)

In recent years, student recruitment has occurred through traditional channels: campus visits, scholarship competitions, and other university initiatives such as Discovery Days, Sophomore/Junior Open House, and meetings with secondary school counselors from across the nation. In addition, the Director of Teacher Education and the Director of Undergraduate Advising have participated in college transfer fairs held within the two-year Wisconsin Technical College System, which serves a very diverse student population in terms of ethnicity, background, and educational experience.

During the fall of 2000, the Department of Counseling and Educational Psychology began regular “Dialogues on Diversity” and created a Minority Student Recruitment and Retention Plan that was approved by the department in May of 2001. Since then, COEP has almost doubled its percentage of ethnic or racial minority candidates (currently 11% of the candidates in COEP are ethnic minority). In addition, a more welcoming environment for gay and lesbian students resulted in more openly gay and lesbian candidates.

Faculty from both departments also engage in formal and informal mentoring programs and relationships in order to increase the percentage of ethnic minority candidates over time. Several faculty sponsor McNair Scholars (students of color and/or first-generation college students) who participate in research projects with faculty over a summer session. Faculty from COEP have been mentoring undergraduate students of color majoring in psychology at Alverno College (a nearby college) for the last three years in the hopes of developing relationships with students who might become future candidates in its advanced programs.

Faculty, as part of the regular discussions about diversity and race in teaching, puzzle over best practices for promoting the active participation of candidates from diverse cultural backgrounds and with different experiences in classes, field experiences, and clinical practice.

**Experiences Working with Diverse Students in P–12 Schools**

Extensive and substantive field experiences and clinical practices are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates’ effectiveness as teachers.

The vast majority of the field and clinical experiences in all programs offered by the unit take place in schools and agencies in the urban Milwaukee area with many in the Milwaukee Public School district. Data taken from the MPS web site
(http://www.milwaukee.k12.wi.us) point out that in the 2001-2002 academic year, the last year for which data are available, 60.3% of MPS students were identified as African American, 16.1% as White, 16.1% as Hispanic, 4.3% as Asian, 2.2% as other; and 1.0% as Native American. In addition, other field experiences take place in private schools in the city, most of which serve predominantly students of color. (Please see Section 2, Professional Commitments and Dispositions, pp. 17-18, for additional data on MPS.)
Standard 5: Faculty Qualifications, Performance and Development

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

Qualified Faculty

Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. All clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their filed.

Unit full time faculty hold earned doctorates in their specific disciplines, engage in teaching, scholarship, and service and demonstrate effective practices in their roles. The unit faculty for Academic Year 2003-2004 includes tenure-track faculty, clinical faculty, and adjunct faculty. The university policies with regard to faculty are articulated in the Marquette University Faculty Handbook.

Professional education faculty have earned doctorates, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. All 18 full time tenure track faculty and academic administrators of the unit hold earned doctorates in appropriate specialties as can be noted in their vitae. The unit faculty who supervise candidates hold Wisconsin Teaching certifications in the fields in which they supervise and have experiences in P-12 school settings at the level that they supervise. The field supervisors for student teachers have been selected for their demonstrated competence and ability to model best practices in P-12 teaching.

In order to supplement full-time faculty and to enrich the practice base of the unit’s programs, adjunct faculty and full-time visiting faculty are employed to teach courses in all programs in the unit as appropriate. Twenty-five individuals were active in the unit as adjunct faculty. Fourteen of these adjunct faculty members have Ph.D. degrees. In addition, for Fall 2003 semester, three full-time non-tenure line faculty and two adjunct faculty are teaching courses in the undergraduate program. Three of these faculty members have Ph.D.’s and substantial scholarly activities in their fields. Two of the non-tenure line faculty are doctoral students with extensive experience in the areas they teach and supervise.

Adjunct faculty selection, hiring, and evaluation are the responsibility of the relevant department chair. The chair regularly considers recommendations of program directors, prior teaching evaluations, and extent and quality of relevant experiences. A general orientation session for part-time faculty in the on-line
program and in the supervision program is held at the beginning of each semester by the program directors for those programs. During the semester, part-time faculty are invited to attend all faculty meetings. They receive information about the general expectations, the unit’s conceptual framework, and resources available to them and how to obtain information on specific topics of concern from the dean’s office and their department chairs.

