INSTITUTIONAL REPORT

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
118 College Drive #5023
Hattiesburg, MS 39406-0001
March 24-28, 2012

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation
Institutional Report

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

Founded in 1910 as the Mississippi Normal College, The University of Southern Mississippi (USM) is a comprehensive doctoral and research-extensive university with a national reputation for excellence in academics and athletics. USM is a public, dual campus university, serving students in Hattiesburg and the Gulf Coast.

Located in the center of Hattiesburg, the University includes 191 buildings on a 315-acre main campus. The University is organized into six colleges and a Graduate School. The colleges include Arts and Letters, Business, Education and Psychology, Health, Honors, and Science and Technology. The Master Campus Facility Plan analyzes the history, context, and characteristics of the main campus.

With a population of nearly 50,000, Hattiesburg is located less than 90 minutes from Jackson; the Gulf Coast; New Orleans; and Mobile. USM Gulf Coast includes the Long Beach campus and four teachings sites: Keesler AFB, Gulf Coast Research Laboratory (GCRL), Stennis Space Center, and the Student Service Center. USM has a diverse student body of approximately 17,000 with students from all 50 states and 70 foreign countries.

USM continues to be a strong and vital contributor to intellectual endeavors nationally and internationally. Recent institutional recognitions include:

- USM is nationally ranked by the Princeton Review as one of the nation's most environmentally responsible universities.
- USM was honored by the Public Relations Society of America (PRSA) with a Silver Anvil Award, signifying the highest level of achievement in public relations practices.
- USM received a $6 million anonymous gift for student scholarships and strategic initiatives.
- USM was awarded a $4 million gift commitment to construct the Luckyday Citizenship Hall in recognition of the accomplishments of the Luckyday Scholars Program.

A.2. What is the institution's mission?

"Our Vision - The University of Southern Mississippi will emerge as the premier research university of the Gulf South—engaging and empowering individuals to transform lives and communities.

Our Mission - Our primary mission is to cultivate intellectual development and creativity through the generation, dissemination, application and preservation of knowledge.

Our Values - Our mission is supported by the values that have been formed through the history and traditions of our institution. These values are widely and deeply held beliefs of our faculty, staff,
students, and administrators:
* Education provides opportunities to improve the quality of intellectual, social, economic, and personal
  well-being.
* Our success is reflected by the degree to which our students become well-read, articulate, and creative
  and critical thinkers.
* We cherish innovation in the creation and application of basic and applied research findings, creative
  and artistic expression, meaningful learning experiences, the scope of services provided to our
  students and the broader community that we sustain, and the continuing evolution of degree programs
  that both respond to and anticipate the evolving demands of our society, employers, and the labor
  market.
* Education encourages and advances the ideals of a pluralistic democratic society: civic responsibility,
  integrity, diversity, and ethical behavior."

Source: www.usm.edu/about/vision/vision-mission-values

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of
institute such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

USM is a public research-extensive university comprised of five degree-granting colleges. These
colleges include Arts and Letters (CoAL); Business (CoB); Education and Psychology (CoEP); Health
(CoH); and Science and Technology (CoST). Within these five colleges the University offers 94
undergraduate degree programs, 64 master's degree programs, and 26 doctoral degree programs to
16,604 students currently enrolled. Teacher education programs are housed in CoAL, CoEP, CoH, and
CoST.

Hattiesburg, with a population of nearly 50,000, is home to USM's main campus located 2.5 miles west
of downtown Hattiesburg. The campus is bordered by Hardy Street to the south, 7th Street to the north,
U.S. Highway 49 to the east, and North 38th Avenue to the west. USM Gulf Coast includes the Long
Beach campus and four teachings sites: Keesler AFB, Gulf Coast Research Laboratory (GCRL), Stennis
Space Center, and the Student Service Center.

USM is governed by the Board of Trustees of the State Institutions of Higher Learning (IHL). Dr.
Martha D. Saunders, USM's ninth president, is the chief executive officer and principal educational
officer. The provost is the chief academic officer and senior university officer. The University is
organized into six divisions: Academic Affairs, Administrative Affairs, Advancement, Gulf Coast,
Research, and Student Affairs.

A.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the
institutional context may be attached here. [Because BOE members should be able to access many
exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to
other units at the institution that are involved in the preparation of professional educators?

The Professional Education Unit (Unit) for USM includes Professional Education Faculty (PEF),
academic programs, and administrative offices associated with professional education. PEF and
academic programs are housed in the College of Arts and Letters, College of Education and Psychology,
College of Health, and College of Science and Technology. Twelve academic departments within the
four colleges offer teacher education programs leading to 16 initial certification areas. Eight academic
departments within the four colleges offer 18 graduate programs leading to advanced licensure or the preparation of other school professionals.

The Professional Education Council (PEC) is the official governance body for the Unit. The Unit head, the Dean of CoEP, has the responsibility and authority to provide direction and leadership to the PEC. The purpose of PEC is to ensure that professional education programs are quality programs that comply with the standards of NCATE, other accrediting agencies, and the Mississippi Department of Education (MDE). Membership on the PEC includes faculty representatives from each department housing teacher education programs, representatives from Educational Field Experiences (EFE), and members of CoEP Dean's administrative staff. The PEC recommends actions regarding the development, administration, evaluation, and revision of teacher education courses and programs.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

<table>
<thead>
<tr>
<th>Professional Education Faculty</th>
<th>Full-time in the Unit</th>
<th>Full-time in the Institution, but Part-time in the Unit</th>
<th>Part-time at the Institution &amp; the Unit (e.g., adjunct faculty)</th>
<th>Graduate Teaching Assistants Teaching or Supervising Clinical Practice</th>
<th>Total # of Professional Education Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty</td>
<td>41</td>
<td>75</td>
<td>16</td>
<td>8</td>
<td>140</td>
</tr>
</tbody>
</table>

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Award Level (e.g., Bachelor's or Master's)</th>
<th>Number of Candidates Enrolled or Admitted</th>
<th>Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)</th>
<th>Program Report Submitted for National Review (Yes/No)</th>
<th>State Approval Status (e.g., approved or provisional)</th>
<th>Status of National Recognition of Programs by NCATE</th>
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</tbody>
</table>

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Award Level (e.g., Master's or Doctorate)</th>
<th>Number of Candidates Enrolled or Admitted</th>
<th>Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)</th>
<th>Program Report Submitted for National Review (Yes/No)</th>
<th>State Approval Status (e.g., approved or provisional)</th>
<th>Status of National Recognition of Programs by NCATE</th>
</tr>
</thead>
</table>
B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

<table>
<thead>
<tr>
<th>Initial Teacher Education Programs Offered on the Gulf Coast</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Biological Sciences (Licensure) B.S.</td>
</tr>
<tr>
<td>* Elementary Education B.S.</td>
</tr>
<tr>
<td>* Elementary Education/Special Education (dual licensure) B.S.</td>
</tr>
<tr>
<td>* English (Licensure) B.A.</td>
</tr>
<tr>
<td>* History (Licensure in Social Studies) B.A.</td>
</tr>
<tr>
<td>* Mathematics (Licensure) B.S.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Teacher Education Programs Offered Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Elementary Education B.S. (Teacher Assistant Program)</td>
</tr>
<tr>
<td>* Special Education (Licensure) B.S.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Professional Education Programs Offered Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Educational Administration and Supervision M.Ed.</td>
</tr>
<tr>
<td>* Special Education M.Ed.</td>
</tr>
<tr>
<td>* Library and Information Science (Licensure) M.L.I.S.</td>
</tr>
<tr>
<td>* Music Education M.M.Ed.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Teacher Preparation Program Offered Through Alternate Route</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Master of Arts in Teaching</td>
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</tbody>
</table>

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

USM hosted a full continuing accreditation visit in spring 2006. After the 2006 visit, the Unit began developing a Unit assessment system and utilizing the Tk20 Assessment System for data collection of Unit and program assessments.

In 2007, the College of Education and Psychology (CoEP) dean and Unit head changed from Dr. Willie Pierce to Interim Dean Dr. Wanda Maulding.

USM hosted a focused visit on Standard 2 in spring 2008 resulting in removal of conditions.

In 2008, the Mississippi Institutions of Higher Learning (IHL) and Mississippi Department of Education (MDE) launched the Blue Ribbon Commission Redesign (BRC) Initiative for Teacher Preparation Programs and Administrator Preparation Programs. At the undergraduate level, the BRC recommendations addressed the following areas: meaningful field experiences, subject content preparation, differentiating instruction, classroom management, recruitment and retention, strong partnerships, and accountability.

In 2009, USM submitted its plan to address the BRC recommendations. Findings from the BRC annual audit indicated that USM satisfactorily met all requirements. The BRC findings also cited that USM field experiences are thoughtfully planned and teacher candidates have excellent opportunities for "on the job" training. (The Administrator Preparation BRC redesign initiatives were placed on hold at the state level.)

In 2009, the interim dean for CoEP changed from Dr. Wanda Maulding to Dr. Ann Blackwell.
In 2009, the Department of Curriculum, Instruction, and Special Education (CISE) began offering an online delivery mode for the majority of coursework required in three of the four emphasis areas in the Special Education M.Ed.

In 2009, IHL mandated a 124-hour requirement for undergraduate baccalaureate degrees. Teacher education programs at USM revised degree plans by consolidating courses and eliminating hours to comply with the required 124 hours.

In summer 2009, CISE changed admission requirements for the M.Ed. to include the option of submitting passing scores for the Praxis II: Content Area Examination (in the relevant discipline).

In fall 2009, CISE discontinued the Ed.D.in Education.

In fall 2009, the Unit centralized the background checking process that required candidates to obtain a background check through the Unit rather than through the school district assigned for field experiences or clinical practice. The Co-Directors of Educational Field Experience (EFE) collaborated with area superintendents to formalize the process. The NCATE Office manages the background check notifications and processes, and the Unit's Recruitment, Admission, Dismissal, Appeals, and Retention (RADAR) Committee conducts hearings when issues arise. Based on the hearings, recommendations are made to the Unit head.

In 2009, CISE began offering an online Elementary Education BS program specifically for currently employed teacher assistants in Mississippi P-12 classrooms.

Library and Information Science (Licensure) BS was discontinued in 2010.

In fall 2010, the BRC Redesign of Administrator Preparation initiative was re-launched. The Department of Educational Leadership and School Counseling submitted to the MDE a redesign proposal for the master's degree in educational administration and supervision. This proposal was approved by the MDE's Commission on Teacher and Administrator Licensure and Certification and Development and will be implemented fall 2012.

In AY 2010-11, the Unit experienced several changes in academic programs and structure as a result of the University's budget savings process. Art education (initial and advanced) and the master's degree in business technology education were deleted due to low enrollment; advanced programs in the CISE were consolidated; and the Department of Technology Education academic programs were moved to CISE and the administrative component was eliminated.

In 2011, Dr. Ann Blackwell was named the permanent dean for the College of Education and Psychology.

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**B.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

<table>
<thead>
<tr>
<th>Professional Education Council (PEC) Bylaws</th>
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</thead>
<tbody>
<tr>
<td>Table 2 - Initial Program Reviews and Their Status</td>
</tr>
<tr>
<td>Table 3 - Advanced Programs and Other School Professional Programs and Their Status</td>
</tr>
<tr>
<td>Links to Online Resources</td>
</tr>
</tbody>
</table>
See Attachments panel below.

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards
- summarized description of the unit's assessment system

The University of Southern Mississippi
Professional Education Unit
Conceptual Framework

Introduction

Vision and Mission of the Institution and Unit

Faculty, staff, and candidates within the Professional Education Unit (Unit) at The University of Southern Mississippi (USM) collaborate to generate, disseminate, and apply knowledge to improve the lives of individuals, families, and communities. Building on the distinctive heritage of our University as a normal college, we prepare our candidates to engage in creative, bold, and determined actions that positively influence a culturally diverse, global community.

The vision of The University of Southern Mississippi is to emerge as the premier research University of the Gulf South -- engaging and empowering individuals to transform lives and communities. Supporting the institutional theme of empowerment, the Professional Education Unit is dedicated to the delivery of high quality academic programs in all areas of professional education. Candidates develop knowledge, skills, and professional dispositions through exposure to exemplary teaching, research, and professional service. The Unit contributes to the mission of the University through all aspects of scholarship that promote a climate for academic success; that enhance the image of the University and its professional education programs; and that foster connections with P-12 partners and external agencies.

The Professional Education Unit's conceptual framework is consistent with the University's historical roots as a normal college, its mission, and its future. The University, since its founding in 1910, has been committed to the exemplary preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the Unit
is committed to improving the educational attainment of the citizens of Mississippi, and in turn, the economic development of our state. Therefore, the mission of the Unit is fivefold: a) prepare high quality teachers and education leaders for our state; b) conduct innovative, relevant research that informs decision-making in education; c) establish strong relationships with local school districts and the Mississippi Department of Education to improve education in our state, d) promote a healthier populace; and e) enhance cultural understanding among our citizens.

Conceptual Framework Core Themes & Constructs

Shared Vision

The Professional Education Unit's conceptual framework provides the underpinning that supports the governance of the Unit by the Professional Education Faculty (PEF) members, the delivery of instruction, as well as the learning outcomes for candidates at all levels. It provides clarity of vision to the Unit by defining how teacher education candidates and other school professional candidates are to be prepared. Unit faculty members and administrators developed outcomes consistent with the University mission statement, as well as state, subject-area accreditation, and NCATE standards. These core outcomes support the critical constructs embedded within the vision and mission of the University and Unit. Furthermore, the efficacy of the Unit's vision is continually validated through the assessment of outcomes based on candidate performances.

The professional education faculty members are committed to diversity and the preparation of educators who help all students learn. Unit faculty members demonstrate their commitment to the integration of technology to enhance candidate and student learning through scholarship, service, and teaching. Furthermore, the Unit has embedded knowledge, skills, dispositions, and commitment to diversity and technology throughout its teacher education program. Thus, Unit faculty members prepare candidates to become creative, bold, and determined educational leaders who possess the characteristics embodied within the following four core themes: the power of knowledge to inform, the power to inspire, the power to transform lives, and to empower a community of learners.

Within these four themes lie the overarching constructs for all professional education candidates, encompassing the vision and mission of the Unit:

1. Power of Knowledge to Inform
   a. Understands general, as well as technological, content-specific pedagogical skills (Content Knowledge*, Technology*, and Pedagogy*)
   b. Understands and employs data-driven assessment processes (Assessment of Learning*)
   c. Competent in content knowledge (Content Knowledge*)
   d. Understands implications of diversity in the classroom (Diversity*)
   e. Understands standards-based content knowledge (Content Knowledge*)
   f. Understands theoretically-based knowledge of student learning processes (Assessment of Learning*)

2. Power to Inspire
   a. Believes all can learn (Diversity* and Dispositions*)
   b. Believes in ability to foster learning (Dispositions*)
   c. Believes that best teaching is based on sound educational theory and research (Pedagogy*)
   d. Resilient (Dispositions*)
   e. Values lifelong learning (Professional Development*)
   f. Inspires and engages learners (Classroom Management*)
   g. Demonstrates ethical and professional dispositions (Dispositions*)
3. Power to Transform Lives
a. Effectively demonstrates general, as well as technological, content-specific, pedagogical skills (Pedagogy*)
b. Interprets and uses assessment data to ensure and improve learning outcomes (Assessment of Learning*)
c. Is able to teach so that all can succeed in a complex, changing society (Instructional Planning*)
d. Is a critical thinker and problem solver (Assessment of Learning*)
e. Communicates effectively (Communication*)
f. Monitors safety and creates a physical environment which is conducive to learning (Classroom Management*)

4. Empower a Community
a. Continues professional and personal development (Professional Development*)
b. Are responsible citizens of their communities (Professional Development*)
c. Is able to contribute to society in meaningful ways (Professional Development*)
d. Is able to build a learning community partnership (Professional Collaboration*)

*Constructs assessed

Knowledge Bases

Power of Knowledge to Inform

Professional education faculty members at The University of Southern Mississippi, produce candidates as education professionals who have the power of knowledge to inform. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:

• Apply a content and theoretical knowledge base supported by technological and pedagogical skills to enhance learning in the classroom.
• Develop appropriate assessments, monitor student progress, and use data to make instructional decisions.
• Apply knowledge, awareness, and understanding of their own culture and other cultures in and beyond the classroom to enhance student learning.
• Use state curriculum models as well as local, state, and national standards to advance identified knowledge and skills in the classroom.
• Develop knowledge, awareness, and understanding of student learning processes and apply that knowledge to support learning in the classroom.

Candidates will apply a content and theoretical knowledge base supported by technological and pedagogical skills to enhance learning in the classroom.

Candidates gain content and theoretical knowledge through specific programs of study in each educational discipline. Additionally, candidates complete a core of professional education courses required of all teacher education students at USM. These core courses include data analysis and evaluation, classroom management, and education of exceptional learners. The professional education courses provide an important foundation for each of the specific programs of study.
Within the professional education coursework, candidates develop skills in designing engaging lessons that apply interdisciplinary curricula knowledge in authentic situations. Specifically, the lessons apply appropriate teaching strategies, incorporate technology, integrate depth of knowledge, and utilize assessment to improve student learning outcomes. These skills are further developed through observation of professors modeling appropriate pedagogy, application in practicum experiences, and evaluation through professional reflection. Candidates also complete comprehensive portfolios to explore and demonstrate depth of knowledge.

The Unit is also committed to integrating technology into instruction for candidates in both initial and advanced program areas. Current research emphasizes that candidates must be trained to apply technology to enrich and enhance student achievement. For example, Becker (2000) reports that technology-rich environments promote active learning that is necessary to master principles and concepts. Cradler, McNabb, Freeman, and Burchett, (2002) state "... alignment between content-area learning standards and carefully selected technology uses can significantly increase test scores" (p. 47). Additionally, research and evaluation show that technology can enable the development of critical thinking skills and higher-order thinking skills when technology tools are used for constructing artifacts and electronic information (Cradler et al., 2002).

Faculty members in specific program areas assess candidates for their technological knowledge and skills in accordance with specific program needs and standards. However, in an effort to establish baseline technology skills, all undergraduate candidates must successfully pass a Basic Technology Literacy Exam (BTLE) or become certified via Internet and Computing Core Certification (IC3) prior to beginning teacher candidacy. USM's initial certification candidates are also required to purchase and use Tk20 CampusTools (Tk20) to document and manage their academic activities throughout their internship. Candidates can develop additional skills in the use of computer technology appropriate to teaching, learning, and managing education. They are expected to use educational technology to more effectively engage students and increase student learning outcomes, to broaden communication with parents and enhance parental involvement, and to complete routine work associated with teaching in the P-12 setting.

Candidates develop appropriate assessments, monitors student progress, and uses data to make instructional decisions.

According to McLeod (2005), the five fundamentals of effective data-driven instruction are "good baseline data, measurable instructional goals, frequent formative assessment, professional learning communities, and focused instructional interventions" (p. 1). Baseline data are used to identify the mastery levels and learning needs of students. This information is critical in terms of establishing measurable instructional goals to guide pedagogical strategies. Collecting and analyzing formative data also represent an important and powerful process that supports student learning and enhances student outcomes. When teachers meet collaboratively in professional learning communities to discuss data-driven evidence, student achievement and teacher satisfaction increase. Wilkins and Shin (2011) emphasize the importance of teachers using data-driven decisions to increase student learning as well as teacher preparation programs training future teachers to use data to increase student learning.

Further, research from exemplary schools (Darling-Hammond, 2004) indicates that in order to reach a range of diverse learners, teacher education should emphasize student performance assessment evaluated by scoring rubrics. This approach demystifies the notion of competency and makes it possible for all students to succeed by giving them the opportunity to develop products, receive feedback, and internalize the standards, as well as allowing them to steadily revise their work in order to become increasingly proficient.
The Unit strives to produce candidates that use data-driven evidence to employ focused instructional interventions to improve student learning. Candidates develop skills in data collection and analysis and data-driven instruction through authentic assessment strategies in required courses and practicum experiences. Candidates complete assignments in coursework that require them to review and analyze the impact of data on teaching strategies as well as student achievement. Candidates also administer and analyze proper assessments during their internship to demonstrate student growth. At the Unit level, data are available to evaluate instruction, identify necessary changes in curriculum, and improve learning outcomes. In addition, individual disciplines rely on data to ensure continuous improvement of educational programs.

Candidates will apply knowledge, understanding, and awareness of their own culture and other cultures in and beyond the classroom to enhance student learning.

Today's teachers work with school populations that are vastly different from those they experienced as students. The demographics of these school populations are ethnically, linguistically, and socially diverse, representing a variety of value systems, perspectives, and academic preparation. Understanding this, the Unit makes candidates aware of current demographics and prepares them to teach using culturally responsive methods and embedded content literacy. The aim is to transform education so that students from all socioeconomic, racial, cultural, and gender groups have an equal opportunity to learn. Nieto & Bode (2008) report a multicultural curriculum based on an understanding of social justice can motivate teachers and students to work together to promote social change. Transformation in education occurs when teachers reach all students, regardless of their socioeconomic, racial, cultural, and gender group.

The vision of the Professional Education Unit is to equip candidates with a depth of knowledge regarding multicultural issues, a commitment to equity for all, an ability to bond with all students, and skills to accommodate different learning styles and abilities. Gay (2010) states, "... examining beliefs and attitudes about cultural diversity, along with developing cognitive knowledge and pedagogical skills, are included as essential elements of teacher education" (p. 151). Thus, both of these aspects of teacher education must be incorporated in preparation and practice. Therefore, the Unit is committed to instilling in candidates the values, beliefs, creativity, knowledge, skills, and attitudes needed to function cross-culturally.

Professors within the Unit seek to honor individual differences by communicating respect, fairness, and high expectations to all students. Linda Darling-Hammond (2006) comments that field experiences which target specific skill training for reaching the diversity of student populations is an important advance in our training of teachers. Active planning for students' varied interests, strengths, and needs is key to differentiating instruction (Tomlinson, 2008). Therefore, candidates focus on instructional strategies that allow multiple learning paths for students. Opportunities to observe and teach a variety of students are facilitated by Unit faculty members and monitored by the Placement Specialist of Educational Field Experiences.
Candidates will use state curriculum models as well as local, state, and national standards to advance identified knowledge and skills in the classroom.

The Conceptual Framework model for educator preparation programs at USM is based on the expectation that all programs are aligned with professional standards, including professional standards that are embedded in state curriculum models. The Interstate Teacher Assessment and Support Consortium (InTASC) Principles represent the core of the professional education undergraduate program. In addition, the five core propositions from the National Board for Professional Teaching Standards (NBPTS) provide the basis for assessment throughout the field experience portion of the
program. Curricula within advanced teacher preparation programs are also aligned to the five core propositions from the NBPTS. The program areas within the Unit that have reciprocal agreements with non-NCATE associations are required by the Professional Education Unit to align their curriculum and syllabi with the corresponding association standards. Program areas that are not classified in either category, yet operate with national or state standards, are also required to demonstrate alignment with established standards. The State of Mississippi has adopted the Common Core State Standards that provide a clear understanding of what students are expected to learn. Professional standards and curriculum models are stressed through classroom activities, course assignments, and practicum and internship experiences.

Candidates in both initial and advanced programs are required to develop lesson and unit plans aligned to the appropriate standards and proficiencies designed to meet the needs of students. The professional education faculty at USM encourage candidates to develop innovative strategies for educating students within P-12 settings while considering the mandated requirements set forth by institutional, state, and national standards. Candidates are evaluated on their development and use of these strategies when employing them in various P-12 settings.

Candidates will develop knowledge, awareness, and understanding of student learning processes and apply that knowledge to support learning in the classroom.

Candidates are equipped to support learning in the classroom by an immersion in coursework related to student learning processes. Candidates study Maslow's Hierarchy of Needs, multiple intelligences, and cognitive and social constructivism philosophies of education. They develop the skills necessary to translate theory into practice in order to support student learning in the classroom. Candidates demonstrate the ability to apply differentiated instruction, depth of knowledge in planning instruction, response to intervention techniques, and content literacy methods to improve student learning during practicum and internship experiences.

Both content and professional education licensure pass rates for USM education candidates indicate a high level of content and theoretical knowledge base. These pass rates illustrate that USM candidates have the knowledge to positively impact P-12 student learning within educational settings. Candidates demonstrate their technological and pedagogical skills in content courses based on professional standards applicable to the subject area. In addition, candidates are assessed by both University supervisors and classroom mentors on their ability to demonstrate their use of best-practices teaching strategies, application of problem solving, and initiation of critical thinking skills of P-12 students.

Power to Inspire

Professional education faculty members at USM transform candidates into teachers who have the power to inspire students, parents, and other educational professionals. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:

- Demonstrate through their actions a belief that all individuals can learn and benefit from a quality educational experience.
- Demonstrate through their use of best practices, actions and interactions with others, the ability to foster learning for all persons.
- Demonstrate personal and professional resolve by embracing and addressing challenges, supporting and assisting others in difficult situations, and displaying respect and value for others at all times.
- Serve as role models of lifelong learning, professionalism, civic responsibility, and commitment to the
• Demonstrate professional values and high moral principles by conforming to accepted professional standards of conduct and ethics that distinguish them as professional educators pursuing excellence and equity for others.

Candidates will demonstrate through their actions a belief that all individuals can learn and benefit from a quality educational experience.

The Professional Education Unit strives to instill in education students a belief that every individual can learn. Furthermore, the Unit stresses that a teacher's own actions and interactions with others have an impact on an individual's desire to learn and can inspire learning in others. Michael Fullan (2001) reminds us that education's moral purpose is to make a difference in students' lives regardless of their background. Candidates can fulfill this moral purpose in their professional careers through a commitment to all students, the development of a high-quality curriculum, the delivery of instruction that meets the needs of all students, the effective use of data, and high expectations of all students.

Camp and Oesterreich (2010) indicate that there are unique elements that exist in multicultural classrooms and that there is interdependency among these elements. Understanding this interdependency informs educators on creating programs to include multiple opportunities, differentiated instruction, pedagogical support, and educational experiences. The professional education curricula, regardless of training level, provides multiple opportunities for candidates to develop an awareness of and implement differentiated instructional strategies during a variety of educational experiences. Candidates will demonstrate through their use of best practices, actions and interactions with others, the ability to foster learning for all persons.

The power of believing in one's capacity for success, self-efficacy, is central to fostering learning for all students. Therefore, candidates explore both learning theory and evidence-based practice to build a foundation for success. In addition, the teacher education program prepares candidates to apply best practices in planning and delivering instruction, to identify and address diverse learning styles, and to acknowledge the unique background and needs of the individual learner. Students also explore Lambert and McCombs' (1998) theories of intrinsic motivation that emphasize the centrality of relevance in instruction. When students see relevance and value to their learning, motivation for continued growth occurs. Marzano (1998) refers to this ability to build connections between old and new learning as direct schema activation.

To foster this ability to build connections, candidates at USM complete practicum and clinical experiences that are purposefully designed to be diverse in terms of settings, student demographics, and student needs. Placing candidates in such settings is key to the Unit's ability to assure that all candidates have the opportunity to demonstrate the ability to foster learning for all persons. Within these settings, candidates design and deliver contextually relevant teaching that inspires intrinsic motivation. Undergraduate candidates participate in at least three different school settings during their course of study, while graduate interns participate in at least two different school settings.

Candidates will demonstrate personal and professional resolve by embracing and addressing challenges, supporting and assisting others in difficult situations, and displaying respect and value for others at all times.

Instruction in the Unit's core of professional education courses equips candidates to become reflective teacher leaders. Examining one's beliefs, assumptions, and biases regarding teaching is a critical activity of candidates (Schon, 1987). Using this practice of reflection, candidates learn from their experiences by consciously focusing on strategies and interactions that worked well and isolating approaches that need
to be modified in the future. Candidates share this philosophy with their students to assist the students to make appropriate adjustments in behavior and attitudes as well. In fact, candidates study the individual abilities of each learner and submit reflections to supervisors regarding their ability to foster growth for all individuals in their classroom.

When the subject matter is difficult to master, candidates promote an environment that encourages risk-taking and builds confidence. Candidates create a classroom management plan during the undergraduate internship considered to be critical to this management skill. Through this process, candidates are provided ample opportunities for reflection, continuous growth, and ongoing feedback from both P-12 supervisors and university faculty and mentors.

Candidates will serve as role models of lifelong learning, professionalism, civic responsibility, and commitment to the education of others.

