

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Faculty qualifications, performance, and development are the measure of the university and of the unit. An endowed chair offers Illinois State University the opportunity to offer a more diverse curriculum that is not dependent on the usual income sources such as tuition and state funds. Endowed chairs also offer the means to attract, retain and to honor distinguished faculty. The esteemed scholars who are chair holders receive recognition for personal achievements in their fields and the satisfaction that the University supports research and teaching in their discipline. Students are challenged and guided by exposure to the highest quality academic leadership.

Illinois State University points with pride to four endowed chairs: three of those chairs are related to general education/teaching and learning/teacher education: the Andes Chair in General Education – Kenton Machina (2001); the Cross Chair in the Scholarship of Teaching and Learning – Kathleen McKinney (2001); and the Kara Peters Chair in Special Education – Phil Parette (2002). All professional education candidates benefit from the experience and knowledge associated with the work of these individuals. The fourth endowed chair is in the College of Business.

Since 1982, Illinois State University has identified one or two Distinguished Professors each year. Of the 38 Distinguished Professors, ten exemplify excellence in scholarly endeavors directly related to professional education: G. Alan Hickrod, Educational Administration and Foundations (1983); Franzie Loepp, Technology Education (1984); John Dossey, Mathematics Education (1989); Thomas Fitch, Curriculum and Instruction (1989); Frances Anderson, Art Therapy/Art Education (1991); Paul Baker, Educational Administration and Foundations (1992); Carol Thornton, Mathematics Education (1992); Laura Berk, Psychology/Child Development (1995); Lanny Morreau, Special Education (1995); and Edward Hines, Educational Administration and Foundations (1997).

Joint appointments exist at Illinois State University, notably between Psychology and one of the sciences and between/among the sciences; although discussions concerning joint appointments between faculty in education and in other colleges have taken place, no formal agreements yet exist. The Center for Mathematics, Science and Applied Technology is a collaboration of faculty released part-time from the Departments of Mathematics, of Curriculum and Instruction, and of Technology. There is also a long-standing relationship between the Geography-Geology Department and Curriculum and Instruction because C&I is the home of the Illinois Geographic Alliance.

Since teacher education takes place in five colleges on campus, the collaboration between the disciplines and education thus takes place not only within the department or program but between and among colleges, particularly through the Council for Teacher Education.

For example, candidates majoring in English Education take general methods, educational psychology, and foundations of education with all other secondary discipline majors, but they take their special methods courses and clinical practice/student teaching supervision in the English Department with English educators.

Table 30: Fall 2002 Unit Faculty: Credentials

		CAS	CAST	CFA	COB	COE	
Full-time institution; full-time teacher ed	166						
• degrees	Doctorate	25	8	4	1	85	
	CAS	0	0	0	0	0	
	Masters	8	2	2	0	30	
	Bachelors	0	0	0	0	1	
• P-12 exp.		15	3	6	1	100	
Full-time institution; part-time teacher ed	75						(Library)
• degrees	Doctorate	24	8	6	2	4	0
	CAS	0	0	0	0	0	(1)
	Masters	13	6	3	0	8	(3)
	Bachelors	0	1 (advisor)	0	0	0	0
• P-12 exp.		31	14	8	1	9	4
Part-time institution in teacher ed.	94						
• degrees	Doctorate	6	1	0	0	9	
	CAS	0	0	0	0	0	
	Masters	15	4	2	0	52	
	Bachelors	3	0	0	0	2(BNEA) (DHH)	
• P-12 exp.		24	2	1		53	
Graduate teaching assistants	17						
•		12	1	4	0	0	

Element 1: Qualified Faculty

Vitae attest to the qualifications of faculty in every role which provides service to candidates: advisors, supervisors, teaching faculty, and administrators all have either terminal degrees in the discipline or extraordinary expertise and/or experience in a highly specialized field.

Higher education clinical faculty have multiple and varied experiences in school settings, including extensive collaborative work in partner schools and Professional Development Schools, conducting action research in P-12 schools with school colleagues, designing/ implementing/evaluating with school colleagues grant-funded projects. In addition, the proximity of the laboratory schools on campus as well as local area schools affords

higher education clinical faculty additional opportunities to participate in the work of P-12 settings and to work with P-12 students.

