

**Antioch University McGregor
School of Education
Report of Status
Prototype for AACTE/NCATE Requirement**

AACTE Prototype Report and Institutional Information

Overview of the Institution

Antioch University provides programs of study leading to the Bachelors, Masters and Doctors degrees, as well as other related special programs of study. Founded in 1852 as a College of Liberal Arts and Sciences, Antioch has evolved into a national multi-campus university serving over 5,000 students. Governed by a national Board of Trustee, its campuses, which serve student both on and beyond the physical campuses, currently include Antioch College and Antioch University McGregor in Yellow Springs, Ohio; New England (Keene, NH); the Pacific Northwest (Seattle); and Southern California (Los Angeles and Santa Barbara). System administration is located in Yellow Springs.

Vision of Antioch University

Antioch University is a distinguished and inventive landmark in American higher education, continually building on its commitment to social progress, experimentation, and strong academic programs. Deriving its historic legacy from Antioch College in Yellow Springs, Ohio, the University operates distinctively throughout the nation at multiple campuses with varied educational delivery systems at many levels. Antioch University sustains its earned status of national leadership in higher education by imaginatively rethinking programs and ideas to prepare students and citizens for both the timeless and the new in an ever-evolving society. It thus simultaneously contributes to the educational needs of particular states and regions, stimulating engaged citizenship in the communities where its campuses reside, while preparing students for lives in a national and international arena.

Antioch University's vigorous culture arises from a commitment to social justice, diversity in all of its forms, improvement of society, and respect for the planet. It is committed to an education that interacts directly with the world as it is, through the co-operative education for which it is famous, and through other forms of experiential learning. Throughout the University, inspiration is taken from founding President Horace Mann's summons, "Be ashamed to die until you have won some victory for humanity!" This stirring appeal drives the University's ambition to produce lifelong learners who practice democratic citizenship. Within the University itself faculty, staff, and students have developed a miniature society that enacts the University's values in a respectful community. Antioch University empowers students to challenge both conventional wisdom and common professional practice. It fosters critical thinking, compassion, innovation, leadership, ethical sensitivity, and a powerful belief in humanity's potential for conceiving and implementing solutions to large problems in the world.

Antioch creates opportunities for students, faculty and staff to move physically and virtually within the University, allowing them to construct and explore an extraordinarily wide range of academic resources and learning experiences. An early pioneer in international education, Antioch University also sustains for its students and faculty access to lively challenging academic programs at locations around the world. Offering liberal arts and professional education that integrates academic excellence, experiential learning, and community service, Antioch University serves the nation with high standards, creative energy, and rising hope for an ever-improving future.

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Mission of Antioch University

All programs of Antioch University aim to develop students and graduates who will grow in their commitment to contribute personally to improvement in the human condition through responsible leadership that fosters productive, democratic change in the institutions and communities in which they live and work. These programs are guided by core educational values that include rigorous scholarship and academic discipline, engaged service, community involvement, and student-centered, well-rounded learning. Committed to finding the most effective approaches to student learning through innovation and experimentation, Antioch encourages students to integrate work and study, to incorporate experience within academic study and reflection, and to address issues within a social or political context.

Vision of Antioch University McGregor

Antioch University McGregor contributes to the betterment of the individual and the community by fostering academic excellence and providing socially responsive, flexible, and innovative education programs for adult learners.

Mission of Antioch University McGregor

Antioch University McGregor, established in 1988, offers academic programs for adults that are responsive to emerging societal needs. Each program encourages critical thinking, provides opportunities for collaborative learning, emphasizes cultural diversity and an international perspective, and promotes the integration of life and work experience with academic knowledge. We believe that education is most effective when students, faculty, staff, and administration unite as a community of learners. Our approach to education stems from Antioch University's historical emphasis on intellectual, emotional, and ethical development. The principles promoted by Douglas McGregor, president of Antioch College from 1948-1954, also inspired our organization. McGregor, well known for his teachings in participatory management and leadership, believed that organizational effectiveness depends upon the cooperative efforts of the entire community. He asserted that all have the right to express their views openly and to act on the basis of their beliefs, provided that they act in accord with the principles of democracy, and with honesty and integrity. Antioch University McGregor is imbued with an entrepreneurial spirit and strives to provide high quality, socially responsive, flexible, and innovative educational programs. We seek to pass on to our graduates a legacy of passion for lifelong learning and a commitment to the application of knowledge toward the betterment of our workplaces, our communities, and with wider society.

Vision of the Unit

The words of Horace Mann, *Be Ashamed to Die Until you Have Won Some Victory for Humanity*, are remembered by Antioch graduates and guide our unit vision. The School of Education at Antioch University McGregor envisions classrooms of the future in which there are competent teachers who are socially responsible and who create an environment in which all

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children can learn. Every school will be led by an administrator who creates and maintains a safe environment in which all students can learn and teachers can teach. Within these environments, teachers will have learning opportunities that are “central to their work satisfaction and professional identities” (Oakes & Lipton, 2003, p. 441). School administrators will have similar opportunities for professional development that will allow them to respond to change and seize opportunities for student growth, school excellence, and community needs.

Mission of the Unit

The mission of the School of Education at Antioch University McGregor is to prepare competent teachers and administrators who will utilize knowledge to act as change agents in the service of all children in a constantly changing social and educational environment. In order to meet this challenge, education candidates at Antioch University McGregor are encouraged to be critical thinkers, using knowledge from their past experience and studies and the pedagogical content knowledge gained at Antioch to become competent decision makers within their school environments. Critical to the preparation of education candidates at Antioch University McGregor is encouragement to transfer knowledge of theory to practice in the process of their professional preparation. Candidates are encouraged throughout the program to strengthen this skill both in performance-based exercises in class and in their on-site classroom performance. It is our belief that best practice is associated with the competent teacher and school leader who have the dispositions to reflect on his/her practice in order to ensure continuing professional growth. Given that belief, Antioch University McGregor is committed to supporting education candidates in their efforts to become reflective practitioners. Finally, we assume that effective preparation of education candidates includes preparation such that they serve as advocates for individuals of all cultural background.

Additional Information

Antioch University McGregor is a commuter campus. The unit offers graduate teacher and principal licensure programs only. It does not offer continuing education for teachers. The student body is composed of adults with an average age of mid to late 30's. The candidates are frequently changing careers. Many have children of their own and may already be teaching as a substitute without credentials. The population includes a large number of minorities, ranging from 20-30% of the candidate population which is significant compared to other private colleges offering teacher education programs in Ohio.

Statement of Accreditation

Antioch University McGregor is an integral unit of Antioch University, which is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA).

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Unit Enrollment Trend Data by Cumulative Quarters

		05-06	04-05	03-04	02-03	01-02	00-01	99-00	98-99	97-98	96-97
Teacher Education	Summer	18	3	29	19	1	0	0	0	0	18
	Fall	248	243	193	150	153	142	127	117	92	35
	Winter	207	200	174	127	74	80	69	64	54	32
	Spring	202	213	152	72	72	80	68	64	53	32
		675	659	548	368	300	302	264	245	199	117
Master of Education	Summer	0	0	1	33	6	20	0	0	0	0
	Fall	57	56	65	64	19	29	0	0	0	0
	Winter	47	67	77	55	49	22	15	0	0	0
	Spring	63	108	93	68	42	22	21	0	0	0
		167	231	236	220	116	93	36	0	0	0
Ohio Principal Licensure	Summer	12	11	0	0	0	0	0	0	0	0
	Fall	18	14	2	13	6	6	0	0	0	0
	Winter	12	21	10	10	7	15	0	0	0	0
	Spring	26	24	26	7	4	15	0	0	0	0
		68	70	38	30	17	36	0	0	0	0
		05-06	04-05	03-04	02-03	01-02	00-01	99-00	98-99	97-98	96-97

Antioch University McGregor Programs

Program Name	Award Level	Program Level (ITP or ADV)	Number of Candidates in Program Fall 2005	Agency or Association Reviewing Program (State, SPA, or Other)	Status of National and State Program Reviews - Program Review Submitted (Yes or No) -Current Status (First Review, Rejoining Complete)	
					Yes	Approved
Early Childhood Education	M.Ed. & Licensure	ITP	54	NAEYC	Yes	Approved 2 Year NAEYC
Middle Childhood (Language Arts, Math, Social Studies, Science)	M.Ed. & Licensure	ITP	36	ODE or NMSA (NCTE, NCTM, NCSS, NSTA)	Yes	Approved ODE
AYA English/Language Arts	M.Ed. & Licensure	ITP	16	ODE or NCTE	Yes	Approved ODE
AYA Math	M.Ed. & Licensure	ITP	7	ODE or NCTM	Yes	Approved ODE
AYA Social Studies	M.Ed. & Licensure	ITP	13	ODE or NCSS	Yes	Approved ODE
AYA Science (life science, earth science, chemistry, physics, life chemistry)	M.Ed. & Licensure	ITP	8	ODE or NSTA	Yes	Approved ODE
Mild to Moderate Intervention Specialist	M.Ed. & Licensure	ITP	102	CEC	Yes	Approved 2 Year CEC
Ohio Principal Licensure	Licensure	ADV	61	ODE or ELCC	Yes	Approved 2 year ELCC

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NCATE Standards Data

Standard 1

Unit Pass Rate on Content Tests for Initial Teacher Preparation for 2004-2005

Program	# of Test Takers	% Passing at State Cut Score	Overall Pass Rate for the State
ECE Education of Young Children	40	100%	99%
MCE Middle School Social Studies	5	*	93%
MCE Middle School English/Language Arts	6	*	97%
MCE Middle School Mathematics	1	*	100%
AYA Integrated Language Arts	5	*	92%
AYA Integrated Mathematics	1	*	96%
AYA Life Sciences: Biology	5	*	94%
AYA Integrated Social Studies	2	*	93%
EDS Intervention Specialist Core Principles – Mild/Moderate	16	100%	95%

*Fewer than ten test takers not reported in Title II.

