

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences? (2,449 characters used: 3,000 characters allotted)

The unit's external partners in the design, delivery, and evaluation of field and clinical experiences are formally outlined by the affiliation agreements signed between the Department and twenty-three local school corporations, six of whom are within Allen County, and contractual agreements with local schools and accredited agencies such as Turnstone Center for Children and Adults with Disabilities. The Agreement specifically states that the placement process shall be a cooperative venture involving both the University and the School Corporation. Agreements are kept on file with the Director of Field Experiences.

The Teacher Education Advisory Council (TEAC) includes P-12 representatives and unit faculty. The purpose of the TEAC is to advise the Department of Education on academic and administrative matters related to the programs and policies within the Department.

The unit's internal partners include the Teacher Education Committee (TEC) which is composed of Department of Education faculty and faculty from the content areas in which there are education majors. TEC is designed to review education programs and recommend actions, policies, and/or policy changes brought forth from the Department of Education to the Academic Council. Matter related to the graduate programs are presented to the Graduate Council.

In addition, the Candidate Advisory Board (CAB) collaborates with faculty and administration to review, revise, and refine the curricular components of the teacher preparation program. The School Counseling Program Advisory Council (SCPAC) is designed to assist in reviewing the School Counselor education program and provide input on recommendations or policies brought forth from the Department of Psychology and Counseling and the Department of Education. The Exceptional Needs Graduate Program Advisory Council (ENGPAC) is designed to assist in reviewing the master's programs at initial and advanced levels and provide input on recommendations or policies initiated by the Department of Education. These groups' meeting minutes are accessible in OneNote.

The only alternative route offered by the Department of Education is Transition to Teaching for secondary art candidates. This state mandated, 18 hour program, has initial licensing entry and exit requirements similar to those of traditional secondary art education program. Requirements include a 16 week student teaching placement for three credit hours.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences? (3,352: 3,000)

The unit's external partners have contributed to the design, delivery, and evaluation of field and clinical experiences in a variety of ways. Cooperative teacher training workshops are held twice each semester during student teaching. The agenda of these sessions deals primarily with assessment of performance, dispositions, and portfolio. Changes as a result of focus group discussion include: expansion of seminar topics for candidates to include gifted/talented sessions, curriculum mapping, legal aspects related to the profession, and expanded special needs topics. Many of

these changes include sessions conducted by personnel from P-12 schools, and the legal counsel representative of a local district.

The Field Based Experience Assessment Survey, completed each semester by cooperating teachers, provides for systematic and comprehensive feedback. Information obtained from this questionnaire provides information that guide the department in selecting seminar topics. Often, those topics serve as the change agent for program components. These have included: length of the student teaching experience, adequacy of the training of cooperating teachers, adequacy of the assessment process.

Recommendations from the TEAC and cooperating teachers have also contributed to changes in the program. Focus discussions brought about changes resulting in extending the student teaching calendar from 15 to 16 week placement. The evaluation instrument was also revised and is currently under revision again to align more closely with the other practicum experiences and the Conceptual Framework. The Assessment of Professional Dispositions is also under review by the unit with its advisory council partners.

Internally, all suggested revisions recommended by the external advisory councils are reviewed by members in both departmental and TEC meetings.

At the advanced level, SCPAC develops reviews and advises on various aspects of the field experiences, including, but not limited to, evaluation forms for field supervisors, assessments of professional dispositions, Field Supervisor Candidate Performance Survey, and Candidate Site Evaluations. The newly developed Field Supervisor Candidate Performance Survey is scheduled for dissemination in late 2009.

Traditionally, in the exceptional needs graduate program, candidates at the initial level completed a student teaching placement at the undergraduate level (EDUC 483). Beginning in 2010 graduate candidates will enroll in the new EDUC 583 graduate level student teaching course. The new course addresses the need for distinction between the undergraduate and graduate experiences.

Feedback from school and agency partners was solicited on an informal basis through discussion among faculty, candidates, cooperating teachers and building/program administrators throughout practica experiences. Recognition of the need for a more formal, scheduled process for obtaining input on graduate programs has led to the formation of the Exceptional Needs Graduate Program Advisory Council (ENGPAC) that met for the first time on October 1, 2009. Input from this initial meeting indicated areas to explore in marketing the quality of the program and capability of candidates. The revised programs were explained and council members are to reflect and respond on discussion questions by November 1, 2009.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships? (3,089: 3,000)

Practicum and student teaching placements at the initial level are directed by the Director of Field Experiences. The Director works closely with a liaison person in each of the school corporations with whom agreements have been written. Placements are always a joint effort

between the Director of Field Experiences and the school liaison contact. Often, a particular cooperating teacher believed to be a good fit for a particular candidate is requested. Expectations for all field experiences are documented in the Manual for Field Experiences and Student Teaching. This document is distributed to all involved parties and is one topic of discussion in the first cooperating teacher training seminar held each semester.

Factors contributing to placement decisions include:

- diversity of placements based on geographic location (e.g. urban, suburban, rural, private/parochial, on campus).
- diversity of developmental placements based on grade level within the licensure area.
- prior field experience, placements, and/or teaching experience
- school's history of support for pre service teachers.

Practica and internships at the advanced level for School Counseling candidates are developed in a joint process with the Director of School Counseling, the candidate, and school counselors in the area. The expectation for field placements is to provide a rich environment where candidates can gain experience working in diverse settings with a wide variety of students. Candidates are expected to gain exposure at all developmental levels and meet with the perspective field supervisor prior to the contract signing to ensure compatibility between the candidate and the school setting. At the contract signing, the candidate, Director of School Counseling, Field Supervisor, and any other personnel deemed appropriate meet to cover the items in the contract and provide written agreement to the expectations and requirements of the field placement contract.

