Vanderbilt University

Peabody College of Education and Human Development State Report

National Council for Accreditation of Teacher Education and Tennessee State Department of Education
Board of Examiners Visit

February 14-16, 2010
Peabody College of Education and Human Development is comprised of 5 departments including Human Organization and Development (HOD), Leadership, Policy and Organization, Psychology, Special Education, and Teaching and Learning. The School Counseling Program is housed in the HOD Department. With the exception of music education, all other teacher education programs are located within the Departments of Special Education and Teaching and Learning. The Music Education Program is housed in the Blair School of Music. Candidates in all secondary programs are required to obtain a second major in their area of concentration through the College of Arts & Sciences. The Dean serves as the Unit Head and has an advisory committee consisting of an Associate Dean/Chief of Staff, Associate Dean of Faculty and Programs, Associate Dean of Special Projects, Associate Dean of Graduate Education, Associate Dean of External Affairs, Associate Dean of Research, 5 Department Chairs, and a Co-Chair of the Teacher Education Policy Committee. There are approximately 1,200 undergraduates enrolled at Peabody College and approximately 370 master’s level students.

The Faculty Qualifications Table indicates there are 60 full-time faculty members that support the teacher education and other school personnel programs at Peabody including 33 tenure track faculty, 17 practice faculty, and 10 lectures. Adjunct faculty and doctoral level students also support these programs as needed.

There are 36 initial teacher education programs at Vanderbilt University. The Initial Teacher Preparation Programs and Their Review Status Table shows the programs, number of candidates enrolled in each program and their approval status from the State of Tennessee and Professional Organizations.

The Reading Specialist Program is the only advanced program, and the School Counseling Program is the only program under the other school professional category. The Advanced Preparation* Programs and Their Review Status Table shows the programs, number of candidates enrolled in each program and their approval status from the State of Tennessee and Professional Organizations.

Vanderbilt University does not offer courses off-campus or via distance learning. There are no alternate route programs at the initial licensure level. An alternate route program for School Counseling is available.

Changes Since Last Visit

During the 2005-2006 academic year faculty members from the Departments of Teaching and Learning and Special Education voted to drop the Early Childhood Master’s Program in Teaching and Learning and the Undergraduate Early Childhood Special Education Program due to low enrollment. The final undergraduate candidate will graduate in December 2009 from the Early Childhood Special Education Program. In Fall 2007 the
special education faculty voted to suspend the Deaf Education program because of low enrollment. There are currently 5 candidates in the program and the final candidates will graduate in May 2011. The Foreign Language Program has also been suspended and candidates currently enrolled in the program will graduate in May 2011. Two programs have been added in the Department of Teaching and Learning, an English Language Learners endorsement program and a new Elementary Major with a focus on language and literacy. All secondary candidates in sociology, psychology, or economics are now required to major in history. Candidates within the secondary programs now complete field experiences each semester that allow them to have a variety of experiences with adolescents. Undergraduate candidates in the Department of Special Education are now required to complete a semester of Pre-Student Teaching during the semester prior to student teaching. Candidates spend 15 hours per week in either an elementary general education classroom or an elementary classroom for students who are English Language Learners. The purpose of this experience is to gain a better understanding of the general education setting. This experience began in Fall 2006.

In 2006, the Tennessee Department of Education adopted a new standard with regard to the Speech/Language endorsement as follows: "Candidates who hold a valid license, issued by the Tennessee or an out-of-state licensing Board of Communication Disorders and Sciences or who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, will be issued the professional school services personnel license with the school speech-language pathologist endorsement upon application. There are no additional requirements." This change in standards makes it possible for a licensed speech pathologist, as described above, to apply directly to the Tennessee office of Teacher Licensing without the necessity of recommendation by a state-approved, university-based teacher education program. For this reason, we have not recommended the speech/language endorsement in the past three years.