Unit Pass Rate on Content Tests for Initial Administration License

Program	Year	# of Test Takers	% Passing at State Cut Score	Overall Pass Rate for All Institutions in the State
Educational Leadership	2003-04	7	100%	Not Available
Educational Leadership	2004-05	10	100%	Not Available
Educational Leadership	2005-06	8	100%	Not Available

McGregor Pass Rates and Ohio Cut Scores for the PLT.

Cohort Year	PLT Test Level	Institutional Pass rate
2003-2004	Early Childhood	100%
2003-2004	K-6	100%
2003-2004	5-9	100%
2003-2004	7-12	97%
2004-2005	Early Childhood	100%
2004-2005	K-6	100%
2004-2005	5-9	100%
2004-2005	7-12	100%
2005-2006	Early Childhood	Not yet available
2005-2006	K-6	Not yet available
2005-2006	5-9	Not yet available
2005-2006	7-12	Not yet available

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Average Scores by Domain on PIII

Cohort	Domain A	Domain B	Domain C	Domain D	Total
Year 2003-04	13.7	13.4	13.8	11.5	52.3
Year 2004-05	13.3	13.2	12.8	11.1	50.5
Year 2005-06	Not yet available	Not yet available	Not yet available	Not yet available	Not yet available

Praxis Student Teaching Domain Evidence 2004-05

	Evaluation by Cooperating Teacher	Praxis Student Teacher Final Evaluation by Cooperating Teacher	Domain A Total	Domain B Total	Domain C Total	Domain D Total	Praxis Student Teacher Final Evaluation by Campus Supervisor	Domain A Total	Domain B Total	Domain C Total	Domain D Total
AYA Cohort Domain Average	51.0	53.2	13.9	14.2	14.2	11.0	48.0	12.9	14.1	12.9	8.9
ECE Cohort Domain Average	52.4	55.5	14.7	14.5	14.6	11.6	56.4	15.0	14.8	14.9	11.6
EDS Cohort Domain Average	50.7	54.4	14.4	14.5	14.2	11.3	55.1	14.8	14.5	14.4	11.4
MCE Cohort Domain Average	50.5	53.5	14.4	14.4	13.9	10.9	54.4	14.5	14.5	14.1	11.3

Antioch University McGregor Leadership Candidate Proficiencies

Educator as Integrator of Theory to Practice

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Educator as Critical Thinker

- Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
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Educator as Change Agent

- Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.

Educator as Reflective Practitioner

- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Applying and using data in an ethical manner in order to make sound decisions.
- Through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit (Internship).

Antioch University McGregor Leadership Candidate Dispositions

- The candidate can articulate a vision of being an instructional leader that can help teachers plan and implement effective units and lessons that are aligned with effective assessments.
- The candidate is committed to the use of educational technology and to helping teachers plan and implement effective units and lessons that incorporate appropriate technology.
- The candidate believes all children can learn.
- The candidate values the utilization of multiple learning tools, strategies, and/or techniques within all disciplines that promote learning for all students and knows how to work with teachers in a supervisory capacity.
- The candidate recognizes the value of using a variety of opportunities that encourage teachers to meet challenging expectations.
- The candidate respects the importance of building a collaborative learning environment.
- The candidate is committed to the integration of professional values and ethics.
- The candidate realizes the importance of utilizing appropriate communication skills.
- The candidate has enthusiasm for all disciplines.
- The candidate believes that close cooperation and collaboration with parents, colleagues, and the community are critical to maximum student learning.
- The candidate is committed to providing a school environment where the diverse needs, interests, and talents of students and teachers are appreciated and utilized.
- The candidate values continuous educational improvement that includes research, reflection, assessment, and learning as an ongoing process.

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Antioch University McGregor Teacher Licensure Candidate Proficiencies

Educator as Critical Thinker

- The candidate knows the subject matter in his/her field of study.
- The candidate can critically evaluate his/her professional impact on others.
- The candidate can demonstrate how to help students set achievable goals.

Educator as Reflective Practitioner

- Candidate can demonstrate content accurately.
- The candidate can differentiate instruction to meet the needs of all students.
- The candidate demonstrates responsive problem-solving skills in a variety of contents (social, psychological, emotional, cultural, etc.)
- The candidate is committed to lifelong learning

Educator as Integrator of Theory to Practice

- The candidate can effectively use technological and/or other learning tools, strategies and/or techniques within his/her discipline.
- The candidate understands how to facilitate student learning.
- The candidate provides opportunities that encourage students to meet challenging learning expectations.
- The candidate creates and facilitates assessments that support the growth of all learners.

Educator as Change Agent

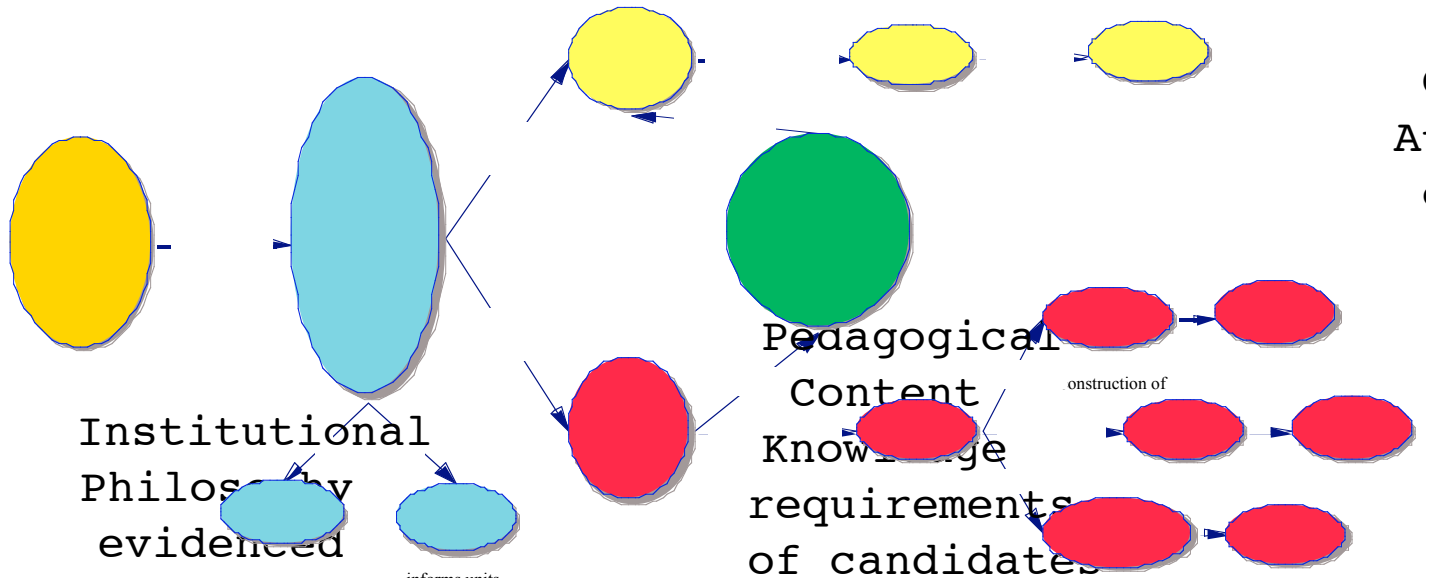
- The candidate can develop a climate for a collaborative learning environment.
- The candidate demonstrates a commitment to the professional values and ethics of his/her field.
- The candidate will utilize appropriate communication skills.

