Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education - U.S. Department of Education
Kentucky Education Professional Standards Board

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2007-2008

Institution name: Berea College
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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 was due April 7, 2002. Annual state reports to the Secretary were first due on October 7, 2001. Data from institutions with teacher preparation programs were 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.

Note: The procedures for developing the information required for these tables are explained in the Higher Education Act, Title II: Reporting Reference and User Manual (https://title2.ed.gov/guide.asp). Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

Section I. Pass rates (N/A in Kentucky)*

Please provide information on the performance of completers of the teacher preparation program in your institution on the teacher certification/licensure assessments used by your state.

*Because the EPSB manages this information for Title II Report, your institution does not need to submit a copy of the pass rate assessment data to the state. However, the EPSB highly recommends that you attach a copy of your assessment data to your copy of this questionnaire.
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 2007-2008, including all areas of specialization.

1. Total number of students enrolled during 2007-2008: ___43____

(B) Information about supervised student teaching/internships:

2. Please provide the following numbers regarding students in supervised student teaching/internships:

   a. How many students were in programs of supervised student teaching during academic year 2007-2008? __19___ (regular/traditional program route)

   b. How many students were in programs of supervised internship (KTIP) during academic year 2007-2008? __0___ (alternative program, with temporary provisional certification)

   c. How many students were in programs of supervised student teaching during academic year 2007-2008? __0___ (alternative program, without temporary provisional certification (e.g., track B))

   d. Total number of students in programs of supervised student teaching during academic year 2007-2008? ___19___ (The number in 2a added to the number in 2c)

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

   a. ___5___ 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.

   b. ___13___ 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.

   c. ___1___ 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.

   d. ___3___ Total number of supervising faculty* for the teacher preparation program during 2007-2008

   *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.
4. The student/faculty ratio was (divide the total given in B2d by the total number given in B3d) \[ \frac{232}{36} \approx 6.33 \]

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: \[ \frac{511}{14} \approx 35 \] hours.

The total number of weeks of supervised student teaching required is \[ \frac{6.33}{14} \approx 14 \] weeks.

The total number of hours required is \[ \frac{490}{14} \approx 490 \] 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?
   \[ \checkmark \] Yes \[ \square \] 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)?
   \[ \square \] Yes \[ \checkmark \] No

(D) Information about Program Completion:

1. During the period of September 1, 2007 – August 31, 2008 did your institution require the passing of the requisite PRAXIS examination(s) for program completion?
   \[ \checkmark \] Yes \[ \square \] No

Section III. Contextual information (optional)

Please add any additional information that describes your teacher preparation program(s) to the end of this questionnaire.

Berea College is a tuition-free institution serving primarily persons from Appalachia having modest financial resources, strong high school records, good recommendations, and satisfactory scores on the Scholastic Aptitude Test or the American College Test. Eighty Percent of Berea's students are selected from applicants residing within a defined geographic territory of the southern Appalachian mountain region. Among the twenty percent from outside this territory, five percent are international students. All Berea students participate in the student labor program. The concept of labor/learning is basic to the philosophy of Berea College, where the educational program is viewed as a learning experience that includes the performances of work. The labor program is central to the financial aid program for the students, the economics of the College, and the social and the educational experiences of all students.

Students in the Teacher Education Program at Berea are asked to think deeply about the nature of teaching, learning, and schooling within the context of the College’s mission and commitments. The motto of the College, “God hath made of one blood all the peoples of the earth,” is reflected in the multicultural and global aspects of the general studies program and underlies the College’s eight commitments:

- To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.
- To provide an education of high quality with a liberal arts foundation and outlook.
- To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.
- To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.
• To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
• To create a democratic community dedicated to education and equality for women and men.
• To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.
• To serve the Appalachian region primarily through education but also by other appropriate services.

