

**School of Education**  
**2014-2015 Annual Report**  
**Janet Stocks, Dean**

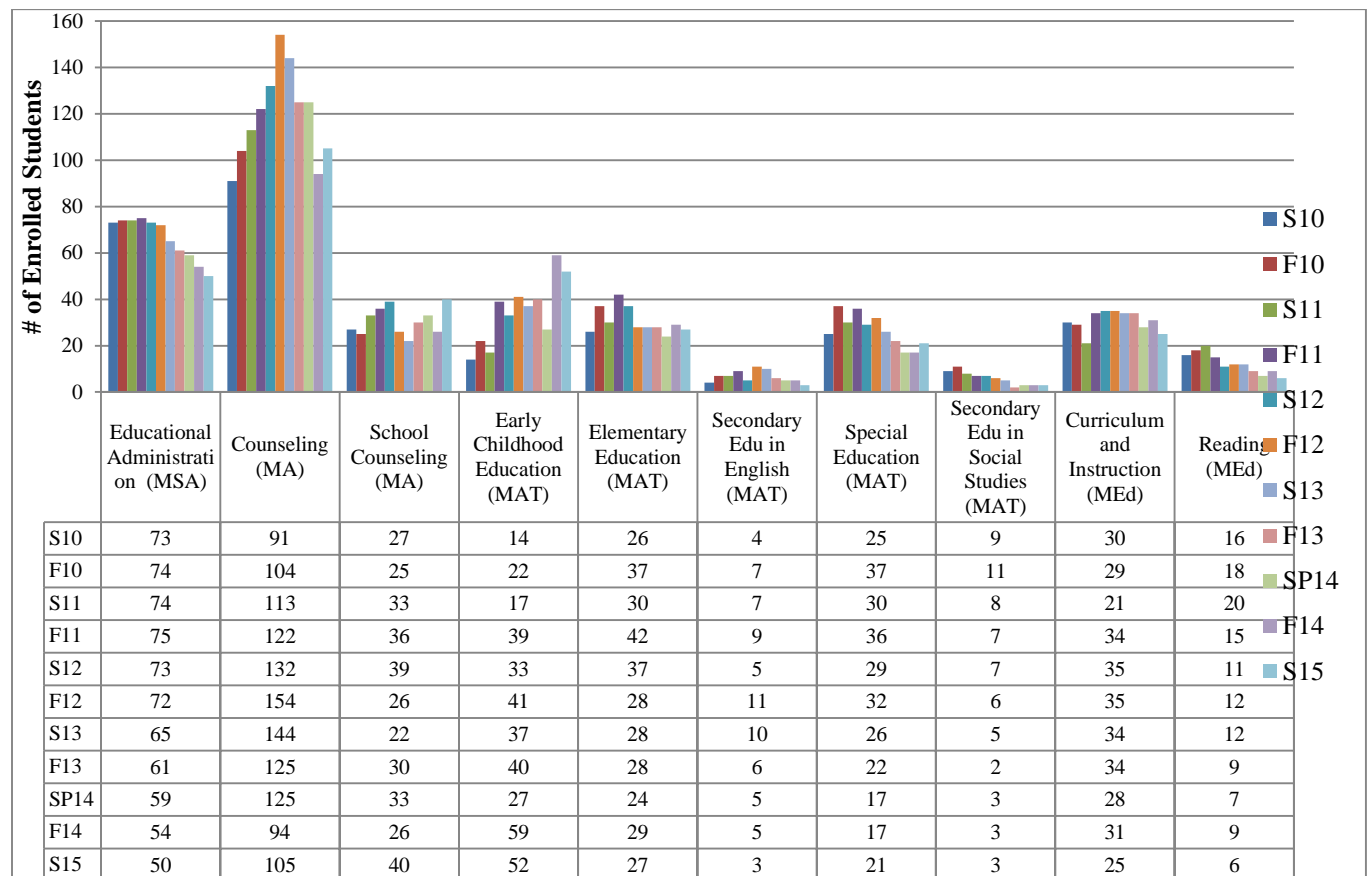
**Introduction and Summary**

The School of Education continues its focus on preparing quality education and counseling professionals for effective work in urban settings. During this year the School of Education has:

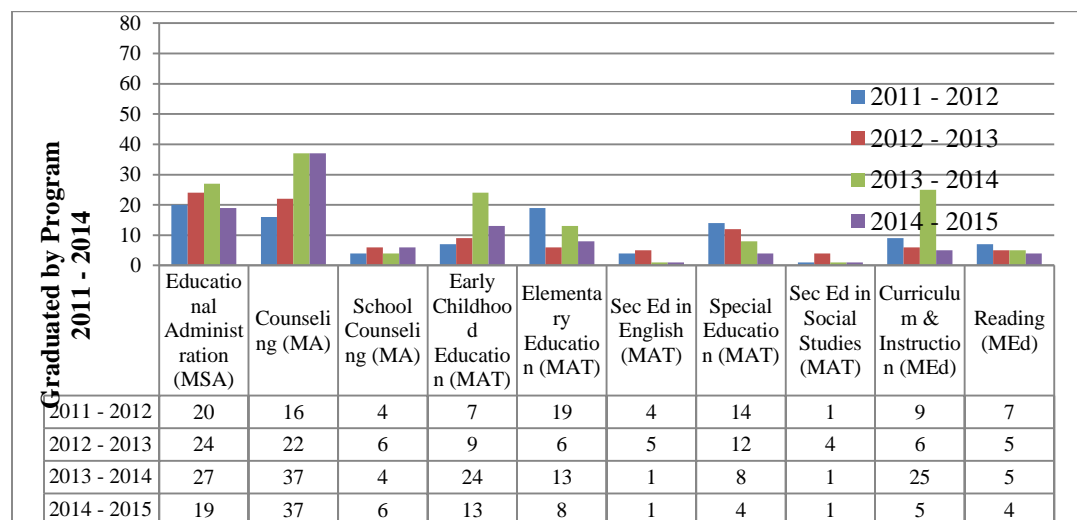
- Prepared and submitted an initial application and self-study to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health Counseling and School Counseling programs
- Prepared and submitted reports for National Recognition by Specialized Professional Associations (SPAs) for four programs:
  - Early Childhood Education: the National Association for the Education of Young Children (NAEYC)
  - Elementary Education: the Association for Childhood Education International (ACEI)
  - Special Education: the Council for Exceptional Children (CEC)
  - Educational Administration: the Educational Leadership Constituent Council (ELCC)
- Implemented a new partnership agreement with the Center for Inspired teaching which led to the enrollment of 30 new candidates in fall 2014 and will lead to the enrollment of an additional 23 candidates in the fall of 2015
- Revised the MAT in Secondary Education to modify the current curriculum so that candidates wishing to pursue licensure in any Secondary discipline (not just English or Social Studies) can pursue their MAT at Trinity
- Closed the MEd in Reading program due to persistent low enrollments
- Focused on the theme “Poverty and Homelessness in Washington D.C.: The Impact on the Education and Mental Health of Children and their Families: Finding Solutions and Identifying Possibilities” culminating in a research colloquium on April 30.
- Increased enrollments and revenues in Continuing Education

## Dashboard Data Summary

### School of Education enrollment by program spring 2010 – spring 2015



### School of Education Graduation by Program 2011-2012 – 2014-2015



The following trends can be noted from these data:

Enrollments in the Clinical Mental Health Counseling and School Counseling programs increased during this academic year. To date, new student interest in the Counseling programs is strong. With the initiation of the CACREP accreditation process this year, there is good reason to believe that these enrollments will continue to increase.