Antioch University McGregor Teacher Licensure Candidate Dispositions

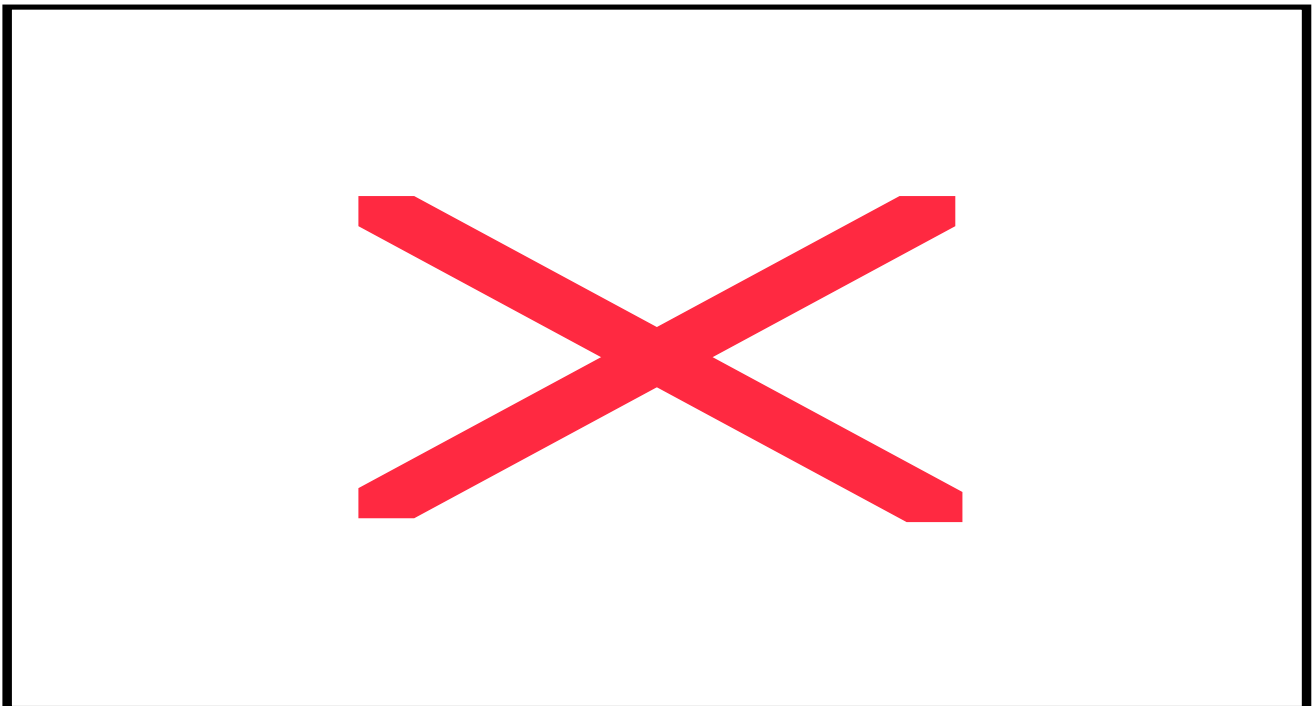
- The candidate appreciates the value of planning and implementing effective units and lessons that are aligned with effective assessments.
- The candidate is committed to planning and implementing effective units and lessons that incorporates appropriate technology.
- The candidate believes all children can learn.
- The candidate values the utilization of multiple learning tools, strategies, and/or techniques within his/her discipline that promotes learning for all students.
- The candidate recognizes the value of using a variety of opportunities that encourage students to meet challenging learning expectations.
- The candidate respects the importance of building a collaborative learning environment.
- The candidate is committed to the integration of professional values and ethics within his/her field.
- The candidate realizes the importance of utilizing appropriate communication skills.
- The candidate has enthusiasm for the discipline(s) s/he teaches.
- The candidate believes that close cooperation and collaboration with parents, colleagues, and the community are critical to maximum student learning.
- The candidate is committed to providing a classroom environment where the diverse needs, interests, and talents of students are appreciated and utilized.
- The candidate values continuous educational improvement that includes research, reflection, assessment, and learning as an ongoing process.

Standard 2

The NCATE Process at Antioch University McGregor



Antioch University McGregor Unit Assessment System



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Antioch University McGregor Leadership Candidate Proficiencies/ELCC Standards

	McGregor Leadership Proficiencies	ELCC Standard
<u>Educator as Integrator of Theory to Practice</u>	Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by developing, articulating, and facilitating the development, articulation, by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
	Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing promote the success of all students by ensuring and engage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
<u>Educator as Critical Thinker</u>	Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff, advocating, developing, implementing nurturing, and sustaining a school culture and instructional program and overall school culture conducive to student learning for students and staff professional growth for staff.
<u>Educator as Change Agent</u>	Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
	Acting with integrity, fairness, and in an ethical manner.	Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, and, fairness, and, and in an ethical manner.
<u>Educator as Reflective Practitioner</u>	Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
	Applying and using data in an ethical manner in order to make sound decisions.	Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit internship.
	Through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit (Internship).	Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit internship.

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Antioch University McGregor Licensure Candidate Proficiencies/SPA Standards

McGregor Competency	INTASC Competency	Praxis Domain Criteria	NAEYC Standards	CEC Standards	AYA and NMSA Pedagogy INTASC Standards
1. The candidate can effectively use technological and/or other learning tools, strategies and/or techniques within his/her discipline.	(1)The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (4)The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving, and performance skills.	A1, A2, A3, A4, C1, C2, C4	4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	1. Foundations 4. Instructional strategies	(1)The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (4)The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving, and performance skills.
2. The candidate understands how to facilitate student learning.	(1)The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	A1, A2, A3, A4, C2, C4	4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	1. Foundations 2. Characteristics of Learners	(1)The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The candidate provides opportunities that encourage students to meet challenging learning expectations.	(2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	A1, A2, A4, C2	1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.	2. Characteristics of Learners	(2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Antioch University McGregor Licensure Candidate Proficiencies/SPA Standards cont.

<p>4. The candidate creates and facilitates assessments that support the growth of all learners.</p>	<p>(8)The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (student, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>A1, A5, C4, D1, D2, D3, D4</p>	<p>3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>8. Assessment 9. Ethics and Professional Practice</p>	<p>(8)The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (student, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>
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Antioch University McGregor Licensure Candidate Proficiencies/SPA Standards cont.

<p>5. The candidate can develop a climate for a collaborative learning environment.</p>	<p>(5)The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>A2, B1, B2, B3, B4, B5, C1, C2, C4</p>	<p>1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children. 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>5. Learning Environments and Social Interactions</p>	<p>(5)The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>6. The candidate demonstrates a commitment to the professional values and ethics of his/her field.</p>	<p>(10)The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>D3, D4</p>	<p>5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>10. Collaboration</p>	<p>(10)The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>

Antioch University McGregor Licensure Candidate Proficiencies/SPA Standards cont.

<p>7. The candidate will make use of appropriate communication skills.</p>	<p>(5)The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>B1, B2, B3, B4, B5, C4</p>	<p>1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children. 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>5. Learning Environments and Social Interactions</p>	<p>(5)The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>
<p>8. The candidate knows the subject matter in his/her field of study.</p>	<p>(1)The teacher understand the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>A1, A2, A3, A4, C4</p>	<p>4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>1. Foundations</p>	<p>(1)The teacher understand the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>

Antioch University McGregor Licensure Candidate Proficiencies/SPA Standards cont.

<p>9. The candidate can critically evaluate his/her professional impact on others.</p>	<p>(2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (4)The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking problem solving, and performance skills. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>A1, A2, A4, C1, C2, C4, D1, D2, D3, D4</p>	<p>1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children. 2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>2. Characteristics of Learners 4. Instructional Strategies 9. Ethics and Professional Practice</p>	<p>(2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (4)The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking problem solving, and performance skills. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>
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Antioch University McGregor Licensure Candidate Proficiencies/SPA Standards cont.

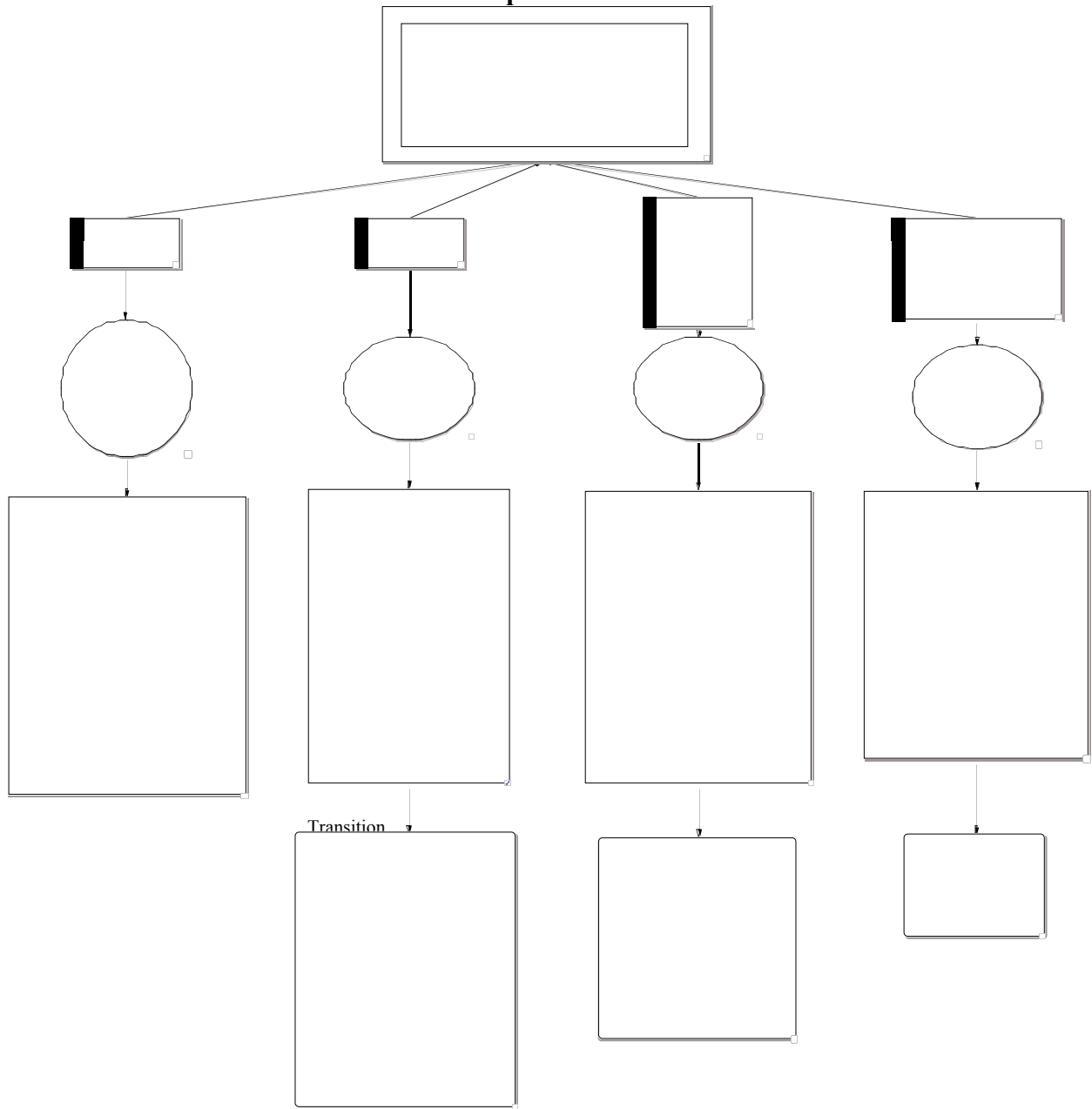
<p>10. The candidate can demonstrate how to help students set achievable goals.</p>	<p>(7)The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>A1, A2, A3, A4, A5</p>	<p>4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>7. Instructional Planning</p>	<p>(7)The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>
<p>11. Candidate can demonstrate content accurately.</p>	<p>(1)The teacher understand the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>A1, A2, A3, A4, B2, B3, C1, C2, C4,</p>	<p>1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children. 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>1. Foundations 6. Language</p>	<p>(1)The teacher understand the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>12. The candidate can differentiate instruction to meet the needs of all students.</p>	<p>(3)The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (7)The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>A1, A2, A3, A4, A5, B2, B3, C1, C2, C4, C5,</p>	<p>1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children. 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>3. Individual Differences 6. Language 7. Instructional Planning</p>	<p>(3)The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (7)The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>

