

**SOUTHERN CONNECTICUT  
STATE UNIVERSITY**

**SCHOOL OF EDUCATION**

**ANNUAL REPORT**

**(PART I)**

**2001 - 2002**

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# SCHOOL OF EDUCATION ANNUAL REPORT 2001 – 2002

## I. EXECUTIVE SUMMARY

### A. Conceptual Framework Synopsis (SAILS)

The goal of the School of Education is to develop competent educators who are lifelong scholars (S), who possess attitudes (A) and dispositions that reflect an appreciation of lifelong learning and diversity, who demonstrate personal and professional integrity (I), who have the leadership (L) skills to promote change in students and schools, and who have a sense of commitment and responsibility to community service (S).

The imperative to equip students with a high level of scholarship is founded on the belief; first, that a sound knowledge base is essential for effective practice, and second, that candidates possessing high levels of scholarship are better equipped to develop those same levels in the students they serve. Scholarship also includes dedication to developing an ever-growing repertoire of strategies to promote student learning.

The need to cultivate attitudes and dispositions that will lead to lifelong learning is driven by the belief that continuous learning is essential to function effectively in a rapidly changing, multicultural world, and the belief that teaching for understanding requires an appreciation and understanding of the social and cultural context in which students live. This will provide an ethical framework within which candidates are able to critically reflect on, test, and clarify their own sense of values and principles to guide their professional practice.

In the area of leadership, the School is committed to the belief that leadership includes mastery of self as well as the courage to lead others to work toward change in the improvement of the environment in which they work. The School aims to help candidates understand the problems and opportunities of the communities in which they work and live. This means nurturing the desire to serve others through involvement in field experiences, internships, mentoring programs, and community service.

In conclusion, the overarching vision of the School of Education at Southern Connecticut State University is to prepare initial and advanced professionals who are committed to both lifelong teaching and learning and to continuous improvement of self and the educational systems and communities in which they work.

### B. Productivity by major program areas

Following are the fall 1998, 1999, 2000, and 2001 productivity figures for major programs in the School of Education:

<u>Program</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>
CSP	113	126	138	125
RSM	9	27	9	11
EDU	306	307	379	340
EDF	59	75	62	60
EDL	119	126	113	88
EXS	219	188	178	195
SHE	90	114	134	124
SED	285	286	270	254
RDG	44	52	60	69
School	1244	1301	1343	1266

This shows a 5.7% decline in Fall 2001 FTE enrollment.

### C. Status By Major Program Area

1. Counseling School Psychology (CSP) is a graduate department with several undergraduate service courses. The decline in CSP enrollments from 2000 to 2001 was planned. Slightly more than 50% of applicants are admitted in any given year. CSP is projected to maintain a Fall FTE enrollment of 125 plus or minus 2 FTE with the present level of faculty and the limited space available for offices and clinical experiences. There is a need for additional clinical space. It has strong programs, central to the educational mission of the School, with national accreditation from CACREP and NASP. There is strong demand for graduates of the School Counseling program and the School Psychology program. Job prospects have improved for graduates of the Community Counseling program but most of the Community Counseling jobs are related to federal, state and municipal funding levels. Both the faculty and the student body demonstrate a commitment to diversity.
2. Elementary Education (EDU) has graduate and undergraduate programs. Teacher preparation programs are central to the mission of the School. The 10.3% decline in Fall FTE enrollments is a result of vast overproduction in 2000. For years the EDU Fall FTE productivity has been slightly over 300. In 2000 it jumped to 379. This Fall it fell to 340, which is still above the previous typical, and anticipated, productivity of 300 plus or minus 10 FTE. Approximately 70% of the FTE reduction (27 of 39 FTE) took place at the graduate level. The faculty is diverse and a serious effort is being made to increase diversity. The student body at the undergraduate level is predominately white, Caucasian, female, in spite of strong efforts to recruit minorities and males. The program produces competent journeymen teachers in a larger volume than any other Connecticut institution of higher education. This contributes to the overabundance of certified elementary school teachers, a surplus that is expected to continue into the foreseeable future. Unless the department faculty chose to embrace, rather than just accept, the concept of inclusion, the department mission will become more and more peripheral to what is happening in the public schools and the needs of public schools. The Education Department submitted a Compliance with Specialty Standards Report to the National Council for the Accreditation of Teacher Education (NCATE)/Association for Childhood Education International (ACEI) at the Baccalaureate and at the Post Baccalaureate levels.
3. Educational Foundations (EDF) is a graduate program at the 6<sup>th</sup> Year level. Program productivity exceeds resource consumption by a wide margin. Fall FTE productivity is at the projected level and will remain there over the next five years. The program provides a required Foundations course to all certification students and graduates 40 plus students each year with the 6<sup>th</sup> Year Diploma in Educational Foundations. The vast majority of students are teachers who are seeking a program with 30 credits past the master's degree to qualify for a salary increase. Over the past several years both admission and graduation requirements have increased. Quality is improving. However, there is no clear mission statement for the foundations portion of the program and outcome measures have not been developed, though faculty are working on them and anticipate completion by the Fall of 2003. The faculty and the student body are diverse.
4. Educational Leadership (EDL) is a graduate program at the 6<sup>th</sup> Year level. In spite of the 22% drop in Fall FTE productivity, EDL still produced more student credit hours than warranted by the full time and adjunct faculty assigned to the department. The EDL program is central to the mission of the School of Education and is doing more than any other educational institution in the state to provide qualified personnel for leadership positions in schools. The program is accredited by the State of Connecticut and exceeds NCATE and ISSLC standards. To be certified graduates must pass the very rigorous Connecticut Administrators Test. The faculty and the student body are diverse. The Education Doctoral program has been approved and the first cohort of 25 students has been chosen. An additional position for the doctoral program is needed. The program submitted a Compliance with Specialty Standards Report to the National Council for the Accreditation of Teacher Education (NCATE)/Educational Leadership Constituent Council (ELCC) in preparation for the NCATE accreditation visit in 2003.