John Dewey's (1944) holistic pedagogy, valuing experiences that enable the student to contribute to society, continues to have prominent relevance for today's educators. Dewey notes that education is the only profession concerned primarily with the future and advances the prospect of making a difference (Dewey, 1938). Furthermore, Chen (2002) reports knowledgeable and skillful teachers will not necessarily be effective empowered teachers without certain dispositions that need to come from within the individuals. Thus, classroom activities need to foster the development of these dispositions by helping P-20 students become lifelong learners. Cross (2009) refines the idea of lifelong learning by encouraging the educator to focus on the learning process. Professional education candidates at USM encourage cooperative learning in classroom settings in order to create new understandings about how the world works. They also inspire their students as intellectual and moral role models. Exemplary candidates join honorary societies such as Kappa Delta Pi and Phi Kappa Phi to expand their professional contributions. In some instances, candidates present research within their local school districts or at various levels of conferences and workshops.

Illustrating the views of social constructivism, the four core themes of the conceptual framework further the idea that education is effective only when it moves from the concrete events that are meaningful to the individual to broadly applicable general principles of civic responsibility (Efland, Freedman, & Stuhr, 1996). The power to inspire embodies this guiding principle for the Unit. Opportunities to participate in on-campus and off-campus conferences and workshops are encouraged by the professional education faculty and university administration.

Candidates will demonstrate professional values and high moral principles by conforming to accepted professional standards of conduct and ethics that distinguish them as professional educators pursuing excellence and equity for others.

Ayers (2003) claimed that education that nurtures students to make meaningful choices also requires them to act on their knowledge, to create structures, and to change and transform structures so that the world is a better place for all. In order to reform educational practices, Carrington, Deppeler, and Moss (2010) report that candidates must consider the importance of value positions that are grounded by social and cultural beliefs. USM professional education faculty members encourage self-reflection and model ethical behaviors that are grounded in the ideals of distinguished professional educators. Indeed, these professional educators serve as models for ethics in the work place as well.

A Code of Ethics for all faculty, students, and staff of the educational Unit, adopted in 2000 by the Professional Education Council is specifically reviewed and signed by teacher interns prior to the internship. These core values reflect faculty beliefs that teachers are continuous learners and that education professionals should further pursue learning opportunities during their careers and continue to
grow and develop as teachers throughout their lives.

Power to Transform Lives

Professional education faculty members at USM produce candidates as education professionals who have the power to transform lives of students, parents, and other educational professionals. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:
• Demonstrate general technological, content, and pedagogical skills in the classroom.
• Critically consider data-driven evidence to solve problems and to improve the learning process in order to improve learning outcomes in the classroom.
• Provide differentiated instruction to address and meet the needs of all students in order to enable them to succeed in a complex, changing society.
• Reflect, communicate, and act in a manner that supports and inspires successful learning.
• Create a safe physical environment that promotes learning and positive dispositions.

Candidates will demonstrate general technological, content, and pedagogical skills in the classroom.

The theoretical basis of transformative education is constructivist learning, which requires students to actively construct meaning by drawing upon personal connections between their experiential backgrounds and the content being studied. Constructivism is an extension of cognitive theory based on the investigations and research of cognitive psychologists such as Piaget (1955), socio-historical psychologists such as Vygotsky (1962), and semiotic interactionists such as Bruner (1986) and Gardner (1993). The major goals of teaching and learning in a constructivist classroom are concept development and deep understanding, which are the result of active learner reorganization and construction of meaning rather than the acquisition of discrete behaviors and skills.

Linda Darling-Hammond (2004) proposed that technology be fully integrated into teacher preparation programs. Unit faculty members have embraced this idea by incorporating campus-wide university computer resources, electronic classrooms, and technology classes into the teacher candidate preparation programs at USM. Furthermore, Unit faculty members demonstrate this commitment by modeling the use of cutting-edge technology in coursework and seeking teacher candidacy placements in partnering schools that incorporate technology.

Candidates demonstrate their attainment of technological skills through their use of various technology tools such as laptop computers, software packages, and electronic classrooms during their coursework and practicum experiences. Additionally, all candidates use Tk20 Campus Tools to demonstrate their attainment of various content and pedagogical skills and knowledge by publishing their portfolios to Tk20.

Finally, USM's teacher education faculty believe that the premise of transforming lives is based on the effective design of curriculum, assessment, and instruction, which is focused on developing and deepening understanding of important ideas. The concepts proposed by Wiggins and McTighe (2005) in their seminal work, Understanding by Design, provide an approach to curriculum and instruction designed to engage learners in inquiry, promote transfer of learning, and provide a conceptual framework to assist them in making sense of discrete facts and skills which ultimately result in a deep understanding of the big ideas of content.

Candidates will critically consider data-driven evidence to solve problems and to improve the learning process in order to improve learning outcomes in the classroom.
In the transformative curriculum espoused by Henderson and Hawthorne (2000), the core theme is producing education professionals who have the power to transform lives. Candidates in USM's teacher preparation programs are actively taught to use assessment data to solve problems they face concerning the learning processes and their outcomes. In order to accomplish this, Unit faculty members incorporate the five modes of inquiry suggested by Henderson and Hawthorne (2000). Indeed, the following modes of reflective inquiry may be found in USM's teacher education programs: (1) creative inquiry—facilitating each student's individual understandings, promoting proactive problem solving, and nurturing aesthetic engagement and expression; (2) caring reflective inquiry—enacting planning and teaching in a caring manner, incorporating the key dimensions of confirmation, dialogue, and cooperation; (3) critical reflective inquiry—becoming more aware of the overt and covert, interpersonal and personal, institutional and societal, historical and cultural factors that affect teaching and learning; (4) contemplative reflective inquiry—examining and embracing the value of growing as transformative teachers; and (5) collegial reflective inquiry—moving beyond the individual classroom and becoming responsible professionals in the school and community. Unit faculty members embrace all five modes of inquiry and actively incorporate them into their teaching. Candidates use these inquiry modes as they solve problems and interpret assessment data to ensure and improve learning outcomes.

Candidates will provide differentiated instruction to meet the needs of all students in order to enable them to succeed in a complex, changing society.

USM's professional education faculty members believe teacher education programs that develop transformative teachers employ assessment-driven, differentiated instruction. According to Salvia, Ysseldyke, and Bolt (2007), assessment involves collecting data for the purpose of making decisions about individuals and groups which results in many lives being touched and transformed. Because of the power of the decision-making role of assessment, it is essential that candidates learn about assessment practices, the decisions that are made based on those practices, the types of assessments used, and the technical adequacy of those assessments.

Competently teaching so that all can succeed in a complex, changing society is a complicated task. Candidates in USM's teacher preparation programs are taught to provide differentiated instruction in order to meet the needs of their students. Indeed, candidates work to meet students where they are in the learning process, using a constructivist approach to teaching in order to make learning meaningful. Differentiated instruction allows the candidate to approach teaching and learning for students of differing abilities in the same class. This approach to teaching and learning values the individual and provides a way to teach in ways that are responsive to students' learning profiles (Moore, 2005).

To develop transformative teachers, USM professional education faculty have embraced and incorporated successful teacher education strategies used in exemplary schools, as described in Linda Darling-Hammond's study of highly successful teacher education programs. Darling-Hammond (2004) advocates the restructuring of teacher education in order to produce transformative teachers through the collaborative work of universities and P-12 schools. She advocates true partnerships in which both course work and clinical work revolve around authentic clinical experiences, case studies, analyses of learning and teaching, action research, and performance assessments that help candidates integrate theory and practice while strengthening the shared knowledge of the community of educators involved in teacher education.

Change is an integral part of educational systems. To meet the challenges of a changing world and knowledge base, candidates in graduate programs must be capable of recognizing the need for change, developing a plan for implementing change, and then implementing change. In the advanced programs, candidates are prepared with the foundational skills and knowledge bases needed to act as change agents.
Candidates will reflect, communicate, and act in a manner that supports and inspires successful learning.

Candidates engage in good classroom communication making a difference between a motivated learner and a reluctant learner. As stated above, the modes of reflective inquiry suggested by Henderson and Hawthorne (2000) are utilized throughout USM's teacher preparation programs. Indeed, these five modes of reflective activity allow candidates to use reflection to support and inspire their students to be successful.

Candidates will create a safe physical environment that promotes learning and positive dispositions.

Candidates promote learning by making the classroom physically and psychologically safe. Every teacher holds his/her own dispositions and attitudes. However, Moore (2005) reports that effective teachers hold common dispositions such as (a) effective teachers are real, (b) effective teachers have positive expectations for all students, (c) effective teachers are caring about their students, (d) effective teachers are excited about teaching and learning, and (e) effective teachers value diversity. Candidates in the USM professional education program are held accountable for their dispositions as evidenced in the In-Class Evaluation document completed by Mentor Teachers and University Supervisors during the candidate's field experience.

Empower a Community of Learners

USM Professional education faculty members transform candidates into education professionals who empower a community of learners. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:
- Reflect on their own practices and engage in professional development activities to improve their abilities.
- Institute the highest standards by acting as stewards to the profession.
- Actively participate in their community and foster an environment that promotes teamwork and collaboration.

Candidates will reflect on their own practices and engage in professional development activities to improve their abilities.

Participation in professional development activities is not only encouraged by professional education unit faculty, but it is required for them in order to promote the missions of both the University and the Unit. Professional development opportunities can help individuals grow professionally as they share and benefit from each other's teaching experiences and content knowledge (Atkinson and Bolt, 2010). Professional education faculty members model the use of reflection on their own practices, both professionally and personally, and support candidate engagement in these types of practices. Candidates engage in reflective practices throughout their programs. Unit faculty members believe that this engagement will foster continued professional development as candidates move into their professional lives. Attending workshops and conferences during their programs instills a desire to continue to develop professionally post graduation.

Candidates will institute the highest standards by acting as stewards to the profession.
In order to become effective teachers and educational leaders, Unit faculty members' underlying belief is to transform the learning process from disseminating knowledge to encouraging shared leadership throughout one's program. By promoting active engagement and shared leadership, Unit faculty believe that graduates of education programs at The University of Southern Mississippi will become good citizens engaged in their profession which will contribute positively to American society. Candidates graduate and begin a professional career that is normally considered to be service oriented. Not only will candidates serve their profession but they will also have a broader notion of service that includes the love of learning that enables them to live a "good life" as well as enabling them to further their profession as one who models the ideals of stewardship (Simpson, 2010).

As stated elsewhere in this framework, USM professional education faculty members encourage self-reflection and model ethical behaviors that are grounded in the ideals of distinguished professional educators. By doing so, candidates are exposed to the high standards of the profession and will thus be more inclined to act as stewards of the profession once graduated. Additionally, candidates are exposed to core values of the profession that embody the ideas of continuous learning and continuous growth both in the profession and personally.

Candidates will actively participate in their community and foster an environment that promotes teamwork and collaboration. Community engagement, civic responsibility, and teamwork are all aspects of an educational environment that supports the integrity and betterment of our future educational landscape. Unit faculty believe that effective teachers set high expectations for their students and enable them to meet those expectations by maintaining a caring, structured, cooperative classroom environment that acknowledges their students' lived experiences and cultural backgrounds (Adkins-Coleman, 2010). USM professional education candidates are encouraged to participate in local and national workshops and conferences. In addition, they actively work as a community of learners in their courses to create lessons and interpret data as they seek to improve education in their communities. Partnerships between Unit faculty and local P-12 schools are critical in order to produce effective teachers. Partnerships that marry coursework and clinical work produce teachers who can integrate theory and practice and strengthen the educational level of the community in which they reside.

Conclusion

Mississippi's Blue Ribbon Committee for the Redesign of Teacher Preparation (BRC) was formed to increase both the quality and quantity of teachers for Mississippi's schools through a collaboratively-developed redesign initiative targeted for all teacher preparation programs. The BRC developed seven initiatives to guide Mississippi's teacher preparation programs: meaningful field experiences, subject content preparation, differentiating instruction, classroom management, recruitment and retention, strong partnerships, and accountability.

In response to the BRC's recommendations, the Professional Education Unit at The University of Southern Mississippi established a P-16 Council that involves P-12 teachers, P-12 district personnel, and teacher preparation program representatives. The role of the council includes curricular design and review, field experiences monitoring and improvement, collaboration, and program evaluation. Suggestions from this council have helped to shape and foster changes in USM's teacher preparation programs. Additionally, the Conceptual Framework for the Professional Education Unit at The University of Southern Mississippi provides direction for faculty to prepare creative, bold, determined educational leaders who possess the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners.
Overview of Assessment

The Unit's assessment system is a comprehensive structure developed and maintained by a variety of stakeholders. The assessment system is designed to address the unique needs of each program and to support the combined mission of the Unit based on the core themes of the conceptual framework. Additionally, the assessment system was developed to collect and analyze data relative to the operations of the Unit and candidate performance. The assessment system reflects the Conceptual Framework for the Unit and encompasses outcomes as outlined in the professional and state standards for each program area. Many of the components of The University of Southern Mississippi's assessment system have been in place for years—particularly those pertaining to admission to the university and its teacher education programs as well as to programs that prepare other educational personnel. In addition to the longevity of the admissions assessment component, assessment systems for both retention in each of those programs and the evaluation of candidates during clinical experiences are well established.

Each program has identified Key Assessments for data collection and evaluation during admissions, coursework, and field/clinical experiences. Additionally, graduation and follow-up data are collected and evaluated. Key Assessment data are collected according to identified transition points for initial certification, advanced programs, and other school professional programs at three levels: candidate, program, and unit. A core component of the assessment system is the linkage between the Conceptual Framework, Program Student Learning Outcomes (SLO's), and Course SLO's. Course-based assessments are conducted using Key Assignments from core coursework and field experiences. The Tk20 CampusTools, an electronic data management system, is used to collect and compile data on candidate, program, and unit performance. Data are aggregated and used to promote a cycle of programmatic continuous improvement in order to affect policy, curricular decisions, and program modifications. These data are evaluated by internal and external stakeholders in order to make data-based decisions that foster improvements to both programs and ongoing operations of the Unit.

Through the Unit Assessment System, data are collected within and across programs for analyses. The Unit Review Committee (URC), established in 2006, formalized the process of reviewing Unit operations and aggregated candidate performance data. The Professional Education Council (PEC) charged the URC with the evaluation of the Unit's assessment system to determine if the Unit operations and candidate performance are being assessed properly and if Unit-wide improvements are actually occurring as a result of the assessment system. Data-driven recommendations for program and Unit changes are reviewed by the PEC before decisions are shared with Unit faculty.

The coordination of the assessment system and the major responsibilities of aggregating and summarizing data at the Unit level are performed by the staff in the NCATE Office. At the program and Unit level, data are routinely gathered about admission to programs, enrollment, retention, external funding, and scholarly activity. Annual program summaries are presented to the PEC for ongoing stakeholder involvement.

Assessment data are collected, stored, and analyzed using two systems and one office—the University's PeopleSoft data base, Tk20 data management system, and the Office of Institutional Research. The PeopleSoft data base provides the Unit with Praxis, ACT, SAT, GRE, MAT, and other standardized test scores; admission data; candidate demographic information; enrollment data; faculty data and demographics; and advising transcripts for monitoring candidates' progression through the programs. The Office of Institutional Research provides the Unit with student course evaluations, faculty activity reports, and official enrollment data for our programs.

The use of Tk20 allows for systematic processes of data collection on unit-wide assessments as well as program-level SPA assessments. In addition, candidate field experience placements, communication
between instructors, cooperating teachers and teacher candidates, and reporting concerning assignments or portfolios is all handled within Tk20.

References


C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

The current Conceptual Framework (CF) was initially developed in 2003 in concert with Professional Education Faculty (PEF) and Unit stakeholders and continues to be reviewed and updated. In 2009, an ad hoc CF Committee was formed by the Professional Education Council (PEC) to review the CF and discuss possible revisions. After a full review, the CF Committee determined that the CF and its constructs accurately reflect the shared vision of the Unit's efforts in preparing educators to work effectively in P-12 schools. To strengthen the knowledge bases of the CF, the committee updated scholarly references and revised portions of the text supported by the research. The committee also added information about Mississippi's Blue Ribbon Commission for the Redesign of Teacher Preparation (BRC) which was formed to increase both the quality and quantity of teachers for Mississippi's schools through a collaboratively-developed redesign initiative targeted for all teacher preparation programs. The PEC reviewed the document and approved its revisions in December 2010.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

C.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

See Attachments panel below.

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review
processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

<table>
<thead>
<tr>
<th>Program</th>
<th>Name of Content Licensure Test</th>
<th># of Test Takers</th>
<th>% Passing State Licensure Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Pass Rate for the Unit (across all initial teacher preparation programs)</td>
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</tbody>
</table>

1a.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that
candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

The University, through the Office of Institutional Effectiveness (IE), requires an annual review of academic program assessments; therefore, all programs (nationally and not nationally reviewed) are systematically reviewed. WEAVEonline is the University-wide assessment management system used for academic and administrative program reviews. These assessments contain student learning outcomes, measures to assess student learning, and the systematic collection of findings to determine the extent of student learning. Based on an analysis of the data, an action plan to improve learning outcomes is designed each two years. Annual academic program assessments for teacher education programs are submitted to the Unit Review Committee (URC) annually and may be found in the exhibit room.

Business Technology Education (BTE) does not have a Specialized Professional Association (SPA), and the Master of Arts in Teaching is the alternate route program.

Business Technology Education
Candidate content knowledge is analyzed through performance-based evidence such as reports, projects, presentations, problem-solving activities, group activities, lesson plans, case studies, reflective journals, portfolios, video recorded lessons, and video reflections. Clinical experiences are evaluated by Educational Field Experiences (EFE), University supervisors, and cooperating teachers. Assessments are aligned with the Conceptual Framework (CF) and state and professional standards. Assessments are used throughout the program to evaluate candidates' content knowledge and to promote continuous improvement. Annual academic program assessments are used to assess program and candidate performance and are available in the exhibit room.

The Teacher Candidate Performance Evaluation (TCPE) is a Unit-wide undergraduate assessment of candidates' content knowledge, pedagogical knowledge, skills, and dispositions. The TCPE is aligned with National Association of Business Teacher Education (NABTE) standards. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TCPE data from 2008-2011 indicate that 100% (14/14) of BTE candidates scored ≥3 on Indicator 1 (content knowledge).

The Teacher Intern Assessment Instrument (TIAI) is a Unit-wide undergraduate assessment administered by the University supervisor and the cooperating teacher during student teaching. Developed as a statewide assessment instrument, the TIAI is the basis for the first-year teacher survey conducted by the Mississippi Department of Education (MDE). Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TIAI data from spring 2010 and spring 2011 indicate that 100% (9/9) of BTE candidates scored ≥3 on Indicator 16 (content knowledge).

The In-Class Evaluation instrument is used during student teaching and has rating components for InTASC standards; knowledge, skills, and dispositions; and the CF. Rubric rating scores are consistent with the TCPE and TIAI: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). In-Class Evaluation data from 2008-2011 indicate that 57% (8/14) of BTE candidates scored ≥3 on Indicators 5 and 7 (content knowledge).

Master of Arts in Teaching
Candidates complete a professional portfolio that is a cumulative project with reflective journaling on each component of the program. The portfolio is scored on a three-point rubric aligned to the National Board for Professional Teaching Standards (NBPTS). Indicator 1 states, "Master's Candidates will articulate a content and theoretical knowledge base...," and from 2008-2011 100% (7/7) of candidates...
1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Advanced professional education programs in Elementary Education, Science Education, Special Education, and Physical Education are designed for practicing, licensed teachers. The Unit's assessment system measures candidates' demonstration of content knowledge at three assessment points within the programs: admission to program, midpoint, and program exit.

Advanced candidates in Elementary Education M.Ed., Special Education M.Ed., Elementary Education Ph.D., and Special Education Ph.D. complete a comprehensive examination that assesses the depth and application of content and theoretical knowledge and mastery of communication. Questions are aligned to the content standards of the specific degree program. The rubric includes indicators detailing relationship of the response to content knowledge; support of the response by research, practice, and informed opinion; comprehensiveness and organization of the response; and effectiveness of expression. A candidate earns a score of 1-5 on each indicator with a score of 3 required for passing each indicator. 100% (35/35) of Elementary Education M.Ed. candidates, 100% (39/39) of Special Education M.Ed., 100% (5/5) of Elementary Education Ph.D., 100% (5/5) of Elementary Education Ph.D. candidates, 100% (3/3) of Special Education Ph.D. from 2008-2011 passed on the first attempt.

Advanced candidates in Elementary Education Ed.S. and Special Education Ed.S. complete and defend a thesis or field project. From 2008-2011 100% (5/5) of Elementary Education Ed.S. candidates and 100% (5/5) of Special Education Ed.S. candidates completed and successfully defended a field project on the first attempt.

Advanced candidates in Elementary Education Ph.D. and Special Education Ph.D. take a qualifying essay examination to assess content knowledge. A five-point scoring rubric with an average score of three on both mastery of content and mastery of communication is used to assess candidates' readiness to progress in the program. From 2008-2011, 100% (5/5) of Elementary Education Ph.D. candidates and 100% (9/9) of Special Education Ph.D. candidates passed the qualifying examination on the first attempt.

Science Education M.Ed. candidates complete a comprehensive examination that assesses the depth and application of content and theoretical knowledge and mastery of communication. From 2008-2011, 90% (19/21) of candidates passed the comprehensive exam.

Physical Education M.S. experienced low enrollment over the past seven years with only 3 completers from 2008-2011. In 2008, a Content Knowledge Research Paper was added to the program with a four-point rubric aligned to National Association for Sport and Physical Education (NASPE) advanced standards. From 2008-2011, 100% (3/3) of candidates successfully completed the content knowledge research paper.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up]
Candidates in initial programs complete an exit survey at the end of student teaching. Response rates on the Teacher Preparation Program Exit Survey averaged 75% from 2008-2011. The Teacher Preparation Program Exit Survey data table provides candidate rankings on several indicators. Indicator 1 states, "I am adequately prepared to teach in the content/subject area(s) of my degree." In spring 2008, 38% (42) of candidates Strongly Agree (SA) with this indicator. This percentage has steadily increased; in fall 2011, 83% (79) of candidates responded with SA.

Advanced candidates in Elementary/Special Education at the Master's (including MAT), Specialist, and Doctoral levels complete an exit survey aligned to standards. Indicator 1 asks candidates to rate how well the program prepared them to articulate content and theoretical knowledge. Responses are based on a scale of 1-5 and results for 2008-2011 are: MAT, 11 surveys, return rate 55% (6), rating ≥4 (well prepared and very well prepared). Elementary Education M.Ed., 20 surveys, return rate 100% (20), rating ≥4. Special Education M.Ed., 24 surveys, return rate 100% (24), rating ≥4. Elementary Education Ed.S., 6 surveys, return rate 33% (2), rating ≥4. Special Education Ed.S., 6 surveys, return rate 33% (2), rating ≥4. Elementary Education Ph.D., 5 surveys, return rate 80% (4), rating ≥4. Special Education Ph.D., 3 surveys, return rate 100% (3), rating ≥4.

The MDE conducts a First-Year Teacher Survey (pp.21-24) of first-year teachers and principals using 45 competency-based affirmations developed from the TIAI. From 2008-2011, 148 principals responded with an overall satisfaction rating of 97%; 100% satisfaction was reported related to Indicator 15 (content knowledge) for first-year teachers prepared at The University of Southern Mississippi (USM). A Unit Alumni Survey was administered in January 2012. Further details are provided in 1g.4.

**1a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]**

<table>
<thead>
<tr>
<th>Table 4 - Pass Rates for Initial Teacher Preparation Programs 2008-09 through 2010-11</th>
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<tbody>
<tr>
<td>Teacher Candidate Performance Evaluation (TCPE) Business Technology Education Data</td>
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<tr>
<td>Teacher Intern Assessment Instrument (TIAI) Business Technology Education Data</td>
</tr>
<tr>
<td>In-Class Evaluation Business Technology Education Data</td>
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<tr>
<td>MDE Annual Report and First-Year Teacher Survey 2011</td>
</tr>
</tbody>
</table>

See Attachments panel below.

**1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]**

**1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]**
Business Technology Education
The TCPE is a Unit-wide undergraduate assessment of candidates' content knowledge, pedagogical knowledge, skills, and dispositions. The TCPE is aligned with NABTE standards. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TCPE data from 2008-2011 indicate that 100% (14/14) of BTE candidates scored ≥3 on Indicators 3, 4, 5, and 6 (pedagogical knowledge).

The TIAI is a Unit-wide undergraduate assessment administered by the University supervisor and the cooperating teacher during student teaching. Developed as a statewide assessment instrument, the TIAI is utilized during student teaching and is the basis for the first-year teacher survey conducted by the MDE. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TIAI data from spring 2010 and spring 2011 indicate that 100% (9/9) of BTE candidates scored ≥3 on Indicator 17 (pedagogical knowledge).

The In-Class Evaluation instrument is used during student teaching and has rating components for InTASC standards; knowledge, skills, and dispositions; and the CF. Rubric rating scores are consistent with the TCPE and TIAI: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). In-Class Evaluation data from 2008-2011 indicate that 57% (8/14) of BTE candidates scored ≥3 on Indicators 1-17 (pedagogical knowledge).

Master of Arts in Teaching
Candidates complete a professional portfolio that is a cumulative project with reflective journaling on each component of the program. The portfolio is scored on a three-point rubric aligned to the NBPTS. Indicator 2 states that, "Master's Candidates will articulate a pedagogical knowledge base to inform student learning" and from 2008-2011, 100% (7/7) of candidates scored ≥2 (mastery and exemplary) on Indicator 2.

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Advanced professional education programs in Elementary Education, Science Education, Special Education, and Physical Education are designed for practicing, licensed teachers. The Unit's assessment system measures candidates' demonstration of content knowledge at three assessment points within the programs: admission to program, midpoint, and program exit.

Professional portfolios in Elementary Education and Special Education programs are aligned to the NBPTS. Proposition 2 of NBPTS states "Teachers know the subjects they teach and how to teach those subjects to students." Outcomes 1, 3, 4, 5, and 6 of the three-point rubric for Elementary Education M.Ed. and Special Education M.Ed. are aligned with NBPTS Proposition 2. Outcome 6 states "Master's Candidates will integrate technological resources and skills..." and from 2008-2011 100% (18/18) of Elementary Ed M.Ed. candidates and 100% (45/45) of Special Education M.Ed. candidates scored ≥2 (mastery and exemplary) on this outcome.

The professional portfolio rubric for advanced candidates in Elementary Education Ed.S. and Special Education Ed.S. is also aligned to the NBPTS. Outcomes 1, 2, and 6 of the three-point rubric are aligned to Proposition 2. From 2008-2011, 100% (6/6) of Ed.S. candidates scored ≥2 (mastery and exemplary).
The professional portfolio rubric for advanced candidates in Elementary Education Ph.D. and Special Education Ph.D. is aligned to the NBPTS. Outcomes 1, 2, and 5 of the three-point rubric are aligned with NBPTS Proposition 2. The doctoral portfolio was added in 2010, and no Ph.D. candidates have reached this transition point thus far. In addition to the portfolio, qualifying examinations, comprehensive examinations, and dissertations indicate candidate proficiency in content, pedagogical, and theoretical knowledge. From 2008-2011, 100% (5/5) of Elementary Education Ph.D. candidates and 100% (9/9) of Special Education Ph.D. candidates passed the qualifying and comprehensive examinations on the first attempt.

Science Education M.Ed. candidates complete a comprehensive examination, which assesses the depth and application of content and theoretical knowledge and mastery of communication. From 2008-2011, 90% (19/21) of Special Education candidates passed the comprehensive exam.

**1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]**

Teacher Preparation Program Exit Survey data table provides candidate rankings. Improvements are noted over time. Spring 2008, 48% (53) responded Strongly Disagree (SD) to Item 2, "I am not prepared to write clear, creative, effective, and interesting lesson plans." This percentage increased to 77% (73) in fall 2011. Spring 2008, 46% (51) responded SA to Item 3, "I can begin each subject/class with an effective introduction/anticipatory set." This percentage improved to 77% (73) in fall 2011.

Initial candidates in Elementary and Special Education complete a second exit survey. Item 2 asks how well the program prepares candidates in pedagogical content knowledge and skills. Spring 2008, 56% (33) of Elementary Education candidates responded Very Well Prepared (VWP) on Item 2. This percentage improved to 60% (45) in fall 2011. In spring 2008, 50% (2) of Special Education candidates responded VWP on Item 2. This percentage improved to 100% (6) in fall 2011.

