MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Coordinator of Educator Preparation

DATE: February 15, 2016

SUBJECT: Continuing State Accreditation for Earlham College Educator Preparation program

Educator preparation institutions in Indiana are eligible for state accreditation of their preparation programs if they meet the requirements of 511 IAC 13-1-1. Educator Preparation Programs (EPPs) meeting national accreditation by the National Council for Accreditation of Teacher Education (NCATE) also meet the professional standards required for Indiana accreditation (511 IAC 13-1-1, Sec. 1, (b), (6), (A)) and are not required to undergo a separate state review process. A few smaller EPPs, such as Earlham College, elect to seek state-only accreditation and submit to a state review process aligned to the process of a national team review.

Earlham College offers a secondary licensure program through its Master of Arts in Teaching (M.A.T.) program. It is an 11-month program for graduates seeking to become licensed teachers who already have a bachelor's degree and possess strong content knowledge. The number within each cohort has ranged from just under ten (10) to approximately twenty-five (25).

A state-only continuing accreditation visit using NCATE standards occurred on October 5-7, 2015 at Earlham College. This visit, as in 2007, involved three state examiners invited from other EPPs and a state consultant. Team members visited the campus; interviewed faculty, staff, students, and local P-12 field placement teachers and administrators; and reviewed a variety of on-site and electronic exhibits. Following the visit, the team concluded that all standards were met. A few areas for improvement were also shared.

The DOE would like to thank the faculty, staff, and administration at Earlham College for their hard work and dedication to our future educators.

SBOE action needed: As provided in 511 IAC 13-1-1, the DOE requests the State Board of Education accept the recommendation of the state review team and approve continued state accreditation status for the teacher preparation program at Earlham College, Richmond, Indiana. The next accreditation visit will be planned for Fall 2022.

STATE TEAM REPORT

State of Indiana

ACCREDITATION VISIT TO:

Earlham College
Richmond, Indiana
October 5-7, 2015
Three (3) Team Members and
One (1) State Consultant

Type of Visit

First	
Continuing	X
Combination	
Probation	
Focused "At-Risk"	

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TABLE OF CONTENTS

SUMMARY FOR PROFESSIONAL EDUCATION UNIT
National Council for Accreditation of Teacher Education

Institution: ___Earlham College_____

Standards		Team Findings	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Professional Dispositions	M	N/A
2	Assessment System and Unit Evaluation	M	N/A
3	Field Experiences and Clinical Practice	M	N/A
4	Diversity	M	N/A
5	Faculty Qualifications, Performance, and Development	M	N/A
6	Unit Governance and Resources	M	N/A

M = Standard Met
NM = Standard Not Met
N/A = Not Applicable (Programs not offered at this level)

INTRODUCTION

A.   The institution

Earlham College is a four-year, independent institution located in Richmond, Indiana. Earlham College is rooted in the Great Migration of Quakers in the early nineteenth century. It was founded by the Religious Society of Friends (Quakers) in 1847 and continues to embrace the values of its founding group. The Friends believe that "all truth is God's truth" and therefore Earlham seeks as its mission the pursuit of truth wherever it leads; lack of coercion; letting the evidence lead the search for truth; respect for the consciences of others; openness to new truth; willingness to search; integrity in dealing with the facts; and application of what is known to improving our world.

The mission of Earlham College is "to provide the highest quality undergraduate education in the liberal arts, including the sciences, shaped by the distinctive perspectives of the Religious Society of Friends."

Principles and Practices is a foundational statement of the beliefs guiding all at Earlham College and helps create the learning goals for all students. *Principles and Practices* is based upon two questions:
- What sort of community do we aspire to be?
    - Educational values are identified as truth seeking, intellectual integrity, fostering of a cooperative learning environment; recognizing the "teacher within"; and the importance of lifetime learning.
    - "We" includes all people of diverse backgrounds and beliefs.
- What principles shape and sustain such a community?
    - Respect for persons (each person has an inner spirit of Truth)
    - Integrity (asking community members to aspire to "personal wholeness, honesty, and truthful living")
    - Peace and Justice (believing that harming others also harms the perpetrator)
    - Simplicity (implying "clarity, calm, and focus")
    - Community (decisions are best made where people consult with one another in a spirit of openness and with mutual respect)

The guiding beliefs within *Principles and Practices* provide the foundation for all programs at Earlham College, including the Master of Arts in Teaching (M.A.T.) program.

Earlham College offers an M.A.T. program for those interested in teaching secondary subject areas. Approved licensure areas include:
- Fine Arts: Instrumental and General Music (5-12)
- Fine Arts: Visual Arts (5-12)
- Fine Arts : Vocal and General Music (5-12)
- Language Arts (5-9 and 5-12)
- Mathematics (5-9 and 5-12)
- Science (5-12)
    - Chemistry
    - Earth/Space Science
    - Life Science
    - Physical Science
    - Physics

- Social Studies (5-12)
    - Economics
    - Geographical Perspectives
    - Government and Citizenship
    - Historical Perspectives
    - Psychology
    - Sociology
- World Languages (5-12)
    - French
    - German
    - Japanese
    - Latin
    - Spanish
- Masters in Teaching for Initial Licensure (5-9 and 5-12)

B.   The unit

The secondary licensure program is offered through the M.A.T. program. It is an 11-month program for graduates seeking to become licensed teachers. Participants complete courses as a cohort. The program began in 2002 and the current group (2015-2016) is cohort 27. The number within each cohort has ranged from just under ten to approximately 25. The program is full-time and begins each year in early June and leads to initial licensure the following May. After completing one final course and while teaching in a school, participants in the program are awarded a master's degree.

Recommendation for licensure is made only after a candidate has:
- successfully completed all courses with a 3.0 Grade Point Average
- successfully completed supervised teaching with a rating of *Proficient* or *Distinguished*
- satisfactorily demonstrated to faculty that Indiana Developmental Standards have been met at a level of *Proficient* or *Distinguished* and documented
- achieved the minimum score required by Indiana on all required assessments (developmental/pedagogy and content) and
- successfully completed the summative portfolio with a rating of *Proficient* or *Distinguished*.

The M.A.T. degree requires successful completion of 43 semester credits of coursework. The final course is completed during the first semester of teaching (full-time).

There are four full-time faculty members within the unit. The program is led by the Director of Graduate Programs in Education and the Assistant Director of Graduate Programs in Education.

C. The visit

The visit was a "state-only" visit for continuing accreditation. The visit was based on the most recent NCATE standards. There were three team members and one state consultant. There were no unusual circumstances that affected the state visit.

CONCEPTUAL FRAMEWORK

The conceptual framework for the Earlham College of Master of Arts in Teaching (M.A.T.) Program is rooted in the belief "that there is no more valuable calling than the work of teaching." The program seeks to "awaken the teacher within" and prepare educators "with the skills and knowledge to mold their classrooms into learning environments that foster lifelong learning in their own students."

The goal of "awakening the teacher within" is also a part of the mission of Earlham College. Providing high quality education is therefore essential to the program. Excellent faculty, a high quality learning environment, and committed and competent teacher candidates will ensure quality education.

A central element of the conceptual framework is the cohort model. The cohort model illustrates the importance of "learning from each other in a cooperative community," also an important element of the college mission. Members of each cohort will work together and learn together while also establishing a foundation for future collaboration and support, especially after embarking upon a career in education.

The unit is grounded in the perspectives of the Religious Society of Friends (Quakers) and therefore seeks to "awaken the teacher within" by providing teachers a foundation based upon a "cooperative community, the pursuit of an openness to truth, respect for consciences of others and lack of coercion." There are four cornerstone principals within the M.A.T. with the purpose of developing this foundation.