Practicum placements at the advanced level for Exceptional Needs candidates are determined by the Director of Exceptional Needs according to the requirements for licensure for each candidate with regard to school setting and population (students requiring Mild vs. Intense Interventions). Candidates on an emergency permit may complete the practicum experience in their own classroom with supervision by a university faculty member in conjunction with a designated site supervisor. Candidates may also complete the practicum experience in an approved agency setting such as Turnstone Center for Children and Adults with Disabilities or Oaks and Willows. Oaks and Willows provides a summer remedial academic experience for K-12 students. Practicum contracts for SPED 513 candidates are reviewed and signed by the candidate, university supervisor, on-site supervisor, and the department chair to ensure that all involved are aware of the expectations and timelines. Placements for graduate candidates seeking initial licensure at the graduate level utilize the same process described for undergraduate initial license candidates.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice? (3,539: 2,500)

The sharing of expertise and resources between the unit and school partners is illustrated in a variety of ways. P-12 school partners serve on the Teacher Education Advisory Council and ad hoc planning teams for further discussion on program/policy issues. Currently, planning teams will focus on the assessment of candidate professional dispositions and the evaluation instrument used in all field placements and student teaching.

Expertise is also shared in the Teacher Education Committee where both formal and informal interactions occur among the unit faculty and faculty from the content areas in which there are programs for licensure. Minutes from both committees reflect the sharing of expertise that has led to change in many aspects of the teacher education program.

In addition, school partnerships are particularly evident when many of the cooperating teacher workshops are held in the local schools with workshops conducted by teachers/administrators from area schools. This was evidenced in 2008 with workshops in the schools on topics such as curriculum mapping, special needs, education and school law, high ability instructional strategies, all of which were conducted by personnel from regional districts. In addition, beginning Fall 2009, all training workshops are vod-casted and placed on iTunes University, which is accessible from USF home page. As a result all cooperating teachers will have access to seminar sessions and be able to network with candidates via electronic collaboration. Such connections will afford our school partners opportunities to share expertise, resources, and offer immediate feedback in support of candidates in the field.

The unit also partners with local schools in a variety of collaborative endeavors. A comprehensive description of how experiences and resources are shared at both the initial and advanced levels is documented in [Candidates in Educational Settings](#).

In the School Counseling Program, a wide range of guest speakers are invited to share their expertise in a number of courses prior to field experiences [i.e., EDUC 553 and PSYC 518]. Not only are school counselors included, but individual from other areas are also included, such as Special Education Teachers, School Psychologists, Technical Education Administrators, Vocational Rehabilitation Counselors, Mental Health Providers, Consultants from the Indiana Department of Education, to name a few. Additionally, the School Counseling Program Advisory Council is comprised of school counseling professionals who provide important input into the field experience process through the development, review and advice on various evaluation instruments and processes in the field experience activities.

University faculty and designated site supervisors, in the graduate Exceptional Needs programs, engage in on-going communication during the minimum 100 hour practicum experience or the fifteen week semester student teaching experience. Discussions focus on candidate performance, dispositions, reflections and signature assignments in conjunction with skilled or distinguished portfolios. Candidates explore human and physical resources available on-site and reciprocate by incorporating resources available from the university. During fall 2009 the ENGAC met for the first time to discuss methods and strategies to strengthen the program and partnerships.

This sharing of expertise and resources is evident in the Exceptional Needs Practicum Evaluation, section V, as well as in the SPED 537 Signature Assignment.

3b.1. What are the entry and exit requirements for clinical practice? (1,899: 2,500)

The Department of Education uses specific [entry and exit requirements](#) for clinical practice. At the undergraduate level global indicators such as GPA and semester hours are verified for both entry and exit requirements. Candidates must obtain an overall 2.5 GPA and a professional GPA

of 2.8. In addition candidates, in the entry level must successfully complete all Signature Assignments through the Developing Level of the portfolio. A minimum score of 73% must be obtained on each assignment. Candidates must also have successful field evaluations (EDUC 201 and EDUC 301) from their university supervisors and cooperating teachers. Dispositional assessments take place a minimum of three times before admission into Student Teaching to ensure candidates are ready to progress into their culminating field experience. Finally, candidates are required to successfully complete their Developing Level e-portfolio and presentation. Finally, all professional education courses must be completed prior to student teaching.

Exit requirements as referenced in [Entry and Exit Requirements](#) includes: CFAP, mid-term and final evaluation, Assessment of Professional Dispositions, completion and presentation of proficient level e-portfolio, engagement hours and professional development activities. All required assignments must be satisfactorily completed at the end of student teaching before a passing grade is submitted.

At the graduate level candidates are required to retain a 3.0 GPA. In addition, they are also required to successfully complete appropriate Signature Assignments. A minimum score of 80% must be obtained on each assignment. Dispositional assessments occur to ensure candidates are ready to progress into their practicum or internship. Finally, each candidate is required to successfully complete an e-portfolio and presentation at the Skilled and/or Distinguished Level(s).

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below. (570)

Table ?? indicates field experiences required for the [Elementary/MI program](#) (initial). Table ?? indicates field experiences required for the [Secondary/MI programs](#) (initial). Table 3 indicates field experiences required for [Visual Art programs](#) (initial). Table ?? indicates field experiences required for the [School Counseling program](#) (advanced). Table ?? indicates field experiences required for the [Exceptional Needs program](#) (initial and advanced). All tables illustrate course numbers, purpose of the field experience, required tasks, and number of required hours.

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs? (6,791: 3,500)

A variety of mechanisms have been employed by the Department at the initial level to ensure that candidates develop professional proficiencies outlined in the Conceptual Framework and include:

- Signature Assignments*
- Program Alignment Matrix & Course Linkage Charts
- Course syllabi which specifically provide detailed descriptions of expected outcomes.

- Cooperating teacher evaluations of candidate's classroom performance from EDUC 201 and EDUC 301.
- University supervisor evaluations of candidate's formal lesson plan from EDUC 201, EDUC 301, and Student Teaching.
- Lesson Planning Guides and lesson plans* developed by candidates specifically address which OELD content standards and which P-12 Indiana Academic Standards are being addressed.
- Candidate Field Assessment Process (CFAP)* requires candidates in their post-observation lesson analysis (POLAN)* to include documentation of the assessment of P-12 students to demonstrate proficiency of performance. Samples of P-12 student work with assessment must be submitted in the lesson analysis narrative.
- Description of Teaching and Classroom Dynamics. An anecdotal form completed by university supervisors based on each observation visit.
- Professional portfolios must evidence authentic assessments of candidate performance. Performance measures indicate the expected level of acquisition of knowledge, skills, and dispositions.
- Evidence of developed proficiencies is also derived from the EDUC 201, EDUC 301, and student teaching evaluation instruments completed by both university supervisors and cooperating teachers.
- Assessment of Professional Dispositions data are also key sources of demonstrated proficiencies obtained by candidates at both the initial and advanced levels from all areas of the Conceptual Framework.