Elementary and Special Education M.Ed., Ed.S., and Ph.D. candidates complete an exit survey. Item 2 asks how well the program prepares candidates to articulate pedagogical knowledge. Item 4 asks how well the program prepares candidates to apply content and pedagogical knowledge, skills, and dispositions. Responses are on a scale of 1-5 with 5 being VWP. Results for 2008-2011 are: MAT, return rate 55% (6), rating ≥4. Elementary Education M.Ed., return rate 100% (20), rating ≥4. Special Education M.Ed., return rate 100% (24), rating ≥4. Elementary Education Ed.S., return rate 33% (2), rating ≥4. Special Education Ed.S., return rate 33% (2), rating 5. Elementary Education Ph.D., return rate 80% (4), rating ≥4. Special Education Ph.D., return rate 100% (3), rating ≥4.

MDE First-Year Teacher Survey (pp.21-24) data show from 2008-2011, 148 principals responded with overall satisfaction of 97%; 100% satisfaction was reported on Item 16 (pedagogical content knowledge and skills) for first-year teachers prepared at USM.

**1b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)**
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

The TCPE is a Unit-wide undergraduate assessment of candidates' content knowledge, pedagogical knowledge, skills, and dispositions. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TCPE data from 2008-2011 show candidates scored an average of 3.49 on the Knowledge and Skills section indicating that candidates demonstrate professional and pedagogical knowledge and skills to facilitate learning.

The TIAI is a Unit-wide undergraduate assessment administered by the University supervisor and the cooperating teacher during student teaching. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TIAI data from fall 2009-fall 2011 show candidates scored an average of 3.69 on the Teaching for Learning section indicating that candidates demonstrate professional and pedagogical knowledge and skills to facilitate learning.

The professional portfolios in Elementary Education and Special Education advanced programs are aligned to the NBPTS. Proposition 1 of NBPTS states "Teachers are committed to students and their learning." Proposition 4 of NBPTS states "Teachers think systematically about their practice and learn from experience." Outcomes 3, 4, and 5 of the three-point professional portfolio rubric for Elementary Education M.Ed. and Special Education M.Ed. are aligned with NBPTS Proposition 1, and Outcomes 3, 4, 5, and 8 are aligned with NBPTS Proposition 4. 100% (18/18) of Elementary Ed M.Ed. candidates and 100% (45/45) of Special Education M.Ed. candidates from 2008-2011 scored ≥2 (mastery and exemplary).

The three-point professional portfolio rubric for advanced candidates in Elementary Education Ed.S. and Special Education Ed.S. is aligned to the NBPTS. Outcomes 1, 2, and 5 are aligned to Proposition 1, and Outcomes 5 and 7 are aligned to Proposition 4. From 2008-2011, 100% (6/6) of Ed.S. candidates scored ≥2 (mastery and exemplary).

The three-point professional portfolio rubric for advanced candidates in Elementary Education Ph.D. and Special Education Ph.D. is also aligned to the NBPTS. Outcomes 1, 2, and 5 are aligned with Proposition 1, and outcomes 5 and 7 are aligned to Proposition 4. The doctoral portfolio was added in
2010, and no Ph.D. candidates have reached this transition point thus far. In addition to the portfolio, qualifying examinations, comprehensive examinations, and dissertations indicate candidate proficiency in professional and pedagogical knowledge and skills to facilitate learning. From 2008-2011, 100% (5/5) of Elementary Education Ph.D. candidates and 100% (9/9) of Special Education Ph.D. candidates passed the qualifying and comprehensive examinations on the first attempt.

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Three Unit-wide assessments measure candidates' ability to consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; apply major schools of thought about schooling, teaching, and learning; and analyze educational research findings. Indicators measuring these competencies have been isolated to provide an average score. TCPE data and TIAI data, disaggregated by indicator and year, are available in 1b.4. The Praxis II: Principles of Learning and Teaching (PLT) examination is required for licensure in Mississippi; data are available in 1c.5 (USM candidate data).

The TCPE is a Unit-wide undergraduate assessment of candidates' content knowledge, pedagogical knowledge, skills, and dispositions. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TCPE data from 2008-2011 show candidates scored an average of 3.49 on indicators related to the school, family, and community contexts and the prior experiences of students; reflection on practice; knowing major schools of thought about schooling, teaching, and learning; and analyzing educational research findings (Indicators 1, 14, 15, 33, 34, 39, 50, 62).

The TIAI is a Unit-wide undergraduate assessment administered by the University supervisor and the cooperating teacher during student teaching. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TIAI data from fall 2009-fall 2011 show candidates scored an average of 3.54 on indicators related to the school, family, and community contexts and the prior experiences of students; reflection on practice; knowing major schools of thought about schooling, teaching, and learning; and analyzing educational research findings (Indicators 15, 23, 30, 31, 32, 33, 34).

USM candidate data reported to MDE for academic year 2009-10 (most recent reporting cycle for MDE) indicate that 315 completers took the Praxis II: PLT and 97% (304) passed the examination.

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

The professional portfolios in Elementary Education and Special Education advanced programs are aligned to the NBPTS. Proposition 3 of NBPTS states "Teachers think systematically about their practice and learn from experience." Outcomes 2, 3, 4, and 5 of the three-point professional portfolio rubric for Elementary Education M.Ed. and Special Education M.Ed. are aligned with NBPTS Proposition 3. 100% (18/18) of Elementary Education M.Ed. candidates and 100% (45/45) of Special Education M.Ed. candidates from 2008-2011 scored ≥2 (mastery and exemplary).
The three-point professional portfolio rubric for advanced candidates in Elementary Education Ed.S. and Special Education Ed.S. is aligned to the NBPTS. Outcomes 3, 4, and 5 are aligned to Proposition 3. From 2008-2011, 100% (6/6) of Ed.S. candidates scored ≥2 (mastery and exemplary).

The three-point professional portfolio rubric for advanced candidates in Elementary Education Ph.D. and Special Education Ph.D. is aligned to the NBPTS. Outcomes 3, 4, and 5 are aligned with Proposition 3. The doctoral portfolio was added in 2010, and no PhD candidates have reached this transition point thus far. In addition to the portfolio, qualifying examinations, comprehensive examinations, and dissertations indicate candidate proficiency in professional and pedagogical knowledge and skills to facilitate learning. From 2008-2011, 100% (5/5) of Elementary Education Ph.D. candidates and 100% (9/9) of Special Education Ph.D. candidates passed the qualifying and comprehensive examinations on the first attempt.

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

The Teacher Preparation Program Exit Survey data table provides candidate rankings. Indicator 5 states, "I can effectively develop classroom management procedures." In spring 2008, 35% (39) of candidates indicated SA. In fall 2011, 78% (74) of candidates indicated SA. Indicator 13 states, "I can evaluate my teaching and plan ways to improve my effectiveness." In spring 2008, 37% (41) of candidates indicated SA. In fall 2011, 76% (72) of candidates indicated SA. Indicator 16 states, "My knowledge of teaching methodology adequately prepared me for the capstone teaching experiences." This indicator was added to the survey in fall 2008. In fall 2008, 40% (37) of candidates indicated SA. This percentage has steadily increased; in fall 2011, 58% (55) of candidates indicated SA.

Initial candidates in Elementary Education and Special Education complete a second exit survey. Item 8 asks candidates to rate how well the program prepared them to appreciate and use professional collaboration, development, and service to the community as a career-long opportunity and responsibility. Responses for Elementary Education from 2008-2011 range from 46% to 78% Very Well Prepared (VWP). Responses for Special Education from 2008-2011 range from 40% to 100% VWP with 50% (2/4) of fall 2008 candidates rating this indicator 50% Somewhat Prepared.

Elementary Education and Special Education candidates at the M.Ed., Ed.S., and Ed.D. levels complete an exit survey. Indicator 2 asks candidates to rate how well the program prepared them to articulate pedagogical knowledge in their particular areas of study. Indicator 4 asks candidates to rate how well the program prepared them to apply and support others in applying content and pedagogical knowledge, skills, and dispositions. The responses are based on a rating scale of 1-5 and results from 2008-2011 are as follows: MAT, 11 surveys, return rate 55% (6), rating ≥4 (well prepared and very well prepared). Elementary Education M.Ed., 20 surveys, return rate 100% (20), rating ≥4. Special Education M.Ed., 24 surveys, return rate 100% (24), rating ≥4. Elementary Education Ed.S., 6 surveys, return rate 33% (2), rating ≥4. Special Education Ed.S., 5 surveys, return rate 33% (2), rating 5. Elementary Education Ph.D., 5 surveys, return rate 80% (4), rating ≥4. Special Education Ph.D., 3 surveys, return rate 100% (3), rating ≥4.

MDE conducts a First-Year Teacher Survey (pp.21-24) of first-year teachers and principals using 45 competency-based affirmations developed from the TIAI. From 2008-2011, 148 principals responded
with an overall satisfaction rating of 97%; 99% indicated satisfaction related to Indicator 32 (professional and pedagogical knowledge and skills) for first-year teachers prepared at USM.

1c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

<table>
<thead>
<tr>
<th>USM Candidate Data</th>
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<tbody>
<tr>
<td>Elementary Education M.Ed. Portfolio Rubric</td>
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<td>Elementary Education M.Ed. Comprehensive Examination Rubric</td>
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<tr>
<td>Elementary Ed Ed.S. and Special Ed Ed.S. Portfolio Rubric</td>
</tr>
<tr>
<td>Elementary Ed Ph.D. and Special Ed Ph.D. Comprehensive Examination Rubric</td>
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<td>Elementary Ed Ph.D. and Special Ed Ph.D. Portfolio Rubric</td>
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<tr>
<td>Elementary Ed Ph.D. and Special Ed Ph.D. Qualifying Examination Rubric</td>
</tr>
</tbody>
</table>

See Attachments panel below.

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Business Technology Education
The TCPE is a Unit-wide undergraduate assessment of candidates' content knowledge, pedagogical knowledge, skills, and dispositions. The TCPE is aligned with NABTE standards. The Impact on Student Learning Section rates student performance on the following criteria: Pre-assessment, Plans Instruction, Impacting Learning, Assessment Design, Analysis of Data, and Reflection. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TCPE data from 2008-2011 indicate that 100% (14/14) of BTE candidates scored ≥3 on Indicators 46-57 related Impact on Student Learning.

The TIAI is a Unit-wide undergraduate assessment administered by the University supervisor and the cooperating teacher during student teaching. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). TIAI data from 2008-2011 indicate that 100% (9/9) of BTE candidates scored ≥3 on Indicators 30-34 related to Assessment of Student Learning.

Master of Arts in Teaching
Candidates complete a professional portfolio that is a cumulative project with reflective journaling on each component of the program. The portfolio is scored on a three-point rubric aligned to the NBPTS. Indicator 3 states, "Master's Candidates will use...assessment-driven instruction with a diverse student population." From 2008-2011, 100% (7/7) of candidates scored ≥2 (mastery and exemplary) on
Indicator 3. Indicator 5 states, "Master's Candidates will use evidence-based rationales to provide a supportive learning environment...for a diverse student population." From 2008-2011, 100% (7/7) of candidates scored ≥2 on Indicator 5.

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

The professional portfolio in Elementary Education M.Ed. and Special Education M.Ed. is aligned to the NBPTS. Proposition 3 of NBPTS states, "Teachers are responsible for managing and monitoring student learning." Proposition 4 of NBPTS states, "Teachers think systematically about their practice and learn from experience." Proposition 5 of NBPTS states, "Teachers are members of learning communities."

Outcomes 2, 3, 4, and 5 of the Elementary Education and Special Education M.Ed. three-point professional portfolio rubric are aligned with NBPTS Proposition 3. Outcomes 3, 4, 5, and 8 are aligned with NBPTS Proposition 4, and Outcomes 5 and 7 are aligned with Proposition 5. 100% (18/18) of Elementary Education M.Ed. candidates and 100% (45/45) of Special Education M.Ed. candidates from 2008-2011 scored ≥2 (mastery and exemplary).

The three-point professional portfolio rubric for Elementary Education Ed.S. and Special Education Ed.S. is aligned to the NBPTS. Outcomes 3, 4, and 5 are aligned to Proposition 3. Outcomes 5 and 7 are aligned to Proposition 4. Outcomes 4, 5, 6, and 8 are aligned to Proposition 5. From 2008-2011, 100% (6/6) of Ed.S. candidates scored ≥2 (mastery and exemplary).

The three-point professional portfolio rubric for advanced candidates in Elementary Education Ph.D. and Special Education Ph.D. is aligned to the NBPTS. Outcomes 3, 4, and 5 are aligned to Proposition 3. Outcomes 5 and 7 are aligned to Proposition 4. Outcomes 4, 8, and 9 are aligned to Proposition 5. The doctoral portfolio was added in 2010, and no Ph.D. candidates have reached this transition point thus far. In addition to the portfolio, qualifying examinations, comprehensive examinations, and dissertations indicate candidate proficiency in professional and pedagogical knowledge and skills to facilitate learning. From 2008-2011, 100% (5/5) of Elementary Education Ph.D. candidates and 100% (9/9) of Special Education Ph.D. candidates passed the qualifying and comprehensive examinations on the first attempt.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

The Teacher Preparation Program Exit Survey data table provides candidate rankings. Item 7 is written as a negative response item and states, "I am not confident in my ability to manage student behavior in my classroom." In spring 2008, 27% (30) of candidates indicated SD. This percentage has continued to increase; in fall 2011, 68% (65) of candidates indicated SD. Item 8 states, "I know I can implement successful strategies for handling special learning needs..." In spring 2008, 23% (25) of candidates indicated SA; in fall 2011, 63% (60) of candidates indicated SA. Item 14 states, "I feel confident in my ability to pace a lesson that will keep most learners engaged." In spring 2008, 32% (35) of candidates...
indicated SA; in fall 2011, 66% (63) of candidates indicated SA.

Initial candidates in Elementary Education and Special Education complete a second exit survey. Item 5 asks candidates how well the program prepared them to assess student learning. Responses for Elementary Education from 2008-2011 ranged from 46%-66% Very Well Prepared (VWP). In spring 2008, 46% (27) of Special Education candidates responded VWP on Item 5. This percentage improved to 61% (46) in fall 2011.

Elementary Education and Special Education at the advanced levels complete an exit survey. Indicator 3 asks candidates how well the program prepared them to use knowledge, skills, and dispositions to plan, manage, and support other educators in using assessment-driven instruction. The responses are on a scale of 1-5 and results from 2008-2011 are: MAT, return rate 55% (6), rating ≥4 (well prepared and very well prepared). Elementary Education M.Ed., return rate 100% (20), rating ≥4. Special Education M.Ed., return rate 100% (24), rating ≥4. Elementary Education Ed.S., return rate 33% (2), rating ≥4. Special Education Ed.S., return rate 33% (2), rating 5. Elementary Education Ph.D., return rate 80% (4), rating ≥4. Special Education Ph.D., return rate 100% (3), rating ≥4.

1d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

| Elementary Education B.S. and Special Education B.S. Exit Survey | Elementary Education B.S. Exit Survey Data |
| Special Education B.S. Exit Survey Data |
| Elementary Education and Special Education Graduate Exit Survey |
| Physical Education MS Content Knowledge Rubric |

See Attachments panel below.

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

**Table 5**

<table>
<thead>
<tr>
<th>Pass Rates on Licensure Tests for Other School Professionals</th>
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<tbody>
<tr>
<td>For Period: 2008-09 through 2010-11 (see attached)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Name of Licensure Test</th>
<th># of Test Takers</th>
<th>% Passing State Licensure Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)</td>
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</tbody>
</table>

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that
other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

USM has three programs that prepare other school professionals: Educational Leadership, School Counseling, and School Psychology. Educational Leadership, building and district levels, is nationally recognized by the Educational Leadership Constituent Consortium (ELCC) SPA. School Counseling initiated a program redesign in fall 2011 and established the School Counseling Professional Advisory Board to identify goals. The redesigned program will be aligned with Council for Accreditation of Counseling and Related Educational Programs (CACREP) with the ultimate goal of attaining national accreditation. School Psychology is nationally accredited by the American Psychological Association (APA).

School Counseling
School Counseling candidates must hold a Class A teaching license, meet admission requirements for entry, and complete one practicum and two semesters of supervised internship. To exit, candidates must successfully complete a comprehensive examination, a professional portfolio, and assignments and activities with a grade of "C" or better.

Candidates in School Counseling complete a comprehensive examination. In summer 2010, 100% (17/17) of candidates passed the comprehensive exam on the first attempt with a minimum score of 70%. In summer 2011, 100% (13/13) of candidates passed the comprehensive exam on the first attempt with a minimum score of 70%.

From 2008-2011, 50 School Counseling candidates were enrolled in School Counseling Field Practicum (SCS 651) with 98% (49) of candidates successfully completing the practicum. The Mastery of Variety of Counseling Techniques section of the SCS 651 practicum rubric assesses candidates' demonstration of knowledge and skills. Data from fall 2010 and fall 2011 show that candidates scored an average of 3.61 on a four-point scale on this section indicating candidates demonstrate knowledge and skills.

From 2008-2011, 100% (21) of School Counseling candidates successfully completed the Praxis II: School Guidance and Counseling (test 0420) leading to Mississippi licensure.

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Educational Leadership conducted a follow-up study of graduates from 2006-2010. A total of 275 surveys was mailed with 101 (37%) respondents. Alumni were asked to self-assess mastery of ELCC standards addressed during the course of study by rating their ability on selected questions from 1-very weak to 5-very strong. Survey questions are aligned with ELCC standards. Respondents self-identified their current role relative to building or district level assignments. Of the 101 respondents, 23% (23) were district-level administrators and 77% (78) were building-level administrators. The average rating for building-level (M.Ed. and Ed.S.) standards was 4.39 on a 5.0 scale with none lower than the mastery level. The average rating for district-level (Ph.D.) standards was 4.67 on a 5.0 scale. Item 1 assesses administrators' knowledge and skills by asking, "Relative to your degree plan, rate your ability to develop a school vision." The mean scores for this item were 4.38 for building-level respondents and
4.69 for district-level respondents.

Mentor counselors complete a School Counseling Evaluation that assesses the program's effectiveness in preparing candidates to be knowledgeable in their field. Fall 2010 and fall 2011 mentor responses for Item 1, "Effectiveness in helping candidates acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan," reveal an average of 3.62 on a four-point scale indicating the program prepares candidates to be knowledgeable in their field.

1e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

<table>
<thead>
<tr>
<th>Table 5 - Advanced Programs and Other School Professional Programs and Their Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership Alumni Survey and Data</td>
</tr>
<tr>
<td>Academic Assessment Showcase</td>
</tr>
</tbody>
</table>

See Attachments panel below.

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

Candidates in School Counseling complete School Counseling Practicum (SCS 651) that requires 20 hours in a school setting with a mentor counselor. From 2008-2011, 50 School Counseling candidates were enrolled in School Counseling Practicum (SCS 651) with 98% (49) of candidates successfully completing the practicum.

The Ability to Establish and Maintain a Relationship section of the SCS 651 practicum rubric assesses candidates' ability to create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work. Data from fall 2010 and fall 2011 show that candidates scored an average of 3.73 on a four-point scale on the Ability to Establish and Maintain a Relationship section indicating candidates possess the ability to create positive environments.

From 2008-2011, 100% (21) of School Counseling M.Ed. candidates successfully completed the Praxis II: School Guidance and Counseling (test 0420) leading to Mississippi licensure.

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student learning could be attached at Prompt 1f.3 below.]
Educational Leadership conducted a follow-up study of graduates from 2006-2010. A total of 275 surveys was mailed with 101 (37%) respondents. Alumni were asked to self-assess mastery of ELCC standards addressed during the course of study by rating their ability on selected questions from 1-very weak to 5-very strong. Survey questions are aligned with ELCC standards. Respondents self-identified their current role relative to building or district level assignments. Of the 101 respondents, 23% (23) were district-level administrators and 77% (78) were building-level administrators. The average rating for building-level (M.Ed. and Ed.S.) standards was 4.39. The average rating for district-level (Ph.D.) standards was 4.67. Item 6 assesses administrators’ ability to create positive environments for student learning by asking, "Relative to your degree plan, rate your ability to understand and promote the most effective and appropriate technologies to support teaching and learning in a school-level environment." The mean scores for Item 6 were 4.60 for building-level respondents and 4.82 for district-level respondents. Item 10 assesses ability to create positive environments by asking, "Relative to your degree plan, rate your ability to understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment." The mean scores for Item 10 were 4.30 for building-level respondents and 4.65 for district-level respondents.

Mentor counselors complete a School Counseling Evaluation that assesses the program's effectiveness in preparing candidates to create positive environments for student learning. Item 1 states, "Effectiveness in helping candidates acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span." Item 2 states, "Effectiveness in helping candidates complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college." Item 3 states, "Effectiveness in helping candidates understand the relationship of academics to the world of work and to life at home and in the community." Fall 2010 and fall 2011 mentor responses for Items 1-3 show an average of 3.62 on a four-point scale indicating the program prepares candidates to create positive environments for student learning.

1f.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

<table>
<thead>
<tr>
<th>School Counseling M.Ed. SCS 651 Practicum Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling M.Ed. SCS 651 Practicum Rubric Data</td>
</tr>
<tr>
<td>School Counseling M.Ed. Mentor Counselor Program Evaluation</td>
</tr>
<tr>
<td>School Counseling M.Ed. Mentor Counselor Program Evaluation Data</td>
</tr>
</tbody>
</table>

See Attachments panel below.

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

In accordance with our CF, the Unit prepares candidates as education professionals who have the power to inspire students, parents, and other educational professionals. USM considers dispositional aspects to be a critical component of teacher preparation; therefore, dispositions are assessed throughout the
program using the following assessments: the Cooperating Teacher Summative Evaluation, the In-Class Evaluation, the TCPE, the TIAI, and the candidates' self-assessment using the Technical Standards and Dispositions. The Dispositions of Teacher Candidates Matrix identifies the disposition indicators on which candidates are assessed.

The Technical Standards and Professional Disposition Policy describes essential non-academic criteria that are common to all Unit-wide licensure programs at the University. Upon admission to teacher education programs, each student signs the Technical Standards and Dispositions Policy. The dispositions are discussed in classes throughout the Unit. During student teaching, candidates assess themselves and are evaluated by University supervisors on the dispositions. All candidates are expected to demonstrate that they are prepared to work with students in educational settings. This preparation results from successful completion of University coursework, field and clinical experiences, and the demonstration of dispositions that all educators should possess. The dispositions identified in the Technical Standards and Professional Disposition Policy are grouped into four categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, Cognitive Dispositions, and Personal and Professional Requirements.

Educational Leadership candidates are assessed throughout their program based on Interstate School Leaders Licensure Consortium (ISLLC) and ELCC standards. Candidates must demonstrate belief, values, and commitment for each disposition identified in the ISLLC standards. Candidates complete a professional portfolio that has been aligned to the standards and is scored using a three-point scale rubric.

Elementary Education and Special Education advanced programs are aligned to the NBPTS. Proposition 1 of NBPTS states "Teachers are committed to students and their learning." Candidates complete a professional portfolio that has been aligned to the standards and is scored using a rubric with a three-point scale.

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Candidates at the initial level self assess professional dispositions during methods courses and student teaching experiences using the Technical Standards and Disposition Policy assessment instrument. Candidates develop a Philosophy of Education in teacher education courses and continually refine this philosophy throughout student teaching. During student teaching, candidates gain opportunities to reflect on professional dispositions as well as strengthen the skills needed to become effective teachers. Indicator 24 on the TCPE states, "Candidate demonstrates sound moral character; is truthful, honest, and sincere, is fair and just in all situations and with all students." Data from 2008-2011 indicate that candidates scored ≥3.85 on this indicator on a four-point scale. Indicator 28 on the TIAI states that the candidate "Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment." Data from 2008-2011 indicate that candidates scored ≥3.91 on this indicator.

Candidates at the advanced level are expected to demonstrate proficiencies identified in the CF upon admission to the program. Throughout the program, candidates develop a deeper level of understanding and a stronger commitment to fairness and the belief that all students can learn. Courses are aligned to the CF as well as NBPTS; therefore, through experiences in the program, candidates recognize the individual differences that distinguish students from one another and account for these differences in practice.

Elementary Education and Special Education initial programs are based on the premise of an active
"community of learners" with candidates, PEF, staff, community members, and school district personnel working together to create a dynamic learning community. Didactic and clinical PEF 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 field experiences so that candidates will be better prepared for student teaching. Dispositions for individual candidates are reviewed and discussed in an exit interview each semester to provide guidance and instruction throughout the program to determine that each candidate attains the requisite knowledge, skills, and dispositions to be an effective practitioner.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

During student teaching, initial candidates are evaluated on their demonstration of dispositions using a variety of assessments. The Cooperating Teacher Summative Evaluation, the In-Class Evaluation, the TCPE, the TIAI, and the candidates' self-assessment using the Technical Standards and Dispositions. The Dispositions of Teacher Candidates Matrix identifies the disposition indicators on which candidates are assessed, and the data for related evaluation instruments are presented within the same Excel document. The first four evaluations are scored on a four-point scale, and data from 2008-2011 (TIAI is only for 2009-2011) show that candidates scored ≥3 (mastery and exemplary) on all indicators. Self-assessment candidate data from 2009-2011 show that 99% (714) of candidates believe they possess the professional dispositions necessary to work with students, families, colleagues, and communities.

Professional portfolios in Elementary Education and Special Education advanced programs are aligned to the NBPTS. Proposition 1 of NBPTS states, "Teachers are committed to students and their learning." Outcomes 3, 4, and 5 of the three-point professional portfolio rubric for Elementary Education M.Ed. and Special Education M.Ed. are aligned with NBPTS Proposition 1. Outcomes 4, 5, and 7 are aligned with NBPTS Proposition 5, which states, "Teachers are members of learning communities." From 2008-2011, 100% (18/18) of Elementary Ed M.Ed. candidates and 100% (45/45) of Special Education M.Ed. candidates scored ≥2 (mastery and exemplary).

The three-point professional portfolio rubric for advanced candidates in Elementary Education Ed.S. and Special Education Ed.S. is aligned to the NBPTS. Outcomes 1, 2, and 5 are aligned to Proposition 1, which states, "Teachers are committed to students and their learning." From 2008-2011, 100% (6/6) of Ed.S. candidates scored ≥2 (mastery and exemplary).

The three-point professional portfolio rubric for advanced candidates in Elementary Education Ph.D. and Special Education Ph.D. is aligned to the NBPTS. Outcomes 1, 2, and 5 are aligned with Proposition 1, which states, "Teachers are committed to students and their learning." The doctoral portfolio was added in 2010 and no Ph.D. candidates have reached this transition point thus far.

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

The MDE conducts a First-Year Teacher Survey (pp.21-24) of first-year teachers and principals using 45 competency-based affirmations developed from the TIAI. In 2008-09, 152 first-year teachers responded with 97% satisfaction with the USM teacher education program, and 64 principals responded with 95% satisfaction with teachers prepared at USM. In 2009-10, 89 first-year teachers responded with 100% satisfaction with the USM teacher education program, and 43 principals responded with 98%
satisfaction with teachers prepared at USM. In 2010-11, 60 first-year teachers responded with 100% satisfaction with the USM teacher education program, and 41 principals responded with 98% satisfaction with teachers prepared at USM.

The USM TIAI data from fall 2009-fall 2011 indicate that initial teacher candidates scored an average of 3.70 (four-point scale) on Indicators 14, 15, 20, 24, and 28 related to candidates' demonstration of professional dispositions as compared to the employer survey data which reported an average of 99% satisfaction on these indicators with USM's first-year teachers' demonstration of dispositions.

Indicator 10 on the Educational Leadership Follow-up Graduate Survey states, "Understand and respond to community interests and needs by building and sustaining positive school relationships with families and caregivers." The mean scores were 4.53 for building-level respondents and 4.56 for district-level respondents on a five-point scale. Indicator 12 states, "Understand and act with integrity and fairness to ensure that schools are accountable for every student's academic and social success." The mean scores were 4.10 for building-level respondents and 4.39 for district-level respondents.

In fall 2011, the PEC approved the Unit's Alumni Survey, and it was administered in January 2012.

