Department of Middle and Secondary Education
Paul Weber Award Application 2015

Stage 2, Section 1: Middle and Secondary Education Departmental Profile
Lee Shulman, winner of the Grawemeyer Award in Education (2006), and his colleague describe teaching and learning *how to teach* as processes of learning, knowing, and understanding. Integral to these experiences is the attainment not only of pedagogical and content knowledge, but also an awareness of teaching's moral obligations—that is, service to both society and community (Shulman & Hutchins, 2004). This seminal work, along with significant research on effective teacher learning is reflected in our conceptual framework, *Shaping Tomorrow: Ideas to Action* (See **Attachment A**). The Department of Middle and Secondary Education (MISE) prepares Critical Thinkers, Problem Solvers, and Professional Leaders who affirm principles of social justice and equity, in order to positively influence our communities and schools. Through a range of performance assessments, our candidates learn to link these critical perspectives directly to the contexts of classrooms, schools and communities.

Scope of Teaching and Learning Mission. We are committed to improving the learning opportunities for all children in Kentucky and beyond. We believe this occurs through a system of simultaneous renewal (Shroyer, Yahnke, Bennett, & Dunn, 2007). Simultaneous renewal seeks to blur the lines between K-12 schools and higher education, and the boundaries of Colleges of Education and Content Departments/Colleges, to encompass all stakeholders in improving student learning. It has two basic premises. First, a problem at any level is the joint responsibility of teachers, district leadership, teacher educators, and content faculty. Second, lasting change at any level requires change at all levels. If research indicates that middle school students learn a particular way, then this practice must be reflected across experiences in the University and in schools. If University professors or classroom teachers are not consistently modeling effective instructional strategies, then pre-service teachers will be unprepared for teaching, putting them at higher risk of not meeting the needs of their students or leaving the profession. The systemic change warranted in simultaneous renewal is fundamental change and our schools require fundamental change in order to prepare all learners for the 21st century citizenship.

Education Program Offerings. In order to prepare Critical Thinkers, Problem Solvers, and Professional Leaders systemically, we offer programs across the teacher professional continuum (See Figure 1) (National Board for Professional Teaching Standards, 2015).
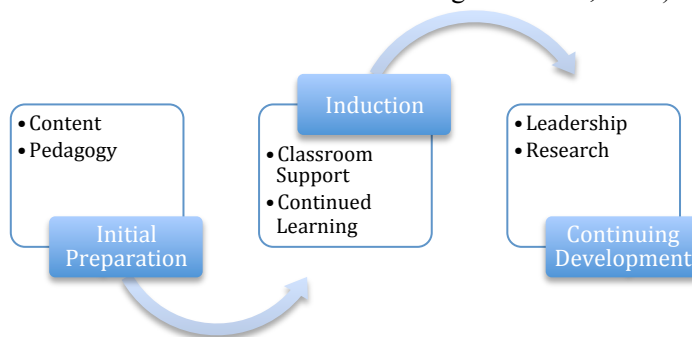

Figure 1. The teacher professional continuum.

We provide multiple pathways for the *initial preparation* of teachers. Within the Bachelor's program, we offer options for pursing K-12, middle and/or high school teaching in mathematics, science, social studies, English/Language Arts, world language (Spanish and French), biology, chemistry, physics, and business education. At the graduate level we offer a traditional and

alternative route to a Master's of Art in Teaching (MAT) in these same certification areas. In the Bachelor's degree and traditional MAT our students, which we refer to as teacher candidates, spend over 200 hours in school and community settings prior to a semester-long internship in schools. In the alternative route MAT, teachers learn to teach as they are teaching. This two-year program includes an intensive summer initiation, extensive mentoring, and evening courses throughout the two years. On average, we graduate approximately 100 new middle and secondary teachers each year, supplying Jefferson County Public Schools (JCPS) and the Ohio Valley Education Cooperative (OVEC) (our partner organizations), as well as other counties in Kentucky with teachers in content areas that are on Kentucky's "high needs" list.

Second, we provide support to teachers in the *induction phase* of teaching. First, our department hosts the Kentucky Teacher Internship Program (KTIP), a required and long-standing induction program in Kentucky. Each year over 500 new teachers are enrolled, a support committee is formed, and the committee and the candidate are engaged in professional development and a year of classroom support. Department faculty serve as teacher educators on many of these committees. Our redesigned Master's degree, the M.Ed. in Teacher Leader is also designed to support teachers in the induction phase, with the first three courses focused on improving teaching, learning and assessment of diverse learners.

Finally, the department offers a rich selection of *continuing development* for teachers. The full M.Ed. in Teacher Leader is designed to prepare teachers to become curriculum specialists and leaders in their settings (teacher-leaders, not administrators). Teachers can pursue expertise in a variety of specialties, including advanced study in any of the content areas, Instructional Technology, English as a Second Language, Classroom Reading, and Gifted/Talented. Additionally, teachers can extend beyond a Master's degree by pursuing a Rank 1 or a Ph.D. in Curriculum and Instruction. Beyond traditional coursework, our faculty are heavily engaged in professional development collaborations (See Partnerships and P-16 Collaborations below).

Developmental Curriculum Design. Each program has been defined by developmental phases. All initial preparation programs have four phases: Content Foundations, General Pedagogy, Specialized Content Pedagogy, and Clinical-Intensive (See **Attachment B**). The M.Ed. in Teacher Leader has three phases: Teaching Expertise, Specialization, and Leadership Development. Candidates must be successful at one level to advance to the next level, and this is assessed using course-created Hallmark Assessment Tasks, dispositions assessments, evaluations of performance in field experiences, and faculty recommendations. This is elaborated in Section 2, Parts iii and vi, but is mentioned here as part of our overall commitment to ensuring teaching and learning excellence in P-16.

Partnerships and P-16 Collaborations. MISE Department faculty participate in a significant number of teaching and learning activities beyond traditional courses. KTIP, described earlier, is one such example. Numerous summer institutes engage middle and secondary teachers as well as faculty. These include, but are not limited to, content-area literacy institutes, cognitive coaching training, National Board certification workshops, and Kentucky Core Academic Standards (KCAS) Leadership Networks or Next Generation Science Standards Networks. Additionally, we work extensively in Signature Partnership Initiative (SPI) schools, and have formal agreements with Westport Middle School and Seneca High School to partner to improve student learning. (See **Attachment C** for a list of MISE faculty participation in community engagement from the past year).