5. Exercise Science (EXS) has reversed the downward trend of the past two years with a 9.55% increase in Fall FTE. EXS, excluding SHE which is reported separately, has three separate programs: Physical Education certification at the undergraduate and graduate levels, Human performance at the undergraduate and graduate levels, and Athletic Training at the undergraduate level. Physical Education certification at the undergraduate and graduate levels is central to the Mission of the School. Resource consumption is approximately equal to productivity. Graduate and undergraduate certification programs have been approved by the SCSU Graduate Council and are accredited by the Connecticut State Department of Education. There is a demand for graduates and the program has an excellent reputation in the region. The program submitted a Compliance with Specialty Standards Report to the National Council for the Accreditation of Teacher Education (NCATE)/NASP in preparation for the NCATE accreditation visit in 2003.

The Human Performance programs have marginal enrollments but are of very high quality. There is low student/community demand for the Human Performance programs but students in the programs strongly support them and graduates do get jobs. Faculty go out of their way to involve students in research and all Human Performance faculty have active research agendas. Facilities and equipment required by the program are extensive. Human Performance is not central to the mission of the School. Athletic Training is a small, quality program, with limited enrollments at the upper division level. It has national accreditation, a clear mission statement and well defined outcomes assessments. Athletic Training is not central to the mission of the School. Neither the faculty, nor the student body of EXS exhibits ethnic diversity.

6. School Health (SHE). Even with a 7.5% drop in Fall FTE enrollment, SHE remains one of the most productive units in the School. It offers an undergraduate minor, a service course that all certification students must take, and a graduate program. Resource consumption is far below productivity. The undergraduate minor is small and often selected by Liberal Studies majors as one of their minors. The service course and the graduate certification program are central to the mission of the School. The undergraduate minor is peripheral to the mission of the School. Most of the service courses are taught by adjuncts and there is need for greater quality control. The SHE Graduate Program had been removed from the Graduate Catalog by the Graduate Council for failure to meet Council standards. A revised self-study report was submitted to the Academic Standards Committee of the Graduate Council and approved. The School Health Education program received Continuing Approval for the next five years. The School Health Program submitted a Compliance with Specialty Standards Report to National Council for the Accreditation of Teacher Education (NCATE)/American Association for Health Education (AAHE) in preparation for the NCATE accreditation visit in 2003.
7. Special Education (SED) has graduate and undergraduate programs. Special Education has been designated a high need area by the Connecticut State Department of Education. Resources and productivity are in balance. During the year SCSU was the first institution of higher education to receive state approval to offer an elementary/special education dual certification program at the undergraduate level. This was a monumental achievement. SCSU became the first Connecticut institution to be able to graduate teachers who had the skills to teach effectively in the inclusive classrooms of today's schools. The overall FTE productivity of Special Education declined 6% this year and 5% last year, most of this at the part time graduate level. Enrollment in the undergraduate Elementary/Special Education certification program is expected to increase as knowledge of the program spreads. The department also has developed a cross endorsement program for secondary teachers who want to become certified in Special Education. The department submitted a Compliance with Specialty Guidelines Report to the NCATE/Council for Exceptional Children (CEC) in preparation for the NCATE accreditation visit in 2003.