Antioch University McGregor Licensure Candidate Proficiencies/SPA Standards cont.

<p>13. The candidate demonstrates responsive problem-solving skills in a variety of contents</p>	<p>(4)The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving, and performance skills. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>A4, C1, C2, C4, D1, D2, D3, D4</p>	<p>2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>4. Instructional Strategies 9. Ethics and Professional Practice</p>	<p>(4)The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving, and performance skills. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>
<p>14. The candidate is committed to lifelong learning.</p>	<p>(9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>D1, D2, D3, D4</p>	<p>2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>9. Ethics and Professional Practice</p>	<p>(9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>

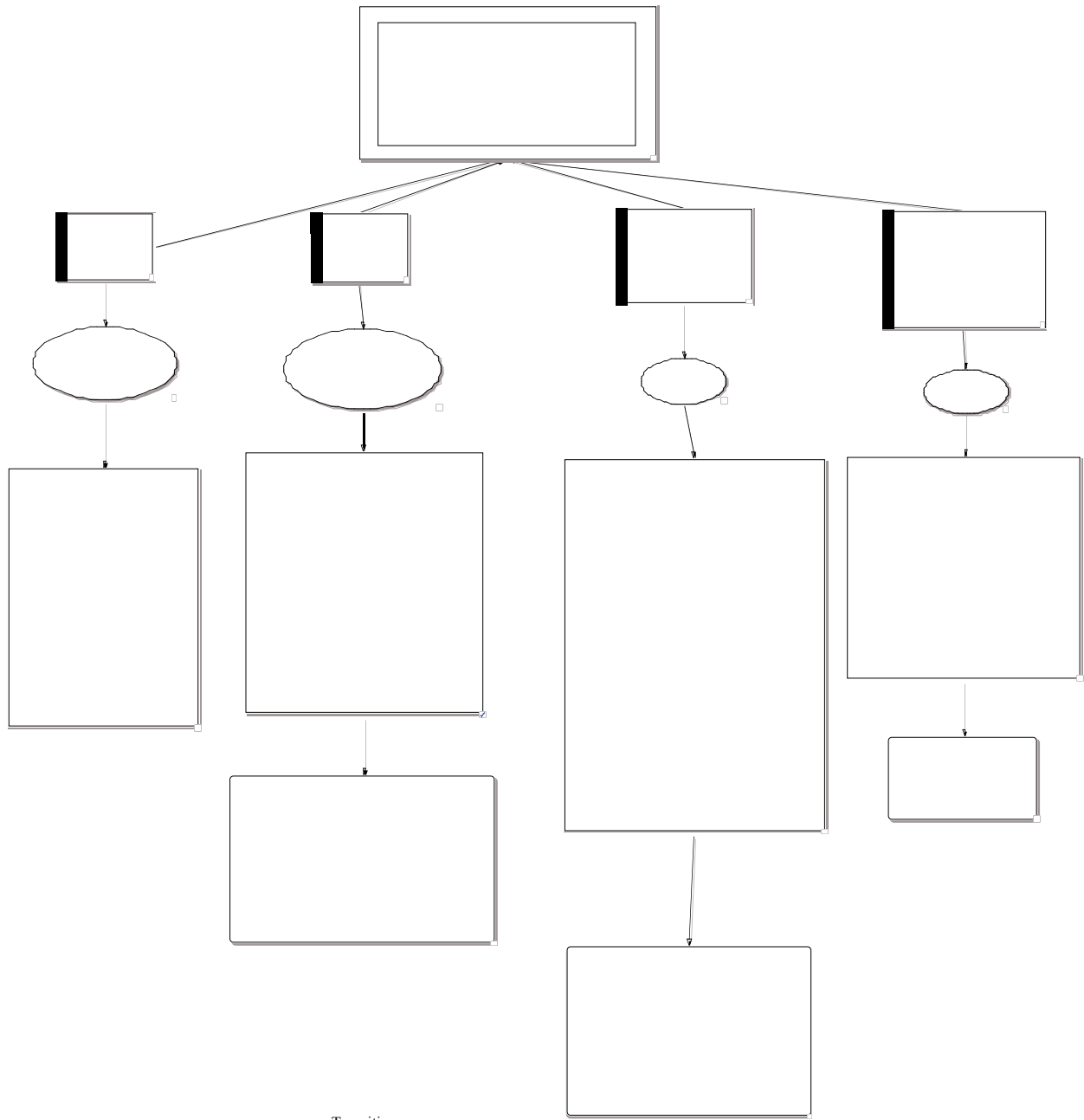
AACTE Prototype Report and Institutional Information

Educational Leadership Candidate Transition Points



AACTE Prototype Report and Institutional Information

Teacher Licensure Candidate Transition Points



Transition

AACTE Prototype Report and Institutional Information

Licensure Candidate Data Source Analysis

	Competencies		Candidate Data Evidence	Program Data Evidence	Unit Data Evidence	Data Sources
<i>Educator as Critical Thinking</i>	1 The candidate knows the subject matter in his/her field of study.	Source 1	PII Scores Specialty Exam	PIII A3, C2	CT/CS/LCES 22	Preclinical, Postclinical, Internal & External
		Source 2	SPA ST Evaluation by CT	TQP Survey A5, B12, B13	Unit Op Survey 2	
		Source 3	Praxis ST Evaluation CS A3	Employer Survey 8	Course Evaluation 18	
	2 The candidate can evaluate his/her professional impact on others	Source 1	Praxis ST Evaluation CS CT A5 B1, B2, D1, D2	Battelle 1, 2	Div Survey 16	Preclinical, Postclinical, Internal & External
		Source 2	PLT	Employer Survey 9	CT/CS/LCES 14 15	
		Source 3	SPA ST Evaluation by CT	Program Approvals	Course Evaluation 15-16	
	3 The candidate can demonstrate how to help students set achievable goals.	Source 1	Praxis ST Evaluation A2, C1	Employer Survey 10	CT/CS/LCES 3, 21	Preclinical, Postclinical, Internal & External
		Source 2	PLT	Program Approvals	Unit Op Survey 2	
		Source 3	SPA ST Evaluation by CT	Program Approvals	Course Evaluation 7, 16	
<i>Educator as Reflective Practitioner</i>	4 The candidate can demonstrate content accurately.	Source 1	Praxis Evaluation CT/CS/C2	Employer Survey 2	CT/CS/LCES 2, 21, 22	Preclinical, Postclinical, Internal & External
		Source 2	Praxis II Spec. Exam	Program Approvals	Course Evaluation 8	
		Source 3	SPA ST Assess by CT	PIII A3, C2	Unit Op Survey 2	
	5 The candidate can differentiate instruction to meet the needs of all students.	Source 1	Praxis A4, C4	Employer Survey 12, TQP B-9, B17, B18, B19	CT/CS/LCES 27, 28, 29, 30, 31	Preclinical, Postclinical, Internal & External
		Source 2	PLT	Program Approvals	Div Survey 6, 7	
		Source 3	SPA ST Assess by CT	PIII A4	Course Evaluation 26	
	6 The candidate demonstrates responsive problem-solving skills in a variety of contents (social, psychological, emotional, cultural).	Source 1	Praxis A5, C3	Employer Survey 13	Course Evaluation 15, 35	Preclinical, Postclinical, Internal & External
		Source 2	PLT Specialty Exam Score	PIII A4, A5, C4	Div Survey 5	
		Source 3	SPA ST Exam by CT	Critical Thinking MAPP Score	CT/CS/LCES 17	