1g.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

| Teacher Candidate Summative Evaluation |
| Technical Standards and Disposition Policy |
| Elementary Education and Special Education B.S. Dispositions |
| Disposition of Teacher Candidates Matrix and Data |
| USM Alumni Survey |

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 1?

Over the past three years, as the Unit improved data collection, assessment, and management, the Unit determined to make candidates' dispositions a priority. PEF aligned course objectives to Unit dispositions in the Conceptual Framework. The Unit subsequently developed a Technical Standards and Professional Disposition Policy to communicate professional dispositions necessary for a successful career in teaching. Upon admission to teacher education, candidates receive the Technical Standards and Dispositions Policy. PEF integrate and assess dispositions throughout methods, clinical courses, and field experiences. Teacher candidates are required to complete a self-assessment related to the criteria during field and clinical experiences.

Unit programs are based on the premise of an active "community of learners" with candidates, PEF, staff, community members, and school district personnel working together to create a dynamic learning community. Particular attention is given to professional dispositions throughout field experiences so that candidates are better prepared for student teaching. In an exit interview each semester, PEF review and discuss dispositions with candidates to provide guidance and instruction so that each candidate attains essential dispositions necessary to be an effective practitioner. During student teaching, University
supervisors assess candidates based on criteria in the policy, and candidates self assess using the same criteria.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

In 2008 PEF member, Janet Boyce, conducted a study, Measuring and Developing Professional Dispositions in Pre-service Teachers, to determine whether the professional dispositions of preservice teachers could be developed through explicit instruction during a teacher education program. The use of the Strategic Modeling Protocol (SMP) consisted of ten weeks of short segmented intervention prior to the beginning of each class session. The first step of SMP focused on discussions of dispositional related topics. The participants, 45 preservice teachers in their second semester of a teacher education program, also practiced applying the principles outside the classroom, which served as the second step of SMP, and prepared reflections on their experiences as the third and final stage of SMP. Although the strategic modeling did not result in a significant difference for the experimental group, it is important to note that both groups did show a significant difference in their dispositions as evidenced by all three measures used in this study (Perceptional Rating Scale, Professional Performance Student Self-Assessment and Review, and the Preservice Teacher Disposition Survey).

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The Unit's Assessment System is a comprehensive structure developed and maintained by a variety of stakeholders. The system is designed to address the unique needs of each program and to support the shared mission of the Unit based on the Conceptual Framework (CF). The system was developed to collect and analyze data relative to the goals of the Unit and candidate performance. The system reflects the CF and encompasses outcomes as outlined in professional and state standards for each program area. The Unit is currently working to ensure that the system addresses Common Core State Standards (CCSS) and the Mississippi Educator Code of Ethics and Standards of Conduct adopted by the state of Mississippi in 2011. The Unit is considering implications for the system based on the proposed modifications to the Mississippi Teacher Appraisal Instrument (MTAI).

The Professional Education Council (PEC) provides oversight of the Unit's assessment system. The PEC established the Unit Review Committee (URC) to formalize the process of reviewing unit operations and analyzing aggregated data on candidate performance. The URC is comprised of representatives from each program in the Unit and is open to all Professional Education Faculty (PEF). The PEC charged the URC with the evaluation of the Unit's system to ensure that unit operations and candidate performance
are assessed properly and appropriate Unit-wide improvements are recommended to PEC. Special attention is given to candidate proficiencies based on the CF, state standards, and professional standards. The Dean of the College of Education and Psychology (CoEP), as head of the Unit, provides leadership to ensure that the assessment system is operating effectively.

Data are presented each semester to the URC. The Unit's Assessment System Timeline identifies individuals, offices, and programs responsible for providing data and where the data are stored. Based on a thorough analysis of data, the URC makes recommendations for program improvement to PEC for approval. PEF are invited to attend monthly PEC meetings where data-driven decisions are discussed.

The Teacher Candidate Performance Evaluation (TCPE) evaluates CF constructs and measures candidate performance. Candidates are evaluated on individual CF constructs in coursework (midpoint transition point) to determine candidates' attainment of knowledge, skills, and dispositions. At the conclusion of student teaching (exit transition point), candidates are evaluated on CF constructs using the entire TCPE instrument. The Undergraduate Transition Point Chart outlines key assessments at each transition point that are linked to the CF constructs. In addition to the TCPE, candidate proficiencies are measured using key assessments at specified transition points. These assessments include, but are not limited to, GPA, external examinations, disposition assessments, course-based assignments, field experience assignments, and exit surveys. Assessments are linked to the CF constructs and state and professional standards.

Tk20 is the electronic data management system used for initial teacher education programs, Educational Leadership, and School Counseling. Graduate programs not utilizing Tk20 maintain assessment data within their departments through the use of Excel spreadsheets and WEAVEonline. The Graduate Caucus met in fall 2011 and recommended that all graduate programs consider using Tk20 to assist with data collection. This recommendation was based on the advantages of assistance and support from the NCATE staff with data collection, rubric development, and reporting. Tk20 also provides a means for linking institutional, state, and professional standards within programs to ensure that all standards and competencies are addressed. Tk20 generates reports on candidate proficiencies linked to key assessments. This recommendation will be on the next PEC agenda in February 2012.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Admission</th>
<th>Entry to clinical practice</th>
<th>Exit from clinical practice</th>
<th>Program completion</th>
<th>After program completion</th>
</tr>
</thead>
</table>

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The Unit's assessment system collects data used to track the progress and development of candidates, enhance student preparation, improve the effectiveness of Unit-level activities, and facilitate needed changes at all levels. The URC continually monitors the assessment system and makes recommendations to PEC to improve the effectiveness.

The system incorporates SPA standards to ensure that candidates enrolled in initial preparation programs
are provided with in-depth knowledge and skills needed to teach. Candidates' preparation is analyzed through performance-based assessments. Using rubrics designed for specific assessment activities, PEF evaluate each student. PEF review aggregated candidate data from key assessments at the end of each semester.

In accordance with Southern Association of Colleges and Schools (SACS) standards, Professional Education Faculty (PEF) review and analyze program-level data annually during the academic program assessment process. The University's Academic and Graduate Councils, in conjunction with the Office of Institutional Effectiveness (IE), require academic programs to conduct annual program assessments using WEAVEonline. These assessments contain student learning outcomes, measures to assess student learning in relationship to those outcomes, and the systematic collection of findings to determine if, and to what extent, student learning has occurred. Based on an analysis of the data, an action plan to improve student learning outcomes is designed each two years. The University Assessment Committee (UAC) conducts an annual review of all academic program assessments; therefore, all programs (nationally and not nationally reviewed) are systematically assessed by the University. Annual academic program assessment reports for the Unit are submitted to the URC each November and may be found in the electronic exhibit room.

The evaluation of candidates' performance in clinical experiences is coordinated by EFE and completed by University supervisors and cooperating teachers. Unit-level assessments are used during clinical experiences to evaluate candidates' performance. Unit-level assessments are linked to the CF and state and national standards. PEF are working to ensure that Unit-level assessments incorporate CCSS, the Mississippi Educator Code of Ethics and Standards of Conduct, and standards included in the proposed MTAI.

Each semester University supervisors across the Unit meet with EFE to discuss data from key assessments utilized during student teaching. Minutes of these discussions reflect data-driven recommendations. The URC meets twice in the spring and fall to review Unit-level data from key assessments and recommendations resulting from meetings with EFE and program-level meetings. The URC considers all recommendations and develops proposals to present to the PEC.

External stakeholders provide valuable input related to program or unit improvements through departmental or program advisory councils and through the P-16 Council. Recent examples of external stakeholder involvement in program advisory councils include the School Counseling Professional Advisory Board and the Educational Leadership Redesign Report (ELRR). Appendix A of the ELRR identifies advisory council members. Other areas with external advisory councils include: Curriculum, Instruction, and Special Education (CISE); English; Educational Field Experiences (EFE); Center for Gifted Studies; and Library and Information Science.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The PEF through PEC Caucuses, URC, and PEC discuss the timing of key assessments to ensure that administration of the assessments occurs in appropriate courses and at appropriate times relative to candidates' program of study. This timing ensures that candidates have been exposed to the knowledge, skills, and dispositions for which they are being evaluated. Expectations for assessments are clearly stated in course syllabi, and grading rubrics are shared with candidates prior to evaluation.

In an effort to ensure fairness, each section of teacher education courses uses the same syllabus and rubrics for key assessments. The PEC requires that, in addition to adhering to University requirements,
the syllabus should contain information sharing how assessments/rubrics are tied to national, state, and professional standards. Additionally, all syllabi contain standardized statements related to the CF, Tk20 subscriptions, and background checks. PEF submit electronic copies of course syllabi to the NCATE office each semester. Syllabi are reviewed annually in March by a visiting team from the Mississippi Department of Education (MDE) during the Annual MDE Process and Performance Review.

Unit-wide assessments and scoring rubrics were created and are reviewed by the URC to ensure accuracy and freedom from bias in assessment. The URC reviews data from key assessments to ensure that the Unit's assessment procedures are fair, accurate, consistent, and free of bias. Recommendations from the URC are presented to the PEC for approval and are documented in PEC Minutes.

University supervisors and cooperating teachers in all programs utilize the same assessments to evaluate candidate performance in student teaching. EFE conducts periodic workshops to train cooperating teachers and University supervisors on the assessment instruments to ensure fair and objective evaluation of the candidates. The assessment tools are reviewed using the Cooperating Teacher Training Manual; participants meet with the Co-Directors of EFE and other supervisors to discuss and analyze videotaped lessons in order to improve inter-rater reliability. In addition, faculty members in Educational Leadership conduct training for mentors and candidates on assessments found in the Educational Leadership Training Manual.

Assessments are aligned with professional and state standards and are directly related to student learning outcomes in each course. Assessments are reviewed during annual academic program assessment, and important changes are considered. For example, the key assessment for the Unit's classroom management courses was reviewed by the Classroom Management Committee which concluded that modifications were merited. This assessment was revised to focus on students' knowledge of classroom management.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

Program-level performance data are used to manage and improve programs. Program SPA reports and annual academic program assessments employ data analyses, faculty/stakeholder review, and action planning to ensure continual program improvement. Annual reports and SPA reports include summaries of data-driven program changes. Specific assessments and evaluation measures related to program operations and management include the Praxis II content area examinations, disposition assessments, course-based assignments, field experience assessments, and post-graduation surveys. The Unit Data Flow Chart identifies the process used to manage and improve the operations and programs of the Unit.

EFE staff meet with University supervisors and cooperating teachers to review data from the TCPE and the Teacher Intern Assessment Instrument (TIAI). Rubrics are evaluated to ensure they continue to meet professional and state standards. Other data used to manage and improve field experiences include enrollment data, placement data, cooperating teacher survey data, principal survey, and candidate evaluation of field placement survey.

At the unit level, data pertaining to student admission, graduation rates, the Basic Technology Literacy Examination (BTLE), Praxis II, Title II data, and Professional Education Data System (PEDS) reports are analyzed to improve operations and programs in the Unit. SPA reports and annual academic program assessments include data analyses, faculty/stakeholder review, and action planning to ensure continual program improvement. Annual reports include summaries of data-driven program changes. Specific assessments related to program operations and management include the Praxis II, disposition assessments, course-based assignments, field experience assessments, and post-graduation surveys.
which are reviewed annually by the URC.

University offices such as Institutional Research (IR), IE, Office of Budget and Tax Compliance, and Sponsored Programs Administration provide data when requested for program enrollment, program retention rates, student credit-hour generation, faculty workloads, budget, external funding, and grant productivity. This information is vital in terms of program management and continuous improvement of teacher education. The Unit operational expenses such as accreditation fees, AACTE memberships, and staff to manage the EFE, NCATE, and Certification offices are paid from the CoEP budget.

Faculty qualifications are reviewed by chairs and are in compliance with SACS requirements. IR assembles credentials of faculty for inclusion into University faculty rosters. The Roster for Professional Education Faculty cross-references teacher education courses with instructors' qualifications. According to PEC Bylaws, a standing committee certifies the qualifications of faculty from University departments, schools, and colleges to teach in the Unit and recommends the faculty to PEC for final approval.

2a.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

<table>
<thead>
<tr>
<th>Standardized Syllabi Statements</th>
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<tbody>
<tr>
<td>Classroom Management Committee</td>
</tr>
<tr>
<td>Unit Data Flow Chart</td>
</tr>
<tr>
<td>Table 6 - Unit Assessment System</td>
</tr>
<tr>
<td>Undergraduate Transition Point Chart</td>
</tr>
<tr>
<td>Field Experience Assignments and Matrix</td>
</tr>
</tbody>
</table>

See Attachments panel below.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- How are the data collected?
- From whom (e.g., applicants, candidates, graduates, faculty) are data collected?
- How often are the data summarized and analyzed?
- Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)
- In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)
- What information technologies are used to maintain the unit's assessment system?

Assessment data are collected, stored, and analyzed in several systems: the Southern Miss PeopleSoft database known as Southern's Online Accessible Records (SOAR), Tk20 assessment system, WEAVEonline, and IR.
Data regarding field experiences are collected, summarized, and analyzed monthly by EFE and reported to PEC. The Recruitment, Admission, Dismissal, Appeals, and Retention (RADAR) Committee reports summaries of related issues and resolutions to PEC. Admissions data are collected by the Director of NCATE each October and summarized and analyzed by the Certification Officer for Teacher Licensure who reports the findings to PEC each month. In October, the Director of NCATE collects completer data from the previous year that are summarized and analyzed by the Certification Officer for Teacher Licensure and then reported to PEC. BTLE data for the previous year are collected, summarized, and analyzed by the Coordinator of NCATE Assessment each October and reported to PEC. Teacher education candidate and faculty data are collected, summarized, and analyzed by the Director of NCATE and are reported in the MDE Annual Report each October. Unit-wide undergraduate assessment results (TCPE and TIAI for Unit and by department) are collected and summarized by the Coordinator of NCATE Assessment and analyzed by the URC in October and reported to the PEC. The annual academic program assessments are available in WEAVEonline in November of each year with the data being collected, summarized, and analyzed by program coordinators. Praxis II scores are collected by the Director of NCATE from the November Educational Testing Service (ETS) Institutional Summary report and then summarized and analyzed by the Certification Officer for Teacher Licensure and reported to PEC each March. Data are collected, summarized, and analyzed for the Professional Education Data System (PEDS) report that is submitted to American Association of Colleges of Teacher Education (AACTE) each March by the Director of NCATE. In March, the Director of NCATE collects data for the Title II Pass Rates report and works with the Certification Officer for Teacher Licensure to summarize and analyze data. In Fall 2011, the Alumni Survey was approved by the PEC and will be sent out by the Coordinator of NCATE Assessment in January 2012. Summary data will be provided in April to the URC for analysis.

SOAR provides the Unit with Praxis, ACT, SAT, GRE, MAT, and other standardized test scores; admission data; candidate demographic information; enrollment data; faculty data and demographics; grades; and advising transcripts for monitoring candidates' progression through the programs. The Certification Officer for Education Licensure uploads all Praxis data received from ETS into SOAR. These data are available through SOAR for faculty use in advising. The NCATE office staff uploads candidate data from SOAR into Tk20 to merge with other assessment data for reporting purposes.

The NCATE office oversees the administration of the BTLE. Scores as well as copies of the students' examinations are stored in Tk20. The NCATE office staff aggregate and analyze the scores in preparation for discussion of the results in URC/PEC. Sample reports for BTLE data are the BTLE Pass-Fail Rates, BTLE Scores by semester, and BTLE Scores by content area. The Teacher Licensure office for teacher education uses the scores as part of the admissions process into the licensure program.

The use of Tk20 allows for systematic processes of data collection and reporting on Unit-wide assessments and SPA assessments, placement for field experience, and communication concerning assignments between PEF or cooperating teachers and candidates. A staff person in the NCATE office has been charged with the responsibility of managing reports, uploading rubrics, communicating with the Tk20 company, training students and faculty regarding the Tk20 system, and exporting data and reports from the Tk20 database for use in program and Unit evaluation. Tk20 tracks students by program, campus, and delivery. Reports can be generated in a variety of formats including aggregated candidate data within a program, disaggregated data by campus location, and/or disaggregated data by instruction mode (online vs. face-to-face). Graduate programs not using Tk20 input data into Excel spreadsheets for aggregation and disaggregation. These data are reported in the annual academic program assessments and associated action plans for program improvement in WEAVEonline. Annual academic program assessments are reported to the PEC.

The NCATE office manages the background checking process through the use of Certified Background.
Each USM student must undergo a background check when applying for admission to teacher education. Background checks are completed for any USM student placed in a P-12 setting. Cautionary background check results are managed through the RADAR Committee, a sub-committee of the Professional Education Council.

WEAVEonline is the University-wide assessment management system for academic and administrative program reviews. The reports contain data analysis, action tracking, and an executive summary. IE oversees SACS accreditation and requires all academic programs to conduct annual academic program assessments. These assessments contain student learning outcomes, measures to assess student learning, and the systematic collection of findings to determine the extent of student learning. Based on an analysis of the data, an action plan to improve learning outcomes is designed each two years. The UAC conducts an annual review of academic program assessments; therefore, all programs (nationally and not nationally reviewed) are systematically reviewed by the University. Annual academic program assessments for teacher education programs are submitted to the URC annually and may be found in the electronic exhibit room.

IR collects, archives, and maintains institutional data for the purpose of analyzing, distributing, and presenting summary information. This information is used to support the decision-making process and the planning needs of all academic and administrative units within the University. IR provides the Unit with program enrollment, program retention rates, student credit-hour generation, faculty workload data, and data for the completion of the PEDS report, Title II report, and MDE annual reports.

The Unit's Assessment System timeline describes the schedule for reporting data, identifies the source of data, and the office/program responsible for providing and/or summarizing/analyzing the data. The Undergraduate Transition Point Chart is a visual representation of CF construct measurement throughout the transition points and by course and is reviewed along with TCPE results by the URC. Table 6 outlines both undergraduate and graduate transition points for the Unit.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

Each semester candidate assessment data are disaggregated at the program level for departmental review. The major responsibilities of disaggregating candidate assessment data for candidates at Hattiesburg and the Gulf Coast as well as in distance learning and in alternate route programs rests with the NCATE office if the data are stored in Tk20 and in the academic department if the data are managed within the department. SOAR and Tk20 track candidates' campus, program, and courses whether delivery is face-to-face or online. Reports generated from SOAR and Tk20 are exported into Excel and can be manipulated for aggregation or disaggregation. The Elementary Education Praxis II and PLT Scores Report is a sample of reports generated by the NCATE office. The report was created by running a query in SOAR to obtain Praxis II and PLT scores for completers from fall 2008 through fall 2011. These data were exported into Excel and disaggregated by campus. The disaggregated and aggregated data are shared with departments and URC for analysis, summary, and decision making.

SACS regional accreditation agency and SPAs require programs to review data annually that have been disaggregated by campus and delivery method. Therefore, all data provided from the NCATE office to departments for review can be aggregated to evaluate the program as a whole or disaggregated to evaluate campus and delivery method differences.

Undergraduate and graduate programs present annual reports to the PEC. These reports include enrollment and graduate data, assessment data, and resulting data-driven program improvements. The URC also reviews Unit-wide key assessments at the undergraduate level to evaluate how our teacher
candidates are performing related to the CF. All reports are disaggregated by programs and by campus as well as by comparison of pre-candidate and candidate status at the undergraduate level. The URC also reviews graduate-level program summary reports to look for opportunities to improve Unit operations.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

Informal complaints are typically resolved between candidates and the faculty or staff member involved, with assistance from the department head if needed. If these informal procedures are unsuccessful, the student may pursue an appeal by following the appropriate University process as outlined in the Student Survival Guide. Academic department chairs may direct students to file complaints specific to teacher education to the RADAR Committee. As noted in PEC Bylaws, the RADAR Committee is responsible for hearing appeals of students denied admission to teacher education or student teaching and/or removed from teacher education.

Students file a formal request to the RADAR Committee by completing required paperwork obtained in the Certification Licensure Office. The RADAR Committee reviews the request and makes a recommendation to the Unit head for final approval. The student is contacted with the decision. Records of all exception paperwork and/or complaints are maintained in the CoEP Dean's office with the original copies filed in the student's curriculum folder in the Certification Licensure Office.

Students may request exceptions related to teacher education admission. Students may be allowed exceptions to take teacher education courses when the student lacks no more than one core course or when the student needs an extra semester to complete all modules of the BTLE. Due to MDE guidelines, exceptions to take teacher education courses are not granted when the student's GPA is below 2.65 or when the student's Praxis I or ACT/SAT scores are inadequate.

When the issue is appealing a course grade, the student may take steps described in the University Grade Review Council Bylaws. In rare instances where a candidate alleges a difficulty related to gender, disability, race, national origin, etc., the student follows the complaint procedures of the Office of Affirmative Action/Equal Employment Opportunity or the Office of Disability Accommodations.

2b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

<table>
<thead>
<tr>
<th>Classroom Management Committee Meeting Notes (March 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership Redesign Report - Appendix A (Redesign Team)</td>
</tr>
<tr>
<td>Elementary Education B.S. Praxis II and PLT Scores</td>
</tr>
<tr>
<td>Roster for Professional Education Faculty</td>
</tr>
<tr>
<td>School Counseling M.Ed. Professional Advisory Board</td>
</tr>
<tr>
<td>Student Survival Guide</td>
</tr>
</tbody>
</table>

See Attachments panel below.

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?
The programs within the Unit have consistently and systematically used data (both quantitative and qualitative) for improvement of coursework, clinical experiences, and program plans. The Unit Assessment System was created in spring 2007 and has proven to be an effective system for assessing student outcomes across the Unit. The Tk20 data management system, used in conjunction with the Unit Assessment System, aggregates and disaggregates data from multiple student assessments, and collects data from the USM student information system, providing a means for collecting, compiling, analyzing, and evaluating data to be used for continuous improvement in the various programs within the Unit.

Departmental Curriculum Committees within each program review data specific to the various programs throughout the Unit to provide both improvement in individual student learning outcomes and improvement in programs. Further review of student and program outcomes is conducted in the Elementary, K-12/Secondary, and Graduate Caucuses, which meet each semester to discuss and explore strategies for program improvement.

Recommendations for program changes are made at the departmental level and presented for approval to the Curriculum Committee of each respective college. Proposals include program and course additions, modifications, deletions, and delivery mode. Proposals pertaining to teacher education programs and courses approved by College Curriculum Committees (CCC) are referred to PEC for approval. Minutes from College Council, CCC, and PEC meetings that reflect membership, discussions, recommendations, and actions are available in the exhibit room. After approval by PEC, program proposals are reviewed by the Academic or Graduate Council. If changes are not approved at any level, they are sent back to the department and Curriculum Committee for revision.

The purpose of the Academic Council is to provide general supervision over undergraduate academic affairs such as curricula; degree requirements; general education curriculum requirements; and major, minor, and emphasis area requirements. The Graduate Council reviews and endorses or recommends the rejection of proposed changes in graduate education. The Graduate Council thoroughly reviews all proposals regarding additions, modifications, and/or deletions of courses, majors, minors, and certificate programs and ensures compliance with University policies.

The URC meets twice monthly in fall and spring to review recommendations initiated by programs in the Unit and to review Unit assessment data to evaluate the efficacy of its courses, programs and clinical experiences, prior to presenting recommendations to the PEC for approval. The purpose of the PEC is to ensure that the teacher education programs at USM are quality programs that comply with standards of NCATE, SPAs, and MDE. The PEC, which meets monthly from August to May, is comprised of representatives from each teacher education program in the Unit and is chaired by the Unit Head. The PEC serves as the advising body for the Unit, providing direction and leadership. Additionally, Unit programs submit annual summary reports to the URC which are subsequently reviewed by the PEC to look for unit-wide trends that need to be addressed.

Departmental Curriculum Committees meet monthly or as needed. The CCC meets bi-monthly or as needed. The Caucuses (Elementary Ed, K-12/Secondary, and Graduate) meet a minimum of once per semester. The URC meets twice in the fall and twice in the spring. The PEC meets monthly in the fall and spring. The Academic and Graduate Councils meet monthly in the fall and spring. PEF have access to PEC agendas and minutes via email, USM website, or CampusHub. Agendas and minutes of PEC, CCC, College Council, Academic Council, and Graduate Council meetings are available in the exhibit room. The Professional Education Unit Data Flow Chart illustrates the decision-making process of the Unit.

2c.2. What data-driven changes have occurred over the past three years?
Data-driven changes over the past three years include a number of modifications and enhancements to programs. Examples of data-driven changes include the following. In the area of field experiences, data results have provided talking points for University supervisors and Co-directors resulting in changes to portfolio assignments, realignment of assessment instruments with standards, and choices for professional development topics and workshops. In the area of elementary education, qualitative data indicated candidates did not feel totally prepared to teach elementary mathematics. To alleviate that perception, mathematics methods faculty involved candidates in the development of concept mapping to promote understanding of higher order thinking about mathematics. Mathematics faculty embedded literacy skills into the mathematics pedagogy course and provided more emphasis on hands-on activities and working with math models. In the area of social studies licensure, geography was one of the candidates' weakest areas on the Praxis II content examination. As a result, Methods of Teaching Social Studies and Practicum (HIS 488) added a research activity that concentrates on the electronic resource Mississippi History NOW.

In the Teacher Education Preparation Program Survey completed immediately before and at the end of student teaching, candidates reported an interest in additional information regarding the implementation of differentiated instruction. Following the survey analyses, PEF reviewed curriculum to include more emphasis on differentiated instruction in methods courses. Additionally, the following areas have been stressed in professional development seminars as a direct result of data collected on the survey: school law and the teacher's responsibilities, effective interviewing, co-teaching, universal design, and content area literacy.

Program-level curricular and procedural changes as a result of quantitative and qualitative data analyses can be found in Section V of each SPA report as well as each academic program assessment.

During AY 2008-09, Field Directors from IHL licensure programs in Mississippi met four times to develop a common evaluation instrument, the TIAI. In fall 2009, IHL licensure programs began using the TIAI as one evaluative tool in the teacher intern (student teaching) semester. Beginning in fall 2010, scores from the TIAI were shared with the CISE faculty. As a result, instructors of methods classes met together to discuss the TIAI scores, select the areas to address (based on lowest scores), and planned ways to best increase performance. Methods instructors modified clinical experiences to be more authentic and more closely tied to didactic classes. Classroom management instructors developed additional presentations for students, and discussions began at that time to rearrange the order of course offerings. Specifically, classroom management is now presented later in the program when clinical experiences are more varied.

Improvements have been made to Classroom Management (CIS 302) for secondary education majors based upon MDE requirements; current research in the field; and collaborative input from university faculty, school district partners, and classroom teachers. Improvements have been made to Principles of Teaching High School (CIS 313) to include a partnership with Sumrall High School, and candidates are purposefully assigned to specific classrooms and teachers throughout the field experience. Content area literacy instruction was also added to the course. Secondary education majors take CIS 302 and CIS 313 concurrently and engage in classroom observations that allow them to experience actual high school classroom settings. Authentic experiences in real classrooms replace textbook case studies giving students the opportunity to make meaningful connections with the content presented in the courses.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

PEF in each department have access to candidate data including Praxis scores, BTLE scores, admission to teacher education, and course progression in SOAR as well as Tk20. PEF have the ability to view
reports in Tk20 based on the data aggregated within the system. The reporting feature of Tk20 is available to PEF to view assessments evaluated as coursework and Unit support staff have access to all Unit data and customized reports. Reports can be generated by return type (i.e. assignments, projects, portfolios, surveys, course binders, field experience binders, quizzes, exams, etc.), portfolio/coursework name, custom filters, and by standards. Tk20’s advanced reporting system allows viewers to examine data in Microsoft Excel format or export the data to a variety of formats.

PEF have been trained in the use of the Unit Assessment System and the Tk20 Data Management system. NCATE office staff developed training modules on the use of Tk20 for all PEF and teacher candidates. These modules are located at https://usm.tk20.com/ on the Tutorial tab. User Guides are distributed to candidates to facilitate ease in submitting their assignments and to faculty to assist in evaluation of their students. (The complete set of faculty and candidate User Guides is available in the exhibit room.) The NCATE Office staff assist faculty and departments with assessment template development, provide technical support, generate data reports, and offers in-service training to faculty and students as needed.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

At the initial level, faculty members assess candidates' work through Tk20, and candidates are the primary recipients of these assessment results. Candidates use the information for reflection activities and to design improvement plans. These assessments are also shared with program faculty for use in WEAVEonline assessment reporting and program improvement. Candidates, University supervisors, cooperating teachers, and all PEF have real-time access to assessment data in Tk20. Data at initial and advanced levels are shared with programs which use the data to identify strengths and areas needing improvement. At the program and Unit levels, data are shared with advisory groups to highlight program strengths as well as solicit feedback regarding program improvement.