8. Reading (RDG) is a graduate program that prepares teachers who are planning to become certified Remedial Reading and Remedial Language Arts Teachers. It is a distinctive program with a very strong regional and national reputation. The 15% increase in FTE was due to pressure from surrounding school districts that have a strong need for Reading specialists. Enrollments exceeded the capacity of the program to provide sufficient clinical spaces. The program has neither the faculty nor the clinical space to adequately provide for more than 60 FTE students. Enrollments are being stabilized at 60 FTE plus or minus 5%. There is a strong demand for graduates of the program. The faculty is white female and the student body is predominately white female. The program submitted a Compliance with Specialty Guidelines Report to the NCATE/International Reading Association (IRA).

9. Student Teaching. With increasing difficulty, all qualified applicants were successfully placed in student teaching sites for the fall and spring semesters. The same teachers who are qualified to serve as student teacher supervisors are qualified to serve as mentors for new teachers in the district. With increasing retirements, more and more BEST qualified supervisors are being used as mentors. Also the \$150 that CSU institutions pay to supervise student teachers is the lowest rate in the state. This contributes to the problem. Following is a listing of the distribution of the students participating in student teaching or DSAP placements 2001-2002:

Art	54	Health	1	Phys Ed	48
Early Child	28	History	28	Science	22
Elem Ed	214	Lib. Sci	12	Spec Ed	93
English	21	Math	5	TESOL	0
Foreign Lang	11	Middle Grade	2		
					<b>TOTAL 549</b>

10. Center for Community and School Action Research (CCSAR) received official recognition as a Center. Activities this year include:

- a. Conducted a needs assessment of special education services for the city of Waterbury.
- b. Received a \$40,000 grant to conduct an enrollment study in Waterbury.
- c. Received a two-year, \$340,000 federal grant with the Ct SDE, to conduct a statewide assessment of the pre-school early reading program, Project STARS.
- d. Received a \$60,000 grant for the CT SDE to continue a statewide assessment of the Early Literacy Institute Initiative.
- e. Continued evaluation of the Safe Schools and Health Students Initiative in Waterbury.
- f. Continued to assess all educator preparation programs at SCSU.
- g. Maintained support of community based and school based faculty and student projects.
- h. Participated actively in the NEASC accreditation process and worked actively in preparation for the upcoming NCATE accreditation.

#### D. Implications

We must direct our attention to developing a match between programs offered and resources, always keeping in mind the SCSU goal of preeminence and the needs of the state.

## II. FTE Enrollment and Projections

The following table projects the changes in enrollment from Fall 2001, to Fall 2006. Essentially a steady state enrollment is projected for the School of Education with planned realignment to focus on current and projected need for teachers, administrators, counselors, and other school personnel. The projection assumes the School of Education will receive no increase in faculty office and advising space over the next six years. A further assumption is that there will be no reduction in the number of full time faculty assigned to the School of Education. However, there will be a realignment to achieve preeminence in areas of need.

**A. FTE COURSE ENROLLMENT CHANGE BY PROGRAM 2001 & 2006  
FALL 2001**

	CSP	EDF	EDL	EDU	EXS	RDG	RSM	SED	SHE	TOTAL
Full-Time										
Lower Div.	25	--	--	60	92	--	--	10	70	257
Upper Div.	7	--	--	119	54	--	--	99	7	286
Graduate	55	14	7	59	13	2	6	16	6	178
Part-Time										
Lower Div.	0	--	--	7	7	--	--	8	9	31
Upper Div.	0	--	--	11	9	--	--	44	1	65
Graduate	38	46	81	84	20	67	5	77	31	449
TOTAL	125	60	88	340	195	69	11	254	124	1266

**FALL 2006**

	CSP	EDF	EDL	EDU	EXS	RDG	RSM	SED	SHE	TOTAL
Full-Time										
Lower Div.	25	.--	.--	40	70	--	--	40	80	255
Upper Div.	5	--	--	70	55	--	--	70	--	200
Graduate	50	15	10	60	10	10	15	30	5	205
Part-Time										
Lower Div.	--	--	--	5	10	--	--	5	15	35
Upper Div.	--	--	--	30	10	--	--	30	--	70
Graduate	45	50	95	80	25	70	30	70	35	500
TOTAL	125	65	105	285	180	80	45	245	135	1265