- Theory Into Practice: "the belief that being able to put educational theory into practice is where the most learning occurs."
- Reflective Educator: "provide teachers with the necessary tools to become reflective practitioners in their own classrooms and schools."
- Teaching All Students: "teachers need to be able to respond to issues of literacy, critical thinking, inclusion, differentiated instruction, gifted and talented, and other issues of students." The college and unit are committed to serving all people, regardless of background or belief.
- Professional Educator: "the belief that the profession of education needs to be strengthened. Teachers should not only be treated as professionals, but believe they are professionals and participate in professional development opportunities that impact teacher leadership and school involvement."

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

Level: Initial
Overall Findings:
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1a. Content knowledge for Teacher Candidates

The unit has produced evidence showing that candidates from the most recent 4 cohorts know content they are teaching. Pass rates for completers for all content tests average above 80%. Other key assessments include a work sample which aligns with specific content standards. This requirement assesses candidates' content skills before moving into student teaching. The unit produces evidence that cohorts 10, 11, and 12 score at Proficient and higher for content knowledge as assessed during this fall work sample. Additionally, a candidate must score at least Proficient in content knowledge by both the unit supervisor and p-12 mentor in order to pass student teaching.

It should be noted that while learning content literacy skills does not guarantee the learning of content, use of literacy skills to teach will help students to learn that content. Knowledge of content literacy is an important pedagogical skill, and current candidates indicated through interviews that they use literacy techniques in their teaching.

Another key assessment of candidate content knowledge is submission of the summative portfolio. The candidate must produce a score of at least Proficient on the summative teaching assessment and on the portfolio assessment. The unit provides evidence of these scores for the most recent three cohorts.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Candidates demonstrate pedagogical content knowledge throughout the program. Fall and spring work samples require candidates to align all aspects of instruction with the five domains. These work samples include the design and implementation of lesson plans to show evidence of pedagogical knowledge. These work samples also include the integration of technology into student learning.

While content knowledge may be assumed by passing rates of content tests and evaluation of undergraduate transcripts, the MAT coursework focus is primarily on pedagogy. Completers of the MAT program indicated by survey that they are prepared to teach in their content areas. On the interesting survey point "The program prepared me sufficiently well to teach so that I did not feel like a 'first year teacher' in my first year of teaching", completers averaged a 3.2 (of 4) from cohorts 9, 10, 11, and 12. The unit provides sufficient documentation to show that candidates have the appropriate pedagogical content knowledge and skills. Principal surveys of cohorts 10, 11, and 12 indicate averages of 3.2-3.6 in areas of dispositions, 3.2-3.5 in areas of pedagogy, and 3.2-3.6 in areas of content (Likert scale of 1-4, 4 being high). Principals responding to the survey indicate overall satisfaction with the candidates' content and pedagogical knowledge.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

A strength of the unit is in the development of professional and pedagogical knowledge and skills. Candidates are immersed into the culture of their schools, and work closely with their mentors. They perform action

research projects, complete literature reviews, and complete extensive work in methodology and planning. They are encouraged to implement the plans within their classrooms to improve their practice as teachers. Through collaborative self-analysis and reflection, candidates exhibit strong skills of professional and pedagogical knowledge.

1d. Student Learning for Teacher Candidates
Candidates are required to submit short cycle assessments, work samples and fall and spring teaching assessments. Candidates specifically reflect on their instruction and make adjustments to insure student learning. Ability to analyze student learning and attainment of standards is documented in portfolio artifacts, particularly in Domains One and Three. Additionally, principal surveys indicate an average of 3.2 (of 4) in categories relating to helping students learn. Candidates analyze data to make adjustments in their teaching to ensure student learning.

1e. Knowledge and Skills for other School Professionals
Not applicable

1f. Student Learning for Other School Professionals
Not applicable

1g. Professional Dispositions for all candidates
Interviews with completers who are currently teaching confirmed that they attribute their attitude towards their students to the MAT program. They emphasized that the personal attention modeled to them by the program faculty has made them successful teachers. While the program is small, the candidates feel a close bond with the director and co-director. This mentoring of candidates translates into similar mentoring of students by the candidates.
 Benchmarks for monitoring of candidate dispositions are not as clearly defined by data. Dispositions are first observed during the initial interview for prospective candidates. Additional dispositional observations are made at the end of the summer ECLA teaching experience, and a formative assessment is given at the end of the fall term. In February, a mid-term evaluation is made and the final benchmark observation is made in April or May at the end of the experience before licensure. Self-assessment by candidates is often used to mark dispositions; program completers emphasize that dispositions are assessed by collaborative self-analysis and reflection.

Recommendations:
Standard Met.
No Areas for Improvement.

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 performance of candidates, the unit, and its programs.

Level: Initial
Overall Findings:

Overall findings: The Unit Assessment System (UAS) is composed of four decision points as illustrated in exhibit 39, the UAS flow chart. Key Assessments from the previous semester are discussed and each candidate is individually counseled about continuing in the program and goals for growth. Tk-20, an electronic database, is being used for some data collection. Data on key assessments for the last three cohorts was analyzed and discussed by the assessment committee. The advisory board, composed of college faculty, alumni and teachers from the local school system review the program at least once a year.

Evidence:

Decision Pt. 1 is admission into the program. Transcripts are analyzed to ensure content knowledge; a 3.0 gpa is required for admittance. Group interviews are held in a small group fishbowl setting before the unit's faculty members and usually two to three area teachers/ alumni to assess student dispositions and predict future success in the program. Decision Pt. 2 is held after summer coursework and participation in the ECLA, a project-based summer fieldwork experience working with area junior high students recommended to the program. A modified teaching rubric is used to evaluate teaching performance and dispositions at this Decision Point. Decision Pt 3 is after the fall semester. Performance on key assessments (work samples) and the teaching assessment rubric are used to determine continuation in the program. Both the mentor teacher and the field experience supervisor from the program complete the teaching assessment rubric. Decision Pt. 4, held after the spring term, uses data collected on the portfolio, teaching assessment and presentation of the spring work sample. A 3.0 gpa is required to continue in the program. Passing criteria for the fall term is B (basic) average score, with no U (unsatisfactory), while average of proficient with no score below proficient minus on spring term key assessments is required. Individual plans and goals for improvement are developed and shared in writing for each student at the various Decision Points. An individual remediation plan is developed for students not meeting program expectations. If progress is still unsatisfactory after implementing the remediation plan, a meeting with the student is held with revised goals or removal from the program. An appeal process is outlined in the program handbook. Students removed from the program can come back and complete the program at a later time. Two students have used this option and been successful during the second attempt at completing the program.

Dispositions are measured formally in the Rubric for Professional Dispositions (exhibit 9) and as part of Domain 5 of the Teaching Assessment Rubric (exhibit 5). Domain 5 components 5b and 5d measure essential dispositions that all students can learn, equity for all students and uses diversity as a basis for knowing and accepting all students. The disposition rubric is longer and measures such topics as reflection, commitment, participation, responsibility, leadership and motivation. Approximately six categories overlap between the two documents Although student dispositions are tracked on the disposition rubric, many students may be distinguished initially on many categories on the disposition rubric so growth is difficult to track. Review of the

dispositions in the Teaching Assessment Rubric is done at the Decision Points so dispositions can be placed in context with the field experiences. The disposition rubric is used to track various dispositions in conjunction or after the Decision Points.

Data was collected and analyzed across three or four cohorts for the Fall Work Sample, the Spring Work Sample, Fall and Spring Teaching Assessments and the portfolio (exhibits 14, 15, 16, 21, 22, 28).. A rating scale of U (unsatisfactory), B (basic), P (proficient) and D (distinguished) is consistently used for all assessments. Categories of NO (not observed) and NA (not applicable) are also present.