**Modeling Best Professional Practice in Teaching**

*Faculty have in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructive practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the unit’s conceptual framework, incorporates appropriate performance assessments, and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Faculty value candidates’ learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use data to improve their practice. Many of the unit faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.*

Unit faculty have an in-depth understanding of their fields as evidenced by the terminal degrees in the subject area in which they teach. They are teacher scholars who integrate what is known about their content fields, teaching, and learning into their own instructional practice. Prospective faculty members are carefully evaluated for content knowledge and research and teaching competence. They are also evaluated on their ability to contribute within the unit’s conceptual framework that is based on a commitment to preparing teachers and educational specialists who uphold the Jesuit traditions of *cura personalis*, social justice, academic excellence, ethical behavior, and service to the urban community. This is done through the evaluation of transcripts, references, curriculum vitae, and personal interviews. During the interview process, prospective tenure line faculty present a research seminar. Clinical faculty are asked to make a teaching presentation in their content area.

Faculty members remain current in their fields through scholarly activities that include publications in their fields of expertise, presentation at professional conferences and workshops, and other forms of participation in professional development activities. Some of this scholarship involves the mentoring of advanced students who also participate in the authoring of research, presentation at conferences, and other aspects of scholarly life.

Teaching by the professional education faculty reflects the unit’s conceptual framework. The course syllabi reflect the conceptual framework in the course content and classroom assignments. Faculty initiate and participate in a wide spectrum of learning activities with candidates that emphasize aspects of social justice, such as the Teachers for Social Justice Committee, the faculty-student presentations at NAME conference and service learning projects.
Teaching by the professional education faculty integrates technology throughout coursework and field experiences. All courses taught within the unit address technology as appropriate for the subject area. Faculty use various kinds of electronic augmentation, such as videotaping, video conferencing, and smart classrooms. The university provides the web based teaching tool, Blackboard, which provides an electronic class format which many unit faculty use for their courses. Faculty in the teacher preparation program use a variety of technology tools to introduce candidates to lesson planning and the appropriate use of technology in the classroom, such as power point presentations, Inspiration® and Trackstar®. In addition, faculty have opportunities to receive training on current technologies and are encouraged to attend technology conferences and workshops.

The unit has two classrooms that are equipped with smart podiums that enable faculty and candidates to access computer technology, video recorders, and the Internet. The unit also has a computer lab with 10 computers and a video conferencing center. When unit classes cannot be scheduled in the School of Education building, faculty routinely request university classrooms that are equipped with smart podiums.

Additionally, the unit owns laptop computers that are available to faculty members for off campus presentations and professional development at partner schools. Adjunct faculty members who teach on-line courses are provided with laptop computers and receive technology assistance when needed.

The unit’s conceptual framework insures that faculty integrate and infuse the components of social justice into their courses. The curriculum in each program reflects aspects of social justice including issues of diversity related to race and ethnicity, social class, gender and disability. For example, in the assessment courses, issues of culture, gender equity, and test bias are addressed. Faculty in the initial teacher preparation program require that candidates participate in service learning activities or other community-based programs that focus on the urban environment and particularly on diverse school populations. In the administrator certification program, course readings require the candidates to reflect on the gender inequity in educational administration.

Unit faculty assess their own performance in the area of teaching as part of their overall faculty evaluation as they reflect on their own strengths and areas for improvement. Data available to the faculty include the student ratings of teaching performance and open ended student comments that are compiled by the university. Additionally, untenured full time faculty have their classroom teaching evaluated through observations by senior faculty members. Faculty on a tenure line prepare an evaluation document during their third year that is reviewed by senior members of the unit and the dean.
Student evaluations of part time faculty are carefully monitored and used in re-hiring decisions. A system of support for adjunct faculty has also been developed. Each newly hired adjunct faculty member is paired with a full time faculty member who has successfully taught the course and/or is knowledgeable about departmental needs in the course. That faculty member is available for support and resources throughout the adjunct’s first semester of teaching.

Faculty value candidates’ learning and adjust their instruction appropriately to enhance candidate learning. Faculty use the student evaluations of their courses to reflect on course materials and to make adjustments for the following semester.

Modeling Best Professional Practices in Scholarship

Professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.