**PROJECTED CHANGES FROM 2001 TO 2006**

CSP	0	0	FTE	Steady state until new facilities available.
EDF	+	5	FTE	1 FTE per year. Focus on preeminence
EDL	+	17	FTE*	Move to cohort admissions and increased on-line.
EDU	-	55	FTE	Align program with resources, focus on preeminence.
EXS	-	15	FTE	EXS 011-012 not required, reorganize skill courses.
RDG	+	11	FTE	New Certification requirements, high state need.
RSM	+	34	FTE	Expand program, consolidation of SOE research courses.
SED	-	9	FTE	Elimination of 1-12, focus on preeminence.
SHE	+	11	FTE	<u>Service course for growing certification programs</u>
SOE	-	1	FTE	Program rationalization and focus on preeminence.

\*EDL does not include doctoral program enrollments.

**B. Quest for Diversity**

Although the School of Education has made progress in increasing the diversity of faculty, staff and students, much remains to be accomplished. The School has developed an in school plan for hiring and retaining a diverse faculty. To the extent that our faculty is multicultural it will be more hospitable and welcoming to a multicultural student body and better able to teach in a multicultural environment. A department by department faculty needs assessment is updated annually.

## Minority Recruiting Status and Needs by Department

	Current Status				Need	
	White		Minority		M	F
	M	F	M	F		
Dean Office	2	0	0	0	Female and/or minority	
CSP	3	4	2	0	Reasonable balance	
EDU/EDF	4	7	1	1	Black male	
EDL	2	2	1	1	Hispanic	
EXS	10	8	0	2	Black male and Hispanic	
SED	7	11	0	0	*Black, Hispanic, Oriental	

- SED is the number one priority area. It failed to find a qualified minority this year.
- The next vacancy in the Dean's Office should focus on a woman and if possible a minority.
- EDU has an acceptable balance. A black male has been hired for next year.
- EXS should attempt to fill the next two vacancies with minorities, preferable a black male and a Hispanic female. Search not completed this year.
- CSP, although reasonable in balance, has a preponderance of female students and was able to recruit a female for the next academic year.

A recruitment and hiring plan is in effect. It begins with clear directions to the search committee, with a written definition of the search process in light of established needs, screening procedures, school certification of the applicant pool, an inclusive interview process and guidelines for recommending candidates.

After hiring there will be a written individual professional development component that establishes new faculty objectives, mentoring systems, faculty assignments, performance evaluation, and coaching for renewal, promotion and tenure. From hiring through tenure there will be a defined professional support component that will assure appropriate professional travel, computer support, grant support, faculty renewal, recognition and awards and support for professional activities. Although this process is being designed for minority hires, it will be provided for all new hires.

### III. MISSION, GOALS, OBJECTIVES

#### A. MISSION

The School of Education is a professional school whose mission is to prepare well-qualified educators committed to lifelong learning, intellectual honesty, personal integrity, respect for the rights and freedom of others, and to the improvement of the educational situations in which they work. To this end the School:

- Maintains quality, state-of-the-art, undergraduate and graduate professional preparation opportunities for personnel interested in education or in education related positions.

- Provides programs and services that enable in-service professionals to acquire additional preparation necessary for continuous professional growth and/or changing career objectives.
- Collaborates with school personnel, educational agencies, professional groups, and others interested in the improvement of educational opportunities.
- Promotes and conducts research directed toward improving the practice of teaching and learning.

## **B. Goals and Objectives 2000-2004 and *progress during 2000-2001.***

**1.0 Mission, Goals and Objectives.** The school, each department, and functional unit will have commonly understood, clear and current statements of mission, goals and objectives that articulate with each other and the university strategic plan.

- 1.10 The mission, goals and objectives of the school, each department, and each functional unit will be reviewed for clarity, consistency, innovation, and articulation with each other and with the University Strategic Plan.

*Each department and functional unit has a written mission, goals and objectives.*

*Articulation with each other and the University Strategic plan is in progress.*

- 1.20 A school strategic plan will be developed, published and used as a guideline for planning, resource allocation and curriculum change.