State and professional standards are ensured as follows:

- Lesson Planning Guides and lesson plans* developed by candidates specifically address Office of Educator Licensing and Development (OELD) content standards and P-12 Indiana Academic Standards.
- Lesson plan rubric
- Student Teaching Evaluation: Conceptual Framework with INTASC

Exceptional Needs Graduate Program-Initial licensure

A variety of mechanisms which include signature assignments* have been employed by the Department at the initial level to ensure that candidates develop professional proficiencies outlined in the Conceptual Framework. These are evidenced in many of the following ways:

- Program Alignment Matrix & Course Linkage Charts
- Course syllabi provide detailed descriptions of expected outcomes related to the Department's Conceptual Framework, the INTASC, CEC, and OELD professional standards.
- Lesson Planning Guides and lesson plans* developed by candidates specifically address which OELD content standards and which P-12 Indiana Academic Standards are being addressed.
- Candidate Field Assessment Process (CFAP)* requires candidates in their post-observation lesson analysis (POLAN)* to include documentation of the assessment of P-12 students to demonstrate proficiency of performance. Samples of P-12 student work with assessment must be submitted in the lesson analysis narrative.

- Skilled portfolio must evidence authentic assessments of candidate performance from all six areas of the Conceptual Framework. Performance measures indicate the expected level of acquisition of knowledge, skills, and dispositions.
- Evidence of developed proficiencies is also derived from the student teaching evaluation instruments completed by both university supervisors and cooperating teachers. All areas of the Conceptual Framework are closely aligned with INTASC, CEC, and OELD standards for measurement of performance scaled from highly developed to below expectations.
- SPED 513 Practicum Evaluation
- Student Teaching Evaluation: Conceptual Framework with INTASC

Exceptional Needs Graduate Program-Advanced licensure level

A variety of mechanisms which include signature assignments* have been employed by the Department at the advanced level to ensure that candidates develop professional proficiencies outlined in the Conceptual Framework. These are evidenced in many of the following ways:

- Program Alignment Matrix & Course Linkage Charts
- Course syllabi provide detailed descriptions of expected outcomes related to the Department's Conceptual Framework, the INTASC, CEC, and OELD professional standards.
- Lesson Planning Guides and lesson plans* developed by candidates specifically address which OELD content standards and which P-12 Indiana Academic Standards are being addressed.
- Signature assignment - Candidate Field Assessment Process (CFAP)* requires candidates in their post-observation lesson analysis (POLAN)* to include documentation of the assessment of P-12 students to demonstrate proficiency of performance. Samples of P-12 student work with assessment must be submitted in the lesson analysis narrative.
- Evidence of developed proficiencies is also derived from the field experience evaluation instrument completed by both university supervisors and building administrators. All areas of the Conceptual Framework are closely aligned with NBPTS, CEC, and OELD standards for measurement of performance scaled from highly developed to below expectations
- Skilled and/or Distinguished portfolio(s) must evidence authentic assessments of candidate performance from all six areas of the Conceptual Framework. Performance measures indicate the expected level of acquisition of knowledge, skills, and dispositions.
- SPED 513 Practicum Evaluation

School Counseling Graduate Program-Advanced licensure level

A variety of mechanisms have been employed by the Department at the advanced level to ensure that candidates develop professional proficiencies outlined in the Conceptual Framework. This is evidenced in many of the following ways:

- Program Alignment Matrix & Course Linkage Charts
- Course syllabi provide detailed descriptions of expected outcomes related to the Department's Conceptual Framework, the INTASC standards.
- Signature assignments are specifically related to the field experience measure competencies aligned with the CF, state and professional standards.

- Evidence of developed proficiencies is also derived from the field experience evaluation instrument completed at midterm and end of term by site supervisors. All areas of the Conceptual Framework are closely aligned with ASCA, IMAP-SC, and OELD standards for measurement of performance scaled from exceeds expectations to unacceptable.
- Distinguished portfolio must evidence authentic assessments of candidate performance from all six areas of the Conceptual Framework. Performance measures indicate the expected level of acquisition of knowledge, skills, and dispositions.
- PSYC 579/583 Field Evaluation

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice? (3,541: 3,000)

The unit ensures that candidates use technology by:

- Technological Preparation:
Successfully completing a course entitled **EDUC 205: Technology Applications in Teaching**. The [linked chart](#) also illustrates other courses where candidates receive training in technology for application in the field. While these courses do not ensure that candidates use technology in the field, they, nonetheless, provide technological preparation.
- Technological Application:
 - a. Lesson Planning Guide suggests twelve technological applications.
 - b. Lesson Plan Rubrics specifically address materials/equipment
 - c. POLAN and rubric specifically address resources supporting P-12 student learning
 - d. Evaluation of Candidate Classroom Performance in EDUC 201 and EDUC 301 specifically assess proficiency with technology
 - e. Evaluation of Formal Lesson in EDUC 201, EDUC 301, and Student Teaching specifically assess proficiency with technology.
 - f. Mid-term and final student teaching evaluation assess proficiency with technology

What does Bob have the 505 candidates do differently?

Candidates in the School Counseling Program use technology in a number of ways while in the field. Candidates use the school's student management system to locate students, track grades, attendance, referrals, etc., as well as making schedule changes. Candidates use email through the placement site to contact teachers, administrators, and parents concerning students' needs. Candidates also use career information systems [generally web-based] for career development activities in the classroom or guidance office. Guidance lessons, parent meetings, and other guidance activities also include the use of technology through PowerPoint presentations and web-based demonstrations.