The unit’s faculty are active scholars with a wide range of academic interests, scholarly publications, and paper presentations at national conferences. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach. The unit, as part of Marquette University, reflects both the position of Marquette as a research institution and the mission of the university to focus on *cura personalis* in the service of social justice. The scholarship of the faculty includes traditional scholarly research and publication in refereed professional journals as well as participation with partnership schools in research and evaluation. Faculty scholarship is listed in each faculty vita.

A number of the unit’s faculty have received national recognition for their scholarly contributions. Among these are the following: Dr. Ellen Eckman, Assistant Professor in EDPL, who received the 2002 Selma Greenberg Dissertation Award from the Research on Women in Education Special Interest Group of AERA; Dr. Terry Burant, Assistant Professor in EDPL, who received the AACTE Outstanding Dissertation Award in 1999; and Dr. Robert Lowe, Professor, who was the recipient of a Spencer Post-Doctoral Fellowship and the Kappa Delta Phi’s distinguished book in education award. In addition, the COEP department received the American Psychological Association of Graduate Students award for the best graduate department. The COEP department was also accredited by the American Psychological Association.

The unit faculty’s scholarship is best demonstrated by noting that all of the tenure line faculty members published articles, chapters in books, books, or works in press during 2002-2003. In addition, the unit faculty have been active presenters of their scholarly work at national conferences. For example, in Spring 2003, the
EDPL department had 15 separate presentations that included 8 faculty members and 9 graduate students at the annual meeting of the American Educational Research Association.

The unit faculty were also awarded numerous grants. In COEP, three faculty had a total of 6 extramural grants and a fourth faculty member received two intramural grants. Another faculty member in COEP was the program evaluator on a $1.5 million federal grant project. In EDPL, one faculty member received a FIPSE grant, one received an intramural grant, and a third received an extension of a PT3 grant.

An important component of our graduate program is shared faculty-student research and faculty mentorship for candidate scholarship. An excellent example of this mentoring is the number of presentations by faculty and graduate students at national conferences, such as AERA and APA. The annual candidate research conference, supported by the COEP faculty and the unit, provides candidates from both departments an opportunity to present their research in a professional conference setting. The unit also funded travel for undergraduate and graduate candidates to attend national conferences.

Modeling Best Professional Practices in Service

*Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.*

Service is not merely something faculty do; it is a critical part of the university’s mission and of the aims of the Jesuit community that candidates understand service, and their understanding is deepened by seeing mentors who are involved in service. Service is an integral part of the unit’s faculty activities and is evaluated annually. Faculty serve the university, their profession, and the community.

Faculty members have developed varied forms of service that create participation and modeling opportunities for candidates. The initial courses in the teacher preparation sequence require students to engage in service learning and/or community service activities. Faculty work closely with candidates in the activities and special events of the Teachers for Social Justice group, in preparing presentations for the National Association of Multicultural Education, and in supporting service learning projects.

During 2002-2003 all of the tenure line faculty and the Director of Teacher Education have been visible and active on the following Marquette University Committees: the Faculty Senate, Haggerty Museum Advisory Board, Mission Week Committee, Diversity Task Force, Core Curriculum Committee, Core
Curriculum Assessment Committee, Promotion and Tenure Committee, Gender Equity Implementation Committee, Institutional Review Board, HIPAA Steering Committee, Board of Undergraduate Studies, Pathways to Understanding Lecture Series, and the William Dubois Book discussion series.

The unit faculty are actively engaged in the design and delivery of instructional programs in the School of Education and in the P-12 schools. Nine full time tenure track faculty have provided service to the P-12 public and parochial school system in the following ways: faculty liaison to four schools, literacy consultant for three schools, assessment work for private schools, and staff development provider to four schools. In addition one faculty members serves on the Milwaukee Partnership Academy advisory board, another is on the Education Committee for Thomas More High School, a third serves on the Milwaukee Public School Distance Learning Committee and Portal Project Task Force.

Faculty service to the community at large is demonstrated by participation in the following ways: one faculty member is President of Artists Working in Education, Board member of Milwaukee Art Museum, Board Member of Alverno Alumnae Association; another faculty member is a consultant to Medical College of Wisconsin, a third faculty member is a liaison to Milwaukee Institute of Art and Design, another is an elected official in a local village, a fifth is a Board member of the Wisconsin School Counselor Association, and another is committee chair of the Bureau of Substance Abuse Services.