Candidate performance in each domain (1-V) was calculated and analyzed. The chart below summarizes the first four domains based on the work of Charlotte Danielson. Domain 5 was created by the MAT faculty to evaluate the Awakening the Teacher Within theme from the conceptual framework and the Quaker Principles from the college mission statement.

Domain 1	Domain 2	Domain 3	Domain 4
Planning and preparation	Classroom Environment	Instruction	Professional Responsibilities

Numerical scores were assigned to each rubric rating category with various analysis (average, mean, first quartile, median, 2nd quartile, and max) performed for each data set and the domain evaluated with that assignment.

U	U+	B-	B	B+	P-	P	P+	D-	D
0	1	2	3	4	5	6	7	8	9

Mean scores for each cohort for the three major assessments (work sample, teaching assessment, portfolio) fell in the 6 -8 range (proficient to distinguished minus). A chart, exhibit 42, illustrates how the various assignments align to cover the Indiana Developmental Standards for Educators and the INTASC principles, although these connections are not explicitly clear on the rubric itself.

Faculty are expected to complete a cover sheet for each course. This sheet summarizes the assessments used in the course, standards met, student performance and suggestions for improvement (exhibit 43). These sheets, along with aggregate program data for each cohort are shared with the Assessment Committee. This committee is composed of the two full-time faculty in the program, adjunct faculty and supervisors in the program and one additional faculty member from the campus at-large. The committee meets at least three times a year. Minutes of the Assessment Committee were present in exhibits 40 and 47. These minutes documented data shared and resulting decisions based on that data. Data is also shared at the annual Advisory Board meeting. Exhibit 51 lists the members of the Advisory Board. This fourteen member board is composed of Earlham faculty, alum and area teachers and principals.

The unit is starting to use TK-20 as an electronic database. Students have recently started submitting assignments through this system. Mentor teachers submit their feedback forms via TK-20. Portfolios are also submitted and scored using this database. The unit is encouraged to use this electronic system more fully for systematic data collection and analysis.

Data was also collected from Principals during graduates' first year of teaching (exhibit 17) and from alumni in cohorts 9-12.(exhibit 18) The principal survey requested feedback on dispositions, assessment and instructional

strategies, planning and use of technology. Twenty-five principals from these three cohorts responded to the survey demonstrating satisfactory graduate performance in the classroom with scores ranging from 2.6 to 4 on a scale of 1(lowest) to 4 (highest). The alumni survey asks alumni for feedback on how the major assessments, fieldwork, collaboration atmosphere and readings prepared students for the classroom. Data from the alumni of these three cohorts indicated favorable responses to the program with the lowest score being on the impact of the Action Research Project helping them to become an effective teacher (3.3 on 4 pt scale) and the highest being on the value of the year-long fieldwork (4 on 4 pt scale).

Faculty members are in constant communication with each other and other stakeholders, such as admissions, alumni, mentor teachers and the local school system. With the small number of faculty, the unit is able to quickly discuss issues regarding students and their performance. Exhibit 5 provides evidence of the various data-driven decisions impacting the program from 2012-2014. Examples include new assignments to strengthen weaknesses in assessment (short cycle assessment), modified rubrics for evaluations for the summer practicum experience and more planning after weaknesses were noted in Domain 1. Feedback is solicited from alumni on a regular basis. Faculty and alum both shared examples on how the input from various parties has influenced and changed the program.

Areas for Improvement:

#1-Clarify dispositions into one useable document that can be easily tracked over time.

     Comments: Combining the two disposition documents would allow for clear communication and tracking of essential dispositions (especially with regard to equity and belief that all students can learn) at each Decision Point.

 #2-Data should be disaggregated and analyzed at sub-category level (1a, 1 b, etc) instead of globally for each domain.

     Comments: Each Domain is too large with many subcategories and trends in student performance may be lost in large quantity of data.

<u>Recommendations</u>:
Standard Met

Areas for Improvement:

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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 professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Level: Initial
Overall Findings.
There is a deliberate and collaborative effort between the Unit and its school partners for field experiences and clinical practice. Former M.A.T. candidates, current teachers, administrators, and community members work collaboratively with the Unit faculty and staff to acquire placements and provide co-teaching, supervision, and professional development opportunities for candidates within the schools. The unit has established strong relationships with area school partners including collaboration for the ECLA experience, practicum experiences, and student teaching. The Unit faculty are also involved in the school systems through serving on committees and fostering a connection between the school partners and the institution.

For placements, the Unit faculty work with the school partners to place candidates in the schools. There is a meeting provided for mentors and candidates to engage and learn of field experience and clinical practice expectations. The expectations, including observations, assessments, and course assignments, are communicated clearly, according to both mentor teachers and candidates. The Unit faculty are often present in the schools creating a collaborative spirit with which they engage with school personnel. Clinical practice in the M.A.T. provides a comprehensive experience for candidates. The extended time in clinical practice provides candidates with experience for the whole teaching experience rather than only implementing course assignments in the classroom context. Theories provided in coursework, such as backward planning, learning styles, theory of classroom management, and standards-based learning are easily implemented in field experiences and clinical practice as candidates and mentor teachers are aware of program expectations and timelines. The school partners agree with the Unit's course content and feel the content provided ensures positive learning experiences for candidates including knowledge of InTASC principles, habits of mind, planning and philosophy of education.

There are unique features to the program including the conceptual framework and its fifth domain, an action research component, the ECLA experience, and coverage of topics in everyday teaching (presented by the Unit or the school partner) including teacher evaluation, out-of-state licensing, loans, and insurance issues. The conceptual framework connects with the state's teacher evaluation model allowing candidates to experience in-service teacher expectations in their teacher education program. Mentor teachers complete three informal and one formal evaluation of their candidates each semester. All assessments in the program use rubrics outlines in the four domains from Charlotte Danielson's *Enhancing Professional Practice* plus the rubric developed by the M.A.T. program for the fifth domain. The action research component of the M.A.T. program provides opportunities for innovation and creativity as the data serves as a foundation of needed improvements and successes in teaching and learning. The ECLA experience and other field experiences of Practicum I provide students the opportunity to explore a student's life including learning style, family, cultural attributes and

behaviors. This assignment and the experience in the field provide students with a connection to students' cultures and identities.

Overall, the school partners, mentor teachers and community members describe the program as outstanding and as applicable to real world teaching. The content provided in the program gives candidates opportunities for implementation in clinical practice and is void of busy work. Stakeholders positively acknowledge the program for its candidates' ability to be a support for children, influence others, and its faith-based philosophy.

Interview Results:
Mentor Teachers
Are prepared as content experts and with the Unit's philosophy for teaching
Believe the their role is as facilitator and co-teacher
Feel M.A.T. candidates do well with critical thinking, innovation, and creativity.

Former M.A.T. candidates
Feel the program prepared candidates to deal with family situations and how they impact education

The extended amount of time in the clinical experience provided ample preparation and ability to implement strategies as an experienced teacher, rather than a novice, by the end of the experience.

M.A.T. candidates

Rigor and clinical experience expectations of the program make it stand out from other similar programs. The conceptual framework and cohort dynamics are unique and desirable characteristics of the program.

School Partners

Believe the M.A.T. candidates receive the "full package" and fit right in to the school environment because they are acclimated through interactions with students and mentor teachers from the beginning of the program.

M.A.T. students contribute to the overall ethos and work of the school by participating in faculty meetings, professional development sessions, co-teaching, chaperoning and reciprocal sharing of instructional strategies. There is a mutual benefit in the partnership.