Stage 2, Section 2

To clarify for the reader, we use the term 'candidate' to refer to UofL <u>students</u> *becoming teachers (or that are teachers) and the term 'student' to refer to middle- and high-school students.*

i.   Commitment to exemplary teaching over time

The Department's philosophy on teaching is described in our College Conceptual Framework adapted to faculty teaching (See **Attachment A**). This framework is used within and across programs. Each faculty member uses this conceptual framework in their syllabus explaining how that specific course addresses the constructs within the framework. Stated simply, we believe that all children can learn and that such learning requires a high level of expertise. Teachers therefore must be lifelong learners continuing to adapt practice to meet their own students' needs and to reflect changing standards and research on learning. In our Stage 1 proposal, we describe our standards-driven, researched-based <u>Clinical Teacher Preparation Program</u> model. Within this model we identify three key 'pillars' that have led to the effective recruitment, retention, and ongoing professional learning of teachers. In this section, we use the three pillars to address our exemplary teaching overtime. While these components are inter-related and interdependent, in organizing this and other items in this way we hope to showcase how critical each pillar is in establishing and maintaining exemplary teaching over time.

(1) *Collaborative efforts to improve teaching and learning:* Excellent teaching requires excellent **assessments**. In the past five years, our faculty have formed a Methods Adhoc Working Group. All faculty who teach a content methods course (e.g., Science Methods) meet multiple times throughout the year to discuss the assessments they will use for course experiences and for the related field experiences. These have been revised almost every year, and revised extensively five years ago and again this year in order to meet changes in Professional Standards for teachers in Kentucky. An outcome of this work is a Field Log Binder that focuses candidate learning on planning, teaching, building community, equity, technology, and assessment of the candidates in their field placements. Through meetings and review of Student Learner Outcomes (SLOs) data, the faculty realized that assessing our candidates at the *standard* level did not provide enough information to inform course and program enhancements, so rubrics were revised to focus on indicators (lists of expectations within standards) and the rubrics were changed from three-categories to four categories so that more feedback could be provided to candidates. This group has also meet regularly with the part-time faculty who are involved in observing and assessing candidates in the field.

We have formed strong **inter-institutional collaboration**s. We meet with educators at the University of Kentucky twice a year, rotating locations, for the *UL/UK Educator Preparation Summit*. We collaborate with institutions within the Louisville area through *Colleagues United for Teacher Education (CUTE)*. This initiative includes Bellarmine, Spalding, Boyce College, and IU-Southeast. We share strategies on how to efficiently and effectively manage, deliver, and assess high quality courses and field experiences. Finally, faculty actively participate and provide leadership in **statewide organizations** focused on collaborating the preparation of teachers: (1) Kentucky Association of Teacher Educators (KATE) and (2) Kentucky Association of Colleges for Teacher Education (KACTE) and other content-focused state organizations (e.g., Kentucky Council of Teachers of Mathematics).

(2) *Commitment to Clinical Practice:* Perhaps the most significant thing we have done to improve teaching and learning is the creation and sustaining of our **Clinical sites**. Elements of this model are shared throughout the proposal; here we only share the impact on exemplary

teaching over time. First, courses are offered *on site.* In this way, simultaneous renewal occurs as preservice teachers, practicing teachers, and University faculty learn from each other as they study teaching and learning. Video software is used so that teachers can discuss key moments in a lesson. Methods used in settings are discussed in terms of their impact on all learners. Deficit perspectives (assuming students of color or living in poverty are not likely to achieve at high levels) are challenged in specific and meaningful ways.

(3) *Partnering with schools for equity and social justice:* Through **partnerships** we learn together about teaching and learning. At least 50% of our faculty spend significant hours in schools on a regular basis (See **Attachment C**). These partnerships provide opportunities to connect with classroom teachers and ensure there is a shared understanding about what effective teaching is within our content domains. The Kentucky Core Academic Standards (KCAS) Leadership Networks, which involved University content faculty (A&S), College of Education and Human Development Faculty, and School leaders and teachers, is one exemplar of such collaboration focused on effective teaching over time. The purpose of these Networks was to support the implementation of higher standards for Kentucky students, and to ensure that all students had access to such ambitious standards.

Numerous new and expanded **programs** are an indication of our commitment to excellence in teaching and learning. The UofL M.Ed. in Teacher Leader focuses heavily on equity and diversity. We have greatly expanded our ESL Endorsement in partnership with JCPS; a four-course sequence that better prepares teachers to support students whose first language is not English (the fastest growing population in the state). We have added a Gifted and Talented Endorsement, and designed options for Middle and Secondary candidates to add on certification for working with students with Disabilities.

Additionally, the department **invests resources** in teaching in many ways, including travel support for all faculty to attend and present at teaching-focused conferences. In any given year, 100% of our MISE faculty participate and/or present at teaching and learning conferences. We purchase the tools and technologies to model best practice for learning. All classrooms are equipped with SMART Boards, science and mathematics tools are purchased as needed, and rooms have been renovated to provide an environment in which candidates can engage in active learning, displaying work, and small and large group discussions. All field experience supervisors have been equipped with laptops and the related professional development to use web-based tools to support teacher candidates. We also purchase various print resources and software to support faculty teaching and learning. Evidence of our commitment to exemplary teaching can be seen in recent teaching recognitions of the faculty, for example Dr. Shelley Thomas receiving the University of Louisville Multicultural Award and Dr. Penny Howell was one of the finalists for the Faculty Favorites.

ii. Commitment to faculty development for teaching

The world is changing quickly, and therefore teaching must also be changing. It is a major responsibility and an obligation to stay informed about effective practices, as well as changes within the educational system. Middle and secondary faculty are highly engaged in continued learning, as well as facilitating such continued learning for other educators. Again, we sort our efforts based on our three pillars.

(1) *Collaborative efforts to improve teaching and learning:* Collaborations are formed to **support new faculty (part and full time)** and **graduate teaching assistants**. Each is assigned a course partner/mentor, as well as a general mentor. There is an extensive College faculty on-

boarding process that has been used as a model at the University of Louisville. For GAs (and instructors), our department offers (1) a teaching orientation focused specifically on course design and expectations and (2) a GA-Faculty Mentor community-building, kick-off event where we learn about each others strengths and interest related to the work (and other interesting facts) and (3) an assigned content expert meets regularly with GAs and observes and provides feedback/input, and (4) GA mentors meet with the GA and any teacher candidate who is not performing in the course. These supports provide strong guidance for GAs as well as ensure quality of coursework for teacher candidates. Full time faculty have several additional events in which they collaborate and support each other – a Department retreat that also has a community building element, collaborative course design meetings, and formal mentoring sessions.

Our commitment to faculty development is notable over the past five years as we have encouraged, even required, participation in standards and curriculum related to new state standards for students and for classroom teachers. For example, many of our faculty have participated in or facilitated the statewide **Kentucky Core Academic Standards** (KCAS) **Leadership Networks** since 2012 (four of our faculty facilitated the English/Language Arts and three of our faculty facilitated the mathematics, and 1 facilitated science).

As a department, we build in opportunities for our own **professional learning**. A recent example is that we had Stage One Family Theatre attend our faculty meeting (as well as our courses for Alternative Route teachers) to share with us how to use particular techniques to engage the audience. We have honored teaching excellence within our department, having our own faculty share their expertise within the department meetings. For example, Ms. Peggy Brooks has provided repeated opportunities for us to learn about effective teacher evaluation systems, Dr. Maggie McGatha has provided coaching (teaching) strategy training (e.g., paraphrasing and questioning), Dr. Caroline Sheffield has shared how to use literature to engage secondary students in content learning, and Dr. Tom Tretter has provided an extended exploration into the Next Generation Standards.