Faculty involvement with professional associations is documented in each individual faculty curriculum vitae. Faculty serve as association leaders, board members, journal reviewers and national committee members. Examples of this professional service include: Dr. Bill Pink, Professor in EDPL, who is the editor for Educational Foundations and Urban Review and the editor of the book series Understanding Education and Policy; Dr. Lauren Leslie, Professor in EDPL, who is on the editorial board of Journal of Literacy Research; Dr. Terry Burant, Assistant Professor in EDPL, who is on the editorial board of Multicultural Perspectives: Journal of National Association of Multicultural Education; and Dr. Robert Lowe, Professor EDPL, who has served on the editorial boards of Educational Theory and History of Education Quarterly and was the past co-editor of Educational Foundations. Dr. Lowe was also the editor and president of Rethinking Schools. In addition, four faculty members serve as reviewers for journals and publishers.

Collaboration

Faculty are actively engaged as a community of learners regarding the conceptual framework and scholarship of the classroom. They develop relationships, programs, and projects with colleagues in P-12 schools and faculty in other units of the institution to develop and refine knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.
The PT3 grant involved the unit faculty in a number of collaborative activities on campus and in the P-12 school system. A task force of faculty members from the College of Arts and Science, the College of Communication, and the SOE met with community stakeholders from the public and private school system to redesign the teacher education preparation program. One of the outcomes of the task force was the formation of a PT3 advisory group whose members consist of faculty in the College of Arts and Sciences, the College of Communication, and the unit faculty who teach courses to our candidates. This advisory group meets regularly to develop ways to infuse technology into the teaching and learning experiences of our candidates. Members of the advisory group have received grants through the PT3 program to redesign their teacher education courses to include more technology. In addition, this group has presented workshops and poster sessions to disseminate their use and integration in their teacher education courses to the university and the community at the annual technology conference held at the university.

The Director of the Teacher Education program collaborates with faculty across the campus in the regular meetings of the Board of Undergraduate Studies. This group has been working closely with the University Core Review Committee as a new core curriculum is established for all undergraduates at the university beginning with the 2003-2004 academic year. Candidates in the teacher education program will be required to follow the new university wide core curriculum, and the Director of Teacher Education has collaborated with other faculty to develop course sequences and plans for our candidates.

The unit has also been involved in a collaboration project with the Mathematics Department to develop and teach interdisciplinary courses for the elementary/middle school teacher education program and with the Physics Department to present courses to prepare middle school/secondary teachers.

One of the goals of the SOE is to work closely with P-12 public, private and parochial schools in Milwaukee. Unit faculty are continuously engaged in blending theory and practice at our four partnership schools. Teachers, administrators and unit faculty identify teacher and candidate learning needs, technology resources and school issues for shared action. The PT3 grant supported collaborative efforts with our partnerships schools including staff development programs held at Marquette University for teachers at the partnership school and candidates in field placements, presentations at conferences, videoconferencing sessions between public school students and the unit candidates, and participation by P-12 teachers in on-line courses from the unit. In addition, the Hartman Literacy Center collaborates with four urban schools in a reading program that brings 1st and 2nd graders to the unit to work with candidates in the elementary/middle school sequence who are in their final reading methods course.
The unit collaborates with public schools in several grant-writing activities. A workshop was held at the university that brought together science and mathematics faculty members from the university with P-12 teachers from the partnership schools to develop goals for grants, to generate ideas for university course work that would benefit P-12 educators, and to develop plans to enhance the science and mathematics training of our candidates.

As a SOE in a Jesuit Catholic University, we collaborate with the Catholic schools in the Milwaukee archdiocese. Our candidates participate in clinical experiences at urban Catholic schools. We collaborated with the Archdiocese to develop a graduate degree program for Catholic school educators who were seeking certification as principals. A cohort of 10 Catholic school educators completed their program in Spring 2003 and a new cohort of 7 Catholic school educators began Summer 2003.

The unit has also collaborated with the Institute of Transformation of Learning, a university based group that works with private choice and charter schools. A graduate degree program for educators in these schools who are seeking to become licensed principals has been developed. The first cohort of these educators completed their program in Spring 2003.

