



National Council on Teacher Quality

Dear Dr. Dean:

As you know, the National Council on Teacher Quality is currently conducting a review of the nation's teacher preparation programs. We previously wrote to you to request a variety of documents to be used in our review. If you are already in the process of assembling these documents, please let us know. Having not received the documents, we are now making a formal legal request for them.

Pursuant to the state open records law, (state open records citation), I write to request access to and copies of the following documents maintained by XYZ University:

For items 1-5, we request syllabi that students actually receive from their professors, not general course outlines that may form the basis for the syllabi of sections taught by different professors. In addition, when we ask for "required" coursework, we mean courses specifically included in the minimum course of study for specified programs. If a course is in a list of options that students may choose from to fulfill a credit category requirement, we do not consider that course required.

1. For the attached list of courses (Appendix A), a syllabus for *one* section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer.
2. For any *math courses not included* in Appendix A that students in the following programs are required to take, a syllabus for *one* section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer.
  - Multiple Subject Credential Program for Multiple Subject Elementary (K-8) Certification
3. For any courses focused on the use of assessment not included in Appendix A that students in the following programs are required to take, a syllabus for one section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer. Topics covered by these courses could include, for example, the creation of formative and summative assessments, the role of standardized tests and classroom assessments, and the use of assessment to inform instruction. We are requesting syllabi only for courses in which assessment is a primary focus, and represents one-fourth or more of the course content.
  - Multiple Subject Credential Program for Multiple Subject Elementary (K-8) Certification
  - Single Subject Credential, English focus for Single Subject Secondary (6-12) Certification
4. For the included list of early reading courses (Appendix B) that students in the following programs are required to take, a syllabus for *every* section of each course offered during the 2010-2011

school year, not including summer sessions, unless the course is only offered during the summer.

- Multiple Subject Credential Program for Multiple Subject Elementary (K-8) Certification

5. For any courses focused on early reading instruction *not included* in Appendix B that students in the following programs are required to take, a syllabus for every section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer. We are not requesting courses in children's literature that focus exclusively on introducing candidates to the genres and history of children's literature.

- Multiple Subject Credential Program for Multiple Subject Elementary (K-8) Certification

For items 6-20, we request documents relevant to the programs specified below. If any of these programs share materials, only one copy of each relevant document is needed. For programs leading to secondary certification, we are only requesting information relevant to certification in core subjects (English/language arts, Mathematics, any or all fields of Science, any or all fields of Social Studies).

- Multiple Subject Credential Program for Multiple Subject Elementary (K-8) Certification
- Single Subject Credential, English focus for Single Subject Secondary (6-12) Certification

- 6A. Student teaching handbooks.
- 6B. Department of Teacher Education handbooks intended to serve as guides to the overall program for students, if they are different from the student teaching handbooks requested in #6A.
- 6C. Handbooks distributed to cooperating teachers, if they are different from the student teaching handbooks requested in #6A.
- 6D. Handbooks distributed to university student teaching supervisors, if they are different from the student teaching handbooks requested in #6A.
- 6E. The Department of Teacher Education handbook of general policies and practices. This may be intended primarily for faculty and is different from the student teaching handbooks and general handbooks for students requested in #6A and #6B.
7. A blank copy of any letter, or other document, which is sent to principals or districts specifying minimum criteria for cooperating teachers and/or explaining the process by which cooperating teachers are provided.
- 8A. A blank copy of any forms or applications which principals or districts return to you to provide information about cooperating teachers.
- 8B. A blank copy of any forms or applications completed by prospective cooperating teachers and returned to you.
9. Formative and summative student teaching evaluation forms used by cooperating teachers and/or

university supervisors to evaluate and provide feedback on student teachers, and the rubrics used for their evaluation.