There was a slight uptick in the enrollments in the MAT in Special Education. A curriculum revision approved by EDU-CAP in the spring, effective fall 2015, will strengthen this program. Additional coursework would make it possible for a candidate earning an MAT in Early Childhood, Elementary, or Secondary Education to take the coursework required to obtain a dual license (with Special Education); this would also strengthen enrollments in the Special Education program.

A partnership with the Center for Inspired Teaching brought thirty new candidates into the MAT in Early Childhood Education program. This partnership will continue in the 2015-2016 academic year, with some candidates in Early Childhood and some in Elementary Education. The Center for Inspired Teaching is very interested in offering a dual-license option (Early Childhood or Elementary with Special Education) that would be offered beginning fall 2016, so the development of this option has the potential to increase enrollments through this partnership even further.

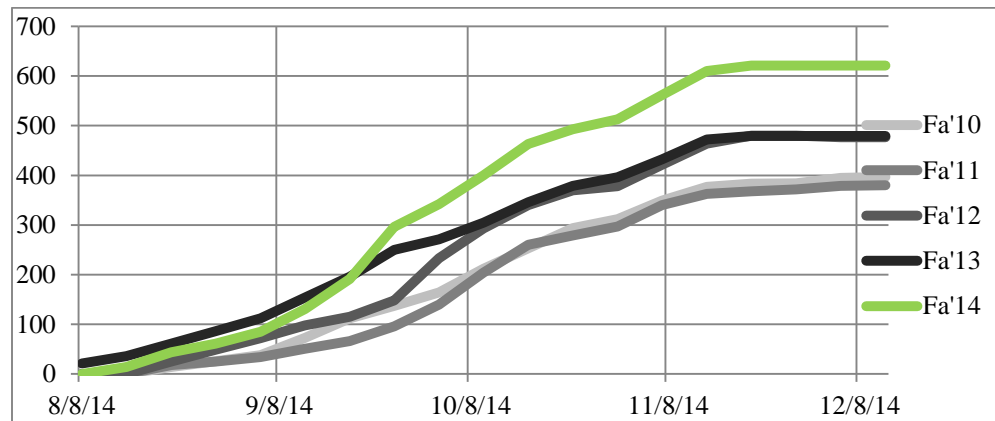
Both programs in Secondary Education (English and Social Studies) continue to have very low enrollments. For this reason, EDU-CAP approved a change to a non-categorical Secondary Program that is available beginning fall 2015. To enroll in this program, candidates will have had to major, or to have taken substantial coursework in the field in which they would like to teach, and also to have passed the Praxis II content exam in the field in which they would like to teach prior to enrollment. This will make it possible for candidates to pursue teaching credentials in STEM and other fields that have recently not been open to Trinity MAT candidates.

Because of continued low enrollments in the MEd in Reading program, EDU-CAP voted to close the program effective immediately. Students currently in the program will be given the opportunity to complete it, but no new students will be accepted.