Unit faculty also collaborate with members of the community to develop new teacher education programs. For instance, one faculty member serves on the steering committee of the Cooperative Educational Service Agency and helped the agency develop an accelerated proficiency based licensure program for emergency licensed teachers in critical need areas. Another faculty member collaborated with the Milwaukee Institute of Art and Design on a grant that involves Marquette in art and technology staff development for P-12 teachers and unit candidates.

Unit Evaluation of Professional Education Faculty Performance

The unit’s systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty’s teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

Faculty evaluation is a part of the overall performance assessment system of the university and, of course, of the unit. Marquette University requires that the performance of each full-time faculty member be evaluated annually by the department chairperson and the Dean. Each faculty member completes an annual report on teaching, research, and service activities and submits it to the chairperson. The department chairs review these forms along with student evaluations of courses taught, a listing of students advised and dissertations directed, copies of syllabi for courses taught, and copies of all scholarship published during the year. In addition, the chair observes one or two classes of faculty who are in tenure line positions.
Tenure track faculty are evaluated with respect to teaching, research, and service in tenure and promotion decisions. Marquette University complies with the standards of the American Association of University Professors in the employment, promotion, and termination of faculty members. As a part of this process, the unit has developed guidelines for promotion and tenure. Those guidelines have been reviewed and approved by the university-wide Committee on Faculty Promotion and Tenure.

**Unit Facilitation of Professional Development**

_The unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced unit faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service._

Integral to the unit’s conceptual framework of _cura personalis_ and social justice is the role of continuous learning and reflection in the life of a professional. The unit supports faculty and staff professional development in a variety of ways.

As a learning community a number of professional development opportunities engage faculty, members of other units with the university, and candidates. An example is the participation of the faculty in the Marquette University First Year Reading project. All incoming freshmen have read Suskind, _A Hope in the Unseen_, and then participated in discussion groups, some of which were led by five faculty members from the unit. Another example is the unit’s sponsoring of the Ko Thi Dance Company in a performance and a workshop. These events were attended by faculty, candidates, and community members. A third example is the university program that involved reading and discussions around the work of William DuBois. Three faculty members from the unit presented sessions for that program.

There have been several professional development programs at the unit level. Both Dr. Theresa Perry, Vice President for External Affairs at Wheelock College, and Dr. Enid Lee, author and consultant on anti-racism, have come to Marquette University to talk and work with the unit faculty on racial and social justice issues, particularly around teacher preparation programs.

Faculty convened a book club with the Institute of Transformation of Learning to read about and discuss topics related to racism. Another faculty group met regularly with the Philosophy Department to discuss articles around the philosophy of teaching and learning.

The PT3 grant has provided the faculty in the unit with many opportunities to learn about technology. Workshops have been organized and individual sessions with the technology coordinator have been provided to encourage faculty to integrate technology into teaching and into their own work. A computer
lab and a video conferencing center are now available in the SOE building and will allow for additional professional development opportunities for the faculty.

In addition to these unit wide faculty development activities, individual faculty can receive funds for faculty development by application to the department chair. These funds provide financial support for faculty to travel to attend and/or present papers at professional meetings. There are some funds available for research assistance for data collection and analysis. The PT3 grant has a separate professional development budget to support individual faculty who wish to learn a new instructional technology.

Many other opportunities for professional development of unit faculty exist within the university. For example the Manresa project provides an opportunity for faculty to incorporate knowledge and praxis on vocation into their professional work with students, particularly through the development of new courses, the revision of existing courses, and a focused emphasis on call to service. Faculty from the unit have participated in the university sponsored retreats.

Several of the faculty in the unit have attended the Core Curriculum Committee’s workshops on teaching, learning, and assessment as well as the workshops provided by the Director of Service Learning.

The dean of the SOE, in collaboration with the department chairs, holds an annual retreat at the beginning of each academic year where the faculty and staff join in identifying unit goals.

