**Detailed Assessment Report
As of: 10/07/2013 11:08 AM EST
2012-2013 Elementary Education (K-6) BS***

Mission / Purpose

The mission of the K-6 Elementary Education (with 7-12 Endorsements) Program in the Department of Curriculum, Instruction, and Special Education is to provide the knowledge, skills, and dispositions to enable teacher candidates to serve as effective educational leaders in a variety of roles in the K-6 setting. Candidates graduating from the University of Southern Mississippi will use the power of knowledge to inform, the power to inspire, the power to transform lives and the ability to empower a community of learners.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Demonstrate content knowledge.

Teacher candidates will demonstrate an elementary education content knowledge.

Relevant Associations:

NCATE/Association for Childhood Education International (ACEI) MDE Process Standards

Related Measures:

M 1:Praxis II: Elementary Education Content Knowledge

PRAXIS II: Elementary Education (0011), developed and administered by Educational Testing Services (ETS), is the required content knowledge standardized test for attaining Mississippi teacher licensure in Grades K-6. Praxis II: Elementary Education measures teacher candidates' elementary education content knowledge, including reading and language arts, mathematics, science, social studies, arts, health, and physical education.

Source of Evidence: Certification or licensure exam, national or state

Target:

Ninety percent (90%) of K-6 teacher candidates will be successful on the PRAXIS II: Elementary Education content knowledge professional examination. This demonstrates the candidates` attainment of the elementary education content knowledge required for state licensure. Both the Mississippi Department of Education (MDE) and NCATE require an 80% pass rate for state teacher education programs.

Findings (2012-2013) - Target: Met

Hattiesburg
Fall 2012
44/44 (100%) passed
Spring 2013
54/54 (100%) passed
Total
98/98 (100%) passed

Gulf Coast

Fall 2012
21/23 (91%) passed
Spring 2013
29/32 (90%) passed
Total
50/55 (91%) passed

Teacher Assistant Program (TAP online)
Fall 2012
8/11 (73%) passed
Spring 2013
13/14 (93%) passed
Total
21/25 (84%) passed

OVERALL
169/178 (95%) passed

*percentages are rounded

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Integrate the arts into didactic and clinical experiences.
Established in Cycle: 2010-2011
In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

Review Praxis II subscores to determine content areas that may need emphasis.
Established in Cycle: 2010-2011
CISE faculty now have access to content subscores for individual teacher candidates for Praxis II: Elementary Education Content …

M 3:Teacher Candidate Performance Evaluation
The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety-five percent (95%) of teacher candidates will receive a rating of mastery (3) or exemplary (4) on the teacher candidacy performance evaluation rubric (Indicator A1 TCPE) for the criteria of demonstrating elementary education content knowledge.

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg
5/35 (14%) scored mastery (3)
30/35 (86%) scored exemplary (4)
Total
35/35 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge
(Indicator A1 TCPE)

Fall 2012
Gulf Coast
12/24 (50%) scored mastery (3)
12/24 (50%) scored exemplary (4)
Total
24/24 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge
(Indicator A1 TCPE)

Fall 2012
Teacher Assistant Program (online)
5/10 (50%) scored mastery (3)
5/10 (50%) scored exemplary (4)
Total
10/10 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge
(Indicator A1 TCPE)

Spring 2013
Hattiesburg
8/57 (14%) scored mastery (3)
49/57 (86%) scored exemplary (4)
Total
57/57 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge
(Indicator A1 TCPE)

Spring 2013
Gulf Coast
19/41 (46%) scored mastery (3)
22/41 (54%) scored exemplary (4)
Total
41/41 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge
(Indicator A1 TCPE)

Spring 2013
Teacher Assistant Program (online)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge
(Indicator A1 TCPE)

Integrate the arts into didactic and clinical experiences.
Established in Cycle: 2010-2011
In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

Develop a plan for a year-long student teaching experience.
Established in Cycle: 2011-2012

CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE...

SLO 2:Demonstrate pedagogical knowledge.
Teacher Candidates will demonstrate pedagogical knowledge.

Relevant Associations:
NCATE/Association for Childhood Education International(ACEI) MDE Process Standards

Related Measures:

M 2:Praxis II: Principles of Learning and Teaching
PRAXIS II: Principles of Learning and Teaching (PLT), developed and administered by Educational Testing Services (ETS), is the required pedagogical knowledge standardized test for attaining Mississippi elementary teacher licensure for Grades K-6. The PLT measures the candidates` abilities to apply pedagogical principles and to demonstrate professional knowledge.