Additionally, many of our faculty have participated in numerous **campus opportunities** to enhance their teaching. The mathematics and science educators in MISE meet monthly with the mathematicians involved in the content preparation of teachers as an informal opportunity to learn about each others course content, assessment results, and goals for teachers and teaching. Middle and secondary faculty have been highly engaged and committed to exemplary teaching through the Delphi Center events such as presenting and/or participating in the Celebration for Teaching and Learning (Dr. Penny Howell, Dr. Ann Larson, Dr. Jan Calvert, for example), participating in i2a initiatives through faculty work groups and funding (Dr. Shelley Thomas, Dr. Melissa Shirley), attending Part time and full time faculty pursue support and improvement of teaching by participating in Delphi special training for Blackboard. As part of an effort to improve our literacy advanced program offerings, several faculty in MISE and Elementary Education Departments attended Delphi U, resulting in the creation of an online endorsement and online courses that are better designed to meet the needs of practicing teachers.

(2) *Commitment to Clinical Practice:* We devote a significant amount of time to staying current with the ever-changing world of schools. Student teaching in the state of Kentucky has moved to a **co-teaching model**. Rather than have the traditional, "you watch me, then you teach" there are seven different strategies for co-teaching – strategies that better support candidate learning and student learning. All of our faculty have participated in co-teaching training. Additionally, several of our courses have been re-designed to model co-teaching (e.g., EDTP 638 Instructional Strategies for Diverse Learners). All clinical faculty, from supervisors, to cooperating teachers, to mentors, have been trained in this model.

Kentucky has adopted a new **teacher effectiveness system**, and this system is for all teachers including first year teachers who must complete performance assessments aligned with the new system. All MISE Department faculty have participated in these trainings (one of our faculty has facilitated over 50 of these statewide), and we have used our training to revise all of our performance assessments in Phase 4 of our developmental initial preparation program.

(3) *Partnering with schools for equity and social justice:* As a department and as a larger education community, we have made it a priority to learn about and support the **SPI schools**, from students to programs, to special initiatives. Numerous **Diversity events**, organized by the college Diversity committee (Chaired by a member of MISE Department, Dr. Shelley Thomas) have provided forums to discuss social injustices and relevant events that impact our candidates, University students, and middle- and secondary-students. For example, Dr. Thomas facilitated Department, College, University, and public school forums for discussing the events in Ferguson, Missouri.

iii. Commitment to Student Success
As noted in Section 1 (Profile), the Department of Middle and Secondary Education is committed to student success across the teacher professional continuum, including learning opportunities at the undergraduate, master's, and doctoral levels.

(1) *Collaborative efforts to improve teaching learning:* Coordination and communication among faculty, staff, and administration in our department, the CEHD and our partners (on campus and in the community) is foundational to the success of scheduling, advising, recruitment, programing, and overall success for our candidates at all levels.

We collaborate extensively with the **Education Advising and Student Services** (EASS) professional staff to provide current and prospective candidates with academic counseling, admissions support, teacher certification information, and student services to meet personal, academic and career goals. We recently created virtual environments where faculty within EASS and within MISE can post and review information on candidates, providing a much improved way to monitor candidate progress. MISE Department faculty participates regularly in the recruitment events for our college that are planned by staff in the EASS. These events are information sessions, guest presentations in freshman level courses, guest speaking at community college campuses, and new student/family days hosted by U of L. We have developed numerous **protocols** to **support candidates**. We honor a 48-hour advising turn-around time, and also encourage candidates to seek support through the Department office or the EASS. When candidates struggle, we implement a *Communications of Concerns* process or an *Intensive Assistance Plan*. Such efforts involve the candidate, an advisor/advocate, faculty instructor or mentor, and an administrator.

Teacher candidates in MISE Department have multiple opportunities to engage in professional collegiate organizations and **special projects that promote excellence**. Dr. James Chisholm is the co-sponsor of the collegiate chapter of Kentucky Education Association, which hosts regular book fairs and other community service projects. Dr. Jennifer Bay-Williams founded the Kappa Delta Pi Education Honors Society for the CEHD, which sponsors a variety of community service projects as well. Additionally, MISE candidates with a GPA of 3.75 or higher are encouraged to participate in the CEHD Summa Cum Laude Honors Project with their faculty advisor. Since the redesign of the Summa Cum Laude Honors project in 2013, 7 of the 14 CEHD Summa Cum Laude recipients have been candidates from the MISE Department. Additionally, 3 of the 10

2015 University of Louisville Fulbright Scholars are current candidates or alumni of the department.

Many complexities exist with class **scheduling coordination with our campus partners** where our candidates are required to complete coursework in a number of other colleges and departments on campus as well as a minimum of 200 hours of field work in our partner schools. We plan the course sequence for the candidates' professional coursework with the schedules of our content area partners in Arts and Sciences in mind. MISE content area faculty consistently meets with faculty in their respective content areas in an effort to be aware of course offerings to eliminate conflicts with the MISE professional coursework. We also work closely with **school and community organizations** in the development and implementation of site-based professional coursework. Three of the primary courses for the program were moved from a campus location to one of our Signature Partnership Initiative Schools, Westport Middle School and Seneca High School. The courses are scheduled back to back when possible to reduce the number of times candidates need to travel to our partner schools. We have worked with candidates who have not had transportation or needed additional time to get to our school sites.

(2) *Commitment to Clinical Practice:* With our candidates regularly embedded in clinical sites there are many opportunities for them to engage in learning experiences outside of the regular classroom. Candidates at Westport Middle School participate in Professional Learning Communities with teachers of their respective content areas weekly. These opportunities allow them a window into the professional conversations of veteran teachers and help them begin to conceptualize the importance of data analysis and planning. While in these contexts, our candidates are also invited to participate in parent-teacher conferences, school-wide activities, and professional learning opportunities. Since September of 2013 MISE candidates have been responsible for completing over 500 goal-setting conferences with individual middle school students at Westport Middle School.

(3) *Partnering with schools for equity and social justice:* In an effort to maintain our commitment to social justice and equity, our department works to recruit candidates from underrepresented groups in collaboration with our Minority Teacher Recruitment Program. Since 1985, the Minority Teacher Recruitment Project (MTRP) has been addressing the shortage of minority teachers in our nation's classrooms. The program is a partnership among the University of Louisville's College of Education and Human Development, JCPS, and OVEC.