The candidates are ensured preparedness for teaching expectations through an expectation of honest and transparent feedback.

When there is a need to remediate a candidate in the school field experience, the Unit faculty are available immediately to deal with the issues.

Candidates are strong in ethic of care and persistence in their commitment to education and P-12 students.

There seems to be a stronger connection with the more local school partner, Richmond High School than the Connersville schools. This is most likely due to location in relation to the college.

With much transition in the district administration of school partner Richmond schools, the Unit faculty will need to continue to foster connection and communication with newer personnel as to maintain the partnership.

Unit

Disposition assessment is not a part of the decision point process. If there are dispositional issues with a candidate during field experiences or clinical practice, the Unit faculty are engaged with remediation and observations with candidates.

Provide orientation, training and development for mentor teachers including timelines, expectations, and examples.

Communicates well with school partners and mentor teachers through emails and reminders for due dates and expectations.

Teacher candidates, teachers, and administrators from P-12 schools indicate that there is a strong and successful collaboration of mutual benefit between the college and the P-12 schools. This collaboration occurs at several levels including training and recruiting teachers, providing in-service and professional development workshops for teachers, and providing field experience training facilities for teacher candidates.

Overall Assessment of the Standard
The unit program works collaboratively with P-12 schools. The unit fosters and maintains quality connections with the schools for placing and supervising students in practicum experiences. The unit program integrates field/clinical experience throughout the program. The teacher candidate spends the majority of the 11-month program with the same mentor teacher. Exceptions occur when assignments are divided between the middle and high school. Supplementary experiences are offered by the Unit and the schools including ELL strategies, professional development sessions and teacher evaluation for in-service teaching exposure. The unit program uses a variety of rubrics and informal assessments to evaluate candidates during the field experiences, clinical experiences, and student teaching. According to the interviews this design has proven to be integral to the successful delivery of this program. The participating schools have recruited a number of candidates from the program as full-time teachers. Participating schools indicate that Earlham College M.A.T program and teacher candidates have had a positive impact on the culture and student learning of their school.

Recommendations:
Met

Exemplary:
Collaboration with local schools

Areas for Improvement:
(Summary of suggestions for growth from various stakeholders below)
From former M.A.T. candidates and administrators:

Classroom and behavioral management issues are the primary weakness of the candidates when assessed in clinical practice.

More observation of and exposure to exceptional learners is needed including English language learners and special education students. There are resources in the schools and such opportunities should be capitalized upon.

From Mentor Teachers:
Ensuring pedagogical content knowledge strategies are either modeled or discussed with the mentor teachers as this content is much needed for passing licensure assessments and for providing quality instruction.

Mentor teachers suggest a report of where the teacher candidate struggles so they can better mentor them.

Potential improvements include strategies for team teaching, working with paraprofessionals, addressing more exceptionalities, and working with inclusion teachers.

School partners:

When a weakness is apparent, it is usually concerning issues of classroom and behavioral management. Some candidates may struggle with P-12 student behavioral issues despite the candidate's vast knowledge of the content.

Some candidates lack the ability to "read" P-12 students' motives and needs. There is a need to implement more creative and culturally responsive strategies for classroom management.

Unit:

A more formal, formative, and objective dispositions assessment is needed to ensure this key component to teaching is best communicated and highlighted. The timing of the dispositions assessment is key for providing immediate feedback for student development while in field and clinical experiences.

STANDARD 4: DIVERSITY

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

Level: Initial
Overall Findings.

The philosophy of the M.A.T. program is that candidates are to develop proficiencies that demonstrate that all students can learn. Candidates are prepared to teach all students, with a focus on equity and social justice. The program is individualized and very self-reflective. It is designed to allow the candidates to figure out what they believe and to engage with faculty and mentors as coaches who guide candidates to reflect on their own experiences and philosophies. The program content is inclusive of a range of diversity issues including scholarly readings, discussions, projects and reflective practice. The texts used are appropriate for foundational knowledge and building cultural understandings. From the beginning of the program and while engaging in the practicum experience of ECLA, candidates are exposed to reflecting on their inner selves as teachers and as

cultural beings. Through the "Day in the Life" assignment, candidates are immersed in comparing cultural experiences of themselves and the Other. Candidates utilize readings on privilege, equity, exceptionalities and cultural Others in conjunction with the project of one-on-one exposure to a student and his or her culture. With a strong foundation of reflection and experience in formation of cultural identity, the candidates are more prepared to engage with P-12 students in the field experiences and clinical practice requirements. Teacher candidates are expected to write an Individualized Education Plan for a student connecting prior knowledge and experiences to the student's needs. Practicum experiences help candidates learn to "make adaptations to student needs on the spot." The intent to provide proficiencies related to diversity in a very comprehensive sense is positive, and is first addressed at the commencement of M.A.T. program.

Candidates are not greatly exposed to higher education faculty or school partner mentors of varying racial or ethnic backgrounds. However, candidates are given opportunities to attend lectures, seminars, and presentations by guest lecturers and presenters, some of whom are persons of minorities or ethnic backgrounds. Cohorts contain diversity primarily in gender rather than racial or ethnic diversity of candidates. Content areas of candidates vary providing diverse perspectives within cohorts for discussions and multiple perspectives in strategies and collaborations. The current cohort contains a majority of STEM area candidates. It is great to see high needs areas represented in the program in regards to content areas of the candidates. Some attempts to recruit and enroll students of various cultural backgrounds have been made including advertising and personal recruitment at events and institutions. Discussions have been held with unit stakeholders about how to position and market the M.A.T. for quality candidate recruitment. Most stakeholders find a strength of the unit program to be its ability to adapt as times change in order to prepare teacher candidates for changing student populations. The unit has demonstrated its ability to respond and adjust as needed.

An attempt is made to place candidates into experiences with diverse students, with most of the diversity being socioeconomic or gender in nature. There is not a system to assure all candidates a placement working with students of racial or ethnic diversity. Partner schools' demographics include predominately White student populations with percentages of Black, Hispanic or Asian populations of 12% or under respectively. These same schools have high percentages of students receiving free and reduced lunch. Teacher candidates have periodic opportunities to observe, work with, or attend a professional development of an ELL or special needs teacher. Mentor teachers and other stakeholders suggest more exposure to special needs populations, English language learners, and high ability learners.

The unit faculty initiates and encourages continual conversations regarding knowledge, skills, and dispositions related to diversity during field experiences and clinical practice. Lesson plans and assignments show evidence of planning for cultural diversity, with examples of differentiation, equity issues or learning theories. Lessons incorporate scaffolding and literacy strategies to reach all learners. Candidates are encouraged to write reflective journals about their interaction with diverse students. These are assessed by the five domain rubrics, which would include skills in working with diverse students.

The goals for the program derive from Quaker principles. Domain 5, "awakening the teacher within," emphasizes respect for persons, integrity, simplicity, consensus governance, equality, peace and justice. The M.A.T. program intentionally seeks to create teachers who especially value and appreciate all kinds of diversity. Candidates share they feel Quaker principles are embodied and authentic in the program. They are "pushed to be aware of their own perspective and to respect the perspectives of others." The program emphasizes values regarding equity for all learners.

Overall Assessment of Standard

The Quaker philosophy of acceptance of all people permeates the entire program. Candidates are encouraged and are expected to embrace that philosophy. Curriculum materials, documents, and interviews confirm that candidates are taught to approach each individual student with respect and to differentiate instruction for every student regardless of individual characteristics.