Source of Evidence: Certification or licensure exam, national or state

Target:
Ninety percent (90%) of K-6 teacher candidates will be successful on the PRAXIS II: Principles of Learning and Teaching (PLT). The PLT measures candidates` pedagogical and professional knowledge at a level required for state licensure. The Mississippi Department of Education (MDE) and NCATE require an 80% pass rate for teacher education programs.

Findings (2012-2013) - Target: Met
Hattiesburg
Fall 2012
43/44 (98%) passed
Spring 2013
51/54 (94%) passed
Total
94/98 (96%) passed

Gulf Coast
Fall 2012
23/23 (100%) passed
Spring 2013
27/30 (90%) passed
Total

50/53 (94%) passed

Teacher Assistant Program (TAP online)
Fall 2012
9/11 (82%) passed
Spring 2013
10/14 (71%) passed
Total
19/25 (76%) passed

OVERALL
163/176 (93%) passed

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Integrate the arts into didactic and clinical experiences.
Established in Cycle: 2010-2011
In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.
Established in Cycle: 2010-2011
CISE faculty now have access to subscores on the Praxis II: PLT for individual teacher candidates. Ongoing analysis of subscore...

M 3:Teacher Candidate Performance Evaluation
The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety-five percent (95%) of teacher candidates will receive a rating of mastery (3) or exemplary (4) on the teacher candidacy performance evaluation rubric (Indicator A2 TCPE) on the criteria of demonstrating pedagogical knowledge.

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg
6/35 (17%) scored mastery (3)
29/35 (83%) scored exemplary (4)

Total
35/35 (100%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator A2 TCPE)

Fall 2012
Gulf Coast
13/24 (54%) scored mastery (3)
11/24 (46%) scored exemplary (4)
Total
24/24 (100%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator A2 TCPE)

Fall 2012
Teacher Assistant Program (online)
6/10 (60%) scored mastery (3)
4/10 (40%) scored exemplary (4)
Total
10/10 (100%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator A2 TCPE)

Spring 2013
Hattiesburg
1/57 (2%) scored marginal (2)
9/57 (16%) scored mastery (3)
47/57 (82%) scored exemplary (4)
Total
56/57 (98%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator A2 TCPE)

Spring 2013
Gulf Coast
1/41 (2%) scored marginal (2)
21/41 (51%) scored mastery (3)
19/41 (46%) scored exemplary (4)
Total
40/41 (98%) scored mastery (3) or exemplary (4) on demonstrating content knowledge (Indicator A2 TCPE)

Spring 2013
Teacher Assistant Program (online)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge (Indicator A2 TCPE)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Develop a plan for a year-long student teaching experience.
Established in Cycle: 2011-2012

CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE...

SLO 3:Use assessment information for differentiated learning.
Teacher Candidates will use assessment information to plan differentiated experiences that accommodate differences in developmental and/or educational needs.

Relevant Associations:
NCATE/Association for Childhood Education International/MDE Process Standards

Related Measures:

M 3:Teacher Candidate Performance Evaluation
The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety-five percent (95%) of teacher candidates will receive a rating of (3)mastery or (4) exemplary on the teacher candidacy performance evaluation rubric (Indicator C-3 TCPE) on the criteria of using assessment information to plan differentiated learning.

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg
14/35 (40%) scored mastery (3)
21/35 (60%) scored exemplary (4)
Total
35/35 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C-3 TCPE).

Fall 2012
Gulf Coast
18/24 (75%) scored mastery (3)
6/24 (25%) scored exemplary (4)
Total
24/24 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C-3 TCPE)

Fall 2012
Teacher Assistant Program (online)
3/10 (30%) scored mastery (3)
7/10 (70%) scored exemplary (4)
Total
10/10 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C-3 TCPE)

Spring 2013
Hattiesburg
1/57 (2%) scored marginal (2)
27/57 (47%) scored mastery (3)
29/57 (51%) scored exemplary (4)
Total
56/57 (98%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C-3 TCPE)

Spring 2013
Gulf Coast
22/41 (54%) scored mastery (3)
19/41 (46%) scored exemplary (4)
Total
41/41 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C-3 TCPE)

Spring 2013
Teacher Assistant Program (online)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C-3 TCPE)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Team teach CISE 403 and CIR 412 to provide authentic experience for using assessment information to differentiate learning.
Established in Cycle: 2010-2011
The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, w...