The values and perspectives inherent in these commitments underlie the shared inquiry by which students in Berea College’s Teacher Education Program become active participants in their own educational processes. In striving to fulfill these commitments, our aim is the development of knowledgeable and humane teachers who will assume with enthusiasm and passion our shared responsibilities for improving the education of all children, and thus for improving our world.

The Teacher Education Program

The goal of the teacher education program at Berea College is to prepare teachers who will manifest the values and commitments, the understandings and knowledge, and the skills and abilities necessary to cultivate the disposition of judicious inquiry in themselves and in their students. Berea College regards the education of teachers as an important College-wide endeavor, and almost all departments at Berea College contribute in some way to the teacher preparation program. The College offers fourteen certification programs through majors in ten academic departments. The program also depends heavily on the cooperation and efforts of many public school teachers and administrators. Berea maintains a unique partnership with the Berea Independent School District. This special relationship ensures that students in teacher education, as well as Education Studies faculty, maintain active and on-going involvement in P-12 schools. Although Berea graduates teach throughout the United States, approximately 80 percent have chosen in recent decades to teach in schools in the Appalachian region.

The Teacher Education programs at Berea are fully accredited by the Kentucky Educational Professional Standards Board and the National Council for the Accreditation of Teacher Education. The fourteen available certification programs offered by Berea College include Elementary Education P-5 and thirteen content-focused programs through majors in other academic departments – an interdisciplinary early childhood education program, birth-kindergarten; P-12 programs in art, health, music, and physical education; 5-12 programs in family and consumer sciences and industrial/technology education; and 8-12 programs in English, mathematics, history, political science, and sociology. All programs are performance based, ensuring through a process of continuous assessment that all who complete criteria for the recommendation for certification have satisfactorily addressed Kentucky’s nine New Teacher Standards.

Students engage in a variety of course-appropriate field experiences through which they demonstrate growing readiness to assume the responsibilities of classroom teachers. Those meeting published eligibility criteria (including satisfactory Praxis II scores) then enter the field-centered professional term. It is during the professional term that they demonstrate satisfactory performance in addressing Kentucky’s New Teacher Standards. All of Berea’s programs require students, and provide students with extensive opportunity, to work with youth of the age they intend to teach and with youth from diverse cultural backgrounds. Assessment of student progress in meeting expectations of communication skills, general knowledge, subject matter competence and pedagogical knowledge and teaching skills centers on a required education portfolio.

The education portfolio receives on-going evaluation from each student’s Education Advisor, and formal evaluations by the Education Studies Department and the student’s academic department prior to entry into the Teacher Education Program and prior to entry into the Professional Term. The first formal review of the portfolio seeks primarily to assess the personal qualities of the student, on-going experiences with youth, communication skills and general knowledge, and developing subject matter knowledge. The second formal
review continues to assess breadth and depth of experiences and general knowledge, but an increased focus is placed on depth of subject matter knowledge and pedagogical knowledge. It is expected that students at this stage will have developed a clear understanding of how Kentucky’s New Teacher Standards affect their teaching practice. Assessments of the student portfolios at these two points are reviewed by the Teacher Education Committee, a college-wide committee composed of college faculty, students in teacher education, and a practicing P-12 teacher and P-12 school administrator. The Teacher Education Committee formally admits students to the Teacher Education Program and to the Professional Terms. At the conclusion of the Professional Term, the education portfolio becomes the eligibility portfolio for teacher certification. The Education Studies Department assesses the performance of the student in actual teaching situations and through evidence provided in the portfolio, in addressing the New Teacher Standards. Students obtaining a satisfactory evaluation of their work in classrooms and of their eligibility portfolio are recommended for teacher certification.

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 (https://title2.ed.gov/guide.asp).

_____________________________ (Signature)

_____ Bobby Ann Starnes ________ Name of responsible institutional representative for teacher preparation program

__Chair, Education Studies Department__ Title

Certification of review of submission:

______________________________ (Signature)

_____ Larry D. Shinn _________ Name of President/Chief Executive (or designee)

__President, Berea College_______ Title