The Office of Clinical Experiences and Certification Processes maintains files of contracts with each school district where candidates are placed. These contracts attest to the qualifications of school faculty who accept teacher preparation candidates, including appropriate certification and experience: at least three years successful classroom experience, certification in the area which they are currently teaching, and the principal's recommendation for participation in clinical work. A master's degree is preferred. Evaluations by candidates and university supervisors must be positive.

Element 2: Modeling Best Professional Practices in Teaching

The faculty and administration recognize that a successful faculty evaluation system is embedded in the context of the University mission statement. Illinois State University is a multi-purpose university committed to expanding the horizons of knowledge and culture among students, colleagues, and the general citizenry. In order to accomplish the University mission, accommodate the diversity among disciplines, and recognize the expertise of each faculty member, the faculty evaluation system emphasizes the primary faculty roles in three mutually supportive categories: teaching, scholarly and creative productivity, and service. These categories of achievement, on which the various forms of faculty evaluation rest, are briefly described below.

Teaching

This category includes all interactions between faculty and students that focus on the enhancement of student skills, knowledge, understanding, and personal growth. Such interaction is not limited to the classroom but rather occurs in a broad variety of settings.

Higher education faculty members are hired only after a rigorous and thorough process, including submission of certified transcripts. These documents, in addition to vitae provided and interviews with the potential faculty members as well as with references and others, attest to faculty qualifications. Once hired, the Assignment, Promotion, Salary, and Tenure (ASPT) process again ensures that the faculty member has achieved certain levels of proficiency in teaching, scholarship, and service. See for details: <http://www.provost.ilstu.edu/aspt/asptdoc.shtml#VIII.Promotion%20Policies>

Instruction reflects the tenets of the conceptual framework in that those same tenets, the moral and intellectual virtues, are aligned with both the undergraduate and graduate mission statements and with the five values espoused in *Educating Illinois*. Such values as “active pursuit of learning” and “creative response to change” underscore the importance of current research and developments in fields of study.

Candidate learning is a highly valued commodity at Illinois State. As the values and beliefs statement, *Educating Illinois* suggests, “Illinois State provides a small-college experience with large-university opportunities.” Further, as part of the university vision,

“by 2007 Illinois State University will be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized education experience combined with the resources of a large university.” This commitment manifests itself in varied ways: the university has committed to having full-time tenure-track faculty interact with entering freshmen in the Foundations of Inquiry required course, unique to our General Education program. There is a conscious effort to maintain appropriate class size in order to offer the “individualized” experience for each student. Faculty members are available for individual consultation, regularly and predictably. Faculty members are involved with candidates outside the classroom, as sponsors of professional student organizations and as mentors for residence halls.

Faculty members encourage reflection, critical thinking, problem solving, and professional dispositions first as they model these processes themselves. The assignments, experiences, and class discussions that faculty require also encourage active engagement of candidates. Rarely is any course comprised of only lecture/note-taking. Today’s candidates participate actively in their own development as professionals as they complete assignments for their electronic portfolio, refine those assignments based on faculty feedback, work with peers to critique one another’s lesson and unit plans, and participate in classroom action research as well as present at local, state, regional and national professional conferences.

Faculty use instructional strategies appropriate to each program. For example, the kinds of strategies used in the Physical Education Program are often different from those used in the Speech Pathology and Audiology Program. Among the strategies are: both synchronous and asynchronous instruction, through the use of technology; small group discussion; group and individual project work; demonstrations; simulations and authentic applications; “micro” teaching; lecture; off-campus study; case studies; action research; and presentations.

Faculty members incorporate diversity topics and the use of technology into instruction as appropriate. Program reviews and course syllabi indicate that diversity is a pervasive topic in not only professional education courses and experiences but also in many content, discipline-specific courses as well: for example, course work in the arts includes those beyond the traditional European-American or Western Hemisphere study for the purpose of giving candidates a broader range of curricular materials to teach in a diverse setting. Program reviews and course syllabi also indicate increasing incorporation of technology in course work, not only for the e-portfolio, but also for communication between instructor and class and between class members and for instructional delivery.