*A first approximation of the plan has been developed. Productivity and course enrollment data from the plan are included in this report. Each program and operation is being examined in terms of:*

*Centrality to the Mission of the University and School*

*Resource Viability (Human, Physical, Financial)*

*Curriculum and Outcomes aligned with National & State Standards*

*Evidence of Quality or Potential for Quality*

*(accreditations, benchmarks, local/state/national reputation, faculty scholarship, student scholarship, graduates placement, graduates performance)*

*Favorable Enrollment Trends and Potential*

*(need for the program, demand for the program, ability to attract qualified students, retention rates, degree completion rates)*

*Diversity and Accessibility of Program*

**2.0 Curriculum and Instruction.** All curricula will provide well planned, articulated, balanced programs of study directed toward the attainment of clearly specified program objectives that are presented in a manner that is problem focused, requiring critical thinking, collaborative work and self-assessment by learners.

- 2.1 Each program and track will publish clearly stated program objectives with assessment criteria.

*In preparation for NCATE each program has submitted a " Compliance with Standards Report " to their respective specialty organizations. Those programs that did not meet all standards are working on rejoinders. Programs that met standards are addressing any comments made by the reviewers.*

- 2.2 A curriculum map or comparable strategy will be maintained for each professional program and track. Alignment with standards is being evaluated, and will serve as a vehicle for improvement.

*This task required identifying the performance outcomes (knowledge, skills and dispositions) that candidates must have upon completion of the program. Next transition points were identified. At each transition point candidates are assessed to determine if they are ready to proceed to the next stage. Transition points identified are, (1) program entry, (2) prior to clinical experience, (3) After clinical experience, (4) At completion of program . At each transition point the competencies, which are to be assessed, have been identified and specific assessment paradigms, with rubrics, are being developed and refined to improve validity and reliability.*

- 2.3 An interdisciplinary review process will be implemented to assure that all courses encourage learning that is problem focused and experiential, requiring critical thinking, collaborative work and self-assessment by learners.

*To date, department Chairs have reviewed syllabi from their faculty to be sure that the elements above are included in each syllabus to the extent possible for the course and discipline. This academic year we will take a random sample of syllabi from each area and have them reviewed by an external (to the department) committee. The goal will be to identify exemplary learning activities that might serve as models and bring all syllabi into conformance.*

- 2.4 School of Education faculty will participate in the review of curriculum standards of professional associations, Office of Education, and the State Department of Education and the development of curriculum standards based on that review.

*School of Education faculty serve on all major state committees and have participated in establishing standards for all certification and curriculum areas.*

- 2.5 All courses and curricula will be examined to determine whether a course from another department or school could meet, as well or better, the desired learning objectives in an effort to reduce the number of courses offered in the School of Education by at least 10%.

*This initiative slowly is being achieved, due more to budget constraints than to recognition that resources must be directed toward required courses and services . The Department Chairs Council will reexamine this initiative during the coming academic year to make the best use of scarce faculty resources and further reduce the number of adjuncts.*

- 2.6 The Master of Science program in elementary science education will be reactivated in cooperation with a statewide science support organization such as the Connecticut Academy.

*The Education Department simply does not have qualified faculty to assign to this project. Conversations are being initiated with the Science Education Department of the School of Arts and Sciences to determine if a cooperative program might be developed in the future, after the budget crisis has passed.*

**3.0 Involvement.** The school, each department, and functional unit will involve a broad representation of constituencies such as faculty, students, graduates, employers, community representatives, and area specialists in its planning, policy development and evaluation.

*Progress is being made. Each major program has an advisory council or board.*

3.10 The School and every department will have a mechanism for obtaining external advice from relevant professional leaders and employers of graduates to review and make periodic written comments on curriculum, instruction, advising, and career development in terms of community expectations and benchmark standards of professional practice.

*Significant progress has been made in establishing a schoolwide evaluation paradigm that includes: Principal survey every other year, principal focus group every other year, graduating student survey every year, graduating student focus groups every year, Analysis of PRAXIS II results every year, and an alumni survey every year. In addition the SOE Curriculum Committee dedicates the last meeting of each year to obtaining input from practicing school personnel.*

*Departments use information from student evaluation forms each semester to improve curriculum and instruction, departments use data from evaluation and assessment forms completed each semester by student teachers, cooperating teachers, and SCSU supervising teachers to improve curriculum and instruction and departments conduct focus groups to obtain feedback from students and professionals in the field.*

*The State of Connecticut is a leader in developing a coordinated system of standards for pre service preparation, licensure, and professional development. Connecticut is an NCATE Partnership State, which means that NCATE and the state hold schools of education accountable for producing candidates with the knowledge and skills for which the states will hold individual candidates accountable. NCATE has aligned teacher preparation standards with national standards for primary through twelfth grade student learning. NCATE has moved to a performance based accreditation process that requires compelling evidence of acceptable candidate performance using multiple assessments. The School of Education is preparing for NCATE accreditation.*

3.20 The School and every department will provide at least non-voting membership for student representatives on school and department committees, when appropriate, while encouraging all committees to consider extending voting rights to student members.