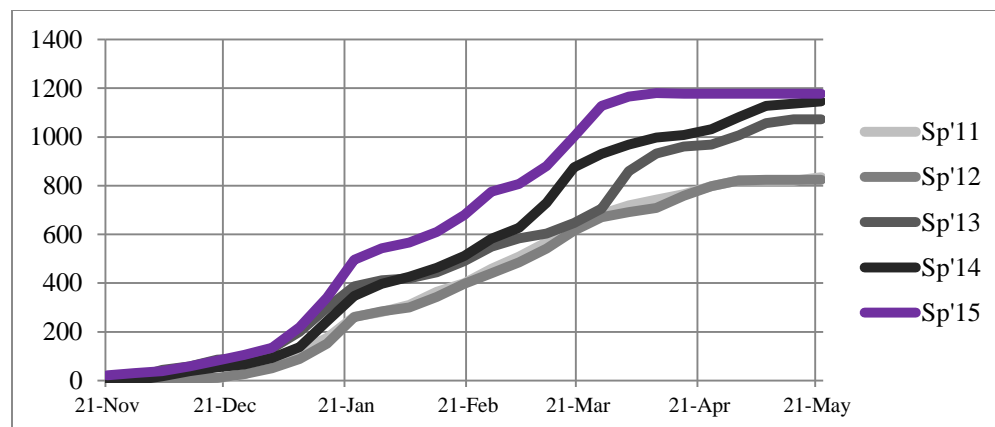
## Continuing Education Enrollments

### Enrollment in published courses

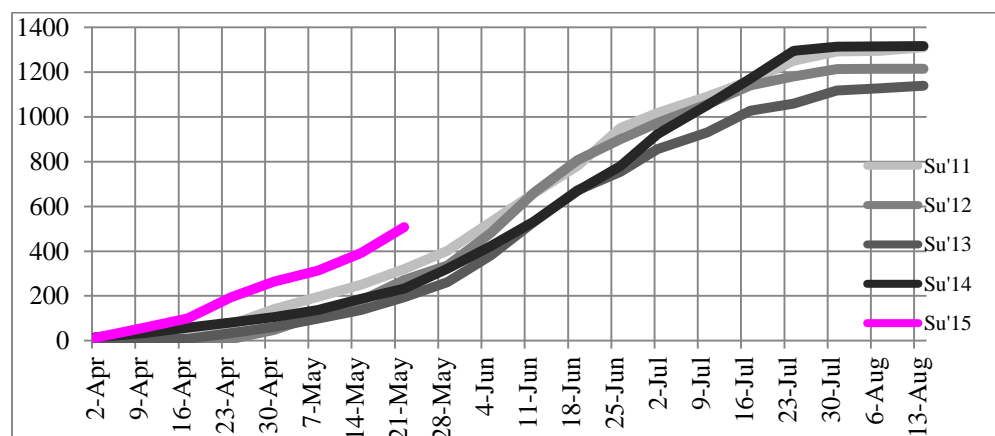
#### Fall 2014



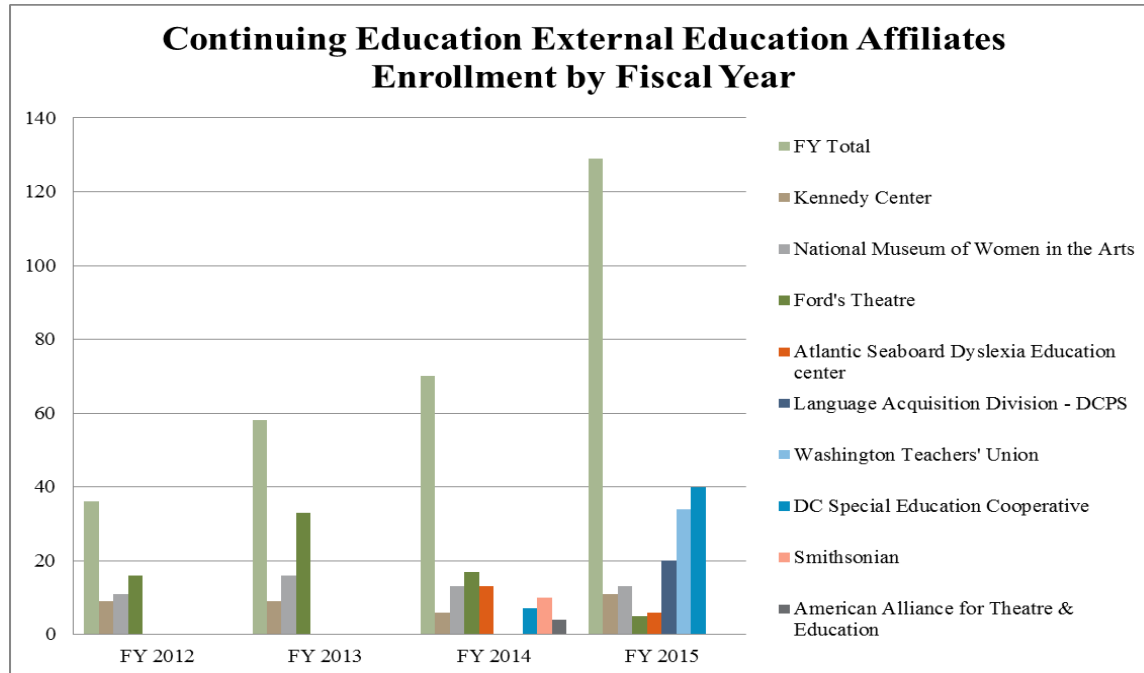
#### Spring 2015



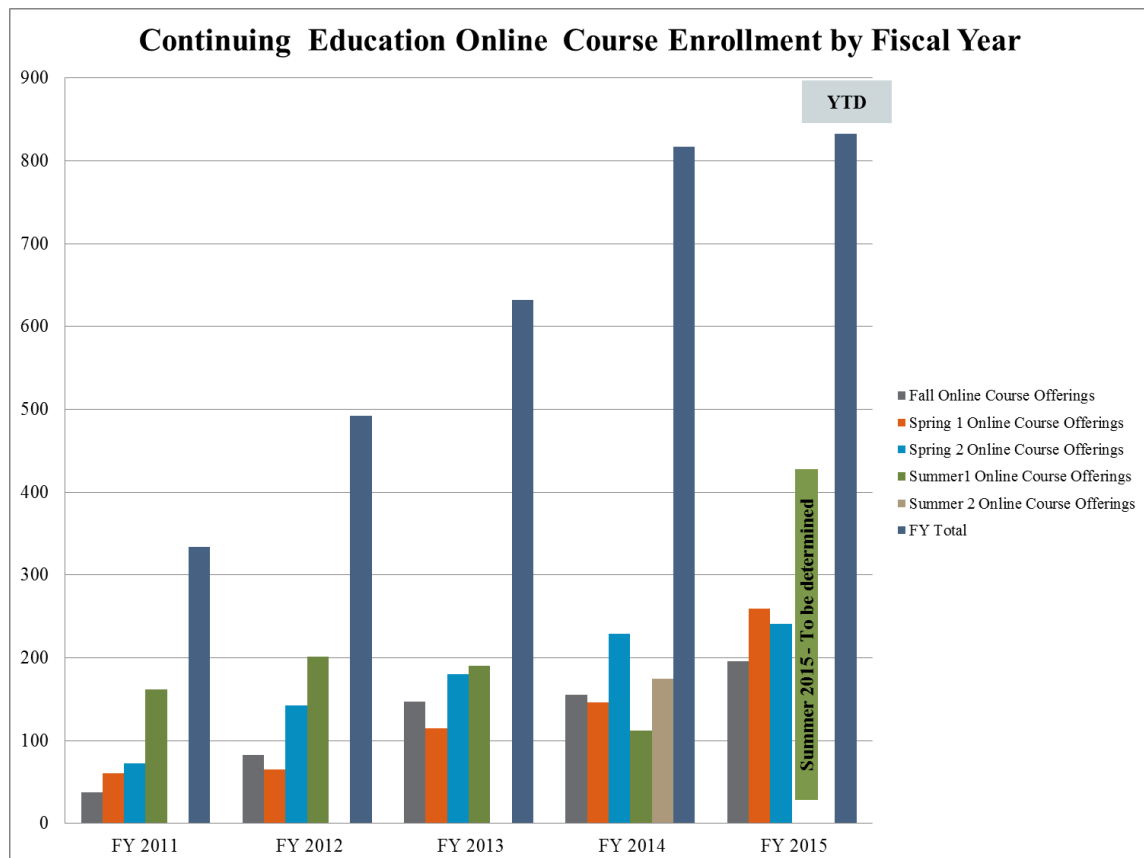
#### Summer 2015



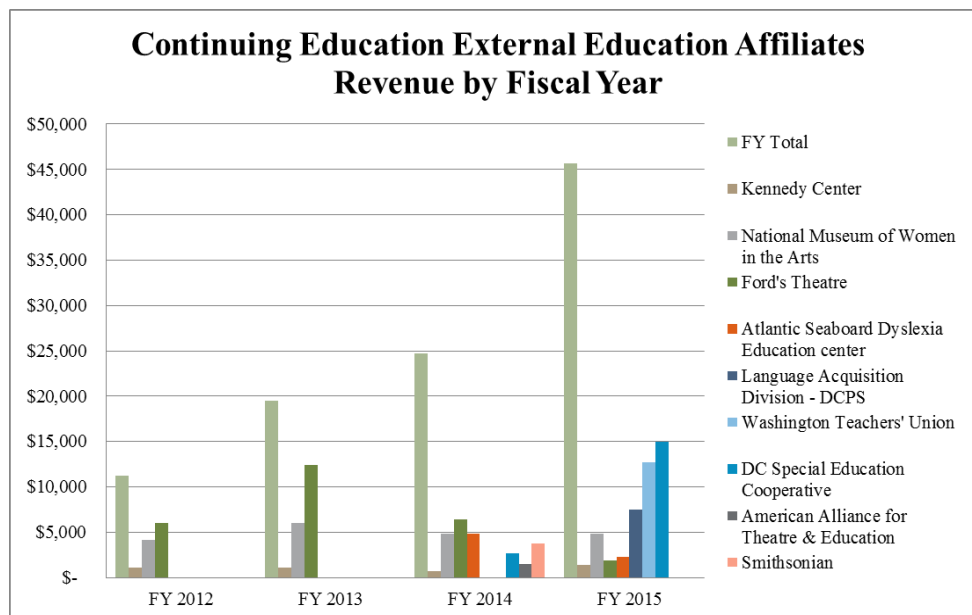
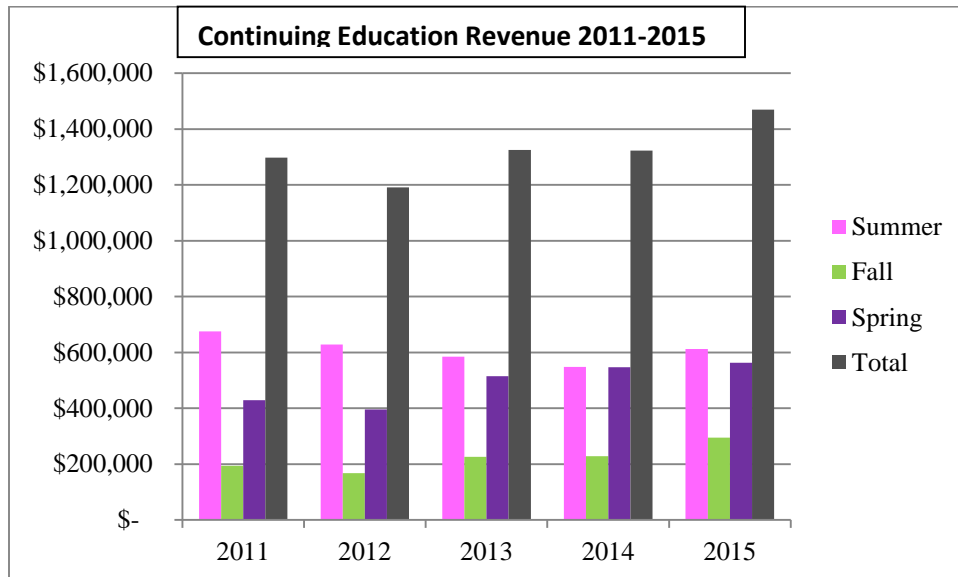
## Enrollment in Affiliate Courses



## Enrollment in Online Courses



## Continuing Education Revenue



A review of both enrollment and revenue data for Continuing Education reveals clear growth in all aspects of the program. “Published” courses (those advertised in the seasonal catalogs) had increased enrollments in the fall and spring terms, and are on course for increases in the summer term, just getting underway. Enrollments in online courses have increased every year since they were first offered. The number of external partners (who offer courses that we approve for course credit) has also grown steadily. Total revenue for FY 15 is expected to top \$1.5 million.

## **Progress Toward Goals**

Goals articulated in the 2013-2014 School of Education Annual Report:

- Increased enrollments in all programs
- Successful CACREP accreditation
- MA in Education Policy
- Revised secondary offerings
- Expansion of audience for Continuing Education

### Program Enrollment

As stated in the discussion of dashboard data, enrollments in Counseling programs, Early Childhood Education, and Special Education increased. Enrollments in Elementary Education were also slightly up from the previous academic year. Enrollments in the MEd in Educating for Change held constant. Enrollments in Educational Administration were slightly down. Enrollments in Secondary Programs and the MEd in Reading continued to be so low that changes were made (as reported above) to those programs.

### CACREP Accreditation

The Clinical Mental Health Counseling and School Counseling programs submitted an initial application and self-study to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) on April 1. CACREP sent the materials out for initial review on April 13th. According to the published CACREP timeline, the Counseling programs should receive an initial review letter by early June either requesting further materials or requesting possible dates for a campus visit, which will be the next step in the process. If the campus visit can be scheduled in the fall of 2015, the CACREP Board of Directors may act on the recommendation from that visit at their January 2016 Board meeting.

Through the process of assembling the self-study, several improvements were made to the Counseling and School Counseling curricula:

- The clinical sequence courses in the Clinical Mental Health Counseling and School Counseling programs were separated in order to place more emphasis on developing professional identity in each of the programs
- Five new handbooks were created to support candidates, clinical instructors, and site supervisors
- A new “transition points” evaluation policy was adopted by the faculty in order to identify academic or dispositional issues with candidates at an early stage, and throughout their programs so that these issues can be addressed in a developmental manner with candidates