Our department's commitment to equity and social justice is also realized through a variety of **experiences outside of the classroom** that support the development of cross-cultural competence in our teacher candidates. Candidates in all initial programs provide academic support to English Language Learners, engaging in conversation one-on-one with non-native speakers at the local the Conversation Club, working as a tutor at Portland House, and/or assisting at the JCPS Newcomers Academy. We have significantly increased the **international learning** options and teacher candidates have multiple opportunities to participate in international student teaching experiences where they work with local schools and teachers to better understand the cultural norms and educational opportunities of the students in the host country.

We have received **positive feedback from our employers** regarding the quality of our teacher candidates. In the 2015 Employer Satisfaction survey issued by the Education Professional Standards Board (EPSB), 23 questions asked how well prepared candidates are related to specific skills. Across all items, employers stating good or very good ranged from 87% - 97%. This is remarkable given the number of changes that have occurred in middle school education in the past 10 years. Highlights include that 97% agree or strongly agree that our candidates

demonstrate interest in students' academic progress; 96% agree or strongly agree our candidates are committed to life-long learning; and 94% agree or strongly agree that our candidates understand and are implementing the (new) KCAS standards, know their content, and can communicate course content effectively. Survey respondents over the past three years noted that their overall impression of the quality of initial teacher preparation at the College of Education and Human Development was good or very good 74/82 (90%), 45/47 (96%) in 2014, 62/68 (91%) in 2015. And, when asked about their overall impression of our graduates 77/82 (94%) in 2013, 44/47 (94%) in 2014, 67/70 (96%) in 2015 responded good or very good (conversely across the three years 2/199 (1%) reporting poor and 0 (0%) report very poor).

iv. Commitment to exemplary collaboration
As our Stage 1 proposal, and the sections above address, collaboration is one of the pillars of our programs. These collaborations are extensive, involving University faculty within the CEHD and across campus, other institutions, K-12 schools, community organizations, and professional organizations. In this section, we do not re-visit our three pillars, but describe three impactful collaborations.

First, we redesigned our middle school undergraduate program. National standards written by the Association of Middle Level Educators (AMLE, 2012), emerging research on the middle-level learner, and local data and feedback from principals indicated our Middle-level program needed to be revamped. Middle level teacher candidates must understand the interdisciplinary nature of knowledge to help young adolescents make connections among subject areas (See **Attachment D**). Teachers are better able to develop and implement relevant, challenging, integrative, and exploratory curriculum when they are prepared to teach in *two* content areas. In the 2012-2013 academic year the faculty of the MISE Department worked in collaboration with faculty from 10 departments in the College of Arts & Sciences to create program options for teacher candidates to seek certification in grades 5-9 in two content areas (See **Attachment E**). School personnel in JCPS and OVEC provided input and feedback. This collaboration resulted in 11 combinations for dual content area certification for our middle-level teacher candidates. The result is a program that better reflects research and standards in the field, stronger relationships across campus and with schools, and better prepared teachers to support young adolescents. In the fall of 2013, the MISE Department received funding to design and implement a formal, school-embedded, clinical teacher preparation program with Westport Middle School in JCPS. Three-fourths of the MISE Department faculty were engaged in this initiative, contributing in a way aligned with their expertise. Professional development focused on mathematics, supporting diverse learners, reading in the content area, preparing Gifted/Talented students, and so on. This relationship has led to a significant increase in community engagement with the clinical site through a variety of programs impacting students, teacher candidates, teachers, administers, and university faculty. This site and our clinical teacher preparation model have received national recognition and local media attention, as recently as a full-page article in the Courier Journal in August 7, 2015.

Building on the middle level clinical teacher preparation model, the MISE Department received a second grant in 2015 to extend the clinically-based teacher preparation program at Seneca High School, a large suburban high school in JCPS. It builds on the previously established working collaboration among educators to offer a more authentic, comprehensive, and systemic approach to teacher preparation using a clinical model. It also builds on knowledge gained from our clinical models at the elementary and middle school levels and in that respect represents further expansion, scale up, and sustainability of a clinical teacher preparation model more broadly.

Second, we more than doubled the number of hours our initial candidates spend in school settings to include 200 hours *prior to* student teaching (See **Attachment F**). The NCATE (2010) Blue

Ribbon Panel report calls for teacher preparation that is clinically based and integrated with the practice and pedagogy of learning to teach. School-embedded teacher preparation provides the opportunity to guide candidates to the explicit connections between what they are learning in their coursework and what they are observing and experiencing in their field work (Darling-Hammond, 2006, 2010). When candidates have the opportunity to participate in a school setting beyond a prescribed number of observation hours, they are able to see the importance of creating learning communities in their classrooms that support and nurture the development of their students (Howell, 2012). Through significant collaboration with department faculty and school personnel, we carefully crafted a developmentally appropriate, field-based program. Not only are teacher candidates in schools more, they have increased their responsibilities and contributions within the schools, for example completing a leadership project for the school in which they student teach. Co-teaching with classroom teachers and engaging in regular activities with schools better prepares our candidates to be teachers in an urban context and enhances faculty teaching and learning while they are working in schools alongside teachers and teacher candidates.

Third, we have partnered with JCPS to prepare advanced candidates to work with diverse learners. The MISE Department formed a Memorandum of Agreement (MOA) with JCPS to prepare teachers with English as a Second Language (ESL) Endorsement. Working with the JCPS Newcomers Academy, we now run a summer-intensive ESL Endorsement program that annually prepares 15 – 20 teachers. These teachers are then hired to work at the Newcomers Academy, or in other JCPS schools with high populations of English language learners. In addition, and in collaboration with A&S and JCPS, the MISE Department contributed to the development of a UofL Diversity Certificate. JCPS fully-funded a cohort of teachers to pursue a Master's degree in our Department, resulting in new diversity-prepared leadership capacity in JCPS. A second cohort is in development.

v. Commitment to linking discovery, creative activity, and engagement with teaching and learning

As a department of teacher leaders, teacher educators, and education researchers, we continually link research, discovery, and creative endeavors with teaching and learning. The middle school redesign, for example, emerged from Dr. Howell's knowledge and research in this area. Similarly, revisions in course offerings and course content in the area of literacy are the result of Ms. Wolph's and Dr. Chisholm's expertise in writing and literacy, and the extensive professional development related to Cognitive Coaching (as well as the inclusion of coaching in our advanced program coursework) is the result of Dr. McGatha's expertise in this area. Many more examples exist. Each month at department meetings, one faculty member begins the meeting by sharing his/her current research projects. Discussions following these short talks provide a forum for connecting faculty on shared interests, while also informing our program efforts.

Our commitment to External funding in 2014 and 2015 we had 35 funded projects totaling over $2.5 million that focused on teaching and learning broadly, and 25 of these focused explicitly on the improvement of teaching and learning in Grades 6 – 16. Collectively, our department has published approximately 25 manuscripts (refereed, national journals) each year and over 100 presentations at national and state conferences. All of these manuscripts and paper presentations focus in some way on teaching and learning. Publications in practitioner journals, along with research journals, are common and valued in the department. Faculty are encouraged to have a broad impact, and if having an impact means communicating directly to administrators, teachers, or policy makers, other teacher educators, and education researchers, then such journals must be among the outlets members research agenda.