Several Exceptional Needs program requirements and the use of corresponding evaluation instruments systematically ensure that graduate level candidates, at both the initial and advanced levels employ technology in their field and clinical experiences. For initial licensing mild intervention candidates, field practicum and student teaching requires the use of the [Formal Lesson Plan](#) which includes "Technology to Be Evaluated". Subsequent assessment of the candidate performance on the technology criterion occurs in the [rubric](#) under "Supporting

Materials”. Initial licensing level candidates in EDUC 505, Technology Application in Education, complete lesson plans specific to the incorporation of technology. Candidates are assessed on five criteria from the [EDUC 505 Lesson Plan Rubric](#). One criterion on Appropriate Technology; two criteria on Technology Adaptations / Modifications; one criterion on **Appropriate** Technology related to content; and one criterion for self-assessing the utilization of technology, Technology Application.

Data from the SPED 508 and 509 [INCLUDE Plan](#) (Friend and Bursuck, 2006) rubric are used to assess initial and advanced licensing candidates on their proficiencies that incorporate technology. Such proficiencies are subsequently assessed in practicum and/or student teaching experience, as measured by data from the [Exceptional Needs Practicum Evaluation](#) form (SPED 513) and from six criterion on the [Student Teaching Evaluation Form](#). In the dispositional realm, attitudes and behaviors of both initial and advanced candidates regarding the use of technology are assessed with data from three indicators on the [Assessment of Professional Dispositions](#) form.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals? (2,271: 2,000)

Criteria for selection and implementation at the initial level include the following:

- procedures as outlined in the Affiliation Agreements.
- submission of Supervising Teacher Form by cooperating teachers to school personnel directors for approval of placements.
- submission of Cooperating Teacher Vitae to Director of Field Experiences indicating teaching experiences, licenses, degrees, professional activities and memberships.
- cooperating teachers must hold the Professional or Proficient License or its equivalent and a minimum of three years successful teaching experience.
- cooperating teachers must have the recommendation of their building principal.
- submission of candidate’s student teaching application to appropriate personnel within each school corporation one year in advance of the placement.

Substantiating accomplishments of school professionalism is evidenced by:

- the approval of the school administrators based on the forms submitted by cooperating teachers.
- Cooperating Teacher Vitae forms submitted to the Director of Field Experiences.

[See Degrees and Years of Experience for Cooperating Teachers](#)

School-based personnel supervising candidates in the Exceptional Needs program at the graduate level are experienced evaluators of teacher effectiveness and are selected by the following criteria which are evidenced by submission of a copy of their license and curriculum vitae. Additionally, criteria such as years of experience and license are verified on the Department of Education (DOE) website.

At the Initial level:

- required to be properly licensed in his/her area
- have three to five years experience within the field or
- hold a building level administrator license or a master's degree (for candidates on an Emergency Permit)

At the Advanced level:

- required to be properly licensed in his/her area
- hold a building level administrator license or have a master's degree
- have a master's degree or three to five years of experience within the field

School based clinical faculty in school counseling are selected by the following criteria which are agreed to in the signed contract, and verified on the DOE website.

- possession of a valid School Counseling (SC) license
- 5 yrs experience as a SC
- possession of a masters degree in counseling

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors? (3,402: 2,000)

All cooperating teachers for the initial level must complete two training workshops each semester. One workshop is held prior to student teaching and another during the third or fourth week of the term. The purposes of the workshops are designed to review the mission and Conceptual Framework of the unit, discuss the program, procedures, and policies relative to student teaching, and provide feedback on concerns and changes being recommended in the program. All cooperating teachers complete a Field-Based Experience Assessment Survey in which they express the adequacy of the field placement process, including training.

Beginning in the fall, all workshops are vod casted, and available to cooperating teachers for review on iTunes University. In addition, they will have access to Blackboard whereby communication is available between candidates and university supervisors. All cooperating teachers receive a copy of the [Manual for Field Experiences and Student Teaching](#).

At the advanced level in the School Counseling program, university clinical faculty meet individually with the selected supervisor to review field experience roles and expectations for the supervisor and the candidate as detailed in the field experience [contract](#). In addition, school-based faculty, under the direction of the program director, develop syllabi with accompanying list of professional activities the candidate will be engaged. School-based members receive the [Manual for Field Experience and Student Teaching](#) which provides basic expectations.

At the advanced level in both the initial and advanced licensure programs in Exceptional Needs faculty meet individually with the selected supervisor to review practicum (SPED513) and clinical (SPED583) roles and expectations for the university and on-site (clinical faculty) supervisors and the candidate including: honest, on-going, specific feedback to the candidate concerning his/her performance. The school supervisor is expected to meet with the candidate a minimum of fifteen (15) hours per semester/term in one-to-one supervision (as documented in

the [contact](#) signed by the school-based faculty member). These meetings can be discussions regarding teaching and learning instructional tasks, but may also involve activities such as reviewing meetings with parents and other stakeholders, analyzing assessment results of students, and/or discussing reports or ethical and legal issues involved in the educational process. Additionally, there is scheduled, on-going communication between the university and school-based supervisor. Finally school-based faculty members receive the [Manual for Field Experiences and Student Teaching](#) which provides expectations and roles for clinical supervisors.

Evaluation forms are shared and each discussed with the school-based supervisor who is responsible to discuss an evaluation at the time of its completion with the candidate. Program faculty indicate the required number of contact hours for each candidate and what activities and tasks are included in those contact hours. Start and ending dates of the candidate's practicum or clinical experience are indicated for the overall placement. Program faculty share relevant training background of each candidate; discuss required assignments, such as procedures and documentation for teaching a formal lesson, and when formal lessons should occur in the experience.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals? (2,760: 2,000)

University supervisors visit each student teaching school site at least three times during each session. Each visit is documented by the completion of a Description of Teaching and Classroom Dynamics form. The first visit is primarily observational. Subsequent visits lead to the mid-term evaluation, the Proficient Observation/Review (CFAP) and then the final evaluation. During all these visits, cooperating teachers provide continuous support for candidates as evidenced by the completion of the portfolio rubrics, assessment of professional dispositions, as well as the mid-term and final evaluations. Evidence is documented on TaskStream.