*There has been little progress in this endeavor due to collective bargaining limitations, departmental by-laws restrictions and sincere differences of opinions on the extent to which students should be a party to faculty deliberations in many areas. The topic is on the table in each department and will continue to be discussed.*

3.30 Where appropriate for the field, every department will develop opportunities for faculty to spend all or part of a semester or year working at their specialty in a public school for the mutual gain of the School, the host school and the faculty member. (Also applicable to Goal 5.00).

*A renewed effort is being made to develop a viable Professional Development School Network. We continue to work with selected New Haven Public Schools.*

3.40 Every department will work toward having every methods course cooperatively developed and co-taught by an SCSU faculty member and a practicing teacher (counselor, administrator, etc.) by Fall 2002. (Moved from Fall 2001).

*Not accomplished due to lack of funding. We are seeking funding from a foundation to support this project in at least one department. At the present time we have many cohort courses being co-taught by a practicing teacher and a university professor. Also we have many practicing teachers/counselors/administrators teaching for the SOE as adjunct faculty.*

3.50 SCSU faculty will serve on every major Connecticut State Department of Education committee and Connecticut State Department of Education personnel will be invited to speak with our faculty groups and student groups at least once each semester to maintain open communication links.

*Accomplished and continuing.*

3.60 Every department will maintain partnerships with representative elementary and middle schools to assure that the teacher education curriculum and program standards are responsive to the needs of contemporary schools and society.

*Accomplished and continuing.*

3.61 The School and departments will use partnerships to provide opportunities for students and faculty to collaborate on teaching and/or research projects.

*Accomplished in those schools designated as Professional Development Schools. Efforts are continuing to develop at least one student or faculty research project in each Partner school. It is anticipated that this will be accomplished by the end of the Fall 2003 semester.*

3.70 The Research, Measurement and Evaluation program, with participation from all departments of the School, working through the Center for Community and School Action Research, will become a resource for the schools and school districts of the state and region in the areas of assessment and measurement.

*Due to the illness of the Coordinator of the RSM Program, this initiative has been delayed.*

**4.0 Standards.** Appropriate academic, professional, and interpersonal standards are published and maintained throughout the school.

4.10 The Statement on Professional Ethics, AAUP Policy Documents and Reports, 1990, pp. 75-76, included in the Collective Bargaining Agreement as 4.1.1.1 will serve as a commonly understood general standard.

*Accomplished and continuing.*

4.20 The Student Bill of Rights as published in the SCSU Student Handbook as the first item under Student University Relations will serve as a commonly understood standard.

*Accomplished and continuing.*

4.30 The Code of Professional Responsibility for Teachers and the Code of Professional Responsibility for Administrators, printed in the Connecticut Regulations Concerning State Educator Certificates, Permits and Authorizations, will be taught and followed.

*Accomplished and continuing.*

4.30 School wide standards of student grades will be developed and published based on general faculty consensus about the meaning and use of each grade with attention to, at least, department wide, reliable, valid and equitable discrimination among levels of student performance.

*This has proven to be a topic that elicits almost universal disagreement.*

*However, the movement toward standards and outcomes assessment has provided the following areas of common agreement. Every program must have clearly defined outcomes objectives that describe what a graduate knows, is able to do, and what basic values the graduate holds in defined areas. The curriculum ( a planned sequence of courses, activities, and experiences ) must lead to the defined outcomes and values. Each course, laboratory, field experience, etc. must show how it contributes to the defined outcomes. Further, the objectives, assignments, activities and assessments of each course must be aligned so an unbiased observer could see how the assignments and activities lead to student achievement of the objectives, and how the assessments do evaluate the degree of student attainment of what was taught.*

*A grade is a translation of the assessments used in the course to a summary statement of degree of student attainment in terms of the established grading system of the University. At the undergraduate level: grades of A+, A, A- indicate "exceptional" performance, grades of B+, B, B-, indicate "superior" performance, grades of C+, C indicate "average" performance, grades of C- through D- show "passing" performance, and a grade of F indicates "failure."*

*At the graduate level grades of A+ and A indicate "superior" performance, grades of A-, B+, B indicate "expected performance", grades of B-, C+, C indicate "passing but below graduate standards, and grades of C- through F indicate "unacceptable" performance.*

*Areas remaining to be worked out include: what constitutes reasonably valid and reliable assessment and evaluation processes? how do we define superior, expected, average? what is the role of attendance? is personality a factor? must there be minimum quantity and quality standards that are roughly equivalent across the department and across the school? Also, how do we avoid bias?*

4.40 A School student, faculty, staff standards committee will be formed to examine standards and the standards formation process throughout the school.