Faculty members assess candidate performance in multiple and varied ways: paper and pencil (or computer-based) tests of knowledge (both objective and essay) throughout the semester and an end-of-term examination; lesson/unit planning, original handouts, PowerPoint/ transparency/slides for illustrations, and assessment/evaluation documents; On-Demand Tasks which utilize simulations, case studies, and problems-based scenarios for response; and microteaching, early field experiences, and clinical practice/student teaching, including artifacts from lessons planned and/or taught. In

addition, faculty members use one-to-one debriefings after an individual assignment has been assessed and conferences with students on a regular basis.

Tenure-track faculty systematically engage in annual self-assessment of their teaching through the ASPT process. All instructional faculty rely on course evaluations at the end of each teaching term for further self-reflection and assessment of their teaching. Field experiences require that candidates evaluate not only their own performance but also that of the cooperating teacher as well as the university supervisor; in addition the cooperating teacher and the university supervisor have the opportunity to evaluate each other's performance.

Element 3: Modeling Best Professional Practices in Scholarship

Scholarly and Creative Productivity

This category includes but is not limited to peer-reviewed authorship, application for and/or receipt of grants, creative productivity, presentation of professional papers, and other achievements specific to particular disciplines and areas of study.

Institutional policy defines "scholarly work" as "peer-reviewed authorship, application for and/or receipt of grants, creative productivity, presentation of professional papers, and other achievements specific to particular disciplines and areas of study." For faculty in professional education this would include teaching, learning, and particular fields of study. Vitae indicate that tenure-track, full-time faculty members are actively engaged in scholarly work as an essential component of the expectations for excellence in teaching, scholarship, and service.

Scholarship is related to teaching and learning in that these are the research and scholarly interests and pursuits of higher education faculty in professional education. They draw from their own experiences and interests and those of colleagues and candidates in the field in order to contribute to a knowledge base that documents better ways to teach and to learn, both in general and in a specific content or context.

In FY03, College of Education departmental annual reports list the following numbers of faculty participants in scholarly activity: 8 wrote books/book chapters, 98 authored/co-authored articles, 69 participated in grants, 74 participated in research projects, 118 presented at national conferences, 53 gave state presentations, 84 gave national service, and 85 contributed to state service. Vitae of members of the unit in the other four colleges attest to extensive scholarly and creative productivity.

Among the research conducted through major grants are the following projects:

Table 31: Grant Awards (in professional education research) July 2002-March 2003

Department	Amount	Agency	Title
Lab Schools	42,280	Tri-County SED Coop	Phys. Therapy
	15,845	ISBE	Reading Improvement
	11,146	ISBE	Title II
	2,654	ISBE	Title IV
	4,559	ISBE	Title V
	10,828	ISBE	Gifted Program
	200,000	ISBE/IVHS	Candidates/on-line
	34,488	ISBE	School Safety
	770	Illinois State Library	School libraries
EAF	180,000	ISBE	Staff Dev/Spec. Pop
	162,592	IPA	IPA
	444,926	IASA	IASA
	120,000	ICCB	ICSPS
	255,000	IBHE	SAELP
C&I	224,545	USDE	Bilingual
	55,539	National Geographic	IL Geog. Alliance
	5,115	Japanese Saturday School	Grad. Practicum
	24,600	Lindsay Elementary	Literacy for Life
	192,800	USDE	Teachers/Eng Lang.
	51,730	National Geographic	IL Geog. Alliance
COE	2,595,562	USDE	Title II/TQE
	2,250,000	Gates Grant	Tech. Improv./Adm
	1,500,000	ISBE (Gates)	Tech/School Improv.
	87,000	IBHE/HECA	TeachEd/Minorities
	50,000	Chicago Public Schools	Tech Integration
	11,255	USDE	Title II/TQE.
	181,900	ISBE	NBPTS Mentor
	500,000	ISBE	Tech Integration
	50,000	CPS	Tech Integration
	140,141	ISBE	Reading Recovery
	125,000	Western IL Univ	Reading Excellence
	100,000	ISBE	Reading Excellence
	23,500	NBPTS	Rural Initiative
MAT	72,841	NSF/Univ. MO	Show-Me Project
	76,000	IBHE/HECA	Mid Schl Math/Sci
SED	174,840	ISBE	IL Even Start
	14,375	LaSalle Public	Staff Development
	7,000	Mt. Horeb School District	Staff Development
	2,970	Illinois Campus Compact	Autism Spectrum
	38,800	ISBE	IL Even Start
	221,406	USDE	SocSecurityTransition
HIS	142,280	USDE	Teaching Amer Hist
BSC	452,717	NSF	K-12 math/science
AGR	2,700	ISBE	Ag. Ed. Supplement
Total			

A complete list of all professional education grants, 1998-2003, is available in the exhibits.