Satisfaction surveys are conducted by candidates on both the cooperating teacher and university supervisor. Candidates rate those individuals on requested assistance received on a variety of topics relative to the teaching experiences. When results of surveys indicate candidate concerns, then these concerns become topics for discussion in department meetings and in cooperating teacher seminars. These discussions have led to change, such as adding new seminar topics that include such topics as high ability P-12 students and curriculum mapping.

All candidates must complete a Student Teaching Exit Survey upon completion of student teaching. Data is collected on the level of preparation with special attention to various components of the education program such as working with exceptionalities, teaching diverse populations, and behavior management techniques. If survey data indicate concerns on the part of candidates about their level of preparation, then these topics are incorporated into student teaching seminars and/or classes.

Program improvement outcomes are often as a result of information gained from the various assessment instruments. These are documented in the minutes of the cooperating teacher training workshops and may be accessed from OneNote.

Clinical faculty in School Counseling sign weekly logs, complete field evaluation instrument (midterm and final), and complete professional disposition assessment instrument. School counseling clinical professional education faculty conduct two site visits per semester and meet with candidates in weekly group supervision class.

Clinical faculty provide regular and continuous support for Exceptional Needs graduate candidates. This is evidenced by: the candidate's completed time log, dialogue through weekly field journal entries, dialogue at weekly seminars, review of the candidate's field evaluation, and dispositional assessment instrument, and feedback on the portfolio. Candidates in Oaks & Willows summer program are supervised daily by clinical faculty, while candidates off-site are visited at least three times during the placement.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals? (1,703: 2,000)

Candidates in the School Counseling Program are involved in a number of structured activities during the practicum and internship, including weekly group supervision, submitting and presenting two counseling session critiques, and the development, implementation, assessment and presentation of a P-12 Student Outcome Activity project. [\[link to assignment description\]](#) This requires the candidate, through a formal model, to develop an activity at the field site that will demonstrate an impact on student learning. This might be a group counseling process to reduce bullying, a support group to increase attendance, or a classroom guidance activity to introduce career development processes, for example. Following the Indiana Mentoring and Assessment Program – School Counselor [IMAP-SC] model, candidates design and implement each semester a research based counseling activity that includes an assessment component, such as the analysis of pre-post data and/or other data pertaining to attendance rates, grades, office referrals, etc. Additionally, candidates reflect on the effectiveness of the activity as well as provide recommendations for future use of the counseling activity. At least six [33% of artifacts] of the IMAP-SC formatted projects are required to be included in the portfolio. For the Licensure Only Graduate Candidates, the field portfolio will require at least three [50%] artifacts in the IMAP-SC format. Finally, the Field Evaluation, II Knowledge of Content, III Knowledge of Learner, Guiding Student Behavior, V Knowledge of Self, Application of Research aggregated data support candidates successful implementation of the specified structured activities ([link to data](#)).

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully? (329: 2,000)

As indicated in the [Beginning and End Term Enrollment Numbers](#) table, on average 100% of candidates who are eligible, successfully complete the School Counseling and Exceptional Needs practicum and internships. In the initial level undergraduate programs, approximately 98.4% of candidates successfully complete student teaching.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice? (5,991: 3,500)

All roles of the candidates, cooperating teachers, and university supervisors are delineated in the [Manual for Field Experiences and Student Teaching](#).

Candidate's Role:

- self-evaluation at mid-term during student teaching with results discussed by the university supervisor and cooperating teacher.
- assessment by their university supervisor in the Candidate Field Assessment Process (CFAP). This comprehensive review is outlined in the syllabus and includes pre-observations, evaluation of teaching, post observation of lesson analysis as well as documentation of candidate's reflections and analysis of assessment with samples of student work.
- acceptable rating on both the mid-term and final evaluation of student teaching performance by cooperating teacher and university supervisor. The criteria are based on the Conceptual Framework and uses a 5-point scale indicating level of development of each competency. The evaluations are reviewed and signed by the candidate, cooperating teacher, and university supervisor.

Cooperating Teacher's Role:

- provide continuous feedback on the day to day teaching performance of the candidate
- complete and review with the candidate and university supervisor the mid-term and final student teaching evaluation
- complete and review with the candidate and university supervisor the assessment of professional dispositions.
- complete and review with the candidate and university supervisor the portfolio rubrics

University Supervisor's Role:

- meet with candidates at least three times during each session. Visits are documented on the [Description of Teaching and Classroom Dynamics form](#).
- review mid-term and final student teaching evaluation with candidate and cooperating teacher
- review assessment of professional dispositions with candidates and cooperating teachers
- review portfolio rubrics with candidates and cooperating teachers
- assessment in the CFAP. This requires the university supervisor to assess the pre-observation lesson and formal lesson plan, observe the lesson, assess the POLAN, collect P-12 student performance samples, complete all rubrics, and submit in TaskStream.

The assessment of candidate performance includes any remediation measures that may be needed to improve or enhance candidate's skills of teaching. A Candidate Advancement Committee (CAC) may be organized by the cooperating teacher or university supervisor for a candidate with concerns, as deemed necessary, at any point within the course. This intervention strategy is conducted with a written contract, with specific concerns clearly communicated, and a scheduled remediation timeline.

Candidates' roles in the School Counseling program include the following: weekly School Counselor Logs with reflection, attending weekly supervision classes with university supervisors, weekly supervisions with site supervisors, counseling Session Critiques [Signature Assignment], P-12 Student Outcome Activity [Assignment], completion of self-assessment of Professional Dispositions [end of semester], review of ratings by school-based faculty [site supervisors] of field evaluation instruments [mid-term and final], and completion of Candidate Site Evaluations after conclusion of the field experience.

University supervisors' roles in the School Counseling program include the following: holding weekly supervision classes attended by all field candidates, review of weekly logs with reflections, a minimum of two site visits per semester, and a review of mid-term and final field evaluations as well as the Assessment of Professional Dispositions instruments with candidates and school-based faculty.