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	7 The candidate is committed to lifelong learning	Source 1	Praxis Exam D1, D2	Employer Survey 14	Course Evaluation 1, 10, 34-36	Preclinical, Postclinical, Internal & External
		Source 2	DIS Self Analysis Admission	PIII A3, D1	CT/CS/LCES 18, 19	
		Source 3	Admission Essay	DIS Analysis by CT		
Educator as Integrator of Theory to Practice	8 The candidate can effectively use technological and/or other learning tools, strategies and/or techniques within his/her discipline.	Source 1	Praxis Evaluation C1, C5	Employer Survey 1	CT/CS/LCES 1, 11, 12	Preclinical, Postclinical Internal & External
		Source 2	PLT	Program Approvals	Unit Op Survey 24, 25	
		Source 3	SPA ST Evaluation by CT	PIII A4	Course Evaluation 3-4	
	9 The candidate understands how to facilitate student learning.	Source 1	Praxis Evaluation B5, C2	Battelle 3, 4, 5, 6	Div Survey 7, 9	Preclinical, Postclinical, Internal & External
		Source 2	PLT	Employer Survey 2	CT/CS/LCES 1, 2, 26	
		Source 3	SPA ST Evaluation by CT	Program Approvals	Course Evaluation 15	
	10 The candidate provides opportunities that encourage students to meet challenging learning expectations.	Source 1	Praxis Evaluation C3	Employer Survey 3	CT/CS/LCES 19, 20	Preclinical, Postclinical, Internal & External
		Source 2	PLT	Program Approvals	Course Evaluation 14	
		Source 3	SPA ST Evaluation by CT	PIII B3	Div Survey 9, 10	
	11 The candidate creates and facilitates assessments that support the growth of all learners.	Source 1	Praxis Evaluation C4	Battelle 7, 16	CT/CS/LCES 3, 16	Preclinical, Postclinical, Internal & External
		Source 2	PLT (program Specific)	Employer Survey 4	Div Survey 6, 9	
		Source 3	SPA ST Evaluation by CT	Program Approvals	CT/CS/LCES 3, 8, 13, 14	
Educator as Change Agent	12 The candidate can develop a climate for a collaborative learning environment.	Source 1	Praxis Evaluation B1, B2, B4	Battelle 17, 18, 19	CT/CS/LCES 30, 31	Preclinical, Postclinical Internal & External
		Source 2	PLT	Employer Survey 5	Unit Op Survey 15, 16	
		Source 3	SPA ST Evaluation by CT	Program Approvals	Course Evaluation 15, 16, 17	
	13 The candidate demonstrates a commitment to the professional values and ethics of his/her field.	Source 1	Praxis Evaluation D3, D4	Employer Survey 6	Div Survey 8	Preclinical, Postclinical, Internal & External
		Source 2	PLT	Program Approvals	CS/CT/LCES 18	
		Source 3	SPA ST Evaluation by CT	PIII D2, D3	Course Evaluation 33	

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14 The candidate will utilize appropriate communication skills.	Source 1	Praxis Evaluation B3, D4	Employer Survey 7	CT/CS/LCES 10, 17	Preclinical, Postclinical, Internal & External
	Source 2	PLT Program Specific	Program Approvals	Course Evaluation 19, 23, 27	
	Source 3	SPA ST Evaluation by CT	PIII B3, D4	Div Survey 1, 2	

Leadership Candidate Data Source Analysis

	Competencies		Candidate Data Evidence	Program Data Evidence	Unit Data Evidence	Coding
	1 Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	Source 1	11 Visionary School Restructuring Project - Rubric	14 Educational Leadership Exit Survey (Items 1.1-1.5)	18 Course Evaluation Questions 6-17 (EDL 640)	Preclinical Data, Clinical Data, - Internal Data, External Data
		Source 2	13 Internship II Portfolio and Rubric (Items 1-9)	15 Educational Leadership Mentor Survey (Items 1.1-1.5)	18 Course Evaluation Question 33 (EDL 640)	
		Source 3	10 Praxis 2 Test	16 Educational Leadership Graduate Survey (Items 1.1-1.5)	21 Faculty Issues on Diversity Question 1	
	2 Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	Source 1	7 Comprehensive Staff Development Plan	16 Educational Leadership graduate Survey (Items 2.1-2.4)	18 Course Evaluation Questions 6-17 (EDL520)	Preclinical Data, Clinical Data, - Internal Data, External Data
		Source 2	12 Principalship Portfolio - Curriculum Leadership Elements	17 ELCC Program Approval - SPA Status (2.1-2.4)	18 Course Evaluation Questions 6-17 (EDL 530)	
		Source 3	10 Praxis 2 Test	15 Educational Leadership Mentor Survey (Items 2.1-2.4)	21 Faculty Issues on Diversity Questions 1 & 9	
<u>Educator As Critical Thinking</u>	3 Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Source 1	12 Principalship Portfolio - Section 2	17 ELCC Program Approval - SPA Status (3.1-3.3)	21 Internal Faculty Diversity Survey (Questions 1, 8, & 10)	Preclinical Data, Clinical Data, - Internal Data, External Data
		Source 2	6 Strategic Planning Simulation (Items 1-8)	14 Educational Leadership Exit Survey (Items 3.1-3.3)	18 Course Evaluation Questions 6-17 (EDL 550)	
		Source 3	13 Internship II Portfolio and Rubric (Items 10-19)	15 Educational Leadership Mentor Survey (Items 3.1-3.3)	18 Course Evaluation Questions 6-17 (EDL 660/661)	

AACTE Prototype Report and Institutional Information

<u>Educator As Change Agent</u>	4 Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	Source 1	6 School Community Relations Forum (Items 9-15)	16 Educational Leadership Graduate Survey (follow up) (Items 4.1-4.3)	18 Course Evaluation Questions 6-17 (EDL 550)	Preclinical Data, Clinical Data, - Internal Data, External Data
		Source 2	9 Internship I Educational Leadership Candidate Evaluation Rubric (Items 1, 2, 3, 14, 15, 17, & 27).	15 Educational Leadership Mentor Survey (Items 4.1-4.3)	18 Course Evaluation Questions 6-17 (EDU525)	
		Source 3	13 Internship II Portfolio and Rubric (Items 20-29)	14 Educational Leadership Exit Survey (Items 4.1-4.3)	21 Internal Faculty Diversity Survey Questions 3/8	
	5 Acting with integrity, fairness, and in an ethical manner.	Source 1	12 Principalship Portfolio Rubric - Section 1	17 ELCC Program Approval - SPA Status (5.1-5.3)	18 Course Evaluation Questions 6-17 (EDL 675)	Preclinical Data, Clinical Data, - Internal Data, External Data
		Source 2	13 Internship II Portfolio and Rubric (Items 30-32)	15 Educational Leadership Mentor Survey (Items 5.1-5.3)	18 Course Evaluation Questions 6-17 (EDL 540)	
		Source 3	9 Internship I Educational Leadership Candidate Evaluation Rubric (Items 15-17, & 24).	16 Educational Leadership Graduate Survey (follow up) (Items 5.1-5.3)	21 Internal Faculty Diversity Survey (Question 8)	
<u>Reflective Practitioner</u>	6 Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Source 1	11 Visionary School Restructuring Project - Rubric (Items 13 and 14)	17 ELCC Program Approval - SPA Status (6.1-6.3)	18 Course Evaluation Questions 6-17 (EDL 640)	Preclinical Data, Clinical Data, - Internal Data, External Data
		Source 2	10 Praxis 2 Test	14 Educational Leadership Exit Survey (Items 6.1-6.3)	18 Course Evaluation Questions 6-17 (EDL 660/661)	
		Source 3	13 Internship II Portfolio and Rubric (Items 34-40)	15 Educational Leadership Mentor Survey (Items 6.1-6.3)	21 Internal Faculty Diversity Survey (Questions 4, 5, & 6)	
	7 Applying and using data in an ethical manner in order to make sound decisions.	Source 1	9 Internship I Educational Leadership Candidate Evaluation Rubric (Items 24, 25, & 29).	17 ELCC Program Approval - SPA Status (3.1-3.3 & 5.3)	18 Course Evaluation Questions 6-17 (EDU 566)	Preclinical Data, Clinical Data, - Internal Data, External Data

AACTE Prototype Report and Institutional Information

		Source 2	8 Internship I Portfolio Rubric	15 Educational Leadership Mentor Survey (Items 3.1-3.3 & 5.3)	18 Course Evaluation Questions 6-17 (EDL 660/661)	Data
		Source 3	10 Praxis 2 Test	16 Educational Leadership Graduate Survey (follow up) (Items 3.1-3.3 & 5.3)	21 Internal Faculty Diversity Survey (Question 10)	
8 Through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit (Internship).		Source 1	9 Internship I Educational Leadership Candidate Evaluation Rubric	17 ELCC Program Approval - SPA Status (7.1-7.6)	18 Course Evaluation Questions 6-17 (EDL 560)	Clinical Data, - Internal Data, External Data
		Source 2	8 Internship I Portfolio Rubric	15 Educational Leadership Mentor Survey (Items 1.1-6.3)	18 Course Evaluation Questions 6-17 (EDL 690/691)	
		Source 3	13 Internship II Portfolio and Rubric)	16 Educational Leadership Graduate Survey (follow up) (Items 1.1-6.3)	21 Internal Faculty Diversity Survey (Question 1, 2, 4, 8, 9, 11, 13, 16)	