During student teaching, candidates are required to complete a Reflective Journal to evaluate personal progress during the teacher candidacy experiences. It is important that the teacher candidate develop skills in personal reflection in order to focus on improving professional knowledge, skills, and dispositions. This reflection provides the teacher candidate with the opportunity to identify strategies already developed that promote student learning and also those skills that need to be refined or modified.

CISE faculty and supervising clinical faculty meet weekly to review the progress of teacher candidates. A Knowledge, Skills, and Disposition (KSD) rubric is completed by candidates as a self-evaluation and is also completed by the faculty team. Results are discussed with individual candidates throughout each semester. At the senior level, the KSD Performance Evaluation is completed by the faculty team and shared with the candidate who then reflects on constructive feedback in preparation for student teaching. The evaluation allows the faculty team to review the effectiveness of the program and to make continuous programmatic improvement.

2c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

| Classroom Management (CIS 302) Improvements |
| Principles of Teaching High School (CIS 313) Improvements |
| Tk20 User Guide for Faculty (Example) |
| Reflective Journal |
Optional

1. What does your unit do particularly well related to Standard 2?

The University as a whole demonstrates a culture of assessment and its use for continuous program improvement. The Unit reflects this culture by using Tk20 and WEAVEonline to collect assessment data. PEF analyze student and program data to make data-driven decisions that lead to action plans that target the improvement of student learning outcomes. This process involves aggregation and disaggregation of student and program data and input from PEF, administrators, P-12 partners, advisory councils, and the Unit.

The Caucuses, URC, and PEC are active governance committees that are committed to the use of data for discussion and to inform planning. Faculty members and administrators invest time and energy in collecting, analyzing, and using data to communicate with internal and external groups. Tk20 and WEAVEonline are platforms that serve USM well in terms of on-going improvement of teacher education and preparation of high quality teachers for Mississippi classrooms.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

A recent study conducted by faculty in CISE investigated the interrelationship between elementary and special education candidate scores on the Praxis II, PLT, and the TIAI. The study focused on the potential of PLT scores to significantly predict TIAI scores. Data were used to determine how well candidates demonstrated best practices of teaching and learning. Examining this association allowed researchers to assess the extent to which these two instruments are linked. Data analysis revealed that PLT scores were not a significant predictor of TIAI scores, but further analysis showed there was a significant relationship between GPA and TIAI scores. The results of this study were shared with the CISE department in a faculty meeting, and implications for the curriculum were discussed.

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and
clinical experiences?

For field and clinical experiences, the Unit has established partnerships with local, state, national, and international P-12 school districts; State Field Directors' Forum (SFDF); national college and university field directors; Southern Regional Educational Service Agency (SRESA); and Gulf Coast Educational Initiative Consortium (GCEIC). The Unit works closely with the Institutions for Higher Learning (IHL), Mississippi Department of Education (MDE), and Mississippi Association of Colleges of Teacher Education (MACTE). Documents are available in the exhibit room.

In 2009, the IHL Blue Ribbon Commission (BRC) recommended the establishment of P-16 Councils to strengthen collaboration between teacher education programs and school district partners. The P-16 Councils focus on curricular review, field experiences, and program evaluation. At USM, the P-16 Council is organized using superintendent consortia: SRESA and GCEIC. IHL monitors P-16 Councils for each teacher education program during the annual MDE Process and Performance Review.

Educational Field Experiences (EFE) serves as a liaison between The University of Southern Mississippi (USM) and school district partners for Unit field and clinical experiences. EFE administers field and clinical placements for 16 teacher education licensure departments. Since 2008, EFE placed candidates in 77 school districts and 359 schools in 7 states or countries including Mississippi, Alabama, Alaska, Florida, Louisiana, England, and Italy. The Partner School Districts spreadsheet identifies districts where candidates have been placed for 2008-11.

EFE administers field and clinical placements at the graduate level. Professional Education Faculty (PEF) collaborate with P-12 partners to provide high quality mentors and to complete experiences in schools that model best practices. P-12 feedback is solicited resulting in program modifications. For example, the Educational Leadership program submitted a proposal for program redesign to MDE. The redesign shows collaboration and involvement from P-12 partners and was approved by the MDE Commission on Teacher and Administrator Education, Certification, and Licensure and Development (Commission) at the January 2012 meeting.

The Master of Arts in Teaching (MAT) PEF collaborate with MDE and school district partners on program design and delivery. The MAT offers pedagogical courses through the Department of Curriculum, Instruction, and Special Education (CISE) and specialty content areas. Candidates must have a teaching contract with a school district, and the internship is completed in the field and supervised by PEF.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

The design, delivery, and evaluation of the Unit's field and clinical experiences reflect contributions from local, state, national, and international P-12 school districts; SFDF; national college and university field directors; SRESA; and GCEIC. The Unit works closely with the IHL, MDE, and MACTE. Documents are available in the exhibit room.

As a result of meetings with principals, superintendents, and cooperating teachers, the Unit identified implementing classroom management skills as a priority. A PEC ad hoc committee was formed to assess available data and make recommendations to PEC for program modification. A new rubric was developed to measure candidates' classroom management knowledge and performance; classroom management courses were re-sequenced in plans of study; and the Teacher Candidate Performance Evaluation (TCPE) was revised to assess MDE mandated classroom management best practices. EFE incorporated the feedback in Professional Development Seminars. For example, an international
consultant who specializes in classroom management is contracted each semester for a full-day workshop with candidates.

Each semester University supervisors, cooperating teachers, and EFE Co-Directors review portfolio assignments and supporting documents such as evaluation instruments, rubrics, work samples, and point value of selected assignments to determine if changes are merited to improve student learning outcomes.

EFE collaborates with State Field Directors' Forum and MDE regarding field and clinical experiences. Recent topics of discussion and resulting products include the Teacher Intern Assessment Instrument (TIAI), the IHL's BRC and BRC Redesign guidelines, candidate background checks, and electronic data management systems. Co-Directors of EFE, the NCATE Director, and the College of Education and Psychology (CoEP) Associate Dean served on a panel with other statewide stakeholders in 2010-11 to develop the Mississippi Teacher Appraisal Instrument draft. The Unit head assisted with the validation process of this instrument.

At the state level, discussion among the Unit's partners leads to improvements in field and clinical experiences. The Mississippi Educator Code of Ethics and Standards of Conduct was integrated in the teacher education program, and the background checking process was standardized. IHL and MDE conduct an Annual Process and Performance Review (APPR) to evaluate the design and delivery of the Unit's field and clinical experiences.

Information gleaned from superintendent consortia (SRESA and GCEIC) led to a proposed modification in the student teaching schedule. PEC will discuss in February 2012 the value of candidates participating in the first days of school during student teaching.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

The Unit collaborates with P-12 partners to ensure that placements provide quality experiences for candidates, meet professional standards, and support the needs of P-12 schools. EFE considers input from district personnel, PEF, PEC, and MDE.

Prior to student teaching for secondary and K-12 programs, PEF request assistance from EFE for placements. EFE contacts the district to arrange experiences that may require school board approval. Mentor teachers are selected based on previous evaluations and experiences, expertise in the field, and a willingness to mentor.

Prior to student teaching for CISE, practica are administered by EFE in collaboration with the CISE undergraduate coordinator and area school officials. Placement decisions are based on course objectives, enrollment, school requests, diversity, and previous placements. Field experiences are correlated with pedagogical content courses and supervised by the clinical instructor in collaboration with the course instructor. Mentor teachers are selected based on previous evaluations and experiences, expertise in the field, and a willingness to mentor.

For student teaching, EFE contacts the district to arrange experiences for candidates. First and second experience placement decisions are based on diversity criteria and candidates' previous experiences with P-12 students.

Partner school administrators recommend qualified cooperating teachers. EFE provides professional development to cooperating teachers. Once teachers are prepared for the supervision process, their
names are kept in the EFE Cooperating Teacher Database for future mentoring. Criteria used in the selection of cooperating teachers are described in 3b.5.

In CISE advanced teaching programs, candidates are practicing teachers and complete their research- and performance-based assignments in schools and classes in which they teach. PEF supervise and assess assignments outlined in the syllabus based on professional and state standards.

In Educational Leadership, candidates complete their internship at more than one site. EFE assists with placements in diverse settings to provide opportunities for interns to work with students of diverse backgrounds, abilities, languages, ethnicities, and socioeconomic status. Candidates make contact with potential mentors who must be licensed and currently employed as educational administrators. The district superintendent must agree to the selection of the mentors. EFE makes the final approval of mentors and completes mentor training prior to the internship. Mentors and interns complete an Internship Agreement Form.

School Counseling candidates are placed with licensed school professionals who have experience in the field. Placements require collaboration among the cooperating professional, the district, and the USM instructor. The School Counseling Advisory Board is actively refining the internship experience for candidates in school counseling. Documents are available in the exhibit room.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

School partners share expertise and resources with candidates to support learning in field experiences. Conferences between cooperating teachers and candidates throughout the field experience facilitate the development of candidates' knowledge, skills, and dispositions. EFE provides professional development for cooperating teachers to share their expertise regarding field and clinical experiences. Discussions focus on roles of effective mentors and the impact of mentoring on candidates' professional development.

At the initial level for secondary and K-12 programs, PEF are responsible for preparing students for practica and guiding students in reflecting on experiences. PEF meet with cooperating teachers to solicit input and identify objectives of the practicum, the cooperating teacher's role and responsibilities, and the PEF's role and responsibilities. A final meeting with cooperating teachers critiques the effectiveness of the practicum.

At the initial level for elementary and special education, clinical and didactic PEF work with mentor teachers 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 support the field experience. PEF meet regularly as a team to discuss the knowledge, skills, and dispositions of the candidates. Documents are available in the exhibit room.

For student teaching, the University supervisor visits the candidate a minimum of two times per experience for formal evaluations. The University supervisor and cooperating teacher share expertise and resources to enhance the candidate's experience. University supervisors communicate with cooperating teachers through email, telephone, Wimba, and Tk20. University supervisors and candidates communicate via email, telephone, Tk20, and face-to-face to share expertise and resources with candidates. Documentation is found on the In-Class Evaluation in Tk20.

Students in the Educational Leadership M.Ed. integrate coursework in the four-semester internship. PEF
and mentor administrators provide expertise and resources to students through weekly conferences and classwork. Other partners support candidates' learning through special lectures. For example, recent special lecture topics included charter schools, federal funding, and school accreditation. PEF provide expertise and resources through emails, telephone calls, visits, Blackboard, and Wimba.

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

| Educational Leadership Redesign Report |
| Partner School Districts             |
| CISE Knowledge, Skills, and Dispositions Rubric |
| Cooperating Teacher Training Manual  |
| EFE Cooperating Teacher Database     |
| MDE Classroom Management Best Practices |
| University and School District Cooperating Teacher Contract |
| Mentor Teacher Training Workshop     |

See Attachments panel below.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

At the initial level, candidates must satisfy the following requirements prior to student teaching: 1) have been admitted to the teacher education program and completed the teacher education curriculum; 2) have completed all courses/labs/field experiences with a minimum of 15 observation clock hours and 15 practicum clock hours; 3) have at least a 2.50 GPA on teacher education courses at the time that student teaching begins; 4) sign the Technical Standards and Disposition Policy; 5) subscribe to Tk20; 6) complete a philosophy of education; 7) complete a student teaching application; and 8) complete a background check if one is not already on file.

Student teaching requirements include two seven-week placements comprising a total of 14 weeks and 490 clock hours. To exit student teaching and be recommended for licensure, candidates must: 1) achieve a grade of "C" or better based on scores calculated from experience 1st Experience and 2nd Experience grade sheets; 2) attend Professional Development Seminars; and 3) complete a teaching portfolio that includes evidence of student learning.

The MAT program is a sequential program built on evidence-based didactic course work aligned with clinical experiences. The supervised internship extends over two semesters and requires candidates to secure teaching positions. PEF provide instructional support and assessment of teaching effectiveness. To exit, candidates must successfully complete assignments and activities with a grade of "C" or better, a comprehensive examination, and a professional portfolio.

School Counseling candidates must hold a Class A license, meet admission requirements for entry, and complete one practicum and two semesters of supervised internship. To exit, candidates must successfully complete assignments and activities with a grade of "C" or better, a comprehensive examination, and a professional portfolio.
Master's candidates must have a minimum undergraduate GPA of 2.75, be admitted to a graduate program, presently have a Class A license, and hold a baccalaureate degree from an accredited institution. Specialist and doctoral candidates must have a minimum graduate GPA of 3.00, three years of teaching experience, and a Class AA license in addition to meeting graduate admission requirements. To exit, candidates must successfully complete, a comprehensive examination, a professional portfolio, a research project/dissertation, and assignments with a grade of "C" or better.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

Table 7
Field Experiences and Clinical Practice by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences</th>
<th>Clinical Practice (Student Teaching or Internship)</th>
<th>Total Number of Hours</th>
</tr>
</thead>
</table>

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

The Unit recognizes that field experiences and clinical practice are fundamental to candidates' development of proficiencies as outlined in the Conceptual Framework (CF) and professional standards. Therefore, objectives and assessment are evident in course syllabi and carefully designed to align early field experiences with content courses, the CF, Interstate Teacher Assessment and Support Consortium (InTASC), and professional standards.

During student teaching, candidates are responsible for creating and teaching classroom curriculum under the supervision of a cooperating teacher. Both cooperating teachers and University supervisors assess candidate performance using evaluation forms that have been standardized for the Unit. Individual programs may have additional Specialized Professional Association (SPA) related requirements. The Unit-level forms require cooperating teachers and University supervisors to assess each candidate on using a four-point scale. Each candidate prepares two electronic portfolios in Tk20, one per experience during student teaching. The candidate portfolios are assessed by the University supervisor and cooperating teacher and are based on CF, professional, and NCATE standards.

Candidates are assessed using the TCPE, the TIAI, the In-Class Evaluation, and the Summative Evaluation. At the candidate level, the University supervisor and cooperating teacher meet individually and together with the candidate to discuss the candidate's proficiencies as outlined by the assessment instruments. Candidate data are aggregated at the program and Unit level to ensure that the program's candidates are meeting expectations and that the Unit as a whole is preparing candidates through field and clinical experiences to develop proficiencies outlined in the CF, state standards, and professional standards. These data are reviewed at the program level each semester and annually at the Unit level through Unit Review Committee (URC) meetings. Findings are then presented to PEC for discussion and appropriate changes.
EFE Co-Directors and University supervisors conduct periodic professional development workshops on the use of assessment instruments to ensure fair and objective evaluation of candidates by cooperating teachers and University supervisors. During the workshops, rubrics of the assessments are reviewed and student lessons are scored, analyzed, and reviewed in order to improve inter-rater reliability. Minutes that reflect the impact of the workshops are available in the exhibit room.

Graduate programs provide similar opportunities for field experience and clinical practice using assessments such as professional portfolios, comprehensive examinations, and exit interviews/surveys. Candidates are provided with significant opportunities to synthesize and apply knowledge and to practice and develop skills identified throughout the programs and courses which are aligned to the CF as well as state and professional standards. Practical application of professional standards is woven into each course and expanded upon in school settings through field experiences.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

Admission to initial programs requires candidates to pass the Basic Technology Literacy Exam (BTLE) or attain Internet and Computing Core Certification (IC3) certification. The BTLE assesses general computer competency skills in the areas of word processing, spreadsheet development, telecommunications, presentation software, and database management.

Classrooms are equipped with Promethean and/or SMART boards for candidate use. Instructors model and integrate current technology in their teaching and require candidates to demonstrate the use of technology to enhance student learning. Candidates use various forms of technology as instructional tools as they progress through coursework and field/clinical experiences. Examples include assistive technologies, Blogfolios, electronic grade books, electronic portfolios, Google Functions, iClickers, Movie Maker, tablets, Turnitin, Web development, Web tools, and Wikis. Integration of technology is assessed specifically in the TCPE and the TIAI.

Initial candidates submit student teaching applications in Tk20. Discussion threads, chat rooms, and message boards are available for communication in Tk20. During student teaching, lesson plans, course assignments, reflections, evaluations, and surveys are submitted electronically through Tk20. Candidates build electronic professional portfolios using documents uploaded to Tk20 throughout their program. Candidates are required to video record their teaching performance, self evaluate the video using the In-Class Evaluation form, and include a reflective analysis in their electronic portfolio.

Candidates in elementary and special education complete a three-hour course that focuses on integrating technology in instruction (IT 365). The overall goal for this course is multifaceted in that it meets the International Society for Technology in Education's (ISTE) National Education Standards (NETS) for Teachers standards that focus upon pre-service teacher education to define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. Additionally, special education majors study assistive technologies and universal design throughout their professional program. In Introduction to High-Incidence Disabilities (SPE 430) candidates develop an Assistive Technology Plan using current assistive technology and universal design principles.

At the initial and advanced levels, candidates complete online courses and use online tools such as Blackboard and Wimba Classroom, presentation software, and data management software. Wimba Classroom is a virtual classroom environment that allows real-time interactions with audio, video, application sharing, and content display. Communication tools such as email, threaded discussion boards, and chat rooms are used in online classes. Through Blackboard and Wimba Classroom, students
participate in synchronous and asynchronous learning experiences.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

The University and school districts enter into a contractual agreement with selection criteria to ensure successful mentor identification. To supervise candidates at the initial level, a cooperating teacher must: 1) be a full-time employee in a cooperating district; 2) hold a standard teaching license; 3) have three consecutive years of positive teaching evaluations; 4) be teaching in field of licensure; 5) have successfully completed the USM Mentor Teacher Workshop; 6) positively impact student learning; and 7) voluntarily accept the responsibilities of a cooperating teacher. School district administrators recommend teachers who meet these criteria, and EFE makes the final placement.

The selection, confirmation, and preparation of mentors for Educational Leadership are facilitated through EFE. Collaborating with school district partners and selecting administrative mentors are vital components of the internship experience. Mentors must have the ability to be a successful school leader, to communicate to others his/her values and ethical standards, to listen and critique the student's performance in regard to the administrative standards, to guide the student's work to benefit the school site's population, and to designate the student as an integral part of the school's administrative team. The mentor administrator should demonstrate positive dispositional characteristics.

School Counseling mentors must be certified school counselors. Since candidates must be licensed teachers, they may complete their practica at the school in which they work, provided a certified school counselor has agreed to provide supervision.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

To ensure preparation of school-based faculty, the Co-Directors of EFE regularly offer training sessions for cooperating teachers. These interactive training sessions are conducted at USM or the school district campus. The cooperating teacher may receive .5 Continuous Education Units (CEUs) for attending the half-day training. Examples of areas discussed include CF, philosophy of education, classroom management styles, multiple intelligences, differentiated instruction, and lesson planning based on Mississippi Curriculum Frameworks. Following the required training, University supervisors visit cooperating teachers within the first two weeks of the supervised experience to review assessment instruments, use of Tk20, and general expectations. Cooperating teachers also receive a training manual that provides detailed instructions, guidance, and forms necessary to meet Unit expectations for the vital role of cooperating teacher as well as training in the use of Unit assessments.

The Mentor Training Seminar for Educational Leadership is conducted prior to the beginning of the internship. Mentors and interns attend the training together to facilitate a shared understanding of the internship experience and to foster the development of a trusting, supportive relationship. EFE works with SRESA to facilitate training sessions and to communicate with interns and mentors. Mentors and interns are given handbooks that provide detailed instructions; expectations of the mentor, intern, and University supervisor; course objectives; and evaluation instruments necessary to meet Unit and course expectations.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school
professionals?

University supervisors provide support for candidates during student teaching and clinical experiences through weekly reflection responses, In-Class Evaluation feedback, three scheduled Professional Development Seminars (PDS), and portfolio critiques. During student teaching, communication is ongoing through email, telephone, Wimba, Tk20, and face-to-face. University supervisors are required to make at least two visits to each candidate per experience. The University supervisor and candidate discuss formal observations, evaluation results, and pertinent classroom issues. The PDS provide additional support and instruction and allow candidates time to meet with their University supervisors, an opportunity for important mentoring. Documentation is found in the exhibit room and in Tk20.

PEF provide clinical support for graduate students through face-to-face, Wimba, Blackboard, video conferencing, and telephone communication. Evidence of support is stored on Blackboard.

The Commission approved the redesign of the Educational Leadership program at the January 2012 meeting. Effective fall 2012, the program will reflect two significant changes: 1) the University supervisor will make at least two site visits each semester and 2) candidates and mentors will attend the Mentor Training Seminar. The University supervisor is available to mentors and interns by telephone, email, and video conferencing throughout the internship. At least once per month, the University supervisor meets online with all interns to discuss progress and to allow interns to share their learning experiences with one another.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

USM has three programs that prepare other school professionals: Educational Leadership, School Counseling, and School Psychology. Educational Leadership, building and district levels, is nationally recognized by the Educational Leadership Constituent Consortium (ELCC) SPA. School Counseling initiated a program redesign in fall 2011 and established the School Counseling Professional Advisory Board to identify goals. The redesigned program will be aligned with Council for Accreditation of Counseling and Related Educational Programs (CACREP) with the ultimate goal of attaining national accreditation. School Psychology is accredited by the American Psychological Association (APA).

As part of the Educational Leadership redesign process, candidates in Educational Leadership will complete Measuring Student Success (REF 632). In REF 632, candidates complete a state test analysis project requiring them to analyze and interpret standardized test results at the school and district level. Administrators develop skills to effectively analyze, interpret, and communicate data to teachers, school boards, MDE, parents, and the community. For example, administrators use data to lead teachers in modification and delivery of curriculum.

Candidates in School Counseling complete Educational Research: Interpretation and Applications (REF 601). In REF 601, candidates complete a discipline specific empirical research project that involves ethics of research, rationale for research, literature review, data collection, data analysis and interpretation, and a summary report of the findings. As a component of the graduate program, candidates complete Responsible Conduct for Research (RCR) training. Candidates complete a comprehensive exam at the end of the program that requires current research citations to support responses.

3b.9. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of
3c. Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

At the initial level for undergraduate teacher programs, an average of 140 candidates are eligible for student teaching each fall and spring semester. Of those, an average of 99% complete the clinical practice successfully.

The University of Southern Mississippi, along with all other institutions in the state with teacher preparation programs, submits annual reports to MDE. The reports are compiled into the Annual Performance Report, which is presented to the Mississippi Board of Education. MDE Annual Performance Reports for 2008-09, 2009-10, and 2010-11 show that USM is one of the top three producers in the state for teacher education graduates. The report provides data on number of candidates admitted by field of study as well as completers by field of study.

From fall 2008 to spring 2011, six MAT candidates enrolled in Field Problems in Production I, II, III (CIS 694) with 100% successfully completing the experience. In fall 2011, 100% (15) candidates successfully completed CIS 694.

From fall 2008 to spring 2011, 50 School Counseling candidates were enrolled in School Counseling Field Practicum (SCS 651) with 98% (49) successfully completing the experience. From fall 2008 to spring 2011, 101 School Counseling candidates were enrolled in School Counseling Comprehensive Field Practicum for School Counselors (SCS 653) with 99% (100) successfully completing the experience.

From fall 2008 to fall 2011, 177 Educational Leadership M.Ed. candidates were enrolled in Administrative Internship (EDA 636) with 96% (170) successfully completing the internship. From fall 2008 to fall 2011, 103 Educational Leadership Ed.S. candidates were enrolled in Practicum in Educational Administration (EDA 736) with 95% (97) successfully completing the practicum experience. From fall 2008 to fall 2011, 65 Educational Leadership Ph.D. candidates were enrolled in Practicum in Supervision (EDA 738) with 100% successfully completing the practicum experience.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?
Undergraduate candidates evaluate their performances within each experience through video reflection assignments using the same evaluation documents provided for cooperating teachers and University supervisors. During the first experience, candidates examine their teaching performance, classroom environment, and interpersonal skills using the In-Class Evaluation. The second experience assessment instrument used by candidates to self-assess is the TIAI which evaluates planning and preparation, communication and interaction, teaching for learning, management of the learning environment, and assessment of student learning. In addition to each self-evaluation, candidates are required to write an extensive reflection based on the University supervisor's observation and evaluation of their performance. The first reflection identifies strengths and areas that need improvement and is accompanied by an improvement plan. The second reflection assesses growth from the first self-evaluation and responds to the University supervisor's assessment of strengths and weaknesses. The candidates respond to comments of the University supervisor and cooperating teachers throughout student teaching and make changes to continually improve their teaching, planning, and assessment skills.

University supervisors and cooperating teachers perform vital roles in monitoring and assessing candidate performance using Unit-level assessment tools. The University supervisors and cooperating teachers use a variety of methods to assess candidates' professional knowledge, skills, and dispositions. Candidates benefit from feedback in the form of informal daily observations and conversations, planned formal observations and evaluation documents, and completion of professional portfolio assignments. With Tk20, undergraduate candidates are able to view their results on assignments and assessments evaluated by the University supervisors and the cooperating teachers. Each evaluation document has unlimited space for comments to aid the candidates in their professional development.

Cooperating teachers complete and review with candidates two formal evaluation instruments each experience (In-Class Evaluation and Summative Evaluation). Each week cooperating teachers formally critique candidate lesson plans. Their daily interactions with candidates provide valuable guidance in the development of lessons, selection of resources, and choice of classroom management strategies. Cooperating teachers monitor professional dispositions, provide feedback to candidates, and complete a final assessment using the Summative Evaluation.

University supervisors complete three formal evaluation instruments during each experience (In-Class Evaluation, TCPE, and TIAI). University supervisors assess candidate performance in a variety of ways that include classroom observation assignments, lesson plans, and other submissions made to candidates' professional portfolios. After each formal observation (a minimum of two each experience), University supervisors provide formal and informal feedback. During PDS, the University supervisor has the opportunity to discuss expectations for each experience including portfolio assignments with rubrics and the candidates' teaching performance. Documentation with the accompanying rubric and explanation is available in Tk20.

**3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?**

Clinical PEF meet with candidates at the school site after field experiences to allow time for reflection and discussion with peers. As an assignment, candidates compose reflections that express goals for improvement based on the practica experience. During the final week of each semester, time is allowed for individual exit interviews between the candidate and clinical PEF to reflect upon the field experience.
Feedback from peers occurs throughout field experiences as candidates observe and critique each other. Discussions explore the effectiveness of the lesson and modifications that might improve student outcomes. Shared ownership of lesson development helps students in field experiences feel responsible, and allows them to capitalize on group strengths.

Reflection and feedback are integral parts of student teaching. Candidates complete Reflective Journals using various forms of reflection. For example, candidates compose guided reflection entries that focus on specific concepts or skills included in respective methods classes, participate in open-ended journaling, and respond to salient questions posed by University supervisors. Weekly reflections are a part of the professional portfolio. The University supervisors access reflections through Tk20 and provide feedback to candidates based on their reflections.

PDS provide time for reflection and feedback. Between the first and second experience, candidates meet for two days with peers and PEF. Time is used to evaluate the first experience, share success stories, express concerns, and set personal goals for the second experience.

Candidates video record their teaching performance, evaluate their teaching using the In-Class Evaluation form, and include a reflective analysis in their portfolio. Time is provided for candidates to assess their skills and share their reflections with University supervisors.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

The ability to deliver instruction that meets the needs of all students is a primary outcome of the teacher education program. Candidates are evaluated with a variety of assessments to ensure that lesson development and subsequent teaching help all students learn. For example, early in the teacher education program, students use the TCPE to evaluate their ability to "design plans that engage all students in significant learning representing high expectations and rigor." Candidates specifically assess their ability to "positively impact P-12 learning for diverse students." University supervisors complete the same assessment evaluating the candidates during clinical practice to assess strengths and weaknesses to meet the needs of all students. The TIAI measures a candidate's ability to plan lessons for all students based on an appropriate developmental level and to make instruction relevant and meaningful (based on knowledge of students' backgrounds, cultural perspectives, interests, experiences, and prior knowledge). The In-Class Evaluation used in clinical practice measures the candidates' ability to establish high expectations for all students and make appropriate provisions for rates of learning, remediation needs, and/or early finishers.