Develop a plan for a year-long student teaching experience.
Established in Cycle: 2011-2012
CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE...

Provide professional development seminar during student teaching for differentiated learning.
Established in Cycle: 2012-2013

Professional development seminars will be provided during the student teaching experience that reinforce how to use assessment...

M 4:Teacher Intern Assessment Instrument

The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy (student teaching).The TIAI scoring rubric is divided into five domains which are as follows: Domain I, Planning and Preparation; Domain II, Assessment; Domain III, Instruction; Domain IV, Learning Environment; and Domain V, Professional Responsibilities. Specific elements and descriptors from domains which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety-five percent (95%) of candidates will receive a rating of (3) mastery or (4) exemplary on the TIAI rubric (Domain I Indicator 6) for the criteria of using assessment information for differentiated learning.

Findings (2012-2013) - Target: Partially Met
Fall 2012
Hattiesburg
1/36 (3%) scored unacceptable (1)
1/36 (3%) scored marginal (2)
7/36 (19%) scored mastery (3)
27/36 (75%) scored exemplary (4)
Total
34/36 (94%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Domain I Indicator 6 TIAI).

Fall 2012
Gulf Coast
4/22 (18%) scored marginal (2)
11/22 (50%) scored mastery (3)
7/22 (32%) scored exemplary (4)
Total
18/22 (82%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Domain I Indicator 6 TIAI).

Teacher Assistant Program (TAP) online
1/11 (9%) scored unacceptable (1)
2/11 (18%) scored marginal (2)
4/11 (36%) scored mastery (3)
4/11 (36%) scored exemplary (4)
Total
8/11 (73%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Domain I Indicator 6 TIAI).

Spring 2013
Hattiesburg
9/57 (16%) scored mastery (3)
48/57 (84%) scored exemplary (4)
Total
57/57(100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Domain I Indicator 6 TIAI).

Spring 2013
Gulf Coast
3/41 (7%) scored marginal (2)
13/41 (32%) scored mastery (3)
25/41 (61%) scored exemplary (4)
Total
38/41 (93%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Domain I Indicator 6 TIAI).

Teacher Assistant Online Program (TAP)
5/5 (100%) scored exemplary
Total
5/5 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Domain I Indicator 6 TIAI).

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Team teach CISE 403 and CIR 412 to provide authentic experience for using assessment information to differentiate learning.
Established in Cycle: 2010-2011
The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, w...

Develop a plan for a year-long student teaching experience.
Established in Cycle: 2011-2012
CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE...

Provide professional development seminar during student teaching for differentiated learning.
Established in Cycle: 2012-2013
Professional development seminars will be provided during the student teaching experience that reinforce how to use assessment...

SLO 4:Integrate technology in instruction.
Teacher Candidates will impact student learning by integrating technology effectively in instruction.

Relevant Associations:
NCATE Conceptual Framework/Association for Childhood Education International

Related Measures:

M 3:Teacher Candidate Performance Evaluation

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

> **Target:**
> Ninety-five percent (95%) of teacher candidates will receive a rating of (3) mastery or (4) exemplary on the teacher candidacy performance evaluation rubric (Indicator A-7 TCPE) on the criteria of integrating technological skills.
>
> **Findings (2012-2013) - Target: Met**
> Fall 2012
> Hattiesburg
> 7/35 (20%) scored mastery (3)
> 28/35 (80%) scored exemplary (4)
> Total
> 35/35 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A-7 TCPE).
>
> Fall 2012
> Gulf Coast
> 8/24 (33%) scored mastery (3)
> 16/24 (67%) scored exemplary (4)
> Total
> 24/24 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A-7 TCPE).
>
> Fall 2012
> Teacher Assistant Program (online)
> 3/10 (30%) scored mastery (3)
> 7/10 (70%) scored exemplary (4)
> Total
> 10/10 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A-7 TCPE TCPE).
>
> Spring 2013
> Hattiesburg
> 3/57 (5%) scored mastery (3)
> 54/57 (95%) scored exemplary (4)
> Total
> 57/57 (98%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A-7 TCPE).