The CEHD supports faculty research on teaching and learning that directly impacts schools. The Nystrand-Offutt Scholar is an early career faculty member engaged in research related to the Nystrand Center's work. The funds provide time for the Scholar to conduct research during the spring semester, analyze data and write during the summer, and travel to present about the work at a national conference during the following year. The creation of Summa Cum Laude projects (discussed above) is another opportunity to bring faculty and student expertise into the study of teaching and learning.

vi. Commitment to ongoing assessment and improvement of teaching and learning

The CEHD/MISE Continuous Assessment Record and Documentation System (CARDS) is used to monitor student learning from admissions, midpoint, and exit (CARDS 1, 2, 3 for teacher preparation and CARDS 4, 5, 6 for advanced programs) (See **Attachment G**). Each required course in every program has a signature assessment, a Hallmark Assessment Task (HAT), which was strategically created to address selected professional standards. This ensures that all standards for teachers are addressed in a deliberate manner across the program. HATs and rubrics are aligned, where appropriate, to include the Paul-Elder critical thinking Elements of Thought and Intellectual Standards. The i2a Elements of Thought and Intellectual Standards are also included in the standards database in LiveText$^{©}$ which allows faculty to embed critical thinking standards in their rubrics for other course assignments and to pull student performance data on critical thinking. Additional sources of program assessment data are course evaluations and a voluntary survey distributed to candidates at some point during their program (QMS).

Progress is monitored through an E-data system, LiveText$^{©}$, and Digital Measures. This data is analyzed by program and reported annually on the university's Student Learner Outcomes (SLOs) report in which we focus on 10 Key Assessments that are critical to effective teaching. The overarching goals of the 10 Key Assessments are to ensure that all teacher candidates demonstrate (1) sufficient content knowledge and effective communication of content, process, and products to support diverse learners; (2) ability to design and implement instruction to meet diverse student needs and talents; and (3) develop critical thinking skills as they apply what they have learned to the real work of teaching. In addition, the data is used to monitor individual teacher candidates, providing additional support when needed through Intensive Assistance Plans.

Based on feedback from these multiple data sources, we continuously make program adjustments to better meet the needs of our teacher candidates. Some examples of program revisions made over the past several years include (1) moving student teaching to the Fall semester where candidates are more able to learn how to build a classroom environment, advantaging technology and employing formative assessment techniques; (2) increasing field experience hours from about 100 to more than 200 prior to student teaching in order to increase the connection between courses and applications; (3) infusing a stronger assessment focus into EDTP 501 General Methods; and (4) increasing the use of technology within courses in the program.

Candidates' overall impressions of the MISE Department programs have been very positive. In the Spring 2014 New Teacher Survey, UofL student teachers (across programs and levels) reported favorably (good or excellent) preparation across all KTS standards 91% of the time (compared to the state average of 90%), and higher than the state average on 7 of the 10 KTS Standards individually (same on two standards and lower on one standard). For example, UofL student teachers reported favorably 89% on Standard 10: Provides leadership with school/community/professions compared to the state average of 84%. The faculty in MISE consistently have above average teaching evaluations from candidates on the end-of-course evaluations with an average around 4.3/5.0.

vii. Commitment to fulfilling the university's mission around educational excellence
In the Department of Middle and Secondary Education, we provide initial certification through a bachelor's route and Master's route. We provide ongoing support to practicing teachers through the offering additional teacher certifications and endorsements through Master's degrees and non-degree, and we provide a doctoral program in Curriculum and Instruction. Additionally, we offer a General Education course with a small class size so that interested UofL students can participate in classroom discussions about critical issue in education, as well as participate in relevant field experiences. Each year over 350 UofL students enroll in this course. Through its curriculum, the programs within the MISE Department advance the strategic area of *Educational Experience*. All of our programs are designed with "Ideas to Action" at its core. It provides multiple experiences for candidates to learn in collaboration with teachers, their students, and the community of professional teaching networks. A significant illustration of this commitment to "Ideas to Action" is that the content methods courses have been planned with the input of former MAT candidates, colleagues in local area schools, faculty in Arts & Sciences and Education departments, doctoral candidates, and other MISE Department faculty.

As described throughout the application, the Department of Middle and Secondary Education makes significant contributions to UofL's mission to establish *Partnerships and Collaborations* **(**See **Attachment C)**. In this way, UofL faculty (content and education) and teacher candidates contribute to and learn from middle and high school teachers and students, and collectively we are able to make needed changes to schools and communities. In addition, the program prepares (initial level) and supports (induction and ongoing) teachers who often are hired to work in diverse, high poverty schools. As our graduates gain experience, they become mentors for new teacher candidates, forming a cycle of teacher professional learning that provides sustainable and high quality partnerships focused on improving learning for middle-level and high school students.

Accessibility, Diversity, Equity, **and** *Communication* are infused throughout our programs, courses, field experiences, research, and collaborations. Teacher candidates and teachers are encouraged to think of teaching and learning as sites where social justice can be actualized. Throughout their programs, candidates continuously develop more complex perspectives of social justice in action as they gain opportunities and experiences. Candidates link these perspectives directly to their content areas within the contexts of classrooms, schools and communities.

To summarize our application, we share five features that we feel ensure our educational excellence across our programs:

1. Nationally recognized clinical model with school-based courses focused on connecting theory and practice.
2. Specialized content methods courses taught by national leaders and researchers in teacher education specific to the content domain.
3. University-School partnerships that provide a pipeline into partner districts (Jefferson County Public Schools (JCPS) and Ohio Valley Education Cooperative (OVEC)).
4. Inclusion of technology throughout the program to support teaching and learning.
5. Performance-based assessment tools and rubrics aligned with the Educational Professional Standards Board (EPSB) Kentucky Teacher Internship Program (KTIP) and the KDE Professional Growth and Effectiveness System (PGES) to ensure a smooth transition into teaching.