The cooperating teachers evaluate candidates' knowledge, skills, and dispositions related to helping all students learn in the first experience of clinical practice using the In-Class Evaluation, the Teacher Candidate Summative Evaluation, and Dispositions Evaluation. During the second experience, cooperating teachers assess the candidates' ability to address the needs of all students using the TIAI and the two documents used during first experience.

The Impact on Student Learning section of the TCPE and the Assessment of Student Learning section of the TIAI provide evidence that candidates demonstrate the knowledge, skills, and dispositions to help all students learn. These sections assess such skills as the candidate's ability to develop and use a variety of informal and formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs; to provide timely feedback on students' academic performance and discuss corrective procedures to be taken; to maintain records of student work and performance and
appropriately communicate student progress.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

SPA Reports, Assessment 5 for initial licensure candidates, reveal that candidates collect and analyze data on student learning, reflect on data, and improve student learning. These proficiencies are developed in field experiences and clinical practice for programs not submitting SPA Reports. A critical element of the second experience professional portfolio is the "Assessment of Students' Academic Growth" that requires candidates to collect and analyze data on student learning, reflect on data, and develop plans for improving student learning.

Candidates develop pretests and posttests related to objectives delineated in unit plans. A variety of formative assessments are included in unit plans. Thematic Standards and Mississippi Curriculum Frameworks are labeled in plans and are addressed in formative and summative assessments. Three or more work samples are included that represent students at a variety of ability levels and provide convincing evidence of significant student learning. Written narratives that show perceptive analysis of student growth accompany the samples. At least two charts accompany the analysis of overall class learning as well as that of the sample students' progress. The analysis provides an examination of student growth. Candidates' reflection on the teacher's role is expected to be mature, perceptive, and supported by evidence in the professional portfolio. Written reflections indicate professionalism, an awareness of strengths and weaknesses in assessment and teaching, and a willingness to improve.

While enrolled in Administrative Internship (EDA 636), Educational Leadership candidates complete a School Improvement Plan, a multi-level assignment in which candidates analyze student outcome data to formulate an improvement plan. Candidates generate a mission and vision statement, goals, and strategies to achieve the goals. Strategies include action steps, person responsible for implementation, evaluation method, and budget. Candidates triangulate data using outcome, program, demographic, and perception data.

School Counseling candidates conduct a needs assessment in School Counseling Comprehensive Field Practicum (SCS 653). Depending on the internship site and access to students, candidates assess needs of student groups such as at-risk, special needs, and school behavioral issues. Candidates collect and analyze data, recommend intervention strategies, and report results to appropriate administrator.

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

Mississippi is comprised of a diverse public school population, including many different ethnic/racial groups as well as lower, middle, and upper socioeconomic groups, with a majority of schools serving middle to lower socioeconomic groups. Mississippi is considered a rural state, but USM is located in the urban areas of Hattiesburg and the Gulf Coast. Due to the diverse nature of Mississippi school populations, it is possible for each candidate to receive field experiences that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

Field placements prior to student teaching are designed for candidates to experience urban and rural school settings; primary, elementary, middle, and secondary sites (as relevant to the degree program); and a diverse student population including students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. The diverse placements ensure that candidates experience a variety of schools with diverse populations prior to student teaching. Student
teaching placements are made based on providing diverse experiences that a candidate may not have experienced in the clinical field experiences.

The Unit tracks diversity of placements assigned to candidates in field placements. Data obtained from the Mississippi Department of Education (MDE) on socioeconomic status (SES), ethnicity, school ranking, geography, and grade level are used to ensure that candidates are assigned placements in diverse school settings. SES is determined by the percentage of students qualifying for free and reduced lunches. Ethnicity data and school rankings are reported in the MDE annual report. Geographical districts include urban, suburban, and rural. Grade levels are based on an upper and a lower grade experience. For secondary majors, this includes a high school and a middle school placement. For K-12 majors, this includes an elementary/middle school and a high school placement. For elementary majors, this includes a lower elementary and an upper elementary placement with a minimum of two grade levels difference.

EFE maintains a database that documents candidates' field experiences prior to student teaching, reviews applications, and updates the spreadsheet that documents practica. EFE selects settings verifying a minimum of three of the five diversity criteria is met and requests placements from districts. See Diversity Criteria and Candidate Placement spreadsheets.

In Educational Leadership, candidates complete an internship at more than one site. EFE assists with placements that reflect diverse backgrounds, abilities, languages, ethnicities, and socio-economic status. School Counseling interns complete individual, group, and career counseling/guidance within the school. Hard copies can be found in student files in EFE and in Tk20.

**3c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here.** [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

<table>
<thead>
<tr>
<th>Summative Evaluation</th>
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<tbody>
<tr>
<td>Diversity Criteria</td>
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<tr>
<td>Teacher Candidate Reflective Journal</td>
</tr>
<tr>
<td>Technical Standards and Disposition Policy</td>
</tr>
<tr>
<td>School Improvement Plan Rubric</td>
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<tr>
<td>Candidate Placements</td>
</tr>
</tbody>
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See **Attachments** panel below.

**Optional**

**1. What does your unit do particularly well related to Standard 3?**

The Unit engages in strong collaboration with multiple stakeholders to provide dynamic field and clinical experiences. Stakeholders include IHL, MDE, representatives from state and national professional organizations, the Higher Education Literacy Council (HELC), Realizing Excellence for ALL Children in Mississippi (REACH-MS), Field Directors Forum, program advisory councils, school district administrators, cooperating teachers, motivational speakers, University supervisors, PEF, and EFE.

Feedback from stakeholders and candidates is used to identify areas that deserve additional attention in
field and clinical experiences. Data sources include, but are not limited to, the teacher candidate pre- and post-survey responses, superintendent consortia recommendations, principal survey comments, and University supervisor and cooperating teacher feedback.

Multiple stakeholders highlighted differentiated instruction, content area literacy, and classroom management as areas of concern. As a result, PDS supplemented candidates' knowledge, skills, and dispositions in these three areas. For instance, members of the HELC conducted breakout sessions to strengthen content area literacy skills and provided ongoing support for elementary and secondary candidates. The REACH-MS team provided seminar sessions on effective classroom management, including Positive Behavioral Interventions and Supports (PBIS). PEF regularly support candidates with presentations on differentiated instruction implementation.

The impact of this dynamic collaboration is evidenced by the Teacher Education Preparation Program Exit Survey data that document continuous growth in professional proficiencies of candidates across the Unit. Documents are available in the exhibit room.

2. What research related to Standard 3 is being conducted by the unit or its faculty?

EFE conducted a recent study, An Analysis of Teacher Intern Competence as It Relates to the Internship Experience, which investigated candidates' self-efficacy as it relates to confidence and competence during the semester-long capstone teaching internship. Data were used from a self-assessment survey administered to candidates three times during student teaching. The Sequential Transformative Strategy was used to analyze the research question: How does the instructional self-efficacy of student teachers change over the course of the capstone field experiences? "Prepared to differentiate instruction" was the most changed area. The item with both the highest starting and ending point was "Prepared to write instructional plans based on frameworks." University supervisors interviewed candidates about their classroom performances between the administrations of the quantitative surveys and guided them to improve their instruction. Documentation is available in the exhibit room.

EFE is conducting an ongoing study focused on data-driven decision-making as it relates to USM's undergraduate teacher education program. A primary goal is the analysis of classroom management preparation skills and expertise in implementing successful strategies for students.

**STANDARD 4. DIVERSITY**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences
4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

Within the Unit's Conceptual Framework (CF), diversity is emphasized in two of the four themes. First, in the Power of Knowledge to Inform, candidates will understand the implications of diversity in the classroom. Candidates will apply knowledge, understanding, and awareness of themselves and others in and beyond the classroom to enhance student learning. Second, in the Power to Inspire, candidates will demonstrate through their actions a belief that all individuals can learn and benefit from a quality educational experience. The Unit is committed to ensuring that candidates acquire the knowledge, skills, and dispositions related to diversity to ensure that candidates demonstrate a commitment to teach all students and possess the abilities needed to meet the educational needs of all children. Professional Education Faculty (PEF) produce candidates as education professionals who have the power of knowledge to inform and to inspire.

The Unit maintains standards to prepare candidates with a depth of knowledge regarding multicultural issues, a commitment to equity for all, an ability to bond with all students, and skills to accommodate different learning styles and abilities. Therefore, the Unit is committed to instilling in candidates the values, beliefs, creativity, knowledge, skills, and attitudes needed to function in a diverse environment. Candidates are expected to develop and demonstrate proficiencies related to diversity as specified in the CF and assessed throughout the program.

The teacher education curriculum at The University of Southern Mississippi (USM) supports proficiencies related to diversity as required by the Unit and Interstate Teacher Assessment and Support Consortium (InTASC) standards. Proficiencies related to diversity are assessed by performance-based assessments, cooperating teachers, and University supervisors. Student teaching assessments include the Teacher Intern Assessment Instrument (TIAI), the Teacher Candidate Performance Evaluation (TCPE), and the In-Class Evaluation. Candidates must achieve a Mastery (3) or Exemplary (4) level to demonstrate proper awareness of and commitment to the educational needs of a diverse student body. Therefore, candidates focus on instructional strategies that promote multiple learning paths for students. The Unit ensures that candidates at USM have multiple opportunities to observe and teach a variety of students in a variety of settings. This expectation is facilitated by Educational Field Experiences (EFE) and supported by PEF and school district partners.

The Unit's Technical Standards and Professional Disposition Policy communicate professional dispositions necessary for a successful career in teaching. Candidates are required to read and sign the policy upon admission to teacher education, and the policy is further discussed in classes and Professional Development Seminars. This policy outlines essential dispositions common to licensure programs at USM, including diversity awareness. Candidates complete a self-assessment related to the criteria during field and clinical experiences.

Candidates at the advanced level are expected to develop and demonstrate diversity awareness and professional dispositions. Courses are aligned to the CF as well as National Board for Professional Teaching Standards (NBPTS), and performance-based assessments throughout the program ensure that candidates have acquired and demonstrated proficiencies as identified in the CF.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- awareness of the importance of diversity in teaching and learning; and
- the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and
students with exceptionalities?

Initial programs at the undergraduate level require the courses listed below. Choices are allowed based on discipline-specific needs and were approved by the Professional Education Council (PEC).

- **Classroom Management** (CIE 302, CIS 302, SHS 451, or SPE 451). Equips candidates to create and provide healthy learning/teaching climates that identify and address the diverse needs, strengths, and abilities of students.

- **Data Analysis and Evaluation** (CISE 403 or REF 469). Teaches candidates to monitor student progress and to make decisions based on available data. Students are assessed on their ability to use curriculum-based measurement probes to assess teacher interventions and student progress. Emphasizes federal and state policy, and Mississippi's Three-Tier Intervention model.

- **Special Education** (SPE 400). Provides candidates a strong foundation in the characteristics and needs of learners with exceptionalities and focuses on curricula, discipline, and cultural diversity.

Secondary programs require **Principles of Teaching High School** (CIS 313) that addresses the challenges of meeting needs of students. Candidates observe and tutor in 7-12 classrooms to apply course concepts to practice.

Content-specific methods courses and practica address individual learning styles of students and adaptation of instruction and environment to accommodate student differences. Examples of activities that focus on meeting the needs of all learners include development of lesson plans using differentiated instruction, service-learning projects, and completion of families' perspectives assignments. The Diversity Awareness Table provides a more comprehensive list of courses and activities at the initial and advanced level.

Placing candidates in diverse settings is key to the CF and demonstrates the Unit's commitment to prepare candidates to foster learning for all students. Two placements are made in different settings using five criteria for the selection of candidates' placements. Criteria include SES, ethnicity, school ranking, geography, and grade level. Placement details are located in Standard 3c.6.

EFE uses the five diversity criteria, the observation/practicum placements, and candidates' self-reported experiences working with students to determine placements. EFE reviews applications for student teaching; creates a spreadsheet that documents practicum/observation and student teaching placements; and verifies that a minimum of three of the five diversity criteria are met. Upon reviewing this information, EFE selects settings and requests placements from districts.

The Master of Arts in Teaching program requires **Management and Organization of Diverse Classrooms** (CIS 603). Candidates develop knowledge, skills, and dispositions required for teaching students from diverse backgrounds. For example, candidates develop a classroom management plan that adapts instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities; respond to problem-based learning situations; and prepare a personal philosophy about student management.

At the advanced level, the following courses represent a sample of diversity coursework:

- **Foundations of Multicultural Education** (CIE 600). Examines the affective and theoretical dimensions of pedagogy appropriate for culturally and linguistically diverse students with emphases on research, current social and educational issues, and strategies for teaching tolerance.

- **Measurable Mission of School Candidates** (EDA 637). Investigates the holistic view of school improvement, the integration of curriculum and instruction to improve student outcomes, the impact of data on schools, and the role of school-community relations.
• Methods and Materials in Teaching Gifted Students (SPE 661). Examines models, methodologies, and materials appropriate for gifted students.

Educational Leadership courses emphasize the development of school leaders for diverse student populations. Discussions, readings, and specific course assignments are included. Leading Diverse School Populations (EDA 602) is a newly designed course that introduces leadership concepts for effective teaching and learning among diverse adult and student populations in P-12 schools. Candidates develop a building community paper, administer and analyze the Principals' Disposition Rating Scale, and complete case studies and reflections on ethnic/racial diversity.

School Counseling candidates assess the school culture and develop a curriculum that addresses students' needs. Candidates focus on diversity with attention to linguistically and culturally diverse students and students with exceptionalities. In the internship candidates identify students with special needs, assist with special education referrals and placement, and assist students with school behavioral issues. Interns provide individual, group, and career counseling services to students of diverse backgrounds.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

The Unit maintains standards that instill in candidates a strong multicultural knowledge base, a commitment to equity for all, the ability to connect with all students, and the ability to accommodate different learning styles and abilities. Diversity is assessed throughout the program using the following assessments: Cooperating Teacher Summative Evaluation, In-Class Evaluation, TCPE, TIAI, and candidates' self-assessment using Technical Standards and Dispositions. The Diversity of Teacher Candidates Matrix identifies the diversity indicators used to assess candidates and the associated data. For example, the TCPE is aligned to the CF to assess the CF constructs. Indicators 3, 4, 5, 6, 29, 30, 31, 32, and 43 of the TCPE assess diversity. From 2008-2011, data indicate that candidates scored an average of 3.69 on a four-point scale demonstrating candidates' proficiency regarding diversity.

All initial-level candidates are required to complete Praxis II: Principles of Learning and Teaching licensure examinations that include diversity items. The Table 4 – Pass Rate table in Standard 1 indicates that 97% of our initial-level candidates pass these examinations.

At the advanced level, candidates complete a professional portfolio that is scored on a three-point rubric aligned to the NBPTS. Indicator 1 states that, "Teachers are committed to students and their learning." Outcomes 3 and 5 of the professional portfolio rubric for Elementary Education M.Ed. and Special Education M.Ed. are aligned with NBPTS Proposition 1. From 2008-2011, 100% (18/18) of Elementary Ed M.Ed. candidates and 100% (45/45) of Special Ed M.Ed. candidates scored ≥2 (mastery and exemplary). The professional portfolio rubric for advanced candidates in Elementary Education Ed.S. and Special Education Ed.S. is also aligned to the NBPTS. Outcome 3 is aligned to Proposition 1 related to diversity. From 2008-2011, 100% (6/6) of Ed.S. candidates scored ≥2 on these outcomes. The professional portfolio rubric for advanced candidates in Elementary Education PhD and Special Education PhD is also aligned to the NBPTS. Outcome 3 is aligned with Proposition 1 related to diversity. Qualifying examinations, comprehensive examinations, and dissertations indicate candidate proficiency in diversity awareness. From 2008-2011, 100% (5/5) of Elementary Education Ph.D. candidates and 100% (9/9) of Special Education Ph.D. candidates passed the qualifying and comprehensive examinations on the first attempt.

Educational Leadership collects data on three key assessments related to diversity: comprehensive
examination, school improvement plan, and school-based strategic plan. Data for these assessments are located in the Educational Leadership Constituent Council (ELCC) SPA report.

School Counseling candidates complete School Counseling Field Practicum (SCS 651). The Ability to Establish and Maintain a Relationship section of the SCS 651 practicum rubric assesses candidates' ability to create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work. Data from fall 2010 and fall 2011 show that candidates scored an average of 3.73 on a four-point scale on the Ability to Establish and Maintain a Relationship section indicating candidates possess the ability to work with diverse students, families, and communities.

4a.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

| Technical Standards and Dispositions Policy |
| Teacher Intern Assessment Instrument |
| Teacher Candidate Performance Evaluation |
| Diversity Awareness Table (Curriculum components matrix) |
| In-Class Evaluation |
| Summative Evaluation |

See Attachments panel below.

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

Initial, advanced, and distance learning candidates have multiple opportunities to interact with diverse students and faculty members through coursework across the University and within the Unit. USM has a diverse student body of 16,604 from all 50 states and 70 foreign countries. Approximately 16% of the faculty members at USM are non-white and 47% are female. University faculty represent diverse cultural backgrounds, languages, ethnicities, and experiences. The University's student population is 27% Black/African American and 62% female (2010-11 USM Fact Book).

Candidates encounter faculty diversity during field-based and clinical experiences and while working on various research projects. From the earliest experiences in the teacher education program at USM, teacher candidates are exposed to diversity among University faculty, PEF, and school based faculty. Additionally, teacher candidates interact with P-12 students who reflect the general diversity of the state and region. The state of Mississippi profile for 2010-11 includes a school-age population consisting of 50.31% Black/African American; 49.69% Other Racial/Cultural Groups, and 10.99% students with disabilities. The state poverty level as identified by the state's free and reduced lunch percentage is 71%.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

PEF at USM have been involved in activities which keep them current and help prepare candidates to
work with students from diverse groups. For example, PEF have been responsible for conducting P-12 workshops related to differentiated instruction, mentoring high school seniors in sign language, tutoring English Language Learners (ELL), conducting research, publishing articles related to implications of diversity in teacher education, serving on committees dedicated to providing resources for women, and writing and directing grants in special education. PEF attended national conferences, and one PEF received trainer certification for A Framework for Understanding Children of Poverty: Ruby K. Payne, Ph.D. PEF support the USM McNair Scholar Program by mentoring first generation college students to develop research skills, participate in advanced scholarly activities, and pursue graduate degrees.

Examples of activities are listed in the Faculty Diversity Activities table.

### 4b.3. How diverse are the faculty members who work with education candidates?

[Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

**Table 8**

**Faculty Demographics**

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation &amp; Advanced Programs n (%)</th>
<th>All Faculty in the Institution n (%)</th>
<th>School-based faculty (Optional) n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
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<tr>
<td>Male</td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### 4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

USM and the Unit have been modestly successful in recruiting faculty members that represent diversity. This is due, in part, to focused recruitment efforts initiated at the University and Unit levels. For example, the Unit strategically recruits for faculty positions and students at minority recruiting fairs. All position vacancy announcements are sent to minority institutions and organizations. Additionally, the Unit attended the Historically Black Colleges and Universities (HBCU) conference held in New Orleans in 2010 and Birmingham in 2011 to market USM programs and recruit minority faculty and students. While attending other professional conferences, PEF network with individuals seeking employment and make concerted efforts to recruit diverse faculty to USM. Most recently, the University initiated a partnership with Linyi University in China to exchange research, share teaching experiences, and
establish possible collaborations in the area of educational technology. The Unit routinely advertises available positions in The Chronicle of Higher Education, the USM Website, Psycareers.com, professional listservs, Higher Ed Jobs, and Academic Careers Websites.

Affirmative Action and Equal Opportunity Employment supports the University and Unit goals of expanding diversity among the faculty and provides a guide for expanding recruitment efforts to create the most diverse candidate pool possible. This office provides annual training workshops required for administrators with hiring responsibilities to improve recruitment of diverse faculty at USM.

The University further demonstrates commitment to the goal of diversity by honoring the IHL Black History Month Educator of the Year in the spring each year. This award recognizes a USM faculty or staff member who has demonstrated positive advancement of diversity on campus. IHL sponsors a statewide luncheon to honor all recipients.

4b.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

| Diversity of Teacher Candidates Matrix and Data |
| Faculty Diversity Activities                        |
| Table 8 - Faculty Demographics                      |

See Attachments panel below.

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Candidates in initial and advanced programs have multiple opportunities to work with peers from diverse backgrounds representing race/ethnicity, gender, geographical regions, and cultural backgrounds. Candidates interact with their peers in and out of classes through group discussions, cooperative learning projects, and service learning activities. Candidates complete practicum and clinical experiences that are purposefully designed to be diverse in terms of settings, student demographics, and student ability levels. Candidates are paired in selected field experiences prior to student teaching to improve observation skills and peer coaching. During Professional Development Seminars, candidates are given opportunities to interact with one another by participating in group discussions, breakout sessions, paired learning, and simulations. Members of Kappa Delta Pi work together to host a reading fair for local K-6 students presenting skits about popular children's books and teaching specific literacy skills. Candidates interact with candidates at the annual Science Olympiad and events at the Biological Sciences Learning Center.

Student organizations at USM represent the diversity of campus life—academics, leadership, religion, service, social activities and more. There are more than 280 student groups on campus and an average of 500 events each month, and more than 80% of students participate in some type of activity. Examples of student organizations specifically focused on diversity awareness include but are not limited to the following: Student Council for Exceptional Children, Together Enhancing Autism Awareness in Mississippi, Gay/Straight Alliance.
At the Unit level, candidates are encouraged to join and participate in professional student organizations such as Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), Kappa Delta Pi (KDP), Mid South Educational Research Association (MSERA), Student Education Association (SEA), Graduation Educational Research Association (GERA), and LISSA (Library and Information Science Student Association). These organizations provide opportunities for diverse candidates to network and interact with one another. Membership documentation is available in the exhibit room.

### 4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

<table>
<thead>
<tr>
<th>Table 9 Candidate Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
</tr>
<tr>
<td>Two or more races</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates in Initial Teacher Preparation Programs</td>
<td>1108 (80.23%)</td>
<td>273 (19.77%)</td>
<td>1381</td>
</tr>
<tr>
<td>Candidates in Advanced Preparation Programs</td>
<td>459 (74.51%)</td>
<td>157 (25.49%)</td>
<td>616</td>
</tr>
<tr>
<td>All Students in the Institution</td>
<td>9,018 (62.24%)</td>
<td>5,471 (37.76%)</td>
<td>14,489</td>
</tr>
<tr>
<td>Diversity of Geographical Area Served by Institution</td>
<td>240,096 (49%)</td>
<td>250,430 (51%)</td>
<td>490,526</td>
</tr>
</tbody>
</table>

### 4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The following are examples of USM recruitment and retention initiatives that pertain to diverse groups:

- **PEF actively recruit at area community colleges and high schools.**
- **USM offers TEACH Grants to students pursuing degrees in education of the deaf, foreign languages, mathematics, biology, chemistry, physics, and special education.**
- Forty-eight school districts qualify for funding through the Mississippi Critical Teacher Shortage Act that provides scholarship opportunities to work in diverse critical shortage areas after graduation.
- **Early Alert allows faculty and staff to share information with a response team regarding students exhibiting risk factors for dropping out of the University. The response team investigates and follows-up with students.**
- The McNair Scholars Program supports low-income and first-generation college students at USM and actively recruits in high schools. The program assists in retention by providing faculty support and financial assistance.
- **Student Support Services provides opportunities for academic development, assists with basic college requirements, and serves to motivate students towards completion of their degree.** Participants must meet at least one of the following criteria: first-generation college; low-income; and/or student with a disability (learning or physical).
- **USM provides new students with a Student Survival Guide aimed at helping students to be**
successful in their educational experience.

- The Office for Disability Accommodations works to ensure that students with disabilities have full access to, and participation in, University activities.
- The Institute for Disability Studies assists individuals with disabilities in areas such as housing, early intervention, inclusive child care, assistive technology, recreation, health, education, and family support.

4c.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

See Attachments panel below.

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

The Unit, through EFE, tracks the diversity of candidate placements for field and clinical experiences and maintains a database to ensure that candidates have opportunities to develop knowledge, skills, and dispositions with diverse students. Candidates apply skills related to diversity throughout the student teaching experiences. Cooperating teachers and University supervisors assess candidates in each student teaching experience using instruments that specify skills necessary to help all students learn. The TCPE, the TIAI, and the In-Class Evaluation allow cooperating teachers and University supervisors to assess candidates in the areas of planning instruction for diverse learners, using differentiated instruction, and selecting proper curriculum materials. Candidates are evaluated on their interactions with students and the learning environment.

Upon admission to teacher education, each student signs the Technical Standards and Dispositions Policy, and the policy is discussed in classes. Diversity awareness and dispositions are addressed specifically with "Candidates appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual, and/or cultural values on others." During student teaching, University supervisors assess candidates based on criteria in the policy, and candidates self assess using the same criteria.

Educational Leadership candidates complete activities at multiple sites including appropriate community organizations such as social service groups and local businesses. Due to the diverse nature of populations represented by Mississippi schools, each candidate works with students who have exceptionalities or are from diverse ethnic/racial, linguistic, and socioeconomic groups.

School Counseling candidates complete individual, group, and career counseling/guidance in schools with diverse students. Candidates support students with diverse needs, participate in the special education referral process, and provide services to parents. Assisting gifted, at-risk, and remedial students to select courses is a component of the counseling internship.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school...]

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**Student Survival Guide**

See Attachments panel below.
used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.

### Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs

<table>
<thead>
<tr>
<th>Name of school</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American, non-Hispanic</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic or Latino</th>
<th>White, non-Hispanic</th>
<th>Two or more races</th>
<th>Other</th>
<th>Race / ethnicity unknown</th>
<th>Students receiving free / reduced price lunch</th>
<th>English language learners</th>
<th>Students with disabilities</th>
</tr>
</thead>
</table>

**4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?**

PEF communicate the importance of reflection throughout the teacher education program, and reflection is considered a significant part of student teaching. Candidates' performance is evaluated by University supervisors and cooperating teachers. The University supervisors and cooperating teachers communicate with candidates throughout the student teaching experience and discuss all phases of teacher candidacy with particular emphasis on working with students from diverse groups. An important part of the process is personal reflection based on feedback from peers, University supervisor, cooperating teacher, and assessment results.

The In-Class Evaluation and the TIAI contain assessment criteria specific to working with diverse students. The classroom description, philosophy, reflective analysis of classroom management plan, and assessment of student growth assignments included in student teaching incorporate elements of diversity.

The candidate utilizes the Reflective Journal to reflect on student teaching experiences and further develop skills in working with diverse groups. Candidates are expected to accept and use suggestions for improvement in a professional manner and to continually improve their teaching based on evaluations. University supervisors read candidate reflections that address a variety of issues related to diversity and respond to the reflections by telephone, email, or in person. The reflection process typically results in improved performance, but if not, a remediation plan is created by the University supervisor with assistance from the cooperating teacher and EFE Co-Directors.

**4d.4. (Optional Upload)** Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 10 - Demographics on Sites for Clinical Practice in Initial and Advanced Programs

See **Attachments** panel below.
1. What does your unit do particularly well related to Standard 4?

The structure of student teaching provides candidates with diverse field placements. During student teaching, candidates teach two distinct student groups that provide exposure to a variety of learners and learning environments. Employing a minimum of three of the five identified diversity criteria for placements (socioeconomic status (SES), ethnicity, school ranking, geography, and grade level) affords the candidate opportunities to further develop diverse teaching skills.

University supervisors and candidates have been surveyed regarding the merits of two diverse seven-week placements over one fourteen-week placement. Data indicate positive response to the two diverse seven-week placements.

A candidate's response related to different grade level placements was: "I was really intimidated by the high school kids, but after being with them for 7 weeks, I feel competent and would love a job teaching in high school."

All candidates are exposed to students of different socioeconomic status. Some candidates have expressed initial discomfort working with school populations in which the SES varies significantly from their own. Data indicate positive change to the candidates' sensitivity and confidence in working in diverse SES settings. At the beginning of the experience one candidate reflected, "I don't know if I'm going to make it. I'm not prepared to work in a school with minimal supplies and minimal parental support." With encouragement provided by EFE and PEF the candidate's responses at the end of the semester were, "Even though I was ready to drop out of student teaching during the first experience, it turned out to be the best thing I ever did. While my second experience was fabulous, I grew more in my first experience and feel more connected to those students."

While the current structure of clinical placements requires twice as many placements and school partners, it results in candidates capable of teaching in a variety of diverse settings.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

PEF have published numerous articles related to diversity. A sample is provided below and additional information is available in the Faculty Diversity Activities table.