AACTE Prototype Report and Institutional Information

Standard 3

Student Teaching SPA Evaluation by Cooperating Teachers

Cohort - Candidate	SPA Student Teaching Evaluation - Cooperating Teacher	SPA Student Teaching Evaluation - Campus Supervisor	Cohort - Candidate	SPA Student Teaching Evaluation - Cooperating Teacher	SPA Student Teaching Evaluation - Campus Supervisor
ECE 1	92.70%	95.10%	EDS 1	97.1%	82.4%
ECE 2	97.60%	92.10%	EDS 2	97.1%	93.7%
ECE 3	93.20%	96.10%	EDS 3	83.4%	83.9%
ECE 4	88.80%	89.80%	EDS 4	93.7%	93.7%
ECE 5	95.10%	86.80%	EDS 5	92.2%	99.0%
ECE 6	92.20%	78.00%	EDS 6	81.5%	84.4%
ECE 7	94.10%	93.20%	EDS 7	99.5%	87.2%
ECE 8	89.30%	92.70%	EDS 8	81.0%	84.4%
ECE 9	91.70%	79.50%	EDS 9	90.2%	97.6%
ECE 10	92.70%	95.10%	EDS 10	82.9%	91.7%
ECE 11	97.60%	91.20%	EDS 11	90.2%	95.6%
ECE 12	87.80%	87.30%	EDS 12	97.6%	95.1%
ECE 13	85.40%	95.10%	EDS 13	87.8%	97.1%
ECE 14	97.60%	92.10%	EDS 14	100.0%	100.0%
ECE 15	94.40%	94.40%	EDS 15	87.8%	96.6%
ECE 16	80.50%	88.30%	EDS 16	84.4%	88.3%
ECE 17	84.90%	94.60%	EDS 17	82.4%	87.3%
			EDS 18	90.7%	95.5%
			EDS 19	100.0%	100.0%
			EDS 20	91.7%	90.2%
			EDS 21	100.0%	92.2%
			EDS 22	89.8%	96.6
			EDS 23	99.0%	98.5%
			EDS 24	100.0%	98.0%

AACTE Prototype Report and Institutional Information

Cohort-based Evaluation of Student Teaching by SPA Requirements

Cohort - Candidate	SPA Student Teaching Evaluation - Cooperating Teacher	Cohort - Candidate	SPA Student Teaching Evaluation - Cooperating Teacher	SPA Student Teaching Evaluation - Campus Supervisor
AYA 1	98.0%	MCE 1	92.2%	89.3
AYA 2	71.3%	MCE 2	89.8%	91.7
AYA 3	53.0%	MCE 3	89.3%	100
AYA 4	62.0%	MCE 4	88.8%	
AYA 5	51.2%	MCE 5	85.4%	86.3
AYA 6	14.1%	MCE 6		96.1
AYA 7	56.6%	MCE 7	89.8%	96.1%
AYA 8	80.9%	MCE 8	100.0%	100
AYA 9	56.0%	MCE 9	100.0%	
AYA 10	86.0%	MCE 10	90.2%	88.3
AYA 11	74.6%	MCE 11	87.8%	
AYA 12	76.0%	MCE 12	86.8%	95.6
AYA 13	56.0%	MCE 13	82.9%	80
AYA 14	72.0%	MCE 14	82.9%	92.7
		MCE 15	96.1%	84.9

Licensure Exit Survey Diversity Questions Data

		2004 Cohort Mean	2005 Cohort Mean
4	I believe the Program taught me how to create a fair and safe environment for learning where students feel respected and appropriately challenged.	4.6	4.5
6	As a result of my experiences at Antioch University McGregor, I feel confident that I have the ability to help all students learn.	3.2	4.6
7	The program taught me how to teach lessons that accommodate a wide variety of diversities (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc).	3.6	4.5
8	The program taught me how to develop a climate that values a wide variety of diversities (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc.)	3.6	4.5
9	The faculty within the School of Education were from a variety of diversities (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc.).	3.4	3.9
10	I believe Antioch University McGregor is making a good faith effort to recruit diverse students and faculty.	3.8	3.6
29	As a result of my experiences at Antioch University McGregor, I feel confident that I have the ability to help all students learn.	4.2	3.9
31	I was provided opportunities to evaluate the value of using a variety of teaching strategies or activities to meet the needs of all learners.	4.6	3.5
49	The School of Education ensured that I completed on-site experiences (field observations; internships; student teaching) that included students from diverse backgrounds (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc.).	4.8	4.0

AACTE Prototype Report and Institutional Information

Combined Program Data from TQP

	State	Institution Cohort 3		Institution Cohort 2		Institution Cohort 1	
	Mean	N	Mean	N	Mean	N	Mean
My teacher education instructors were knowledgeable about the standards and expectations of my teacher education program as a whole.	4.47	27	4.56	43	4.33	9	5
My program was coherent.	4.24	27	4.48	44	4.25	9	4.33
The criteria by which I was evaluated as a student teacher were consistent with what I was taught in my methods courses.	4.27	27	4.3	42	4.45	9	4.67
I had the opportunity to develop understandings about teaching that were consistent across courses and clinical experiences.	4.29	26	4.38	43	4.53	9	4.44
My program required a strong disciplinary preparation that incorporated an understanding of a subject matter(s)' core concepts.	4.25	27	4.15	43	4.23	9	4.11
My program integrated teaching practice with the study of teaching.	4.38	26	4.62	44	4.57	9	4.67
My program gave me a solid foundation in reading.	4.13	26	4.08	44	4.3	9	4
My program was rigorous and academically challenging.	4.19	26	4.46	43	4.3	9	4.44
My program was extensive or comprehensive enough to acquire needed understandings and abilities.	4.31	26	4.69	42	4.29	9	4.56
Content in my program was supported by theoretical and empirical studies.	4.16	27	4.63	43	4.56	9	4.44
The program adequately represented the realities and challenges of schools.	3.84	27	4.37	43	4.16	9	4.44
My program gave me an adequate foundation in adapting and modifying instruction and curriculum for meeting the needs of children with disabilities (i.e., special education labels) in general-education classrooms.	3.86	27	4.3	43	4.26	9	4.78
During my experiences in school, I participated in a broad range of professional responsibilities (e.g., professional meetings, parent conferences, testing administration).	4.49	27	4.59	44	4.93	9	4.89
During my experiences in school, I had the opportunity to observe and work with several teachers.	4.53	27	4.85	44	4.93	9	4.89
During my experiences in school I had opportunities to work with successful teachers who had inclusive classes - that is, classes that contain both typical children and children with disabilities	4.31	27	4.7	43	4.77	9	4.56
During my experiences in school, I had opportunities to work with school support services personnel (e.g., nurses, school psychologists, social workers).	3.42	27	4.44	44	4.07	9	4.22
During my experiences in school I had opportunities to observe outstanding veteran teachers	4.32	27	4.7	44	4.77	9	4.56
During my experiences in school, I had opportunities to have outstanding veteran teachers explain the whys as well as the hows of their teaching to me.	4.15	27	4.44	44	4.57	9	4.33
Teacher education faculty at my college/university made careful judgments about the quality of work that I completed.	4.07	27	4.44	44	4.39	9	3.78

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Combined Program Data from TQP cont.							
Teacher education faculty at my college/university assessed my progress in relation to high standards for good teaching.	4.3	27	4.37	44	4.57	9	4.44
Teacher education faculty at my college/university enabled me to evaluate and reflect upon my practice to improve instruction.	4.37	27	4.74	44	4.77	9	4.78
Teacher education faculty at my college/university used real-life teaching strategies such as case studies and simulations.	4.11	27	4.59	43	4.49	9	4.56
Teacher education faculty at my college/university taught in ways quite different than the practices they advocated.	3.1	27	3.85	44	3.3	9	3.67
Teacher education faculty at my college/university knew about the realities of contemporary schools and youth.	3.89	27	4.33	44	4.23	9	4.56
Teacher education faculty at my college/university were available outside of class for conferences, meetings, and/or advising sessions.	4.27	27	4.44	44	4.39	9	4.44

2006 TQP Data by Unit Criteria

	State	Institution Cohort 3		Institution Cohort 2		Institution Cohort 1	
	Mean	N	Mean	N	Mean	N	Mean
A - Coherence within Program	4.33	26	4.45	44	4.44	9	4.62
A - Program Quality	4	26	4.14	44	4.06	9	4.16
A - Field Experience	4.11	27	4.61	44	4.59	9	4.5
A - Faculty Characteristics	3.92	27	4.21	44	4.15	9	4.23
A - Cooperating Teacher Characteristics	4.07	26	4.2	43	4.17	9	3.67
B - Motivation Preparation	3.89	26	4.04	43	4.15	9	4.16
B - Curriculum Preparation	4.17	26	4.28	43	4.26	9	4.21
B - Special Education Preparation	3.44	26	3.44	44	3.72	9	3.82
B - Diversity Preparation	3.52	26	3.71	43	3.83	9	4.1
B - Preparation to Teach Reading and Writing	3.89	27	3.94	44	4.14	9	4.21
B - Preparation for Student Assessment	4.03	27	4.25	44	4.08	9	4.04

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Standard 4

Faculty Demographics

	Prof. Ed. Faculty in Initial Teacher Preparation Programs	Prof. Ed. Faculty in Advanced Programs*	All Faculty in the Institution	School-based faculty
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native	0	0	0	**See Note Below
Asian or Pacific Islander	1(9)	1(25)	1(3.7)	
Black, non-Hispanic	0	0	4(15)	
Hispanic	0	0	1(3.7)	
White, non-Hispanic	10(91)	3(75)	21(78)	
Two or more races	0	0	0	
Other	0	0	0	
Race/ethnicity unknown	0	0	0	
Total	11(100)	4(100)	27(100)	
Female	(45)	(25)	(48)	
Male	(55)	(75)	(52)	
Total	(100)	(100)	(100)	

*Faculty may be counted in both initial teacher preparation and advanced programs if they teach at both levels.