Due to the retirement of the only faculty member in the Visual Impairments Program the vision program has been in flux over the past four years. The Department of Special Education had been searching for a second faculty member since the late 90s without success. During the 2006-2007 academic year the faculty had several discussions about dropping the vision program. As individuals heard about the possibility of this program being dropped the department received several letters and phone calls from individuals around the country stating what a loss it would be to the field if the program was to stop, as it is considered one of the top vision programs in the country. At this time there were three candidates left in the program and a lecturer and doctoral students were coordinating the program. Because of the feedback received, the faculty decided to conduct a final search to recruit both a tenure-track and practice faculty member for the program. During this 18-month time period admissions to the vision program were suspended. A tenure track and a practice faculty member were hired and joined the department in August 2009. Due to these circumstances we have no data to report for the vision program. The two faculty members have developed a plan, identified keys assessments, and
developed rubrics to be used. Information on key assessments can be found in Standard 1 and data is being collected this semester, Fall 2009.

**Vision and Mission of the Unit**

The nature, focus, and mission of Peabody College are described in a mission statement adopted in 1990:

> Peabody College is Vanderbilt University’s college of education and human development and a national leader among graduate schools of education. The college, embodied in its faculty and students, constitutes a vibrant intellectual community dealing with pressing questions and expanding knowledge about education, including special education; psychology, especially focused on families and children; the development of individuals, organizations, and communities; and education administration, leadership, and policy. Peabody seeks to educate highly skilled professionals from diverse backgrounds, for organizations both in and out of education, who share a deep concern for the human condition.

**Conceptual Framework**

An overarching philosophy of our unit is that practice guides research and research guides practice. This philosophy can be found in the four key dimensions of our Conceptual Framework: (1) Knowledge of Subject Matter, (2) Understanding of Learners and Learning, (3) Conceptions of the Practice, and (4) Beginning Repertoire. We strive to develop our candidates in the individual dimensions through course work and field-based experiences, and as candidates progress in the program we expect them to integrate and enact all four dimensions in order to become strong teachers and leaders in their future schools.

**Knowledge Base**

The knowledge base for our program is supported by standards, research-based practices, and preservice teacher development research. First, all of the unit programs are based on Tennessee Standards, which are closely aligned with INTASC and SPA Standards for each program area. Each program area has been approved by the Tennessee Department of Education for meeting their standards. Second, each of our four dimensions was conceptualized based on research-based practices and research on teacher growth and development. For a complete description of the knowledge base for each dimension please see the full conceptual framework text.

**Candidate proficiencies related to expected knowledge, skills, and professional dispositions**
A set of outcomes has been established for all candidates in the unit. These outcomes reflect our expectations in each of our four key dimensions and are outlined below.

**Subject Matter Knowledge for Teaching**
- Candidates understand the content domains as dynamic fields of study, and possess a solid command of subject matter (including major concepts, assumptions, debates, and processes of inquiry) in the disciplines they plan to teach. They make connections across subject areas and identify opportunities for interdisciplinary study.

- Candidates demonstrate the ability to design and organize given subject matter in order to make disciplinary content accessible to students. They recognize landmarks in the development of understanding of core ideas/concepts – as reflected in students’ explanations, errors, etc. – and how these landmarks relate to trajectories of development.

**Understanding Learners and Learning**
- Candidates understand learning as a process of participation that shapes and is shaped by persons, content, and contexts. They seek to identify and learn about students’ linguistic, social, behavioral, cognitive and cultural histories and repertoires – integrating them as resources for teaching and learning, and thus providing each student access to learning. Specifically, candidates plan for learners’ unique strengths, resources, goals and motivations, connecting to the experiences of students and their families.

- Candidates demonstrate the ability to enter into the learner's thinking/reasoning as reflected in learner’s talk and work, and to use these insights to inform planning and instruction. They envision developmental learning trajectories, and plan learning experiences that support students’ progress along these trajectories. They understand and draw appropriately on learning theory to support their investigations and analyses of student learning and planning for instruction.

**Developing Conceptions of the Practice and Profession of Teaching**
- Candidates understand that teachers support and constrain learning through the conditions and opportunities they make available to students, and that students are active agents who also shape the learning process.

- Candidates recognize that teaching and learning are nested within a broader educational system that includes school and district organizations, families, local communities and government.

- As they work to support children’s learning and welfare, candidates understand their roles and influence in different contexts. They develop respectful and collaborative relationships with students, colleagues, parents, and members of the broader community, and act to uphold professional norms of responsibility, advocacy, and confidentiality.
Candidates understand that learning to teach is a career-long endeavor. Ongoing critical analysis and revision of one’s practice, and pursuit of other opportunities for learning and renewal, are central to one's role as “teacher.”