- Outcome data for the comprehensive exam were analyzed and improvements were adopted to help improve student outcomes on this exam

## MA in Education Policy

An initial design of a potential Education Policy program was developed by the Dean of EDU, and a proposal to fund a new position to lead the program was included in the FY 16 budget. Concern was expressed on the part of some faculty members in EDU-CAP about the overlap of an Education Policy program with two existing programs: Educating for Change, and Educational Administration.

## Revised Secondary Offerings

As stated previously, because of persistent low enrollments in the two Secondary programs: English and Social Studies, EDU-CAP approved a change to a non-categorical Secondary Program that is available beginning fall 2015. To enroll in this program, candidates will have had to major, or to have taken substantial coursework in the field in which they would like to teach, and also to have passed the Praxis II content exam in the field in which they would like to teach prior to enrollment. This will make it possible for candidates to pursue teaching credentials in STEM and other fields that have recently not been open to Trinity MAT candidates.

## Expansion of Audience for Continuing Education

Erin McHenry, the long-time Director of Continuing Education left Trinity in September 2014 to take a job at the University of Chicago. Diane Miranda, previously Assistant Director, was promoted to Director in mid-March 2015. Because summer is by far the busiest season for Continuing Education, and planning for the summer term was well under-way by the time of Diane's promotion, work to expand the fields in which Continuing Education will offer professional development opportunities has been postponed until late summer.

## Theme and colloquium

During the 2014-2015 academic year, the School of Education adopted the theme of "Poverty and Homelessness in Washington D.C.: The impact on the Education and Mental Health of Children and their Families: Finding Solutions and Identifying Possibilities." Faculty members were asked to include content on this theme in all classes during the academic year. On April 30, 2015, EDU presented a research colloquium which included a panel of local experts on these issues, faculty presentations and student presentations. For the 2015-2016 academic year, EDU has adopted the theme "Seeking Social Justice through Community and Family Engagement."

## **Assessment Plans and Results**

### SPA reports

Reports to Specialized Professional Associations (SPAs) for four programs: Early Childhood Education, Elementary Education, Special Education, and Educational Administration, were submitted in March. These reports are required as part of the School of Education's NCATE / CAEP accreditation, and must be submitted three years prior to the next (CAEP) site visit.



Reports were due March 15 and were then sent out for review by the professional associations. The SPAs will send review results and comments in August 2015.