- Stanford, B. Creator of Differentiation Handbook for Mississippi Department of Education.
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.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

### 5a. Qualified Faculty

#### 5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)?

Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.).]

**Table 11**

**Faculty Qualification Summary**

FacultyInfo_5977_3802_29435.xls

See Attachments panel below.

#### 5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Professional Education Faculty (PEF) are highly qualified and committed to modeling professional practices in teaching, research, and service. For spring 2011, there are 140 PEF including full-time, adjunct, and visiting faculty in the four colleges offering licensure programs at USM. Of the 140 PEF, 81% (113) have terminal degrees and 19% (27) hold master's degrees. Of the 27 PEF who do not hold terminal degrees, 21 (72%) have a minimum of 5 years teaching experience in P-12 schools. Faculty with non-terminal degrees also have National Board for Professional Teacher Standards (NBPTS) certification or specialized knowledge and skills that support the needs of the Unit.

The University of Southern Mississippi (USM), and thereby the Unit, follows guidelines established by USM and the Southern Association of Colleges and Schools (SACS) to hire faculty and assign course responsibilities based on appropriate faculty credentials. These guidelines are rarely challenged. When an exception is sought, a process is in place to ensure appropriate oversight. The department chair submits the prospective faculty's credentials to the dean. The dean determines if support for the exception is merited, and if so, submits the request to the Faculty Credentials Committee (FCC) of Academic Council (AC) or Graduate Council (GC). The FCC is comprised of faculty representatives from each of the colleges. The FCC reviews the credentials to determine if an exception is appropriate and can be justified. A recent example of an exception relates to the Education of the Deaf program whereby the department wanted to hire an adjunct instructor to teach sign language. The individual had 30+ years experience as a sign interpreter but lacked a college degree. The FCC of AC contacted the Council on Education of the Deaf and the Mississippi Department of Education (MDE) for a ruling, and
as a result, approved the hiring of this instructor based on years of experience in the field.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

The contract between the school district and USM is designed to ensure that cooperating teachers are appropriately licensed and education students benefit from quality field and clinical experiences. The contract requires that a cooperating teacher must have a standard teaching license, must be a full-time employee in a cooperating district, must have three consecutive years of positive teaching evaluations, must positively impact student learning, must be teaching in his/her field of licensure, must have successfully completed the Unit's Cooperating Teacher Workshop, and must voluntarily accept the responsibilities of a cooperating teacher (i.e., observing, collaborating, critiquing, and evaluating candidates). The Verification of Training Form requests the cooperating teacher to list educational background, certification areas, NBPTS certification, training date, P-12 experience, demographics, and current district/school.

The Unit maintains a database of cooperating teacher records and qualifications in Tk20. This database is maintained by the Educational Placement Specialist in Educational Field Experiences (EFE). Analysis of the database indicates that all school-based faculty members are licensed in the areas they teach.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Clinical PEF responsible for methods, practica, and observation classes participate in a variety of professional experiences in school settings. For example, Clinical PEF collaborate with school district partners on topics such as Common Core State Standards (CCSS), administration and interpretation of literacy assessments, and development of interventions. Clinical faculty collaborated with school district partners in Biloxi, Hattiesburg, Lamar County, Long Beach, Pearl, and Petal in 2010-2011. Examples of clinical faculty involvement in and support of P-12 schools may be found in the P-12 Professional Experiences Table, but two specific examples of contemporary professional experiences are outlined below.

Kim Walker and Sherry Kinkopf are clinical faculty involved in the South Mississippi Writing Project (SMWP) which is a network of kindergarten through college level teachers interested in improving the teaching of writing and improving learning in area schools. SMWP is a professional development organization offering programs developed by experienced teachers who demonstrate knowledge and skill in translating the state curriculum framework into effective classroom practice. SMWP teachers participate in ongoing professional study and collaboration to support each other as in-service leaders.

The Whole Schools Arts Initiative is an arts integrated conceptual approach to re-designing school environments that create a culture of collaboration and transparency. Clinical faculty in the Department of Curriculum, Instruction, and Special Education are involved in contemporary professional experiences through their collaboration with K-6 faculty in local school districts using the Whole School Arts Initiative. K-6 faculty members have conducted workshops for faculty and candidates to demonstrate innovative techniques for incorporating the arts throughout the elementary curriculum.

5a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]
5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

The Unit's Conceptual Framework (CF) is embedded throughout its teacher education program and serves as a foundation for the preparation of candidates who emerge as creative, bold, and determined educational leaders. The CF inspires PEF to provide instruction that produces graduates who embrace and embody the four core themes of the CF: the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners.

PEF consistently model research-based practices and current developments in their teaching. For example, research-based practices are evident in required teacher education courses that train students in data analysis and evaluation (REF 469, CISE 403), classroom management (CIE 302, CIS 302, SHS 451, SPE 451) and education of exceptional learners (SPE 400). PEF provide examples of best practice in their field of expertise, reflecting current research and developments in the field, which is then integrated into their teaching. Examples of current faculty research are provided in Table 11.

The Unit Head solicits input regarding developments at the local level through meetings of the P-16 Council and individual discussions with area superintendents. Additionally, the Unit Head attends the MDE Commission on Teacher and Administrator Education, Certification and Licensure and Development meetings where state-level initiatives are discussed. All information is shared with the Unit through monthly meetings and posted minutes of PEC. This ensures that PEF incorporate current initiatives in coursework as these changes are implemented in Mississippi P-12 schools.

The Unit ensures that current research and evidence-based practices are included in coursework by systematically reviewing syllabi created by PEF. The review focuses on textbook adoption, course objectives, and assessment. Syllabi are evaluated based on current developments in the field of education. Courses with multiple sections use the same syllabus and rubrics for key assessments. Syllabi are required to have standardized statements for the Unit's CF, Tk20 subscriptions, and background checks; syllabi are reviewed annually in March by staff from MDE during the MDE Annual Process and Performance Review.

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

PEF encourage reflection, critical thinking, problem solving, and professional dispositions through course assignments, experiential activities (e.g., case studies, video analysis, and role playing), class discussions, and by modeling these attributes themselves. PEF integrate opportunities in coursework for
candidates to engage in self-reflection and to identify and develop ethical behaviors. PEF offer candidates opportunities to solve problems and engage in critical thinking (e.g., address classroom behavior challenges, design modified instruction to promote student learning, deal with ethical dilemmas, etc.). Candidates develop critical thinking and problem-solving skills by interpreting assessment data to address challenges in student learning processes and outcomes, participating in the development of Individualized Education Plans (IEP), and observing parent conferences. During student teaching, candidates are assessed by University supervisors and cooperating teachers on ability to solve problems and develop critical thinking skills to apply in P-12 settings.

Advanced programs are aligned with NBPTS and specialty area standards. PEF prepare graduate candidates to be highly effective professional educators who are leaders in their respective fields. NBPTS Proposition 4 states, "Teachers think systematically about their teaching practice and learn from their experience." This is modeled and emphasized throughout the teacher education program as candidates are prepared with the foundational knowledge, skills, and research bases necessary for reflection and critical thinking. NBPTS Proposition 5 states, "Teachers are members of learning communities." This is emphasized through the modeling of professional dispositions by graduate faculty as they mentor graduate candidates in research and professional development activities and as they teach candidates the value of collaboration with other professionals to build partnerships for effective problem solving.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

PEF plan for meaningful learning experiences for candidates by modeling instructional strategies that promote student learning outcomes. Evidence of best practice in the selection of content, instructional strategies, and assessment is reflected in course syllabi and consistently high ratings on candidates' evaluations of faculty teaching. PEF apply a variety of strategies to accomplish their instructional purposes and choose specific strategies based on candidate needs. For example, PEF use questioning techniques, lecture, discussion, problem solving, collaboration and cooperative learning, teaching simulations (e.g. video recording and critiquing of presentations), case study analysis, review of candidate work, multimedia, and technology-enhanced instruction. Based on the situation, faculty may model the didactic mode and share information directly with students or model indirect instructional strategies that present students with instructional stimuli and require them to reach their own conclusions. PEF are guided by current research and Interstate Teacher Assessment and Support Consortium (InTASC) standards when planning and delivering instructional strategies to equip students for the challenges of the P-12 classroom.

PEF are committed to assessment and evaluation and promote them as vital parts of the instructional process. They "understand and use both formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner" as indicated in InTASC standard 8. Because beginning teachers benefit from exposure to a significant number of effective evaluation strategies, PEF model assessment strategies throughout courses and student teaching experiences. Students are taught to use pretests, formative assessment, summative assessment, and posttest evaluation to promote learning. Faculty use quizzes, tests, peer review, self-assessment, performance-based assessment, in-course micro teaching, student and peer assessment of videos, and rubrics. Faculty train candidates in the use of standardized tests, teacher-made tests, and performance-based assessment strategies. Candidates are evaluated throughout their student teaching experiences by the cooperating teacher and the University supervisor using various assessment instruments located in Tk20. Students are taught how to construct rubrics in methods courses and are expected to create and use them effectively in their student teaching.
5b.4. How do unit faculty members incorporate the use of technology into instruction?

PEF in specific program areas assess candidates for technological knowledge and skills in accordance with specific program needs and standards. However, in an effort to establish baseline technology skills, all undergraduate candidates successfully pass a Basic Technology Literacy Exam (BTLE) or become certified via Internet and Computing Core Certification (IC3) prior to beginning teacher candidacy. Tk20 is the electronic data management system used at the University by initial programs, Educational Leadership, and School Counseling.

PEF incorporate campus-wide University computer resources, electronic classrooms, and technology classes into teacher education programs. Furthermore, PEF demonstrate a commitment to the use of technology to improve student outcomes by modeling use of cutting-edge technology in coursework and seeking teacher candidacy placements in partnering schools that incorporate current technology.

The University fully supports the integration of technology in education and provides professional development and assistance through the Learning Enhancement Center (LEC). LEC provides a wide array of training, guidance, and instructional design support for Blackboard 9.1 course development, Pronto, PowerPoint presentations, videos, SMART symposium lecterns, ELMO visual presenters, iClickers, Camtasia, Dreamweaver, and SPSS. PEF use Promethean and Smart boards in many of the education classrooms. PEF have access to Second Life, Facebook, Google Docs, blogs, and Wikis in addition to Blackboard 9.1 for web-based classroom supplements. Additionally, faculty integrate technology in their classes using real-time chats, Wimba, LiveClassroom, Audiotext, Second Life, and Skype. Instructors using social media model digital etiquette and responsible social interactions related to the use of technology and information. Additionally, instructors advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

The Unit offers additional evidence of commitment to the use of technology by offering the following programs in an entirely online format: Elementary Education Teacher Assistant Program B.S., Special Education B.S., Educational Administration and Supervision M.Ed., Library and Information Science M.L.I.S., Music Education M.M.E., and Special Education M.Ed. Prior to submission of a request to offer a degree program online, all online courses in the proposed (online) degree program must be previously approved by the appropriate faculty within the unit, the respective college curriculum committee(s), PEC, and the appropriate University Council (Graduate Council or Academic Council). Additional information about USM's online programs may be viewed at Eagle Learning Online.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Candidates assess the quality of faculty teaching each semester by systematically completing standardized course evaluations. After reviewing the results of evaluations, faculty use this information to assess personal effectiveness, improve instruction, support curricular revision, and in general, better meet the needs of the teacher candidates. Faculty course evaluations are also used in the annual faculty evaluation process. Department chairs typically ask faculty members to respond to course evaluations by identifying specific goals for the next academic year. In some cases, department chairs ask for specificity in terms of planning, methodology, assessment, and classroom interactions. During the faculty evaluation process, department chairs often ask faculty members to identify professional development needs. This, too, encourages faculty members to complete self-assessment. PEF may also design additional evaluation tools that solicit input from students regarding the effectiveness of the
instructor and the impact of the course. These evaluations encourage PEF to engage in further self-assessment.

Self reflection and assessment concerning teaching and learning is a major concept that is modeled by PEF to teacher candidates. In accordance with the "community of learners" concept, didactic and clinical faculty meet on a regular basis to reflect upon and assess the effectiveness of their teaching in the cohort blocks. The candidates' acquisition of requisite knowledge, skills and dispositions are reflected upon and assessed with the goal of improving the teaching and learning process. Often as a result of these sessions, changes and enhancements are made to course objectives, assessments, and clinical assignments. This ongoing process has resulted in the refinement and improvement of teaching and learning.

5b.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

| MDE Annual Process and Performance Review |
| Technical Standards and Dispositions Policy |
| Reflective Journal |
| Basic Technology Literacy Exam (BTLE) History |
| Eagle Learning Online Program Proposal Guidelines |

See Attachments panel below.

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

USM is recognized as a Carnegie comprehensive doctoral research university. The vision of the University is to "emerge as the premier research university of the Gulf South." Its "primary mission is to cultivate intellectual development and creativity through the generation, dissemination, application, and preservation of knowledge" (www.usm.edu/about/vision/vision-mission-values). Scholarship is highly valued and clearly an expectation for faculty at USM. Departmental tenure and promotion guidelines specify expectations in terms of teaching, research, and service. To be considered for tenure and promotion, faculty must make significant contributions to support the mission of the department, college, and University.

The Unit values scholarship and expects PEF to be highly engaged in generating and disseminating new knowledge. The Conceptual Framework (CF) states, "faculty, staff, and candidates within the Unit at The University of Southern Mississippi collaborate to generate, disseminate, and apply knowledge to improve the lives of individuals, families, and communities." Faculty research is evaluated annually during the faculty evaluation process, and department chairs rate faculty in terms of their research productivity. Table 11 provides a sample of current faculty research.

In order to support research projects, PEF are active in grant writing. Over the past three years, PEF have secured $9,474,461 in funding to support the mission of the Unit. Examples of important projects that are the direct result of external funding include the Gulf Coast Autism Project, Instructional Leadership Center, Frances A. Karnes Center for Gifted Studies, and Title II awards for the USM
Summer Mathematics Institute and the Teacher Leader Institute. External funding serves to reinforce faculty research agendas. For example, based on research related to exceptional children, Dr. Frances Karnes has published 62 books.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

PEF are engaged in a number of scholarly activities, including the publication of refereed and non-refereed articles; books; book chapters; abstracts; book reviews; presentations at state, regional, national, and international conferences and workshops; writing grants; as well as other scholarly activities. An examination of PEF curriculum vitae indicates that PEF serve on editorial and advisory boards and committees for national and professional organizations. The majority of these activities are related to teaching and learning, the education of teachers and other school professionals, pedagogical research, and the application of current research findings. Examples of PEF publications related to teaching and learning are listed below:

- Stricklin, K. & Hulbert, H. (March, 2011). TAP: Teacher Assistant Online Program Progress" Association for the Advancement of Computing in Education, (AACE), SITE (Society for Information Technology & Teacher Education) online journal.

Scholarship is highly valued and clearly an expectation for faculty at USM. A review of the past three years of scholarly activity reported in PEF vita indicates that PEF have written 322 journal articles, 23 books, 30 book chapters, and 55 book reviews. In FY 2009 - FY 2011, PEF secured $9,474,461 in external funding for projects related to P-12 education. (See External Funding Table). A review of PEF vitae provides an in-depth look at the scholarly productivity of PEF.

5c.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty
scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

USM's vision is to "emerge as the premier research university of the Gulf South—engaging and empowering individuals to transform lives and communities" (www.usm.edu/about/vision/vision-mission-values). The CF states that the Unit contributes to the mission of USM through all aspects of scholarship that promote a climate for academic success, that enhance the image of USM and its teacher education programs, and that foster connections with P-12 partners and external agencies.

All faculty members of the University are evaluated annually on the basis of performance and productivity. Annual faculty evaluations include specific evaluation of faculty service and note both amount and quality of service. Service relates to contributions made by faculty members to support the mission and goals of the academic department, college, University, and professional discipline. Service also refers to the function of applying academic expertise for the direct benefit of external audiences. Faculty are expected to be contributing members of department, college, and University committees and to be engaged in service activities that support departmental, college, and University goals and missions.

PEF are expected to engage in service that supports the Unit and promotes education and educational goals. This is not an issue at USM, because PEF value service and embrace the impact it has on individuals, school district partners, MDE and IHL, and local communities. PEF at USM provide service through many venues including applied research, service-based instruction, program and project management, consultation, and technical assistance. PEF especially provide service to the Unit by participating in PEC, engaging in curriculum development, collaborating with school-based faculty and school district partners, working on MDE committees and task forces, assuming leadership in professional organizations, advising student organizations, and representing faculty on governance committees at USM.

As part of the tenure and promotion process at USM, faculty are required to take part in service activities at the program, department, college, University. Faculty members serve on committees within their respective departments and the college; faculty also serve on University committees, including governance bodies of the University.

PEF provide service to school district partners through collaboration, consulting, mentoring, and facilitating professional development. At the state, national, and international levels, PEF serve on advisory boards and committees that support educational needs. PEF serve as journal editors and as members of editorial boards. The Unit Service Table provides a summary of service activities for PEF at USM. From 2008-2011, 234 service activities in the P-12 setting are documented in PEF vita. Examples
of PEF service are described below.

Dr. Hollie Filce, Assistant Professor and Special Education Coordinator in CISE, has served on the MDE Personnel Improvement Project and the Project of the National Center to Improve the Recruitment and Retention of Qualified Personnel for Children with Disabilities Leadership Team. Currently, she is the chair of the Mississippi Special Education Advisory Panel and the director of the Realizing Excellence for All Children in Mississippi (REACH-MS).

Dr. Diane Fisher, Associate Professor in Business Technology Education, is currently the president of the National Association for Business Teacher Education (NABTE) and the editor for Delta Pi Epsilon Journal. She has served as past-president of the Mississippi Business Education Association and has served on the Policies Commission for Business and Economic Education.

Dr. Stacy Reeves, Associate Professor in the Department of Curriculum, Instruction, and Special Education, currently serves on the International Reading Association Government Relations Committee and as president of the Mississippi Reading Association. She also serves as the Mississippi Statewide Literacy Team, appointed by the state superintendent of education.

5d.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

<table>
<thead>
<tr>
<th>Unit Service Table</th>
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<tbody>
<tr>
<td>Curriculum, Instruction, and Special Education (CISE) Promotion and Tenure Guidelines</td>
</tr>
<tr>
<td>Educational Leadership and School Counseling Promotion and Tenure Guidelines</td>
</tr>
<tr>
<td>University Faculty Handbook</td>
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</table>

See Attachments panel below.

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

As detailed in the Faculty Handbook, the Mississippi Board of Trustees of State Institutions of Higher Learning (IHL) requires all faculty regardless of tenure status to be evaluated annually on the basis of excellence in performance. The performance reviews at USM are conducted annually between January 15 and March 15.

At USM, the fundamental principles that guide all personnel evaluation policies and procedures are that rigorous, documented standards for excellence are fairly and consistently applied by each advisory body and each decision-making authority at every level of the evaluation process. Evaluations are conducted in an atmosphere of fairness and professional integrity.

Tenure-track, clinical, and visiting faculty are evaluated annually in accordance with the evaluation procedures outlined in Chapter 8 of the Faculty Handbook. Each semester, adjunct faculty are sent a copy of student evaluations. Low scores and unfavorable student comments are highlighted by the chair in a discussion with the faculty member. These scores and comments are critical factors in the
determination of continued employment. Evaluations may occur more frequently if the need arises.

Personnel advice given to the President related to tenure and promotion begins at the department level with department chairs and departmental faculty. Departmental personnel committees or the department chair conduct faculty evaluations and make recommendations for promotion and tenure. Degree-granting colleges maintain College Advisory Committees that review personnel recommendations from academic departments and make personnel recommendations to the respective college dean. College deans review recommendations from the departmental committees, department chairs, and College Advisory Committee and make personnel recommendations to the Provost. The Provost maintains a University Advisory Committee (UAC) composed of representatives from the respective College Advisory Committees. The UAC reviews personnel recommendations from all previous levels and makes a recommendation to the Provost. The Provost makes a recommendation to the President; the President makes a recommendation to IHL.

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.)

PEF evaluations occur at the departmental level according to University policy. Department chairs submit faculty evaluations to the dean of their respective colleges for approval. Faculty evaluations occurring within departments in the College of Education and Psychology are approved by the Unit Head. PEF evaluations in education programs outside the College of Education and Psychology are approved by the deans of their colleges, who direct Unit-related concerns to the Unit Head.

Candidates have the opportunity to evaluate faculty through course evaluations. Data from course evaluations on teaching abilities are required in faculty annual evaluations. Institutional Research provides each college and department with course evaluation data. The PEF Course Evaluation Table provides department and college data for all teacher education courses taught from Fall 2008 through Summer 2011. These data indicate that PEF teaching undergraduate teacher education courses rate an overall average of 4.54 on a 5-point scale, and PEF teaching graduate professional education courses rate an overall average of 4.48 on a 5-point scale.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

USM faculty members participate in annual faculty evaluations based on performance between January 15 and March 15. Annual performance reviews and pre-tenure reviews inform faculty of professional progress and are intended to encourage improvement and faculty development. The evaluation process includes identification of goals in the areas of teaching, research, and service.

Objective evidence utilized in the evaluation process includes but is not limited to the following:
(a) University-mandated teaching evaluations that are designed by a University committee and approved by responsible University administrative officers;
(b) supporting materials related to teaching performance (e.g., syllabi, degree of difficulty of courses taught, grades awarded, etc.);
(c) record of publications in refereed journals, publishing contracts, applications for grants and external funding; and
(d) evidence of service activities, such as service agreements, public service, and University service.

The evaluation is used by faculty to develop a plan that includes specific goals, objectives, and desired
outcomes for the upcoming academic year. These plans are submitted as part of the annual evaluation process and revisited throughout the year. If any faculty member is deemed deficient in any area of an evaluation, a faculty development plan must be developed to enable the faculty member to understand the nature and extent of the deficiencies, as well as what actions are necessary and expected in order to further the faculty member's professional development. A review schedule must be included in the plan.

5e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

<table>
<thead>
<tr>
<th>Professional Education Faculty (PEF) Course Evaluations</th>
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<tbody>
<tr>
<td>Professional Education Faculty (PEF) Course Evaluation Averages</td>
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</table>

See Attachments panel below.

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Professional development of PEF is encouraged by departments, the college, and the University in an effort to create a community of teachers and learners.

Professional development needs are outlined in faculty evaluations in all three required areas of teaching, scholarship, and service. Areas that need improvement are addressed in the individual faculty member's plan that is discussed between the faculty member and the department chair. The plan is included in a letter from the chair that is signed by the chair and faculty member and forwarded to the dean.

Self-directed faculty development is expected. In most departments, faculty members receive a travel allotment to support professional development activities. PEF may be eligible to receive funds from the college to assist in defraying the cost of presenting research papers at professional conferences. Funds for research development are available from the college and university. USM commits considerable institutional resources to research, creative activities, and other forms of scholarship, whether sponsored by the university or conducted independently by academic faculty.

Faculty have been active in pursuing external grant funding, receiving 128 P-12 education-related grants totaling $9,474,461 dollars in support for FY 2009 - 2011. A portion of indirect costs collected from external grants and contracts is returned annually to principal investigators, respective department and respective college to support continued professional development efforts and activities.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

The Learning Enhancement Center (LEC) offers faculty and students technology-related professional development training throughout the year.

USM provides systematic opportunities for faculty development through sabbatical leaves, awards and
grants for faculty development, and training offered by the Office of Sponsored Programs Administration.

The Unit sponsored a workshop for PEF and graduate students related to publishing scholarly work. The workshop, "An Insider's Guide to Getting Published," provided insights into the peer review process and strategies for converting research ideas into published works.

The NCATE Office within the College of Education and Psychology (CoEP) provides opportunities for PEF and administrators to attend American Association of Colleges of Teacher Education (AACTE) and NCATE conferences and Specialized Professional Association (SPA) trainings. The NCATE Office hosted faculty development workshops on Grant Wiggins' Understanding by Design, Depth of Knowledge, Praxis II curriculum alignment and test preparation, and the Response to Intervention three-tiered model.

A major development in K-12 education in Mississippi is the implementation of the Common Core State Standards (CCSS). Department of Curriculum, Instruction, and Special Education (CISE) PEF participated in a departmental professional development workshop followed by a more intensive review of CCSS presented to all PEF by MDE staff. Follow-up meetings concerning CCSS were held throughout the fall semester to align course objectives and assessments to CCSS. In the spring 2012 semester, follow up study groups have been formed to continue the incorporation of CCSS into the curriculum.

Representatives of the MDE Teacher Center speak to faculty and students annually to share current initiatives and emerging practices in Mississippi's P-12 schools. This workshop is hosted by the Association for Childhood Education International (ACEI) student organization.

Instructional technology and literacy faculty collaborate to provide current educational technology practices to PEF in sessions entitled TechKnows. These sessions provide demonstrations of integrating current technology into teaching and learning.

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

PEF regularly participate in professional development activities and strive to remain current in all aspects of teacher education. The LEC workshops and training sessions as well as the workshops provided by the NCATE Office are available to all faculty, including graduate assistants and part-time, non-tenured, and tenured PEF.

CISE literacy PEF representatives have been active participants in the Mississippi Higher Education Literacy Council (HELC) that reviews current literacy research to incorporate evidence-based literacy instruction into teacher education programs. CISE literacy PEF participated in and became trainers in Language Essentials for Teachers of Reading and Spelling (LETRS) hosted by MDE. Information from LETRS training has been incorporated into CISE literacy courses.

CISE special education PEF who are trainers for Positive Behavior Intervention Support (PBIS) for many Mississippi schools provided PBIS training for CISE PEF and candidates.

In 2008-2011, PEF participated in numerous workshops, webinars, and departmental meetings concerning teacher education redesign and enhancement. As a result, a number of continuous
improvement activities have been initiated, including re-sequencing of courses, incorporating understanding by design principles into lesson planning, incorporating visual and performing arts into the curriculum, providing higher quality field experiences and developing stronger P-12 partnerships.

5f.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

<table>
<thead>
<tr>
<th>Vitae for Sherry Kinkopf (South MS Writing Project) Referenced in 5a.4.</th>
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<tr>
<td>Vitae for Kim Walker (South MS Writing Project) Referenced in 5a.4.</td>
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<tr>
<td>Vitae for Hollie Filce (REACH-MS) Referenced in 5d.2.</td>
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<tr>
<td>Vitae for Diane Fisher (NABTE President) Referenced in 5d.2.</td>
</tr>
<tr>
<td>Vitae for Stacy Reeves (service in Literacy area) Referenced in 5d.2.</td>
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</tbody>
</table>

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 5?

The Unit is committed to a teacher education program with PEF that possess the most current evidence-based knowledge and skills. The Unit provides financial support to PEF for professional development; state, national, and international professional meetings; professional certification training; training for state initiatives; and licensure preparation training.

The Unit encourages and supports PEF in the development and application of best practice in teacher education. For example, a priority for the Unit is the integration of Common Core State Standards (CCSS) into the teacher education curriculum. PEF were provided CCSS professional development at the department, Unit, and state levels with follow-up study groups to continue the incorporation and alignment of course objectives and assessments to CCSS. Instructional technology and literacy PEF provide current educational technology practices for PEF in sessions entitled TechKnows. The Association for Childhood Education International (ACEI) student organization annually hosts MDE Teacher Center representatives to share current initiatives and emerging practices in Mississippi's P-12 schools.

The Unit provided additional support by contracting with Educational Testing Services (ETS) for two full-day training sessions for examination content review and curriculum alignment in Elementary Education and Educational Leadership; sponsoring faculty development workshops on Grant Wiggins' Understanding by Design, Depth of Knowledge, and the Response-to-Intervention three-tiered model; and hosting a teaching artist from the Mississippi Arts Commission's Whole Schools Arts Program to present ARTS 101, an overview of arts integration for elementary classroom teachers.

2. What research related to Standard 5 is being conducted by the unit or its faculty?

EFE and an undergraduate CISE candidate, serving as a McNair Scholar, conducted a recent study entitled "The Role Teacher Qualification Plays in Achievement for Economically Disadvantaged Students in Mississippi." This study sheds light on the relationship between teacher quality and economically disadvantaged students in the fifth grade by evaluating the test scores on the Language
The findings indicate a weak correlation between teacher quality and the achievement of economically disadvantaged students, suggesting that the findings are not practically significant. The researchers' results, however, are statistically significant, finding that the student achievement gap can be narrowed by focusing on improving teacher qualification.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

Four colleges at The University of Southern Mississippi (USM) offer academic programs in professional education: Arts and Letters (CoAL), Education and Psychology (CoEP), Health (CoH), and Science and Technology (CoST). Twelve academic departments within the four colleges offer teacher education programs leading to 16 initial certification areas. Eight academic departments within the four colleges offer 18 graduate programs leading to advanced licensure or the preparation of other school professionals. Faculty and staff with responsibilities associated with teacher preparation constitute the Professional Education Unit (Unit). (See Tables 2 and 3 in Institutional Overview.)