Element 4: Modeling Best Professional Practices in Service

Service

This category includes faculty contributions, both internal and external to the University, to specific disciplines and faculty participation in the shared governance and operation of the University.

<http://www.provost.ilstu.edu/aspt/asptdoc.shtml> (Appendix 2 in the ASPT document describes these categories and offers illustrative measurements of achievement within them. Further information specific to particular colleges is found in Appendix 3 of the ASPT document, and information specific to particular departments will be found in department policies and procedures documents drawn up by the appropriate Department Faculty Status Committees - DFSCs.)

Institutional policy defines service as “faculty contributions, both internal and external to the University, to specific disciplines and faculty participation in the shared governance and operation of the University.” Thus faculty members are expected to engage in both internal and external service. Internal service includes service to the institution, to the college, to the department and/or to the program. External service in professional education includes active engagement in P-12 schools as well as in professional associations at the state, regional, national, and international levels.

Vitae reveal that faculty members are engaged in a wide variety of service activities. These include both internal and external service activities. Tenure-track higher education faculty members are expected to devote time and energy to the internal process of policy-making and beyond-the-classroom support for curriculum development, instructional delivery, and assessment.

Of particular importance to the unit and to the profession has been faculty participation in the development of standards and assessment of units and programs according to standards. Four faculty members are NCATE/BOE team members and/or team chairs; five faculty members are ISBE Institutional Team review members and/or team chairs. Five faculty members review programs for a national SPA. A total of 35 faculty members served on ISBE Content Standards Advisory Panels, Phases I and II. At this point, 26 university faculty members have been trained to serve on ISBE program review panels; 26 faculty members served on content test development panels in 2002-2003.

In addition, faculty members are also actively engaged in leadership roles within their own professional associations. Full vitae indicate wide and varied examples of faculty serving as officers of professional associations, as grant reviewers, as consultants for school districts, as conference presenters.

Faculty members provide service beyond campus boundaries, in particular through their active involvement in school partnerships and Professional Development Schools, through design/implementation/evaluation of grants, through consultancies to districts

which have focused on a particular school “need,” through professional development opportunities for classroom teachers for certificate renewal.

Among the service/outreach activities of programs in the unit are:

- Metcalf Laboratory School summer College for Youth program;
- Expanding Your Horizons
- Millennium Girls (continued by State Farm Insurance in spring 2004)
- Community School for the Arts/Saturday morning arts classes
- Site for the Illinois Young Authors Annual Conferences
- The Connections Project (<http://lilt.ilstu.edu/connections/>)
- Music Camps
- Experiencing the Arts for K-12 children (Summer 2003: Animated Film Making, Harold Boyd’s “Show and Tell,” and Shakespeare on Stage)
- Illinois Theatre Fest
- University Farm Tour/Aquaculture Tour
- Illinois String Project
- Nursing Camps
- Geography-Geology Learning Resource Center
- Bands of America
- Planetarium
- Sports Camps
- Camp Central
- Speech Camps
- Musical Theatre Summer Workshops
- ESL Summer Camp for High School Students
- ESL Summer Camp for Junior High Students
- SIT Conference – Students Involved with Technology
- Reading Recovery
- The Eckelmann-Taylor Speech and Hearing Clinic
- Summer reading at Irving School in Bloomington
- Special Education summer Autism Camp
- SEAT (Special Education Assistive Technology) Center

(See <http://www.ilstu.edu/home/outreach/listings.phtml?catid=9>)

One of the IPLP Projects focused on outreach at the graduate level: preparing Chicago cohorts of teachers for the NBPTS process.

NBPTS Chicago Outreach Program

The PDT has produced mentorship strategies, materials, and resources for NBPTS candidates in the following areas: art, special education, math, history, science, and literacy. The team is currently revising these resources to present them on the National Board Resource Center at the Illinois State University website.