Recommendations:
Met

Exemplary:
Scholarly readings and topics

Areas for Improvement**:**
Continued efforts needed to recruit diverse candidates as cohorts have low racial/ethnic diversity percentages. Recruitment of more diverse candidates emphasizes creative strategies for accessibility to higher education and goal of preparing leaders/teacher representative of the P-12 students of nonmainstream populations.

There is a narrow scope of exposure for field/clinical experiences. All teacher candidates are not assured field experiences with students from diverse ethnic and racial groups. Some candidates gain experience with exceptional students and with students from different socioeconomic groups. This is not a guarantee in the practicum classroom or the ECLA experience. There is not a systematic approach to assure that all candidates have a field experience in a setting with students from different ethnic and racial groups.

All teacher candidates are not assured an opportunity to interact with faculty of diverse racial and ethnic groups.

More exposure to exceptionalities is needed in the field including knowledge of and approaches for classroom/behavioral management, co-teaching, adjustments and modifications, and adhering to IEPs and other plans for students' learning and success. School partner personnel suggested this area of improvement as this becomes an increased are of need in P-12 schools.

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.

Level: Initial
Overall Findings.

Two full-time faculty members lead the program. One faculty from the psychology department teaches the Adolescent Development course each summer. Adjunct faculty are used as needed to supervise student teaching experiences. A reoccurring theme that emerged throughout the visit was the praise, admiration and support of the program leaders and their work on campus, in the local schools and in the Richmond community.

What did the evidence reveal about meeting this standard?

All faculty are qualified in the school district with public school teaching and administrative experience. The Faculty Qualification Table (exhibit 73) outlines the degree, years of secondary school experience, exceptional experiences, and publications and presentations by the program faculty. The current director has been with the program since 2006 as either the assistant or director of the program. The assistant director is in her fifth year with the program and was a member of the biology department prior to this appointment. Support is present for the assistant director as she is working on her last year of doctoral coursework; she is on schedule to take her comprehensive exam in the fall of 2016 and will then start her dissertation research on gender issues in education. The Adolescent Development instructor has taught in the program for 13 of the 14 years. He is a member of the assessment committee that reviews program data and candidate performance throughout the year. Full-time faculty are expected to attend at least one national conference (most often AACTE or ATE) per year; the last three years, both faculty members attended the annual AACTE conference. After attending conferences, faculty submit a written reflection documenting professional growth. Adjunct faculty are provided with professional development opportunities during the supervisor teacher meetings/training (exhibit 77).

Additional faculty qualifications were evident in the discipline-specific methods courses. These courses are taught by the full-time faculty in the unit in the areas of their expertise (science, math, ELA, social studies) , or local teachers and program alumni if needed. These courses focus on "best practices" in each discipline; for science, this entailed topics such as inquiry-based learning, discrepant events, and misconceptions. Effective pedagogical practices are modeled in coursework and connections between theory and practice are emphasized. Current students and alumni cite the strength of the texts and readings selected by the program as influential in their teaching.

Full-time faculty have administrative faculty contracts. A sample course evaluation that students complete at the end of each course was shared. As part of the college evaluation system, faculty members establish yearly goals. Progress on these goals is part of annual review. The program director is accountable to the Dean while the assistant director reports to the director of the program. Periodic reviews by faculty outside the department are held.

The former superintendent of the Richmond Schools referred to the program as a "corporate partner of Richmond School District". The Socratic Method of teaching modeled in program "changed type of interaction at school". The district has used information from action research projects to influence policy decisions, such as teacher absenteeism, use of homework and grading system, and dress code. The ECLA summer program helps fill a void in remediation of junior high students and introduced faculty to problem based learning. Faculty members who are also parents of children within the local school systems speak highly of the positive impact the program's graduates have had on instructional practices and climate of the local schools.

The unit constantly searches for different avenues to become more integrated within all areas of the campus. They seek ways to incorporate the resources of the college (new science technology building, library) into the program. Faculty from other departments help recruit students for the program, as teaching is shared as a viable career option.

Recommendations:
Standard Met
No Areas for Improvement

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.

Level: Initial
Overall Findings.

A. Unit Leadership and Authority

The M.A.T operates through the Graduate Programs in Education and has a self-contained governance. The program director has full authority over all components of the unit. This director reports to the Academic Dean of the college. An Advisory Board, is composed of unit staff, clinical faculty, area teachers and administrators, undergraduate faculty, and community stakeholders. During interviews, the members of this Board affirm their involvement in the development, implementation and assessment of the program.

Recruiting is facilitated by the Director of Admissions who meets regularly with the faculty to discuss admissions policies. Admission policies are delineated on the M.A.T. homepage.

B. Unit Budget

The unit is expected to be self-funded by tuition and donations, however, current low cohort numbers are making this increasingly difficult. The program receives support from the College in the form of structures and meeting spaces, but not regular funding. In the recent past, the College has met some cost overrides of the program.

The Director stated that a cohort of 15 would meet expenses and that there is consideration of raising tuition for the upcoming academic year. Additionally the unit currently employs only two full-time faculty. They have also greatly reduced the number of adjunct faculty needed for clinical supervision.

C. Personnel

Two full-time administrative faculty share most of the coursework and supervision of candidates, sometimes in a team-teaching situation. These two faculty are responsible for 39 of the 44 credits (14 of 16 courses) in the program and all of the clinical supervision. These same two persons are responsible for all administrative duties, including licensure of candidates. While there is an efficient team, it is noted that if one of the two faculty members is unable to perform necessary duties, a back-up plan is not in place. The faculty are highly regarded by all candidates and other college faculty and administrative.

D. Unit Facilities

The M.A. T. program is housed in Brown House, a renovated structure which includes offices for faculty and the administrative assistant. It is fully functional with wireless access, conference and meeting areas, and kitchen facilities.

M.A.T. classes are held on campus in classrooms which provide access to all available technology and resources. All candidates have full access to the Earlham campus facilities, including technology, library, and support facilities

E. Unit Resources including Technology

Candidates have full access to all campus technology including e-mail and campus networked services. Instructional technology and library services are also available to all candidates and faculty.

Data collection is maintained through the use of TK20 beginning in 2015. Previously data were stored on Excel spreadsheets. The continued use of TK20 will strength the unit's ability to compare data among cohorts.

<u>Recommendations:</u>
Standard Met
No Areas for Improvement

Earlham M.A.T. response to state team draft report

Standard Two: Experiences with diverse populations

The Earlham M.A.T. ensures that 100% of teaching candidates have a clinical experience with a diverse group of 5-12 secondary school students by requiring candidates to teach groups of students in Richmond Community Schools during ED 560 Practicum I. Richmond Community Schools has the most diverse student population in the region. The 5,304 total student population includes the following racial diversity: 667 multi-racial, 488 Black non-Hispanic, 360 Hispanic, 64 Asian, 10 American Indian or Alaskan native and 2 Pacific Islander. The clinical experience with Richmond Community School students also ensures that candidates have a teaching experience with students from a range of socio-economic levels because 4016 of 5304 students qualify for free or reduced lunch. Candidates also have opportunities to work with English Language Learners (231 of the 5304 total) and students with disabilities (1105 of 5304. By recruiting students from the Logos program for ECLA (Practicum I), Richmond's program for gifted and talented students, the Program ensures that all candidates will work with a range of students including gifted and talented. (See exhibits 69 and 70 in section 4d of the self-study for more complete demographic information for all area schools.)

The Earlham M.A.T. works with faculty members at each Richmond Community Schools intermediate school to make sure the student population come as close as possible to the represent the diversity in the overall student population. Candidates have gotten experience during ED 560 Practicum I working with ELL learners, gifted and talented learners and students with a range of accommodations including a student who was legally blind requiring the candidates to interact with an area special educator to provide written materials in Braille and other accommodations per her IEP. Candidates have also worked with students with a range of other accommodations required by IEP's and various health issues including working with students who were diabetic, one needing insulin shots and the other needing more frequent snacks. In all cases, the entire cohort of M.A.T.'s was required to understand accommodations in large group debriefings.