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Attachments

Attachment A: *Shaping Tomorrow: Ideas to Action* Conceptual Framework

Constructs:	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Educators	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Conceptual Framework Construct 1: Inquiry

Effective educators engage in inquiry to develop a knowledge base that will equip them to teach effectively. This inquiry allows us to use a variety of planning, teaching, and assessment strategies that typify effective teaching and learning; study and model examples of effective practice; and reflect on their own practice through journal writing, reflection of lessons and observations and continued professional development. Effective teaching is supported by initiating our own research on teaching, proving data from which we can reflect on methods of instruction for the purpose of personal and professional growth, as well as inform the profession.
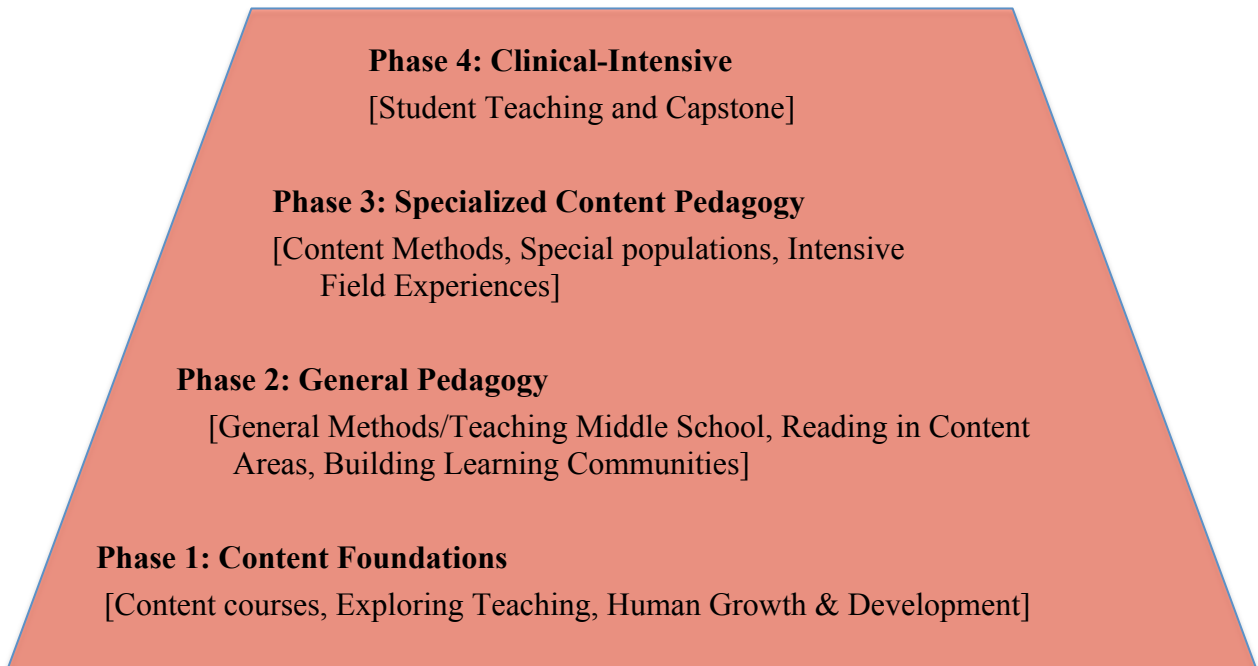
Conceptual Framework Construct 2: Action

Effective educators model research-based practices, such as incorporating culturally responsive instruction, collaborating with colleagues, posing higher-level thinking questions that ask candidates to compare, contrast and create, and infusing technology and other tools to support the development of conceptual understanding of abstract ideas. The result of such pedagogies is the creation of reflective problem solvers and critical thinkers.

Conceptual Framework Construct 3: Advocacy

We are each charged with using our knowledge to improve the lives of students, parents, and community members. This includes a strong commitment to affirm issues of race, ethnicity, culture, gender, sexual orientation, class, language ability, and special needs as well as different learning styles; and respond constructively to socio-cultural differences and to sociopolitical contexts in urban and rural settings, with the goal of serving diverse learners in culturally and linguistically responsive ways. This goes beyond teaching to include service and leadership.

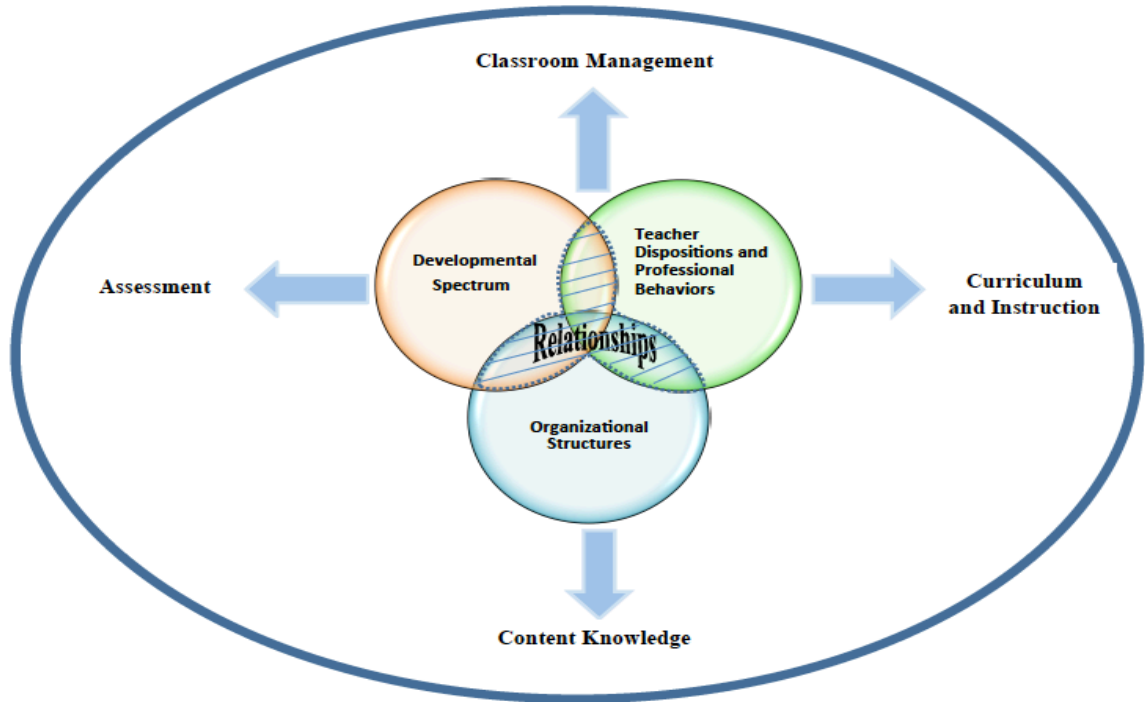**Attachment B. CEHD Developmental Teacher Preparation Model**

Phase 4: Clinical-Intensive

[Student Teaching and Capstone]

Phase 3: Specialized Content Pedagogy

[Content Methods, Special populations, Intensive Field Experiences]

Phase 2: General Pedagogy

[General Methods/Teaching Middle School, Reading in Content Areas, Building Learning Communities]

Phase 1: Content Foundations

[Content courses, Exploring Teaching, Human Growth & Development]