*No progress. Due to preparation for the NCATE accreditation visit, this was deferred. It will be initiated during 2003-2004 year.*

**5.0 Professional Development.** All staff members participate in professional development activities throughout the year.

5.10 The SOE will develop and evaluate a process for orientation and mentoring for all new faculty and staff.

*Accomplished and continuing.*

5.20 Each faculty member (including part time and adjunct) and staff member will develop and maintain a professional development plan.

*Full time faculty have development plans. Little progress has been made in encouraging adjunct faculty to develop a professional development plan for SCSU. The vast majority of them have professional development plans for their school and district. Working with the SOE is part of their district development plans.*

*Most SOE adjuncts want to remain adjuncts. A majority has responsible positions and are very successful in their districts or they would not be hired as adjuncts. Others are outstanding retired public school personnel who want to continue to make a contribution. In the future, department chairs will request professional development plans only from adjuncts that are seeking a tenure track position at SCSU.*

5.30 The School of Education will establish a professional development committee to receive suggestions and plan an annual schedule of activities focused on helping faculty keep up-to-date in their fields, maintain contact with practice in their fields, and increase knowledge and practices of effective teaching/learning.

*After discussion across the departments this was not deemed a productive activity for a school committee. Each department will develop an annual schedule of activities for members of that department with attention paid to cross disciplinary events whenever possible.*

5.40 The School of Education will sponsor, in collaboration with area public school districts, professional conferences highlighting new developments in the field of education that emphasize “best practices.”

*Not accomplished. Not needed. School districts indicated no need for additional professional conferences. The State Department of Education, professional associations, school districts, granting agencies, and Regional Educational Service Centers provide ample opportunities for educators to keep up with "Best Practices."*

**6.0 Administration.** An open and participative administrative structure that encourages collaboration and cooperation within and between the programs of the school, with other schools and departments, and with elementary and secondary schools in the region will be developed and maintained.

*Accomplished and continuing.*

**7.0 Facilities and Resources.** Adequate facilities are provided and maintained to support the programs of the school including: library, curriculum library, instructional technology, computers, resource personnel, and clerical/secretarial support.

7.10 The School of Education, in collaboration with the School of Information, Communication and Library Science, will work towards updating the curriculum resource center to include current curricula materials used in area schools.

*Accomplished and continuing.*

7.20 Every department will implement a process for annual development of a departmentally reviewed and approved list of books and materials to be recommended for library purchase.

*Accomplished and continuing.*

7.30 The School of Education will obtain, on campus or off campus, additional space for faculty offices, student advising, and clinics.

*Adequate office space remains a critical need. At least five faculty members continue to share offices designed for one person. The SOE asked to be included in current explorations for space in downtown New Haven. This would provide needed office, administrative, clinical and teaching space. There has been a slight improvement in clinic space for the Special Education Department. One SED clinic that was on the verge of collapsing has been completely refurbished. This does not provide any additional space, but it greatly improves the clinic facility and contributes positively to the image of SCSU. There remains an urgent need for clinic space for SED, CSP and CCSAR.*

**8.0 Students.** Students are the most valuable resource of the School and the School is committed to providing optimal learning experiences in an open, cooperative learning environment.

8.10 Every department will provide adequate opportunities for students to meet with faculty members for advisement throughout each semester.

*Accomplished with reservations. The Education Department still has no adequate space to advise new students or to handle registration of new students. All departments have developed student advisement flow sheets that show the path of students from intake to graduation. These will continue to be refined.*

8.20 Every department is encouraged to publish advisement guidelines for its students, addressing pre-registration procedures, registration procedures, drop/add, program change, graduation requirements, and who to contact in case of problems.

*Accomplished and continuing.*

8.30 The School of Education and departments provide students with opportunities for professional development outside the classroom through presentations, open topic discussions, and faculty-student get-togethers.

*Accomplished on a limited basis and continuing.*

8.40 The School of Education and departments provide opportunities for students to share their learnings with peers and faculty through poster sessions, student presentations, and workshops.