Spring 2013
Gulf Coast
1/41 (2%) scored marginal (2)
6/41 (15%) scored mastery (3)
34/41 (83%) scored exemplary (4)
Total
40/41 (98%) scored mastery (3) or exemplary (4) on integrating technology in instruction
(Indicator A-7 TCPE).

Teacher Assistant Program (online)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction
(Indicator A-7 TCPE).

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Collaborate with K-6 faculty to assist teacher candidates in integrating interactive technology into lessons.
Established in Cycle: 2010-2011
Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for thei...

M 4:Teacher Intern Assessment Instrument
The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy (student teaching).The TIAI scoring rubric is divided into five domains which are as follows: Domain I, Planning and Preparation; Domain II, Assessment; Domain III, Instruction; Domain IV, Learning Environment; and Domain V, Professional Responsibilities. Specific elements and descriptors from domains which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety-five percent (95%) of candidates will receive a rating of (3) mastery or (4) exemplary on the TIAI rubric (Domain I Indicator 4) for the criteria of integrating technology into instruction.

Findings (2012-2013) - Target: Partially Met
Fall 2012
Hattiesburg
4/36 (11%) scored mastery (3)
32/36 (89%) scored exemplary (4)
Total
36/36 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction

(Domain I Indicator 4 TIAI).

Fall 2012
Gulf Coast
13/22 (59%) scored mastery (3)
9/22 (41%) scored exemplary (4)
Total
22/22 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI).

Teacher Assistant Program (TAP) online
3/11 (27%) scored marginal (2)
3/11 (27%) scored mastery (3)
5/11 (46%) scored exemplary (4)
Total
8/11 (73%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI).

Spring 2013
Hattiesburg
1/57 (1%) scored marginal (2)
2/57 (4%) scored mastery (3)
54/57 (95%) scored exemplary (4)
Total
56/57 (98%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI).

Spring 2013
Gulf Coast
2/41 (5%) scored marginal (2)
12/41 (29%) scored mastery (3)
27/41 (66%) scored exemplary (4)
Total
39/41 (95%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI).

Teacher Assistant Online Program (TAP)
2/5 (40%) scored mastery
3/5 (60%) scored exemplary on
Total
5/5 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI).

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Collaborate with K-6 faculty to assist teacher candidates in integrating interactive technology into lessons.
Established in Cycle: 2010-2011
Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for thei...

SLO 5:Develop higher-order thinking skills.
Teacher candidates will implement higher-order questioning procedures and teaching acitivities to engage students in analytic, creative, and critical thinking.

Relevant Associations:
ACEI NCATE

Related Measures:

M 3:Teacher Candidate Performance Evaluation
The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety-five percent (95%) of elementary education candidates will receive a rating of (3) mastery or (4) exemplary on the teacher candidacy performance rubric (Indicator A-4 TCPE) for the criteria of using higher-order thinking skills in lessons.

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg
13/35 (37%) scored mastery
22/35 (63%) scored exemplary
Total
35/35 (100%)scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A 4 TCPE).

Fall 2012
Gulf Coast
20/24 (85%) scored mastery (3)
4/24 (15%) scored exemplary (4)
Total
24/24 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A 4 TCPE).

Fall 2012
Teacher Assistant Program (online)
6/10 (60%) scored mastery (3)
4/10 (40%) scored exemplary (4)
Total

10/10 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A 4 TCPE).

Spring 2013
Hattiesburg
1/57 (2%) scored marginal (2)
12/57 (21%) scored mastery (3)
44/57 (77%) scored exemplary (4)
Total
56/57 (98%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A 4 TCPE).

Spring 2013
Gulf Coast
2/41 (5%) scored marginal (2)
20/41 (49%) scored mastery (3)
19/41 (46%) scored exemplary (4)
Total
39/41 (95%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A 4 TCPE).

Spring 2013
Teacher Assistant Program (online)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A 4 TCPE).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide professional development seminar during student teaching for differentiated learning.
Established in Cycle: 2012-2013
Professional development seminars will be provided during the student teaching experience that reinforce how to use assessment...

M 4:Teacher Intern Assessment Instrument
The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy (student teaching).The TIAI scoring rubric is divided into five domains which are as follows: Domain I, Planning and Preparation; Domain II, Assessment; Domain III, Instruction; Domain IV, Learning Environment; and Domain V, Professional Responsibilities. Specific elements and descriptors from domains which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

Ninety-five percent (95%) of elementary education candidates will receive a rating of (3) mastery or (4) exemplary on the TIAI rubric (Domain III Indicator 17) for the criteria of using higher-order questions in lessons.