Candidate Demographics

	Candidates in Initial Teacher Preparation Programs	Candidates In Advanced Preparation Programs	All Students in the Institution	Demographics of Geographical Area Served by Institution
	N (%)	N (%)	N (%)	%
American Indian or Alaskan Native	2(1)	0	3(5)	.2
Asian or Pacific Islander	2(1)	1(1.5)	7(1)	2.03
Black, non-Hispanic	71(32)	20(33)	171(26)	18.7
Hispanic	0	1(1.5)	7(1)	1.5
White, non-Hispanic	143(64)	37(61)	446(68)	76.3
Two or more races	0	0	0	1.9
Other	0	0	13(2)	.6
Race/ethnicity unknown	5(2)	2(3)	10(1.5)	0
Total	223(100)	61(100)	657(100)	
Female	163(73)	46(76)	427(65)	52
Male	66(27)	15(24)	230(35)	48
Total	223(100)	61(100)	100	100

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Standard 5

Faculty Qualifications, Performance, and Development - Academic Rank of Professional Education Faculty* For Academic Year: 2005-06

Academic Rank	# of Faculty with Tenure	Non-tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors			2
Associate Professors			4
Assistant Professors			5
Instructors			0
Lecturers			0
Graduate Teaching Assistants			0
Part-time Associate Faculty			8
Adjuncts			16
Total			35

Full-time Faculty List by Name

Name	Rank
Zak Sharif, Dean	Associate Professor
Diane Nelson, Assoc. Dean	Professor
Tom Bordenkircher, Special Asst. to Dean	Professor
Jim Allen, Chair of Leadership	Associate Professor
Yasmin Sharif, Exec. Dir. of Academy	Associate Professor
Kerry Covert, Coordinator of Reading	Assistant Professor
Richard Fairman, Dir. of Educational Research	Associate Professor
Saul Greenberg, Chair of Intervention Specialist Program	Assistant Professor
Michele Nobel, Asst. Chair of Intervention Specialist Program	Assistant Professor
Laura Rismiller, Faculty	Assistant Professor
Marian Glancy, Chair of Middle and Adolescent Young Adult Programs	Assistant Professor

Part-time Associate Faculty

Name	Faculty Rank
Donnell Gregory	Yes (was formerly full-time 2005)
Laura Bemus	No
Tracy Collins	No
Anita Craighead	No
William Danley	No
David Latta	No
Elizabeth Lutz-Hackett	No
Layla Nelson	No

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Adjunct Faculty

Name	Faculty Rank	Part-time or Full-time
Anthony Armocida	No	Part
Daniel Brillhart	No	Part
Aurelia Blake	No	Part
Pam Conine	No	Part
Joseph Cronin	Yes	Part
Genya Devoe	No	Part
Robert Dizney	No	Part
Virginia Dowd	No	Part
Tamra Goines	No	Part
Vickie Hesler	No	Part
Diane Ivory	No	Part
Tim Ivory	No	Part
Kimbe Lange	No	Part
Dan Schall	No	Part
Sue Lohnes	No	Part
William Nelson	No	Part

Campus Supervisors (levels, diversity and experiences)

Last Name	First Name	Race/ Ethnicity	Level	Subject/area	Certificate/training /experience
Allen	Richard	White Non-Hispanic	AYA	SS History Government	HS Principal Praxis III 7-12 History and gov/t
Beck	John	White Non-Hispanic	EDS	EDS	25+ years
Brusman	Carolyn	White Non-Hispanic	AYA MCE	Math	20 years
Carpenter	Linda	White Non-Hispanic	ECE EDS	1-8	20+ years
Carpenter	Roberta	White Non-Hispanic	EDS ECE	LD and SBH Preschool	LD/SBH (25+ yrs) Preschool
Carter	Donna	White Non-Hispanic	ECE	ECE MCE	K-8 Praxis III Elementary Principal
Doherty	Elizabeth	White Non-Hispanic	ECE	ECE/math	K-8 1-3 (25 years)
Epps	Helen	Black Non-Hispanic	ECE MCE	1-8	K-8 30 years
Evans	Tamyka	White Non-Hispanic	EDS	Special Ed.	Special Ed.
Fair	Mattie	White Non-Hispanic	ECE MCE	LA	Home Economics –14 yrs 6 th -8 th English and LA (5 yrs)

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Campus Supervisors (levels, diversity and experiences) cont.					
Gilmore	Julie	White Non-Hispanic	AYA EDS MCE	LA SS	7-12 English History Gov/t 8 th -9 th SS – 32 years
Goin	Patsy	White Non-Hispanic	ECE	1-8	20+ years
Kehl	Cynda	White Non-Hispanic	AYA MCE	LS SS	31 yrs. 7-12 English History Government and Speech
Lewis	Ruth	White Non-Hispanic	ECE EDS	LD K-12)	27 yrs. 2 nd and 3 rd
McKinstry	Lacey	White Non-Hispanic	AYA ECE MCE	LA SS	20+ years
McKinstry	Rick	White Non-Hispanic	AYA	Science	30+ years
Minervini	Lucille	White Non-Hispanic	ECE MCE	Reading	Gifted - Reading 1-8 Elementary
Myers	Donna	White Non-Hispanic	ECE EDS MCE	LA	Speech and Hearing Pathology - Special Ed. Supervisor
O'Reilly	Naomi	White Non-Hispanic	AYA ECE	LA History Gov't	Praxis III Ohio 1 st - Pathwise Asst. -Superintendent Elementary Principal HS principal
Pegues	Bonita	Black Non-Hispanic	ECE	1-8	1-8 - Elementary Ed Counseling - 25 yrs..
Sharp	Denise	White Non-Hispanic	ECE	Child Dev.	Home Economics. Early Childhood
Sheffield	Mary	White Non-Hispanic	ECE	Primary	Multi-year
Smalls	Mildred	Black Non-Hispanic	ECE	Primary	36 yrs.
Smith	Carol	White Non-Hispanic	ECE	1 st , 4 th , & PK	K-8 Ed. Media
Stiver	Joanna	White Non-Hispanic	EDS	LD Special Ed- Preschool	Speech-Language Pathologist.
Strand	Gabrielle	White Non-Hispanic	MCE	LA SS	5 th grade 30+ years

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2005-06 Faculty Evaluation Data

			CORE	ASSOCIATE	ADJUNCT	ITEM MEAN
Environment and Resources	1	The classroom for this course was conducive to learning.	4.6	4.3	4.4	4.4
	2	The number of students in the classroom was acceptable	4.6	4.5	4.7	4.6
	3	The technology and physical resources required for this course were available.	4.6	4.4	4.2	4.4
	4	The use of technology and physical resources required for this course was appropriate.	4.6	4.3	3.9	4.3
	5	All required academic course materials were available.	4.6	4.3	4.5	4.5
The Course	6	The course was well organized.	4.6	4.3	4.5	4.5
	7	The course content was closely aligned between the stated course competencies.	4.7	4.3	4.3	4.4
	8	The course materials helped me understand the subject matter.	4.7	4.3	4.6	4.5
	9	The course included an effective variety of activities.	4.8	4.3	4.1	4.4
	10	The course assignments contributed to my learning.	4.8	4.3	4.6	4.5
	11	The course's required readings contributed to my learning.	4.5	4.2	4.6	4.4
	12	The course's assessment methods were clearly explained.	4.5	4.2	4.3	4.3
	13	The course's assessment methods reflected the important aspects of the course.	4.5	4.3	4.3	4.4
	14	The course promoted critical reflection.	4.6	4.2	4.6	4.5
	15	The course encouraged student's practice of professional skills.	4.7	4.3	4.5	4.5
	16	The course was clearly connected to the McGregor candidate proficiencies.	4.7	4.3	4.4	4.4
	17	The course was clearly connected to the McGregor candidate dispositions.	4.6	4.3	4.4	4.4

2005-06 Faculty Evaluation Data cont.