School-based faculties' roles as site supervisors in the School Counseling program include the following: weekly supervision sessions with candidates, sharing of ratings with the candidate and university supervisor on the mid-term and final field evaluation instruments, completion of Assessment of Professional Disposition instruments, which are shared with candidates and university supervisors during the second site visit, and completion of Field Placement Activities checklists at the end of field experiences.

Candidates specific role expectations in Exceptional Needs Program include the following: complete a self-evaluation in SPED 513 and EDUC 583 related to the Field Experience Observation (beginning fall 2009), attend a review session with the university supervisor related to the Assessment of Professional Dispositions, complete a field activity log and obtain the school-based faculty signature for verification, collect and analyze data related to student learning outcomes, attend the daily (Oaks & Willows summer experience) or weekly seminar class with the university supervisor. The documents stated above indicate evidence of self-evaluation, awareness of all contents and participation in review.

University supervisor specific role expectations include the following: observe candidates in the onsite Oaks & Willows Program half-days from M-TH for four weeks; observe off-site candidates a minimum of three times and, conduct an observation using the form entitled, Teaching and Classroom Dynamics, provide written feedback to the candidate [Observation of Field Experience, CFAP process, Assessment of Professional Disposition, mid-term/final evaluations]; and conduct an individual debriefing conference with university faculty to determine final, collaborative ratings to be entered on TaskStream.

School-based faculty specific role expectations include the following: complete the field evaluation, observe the candidate teaching, verify the field activity log, provide feedback regarding portfolio artifacts, collaborate with the teacher candidate in assessing data on P-12 student learning. Additionally, school-based faculty provide candidates with feedback for a minimum of one hour per week, participate in midterm and/or final evaluations discussions, and conduct an individual debriefing conference with the university supervisor.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice? (3,950: 2,000)

Time for reflection and feedback from peers and clinical faculty at the initial level are incorporated in the following ways:

Field Experiences:

- Blackboard. All candidates are required to participate in Blackboard. Feedback from peers and/or supervisors helps candidates reflect on their abilities to assist students.
- Portfolio. A comprehensive portfolio essay is required at each level of the portfolio development for analysis of artifacts and field experiences. Candidates address the influences artifacts and experiences have on their professional development and how field experiences have impacted on student learning. Presentations at each level are also presented to peers.
- The Candidate Field Assessment Process (CFAP) is a very intense review of the candidate's performance and is initiated by the candidate with the university supervisor. It includes pre-observation, formal observation, and post observation analysis of teaching. CFAP also includes documentation of candidate analysis of assessment of P-12 learning, samples of student work, and reflection of the teaching process. Rubrics have been incorporated for this comprehensive analysis.

Clinical Experience:

- Candidates meet in regular seminars, after school, during their student teaching semester to review, share, and discuss matters related to their student teaching experiences. These seminars include the university supervisors and cooperating teachers.
- Blackboard. All candidates are required to participate on Blackboard.
- University supervisors meet at least three times each session with their candidates. During these observations, supervisors complete a Teaching and Classroom Dynamics form. This duplicate form includes the supervisor's narrative with reference to observations made around the Conceptual Framework. This written narrative documents each visit with the candidate and indicates the focus of the observation. Candidates review the narrative and reflect on the contents.
- Portfolio. Candidates present their proficient portfolio to faculty and peers. They are rated on their presentation of the key elements of the e-portfolio. One day during the clinical is set aside for these presentations.

School Counseling candidates, while in a field placement, meet weekly for 1.5 hours of group supervision. This allows candidates the opportunity to reflect on the experiences each week, sharing issues and offering suggestions and support. Additionally, candidates in the field receive at least one hour per week of supervision with the field supervisor, discussing cases, issues and the experience. Candidates also complete a reflection each week along with the time log. The university supervisor meets at least twice each semester with the candidate at the field site. Opportunity for reflection is provided. During the second visit, the university supervisor administers the Assessment of Professional Dispositions to the candidate and the field supervisor. Following the completion of the assessment, all reflect on the results of the assessment.

In the Exceptional Needs graduate programs the signed [contract](#) specifies a minimum of 15 hours per term of critical feedback from the on-site supervisor. Candidates must actively participate in a series of mandatory seminars during their field experience or clinical practice. During these seminars candidates engage in reflection and receive feedback from their school-based faculty and peers. Signed daily time [logs](#) and weekly [field reflections journals](#) provide additional evidence of time spent engaging in feedback and reflection. University supervisors dialogue with candidates informally regarding ratings and comments from the [Anecdotal Record Form for Field Experience](#) and [Observation of the Formal Lesson](#) by the university supervisor. Data from the Student Teaching Evaluation or SPED 513 Practicum Evaluation Form are reviewed at midterm and/or final when candidates self-evaluate.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice? (5,024: 2,500)

The following multiple assessments provide evidence that candidates help P-12 students learn:

Formative:

- Evaluation of Candidate's Classroom Performance. Under Assessment (CF), the candidate specifically assesses learning (student performance) by objective. Field-based performance assessment is completed during EDUC 201, EDUC 301, and Student Teaching by both the university supervisor and cooperating teacher.
- CFAP. Post Observation Lesson Analysis Narrative (POLAN): candidate performance is evidenced in six of the nine questions specifically designed to measure impact on student learning. These include: analysis of P-12 student learning content, implications for re-teaching the lesson, responsive implementation of the lesson, pedagogical effectiveness, feedback to P-12 students, and teaching strengths. POLAN's are evaluated by all university supervisors in EDUC 201, EDUC 301, and Student Teaching.

Summative:

- Assessment of Professional Dispositions. Under Learner (CF), specific performances during field experiences measure candidate demonstration of helping all students learn. These assessments are completed during EDUC 201, EDUC 301, and Student Teaching. Dispositional forms are completed by university supervisors and cooperating teachers.
- Student Teaching Evaluation Form. Using the ten INTASC Standards coordinated with the CF, candidates demonstrate knowledge and skills for helping students learn in five of the ten INTASC areas. These include: Standard #2, Student Learning, Performance #2; Standard #4, Instructional Strategies, Performance #3; Standard #7, Planning Instruction, Performance #3; Standard #8, Assessment, Performance #1; Standard #9, Reflection and Professional Development, Performance #1 this instrument is completed by Cooperating Teachers.