The SPA reports in their entirety can be found on the Middle States document web page. Below, the section of each report about the use of assessment results to improve the program are excerpted for each program.

Early Childhood Education: the National Association for the Education of Young Children (NAEYC)

During spring 2014, the Early Childhood (EC) faculty began conducting meetings twice each semester, that included full-time faculty and adjunct faculty of undergraduate and graduate Early Childhood courses to reflect on collected data and collaborate on all areas of the Early Childhood program: curriculum, course objectives, course textbooks, and key assessments. We formulated an action plan to ensure quality program improvement and to maintain and further establish Trinity's Early Childhood educators as intentional educators. It is the faculty's goal to collaborate and strategize, regardless of the level of the program, in order to effectively and efficiently meet the needs of the Trinity candidates who are educators of young children.

**Content knowledge:** The faculty disaggregated the data according to the National Association for the Education of Young Children (NAEYC) Standards, focusing on the key assessments where candidates did not meet or exceed the standard. NAEYC standard 5: Using Content Knowledge to Build Meaningful Curriculum, specifically addresses content knowledge. The data showed that candidates approached Standard five in three of the eight key assessments. Based on the data, the faculty reflected and strategized various ways to incorporate appropriate academic content throughout the Early Childhood program. Candidates must demonstrate strong academic knowledge and background in order to effectively and intentionally meet the needs of the children they serve.

Prior to summer 2014, candidates developed unit plans and presented at least one lesson to their classmates at the end of semester. However, the faculty realized that this presentation did not adequately ensure that the candidates had acquired and retained the specific course content early enough for intervention. Therefore, during the summer of 2014, the faculty decided to require candidates to conduct one lesson from their unit to their peers midway through the semester. During the midterm presentation, candidates provided a rationale for their lesson, discussed related research on the content area, and provided an explanation as to where the lesson fit on the spectrum of that particular content. Research states that the person who does the teaching, retains the information. Therefore, the EC faculty wants to ensure that the candidates have an opportunity to learn about the content, by teaching it; they must demonstrate an understanding of the content. In addition, incorporating a midterm presentation allows the faculty members time to intervene, scaffold, and possibly reteach content that may still be unclear. Our goal is to always work towards every candidate meeting or exceeding the standards for all key assessments.

Furthermore, the Early Childhood faculty reflected on their own teaching and found that they, too, needed to be more intentional when discussing academic content. The faculty has begun to ensure that the major components of each content area are discussed and that related strategies are modeled. This ensures that candidates have a plethora of opportunities throughout the EC program to discuss, explore, reteach, explain, and reflect upon specific academic content knowledge gained from the courses.

In addition to adding a midterm presentation, the faculty collaborated to adopt current textbooks that incorporate common core standards. We felt it was important that the EC candidates, regardless of the age and grade taught, needed to be familiar with and have an understanding of the common core standards, along with the knowledge of the content for Kindergarten through third grade in order to meet, challenge, and scaffold instruction for all young children.

**Professional and pedagogical knowledge, skill, and dispositions-** NAEYC Standard 6: Becoming a Professional, specifically addresses professional and pedagogical knowledge, skill, and dispositions. According to the disaggregated data, the Early Childhood candidates approached standard 6 in three of the eight key assessments over the three years. Our goal is to ensure that all candidates meet or exceed this standard for all key assessments. Therefore, during the EC meetings, the faculty reflected upon the data and discussed three ways to ensure professional and pedagogical knowledge:

The EC Faculty noticed that having candidates develop unit plans, videotape at least one lesson, and share the videotape at the end of the semester did not allow time for professional and pedagogical intervention. Watching the videotaped lesson allows the faculty to notice any dispositional issues and pedagogical concerns and render support as appropriate. Therefore, after reviewing the data, faculty have revamped the assignments that are completed in EDTE 611, EDTE 612, and EDTE 613 to schedule the videotaped lesson earlier in the semester. By presenting and sharing a videotape during the middle of the semester, faculty are able to effectively address any professional, pedagogical, and/or disposition concerns; and the teacher candidate will have time to reflect and improve upon those areas of concern.

The faculty wants to provide ample opportunities for each EC candidate to reflect on the knowledge acquired, reflect on their planning, reflect on their teaching, and reflect on their disposition. Candidates are now required to reflect on various aspects of what it takes to be an intentional teacher throughout the EC program. Because the faculty wants to incorporate more technology into the program, candidates now complete a forum online, participate in chat rooms online, and evaluate videos and case studies discussing developmentally appropriate classroom environments and teaching, and keep course specific journals utilizing various technological resources to aid in each candidate participating in ongoing reflections.

During candidates' last semester, they student teach/intern in a classroom setting for an entire semester. The faculty worked collaboratively to revamp the lesson plan format and

the student teaching/internship forms in order to ensure that candidates are intentional in their planning, and are constantly reflecting on NAEYC standards to promote positive early learning experiences for all young children.

**Student learning-** After analyzing the disaggregated data for NAEYC Standard 1: Promoting Child Development and Learning and NAEYC Standard 4: Using Developmentally Effective Approaches, the faculty noticed that while candidates met or exceeded the two NAEYC standards for five key assessments, our goal is to have candidates meet or exceed the standard for all key assessments. We believe it is imperative that our teacher candidates understand, retain, and appropriately use the knowledge gained from their education to ensure they meet the developmental and academic needs of the young children they encounter.

Not only do we believe that teacher candidates need to know and understand content knowledge, but they should also gain, retain, and understand knowledge about child development. The faculty has begun to incorporate more related research about early child development, developmental milestone expectations, brain research, and theories into specific EC courses: EDTE 611, EDTE 612, EDTE 613, EDTE 614. Incorporating more hands-on and engaging activities related to early childhood theories, child development, brain research, and learning will also model developmentally appropriate pedagogy, as well as provide various opportunities for candidates to grasp the information. In addition, the EC faculty is making sure that the candidates are doing more of the teaching in each of the EC courses based on the knowledge gained from related research and course readings.

**Lesson planning-** After analyzing the data, the faculty realized that the Trinity lesson plan template used prior to summer 2014 did not require candidates to thoroughly and appropriately think through each lesson and the required components. Therefore, the faculty revamped the Trinity lesson plan template to include: rationale, learning standards, objectives, accommodations, assessments. In addition, because the lesson plan format is used in seven of the twelve courses, the faculty realized that there is a need to notice candidates who are or may be struggling with developing curriculum and lesson plans early in the EC program and provide the necessary support and resources (differentiate) to those candidates who may need them.