Findings (2012-2013) - Target: Partially Met

Fall 2012
Hattiesburg
2/36 (5%) scored marginal (2)
19/36 (53%) scored mastery (3)
15/36 (42%) scored exemplary (4)
Total
34/36 (94%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Domain III Indicator 17 TIAI).

Fall 2012
Gulf Coast
3/22 (13%) scored marginal (2)
14/22 (64%) scored mastery (3)
5/22 (23%) scored exemplary (4)
Total
19/22 (86%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Domain III Indicator 17 TIAI).

Fall 2012
Teacher Assistant Program (TAP) online
2/11 (18%) scored marginal (2)
5/11 (46%) scored mastery (3)
4/11 (36%) scored exemplary (4)
Total
9/11 (82%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Domain III Indicator 17 TIAI).

Spring 2013
Hattiesburg
2/57 (4%) scored marginal (2)
19/57 (33%) scored mastery (3)
36/57 (63%) scored exemplary (4)
Total
55/57 (96%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Domain III Indicator 17 TIAI).

Spring 2013
Gulf Coast
2/41 (5%) scored marginal (2)
25/41 (61%) scored mastery (3)
14/41 (34%) scored exemplary (4)
Total
39/41 (95%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Domain III Indicator 17 TIAI).

Teacher Assistant Online Program (TAP)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills
(Domain III Indicator 17 TIAI).

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Include use of higher order questions in lesson plans.
Established in Cycle: 2010-2011
For each clinical experience (pre student teaching and student teaching) teacher
candidates will be required to show higher or...

Provide professional development seminar during student teaching for differentiated learning.
Established in Cycle: 2012-2013
Professional development seminars will be provided during the student teaching
experience that reinforce how to use assessment...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Improve assessment skills.
Intermediate and Senior Block faculty will develop an interdisciplinary approach to assist candidates in
the use of assessment to drive instruction.

Established in Cycle: 2007-2008
Implementation Status: Finished
Priority: High
Implementation Description: ongoing
Responsible Person/Group: Intermediate and Senior Block Faculty

Collaborate with Instructional Technology faculty.
Instructional Technology faculty have been reassigned to CISE. This will allow CISE faculty and IT
faculty to better collaborate to provide opportunities for teacher candidates to integrate current
technolgy into lesson plans.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Implementation Description: At the beginning of the fall 2011 semester, CISE will have meetings
of CISE faculty and former IT faculty to review syllabi to determine how to better integrate current
instructional technology into coursework.
Projected Completion Date: 08/29/2011
Responsible Person/Group: CIE faculty and Instructional Technology faculty

Collaborate with K-6 faculty to assist teacher candidates in integrating interactive technology into lessons.

Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for their schools and have developed innovative technological lesson plans, the CISE faculty have determined that it would be beneficial to invite technology specialists from K-6 schools to provide hands-on technology workshop sessions for teacher candidates prior to student teaching. Additionally, instructional technology faculty will become part of the CISE faculty. This will allow for stronger collaboration between CISE elementary education faculty and instructional technology faculty who teach IT 365, which is required for elementary education majors.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Integrate technology in instruction.
   Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Integrate technology in instruction.

Implementation Description: Kim Walker, Ed.S, Clinical Coordinator for CISE and Director of the USM Writing Project, will coordinate inviting K-6 technology specialists to provide workshops for introductory and intermediate level cohort groups to assist teacher candidates in the use of technolgy in teaching and learning. CISE faculty will collaborate with IT faculty for IT 365.
Projected Completion Date: 05/15/2014
Responsible Person/Group: Introductory and Intermediate Co-hort Leaders and Clinical Coordinator CISE Elementary Education faculty and IT faculty teaching IT 365

Include use of higher order questions in lesson plans.
For each clinical experience (pre student teaching and student teaching) teacher candidates will be required to show higher order thinking questions and activities on lesson plans.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Develop higher-order thinking skills.

Implementation Description: Faculty for introductory, intermediate and senior cohort groups will collaborate to develop procedures in didactic and clinical coursework to provide teacher candidates with the knowledge and skills for developing higher order thinking in K-6 students.
Projected Completion Date: 05/14/2012
Responsible Person/Group: CISE Cohort Faculty

Integrate the arts into didactic and clinical experiences.
In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Praxis II: Elementary Education Content Knowledge | **Outcome/Objective:** Demonstrate content knowledge.
    Measure: Praxis II: Principles of Learning and Teaching | **Outcome/Objective:** Demonstrate pedagogical knowledge.
    Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate content knowledge.