It is important to note that ED 560 Practicum I gives all candidates a rich teaching experience with diverse learners. The practicum requires 45 hours of contact time in classrooms during which the candidates work directly with secondary students. The practicum also requires a minimum of another 15+ hours specifically devoted to planning and debriefing with highly qualified faculty and another 15+ hours plus doing lesson planning with a teaching candidate partner. The planning and facilitating are done in the context of the interdisciplinary curriculum created by Earlham M.A.T. staff and area highly qualified secondary school teachers. The curriculum was specifically designed to give teaching candidates opportunities for differentiated instruction and engaging in culturally responsive teaching due to the diverse student population.

It is also important to note that we purposefully place more candidates in the two more diverse schools in the area, RHS and Connersville, for Practicum II and Practicum III although we also place some candidates in more rural schools. The small size of our cohort allows for all

candidates to visit other schools so that all students are able to discuss the different challenges of different schools.

As is true with the population of the United States in general, there is a growing number of English Language Learners in all area schools. Often our candidates are a resource for the schools with limited support for ELL. Some of our candidates have been able to speak to students in the students' home language providing a special support for diverse learners that the school would not otherwise have been able to provide. Recently some of our teaching candidates have been called on to speak with parents in their native language during parent teacher conferences to help with communication.

Standard Three: Differentiation sooner in the program

Helping teaching candidates understand that there are different ways to help ALL students achieve learning goals, including differentiated instruction, is a key belief of the Earlham Master of Arts in Teaching Program and is threaded through multiple classes and experiences. Designing and delivering instruction in order to best reach each student (differentiated instruction) is a key learning in this Program. We begin to lay the foundation for teaching our secondary candidates how to use differentiated instruction in the first weeks of the program when teach the first intensive course Foundations of Education. One of the foundational texts of the Program is The Passionate Teacher: A Practical Guide by Robert Fried. Students are required to read this book during the first two weeks of the program and explore how to apply the ideas in order to meet the needs of each learner. The book give plentiful examples from teachers about how to differentiate instruction and includes a unit plan design with a project as the key summative assessment and suggestions for how to help different students meet a standard of excellence in different ways. "As Howard Gardner points out in *Frames of Mind*, we should work with children and young people to discover the variety of ways that each can strive for – and achieve – excellence, in projects and tasks that take their unique pathways to excellence into account and offer them multiple avenues for displaying their skills" (Fried, pp. 196-196).

Candidates learn more about differentiated instruction during ED 530 Content Literacy in the context of their specific content areas. They learn about content specific pedagogy including reading a textbook specific to content literacy and are required to show an understanding of how to apply content literacy by working with a group of candidates in the same content area to create a lesson plan and implement a lesson. After the implementation of the practice lesson, candidates reflect on the effectiveness of the lesson in a large group including the extent to which the lesson could help all students learn. Candidates are required to continue to apply their emerging understanding of differentiated instruction during ED 560 Practicum I during which they must create a minimum of eight lesson plans that must explicitly differentiate for content, process, product, and environment when they facilitate a group of middle school students who must create an interdisciplinary group project.

During the early fall semester, candidates continue to learn about differentiated instruction in ED 531 Curriculum, Instruction and Assessment. Understanding by Design by Grant Wiggins and Jay McTighe was chosen as a main text for this course specifically in order to help candidates learn how to think about differentiated instruction in the context of planning and

teaching units and lessons. The initial chapter of Understanding by Design explains the design process including the step of "tailoring" which is explained as helping candidates consider content, product, and process when tailoring lessons to help all students learn. During ED 530 CIA, candidates also read an excerpt from Charlotte Danielson and Jay McTighe explaining how differentiated instruction specifically fits within the unit planning framework of Understanding by Design.

In the ED 540 content methods courses all candidates are required to design a minimum of four lesson plans which include content specific strategies that include the required section on the MAT lesson planning template regarding accommodations to ensure that ALL learners achieve the goals of the lesson. The syllabi of all content methods courses must include the directions for debriefing/discussing the required lesson plans. The ensures that there are multiple discussions about how to differentiate instruction for specific lessons that include content specific strategies. These discussions with the required component relative to differentiated instruction happen a minimum of four times for each candidate in the content methods course. Thus for a course with four candidates, there are a minimum of sixteen discussions about differentiated instruction specific to the content area.

In ED 561 Practicum II, candidates further learn about differentiated instruction by working with a highly qualified mentor teacher and implementing a Work Sample that has specific expectations for differentiating instruction. The Unit Plan and lesson plans must be reviewed by both the Program supervisor and highly qualified mentor teacher at least one week prior to the teaching of the Work Sample. This ensures that the candidate is including differentiated instruction in Section I of the Unit Plan and the accommodations section of the daily lesson plans. Candidates are observed a minimum of three times during the Work Sample and the required debriefings include a discussion of the extent to which all students are learning which gives an opportunity for the candidate to discuss issues relative to differentiated instruction with both the Program Supervisor and her mentor teacher.

Courses in which Differentiated Instruction is taught in the Earlham M.A.T. before semester three the student teaching semester

Course	Rationale	Assessment
ED 510 Foundations Summer/first semester	Candidates read The Passionate Teacher and discuss examples of differentiation in the text and how to differentiate in order to help ALL students reach goals for excellence.	Good Teacher assignment and Stance assignment
ED 530 Content Literacy Summer/first semester	Candidates read a content literacy text that includes specific sections explaining how to differentiate including differentiating for English Language Learners.	Create lesson plan and unit including differentiation and debrief with class including discussion of differentiation. Write a group lesson plan that requires differentiation (specifically in "section 5 modifications needed".

ED 560 Practicum I Summer/first semester	Candidates are required to apply what they are learning about differentiation in daily lesson plans. They are instructed on how to work with their students and differentiate content, process, product, and environment leading to the final presentations of different projects. Candidates also debrief daily with veteran teachers and with the other teaching candidate on their team to discuss all elements of differentiation.	Create daily lesson plans that differentiate for product, process, content, and learning environment (specifically in "section 5 modifications needed".
ED 531 Curriculum, Instruction, Assessment Fall/second semester	Students read Understanding by Design and learn from early in the semester how to plan curriculum that includes projects/performances and differentiated instruction in order to achieve goals for performance/product. Candidates also review differentiated instruction elements as part of stage three and excerpts from the book by Tomlinson and McTighe describing how differentiated instruction supports Understanding by Design principles.	Five sections of Domain I of the work sample must be submitted before Work Sample is taught including section 1e the plan for instruction which can include the plan for differentiated instruction unless it is described in 3e the modifications section.
ED 561 Practicum II Fall/second semester		Teach and write Work Sample I that requires a unit plan that explains differentiation (specifically in "section I") and lesson plans (specifically in "section 5 modifications needed".
ED 522 Learning /Theories Fall/second semester		
ED 580 Professional Educator I Fall/second semester		

ED 540s Content Methods Fall/second semester	All candidates are required to write strategies/lesson plans specific to teaching their content. A required part of this activity, per the guidelines on the syllabus that all methods instructors use, is debriefing including a discussion of differentiation specific to content pedagogy.	Create at least four strategy/ lesson plans that differentiate for product, process, content, and/or learning environment with follow up discussions that include differentiation.