**Observations-** Candidates will now be required to choose a grade level, Kindergarten through third grade, and an early education setting to address specific topics that will aid in student learning in the following courses: EDTE 610, EDTE 612, EDTE 614. For course EDTE 610- Candidates will be required to observe a social studies lesson in a Kindergarten through third grade classroom and interview the observed teacher about her/his social studies planning and instructional practices. The faculty noticed that more social studies instruction needed to be embedded into the Early Childhood program. This assignment will serve as another way to promote student learning, specifically aligned to social studies content and instruction, because candidates will have the opportunity to observe, learn from an experienced and intentional early childhood educator, and reflect upon the experience. For course EDTE 612- Candidates are currently required to observe

in two different Early Childhood settings, PreKindergarten through third grade, using different curricula and/or different theories. After reflecting on the assignment, the faculty noticed a need for candidates to also dialogue with the observed teacher(s) about the theory/curricula utilized in their school setting in order to gain more knowledge about the curriculum and the academic content. Candidates will compare and contrast the curricular expectations and will reflect on the dialogues, thinking about their own knowledge and pedagogy. For course EDTE 614- The faculty added an additional assignment to the course. This assignment will require candidates to observe at least two different assessments conducted in an Early Childhood settings, Preschool through third grade, and reflect on the assessment used, the teacher's method to conduct the assessment, and the child's reaction to participating in the assessment. After each observation, candidates will be required to share their experiences with peers and collaborate to discuss developmentally effective assessment practices.

Lastly, after analyzing the data and course content, the Early Childhood faculty noticed a need to incorporate more information about inclusion, including knowledge and resources about children with special needs, inclusion and more information about children with social-emotional disabilities, and information and resources about positive behavior modification strategies. Faculty will revamp course content to include information about inclusion. In addition, the faculty is currently working on creating another assessment course that will specifically discuss special education and the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) process. The goal is to have designed the program during the summer of 2015 in order to add it to the program of study by the beginning of the fall 2015 academic semester. Using the data, the Early Childhood faculty reflected upon program improvement and needs, course content, course textbooks, and faculty teaching strategies. Across the three years, the data show that the program excels in NAEYC Standards 2 and 7; however, more work and changes continue to be implemented for NAEYC Standards 1, 3, 4, 5, and 6 to ensure that all candidates meet or exceed the standard for all eight key assessments. Overall, three main topics emerged from the meetings as areas to continue to improve upon in all NAEYC standards and improve in all key assessments: ensuring candidates have appropriate developmental and academic knowledge and incorporate that information into their teaching and planning, requiring candidates to present and reflect midway in the semester, incorporating and embedding more technology throughout the program. It is our goal to collaborate and strategize, regardless of the level of the program, in order to meet the needs of the teachers who are teaching the children.

Ultimately, Trinity's EC faculty want to model: reflection, assessment, curriculum, and collaboration. We want teacher candidates to experience their professors demonstrating what we expect them to do with their young children, which is to use data to inform and improve upon knowledge and pedagogy. Positive early learning will occur when educators have appropriate background knowledge in developmental and academic content, understand and utilize appropriate assessments to inform instruction, and collaborate to ensure each individual child's needs are met.

## Elementary Education: the Association for Childhood Education International (ACEI)

### **Content Knowledge**

Trinity candidates meet and often exceed the ACEI standards related to content. Three sources of evidence support this claim. First, MAT candidates have graduated from a four year accredited institution with a Bachelor's degree. Upon entrance to Trinity, their transcripts are reviewed for General Education requirements to ensure that they have taken courses that covered the appropriate content knowledge. Candidates who are lacking General Education courses must take and pass all requirements prior to the student teaching internship and graduation. These supplemental courses expose candidates to the required content knowledge.

Candidates are asked to demonstrate their content knowledge through two major content knowledge assessments, the Praxis II test #14 and the comprehensive exam. Candidates score very well on the Praxis, with more than 80 percent meeting or exceeding the state pass rate in each of the last three years.

However, the Praxis test does not cover all of the ACEI content areas, specifically health, physical education and the arts. Trinity created a comprehensive examination that covers all content areas; Reading and Language Arts (25%), mathematics (15%), social studies (15%) and Science (15 %) and Health, Physical Education and the Arts (10% each). This examination has been undergoing revision over the past two and one-half years. Teams comprised of elementary education faculty have spearheaded the project and have solicited suggestions, comments, and feedback from appropriate contents area professors. The exam mimics the format of the Praxis II test #14 and consists of 100 questions that have been tried and vetted during the two year pilot. To control for bias, the exam has been reviewed by several faculty not directly involved in the elementary education program and who represent different cultural, and /or ethnic backgrounds. Through the use of item analysis and attention to standards, the program believes it now has a reliable instrument.

The comprehensive examination is taken prior to student teaching and after completion of methods course work. Candidates are expected to pass all sections of this examination and those that do not meet with their advisor to develop a plan of study to address the weaknesses identified in the exam. Scoring is based on content area and item, thus allowing for item analysis by content area.

Candidates score very well on the comprehensive exam, with all candidates eventually passing it. We have made substantial progress, perhaps because faculty made passing the comprehensive exam a requirement for student teaching and candidates realized that the stakes are high.

Even though candidates perform well on the comprehensive exam, the Praxis and the General Education review, faculty note that there are still gaps in their background knowledge. Faculty members created a Foundations of Education course, to address some

of the gaps related to historical perspectives and academic vocabulary. Faculty have also updated syllabi in the pedagogical courses throughout the MAT program, to address candidates' pedagogical knowledge.

In addition to these two key assessments, other assessments require candidates to demonstrate content knowledge. These include the assessment on Instructional Units, student teaching, and the projects requiring candidates to tutor one student and to teach several students. Consistently, our faculty, supervising teachers, and cooperating teachers give our candidates high marks on these assessments. Together these results assure the program that candidates have the required content knowledge upon graduation.

### **Professional and Pedagogical Knowledge, Skill, and Dispositions**

With over 100 hours of observation, hands-on experience, and tutoring in classrooms prior to student teaching, candidates in the MAT program are able to develop the professional and pedagogical knowledge, skills, and dispositions necessary to meet the ACEI standards. As indicated in the narrative and data, the majority of candidates meet or exceed proficiency levels on assessments such as the student teaching instrument and the development of instructional units. Through candidate reflections, videos, and the overall quality of their work, faculty members are assured that candidates are well prepared in these areas upon graduation.

However, because so many of our candidates do so well, there is reason to at least question the validity of the assessments. Faculty members noted that though it is not evident in the assessment data, some candidates experience difficulty managing their classrooms. This led faculty to question whether or not the program is providing the best possible opportunities for candidate growth during the early and intermediary field experiences. Faculty members have included a video lesson assignment in the Foundations of Education class, taken at the onset of the MAT program, where candidates are required to submit a videotape of them teaching to demonstrate classroom management skills. The video lesson is reviewed by faculty and any concerns regarding classroom management are addressed with candidates early on in the candidate's program of study. Faculty members regularly review the curricula content, pacing, and assessments in the core courses to examine these and other questions related to candidate growth and development in this area.

