

APPENDIX C

Institutional Survey

For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2006-2007

Institution name: Marquette University
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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2006-2007, including all areas of specialization.

1. Total number of students enrolled during 2006-2007: 400

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007? 87

3. Please provide the numbers of supervising faculty who were:

2 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

10 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2006-2007:

12

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 7.25

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 38 hours. The total number of weeks of supervised student teaching required is 18. The total number of hours required is 700 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
 Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes No

NOTE: See appendix A of the manual for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Please see attached document.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

William A. Henk (Signature)

William Henk Name of responsible institutional representative
for teacher preparation program

Dean Title

Certification of review of submission:

Robert A. Wild, S.J. (Signature)

ROBERT A. WILD, S.J. Name of President/Chief Executive (or designee)

PRESIDENT Title

Wisconsin State Teacher Quality Profile Study Synthesis Document

Marquette University

Concepts, Elements, and Underlying Beliefs

Consistent with Jesuit tradition, the School of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to *social justice* through their work. This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep *knowledge* and understanding of their disciplines as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite *skills* of their profession.

Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind.

Marquette students also exhibit *dispositions* that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and in education.

All School of Education programs foster personal and professional *excellence*, the promotion of a life of *faith*, and the development of *leadership* expressed in *service* to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice -- in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners.

The program also has a deep a commitment to **social justice in schools and society**. A commitment to social justice demands that educators have a deep understanding of the disciplines they teach and use

developmentally and culturally responsive pedagogies that embrace technological advances to facilitate learning for all children. An essential goal of the program is to develop

The university's focus on service in the urban environment, a cornerstone of the undergraduate program, also permeates the unit's advanced programs.

Assessment of candidate outcomes occurs at multiple intervals throughout the program. In order to ensure that candidates are well-prepared to enter teaching and other related professions, the unit course goals and objectives are carefully aligned with the proficiencies associated with quality performance.