Standard Four: Diversity

Attention to teaching candidates about the importance of culture and culturally responsive pedagogy begins during the first week of the program and is threaded throughout the program in different courses (See Exhibit 85) and coursework is aligned with diversity standards aligned with our key assessments (See Exhibit 62) During Foundations, candidates read a text such as *The Light in Their Eyes* by Sonia Nieto or *Why Race and Culture Matter in* Schools by Terrence Howard. Note that we begin teaching candidates about "culturally responsive" in ED 530 Content Literacy. In that course, we teach students about culturally relevant pedagogy (See Ladson-Billings activities for M.A.T. literacy attachment) and also use a textbook such as *Improving Adolescent Literacy* by Douglas Fisher and Nancy Frey that helps candidates understand how to adapt content pedagogy to work with a range of learners. Specifically noted are strategies for working with English Language Learners. Beginning in the summer of 2015, content literacy was emphasized even more with the addition of two texts by Douglas Buehl one to provide more extensive background about how to incorporate content knowledge in planning and instruction and the other to provide more strategies that candidates implement during the summer practicum, the fall practicum, and spring student teaching. The texts are *Developing Readers in the Academic Disciplines* and *Classroom Strategies for Interactive Learning, 4th Edition,* both by Doug Buehl,

During the summer content literacy course, all candidates design lessons that reflect their understanding of content pedagogy. They must build on these understandings during ED 560 Practicum I as they work in teams to create and implement lesson plans for a diverse population of middle school students. 100% of all candidates are required to develop lesson plans during this time that meet the needs of diverse learners. Daily debriefing sessions with area highly qualified educators help candidates learn how to adapt their lessons in order to meet the needs of all learners including learners from different cultures.

During ED 561 Practicum II, all candidates teach a work sample that requires all candidates to explain how they will draw upon their students' own experiences, cultural background, and knowledge? This is strategically placed in the second semester when candidates are also taking their content methods course in order to optimize their ability to use their knowledge of their students' cultures and their knowledge of culturally responsive pedagogy in their practicum experience.

During ED 531 Curriculum, Instruction, and Assessment, candidates are required to revisit content knowledge resources during specified content group time and as they plan and implement their fall work sample which is evaluated as part of

During content methods classes all candidates are required to create a minimum of four strategies/lesson plans to turn in for evaluation. They are required (as noted in all content methods syllabi) to share the strategies during class sessions and discuss with the class how the lesson m might be modified in order to meet the needs of all students. Depending on the size of the class, this gives all candidates up to ten different class sessions of Content Methods where lesson plans are shared and discussed.

Cultural Competence in Content Areas

Cultural competence as applied to subject area pedagogy is intentionally introduced early in the program and revisited repeatedly. In the second week of the program, students read Beverly Tatum's *Can We Talk About Race?* and engage in multiple discussions, activities, and assignments related to cultural consciousness, equity issues, and cultural competency. On the very first day of this unit, students engage in a simulation about intercultural communication. They also discuss and develop culturally competent strategies for their content areas, getting in content groups and drawing from examples both from faculty and from various resources, including *Rethinking Our Classrooms*, a publication by Rethinking Schools. See Monday, June 9th lesson plan. This topic is revisted yet again two days later. Students draw from Gloria Ladson-Billings' Culturally Relevant Teaching, get into content groups, and flesh out culturally competent strategies for their content areas. Each content group is supported by faculty and sometimes alumni who are experienced in the content area. See June 11 agenda.

Most of the discussions in this first week are about race and ethnicity, but students also engage with materials about gender, gender identity, and sexual orientation. These other areas of diversity will be revisited throughout the program.

In the fall, cultural competency is woven throughout several courses. In Professional Educator I, candidates research and present on the demographics of their schools. They each write individual reflections on what this means for their teaching in their content areas. Students also engage in a unit on poverty in this course. Professional Educator I is a course in which multiple issues concerning the profession are addressed, and students routinely break into content areas to apply these ideas to their specific content.

In Teacher as Researcher II, candidates conduct a short cycle assessment and learn how to disaggregate data. The purpose of this is so that candidates can note whether they have a differential impact on various groups of students. MAT candidates recognize that even though an entire class might show growth, it is essential to ensure that all subgroups are learning.

During the spring semester, topics about student cultures and cultural competence continue to permeate classroom discussion in Professional Educator II. Students engage in frequent reflective conversations with mentors and supervisors, and cultural competence is a part of these conversations.

Below is an activity that we use each summer to help students understand and begin to apply their understandings of culturally relevant instruction.

In her book Dreamkeepers, Gloria Ladson-Billings articulates differences between teaching she labels "culturally relevant" and "assimilationist."

Culturally Relevant	Assimilationist
Teacher sees herself as an artist, teaching as an art	Teacher sees herself as a technician, teaching as a technical task.
Teacher sees herself as part of the community and teaching as giving something back to the community, encourages students to do the same.	Teacher sees herself as an individual who may or may not be a part of the community; she encourages achievement as a means to escape community.
Teacher believes all students can succeed.	Teacher believes failure is inevitable for some.
Teacher helps students make connections between their community, national, and global identities.	Teacher homogenizes students into one "American" identity.
Teacher sees teaching as "pulling knowledge out – like mining."	Teacher sees teaching as "putting knowledge into" – "like banking."
Knowledge is continuously recreated, recycling and shared by teachers and students. It is not static or unchanging.	Knowledge is static and is passed in one direction, from teacher to student.
Knowledge is viewed critically.	Knowledge is viewed as infallible.
Teacher is passionate about content.	

	Teacher is detached, neutral about content.
Teacher helps students develop necessary skills.	Teacher expects students to demonstrate prerequisite skills.
Teacher sees excellence as a complex standard that may involve some postulates but takes student diversity and individual differences into account.	Teacher sees excellence as a postulate that exists independently from student diversity or individual differences.

If your teaching is more in line with what Ladson-Billings calls "culturally relevant" teaching, what are your priorities going to be as you plan?

What are the implications for instruction? How might you incorporate literacy strategies based on these descriptors?

What assumptions about teaching and learning does Ladson-Billings articulate? What assumptions do you want to continue to think about in terms of classroom instruction?

What compromises are inherent in the list above? (A compromise might not be negative. It is something you explicitly "give up" in order to make room for something else in your classroom. For instance, one might "compromise" coverage of content in order to go into more depth on a topic. One might "compromise" watching Law and Order reruns on TV for getting enough sleep tonight. And so on.)

A possible activity for a time when you are part of school staff and know a school well:

Think about your school. In the second column list anything you can think of that would support a specific aspect of culturally relevant teaching. In the third column, list anything you can think of that would constrain or inhibit culturally relevant teaching in your school.

Ask a recorder to list items from the second column that the school could celebrate. Include how to celebrate the support and how it might be shared with more staff members. Then for each constraint, brainstorm a list of ideas of how to address the constraint.

Descriptor of Culturally Relevant Teaching	Supports	Constraints

Ladson-Billings' Tenets of literacy

1. Students whose educational, economic, social, political, and cultural futures are most tenuous are helped to become intellectual leaders in the classroom.
2. Students are apprenticed in a learning community rather than taught in an isolated and unrelated way.
3. Students' real-life experiences are legitimized as they become part of the "official" curriculum.
4. Teachers and students participate in a broad conception of literacy that incorporates both literature and oratory.
5. Teachers and students engage in a collective struggle against the status quo.
6. Teachers are cognizant of themselves as political beings.

As a classroom teacher, how might you take into account any of these tenets as you consider instruction in your classroom? How might these tenets impact how you think about teaching reading in your content area? How might these tenets impact how you think about teaching students to think critically in your content area?

Recruiting diverse candidates.