A faculty member from the SOE directs Marquette University’s Center for Electronic Learning. This center is a unique resource that provides direct support to faculty by facilitating innovations in instructional methods and technologies. The center has been involved in developing on-line courses for several departments in the university, including the SOE. Through the efforts of the director of the center, the SOE is offering an on-line Master’s program and an on-line post baccalaureate teacher certification program.
Standard 6: Unit Governance and Resources

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

Unit Leadership and Authority

The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professional to work in P-12 schools. The unit’s recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

Office of the Dean

The School of Education is organized in two departments, Educational Policy and Leadership and Counseling and Educational Psychology, under the leadership of the Dean, John Augenstein, Ph.D. Dr. Augenstein has served in the position of dean since July 2000, for one year as interim and then appointed by the president of the university to serve permanently in the position for a three year term. The unit has initiated a search for Dr. Augenstein’s successor, who will be expected to assume leadership of the unit on July 1, 2004.

Dr. Augenstein earned his Ph.D. from Kent State University and is primarily interested in research investigating the school superintendency, the history of the national organization of diocesan superintendents, and the history of the National Catholic Educational Association.

As dean, Dr. Augenstein is the chief executive officer of the unit, responsible for both academic strategy and fiscal management: providing leadership for the faculty in planning and implementing academic programs, administering the unit’s resources, communicating the unit’s mission of social justice to internal and external constituencies, and raising funds from external sources. Further, he exercises leadership in strengthening the university’s involvement with P-12 education and counseling agencies throughout the city, collaborating with the faculty and administration in other units, partnering with local private and public agencies and school systems, and consulting with state officials. He is actively involved in upholding the unit’s standards of excellence in teaching, research,
and scholarship. The chart which follows presents the organizational structure of the unit.

School of Education

- SOE Dean
- Hartman Literacy Center Director
- EDPL Co-Chairs
- COEP Chair
- Krueger Family Center Director
- Faculty
- Director of Teacher Ed.
- Faculty
- Director of Advising
- Director of Placements

Program Management

In addition to the duties listed above, the dean of the unit is responsible for publishing the *Marquette University School of Education Policies and Procedures Handbook*. Dr. Augenstein and his associates make every effort to accurately communicate policies and procedures to all stakeholders. While the primary mode of communication to faculty and staff is through the *Policy and Procedures Handbook*, candidates in the various courses of study receive their program information through the undergraduate and graduate bulletins, through the master’s level handbooks, and through the unit’s web site. These print and non-print information sources are updated regularly to reflect modifications to programs and courses and to inform candidates of deadlines and special events.

Program information is also shared as an element in the recruitment of new undergraduate candidates. The university publishes an award winning document, *The Big Book*, which is designed to present information about the city of Milwaukee, the university, its mission, and its programs in a fashion that
appeals to the high school age student. In addition to mailings generated by the admissions department, program information is the focus of two major recruiting events: Discovery Days held twice during the month of November and Sophomore/Junior Open House held twice during the month of April. As all informational documents are revised or approved by the director of the undergraduate program, who also presents at the face-to-face events, the likelihood of consistency in the unit’s message is quite certain.

Fall term head count in the undergraduate introductory course, EDUC 008, appears to have stabilized at approximately 130 candidates. Graduate student head count has increased during the last year in both departments housed in the unit (COEP from 436 to 555 and EDPL from 406 to 722).

Advising

Once candidates declare their intent to become teachers, they are advised by the Director of Undergraduate Advising, who is housed in the unit’s main office. As all new candidates are initially advised by the unit director, in addition to their adviser in Communication or Arts and Sciences, program information dispersed is reliable and consistent. While communication between the unit and the colleges in which undergraduate candidates earn their academic major was once an issue, the efforts of the Director of Undergraduate Advising have significantly improved the advising process. Communication has also been enhanced by the director’s attendance, along with the Director of Teacher Education, at monthly meetings of the Committee on Academic Procedures (CAPS). The advising of continuing third and fourth year candidates, which is for the most part done by unit faculty, has also improved as a result of training sessions conducted by the director.

Program Design, Delivery, and Evaluation

Since a student forum held in March 2000 and the formation of a task force in August 2000, the undergraduate program in teacher education has undergone a major redesign. The redesign, which involved members of the unit, the university community, and the urban Milwaukee community, resulted in the alignment of program and course objectives with state and national teaching standards. Subsequent to the identification of course objectives related to teaching standards, a course-based assessment system was developed and approved by the Department of Educational Policy and Leadership. (Please see Standard 2 for a complete description of the assessment system.)