The Instructor	18	The instructor was knowledgeable about the subject matter.	4.7	4.6	4.5	4.6
	19	The instructor made content comprehensible.	4.7	4.4	4.7	4.6
	20	The instructor was able to connect theory to practice within course content.	4.6	4.4	4.5	4.5
	21	The instructor was well prepared.	4.7	4.5	4.6	4.6
	22	The instructor was available to students.	4.7	4.4	4.5	4.6
	23	The instructor clearly explained course competencies.	4.4	4.4	4.4	4.4
	24	The instructor used class time effectively.	4.5	4.4	4.5	4.4
	25	The instructor's presentations were clear and understandable.	4.7	4.4	4.4	4.5
	26	The instructor adjusted the level of teaching to meet students' needs	4.7	4.3	4.5	4.5
	27	The instructor engaged students in critical thinking.	4.6	4.3	4.5	4.5
	28	The instructor provided opportunities for students to learn from each other.	4.7	4.5	4.6	4.6
	29	The instructor provided adequate opportunities for questions and discussion during class time.	4.7	4.5	4.6	4.6
	30	The instructor helped students to develop specific practical skills needed by professionals in the field related to this course.	4.7	4.4	4.5	4.5
	31	The instructor provided timely feedback.	4.7	4.2	4.2	4.4
32	The instructor's assessments during the course were clear and useful.	4.3	4.2	4.4	4.3	
Self Evaluation	33	As a result of this course, I can foresee making positive changes in an educational setting.	4.4	4.3	4.5	4.4
	34	I invested enough time and energy in the course to meet/exceed course requirements.	4.7	4.4	4.7	4.6
	35	I participated actively and contributed thoughtfully to the class activities.	4.6	4.5	4.7	4.6
Overall Assessment	36	My instructor demonstrated the disposition expected of a member of the McGregor community.	4.7	4.5	4.8	4.6
	37	Overall, I would rate this course as effective.	4.7	4.3	4.5	4.5
	38	Overall, I would rate my instructor as effective.	4.7	4.4	4.6	4.6
		Mean of Evaluation	4.6	4.3	4.5	4.5

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Standard 6

Faculty Survey on Unit Operations

Question			Mean
1	Unit Leadership and Authority	The unit has the leadership and authority to plan, deliver, and operate coherent programs of study.	3.88
2		The unit effectively manages all programs so that candidates are prepared to meet standards.	4.00
3		The recruiting and admissions practices are described clearly and consistently in publications and catalogs.	2.86
4		The catalog is accurate and current.	1.67
5		Handbooks, including grading policies and calendars are accurate and current.	3.06
6		Publications including advertising are current and accurate.	3.00
7		Services are available to candidates (such as advising and counseling).	2.79
8		The faculty participate in the design, implementation, and evaluation of the unit and its programs.	3.94
9		The unit has a mechanism for collaboration with faculty in other programs in the institution in the preparation in professional educators.	3.00
10	Unit Budget	There is adequate funding for faculty to perform the functions of teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution.	2.77
11		The budget for curriculum, instruction, faculty, clinical work, scholarship, etc. supports high quality work within the unit and its school partners.	2.85
12	Personnel	Workload policy allow faculty members to be effectively engaged in teaching.	3.43
13		Workload policy allow faculty members to be effectively engaged in scholarship.	2.23
14		Workload policy allow faculty members to be effectively engaged in assessment.	3.07
15		Workload policy allow faculty members to be effectively engaged in advisement.	3.29
16		Workload policy allow faculty members to be effectively engaged in collaborative work in P-12 schools.	3.07
17		Workload policy allow faculty members to be effectively engaged in service.	3.15
18		Faculty teaching load does not exceed 9-quarter hours for graduate teaching.	3.29
19		Supervision of clinical practice does not generally exceed 18 candidates for each full-time faculty member.	4.36
20		The unit makes appropriate use of full-time, part-time, associate, and clinical faculty so that program coherence and integrity are assured.	3.14
21		The program provides an adequate number of support personnel so that programs can prepare candidates to meet standards.	3.00
22		The unit provides adequate resources and opportunities for professional development for faculty.	2.60
23	The unit provides adequate resources and opportunities for professional development in the use of technology.	3.29	

24	Unit Facilities	The unit has adequate campus facilities to support candidates in meeting standards.	2.75
25		The facilities support faculty and candidate's use of information technology in instruction.	3.19
26	Unit Resources Including Technology	The unit allocates resources across programs to prepare candidates to meet standards for their fields.	3.27
27		The unit provides adequate resources to develop and implement unit's assessment plan.	3.00
28		The unit has adequate information technology resources to support faculty and candidates.	2.88
29		Faculty and candidates have access to sufficient library and curricular resources and electronic information.	2.36

Candidate Exit Survey Data on Unit Quality

	Sum	Mean
I was expected to analyze the logic between student learning needs and instructional strategies.	62	4.4
I recognize the importance of establishing links between instructional delivery strategies and curriculum standards.	65	4.6
I have learned how to align clear learning goals with appropriate methods of instruction and evaluation strategies in order to teach all students.	64	4.6
I believe the program taught me how to create a fair and safe environment for learning where students feel respected and appropriately challenged.	64	4.6
The program developed my skills in seeking suggestions and feedback from my teammates, professors, etc. to continually expand my skills as a pre-service teacher.	62	4.4
As a result of my experiences at Antioch University McGregor, I feel confident that I have the ability to help all students learn.	61	4.4
The program taught me how to teach lessons that accommodate a wide variety of diversities (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc).	57	4.1
The program taught me how to develop a climate that values a wide variety of diversities (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc.)	59	4.2
The faculty within the School of Education were from a variety of diversities (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc.).	55	3.9
I believe Antioch University McGregor is making a good faith effort to recruit diverse students and faculty.	56	4.0
The faculty within the School of Education have a thorough understanding of the content in their field.	58	4.1
The faculty in the program encouraged me to reflect on my learning.	61	4.4
The faculty integrates technology into their lessons.	52	3.7
The faculty model best professional practice in their courses.	56	4.0

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The faculty uses a variety of instructional strategies that demonstrate an understanding of different learning styles/modalities.	54	3.9
The faculty is actively involved with area schools and school districts through professional development seminars, Praxis III evaluations, etc.	41	2.9
The program's communications (calendars, website, catalogs) are accurate and current.	55	3.9
I believe the program provided adequate advising.	49	3.5
The campus has adequate facilities to support student learning.	54	3.9
I believe too many classes were taught by adjunct faculty.	38	2.7
I had adequate access to the Apple and IBM computer labs on the campus.	39	2.8
I had access to resources at the campus library (Internet; ERIC; OhioLink).	44	3.1
The program encouraged me to seek supplemental resources to continually improve my teaching knowledge and skills.	57	4.1
The program at Antioch University McGregor is accelerated; I was encouraged to assume responsibility for the rigor of my learning, both in and outside of the classroom.	61	4.4
I believe the education program prepared teachers to be competent, caring, and committed educators.	62	4.4
The program has encouraged me to continually grow as a professional now and beyond graduation.	61	4.4
I have been able to design instructional plans based on learning objectives and student abilities/needs that will make a difference in each students' lives.	60	4.3
I have learned that an important aspect of being an effective teacher includes providing an opportunity to make a difference in a student's life.	63	4.5
As a result of my experiences at Antioch University McGregor, I feel confident that I have the ability to help all students learn.	63	4.5
I was encouraged to investigate appropriateness of various classroom management models.	59	4.2
I was provided opportunities to evaluate the value of using a variety of teaching strategies or activities to meet the needs of all learners.	60	4.3
I was encouraged to analyze the strengths and weaknesses of lessons I developed.	64	4.6
I had opportunities to identify the key elements upon which my educational decisions were made.	59	4.2
The Antioch University McGregor School of Education encouraged me to evaluate my decision to change careers.	47	3.4
I was encouraged to reflect upon the appropriateness of the instructional procedures I included in my lessons.	62	4.4
I believe I can accurately reflect on my teaching practice and understand the value of building relationships with a variety of stakeholders (teammates, colleagues, and parents).	62	4.4
I have had multiple opportunities to evaluate the efficacy of a variety of approaches to teaching, curriculum, and/or assessment.	59	4.2
I believe the program worked with school districts to plan and deliver a student teaching experience that prepared me to teach in a public school.	43	3.1

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I was encouraged to complete field experiences that helped me to develop my knowledge, skills, and dispositions as a teacher.	57	4.1
I was required to observe, tutor, and assist teachers as part of my field experiences at Antioch University McGregor.	56	4.0
I was urged to attend board meetings and participate in school community events as part of my field/clinical experiences.	51	3.6
I believe the education program encouraged me to become an educator who uses theory and reflection while working with, teaching, leading and serving members of my learning community.	56	4.0
My experiences in internship and during student teaching taught me how to plan and deliver lessons based on national standards in my field, i.e., NCTM, CEC, NAEYC, NCMS, etc.	56	4.0
My experiences in class and during student teaching taught me how to plan and deliver lessons based on Ohio Academic Content Standards.	58	4.1
I believe my student teaching experience provided an adequate amount of time to develop my skills.	56	4.0
My cooperating teacher was an accomplished professional in his/her field.	61	4.4
I believe I received adequate feedback from my university supervisor on my performance during student teaching.	50	3.6
I was repeatedly encouraged to reflect on my performance during student teaching.	56	4.0
The School of Education ensured that I completed on-site experiences (field observations; internships; student teaching) that included students from diverse backgrounds (ethnic; racial; social economic status; gender; exceptionalities; language; geographical location; religion; sexual orientation; etc.).	55	3.9