The recruitment of diverse candidates is a high priority for the Earlham M.A.T. There are multiple ways in which we work to increase the diversity of our student body.

We recruit and advertise in places with diverse prospective students. We recruit primarily from the Earlham College student body. This population is highly diverse, with 25% of students who identify as minority and 18% of students who are international. These students come from 47 states and 62 countries. We recruit heavily at other private liberal arts institutions with similar diverse student populations.

We recruit using radio advertising in the Cincinnati radio market, which is a highly diverse nearby market.

Recruitment events include current students and alumni who are diverse. For every recruitment event that we hold on campus, we invite and confirm at least one student or alum of color to attend. We do this for multiple reasons. The first reason is so that minority candidates can see minority role models in the field. Additionally, this gives these students the opportunity to ask questions of minorities who have been involved in the program about their experience. We also prominently, but not misleadingly, include diverse students in our marketing materials.

Additionally, we invite at least one alum who adds racial diversity to every interview session. We do this for the reasons that we invite minority students and alumni to recruiting events. Additionally, we hope that the presence of other racial minorities will help to reduce stereotype threat for any minority candidates.

It is important to note that we also value the ability of our majority candidates to learn with candidates who are minorities. Therefore, it is important for them to see at recruitment events and at interviews that our program welcomes diverse students and teachers. The inclusion of diverse students and alumni in our recruiting and interview events are examples of systematic ways in which we recruit diverse candidates.

Admissions staff pays special attention to minority students. Our director of admissions increases contact with, and gives extensive application support to, minority students as needed. Our personal, hands-on admissions process is a benefit to all students.

Scholarships aimed specifically for minority students. We offer increased scholarships for students who identify as minorities. Knowing that minority students face an unequal playing field in our society, and to make the possibility of becoming an M.A.T. student more of a reality, we offer this increase in financial aid.

Test preparation for all students. Any prospective students who have not passed an alternative to the CASA, the basic skills test required by the state prior to acceptance, are offered tutoring to assist with the CASA exam. Because minority students are statistically more likely to struggle on standardized tests, regardless of ability, this tutoring can be of particular help to them. This tutoring is offered free of charge, so it is available to all students.

Our recruitment of minority students has been systematic and targeted. As a result, our student population is more racially diverse than the local population of Richmond, which is our most diverse local community. Additionally, while this number is small, by our estimates our alumni constitute fully half of the minority teachers on local faculty (in Richmond, Northeastern, Centerville, Union County), which is disproportionately high in comparison with our alumni presence in these districts. **The presence of our program in East-Central Indiana has increased the presence of teachers of color in our area, allowing more students to see diverse teachers in this essential role.**

511 IAC 13-1-1 Approval of teacher preparation programs
Authority: IC 20-28-2-6
Affected: IC 4-21.5; IC 20-28-9-2

    Sec. 1. (a) An accredited teacher preparation program means an organization recognized by the board to prepare educators to meet requirements for licensure.

    (b) To be accredited by the board, a teacher preparation program shall do the following:
(1) Have at least one (1) approved licensure program.
(2) Develop an assessment system under section 2 of this rule that includes all approved licensure programs.
(3) Require program applicants, as a condition of acceptance to the program, to obtain at least a minimum acceptable score on an assessment established under 511 IAC 15-7-2 that demonstrates proficiency in basic reading, writing, and mathematics or an alternative as approved by the board and published by the department.
    (4) Provide current information to the department on the:
        (A) name;
        (B) mailing address;
        (C) electronic mail address;
        (D) telephone number; and
        (E) facsimile number;
    of the supervisor of the teacher preparation program.
    (5) Provide an annual state report to the department.
    (6) Meet the following standards for programs:
  (A) Professional standards for the accreditation of schools, colleges, and departments of education of the National Council for Accreditation of Teacher Education (NCATE) Chapter 2 of NCATE's Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, January 2002 edition, is hereby incorporated by reference. Copies of this publication may be obtained by writing to the National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036-1023. Copies may also be obtained from the Office of Educator Licensing and Development, 115 West Washington Street, South Tower, Suite 600, Indianapolis, Indiana 46204.
  (B) Model standards for beginning teacher licensing and of the Interstate New Teacher Assessment and Support Consortium (INTASC). The draft standards section of the Model Standards for Beginning Teaching Licensing and Developments: A Resource for State Dialogue as developed by the Interstate New Teacher Assessment and Support Consortium, 1992 edition, are hereby incorporated by reference. Copies of this publication may be obtained by writing to Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, D.C. 20001-1431. Copies may also be obtained from the Office of Educator Licensing and Development, 151 West Ohio Street, Indianapolis, Indiana 46204.

    (c) An approved licensure program shall prepare students to meet REPA teacher developmental and content standards under at least one (1) of the following:
(1) A major or content area under 511 IAC 15-1-2 or 511 IAC 15-4-2.
(2) A major or content area under 511 IAC 15-2-2, 511 IAC 15-3-2, or 511 IAC 15-5-2. If the major is offered by a teacher training institution, the major must meet or exceed the content requirements of any other major offered by the institution for higher education for that content area.
(3) A minor or concentration under 511 IAC 15-1-2, 511 IAC 15-2-2, 511 IAC 15-3-2, 511 IAC 15-4-2, or 511 IAC 15-5-2. If the minor is offered by a teacher training institution, the minor must meet or exceed the content requirements of any other minor offered by the institution for higher education for that content area.
    (4) The requirements for an administrative license under:
        (A) building level administration;
        (B) district administrator: superintendent;
        (C) district administrator: director of career and technical education;
        (D) district administrator: director of curriculum and instruction; or
        (E) district administrator: director of exceptional needs.
    (5) The requirements for a school services license under:

    (A) school counselor;
    (B) school nurse;
    (C) school social worker; or
    (D) school psychologist.
  (6) A master of arts in teaching for a content area.

    (d) The department will review and make the recommendation to the board regarding the status of all newly proposed licensing programs and reviews of existing licensure programs applying for approved status.

    (e) When determining whether an administrator preparation program should be approved, the board shall consider whether the program meets current educator standards for 511 IAC 15-6-28 and covers the following topics:
  (1) Human capital management.
  (2) Instructional leadership including evaluating instructional staff.
  (3) Behavior that sets the tone for all student and adult relationships in the school.
  (4) Culture of achievement aligned to the school's vision of success for every student.
  (5) Using data to attain student achievement goals.
  (6) Using technological tools and systems to support effective management of the organization.
  (7) Financial management including building-level budgeting.
  (8) School safety and emergency preparedness.
  (9) Rights and responsibilities of students, families, and school staff.

    (f) The department shall assist teacher preparation programs in developing quality licensure programs for preparing educators.

    (g) The department may reevaluate the status of an approved teacher preparation program or licensure program at any time. The department shall provide written notice of reevaluation to the approved teacher preparation program or licensure program. The board will make the final determination of the accreditation status of the teacher preparation program. Status will be determined on a cycle established by the department. The department will annually review and update status of all approved teacher preparation programs located in the state.

    (h) If the department reevaluates the approved licensure program and determines that the approved licensure program does not meet the requirements of this rule, the department may recommend to the board that approval be rescinded. Any rescission by the board shall be governed by the Administrative Orders and Procedures Act (IC 4-21.5).

    (i) The board may revoke state accreditation for a teacher preparation program upon recommendation of the department and a revocation proceeding governed by the Administrative Orders and Procedures Act (IC 4-21.5).

    (j) The board shall make the final determination on the approval of revisions to and adoption of teacher content and developmental standards.

(Indiana State Board of Education; 511 IAC 13-1-1; filed Nov 18, 2014, 3:51 p.m.: 20141217-IR-511130399FRA)