Element 5: Collaboration

Much faculty collaboration in the institution and in P-12 schools occurs through the efforts of Council for Teacher Education and through the unique work of individual programs. CTE membership includes wide campus representation, including the Laboratory Schools. The Council sponsors twice-yearly colloquia for the professional community, including content specialists on campus. CTE also hosts an External Advisory Committee of educators from across the state. In addition, many individual programs also host external advisory committees with special interests in a particular teaching field, for example, social sciences education.

The unit involvement with the National Network for Educational Renewal is another example of collaboration – the NNER membership is founded on the tripartite relationship of “education, arts and sciences, and school partners.” The Illinois State University Partnership defines “arts and sciences” to include all colleges other than education. The local NNER steering committee consists of 33 members, evenly divided among those three constituencies. (See NNER exhibits)

Grant-writing opportunities in professional education call for collaborative efforts. A primary example of this kind of cooperation is the U.S.D.E. Teacher Quality Enhancement (TQE) Grant for which Illinois State is lead higher education institution in the state. This grant operates as a mega-collaborative between and among: five universities (ISU, U of I/UC, Roosevelt, Loyola, Northeastern); City Colleges of Chicago (seven campuses); Chicago Public Schools, Danville School District 18, Elgin School District U-46, North Chicago CUSD 187, Pekin School District 108, Wheeling Consolidated School District 21; Chicago Education Alliance, Future Teachers of Chicago and Illinois, Illinois Family Education Centers, Illinois Board of Higher Education, Illinois State Board of Education, Illinois Community College Board, North Central Regional Education Laboratory, Northwestern University, Chicago Teachers Union, Illinois Education Association, Illinois Federation of Teachers, University Professionals of Illinois; Executive Service Corporation and IBM.

[\(http://www.iplp.org/\)](http://www.iplp.org/)

At the local level, the Bloomington-Normal Education Alliance, founded in 1996 under the direction of the President of Illinois State, operates so that the university, Heartland community College, Bloomington School District #87, McLean County Unit #5, and the Office of the Regional Superintendent of Education (Region 17 including McLean, DeWitt, and Livingston Counties) share resources and plan/implement/evaluate collaborative activities. [\(http://www.coe.ilstu.edu/bnea/\)](http://www.coe.ilstu.edu/bnea/)

The proliferation of Professional Development Schools and partnerships has led to increased collaboration between higher education and schools, including cooperative development/implementation/evaluation of curriculum/instruction/assessment for both P-12 students and teacher education candidates.

Collaboration also occurs between and among programs/departments/colleges on campus. The Building Bridges Annual Institutes and Colloquia (see http://ilt.ilstu.edu/connections/building_bridges.htm) are examples of just such cross-campus collaborative efforts. Faculty from across campus plan the institute and symposium each year in order to have candidates focus on and practice interdisciplinary planning/implementation/evaluation of a teaching unit. Building Bridges has operated continuously since Fall 1994, with increasing participation from a wide variety of professional education programs.

Collaboration leads to improved teaching, candidate learning and teacher education in that each agent/agency learns from the other. It is imperative that higher education faculty remain engaged in P-12 schools, where they began their careers, to stay grounded in the best practice. It is imperative that P-12 faculty stay abreast of the latest research in education in order to ensure the best learning experiences for their students. Without the cross-level and cross-disciplinary interaction through collaboration, there is no “simultaneous renewal” of the schools and teacher education, a practice that the Illinois State University Unit is firmly committed to through its partnerships and its involvement with the NNER.

Element 6: Unit Evaluation of Professional Education Faculty Performance

The term "faculty" in the ASPT document refers to all individuals who hold full-time tenured or probationary appointments at Illinois State University with the rank of instructor, assistant professor, associate professor, or professor. The term "faculty" excludes all individuals who hold part-time or non-tenure-track faculty appointments.

Instructional faculty are evaluated by students at the end of every semester in every course. Each college and/or department has its own “instructor and course feedback” form; since much of the professional education course work is offered in the College of Education, the fifteen items on which those instructors/courses are evaluated are:

1. The instructor communicated the importance of the subject matter.
2. The instructor clearly communicated the course objectives.
3. There was considerable agreement between the initially announced objectives of the course and what was taught.
4. The instructor modeled language, attitudes, and behavior that demonstrated sensitivity to cultural differences and diversity.
5. The instructor provided meaningful answers to questions that were asked both in and out of class.
6. The instructor’s assessments/assignments correlated to course objectives.
7. The instructor’s feedback regarding my performance in class was provided in a timely manner.
8. The instructor was available for consultation with me.
9. The instructor encouraged student participation in class.
10. I gained some new knowledge as a result of taking this course.
11. The instructor utilized technology appropriately, when needed.