Campus Leadership

Through their active participation on university committees, particularly the Faculty Senate, Haggerty Museum Advisory Board, Mission Week Committee, Diversity Task Force, Core Curriculum Committee, Core Curriculum Assessment
Committee, Promotion and Tenure Committee, Gender Equity Implementation Committee, Vice Provost Search Committee, the Board of Undergraduate Studies, and the Manresa Project, unit faculty have demonstrated their leadership and commitment to the mission of the university and the unit.

These committee memberships and activities have enhanced the profile of the unit. In addition, the development of new strands of specialization at the advanced level has garnered recognition for the unit. The Department of Counseling and Educational Psychology has expanded to include a strand in the area of school counseling, and the Department of Educational Policy and Leadership has recently added a strand to address the development of college student personnel. These areas of specialization have been developed with the support of a grant from the Enhancement Fund, an internal grant source.

Unit Budget

Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

The university is in the process of converting to a new financial management system, Responsibility Centered Management, or RCM. With the new system, there will be a closer relationship between revenues and budget lines. The unit expects to see improved resources due to the growing numbers of candidates in various programs and anticipates more complete control over fiscal matters at the unit level. The development of the three-year plan, if approved, will allow the unit more autonomy in the generation and disposition of funds. Currently, the budget supports the programs offered, but does not allow for expansion. Of particular concern is the fact that faculty are assigned a 3/3 teaching load, yet even with this demanding schedule, the additional responsibility of advising candidates, and their active participation on committees, most faculty are involved in professional activities on the local, state, and national level. These activities are presented in Section 3: Standard 5 of this report with references to the School of Education Annual Report to the Office of the Provost, 2002-2003.

Personnel

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include on-line course delivery in determining faculty load. The unit’s use of part time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development
activities that engage faculty in dialogue and skill development related to emerging theories and practices.

The unit’s 18 full time faculty provide exemplary service to the school, the university, and the community. In addition to their unit responsibilities, many individuals serve on at least two of the university committees previously mentioned. Within the broader community, faculty and staff serve the following groups and organizations: Bureau of Substance Abuse Services, Cooperative Educational Service Agency (CESA I), Milwaukee Art Museum, Milwaukee Institute of Art and Design (MIAD), Medical College of Wisconsin, Milwaukee Public Schools (MPS), and the Society of Counseling Psychology. (Please see School of Education Annual Report to the Office of the Provost, 2002-2003, for a complete listing of faculty activities, publications, and presentations.)

Scholarship and Service

The publication and presentation record of the faculty is outstanding, by far too lengthy to detail in this document; however, it must be noted that during the 2002-2003 academic year, faculty produced a total of 36 scholarly publications. In addition, faculty have also been active in presenting at national conferences. Particularly significant is the presentation record at the Spring 2003 AERA Conference where eight faculty members and nine graduate students made fifteen separate presentations.

This record of performance by the unit is even more stunning when one considers the composition of the faculty. The ratio of six junior tenure line faculty to four senior in the Department of Educational Policy and Leadership puts an unusual burden on senior faculty to mentor and to provide leadership. Further, junior faculty are often overextended as it is necessary for them to advise students, serve on doctoral and other committees, and assume support roles in department and/or unit activities. As the unit is small in comparison to other campus units, every tenure line faculty must represent the unit on more than one university-wide committee. Visiting and clinical faculty, who are not expected to serve on university wide committees nor to advise candidates, nevertheless do fully participate in the unit’s department functions and activities in addition to teaching four classes each semester.

Support

Administrative functions in the unit are handled by a chair in the Department of Counseling and Educational Psychology and by co-chairs in the Department of Educational Policy and Leadership. The unit employs a Director of Teacher Education, a Director of Undergraduate Advising, and a Director of Student Placements and Licensure. To serve the technology needs of the unit, a half time technology consultant is assigned by the Informational Technology Department. In addition, a half time technology consultant is grant funded, and a
full time technology coordinator, who provides support for unit faculty and staff and for personnel in the public schools, is grant funded.

The support to faculty that has traditionally been provided through graduate assistantships is quite limited in the unit. Currently, there are only seven assistantships. Besides the lack of support to faculty, this low allocation makes it difficult to attract full time graduate students for advanced programs.