Because of our assessment data, faculty can track candidate progress through reflections, observation summaries, lesson plans, classroom management projects and tutoring projects. Based on a mid-year review of data, faculty members have already made changes to the program to enrich field experiences. It is essential for our program to help candidate's link pedagogy and its implementation in the content area as quickly as possible. As candidates learn the pedagogy knowledge, they see the translation into the skills they must perfect in order to be consistent and successful in the classroom. For candidates in the MAT program, videotaped lessons are required in the practicum class and feedback is provided by their principal (or mentor) and the university supervisor. This provides confirmation of the knowledge, skills and dispositions of our candidates at several points in the program.

**Effects on Student Learning and on Creating Environment that Support Learning**

An evaluation of the effects on student learning occurs several times during the program, specifically during assessments in which candidates work with one student, assessments in which candidates work with several students, and the Impact on Student Learning Assessment completed during student teaching. These assessments are designed to focus candidate attention on student learning and to demonstrate to faculty members and to the candidates themselves that their practice makes a difference in what students learn. Candidates score very well on these assessments, often exceeding the standards in all areas.

In reviewing the data, faculty members acknowledged that it is not clear that candidates know how to differentiate instruction, addressing the needs of students learning English as a second language, students with special needs, and students who are not engaged. The faculty members began to think broadly about how to better prepare teachers. They suggested a radical change in the way that the elementary programs operate, eliminating silos such as the ones we currently have in ESL, special education, counseling and educational administration. They discussed making the program much more collaborative and much more field-based. To this end, faculty members are evaluating all aspects of teacher preparation to focus preparation on meeting the needs of each child, increasing collaboration within and between programs, and seeking support and resources to experiment with an alternative method for preparing elementary teachers with much greater attention to field-based learning.

Special Education: the Council for Exceptional Children (CEC)

**Content Knowledge**

The results of the most recent program review suggest that the candidates would be better prepared with more “content area” curriculum covered throughout the courses. As special educators, they will need to be familiar with grade level content in English Language Arts and Mathematics in order to make the content in all areas of study accessible for students with disabilities. Thus, one significant change to the course content in three courses is a focus on improving knowledge of the College and Career Ready Standards as associate curriculum in both Language Arts and Mathematics.

Beginning in fall 2015, EDTE 629: Teaching Students with High Incidence Disabilities (formerly known as Teaching Students with Learning Disabilities and Emotional Disturbances), will include content on teaching mathematics to students with disabilities. Not only will this involve pedagogical approaches (described below), it will also introduce students to some content area knowledge, so that they are familiar with the scope and sequence of the District of Columbia Common Core State Standards.

Similarly, EDTE 634: Teaching Students with Significant Disabilities (formerly known as Teaching Students with Intellectual Disabilities) will cover the Common Core State Standards and the Language Arts curriculum. The focus will be on how to adapt and extend these standards and curricula for students with more significant disabilities.

Lastly, EDTE 630: Career Educational for Exceptional Children/Youth Human Relations

in Special Education will include content related to writing curricula as a way to introduce candidates to curricula and methods used in schools.

### **Professional and Pedagogical Knowledge, Skills, and Dispositions**

#### Pedagogical Skills in Teaching Reading, Writing, and Mathematics

As mentioned above, the program would be strengthened by providing candidates with more content area knowledge. In addition, the program would be strengthened by providing more specific instruction in pedagogical approaches to teaching reading, writing, and mathematics. Although we cover pedagogy in these areas, including more detailed approaches throughout the program will allow the candidates to provide intensive intervention for students with disabilities. Thus, beginning fall 2015, the Program of Study includes a course on emergent literacy and beginning reading. In addition, we added supplemental materials to EDTE 634 and 630 (listed above) that focus on specific intervention approaches for mathematics and writing respectively.

#### Positive Behavioral Supports

The results of the program review suggest that our candidates require more intensive instruction in using positive behavioral supports and effective classroom management strategies. Therefore, beginning in fall 2015, the Special Education Program of Study will include a course on positive behavioral supports and classroom management. This course reviews the history, theory, and implementation of providing positive behavioral supports to children with and without disabilities in a context of ethical interaction and reflective practice. Students will learn a variety of observational and planning tools for construction of authentic and responsive intervention strategies that lead to productive and inclusive learning communities.

#### Assessment

The results of the most recent program review indicate that candidates require more support in developing and utilizing summative and formative assessments. Thus, beginning in fall 2015, the program of study will include a revised assessment course. The course will focus more on using the cycle of assessment throughout instruction.

### **Student Learning**

Overall, the key assessments act as quality indicators of whether our students are meeting the professional standards established. One assessment we found could be better aligned with all of the updated 2012 CEC standards was the comprehensive exam. The current comprehensive exam does allow the students to show knowledge and application of a variety of indicators including learner development and planning for instruction respectively. However, this alignment could be clearer. Hence, beginning in spring 2015 we have revised the comprehensive exam to more clearly align with the updated 2012 CEC standards.



Educational Administration: the Educational Leadership Constituent Council (ELCC)

### **Content Knowledge**

Trinity's candidates meet and often exceed the ELCC standards related to content knowledge. Candidates for admission to the program are required to have graduated from a four-year accredited institution with a Bachelor's degree and must have at least two years of teaching experience. Transcripts and letters of recommendation are screened for indicators of leadership experience and potential.

Candidates are monitored throughout the program, to ensure content knowledge through the use of three (3) major assessments that are aligned with the ELCC standards. Candidates are required to compile evidence of having met the standards from their coursework and from their field experiences or internships that are completed over a four-semester period. Coursework and internship experiences are assembled in a notebook, the Internship Notebook. During the final year of the program, candidates must also assemble artifacts from their coursework and internship into a Final Project, or portfolio, that is aligned with the ELCC standards. Candidates are further assessed on their content knowledge through the state licensure assessment known as the School Leaders Licensure Assessment (SLLA). Candidates score very well on the SLLA, with more than a 90 percent pass rate over each of the three (3) years in this reporting period.

The SLLA, although aligned with the ELCC standards, does not reference all of the standards in any one test administration. The test is designed to measure candidates' knowledge of the standards of the Interstate Leaders Licensure Consortium (ISLLC). These results are analyzed annually to determine performance trends by subject for the program's improvement, and program requirements are adjusted to promote increased test performance on future administration of the test.

After reviewing the test format, the faculty recommended that the program include more case studies and opportunities for candidates to analyze and synthesize information to improve their decision making and problem solving skills. With suggestions from the faculty, the syllabi have been adjusted and the course content revised to include case studies that represent real-life situations. Opportunities have been increased for discussions and role plays to stimulate multiple solutions to real-world, school-related problems.

The Final Project (portfolio) further supports candidates' content knowledge. Candidates are required to write a summary of each standard and how they met the standard in the work represented in the portfolio. A scoring guide, which is aligned with the ELCC standards, assesses the content of the portfolio. The work in the portfolio is based on the candidates' experiences during the internship. Although many candidates met or exceeded the standards for this assessment, there was concern about the number who merely approached the standard. Through interviews, discussions, and an analysis of the scoring guide and the field experience, the faculty believed that some candidates needed more support during the internship. The program was adjusted to provide that support with a monthly seminar session for all candidates.