In the School Counseling Program, data from mid-term and final evaluations, assessment of professional dispositions each semester, rubric scoring of counseling session critiques and P-12 Student Outcome Activities combine to demonstrate candidate knowledge, skills, and professional dispositions for helping all students learn during practica and internships.

Finally, specific items in the field evaluation assess and provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice (see III Knowledge of the Learner – Developmental needs, student diversity, and guiding student behavior)

In the School Counseling program, data from mid-term and final evaluations, assessment of professional dispositions each semester, rubric scoring of counseling session critiques and P-12 Student Outcome Activities demonstrate candidate knowledge, skills, and professional dispositions for helping all students learn during field experiences (practica) and clinical practice (internships).

Candidates in the Exceptional Needs graduate programs, both mild intervention and intense intervention, at the initial and advanced licensure levels are assessed on knowledge and skill proficiencies related to helping all students learn through several evaluation instruments. First, in preparing candidates for field and clinical experiences, mild intervention methods (SPED 507/508 and 508/509) courses utilize data from the [INCLUDE Plan](#) (Friend and Bursuck, 2006) rubric while intense intervention methods (SPED 507 and 518) results from the [COACH Plan](#) (Giangreco, et al.,2005) Second, mild intervention methods' Lesson Plan format and its related rubric provide data on candidate proficiencies related to differentiation of instruction as an indication of ability to help all students learn. Third, in the field practicum, SPED 513, at both licensing levels and graduate programs, data from two assignments provide evidence of candidate knowledge and skills. The [Case Review](#) includes [three criteria](#) that assess candidate proficiencies in helping all students learn. The [Post-Assessment Lesson Analysis Narrative \(POLAN\)](#) assesses [six criteria](#) requiring candidates to analyze the impact their lessons have on P-12 student learning. Prior to the implementation of the POLAN, graduate candidates used a selected theorist and matching empirically studied instructional design to develop lesson plans. Candidates' planning tools were paired with an observation to assess their effectiveness. Implementation of the POLAN has moved candidates to analyze the direct link between their actions and the results reflected in their students' performance.

Finally, in the dispositional realm, attitudes and behaviors of both initial and advanced candidates related to helping all students learn are assessed with data from five indicators on the [Assessment of Professional Dispositions](#) form. Finally, to ensure the effectiveness of preparation in the mild and intense intervention graduate programs, the unit compiles data reported from surveys administered both to [employers](#) and [alumni](#) that reflect candidate proficiencies in helping all students learn.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice? (2,949: 2,500)

The CFAP process is primarily designed to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning. Candidates meet with their university supervisor to initiate the process. It is designed as follows:

- Lesson Planning Guide: Completed on TaskStream before submission of the formal lesson plan and before the pre-observation meeting with the university supervisor
- Formal Lesson Plan: Reviewed with the university supervisor during the pre-observation conference. With the formal lesson plan, the candidate submits a copy of the pre-

assessment that is planned for the lesson. The plan must be submitted on TaskStream for evaluation prior to meeting with the supervisor

- Assessment of the Formal Lesson: Based on the supervisor's observation of the candidate's implemented formal lesson. The supervisor uses the Assessment form on TaskStream to evaluate the candidate's performance.
- Post Observation Lesson Analysis Narrative (POLAN): Completed following the candidate's delivery of the formal lesson. POLAN is the candidate's self-review of the formal lesson delivery. Additionally, the candidate analyzes students' performance on post-assessments administered at the end of the lesson. The analysis, with graphic depiction of results, is a major component. The analysis should elaborate on the question: "Did the students learn?" Student assessment samples reflecting a range of performance levels must be submitted with the POLAN. The candidate submits the POLAN on TaskStream for evaluation by the Supervisor.

In the School Counseling program a new P-12 Student Outcome Activity is assigned in addition to the Signature Assignment to candidates while in the field. Candidates follow the model from the Indiana Mentoring and Assessment Program for School Counselors [IMAP-SC]. This requires candidates to plan an activity, develop an assessment approach, carry out the activity, collect and analyze results data, reflect on the process and outcomes, and suggest ways to improve the activity.

At the graduate Exceptional Needs level, candidates for initial licensure flow through the same process as undergraduates. Candidates who already hold teaching licenses (advanced) are expected to demonstrate greater proficiency in differentiation, use of evidence-based practices and action research techniques. They are expected to construct lesson plans which incorporate components of effective teaching (research-based instructional design). The supervisor and school-based faculty observe the candidate implementing his/her plan. The candidate is required to demonstrate content knowledge, age appropriate activities, multiple ways for students to perform based on strengths and weaknesses, and method of assessment. The final step is the lesson plan reflection and analysis. The mid-term and final evaluations assess the candidates' ability to teach and analyze student performance.

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups? (3,384: 3,000)

The [Field Placement Demographics](#) document evidences that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Candidates are systematically monitored as per their placements according to development level and school demographics. All placements are documented in the CTS. Elementary education majors are placed in both primary and intermediate developmental levels as well as placements in schools with diverse populations. Secondary education majors are placed in both middle and high schools to insure placement in two different developmental settings. In addition, placements are also made with special attention to diversity. Thus, all developmental levels are met with candidates having experiences with diverse P-12 students.

The undergraduate teacher education program outlines a non-optional course of study for dual licensure. In the offerings for elementary and secondary education, all candidates, with the exception of visual arts majors, also complete the program in mild intervention. Visual arts majors are required 6 hours in mild intervention. Thus, candidates are ensured placements to work with students of exceptionalities.

Candidate placements in the unit's undergraduate and graduate programs are monitored by the Director of Field Experiences. The Director meets all candidates in EDUC 201, EDUC 301 and EDUC 480 (Student Teaching) to apprise them of this procedure. The student teaching application also requires students to list pre-student teaching field experiences. This information is cross-referenced in the data base. In addition, this information is contained in the [Manual for Field Experience and Student Teaching](#).

In the School Counseling program regardless of field setting placement, candidates are required to gain exposure at all levels, K-12. School Counseling candidates are expected to work with students throughout the building of their placements. Sites in schools with diversity are actively sought for field placements. For details reference [Field Placement Demographics](#) document.