Attachment C. MISE Campus and Community Partnerships 2014-2015

Project Title	Brief Description
A&S STEM Departments-Middle and Secondary Educ. Early Start Noyce [SPI]	*NSF-funded effort to recruiting and scholarship support for strong STEM majors to pursue middle or high school STEM teaching.*
A&S – CEHD-JCPS Graduate Education in Mathematics and Science (GEMS)	*Six-year NSF-funded effort to partner JCPS K-8 science and math teachers with UofL STEM graduate candidates to learn pedagogical skills with benefits for all participants.*
Adolescent Literacy Project [SPI]	*The project is focused on content area literacy for middle and secondary teachers and is funded through the Collaborative Center for Literacy Development.*
After-School Space Engineering Boot Camp	*An intensive, hands-on after-school science program modeled on the planetarium's weeklong, full day Space Engineering summer camp spanning a 4-week period with kids meeting four times a week for 2.5 hours per session.*
Anne Frank: Bearing Witness	*Integrate arts-based instructional strategies in English language arts and social studies classrooms at four community middle schools to teach and learn about the Holocaust and the Anne Frank narrative.*
Brandeis School of Law, CEHD, and Central High School [SPI]	*Provide annual training to prepare law students to teach high school students at Central High School.*
Carroll County Professional Development in Writing and Content Literacy	*Professional Development in Writing and Content Literacy to enhance literacy across the curriculum.*
CEHD-Engineering-Delphi Center Faculty Learning Community (FLC) [i2a].	*Faculty from different engineering departments and Middle and Secondary Education participated in FLC to plan and implement student collaborative learning across the engineering curriculum.*
CEHD, A&S, Engineering: Retention Improvement for Mathematics, Engineering, & Science (PRIMES)	*NSF-funded initiative targeting retention improvement in undergraduate first-year STEM courses in A&S STEM and engineering courses.*
Cognitive Coaching Initiative	*Cognitive Coaching℠ is a set of skills, strategies, and tools as well as a way of working that invites self and others to shape and reshape their thinking and problem solving capacities. Districts register each semester for a series of 8 sessions in which participants can become certified.*
Continuous Assessment & Algebraic Thinking	*Partnership with University of Kentucky PIMSER to support Elementary teachers in eastern KY to infuse algebraic thinking and formative assessment into their mathematics teaching.*
Frazier Museum	*Museum-based education course taught entirely onsite at the Frazier History Museum.*
Hands-on, Minds-on Summer Science Camp	*Provides authentic science experiences in the community for under-served academically talented middle grade students in the Jefferson County Public Schools (i.e. the Whitney Young Scholars).*
JCPS-CEHD- Arts & Sciences ESL Initiative [SPI]	*Provides 9 to 12 hours of courses leading to ESL endorsement for JCPS teachers, addressing high needs area*

	for district.
Junior Humanities and Science Symposium	*Regional science fair competition as part of national competition.*
K-12 Science Programming Support	*Provides K-12 field experiences designed to meet the National Science Education Standards as well as state-level core curriculum science standards. Provide science education professional development to K-12 educators.*
Kentucky Teacher Internship Program (KTIP)	*Provides mentors for beginning teachers throughout the state. These mentors comprise a committee of three that is appointed for each beginning teacher. They work with the intern throughout the entirety of the first year of teaching.*
Louisville Metro Space Engineering Summer Camp	*Provides authentic science experiences for under-served middle grade students in Louisville Metro District 5. The camp was held at West Louisville Youth Space (23rd and Market) and was our first community-based camp.*
Louisville Writing Project	*A 'top 5' of national listing of writing networks focused on the improvement of writing in the public schools (P-16) through the development of teacher leadership in literacy.*
Metro and Surrounding Community Outreach (Planetarium) [SPI]	*Engage the surrounding community in meaningful activities to build community support for the planetarium.*
NGSS Science Teacher Leader Networks	*Strengthen abilities of Science Teachers to implement NGSS.*
Ohio Valley Educational Cooperative (OVEC) Placement Partnership	*The Ohio Valley Education Cooperative is a consortium of districts surrounding Louisville and part of the University's service area. The CEHD has worked to increase its partnerships with these districts, including increased placement of teacher candidates.*
OVEC Task Forces: Adolescent Literacy, Secondary Math, Closing the Achievement Gap, & Aspiring Principals	*The OVEC districts identified four areas of need in terms of improving student learning: Adolescent Literacy, Secondary Mathematics, Closing the Achievement Gap; Aspiring Principals.*
Planetarium Outreach to Community [SPI]	*Develop & deliver educational and engaging space science & earth science to Louisville and surrounding region.*
Seneca High School - MISE Clinical Site [SPI, i2a]	*Partnership with many components focused on improving teaching and learning for all students.*
University of Louisville/Teach Kentucky (TKY) Partnership [SPI, i2a]	*The U of L/Teach KY Partnership to attract top performing students to the teaching profession who will live and work in the metropolitan area.*
UofL-Stage One	*Improve teacher awareness and skills in the use of body language and drama techniques to enhance classroom management and instructional impact.*
Using Backchanneling to Enhance Adolescents' Response to Literature	*Exploratory study of the use of digital technology to support students' response to and dialogue about literary texts.*
Westport Middle School-MISE Clinical Site [SPI, i2a]	*Partnership with many components focused on improving teaching and learning for all students*
You've Got the Write One [SPI]	*Summer academic enrichment camp for rising 4th-8th graders emphasizing cross-disciplinary technology-enhanced studies in engaging and meaningful ways.*

Attachment D. Middle-Level Task Force Partners in A&S and MISE

Framework for Effective Middle Level Practices

Howell, Cook & Faulkner, 2013

Attachment E. Middle-Level Task Force Partners in A&S and MISE

	English	Beth Wiley
A&S Faculty	Math	Thomas Riedel
	Biology	Joe Steffen
	Chemistry	Christine Rich
	Geo Sciences	Jafar Hadizadeh
	Physics	David Brown
	History	Mark Blum
	Political Science	Allison Martens
MISE Faculty	English	Penny Howell
	Social Studies	Caroline Sheffield
	Science	Melissa Shirley; Tom Tretter
	Special Education	Tricia Bronger
	Math	Jennifer Bay-Williams
	Education Advising	Betty Hampton

Attachment F. Middle Clinical Placement Elaboration for Initial Preparation

Courses Requiring Field Experiences (MAT)	Field Experience Description Current # of hours
EDTP 602 **Exploring Teaching**	Field Requirement: The field requirement is a total of **30 hours: 15 hour placement in classroom setting that represents your content and level; 10-hour service project; and 5 hours to complete state regulation activities.** Placement sites are selected each semester based on instructor input and site availability.
ECPY 607 **Theories of Human Growth & Development**	**Field Requirement:** The field requirement is **20 hours: 10 hour tutoring project** working one-on-one with a student one hour a week for a total of 10 weeks and **10** hours additional tutoring at an approved site, to expand grade level experiences. Placement sites are selected each semester based on instructor input and site availability.
EDSP 545 **Exceptional Child in the Regular Classroom**	**Field Requirement:** The field requirement has a minimum of **36 hours** in a collaborative setting with a regular classroom teacher and/or special education teacher. *Additional hours will be required to accrue the 200 hours required by regulation.*
EDTP 620 **Reading And Writing Across the Curriculum**	**Field Requirement**: The field requirement is **20 hours**: a 15 hours working with English learners and 5 hours working with other school professionals.
EDTP 607 Middle School Language Arts Methods **EDTP 608 Middle School Mathematics Methods** **EDTP 609 Middle School Science Methods** **EDTP 610 Middle School Social Studies Methods**	**Field Requirement:** The field requirement has a minimum of **48 hours** (two hours, two days a week throughout the semester; 12 weeks). *Additional hours will be required to accrue the 200 hours required by regulation.*
EDTP 541 **Teaching Middle School**	**Field Requirement:** Candidates will be engaged with middle school students throughout the semester as an integrated part of the course. The field requirement is **20 hours.**
Additional Content Methods Course	**Field Requirement:** The field requirement has been modified for candidates seeking dual certification. Each content course will require **36 hours for a total of 72 hours** for the semester. The Field Log Binder guides candidates in the number of hours completed for each methods course throughout the semester