Implementation Description: Workshops have been implemented to demonstrate to teacher candidates how to integrate the arts across the curriculum. This emphasis will continue throughout 2011-2012.
Projected Completion Date: 05/14/2012
Responsible Person/Group: Supervisor of clinical experiences, Kim Walker, in conjunction with faculty involved with the "whole school" arts initiative in local K-6 schools.

Review Praxis II subscores to determine content areas that may need emphasis.

CISE faculty now have access to content subscores for individual teacher candidates for Praxis II: Elementary Education Content Knowledge. Analysis of subscores will enable faculty to determine if there are elementary education content areas that need further emphasis.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Praxis II: Elementary Education Content Knowledge | **Outcome/Objective:** Demonstrate content knowledge.

Implementation Description: Upon receipt of Praxis II subscores for fall 2012 and spring 2013, CISE faculty will analyze the results to determine which content areas need further emphasis.
Projected Completion Date: 05/15/2014
Responsible Person/Group: CISE faculty and CISE assessment coordinator.
Additional Resources Requested: NCATE office personnel.

Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.

CISE faculty now have access to subscores on the Praxis II: PLT for individual teacher candidates. Ongoing analysis of subscores will enable faculty to determine if there are categories of pedagogy that need further emphasis in coursework and/or clinical experiences.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Praxis II: Principles of Learning and Teaching | **Outcome/Objective:** Demonstrate pedagogical knowledge.

Projected Completion Date: 05/15/2014
Responsible Person/Group: CISE faculty and assessment coordinator.

Additional Resources Requested: NCATE office personnel.
Budget Amount Requested: $0.00 (no request)

Team teach CISE 403 and CIR 412 to provide authentic experience for using assessment information to differentiate learning.

The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, will team-teach the two courses in the senior cohort to provide authentic experiences in using assessment to differentiate instruction.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Use assessment information for differentiated learning.
   Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Use assessment information for differentiated learning.

Implementation Description: Instructors will plan and team teach courses in the senior level blocks to ensure that teacher candidates can demonstrate using assessment to differentiate instruction prior to student teaching.
Projected Completion Date: 12/14/2011
Responsible Person/Group: Instructors for CIR 412L and CISE 403

Collaborate with Instructional Technology faculty to assist elementary education faculty in integrating technology.

Instructional Technology faculty will collaborate with elementary education faculty in CISE to integrate cutting-edge technology into clinical experiences.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Implementation Description: IT faculty will continue "Tech Knows" workshops prior to CISE faculty meetings to provide professional development in cutting edge instructional technology.
Projected Completion Date: 07/30/2013
Responsible Person/Group: IT faculty

Develop a plan for a year-long student teaching experience.

CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE senior block experiences with the semester student teaching experience to allow for a student teaching experience that emcompasses a full year in K-6 partnering schools.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate content knowledge. | Demonstrate pedagogical knowledge. | Use assessment information for differentiated learning.

Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Use assessment information for differentiated learning.

Implementation Description: Research for this project will be conducted in the schools involving USM didactic and clinical instructors and K-6 faculty beginning in the fall 2012. Additionally, planning meetings will be held to begin the implementation of the full-year clinical experience in fall 2014.
Projected Completion Date: 12/01/2014
Responsible Person/Group: Dr. Janet Boyce, CISE elementary education faculty, Educational Field Experience staff

Incorporate national common core state standards into coursework.

Beginning in 2011-2012, CISE faculty have attended professional development sessions and worked in content area groups to develop plans to incorporate common core standards into all appropriate syllabi and coursework. This process is ongoing and will continue throughout 2012-2013.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Implementation Description: CISE didactic and clinical faculty will collaborate to ensure common core standards are included in appropriate coursework and clinical experiences.
Projected Completion Date: 05/30/2013
Responsible Person/Group: CISE faculty and K-6 faculty

Provide professional development seminar during student teaching for differentiated learning.

Professional development seminars will be provided during the student teaching experience that reinforce how to use assessment information to differentiate learning and provide instruction in higher order thinking in relation to national common core standards.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Develop higher-order thinking skills. | Use assessment information for differentiated learning.
Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Develop higher-order thinking skills. | Use assessment information for differentiated learning.