Unit Facilities

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

In addition to classrooms and offices, there are three facilities which serve the mission of the School of Education. The Krueger Parent and Child Center, located at 749 N. 17th Street, was established in 1986 to educate parents of young children, especially those living in conditions of poverty. Through a grant provided by the Child Abuse Fund during the 2002-2003 academic year, the Center staff trained 44 community professionals in Green Bay, Plymouth, and Rhinelander, as parent facilitators.

The Hartman Literacy and Learning Center, in its 11th year of service, is the home of literacy instruction for undergraduate elementary candidates and of the Family Literacy Project. The goals of the center are to provide instruction for elementary level children from urban public, parochial, and private schools, to provide research based instruction for undergraduates, and to provide staff development for teachers to enhance their teaching of urban children. The Hartman Center is located in the Schroeder Health Science and Education Complex. It houses a collection of more than 8000 children's literature volumes. In addition to the main classroom and library, there are fifteen tutoring rooms. During the past year, 43 undergraduate teacher education candidates tutored 107 school children in the facility.

The Educational Resource Center (ERC) has undergone a gradual transformation from a text based resource center to a center that supports instructional technology for candidates and faculty. It is equipped with a Polycon video conferencing unit that allows groups to meet with guest speakers, faculty at partner schools, and individuals at remote locations.

The ERC has six computers housed in ergonomically friendly Nova stations. This arrangement accommodates candidates' computer needs and provides them with desktop space on which to work. The computer area includes a Smart Cart and portable screen to use for class instruction in applications that candidates will use in their teaching, such as Inspiration and Trackstar.
Candidates have the capability to print out documents with a PrintWise Station. They also have access to a scanning bed for digitizing documents and graphics.

Adjacent to the computer area is a technology control room where a technician is available to support the equipment. The technician is further supported by an IT staff person assigned to the School of Education. Work Study students hired to staff the ERC must demonstrate competence in computer skills as identified by the Instructional Technology Department of the university and must have the ability to help users with ERC resources. They are periodically trained in software applications found in the ERC.

The technology control room stores digital video and still cameras that can be checked out by faculty and candidates. The ERC is often used as a staging area for candidate created video productions. The control room has an editing bay with iMovie software that students use to edit their movies. The Raynor Library has additional editing equipment to supplement what is held in the ERC.

Plans are being made to create a wireless environment for the area that will allow candidates to use their laptops in this space or to check out a wireless laptop from the ERC. This will help circumvent significant problems encountered in trying to hardwire this space due to the age and architecture of the building, which was built in 1932 and remodeled in the early 1970's. In addition to providing candidates with technology access and support, the ERC offers comfortable, attractive meeting areas for both faculty and candidate groups.

**Unit Resources including Technology**

_The unit aggressively and successfully secures resources to support high quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit’s assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs – to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit, but also a broader constituency._

The unit has worked diligently to secure resources to support high quality, exemplary programs. During fiscal year 2002, three grants were awarded to COEP and eight to EDPL, totaling $1,289,960. During fiscal year 2003, two grants were awarded to COEP and four to EDPL, totaling $218,370. A three-year PT3 grant, Preparing Tomorrow’s Teachers to Use Technology, provided for the redesign of the undergraduate program and for the expansion of technology applications in the university environment. Approximately 50 incentive grants were awarded to Arts and Sciences faculty with the goal of encouraging faculty to redesign courses to integrate technology. Additional activities have been initiated to support the integration of technology at the P-12 level, thereby assuring that candidates have the opportunity to observe teachers modeling “best practices” and students enhancing their acquisition of knowledge and skills through the use of technology.
The Department of Educational Policy and Leadership has become a leader in distance education. Currently, the department offers interactive, on-line courses in the master’s and accelerated certification program. Select courses in the undergraduate program are also offered on-line during the summer sessions.

The unit has supported the faculty’s active participation in conferences addressing technology, including the Society for Instructional Technology in Teacher Education and the Sloan International Conference on Asynchronous Learning Networks. One faculty member serves on the Milwaukee Public Schools Distance Learning Committee and the Portal Project Task Force.

In summary, although resources have been adequate to meet the needs of programs currently offered by the unit, further expansion would be severely limited by fiscal restraints.