*Accomplished at the graduate level, beginning at the undergraduate level. More emphasis will be put on undergraduate student presentations and poster sessions in the coming year.*

8.50 The School of Education will provide experiences for graduate students to collaborate with faculty and public school personnel through graduate assistantships and field study projects.

*On going. Field study projects are involving most graduate students in research and development activities throughout the state.*

*The SOE has a need for additional graduate assistantships in all departments but the need is particularly critical in the Educational Leadership Department and the Education Department.*

**9.0 Technology** The School of Education is committed to assuring opportunity for a high level of competency in the use of educational technologies for all of its students by maintaining state-of-the-art facilities and programs, and a faculty proficient in their use.

9.10 The School of Education will provide, over the next three years, an expanded, upgraded, and modernized computer classroom that includes state-of-the-art hardware and a collection of school/student related software.

*Accomplished and constantly improving. In addition, two high technology classrooms have been established in Davis Hall.*

9.20 The School of Education and departments will provide expanded and updated programs of preservice and inservice education directed toward educational technology.

*Significant progress has been made in infusing technology throughout the curriculum. All preservice and inservice courses require the use of technology for teaching and for learning. In the coming year, periodic letters will go out to the faculty describing successful infusion of technology and offering assistance in adding features to their courses.*

9.30 The School of Education will support collaboration with area public schools in educational technology to provide services and as a means of keeping the School's offerings in touch with developing practice.

*To date the extent of support has been providing credit courses and limited inservice training for small groups of teachers. The main impediment has been access to computer laboratories. The possibility of Saturday computer training in the High Technology Classroom in Davis Hall is being investigated.*

*The Adaptive Technology Laboratory has provided significant training and services to surrounding schools.*

9.40 The School of Education will maintain ongoing and active engagement with area schools that are leading in the use of educational technologies, and will join other providers, such as ACES, in developing inservice opportunities for area teachers and school administrators.

*Not accomplished. ACES has contracts with most surrounding schools and does an excellent job. At the present time the SOE will respond to requests for specific training and/or consulting.*

9.50 The School of Education will , for all students, develop exit competencies based on state and national technology standards and will require demonstration of these competencies prior to graduation.

Exit competencies developed and disseminated. Each student, prior to receiving a student teaching placement must present a portfolio to her or his advisor that demonstrates proficiency in educational technology as applied to student learning, classroom instruction, communications, and data management. This requirement will be extended to graduate students prior to their culminating experience.

## **IV. EPILOGUE**

Learning is a lifelong quest for freedom. Freedom for an individual exists to the degree that he or she is able to choose from among alternative, often competing, goals and courses of action. To choose, one must know of the alternatives available and be able to predict their outcomes if chosen. To be able to predict accurately is to have knowledge, albeit predicated on a particular outcome. To have knowledge is to have the basic ingredient of freedom. To create knowledge is to extend the relative potential for freedom. It is the duty of education to maximize each individual's freedom and thereby enhance his or her potential.

As educators we must believe that every person has great and largely untapped human potential. The aim of education is not to produce a standard product but to help identify and free the potential that is already within every person. The educational process then becomes a process of providing as many access routes as possible in an environment that fosters enhancement of self-concept via the scholarly pursuit of knowledge. A strong self-concept facilitates learning.

Learning is an active process of making connections. It is a process of internal discovery and creation. Learning is the formation of meaningful patterns and a continuing revision and enlargement of these patterns. The more patterns an individual can form, the more freedom of choice an individual has and the more that person is able to trust his or her own intuition, and thereby remain open to teaching. This attitude toward teaching and learning is critical for excellent teachers.

Teaching that is responsive to the needs of individuals and to their basic physical, mental and emotional growth is the essence of successful education, and the essence of professional integrity. This kind of teaching helps each person realize that he or she is important, worthwhile and capable of learning. It is our task to provide rich conditions and human support within the learning, living and working environment. This is the key to developing life long learners. The leadership we provide here will foster leadership among our students who will carry this responsibility into their professional teaching and service careers.

The School of Education Quality Council suggests we adopt as our theme, "Developing Lifelong Teachers and Learners." Then to provide an easily understood and easily remembered set of guiding values the School of Education has adopted the acronym, SAILS. SAILS summarize the values that guide us .

### **SCHOLARSHIP**

**ATTITUDES/DISPOSITIONS**

**INTEGRITY**

**LEADERSHIP**

**SERVICE**

Our vision of a teaching-learning community is anchored in the belief that education is a basic, organizing principle for a just and free society. Educators are the curators of this society and it is educators who have the responsibility to transmit this vision to subsequent generations of students.