Implementation Description: Office of Field Experiences faculty and staff will collaborate with CISE elementary education faculty to provide professional development for using assessment information for differentiated learning.
Projected Completion Date: 05/15/2014

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The Elementary Education (K-6) BS programs on the Hattiesburg campus, the Gulf Coast campus, and the Teacher Assistant Program (TAP- online) showed strengths in performance measures of program objectives in 2012-2013, with all outcome targets being met or partially met. Pass-fail results for the

two licensure examinations, Praxis II : Elementary Education Content and Praxis II: Principles of Learning and Teaching, revealed a 100% pass rate for the Hattiesburg campus in both fall 2012 and spring 2013 semesters for both examinations and an average pass rate for all three programs of 95% for Elementary Education Content. The average pass rate for all three programs was 93% for Principles of Learning and Teaching. Both content and pedagogy licensure examination results for all three programs on both examinations greatly exceeded the 80% pass rate required by the Mississippi Department of Education (MDE) and by NCATE.

The results obtained from the intensive performance measures required by the Association for Childhood Education International (ACEI), which is the Specialty Professional Association (SPA) that confers national recognition to the CISE elementary education program, indicated that outcomes were being met at the exemplary or mastery level for most measures with improvements from previous results on using assessment information for differentiated instruction and using higher order thinking skills. Additionally, CISE elementary education coursework, pre-student teaching clinical experiences and student teaching are aligned with both SPA standards and national Common Core-State Standards (CC-SS) to ensure that state and national objectives are met. Overall results from 2012-2013 measures indicate that both state and national outcomes are being attained. Performance assessments indicated mastery of content and pedagogical skills with continued progress being made on the integration of current technology into teaching and learning.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Critical thinking and other higher order thinking skills are areas that require ongoing attention, including the development of teacher candidates' higher order thinking skills as well as the development of their knowledge and skills to teach higher order thinking skills to K-6 students. With the advent of the national Common Core-State Standards (CC-SS) and the accompanying new assessments, continued attention will be required for the outcomes of using assessment for differentiated learning and for the teaching and assessment of higher order thinking and literacy skills across the curriculum. Also, because of the rapid advances made in instructional technology, ongoing attention is required for the outcome of integration of current technology across the curriculum .

Annual Report Section Responses

Program Summary

The K-6 elementary education program in Curriculum, Instruction, and Special Education (CISE), a program that is historically within the original mission of USM and one of the largest programs on both the Hattiesburg and the Gulf Coast campuses, strives to be a model teacher education program for the state and the region, and is committed to the outstanding preparation of K-6 teachers. In the fall of 2012, the CISE elementary education program, along with the other teacher education programs at USM, achieved full accreditation from the National Council for Accreditation of Teacher Education (NCATE) for seven years. Likewise, The Association for Childhood Education International (ACEI) Specialty Professional Association (SPA) granted full national recognition to the CISE Elementary Education Program for seven years. Additionally, the USM teacher education programs met the Process and Performance Standards of the Mississippi Department of Education (MDE). The Teacher Assistant Program (TAP), the innovative CISE online program for currently-employed K-6 assistant teachers who wish to attain a B.S. degree and teacher licensure, continues to be a beneficial recruiting tool as well as a service to K-6 schools throughout the state.The entire elementary education program (at both campuses and online) is based on the premise of an active "community of learners" with the teacher candidates, faculty, staff, community members, and school district personnel working together in a partnership to create a dynamic learning community. Through a planned sequential program built on evidence-based didactic course work aligned with authentic clinical experiences and state and national standards,

teacher education candidates internalize and value the educational knowledge, skills and dispositions to inform, inspire and transform self and others including the K-6 students in the classroom.

CISE faculty are active researchers, having produced 20 publications in peer-reviewed journals and having received $5,347,227.00 in external funding in 2012-2013. In regard to service, CISE faculty serve on departmental committees, college committees, and university committees and councils. External to the university, CISE faculty serve as consultants in K-12 schools, serve on state advisory committees and serve as officers for state, regional and national professional organizations.