In addition to key assessments, candidates are required to demonstrate content knowledge through other assessments held during their time in the courses. These assessments include group and individual presentations, research papers, Power Point presentations, and reports on interactions with educational professionals outside of the school place. The faculty believes that, combined, all assessments provide evidence that candidates have the required content knowledge upon graduation. The changes that have been and will be made will strengthen the program.

### **Professional and Pedagogical Knowledge, Skill, and Dispositions**

With internship experiences that are aligned with the ELCC standards over the span of four (4) semesters and carefully planned administrative courses taught by current or past school administrators, EDAD candidates are able to develop the professional and pedagogical knowledge, skills, and dispositions necessary to meet the standards. By constantly relating all instruction and tasks to a specific standard, faculty ensure that candidates have the knowledge and possess the skills and dispositions of effective leadership. Candidate performance on most key assessments indicates this, as well. However, based on a review of assessments and of the entire program, faculty identified the need to make the program more rigorous and relevant.

To this end, each faculty member has been asked to review the content of syllabi with the understanding that the syllabi will change to more fully address the needs of the 21<sup>st</sup> century school leader. Faculty members will review syllabi to ensure that current readings are included, that real-world problems are addressed, that appropriate attention is given to issues of collaboration and school culture, and that candidates learn to focus data-driven decision making to increase student learning.

Along with a review of syllabi, there have been discussions regarding a possible increase in the number of classroom hours and accumulated hours for completion of the internship. Faculty members are undertaking a review of the pacing of each class to ensure that candidates have adequate time to fulfill the requirements of the course. In courses where candidates conducted assessments and the number of candidate approaching the standards increased, faculty expressed interest in an increase in class time as a possible solution for preparing more candidates to meet or exceed the standards.

Based on a review of the Final Projects, faculty members determined that more attention should be given to candidates as they complete their internships. Faculty decided that observations, reflections, and writing assignments should be discussed and debated in a seminar; so one will be added to the program. Faculty met one-on-one with candidates to support and assist with the capstone project throughout the final semester that it is due.

A review of assessment data also led faculty to express concerns about the quality of candidates' writing abilities. This is a unit-wide concern that is being addressed through the introduction of a writing requirement when candidates do not pass a screening exam; using proofreading marks for content and conventions when grading papers; and holding candidates to higher similar standards in all classes.

Overall, from data and faculty review, candidates are, indeed, being prepared with the professional knowledge, skills, and dispositions required in the standards. Faculty is interested in pushing the envelope, by increasing the rigor and relevance of the program to even better prepare administrators for the realities that they will face in their schools.

### **Effects on Student Learning and on Creating Environments that Support Learning**

An evaluation of candidates and their impact on the learning environment is reflected in their meeting or exceeding the ELCC standards. The standards address developing a positive school culture, providing effective instructional programs, managing facilities, communicating effectively with all stakeholders, and acting with integrity. Candidates' knowledge of the standards in the classroom is reinforced in the practical application of this knowledge through the internship experience.

During the internship, candidates must select three (3) broad goals to work on in the school site. The goals they select must be aligned with the ELCC standards. These goals, along with objectives and activities, are designed to focus candidates' attention on student learning and the creation of a positive learning environment. The candidates' successful completion of the internship experience demonstrates to faculty and to the candidates themselves that their interactions and leadership experiences make a difference in the learning environment and the academic performance of students.

When reviewing assessments, high numbers of candidates meet or exceed the standards identified with student learning. The faculty, however, recognizes that opportunities are limited for candidates to address needs of special populations, students learning English as a second language, and high-risk for failure students. Discussions are being held to review the program and the possibility of making it more collaborative by integrating other disciplines for a broader experience in preparing candidates for leadership roles as school leaders. A representative faculty member from EDAD will be meeting with representatives from other disciplines (Special Education, Counseling, and Reading) to continue discussions and the possible development of a collaborative model between programs.

### **New Goals**

#### CACREP campus visit and successful accreditation

The School of Education should (according to the published CACREP timeline) hear back within the next two weeks from CACREP with one of two possible outcomes 1) a request for further information or 2) a request to schedule a campus visit. If possible, a visit will be scheduled before the end of November 2015. If this occurs, it is possible that Trinity's Counseling programs will be officially accredited by CACREP at their January Board meeting. If a campus visit by November is not possible, it will be delayed until after the Middle States campus visit in the spring.

### Revision of Elementary curriculum

During the summer of 2015 Teacher Education faculty are working on a comprehensive revision of the MAT in Elementary Education curriculum, which has not been revised for many years. The revision will have several foci: ensuring that all candidates are exposed in multiple courses to the standards and implications of the Common Core; design of a positive behavior supports course and readjustment of the curriculum to fit this in; and assessment of the potential to design the curriculum in such a way that a dual-license, with Special Education, might be possible.

### Design of Dual-license option with Continuing Education

Dr. Cosier is leading an effort during the summer of 2015 to determine if appropriate changes can be made to the curricula in the Early Childhood, Elementary, and Secondary programs, and the Special Education program, to make it feasible for a candidate to take the courses necessary to earn a dual license without an excessively bloated Program of Study. Candidates who graduate with a dual license are more employable. Some districts in the country are now requiring all newly licensed teachers to have substantial special education training (more students with special needs are being integrated into mainstream classrooms requiring all teachers to have the skills to differentiate for them, and all classrooms, inevitably, will have students with different learning styles and needs).

### Revision of Clinical Sequence in Counseling and School Counseling

In the process of preparing the CACREP self-study the Counseling faculty determined that, in order to develop sufficient professional identity, students in the School Counseling Program should have a distinct clinical sequence (Practicum, Internship I and Internship II – totaling 700 hours of clinical work). At that time, the course numbers and course descriptions for the School Counseling clinical sequence were developed, but the syllabi were not. Dr. Bolden and Dr. Oprea will work during the summer of 2015 to create the School Counseling clinical sequence courses and also revise the Clinical Mental Health Counseling clinical sequence courses to be more explicitly aligned with CACREP standards.

### Continuing Education expansion

During fall 2015, work will begin to expand the offerings of Continuing Education to more disciplines. Initial conversations have already begun with NHP and BGS to explore local needs for professional development in these fields.

### Exploring Montessori (and other) partnerships

The School of Education has received inquiries from at least two local Montessori programs to develop a partnership / articulation similar to the one currently in place with Barrie IAMS. During the summer of 2015 the Associate Dean will review these Montessori programs to determine if the same partnership is possible. Several other potential partnerships will also be evaluated and, in some cases pursued, e.g. with Capital Teaching Residency (which could lead to an agreement similar to the partnership with Center for Inspired Teaching).