Attachment G. Continuous Assessment Record and Document System (CARDS)
Example 1 of 2: Initial Preparation (CARDS 1 – 3)
MAT (Regular Route)

Criteria	CARDS 1 Admission	CARDS 2 Pre-clinical /Mid-point	CARDS 3 Clinical Practice/ Completion
Required Check-Points:	**Admissions Check-Points:** **Written Communication:** ENG 102 (C or above) or equivalent writing course, 3.5 or better on the writing section of the GRE, or **Oral Communication:** Speech communication **or equivalent (C or above) or speech proficiency exam** **3 letters of Recommendations; Statement of Understanding of Admissions Guidelines;**	**Mid-Program Check-Points:** **Field Experience Required Checks:** Background Check / TB **Student Teaching Required Checks:** State Criminal Check/TB; Medical/Federal Criminal Check /Insurance Satisfactory **dispositions** assessment; Positive **program recommendation**	**Program Completion Check-Points:** **Graduation Application** **(EAC) TC 1 Completed** Employment Application Procedures Degree Check
Academic Content and Professional Knowledge	**GPA:** 2.75	Within 3 credit hours of completing content requirements Completion of required core and methods courses with a C or better	GPA: **Cumulative 2.75** 2.0 or higher in student teaching Certification course work **c**umulative GPA: 2.5 PLT Exam
Academic Competency – Content Knowledge	GRE V-150 Q-143 A-4.0 or PPST scores (R-176, M-174, W-174, effective 9/1/2012)		Praxis II: Relevant Content Area Exams for all areas of Certification Content course work cumulative GPA: 2.5;
Conceptual Framework Constructs	**Ideas to Action Holistic Construct Rubric** (Personal Statement, Letters of Recommendation, Interview, etc.)	**Ideas to Action Holistic Construct Rubric --**Content Methods (HAT): Standards-based Unit of Study	**Ideas to Action Holistic Construct Rubric -** EDTP 677 Capstone (HAT) Instructional Sequence
Field and Clinical Placements		**Field Hours-** Minimum of 200 hours Data gathered within courses and through Field Experience Log Successful **Dispositions**	**Field Hours- 70 days of student teaching 4 lesson cycles; 4 Formal Observations using Student Teaching Observation Form completed by assigned university supervisor)** Successful **Dispositions**
Conceptual Framework Dispositions	**Ideas to Action Unit Dispositions Rubric** (Personal Statement, Interview, etc.)	**Ideas to Action Unit Dispositions Rubric-**Content Methods (HAT): Standards-based Unit of Study	**Ideas to Action Unit Dispositions Rubric --** EDTP 677 Capstone (HAT) Instructional Sequence
Technology	**Acceptable Use of Technology Agreement**	**Unit Assessment for Technology-**Content Methods (HAT): Standards-based Unit of Study	**Unit Assessment for Technology--** EDTP 677 Capstone (HAT) Instructional Sequence
Diversity		**Unit Assessment for Diversity-**Content Methods (HAT): Standards-based Unit of Study	**Unit Assessment for Diversity--** EDTP 677 Capstone (HAT) Instructional Sequence
Evidence of Planning		**Unit Assessment for Evidence of Planning-** Content Methods (HAT): Standards-based Unit of Study	**Unit Assessment for Evidence of Planning--** EDTP 677 Capstone (HAT) Instructional Sequence
Impact on P-12 Student Learning			**Unit Assessment for Impact on P-12 Student Learning-** EDTP 677 Capstone (HAT) Instructional Sequence
Kentucky Teacher Standards (KTS)		Content Methods (HAT): Standards-based Unit of Study	EDTP 477 Capstone (HAT) Instructional Sequence; Professional Growth Plan, & Leadership Projects

Criteria	CARDS 4 Admission	CARDS 5 Mid-Program	CARDS 6 Completion
Required Check-Points	**Admissions Application** **2 Letters of Recommendation** **Professional Growth Plan** Completed within the first semester of the program – Monitored by Faculty Advisor **Self-Assessment on *Kentucky Guide to Reflective Practice* (all 7 standards)** Completed within the first semester of the program – Monitored by the Faculty Advisor **Personal Statement**	**Curriculum Contract based on candidate self-assessment and Professional Growth Plan** (must be signed by advisor and candidate and submitted to the EASS) **Midpoint Self-assessment on *Kentucky Guide to Reflective Practice*** (standards 1-4 only) –	**Revised Professional Growth Plan Final Self-Assessment on *Kentucky Guide to Reflective Practice* (all 7 standards) Graduation Application** **Degree Audit** **TC 1**
Academic Content and Professional Knowledge	GPA Cumulative, at least 2.75 Minimum	**GPA:** Cumulative, at least 3.0	**GPA:** Cumulative, at least 3.0
Academic Competency: Content Knowledge		Midpoint HAT check (Level I HATs)	Level II and III Assessment Check
Code of Ethics	Signed Professional Code of Ethics for KY School Personnel		
Conceptual Framework Constructs	I*deas to Action* Holistic Construct Rubric	***Ideas to Action* Holistic Construct Rubric** EDAP 638	***Ideas to Action* Holistic Construct Rubric** EDAP 677
Conceptual Framework Dispositions	*Ideas to Action* Unit Dispositions Rubric	***Ideas to Action* Unit Dispositions Rubric**	***Ideas to Action* Unit Dispositions Rubric** (Level II & III HATs; Exit Work Samples)
Field and Clinical Placements		**Reflection on Diversity Field Experience** Advanced Program Diversity Rubric EDAP 638	**Clinical Practice/ Internship/Practicum Observation Form –**
Technology	**Signed Technology Agreement**	**Unit Assessment for Technology** (Level I HATs)	**Unit Assessment for Technology** EDAP 677
Diversity		**Reflection** on Diversity Field Experience **Unit Assessment for Diversity** (Level I HATs)	**Unit Assessment for Diversity**
Evidence of Planning		**Unit Assessment for Evidence of Planning** (Level I HATs)	
Impact on P-12 Student Learning		**Unit Assessment for Impact on P-12 Student Learning** (Level I HATs)	**Unit Assessment for Impact on P-12 Student Learning** (Level III HATs; NBPTS Entry #4)