Developing an Initial Repertoire in Curriculum, Instruction, Management, and Assessment

- Candidates can use a carefully chosen set of research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students. In planning, candidates select curricular and instructional tools on the basis of their deeper function in supporting learning – matching tools and approach to a variety of learning goals and needs.

- Candidates can use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal-setting, planning and instruction for all students.

- Candidates demonstrate the abilities both to modify existing materials to support students’ learning of subject matter and to develop new materials. Candidates possess skills to create modifications and accommodations for students who require them.

- Candidates can plan simultaneously for instruction, management and assessment to create an optimal learning environment for all students.

Professional Commitments and Dispositions

Our framework shows commitment through the candidates’ knowledge of subject matter, understanding of learners and learning, conceptions of the practice, and beginning repertoire. These commitments are seen in our expected candidate outcomes in both course work and field-based experiences. Candidates must also demonstrate commitments identified in program specific standards. We also have a set of dispositions that all candidates must adhere to.

Commitment to Diversity

Candidates who graduate from our teacher education programs will provide service at the local, state, national, and international levels. As a unit we recognize that faculty and candidates must understand and respect difference among individuals and that those differences come in many forms including, but not limited to, race, ethnicity, gender, socioeconomic status, linguistics, cognitive abilities, and life experiences.

The unit’s commitment to diversity is a primary element of our conceptual framework and that commitment is integrated throughout course instruction, assignments, and field-based experiences. Our expected outcomes and dispositions also reflect our strong commitment to diversity, not only in words, but also in the actions of both our faculty and candidates.
Commitment to Technology

Peabody College recognizes the important role technology plays in the learning outcomes of P-12 students and is committed to integrating technology into its programs in several ways. First, all initial licensure candidates are required to demonstrate proficiency in the Tennessee standards that address technology. This demonstration is required at both the conceptual and application levels. Second, candidates in all programs are required to use technology for class assignments, lesson planning, data collection and analysis, class presentations, delivering their lessons during field-based experiences. Third, candidates in most programs are required to videotape themselves teaching lessons and use this tape to critique and reflect on their teaching. Finally, faculty and candidates communicate through email and the Online Academic Knowledge (OAK) webpage.

The unit’s commitment to technology is also demonstrated through infrastructures. The unit has a fully staffed Technology Center whose primary responsibility is to update and maintain technology in classrooms, computer labs, and offices. A majority of the classrooms and conference rooms located at Peabody College are smart technology classrooms.

Candidate Proficiencies Aligned with Professional and State Standards

Candidate proficiencies are aligned with institutional, state, and national standards, including standards from specialized program areas. Please see the matrices in the conceptual framework.

Summarized Description of the Unit’s Assessment System

Program areas continually assess candidate performance both at course and program levels. At the course level, instructors assess candidate proficiencies through course assignments and dispositions. At the program level, program faculty members assess candidates on program assessments and course and field-based dispositions. Aggregated data of candidate performance are used to evaluate the effectiveness of individual programs and the unit as a whole. This data is used to improve programs and enhance the learning experiences of our candidates.

Candidates have several transition points during their programs. Undergraduate teacher education candidates are assessed at five key transition points: admission to the University, Screening I (admittance to teacher education), Screening II (admittance to student teaching), exit from clinical experiences, and follow up surveys with graduates and their employers. Master’s level candidates seeking licensure are assessed at four key transition points: admission to the University, Screening II, exit from clinical experiences, and follow up surveys with graduates and employer employers. Candidates in the advanced programs and programs for other school personnel are also assessed at four key transition points: admission to the University, midterm evaluation, exit from clinical experience, and follow up surveys. A more thorough description of the assessment system can be found in the full conceptual framework text and in Standard 2.
Organization of the Report

Introduction to programs, professional matrices, common core matrices, state matrices, programs of study for each program can be found at http://peabody.vanderbilt.edu/NCATE_2010_Home_Page/State_Report.xml. SPA reports and their result reports can also be found here for programs that submitted these reports.