- 10A. Lesson and/or unit planning templates that teacher candidates are required to use during student teaching, and the rubrics that are used to grade them.
- 10B. Descriptions of any culminating assignments for teacher candidates, such as exit portfolios or teacher work samples, and the rubrics that are used to grade them.
11. Contracts or memoranda of understanding between you and school districts in your state that outline the requirements, processes, responsibilities, and/or expected outcomes of student teaching.
12. A list of K-12 schools that are used for field placements and/or student teaching.
13. Information that shows whether any out-of-state or international student teaching placements are available to students.
14. Policy guidelines describing the selection of K-12 schools that are used for field placements and/or student teaching.
15. Policy guidelines describing how teacher candidates are exposed to the teaching of high-poverty students in effective and high-performing K-12 schools.
16. Syllabus for the student teaching course and/or accompanying seminar course, if these courses are not already included in Appendix A.
17. A blank copy of any survey instruments used to poll alumni regarding preparation and job status.
18. A blank copy of any survey instruments used to poll employers of alumni, such as principals or districts, on the classroom performance, evaluation, and/or retention of alumni.
19. Degree plans (also known as advising plans or 4-year plans.)
20. A list of faculty qualifications for all full-time, part-time and adjunct faculty of the School of Education that includes the highest degree earned; department, assignment or role; rank or title; and tenure track status.

I request that you produce this material in electronic format whenever possible.

We have created a website to which the documents can be uploaded, which I hope will make it easier for you to send them to us. The link for XYZ University is <http://www.nctq.org/askSave.do?universityId=>.

If you are sending the documents to us by a means other than our website and find that the same document meets more than one of the categories of documents listed above, please transmit (or when

electronic delivery is not possible, submit) a single copy of the document and note to which categories it corresponds.

If XYZ University does not maintain these public records, please let me know who does and provide the proper custodian's name and address.

If XYZ University chooses to deny this request, or any part thereof, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Additionally, if you claim that certain documents contain both exempt and non-exempt material, please provide all segregable non-exempt portions of otherwise exempt material and identify the material which is being withheld as exempt.

Thank you in advance for your assistance. Please do not hesitate to contact me if you have any questions.

Sincerely,

Stephanie Zoz  
Manager, Data Collection  
[records@nctq.org](mailto:records@nctq.org)  
 [\(202\)393-0020 x116](tel:(202)393-0020)

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## Appendix A

Provide the syllabus for ONE section of every course. If a course below is a Secondary methods course, please provide a syllabus for every section of the course if the methods course is grade-level specific, like 'Teaching in the High School'. If the course is subject specific, like 'Teaching High School Mathematics', please upload only one syllabus.

### Course Number    Name

EDUC 207	The Learner's Development, Culture and Identity in Educational Settings
EDUC 300	Introduction to the Teaching Profession
EDUC 310	Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings
EDUC 410	Social, Historical and Ethical Perspectives on Teaching and Learning
EDUC 412	Access to Learning in a Pluralistic Society
EDUC 414	Curriculum and Inquiry in Public Schools
EDUC 416	Literacy, Language, and Culture in Content Area Classrooms
EDUC 418	Culturally Responsive Teaching in Diverse Classrooms

EDUC 431	Teaching Social Science and the Arts with a Multicultural Perspective
EDUC 434	Student Teaching - Multiple Subject Credential
EDUC 435	Learning to Teach K-8 Mathematics with a Multicultural Perspective
EDUC 436	Learning to Teach K-8 Science with a Multicultural Perspective
EDUC 440	Educating Individuals with Exceptional Needs
EDUC 454	Multiple Subject Student Teaching I
EDUC 455	Multiple Subject Student Teaching Seminar I
EDUC 456	Multiple Subject Student Teaching II
EDUC 457	Multiple Subject Student Teaching Seminar II
EDUC 469	Part-Time Student Teaching
EDUC 479	Student Teaching
EDUC 480	Computer Based Curriculum
ENGL 360	Literature for Adolescents
ENGL 365	Complexities of Literacy in Literature and Non-fiction Text
ENGL 424	Teaching English in Secondary Schools
KINE 443	Health Education for Teachers

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## Appendix B

Provide the syllabus for EVERY section of every course.

Course Number	Name
EDUC 430	Teaching Reading and Language Arts with a Multicultural Perspective
ENGL 391	Topics in Applied Linguistics