In the Exceptional Needs graduate program candidates at the initial or advanced level who are not currently employed are placed in schools or agencies appropriate for their area of licensure. Candidates are placed in a variety of special settings with students from diverse races/ethnicities and socioeconomic backgrounds. Candidates completing field experiences while under contract, interact with P-12 students in their employment settings or in extended school year programs offered by their corporation. Candidates under contract with school corporations complete an activities log focusing on diversity. All candidates complete practica or student teaching with exceptional needs students at the school setting for which they are seeking licensure. Refer to [Field Placement Demographics](#) document. Candidates completing practicum placement on-campus in the Oaks & Willows program are exposed to diversity through the efforts of USF to market the program as a community service that offers scholarships to families meeting free and reduced lunch criteria. Other candidates may complete Practicum (SPED 513) in a local social service agency such as the Turnstone Center for Children and Adults with Disabilities.

Optional #1: What does your unit do particularly well related to Standard 3?

The unit is particularly strong in areas regarding field and clinical based practices. The placement, support, and monitoring of candidates is well defined and documented. This is evident early in the program as illustrated by the minimum required hours (135) to the diverse field and clinical placements of candidates beginning in their first practicum and culminating in a 16 week student teaching experience. All developmental levels are covered along with placements in diverse settings. In addition, all candidates are monitored very carefully by cooperating teachers and university supervisors with all assessment data electronically processed.

In addition, our unit is particularly strong in meeting the needs of candidates working with students of exceptionalities. This is evidenced by the fact that all candidates in teacher education complete a non-optional dual, licensure program. Thus, all elementary education majors and

secondary education majors become eligible to teach either in general education or mild intervention in the settings of their training. Only the visual arts program does not require the dual license in mild intervention; however, these candidates, in their course of study, are still required six hours in exceptional needs courses.

In the School Counseling Program, candidates are required to gain exposure to all levels, K-12, during field experience (practicum and/or internship). Field sites are evaluated, after the experience, by the candidate to insure a positive experience in the future. Candidates are encouraged to participate in extra-curricular activities at the placement site to become more involved in the school setting and are also encouraged to seek membership in state and national professional organizations [Indiana School Counselor Association and American School Counselor Association]. They are also encouraged to participate in professional development opportunities such as regional counselor workshops and state and national conferences. Candidates also serve on the School Counseling Program Advisory Council. Practicum and Internship candidates complete, each semester, a P12 Student Outcome Project based on the Indiana Mentoring and Assessment Program –School Counselor model from the Indiana Department of Education. This is a four part project: develop action plan [rationale, standards, project description, and evaluation plan]; artifact; summary of student outcome data; and reflection [assess outcomes, analyze and reflect on data, changes in target behavior, achievement, etc., and suggestions for future programmatic decisions based on data]. These projects become artifacts in the candidates' portfolios.

Input from the first meeting of the Exceptional Needs Graduate Program Advisory Council held on October 1, 2009 indicates that the ability of graduate candidates to complete required practica in their classrooms during the school year or during the summer in Oaks & Willows or in local school extended school year (ESY) summer programming is a valued aspect of our program. Summer practica are highly valued as opportunities to obtain licensure in an additional school setting (developmental level) without having to quit employment or take a leave. Candidates recognize faculty efforts to model evidence-based teaching strategies in their coursework rather than just explain them. The Licensing Officer and faculty work diligently together to advise and support candidates, often on an individual basis, from application for admission through to program completion. School-based partners commented on the caliber of candidates and remarked on their willingness to go above and beyond in their clinical practice placements. They also reinforced the marketability of our candidates due to their level of preparedness. Faculty indicate strengths of the program include the ability to scaffold candidates, to focus on characteristics of the learner, to instruct and demonstrate the critical need for assessment to drive instruction, and the use of evidence-based best practices.

Optional #2: What research related to Standard 3 is being conducted by the unit or its faculty.

Faculty researched the feasibility of exploring Troops to Teachers initiative as a way to market attract potential candidates nationally with diverse backgrounds at the initial level in the graduate Exceptional Needs program. In consultation with regional office staff in Lansing, MI serving military in IN, MI and OH who want to pursue additional training after discharge and with DANTES staff located in Pensacola, FL, it was determined that there was no program currently offered at the graduate level via distance learning technology for the training of teachers of

students with exceptional needs. On October 1, 2009 the Graduate Council at the university met and approved the revised Master in Education in Exceptional Needs with License program designed to target this audience as well as other individuals nationally or globally who might want to avail themselves of an NCATE accredited program with this type of delivery system. Initial efforts to market this program began September 30, 2009 with the intent to monitor inquiries, applicants, admissions and completers once launched.

One faculty member has also served as a consultant to teachers on the island of Trinidad during the summers of 2008 and 2009. Some teachers who participated in the workshop training have adopted a “train the trainers” model and returned to their own schools to train faculty peers or to offer training to peers in other schools or agencies who were unable to attend the workshops. The Ministry of Education has expressed interest in monitoring the outcomes based on favorable teacher response and observed changes in student performance. In January of 2009 ministry staff began visiting school where the training was being implemented, interviewing teachers and principals about their perspectives, observing actual teaching practice and collecting data on pupil performance on year end examinations. It is anticipated that data will be released by December 2009 for purposes of planning the 2010 summer workshop and disseminating results. Once data become available, the faculty member and trainers plan to co-author a series of articles chronicling the inception and the impact of these efforts. A second research focus entails examining the interaction of faculty and graduate students at USF with faculty, teachers in training and practicing teachers through the University of the West Indies at St. Augustine. Candidates enrolled in the methods courses SPED 508/509 during fall term 2009 have had content identical to the content shared in the Trinidad workshops. Beginning October 6, 2009 USF candidates will initiate dialogue via technology with their counterparts in Trinidad to discuss challenges and successes in designing, implementing and evaluating common instructional practice. Data collection and monitoring will take place through December of 2009 as a part of the course experience. Additional data collection will be employed to determine whether communication and collaboration continue after conclusion of the courses.