12. The instructor clarified difficult aspects of the course, when asked.
13. The instructor demonstrated a thorough knowledge of the subject.
14. The instructor was enthusiastic about the course content.
15. The instructor set high standards for student performance.

The conceptual framework is clearly reflected in the fifteen items in the COE course evaluation: sensitivity to cultural differences and diversity; use of technology and other resources; instructor enthusiasm; wide general knowledge and deep knowledge of subject taught; ethical conduct. Evaluations from other colleges and departments reveal alignment with the university mission and values and are thus consistent with the unit conceptual framework.

Results of faculty evaluations through the course evaluation process completed by students and through the ASPT process are available to: each individual faculty member, the department chair, the DFSC Committee, the College Dean, and the CFSC Committee. This review process, with its mechanisms for appeals, assures the professional community that faculty performance has been rigorously and fairly evaluated. Global results indicate that faculty members are generally rated highly.

Each tenure-track faculty member receives a written evaluation once the ASPT process has been complete. Typically, the evaluation is a narrative, citing accomplishments and areas of improvement, as determined by the DFSC review of the faculty member's credentials. In some cases, departments will recommend remediation and/or peer coaching.

Department chairs conduct evaluations of non-tenure track and part-time faculty. The expectations for these instructional faculty or supervisors are less rigorous in the areas of scholarly productivity and service; however, teaching and, in some cases, supervision faculty are quite active in scholarly professional activity, as vitae attest.

Element 7: Unit Facilitation of Professional Development

Professional development opportunities are available university-wide through the Center for the Advancement of Teaching (<http://www.cat.ilstu.edu/>) and through Faculty Technology Support Services (<http://www.ftss.ilstu.edu/>) and through the Office for Diversity and Affirmative Action (<http://www.diversity.ilstu.edu/>) and the Office of Disability Concerns (<http://www.ilstu.edu/depts/disabilityconcerns/>).

Travel funds are available through departmental resources for faculty members to attend professional conferences where they not only learn from the research of others in their field but also share their own research and best practice.

The Office of Research and Sponsored Programs also conducts professional development for faculty, particularly in workshops that guide participants through the actual process of writing and submitting a proposal for grant funding.

Vitae indicate that higher education faculty participate in professional development activities regularly as part of the expectations for tenure and promotion as well as for salary increments. Part-time instructional faculty and supervisors also participate in professional development activities through CTE Colloquia, supervisor workshops, program faculty inquiry groups, research initiatives, and other opportunities available both on and off campus.

Council for Teacher Education Colloquia over the past five years have provided professional development opportunities specifically for the teacher education community. These large-scale events have led to departmental and program discussions and subsequent curricular/instructional/and assessment revisions relative to the conceptual framework, performance assessment, diversity, technology, and other professional issues.

Table 32: CTE Colloquia/Professional Development

Semester	Topics
Spring 1999 (April 29)	Credit/No Credit for Assessment of STT Systematic Performance Assessments INTASC/Elementary Education Standards Based PDS Project
Fall 1999 (September 29)	“Preparing for the Future: The Future is NOW” CTE Five Year Plan National Board Certification Updates Alternate Routes to Certification ISBE Content Standards INTASC Updates/PBA Conceptual Framework/Foundations/Core Curriculum
Spring 2000 (March 24)	Essay Contest Winners INTASC Showcase State and national updates Progress to date on CTE Five Year Plan
Fall 2000 (November 16)	IPLP Update Proposed PBA System SPA reviews – use of data
Spring 2001 (April 13)	Essay Contest Winners NNER membership Performance-Based Assessment NCATE/SPA Program Reviews
Academic Year 2001-2002 Spring 2002 (January 18)	Essay Contest Winners NCATE Expectations for PBA Small groups discuss Unit PBA NNER teams - TEAM Project
Fall 2002 (November 19)	NNER/Six Principles (Michelli article) Inquiry Groups: ISU and Partner Schools
Spring 2003	Campus Colloquium Cancelled – substitute IACTE in Springfield for critical updates
Fall 2003 (September 23)	NCATE Accreditation Unit Review NNER Partnerships