Continuous Improvement Initiatives/Additional Action Plans

In Curriculum, Instruction, and Special Education (CISE), elementary education continuous improvement initiatives are aligned with the national Common Core-State Standards (CCSS), the Association for Childhood Education International (ACEI) standards for elementary education, and the International Reading Association(IRA) standards for reading instruction. The newly-developed national Common Core State Standards (CCSS) have been mapped to elementary education didactic and clinical courses. CISE faculty have been involved in ongoing professional development in relation to the incorporation of the CCSS standards into coursework. CCSS best practices are reviewed and analyzed based upon the knowledge provided by sound educational research. Faculty members provide a variety of experiences that inform elementary education majors about the latest classroom pedagogical innovations and future technology trends. Opportunities to use new technology, such as interactive white boards and other cutting-edge technology, are built into the clinical component of the program as students incorporate delivery formats of the K-6 clinical classrooms into their lesson designs. Collaboration among CISE elementary and special education faculty and instructional technology faculty provides elementary education majors with the opportunity to see effective instruction through co-teaching in inclusion classrooms and provides the opportunity to use cutting edge instructional technology. The variety of research studies and personnel preparation grants directed by CISE faculty inform elementary education majors about societal needs and provide students with evidence-based methodology to ensure best practices are used for teaching and learning.

One of the major assessments for elementary education, the Teacher Intern Assessment Instrument (TIAI) has undergone significant revision at the state level in the past two years by representatives from each IHL that provides teacher education. The resulting instrument is closely aligned with the new teacher assessment instrument, the Mississippi Statewide Teacher Appraisal Rubric (MSTAR) that will be used to evaluate all practicing teachers within the state. Beginning in the spring semester of 2013, the new instrument was used throughout the CISE elementary education program to prepare teacher candidates to be more effective teachers during student teaching and in their full time positions following graduation. Review of the spring results from the revised TIAI revealed that CISE elementary education teacher candidates made significant progress in meeting state and national outcomes. Ongoing attention to the two licensure examinations Praxis II : Elementary Education Content and Praxis II: Principles of Learning and Teaching resulted in a 100% pass rate for the Hattiesburg campus in both fall 2012 and spring 2013 semesters with an overall pass rate of 95% for Elementary Education Content and an overall pass rate for Principles of Learning and Teaching of 93%.

For the past three years, CISE elementary education faculty have reviewed research involving moving to a full year student teaching program. A field study began in the spring of 2013 to increase the amount of time in clinical experiences. A volunteer group of student teachers were assigned to the field study that began student teaching on the opening day of each semester and required student teachers to fully participate in all of the school activities until the public school semester ended . The public school partners involved in the field study worked closely with the university didactic and clinical faculty to provide exemplary field experiences. Schools provide meeting space for clinical students to work with university supervisors on lesson preparation and post-lesson conferencing to further support the field

experiences. Preliminary data from the field study reveal that teacher candidates are benefitting from this enhanced student teaching experience. The field study will continue throughout 2013-2014.

Additional field experiences have been added to the introductory cohort, and performance assessments for each cohort have been revised to better evaluate knowledge, skills, and dispositions prior to teacher candidacy. Didactic and clinical faculty members meet regularly as a team to discuss the knowledge, skills and dispositions of the candidates as they progress through the cohort groups. Particular attention is given to professional dispositions during the field experiences so that candidates will be better prepared for the teacher internship. Formative assessments administered throughout the program are reviewed for individual candidates who are provided guidance and instruction throughout the program to ensure that each candidate obtains the requisite knowledge, skills, and dispositions to be an effective practitioner.

Closing the Loop/Action Plan Tracking

As a means to "close the loop" on actions to better integrate didactic and clinical coursework, CISE cohort faculty participate in a "Super Clinical" week each semester. During that week, CISE cohort didactic faculty participate with the CISE clinical faculty, the K-6 mentor teachers, and the teacher candidates at the clinical sites throughout the week. This action has proven to be effective in improving teacher candidate outcomes prior to student teaching. An outcome of the positive results of the "Super Clinical" week was that CISE faculty decided to develop a plan to partner with K-6 schools to develop a full year of student teaching experiences.This plan resulted in a field study beginning in the spring of 2013 that was stated in the action plan and will be continued in 2013-2014 to further close the loop. Resequencing of courses to include classroom management coursework during the more intense clinical experiences of the senior block resulted in improved candidate outcomes for classroom management. Additionally, CISE faculty elementary education faculty have participated in professional development workshops to share and learn about cutting-edge instructional technology and to learn how to incorporate the national common core standards into didactic and clinical courses.