The dean of CoEP is the designated University official charged with responsibility for and authority to provide direction and leadership to the Unit. The Unit is assisted and supported by a variety of individuals and groups. The President and Interim Provost are committed to the preparation of teachers and recognize the nexus between teacher education and the University mission. Deans in colleges offering teacher education programs provide vital support for the Unit and the responsibilities assumed by the Unit head. Additional support is offered by school district partners, community partners, superintendent consortia including the Southern Regional Educational Service Agency (SRESA) and the Gulf Coast Educational Initiative Consortium (GCEIC), the Mississippi Department of Education (MDE), and the Institutions of Higher Learning (IHL).

The Professional Education Council (PEC) is the official governance body for the Unit. The Unit head has the responsibility and authority to provide direction and leadership to the PEC. The purpose of PEC is to ensure that professional education programs are quality programs that comply with NCATE standards, other accrediting agencies, and MDE. PEC reviews data, discusses educational issues, and recommends actions regarding the development, administration, evaluation, and revision of teacher education courses and programs.

PEC membership includes Professional Education Faculty (PEF) representatives from each department housing teacher education programs, representatives from Educational Field Experiences (EFE), and members of the CoEP Dean's administrative staff. The number of representatives for each CoEP teacher education program is determined by the number of degrees awarded. The Bylaws Committee reviews
the number of program graduates every two years to determine if adjustments in the number of faculty representatives are needed. There is one representative on the PEC for each teacher education program housed college (see PEC Bylaws). The PEC meets monthly with an average 73% attendance the past three years; 70% of PEC members participated in caucus and committee work during that time. School partners who served as members of the PEC prior to the Blue Ribbon Commission (BRC) redesign process now serve on the P-16 Council.

PEC, as the governing body for the Unit, reviews proposals for additions to and changes to courses, degree programs, and/or emphasis areas in teacher education programs. College proposals are presented to PEC as a first read at a regularly scheduled meeting and a second read at the next meeting. This ensures time for review, reflection, and research to ensure that PEC recommendations improve educational outcomes. College representatives attend PEC meetings to participate in discussion, provide information, and answer questions regarding their proposals. PEC votes to accept or reject proposals, sends recommendations to the Unit head, who forwards a recommendation to Academic Council (AC) for undergraduate program proposals or Graduate Council (GC) for graduate program proposals. AC or GC makes a recommendation to the Provost. The Provost makes a recommendation to the President, who in turn presents recommendations to the IHL Board for final approval, if Board approval is required. Relevant proposals are presented to the MDE Commission on Teacher and Administrator Education, Certification and Licensure, and Development (Commission) for approval. This process is an example of shared governance and oversight at the University and state level.

The Unit head attends MDE Commission meetings and Mississippi Association of Colleges of Teacher Education (MACTE) meetings, attends SRESA and GCEIC meetings, communicates with the IHL Director of P-16 Initiatives and MDE Director of Teacher and Administrator Preparation, meets with individual superintendents and school district personnel, and provides an executive summary monthly to the PEC. Standing committees, caucuses, and/or ad hoc committees review the information and develop recommendations to present to PEC to address important issues. The PEC Action Team was created in 2010 to address feedback from SRESA, GCEIC, and school district personnel regarding the teacher education program. Minutes are available in the exhibit room.

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The Unit ascribes to the USM Strategic Enrollment Plan to guide recruitment. The Scholars is a select group of CoEP students who recruit high school students interested in teacher education. PEF advisors contact community college faculty and advisors each semester to speak with classes, share teacher education information, and answer questions. Information booths are available at high schools and community colleges each semester to recruit students.

Admission to teacher education is based on MDE, PEC, and program requirements as proposed by academic departments and approved by PEC and AC or GC. Undergraduate requirements are: 1) ACT composite score of >21, with no scale score <18, or SAT score of 860, or acceptable scores on the Praxis I subscales computerized PPST: Reading (170), Writing (172) and Mathematics (169), or on the Praxis I (CBT): Reading (316), Writing (318) and Mathematics (314); 2) minimum GPA of 2.65 on the 44-semester-hour general education core curriculum; 3) "C" or better average in English composition; 4) successful completion of the Basic Technology Literacy Exam (BTLE) or Internet and Computing Core Certification (IC3); 5) good academic standing; 6) clear background check. The Certification Officer verifies that admission requirements are met by issuing a Gold Card to candidates. PEF check Gold Cards in classes restricted to teacher education.
Admission requirements on University websites and in Bulletins are reviewed each fall by department chairs, the CoEP associate dean, and PEC. Proposed modifications are presented to PEC for approval. Admission requirements, regardless of location, are consistent. PEF are responsible for reviewing student advisement forms and recruitment materials and making appropriate revisions each year. In December 2011, the Graduate Caucus proposed a PEC sub-committee to enhance recruitment materials and processes for graduate programs. This item will be on the PEC agenda in February 2012.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

Academic calendars are determined by the University calendar committee. Members appointed to the committee represent constituent groups at USM and meet in the fall to establish the academic calendar two years in advance to assist with planning. The University, including the Unit, abides by the published academic calendar.

Information related to teacher education programs posted on University websites and in the Undergraduate and Graduate Bulletins are reviewed for consistency and accuracy each fall by the department chairs, associate dean, and PEC. University Bulletins, both current and older versions, are published on the Registrar's website.

Course instructors are given authority regarding the delivery of instruction and the assignment of grades. PEF provide course syllabi in the first week of each semester that indicate academic criteria for assessment. When a student disagrees with the final grade given by an instructor, the student may petition the University Grade Review Council.

USM has created an effective infrastructure to ensure that information available through the University is current and accurate. For example, all marketing and advertising for the Unit must be submitted to the Office of University Communications for review and approval. The Director of Web Services ensures that information posted on the University website is reviewed regularly and reflects University policies. The University uses a content management system, Drupal, to create and maintain websites for colleges, schools, departments, offices, and other campus units. Departments and colleges began in summer 2011 to shift web information to Drupal with an anticipated completion in summer 2012.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

The Student Success Center exemplifies USM's commitment to support students. It includes the Office of First Year Experience and Student Support Services. Student Support Services provides academic assistance, counseling, and support to students. All students, including candidates, have access to student support available through the Center. The Student Survival Guide lists academic, counseling, and social services and resources available to students.

Candidates are made aware of available services and support through University communication via the USM website, advisors, student organizations, academic departments and colleges, Professional Development Seminars, and electronic notifications. The Unit considers advisement for candidates essential to student success. PEF meet with candidates during advisement weeks in October and March. Students are made aware of advisement weeks through University-wide communication; the academic calendar; and notices from advisors, departments, and colleges. Candidates can seek advisement and mentoring from PEF at any time during the academic year. PEF are available through email and scheduled office hours. Class rosters in SOAR, Blackboard, and Tk20 are linked to students' email for
Candidates have access to student support through the CoEP Dean's Office. The support staff includes a Coordinator of NCATE Assessment who assists candidates with Tk20, Certification Officer for Educator Licensure who helps candidates with admission and certification, and an Assistant to the Dean/Data Management who assists candidates with applications for graduation. PEF advisors and advising materials inform candidates of services provided by the support staff. The staff participate in Professional Development Seminars to share information pertinent to student teaching and graduation. Contact information for support staff on both campuses is available on the website.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The Unit is committed to wide participation in the design, implementation, and evaluation of the teacher education program and has created structures to ensure ongoing participation. Departmental advisory councils that include school personnel who work with candidates provide input. Departments and programs with advisory councils that meet annually include Curriculum, Instruction, and Special Education (CISE); English; Educational Field Experience (EFE); Educational Leadership; Center for Gifted Studies; Library and Information Science; and School Counseling.

The P-16 Council is the primary advisory board to the PEC and was established in response to the Blue Ribbon Commission redesign of teacher education programs. The initial focus was to strengthen connections between the Unit and local educational consortia. The Unit head participates in monthly consortia meetings offering regular opportunities for dialogue. In 2010, meeting individually with superintendents and members of their staffs was an additional focus. The purpose was to demonstrate commitment to local school districts and the P-16 Council, strengthen relationships, enhance communication, and solicit feedback regarding the teacher education program. The Unit head reports on this feedback and discussion occurs monthly at PEC. The PEC Action Team was formed in response to the feedback and charged with making recommendations for needed changes to the teacher education program. Participation is open to PEF and school district partners. The current focus is review of the curriculum related to data analysis and use of data to modify instruction. The Team will make recommendations in April 2012 for implementation AY 2012-2013.

In 2011, the Unit head joined the Hattiesburg Excel by Five Board to further connect with members of the community. The Board includes leaders from business, political, and educational communities. The goal is to involve individuals on the Board in program design and evaluation.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

PEC offers a forum for PEF to collaborate and discuss teacher education issues. PEC reviews and makes recommendations regarding development, administration, and evaluation of professional education courses and programs. PEC has access to information from each teacher education program and offers opportunities for dialogue. PEC analyzes and discusses candidate, program, and Unit data to make decisions leading to continuous improvement in professional education.

PEC meetings are open, and academic colleagues often attend. PEC policy requires a first and second read of each proposal that extends the opportunity for collaboration. As an example of collaboration among other academic units, PEC worked with representatives from the General Education Committee (GEC) of AC to discuss changes to general education core requirements and the effect on teacher education. February 2010 PEC minutes reflect the discussion.
USM deans meet weekly to maintain strong communication among colleges, discuss issues, and identify solutions to shared challenges. Meetings provide the Unit head opportunities to solicit feedback regarding Unit operations and to gain input and support for Unit initiatives.

PEC caucuses meet fall and spring to collaborate among departments within the Unit and to engage other academic units. The Elementary Education, K-12/Secondary Education (K12), and Graduate Caucuses provide a forum for PEF to discuss current issues. Caucuses recommend program and Unit changes to PEC. The PEC may charge a sub-committee or caucus with further investigation before decisions are made. For example, the K12 Caucus identified a need for candidates to have additional time to observe secondary classroom behavior. The Caucus recommended that Principles of Teaching High School (CIS 313) and Classroom Management (CIS 302) become identified as co-requisites. The combined classes meet at a local high school to work with 7-12 teachers and students to develop classroom management skills.

6a.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

<table>
<thead>
<tr>
<th>Basic Technology Literacy Exam (BTLE) History</th>
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<tbody>
<tr>
<td>College of Education and Psychology (CoEP) Strategic Plan</td>
</tr>
<tr>
<td>Professional Education Council (PEC) Bylaws</td>
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<tr>
<td>Student Survival Guide</td>
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See Attachments panel below.

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

The budget available to the Unit is adequate to support teacher education programs at both the initial and advanced levels and to provide high-quality clinical field experiences. Although state appropriations for higher education in Mississippi have declined the past three years, resources are made available to support University priorities. The President and Provost support teacher education, and accreditation is associated with one of the University's four areas of strategic focus.

The Unit budget includes state appropriations, external funding from state and federal agencies, student fees, and private funding. During the past three years, PEF secured $9,474,461 in external funding to support teacher education at USM. According to the USM Foundation, private funding increased 129% during that same time period. Documentation is available in the exhibit room.

USM maintains separate budgets for the Hattiesburg and Gulf Coast campuses; however, this does not affect the Unit because the Provost provides budget oversight for academic programs. The FY 2012 budget for CoEP on the Hattiesburg campus is $8,190,101. Financial data for FY 2012 indicate that all degree-granting colleges on the Hattiesburg campus experienced budget reductions: CoAL (-5.39%), College of Business (-9.76%), CoEP (-6.19%), CoH (-1.07%), and CoST (-4.82%).

The FY 2012 budget for CoEP on the Gulf Coast campus, $1,493,210, reflects a slight increase when
compared to the FY 2011 budget. Financial data for FY 2012 indicate the following budget adjustments for the degree-granting colleges on the Gulf Coast campus: CoAL (-5.70%), College of Business (-2.89%), CoEP (+0.41%), CoH (0.00%), and CoST (0.00%).

It is difficult to compare teacher education budgets with budgets of other units with clinical components because of the University budget structure. However, financial data for FY 2012 indicate that other units with clinical components on the Hattiesburg campus also experienced budget reductions: Nursing (-3.13%), Social Work (-0.91%), and Speech and Hearing Sciences (-21.90%). Financial data for FY 2012 indicate the following budget adjustments on the Gulf Coast campus: Nursing (+8.16%) and Social Work (0.00%). Speech and Hearing Sciences is not offered on the Gulf Coast campus.

University budget books are available in the exhibit room.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

In FY 2009, the State of Mississippi appropriated approximately 30.48% of the University's operating budget. State appropriations were reduced to 26.87% in FY 2010 and 23.14% in FY 2011. The remainder of the University budget is funded by tuition and fees, external funding, and private giving.

To offset reduced state appropriations, USM identified opportunities for budget savings. A retirement incentive was offered to faculty and staff, and 120 individuals took advantage of this opportunity; positions were frozen FY 2012. The University eliminated selected unfilled positions, reduced operating budgets, and initiated a campaign to reduce utility costs.

The FY 2012 budget for CoEP on the Hattiesburg campus shows a 6.19% decrease when compared with the FY2011 budget. Financial data for the past three years (FY 2009 – FY 2011) indicate that all five degree-granting colleges experienced budget reductions: CoAL (-13.13%), College of Business (-22.07%), CoEP (-14.62%), CoH (-3.82%), and CoST (-8.84%). Financial data for the Gulf Coast campus indicate the following budget adjustments for the five degree-granting colleges: CoAL (-3.94%), College of Business (-14.10%), CoEP (-13.04%), CoH (-16.55%), and CoST (+5.96%). Despite these funding reductions, the quality of teacher education programs at USM has not been affected.

The Unit experienced several changes in academic programs and structure as a result of the budget savings process FY 2011. Art education (initial and advanced) and the master's degree in business technology education were deleted due to low enrollment; advanced programs in the Department of Curriculum, Instruction, and Special Education (CISE) were consolidated; and the Department of Technology Education academic programs were moved to CISE and the administrative component was eliminated.

University Budget Books are available in the exhibit room.

6b.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads
Workload policies and practices for faculty at USM, including PEF, enable faculty to invest quality time in teaching, research, and service. The Faculty Handbook, pages 35-48, describes Instructional and Research Policies and Support Services; Tenure and Promotion guidelines are outlined on pages 81-92. Deans have been asked to submit updated college and departmental faculty workload policies in May 2012.

The undergraduate teaching load for full-time tenure-track faculty members for fall and spring semesters is 4 courses or 12 credit hours per semester, or the equivalent. For faculty members engaged in research, one course or three semester hours is reassigned to allow faculty members time for research. Therefore, the teaching load for research-active faculty is three courses or nine credit hours, or the equivalent. Independent study is considered part of a faculty member's teaching load. Teaching during summer semester is optional for faculty. If a faculty member chooses to teach in the summer, three courses or nine credit hours, or the equivalent, is considered a full-time teaching load. The decision to consider dissertation responsibilities in-load is a departmental decision.

Clinical faculty and instructors focus on the teaching mission; the teaching load for these faculty members is 4 courses or 12 credit hours per semester. The supervision of clinical practice is considered full-time or the equivalent of 12 credit hours for every 18 students supervised.

Faculty load includes professional service. PEF provide University service through University committees, academic advisement, and professional mentoring for students in teacher education programs. PEF perform service for the Unit through PEC, PEC sub-committees and caucuses; professional development and consultation in P-12 schools; and participation in MDE and IHL initiatives.

At times, faculty are assigned administrative duties and assume the responsibilities of a program coordinator. In those cases, the faculty workload reflects that one course or three semester hours is reassigned each academic year. Faculty may choose whether the reassigned time occurs in fall or spring semester.

### 6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

Clinical PEF focus on the teaching mission of the University, primarily instruction and clinical supervision. The teaching load for clinical faculty is 4 courses or 12 credit hours per semester. Clinical practice supervision is considered full-time or the equivalent of 12 credit hours for every 18 students supervised. PEF who supervise elementary education candidates in clinical practice typically have full-time supervision responsibilities and do not assume other teaching responsibilities. PEF who supervise secondary education candidates in clinical practice typically do not have the requisite number of candidates to constitute a full load; therefore, these clinical faculty members have other teaching responsibilities. Department chairs often allow clinical faculty in these situations to accrue credit for supervising candidates. Credit for one course or three semester hours is based on supervising an average of 4.5 candidates.

Faculty workload for clinical faculty includes professional service. Clinical PEF provide academic advising for candidates as well as consultation and professional development in partner schools. For example, PEF consult with school district partners on topics such as Common Core State Standards, administration and interpretation of literacy assessments, development of interventions, and co-teaching.
A sample of school districts in 2010-11 included Biloxi, Forrest, Hattiesburg, Lamar, Long Beach, and Pearl.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

USM workload policies reflect standard guidelines in higher education and are consistent with NCATE expectations. The policies allow faculty to be actively engaged and productive in teaching, research, and service, the core components of our mission as a comprehensive doctoral university. Service includes student advisement and participation on departmental, college, and University committees. Faculty vitae provide evidence that PEF have sufficient time to be engaged effectively in teaching, research, and service.

Class sizes are the prerogative of program areas and guided by accreditation standards. Department chairs and deans review data each semester to monitor faculty load, identify course enrollment trends, and make decisions about course scheduling. The purpose is to provide high quality educational experiences for students and maintain reasonable workload for faculty. Most teacher education programs enroll 30-35 students in upper division classes, 25-30 students in undergraduate clinical classes, and 20-25 students in graduate and online classes. Online classes in the CISE Teacher Assistant Program (TAP) enroll 10 students.

Faculty may qualify for reassigned time to develop online programs through the Eagle Learning Online Program Development administered through the Learning Enhancement Center (http://www.usm.edu/lec/des/elearning/). In fall 2008, CISE was among the first departments to receive this monetary and instructional assistance for the development of TAP. At the time, there were 300-500 unfilled teaching positions in Mississippi. A survey was sent through MDE to superintendents, teachers, and teacher assistants to assess interest and support in an online elementary education program designed specifically for teacher assistants. The response was overwhelmingly positive.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

USM upholds Southern Association of Colleges and Schools (SACS) standards for academic credentials and number of adjunct faculty teaching in programs. Adjunct faculty teaching undergraduates have a master's degree with a minimum 18 hours of course work in the area of teaching responsibility. Departments support adjunct faculty and protect the integrity and quality of academic programs by providing them with the CF, prepared syllabi, faculty mentors, and ongoing support. In CISE, few adjunct faculty are used, but special education courses assign a PEF to mentor adjunct faculty by providing guidance and support for standards and assessments.

EFE selects part-time University supervisors after thorough review. Part-time University supervisors have a master's degree and cooperating teacher experience. Applicants are considered who have contributed to their field as lead teachers or administrators and are active participants in the school community. EFE Co-directors meet with part-time PEF at the beginning of each semester and three additional times to review CF, assessments, rubrics, responsibilities, protocols, and standards; part-time University supervisors also attend departmental faculty meetings. Part-time PEF include a former CISE adjunct faculty member who directed the new teacher program in her district, two former lead teachers with 25 years experience in teaching, and a special education teacher who developed a specialized program for visually challenged students. Documentation is available in the exhibit room.
Evaluation further ensures quality of the Unit. Candidates and cooperating teachers evaluate University supervisors. Department chairs discuss these evaluations and required standardized course evaluations when meeting with part-time PEF each semester. Evaluation scores and candidate comments are critical factors in determining continued employment. Department chairs may meet with adjunct and part-time faculty more frequently if needed.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

The CoEP Dean's office support staff consists of seven full-time and three part-time positions. These positions include two half-time Associate Deans, the NCATE Director, Coordinator of NCATE Assessment, Certification Officer for Educator Licensure, Assistant to the Dean for Data Management, Administrative Assistant, Administrative Assistant/Budget, Director for the Center for Research and Learning in Education, and part-time support staff person. The opportunity to add additional temporary staff is available if needed.

EFE is housed in CoEP and provides support for all teacher education programs in the Unit. EFE includes two Co-Directors, an Educational Placement Specialist, Administrative Assistant, and Graduate Assistant. The duties of EFE Co-Directors are divided between elementary/special education and secondary/graduate teacher education programs. The Unit head discusses needs with EFE Co-Directors, and to date, support personnel are adequate to complete the work needed to support the Unit.

The Office of Institutional Research (IR) collects, archives, and maintains institutional data. This information is used to support the decision-making process and the planning needs of academic and administrative units. Standardized reports are available to PEF through the IR website. PEF and administrators make specialized data requests through an online process, and IR provides reports within two weeks.

The Office of Institutional Effectiveness (IE) facilitates ongoing, integrated, institution-wide planning and evaluation processes and manages annual academic program assessments through WEAVEonline. IE provides current, accurate, research-based guidance for assessment, program reviews, and institutional improvements. IE works with the NCATE Office and the Director of Quality Enhancement to provide information and processes for USM to use data to improve student learning outcomes and administrative services.

6c.6. What financial support is available for professional development activities for faculty?

Professional development for PEF is supported financially by departments, colleges, and the University. Support is provided for professional organization participation; state, regional, national, and international conference presentations; MDE and IHL committee and task force service; and partner school professional development collaboration. Department chairs and colleges have access to annual operating budgets and discretionary money secured through the USM Foundation. Faculty travel support for research presentations and research collaboration is provided by departmental, college, and University budgets. The Vice President for Research (VPR) provides start-up packages for new tenure-track faculty. The VPR funds faculty travel to Washington to meet with program managers in funding agencies with research goals that match University research efforts. CoEP provides funds each year for PEF travel to NCATE and AACTE meetings.

Faculty First Year Experience provides workshops designed for new faculty supported by the Office of
the Provost through the Learning Enhancement Center (LEC). LEC is available to faculty for technology-related professional development training and learning opportunities. Through Title III-A Strengthening Institutions grant funding, the LEC provides professional development in the area of using technology and media.

USM provides annual opportunities for faculty development through sabbatical leaves, awards, and grants for faculty development. The Lucas Endowment for Faculty Excellence supports instruction and research. Summer Grants for the Improvement of Instruction provide funding for development of teaching strategies that result in the improvement of student learning. Dr. John Bishop is a 2012 recipient of a Summer Grant. His project uses service-learning and design-thinking to better understand the learning needs of underperforming elementary students and builds on an established partnership with the Hattiesburg Public School District.

6c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit—classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities—to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

PEF are located in Owings-McQuagge Hall (OMH), McLemore Hall, Johnson Science Tower, Liberal Arts Building, Fritzsche-Gibbs Hall, and the Speech and Hearing Building. PEF on the Gulf Coast are housed in the Student Service Center. PEF have private offices equipped with telephones, voice-mail, computers, and high-speed Internet connectivity with access to secretarial assistance, printers, copiers, and fax machines.

Teacher education classes in Hattiesburg are taught in classroom buildings across campus. Classes on the Gulf Coast are taught in the Fleming Education Center, a new building equipped with multimedia capability, video conferencing, and wireless computer connections. Classes are taught at the Gulf Coast Student Services Center (SSC) and the Gulf Coast Research Laboratory (GCRL). All University buildings and classrooms are adequate and comparable and are maintained through the services of the University Physical Plant.

A typical classroom includes a "Symposium" with lectern, computer, USB-PC Wireless adapter, video data projector, DVD/VCR options, audio system, wall-mounted screen, MS Office software, and presentation remote control. SMART classrooms usually accommodate undergraduate classes, exposing students to technology in the classroom used to enhance student learning.

The Hattiesburg campus has 225 computers in Cook Library; the Gulf Coast campus has 56 computers in the Gulf Coast Library, 30 in 302 Fleming Education Center (FEC), and 30 in 304 FEC; the SSC has 29 computers in room 111 and 12 computers in the library. OMH has two computer carts containing 25 laptops each for classroom use. CISE operates computer labs in the Speech and Hearing Building (SHS) with 45 computers in SHS 105 and a Mac computer lab with 18 computers in SHS 204. The University offers students, faculty, staff, and guest access to wireless LAN services. Wireless Internet access is available to all students on both campuses.

University libraries include Cook Library and McCain Library and Archives in Hattiesburg, the Gulf
Coast Library in Long Beach, the SSC in Gulfport, and the Gunter Library of the GCRL in Ocean Springs. Students may use all libraries regardless of location. The libraries provide access to many online resources, including articles and e-books that are available to students both on campus and off campus. The libraries provide services such as course reserves, document delivery, laptop rental, and one-on-one consultations with a librarian.

Faculty, staff, and students are given a University e-mail account as well as space on CampusHub, the University's intranet, to create custom webpages. CampusHub allows a one-stop, single login for Southern's Online Accessible Records (SOAR), Blackboard, and Tk20. Departmental, program, and course communications can be sent to students as announcements in CampusHub.

**6d.2. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

### 6e. Unit resources including technology

#### 6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

The CoEP Dean's Office allocates resources to the Unit across programs. The Certification Officer for Educator Licensure manages the teacher education admission process and verifies admission standards are met. The Certification Officer collects completer data and submits recommendations for licensure to MDE. The Certification Officer and the NCATE Director collaborate to provide requested Unit-level reports: Professional Education Data System (PEDS), MDE Annual Report, Title II Pass Rates Report, IHL reports, Unit Praxis II and PLT reports, PEC reports as outlined on the Unit Assessment System timeline. These data are presented to PEC for discussion and analysis to ensure candidates meet standards in their field of study.

The NCATE Office and EFE provide resources across programs. The NCATE Office staff manage Tk20 and the data collection process, including the Unit-wide undergraduate assessment results (Teacher Candidate Performance Evaluation and Teacher Intern Assessment Instrument for Unit and by department) and exit surveys. The NCATE Office staff manage the BTLE to ensure that candidates meet basic technology standards. The NCATE Office staff generate data for departmental reports such as Specialized Professional Association (SPA) reports and annual academic program assessments. These reports are aligned to the Conceptual Framework (CF), national, and state standards. EFE coordinates field and clinical placements, the source of capstone assessments, to ensure candidates meet program and Unit standards.

PEF submit program-level and/or SPA-related rubrics and assessments to the NCATE Office to upload in Tk20. The NCATE Office provides data upon request and in multiple formats. Tk20 generates aggregated and disaggregated reports on candidate proficiencies that allow programs and the Unit to ensure that candidates meet standards in their fields of study. One-on-one training related to effective use of Tk20 is provided to all PEF, and in-class training sessions for teacher candidates are available upon request. Tk20 training modules have been developed by the NCATE Office and are available for PEF and candidates on https://usm.tk20.com.

#### 6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

The Learning Enhancement Center (LEC) provides assistance for PEF and candidates in the use of
technology to enhance instruction, create learning modules, and create presentations. The staff offers software and technology workshops, one-on-one training, instructional design, online course design, Blackboard training, SMART software training, exam proctoring, and interactive video network support. The LEC manages required faculty training for SMART classrooms. LEC offers PEF beginning, intermediate, and advanced technical support and course management for online courses. Blackboard Student Support Services provides 24/7 support for students. Evidence of additional faculty training is in the document room.

iTech provides information technology resources used by students, faculty, and staff at USM. This department manages Help Desk services, computer lab management, technology-enriched classroom maintenance, email, calendar, emergency notification system, wireless access on all campuses, computer exchange program, computer purchases for departments and for personal use, technical support, password management, public computing spaces, student technology services, and free or discounted software downloads for faculty, staff, and students.

The PeopleSoft student information system, SOAR, supports PEF and candidates with advisement and enrollment. The NCATE office provides individual and group Tk20 training for candidates and PEF and manages the background checking process. A cleared background check is required before students are allowed to go into P-12 schools. Further information is available in Standard 2b.1.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

Resources available for the development and implementation of the Unit's assessment system include: the NCATE Office, SOAR, Tk20 assessment system, WEAVE online, IE, and IR. Personnel available to the Unit through the Dean's Office in CoEP are the NCATE Director, Coordinator of NCATE Assessment, Certification Officer for Educator Licensure, Assistant to the Dean for Data Management, and a part-time staff person, all of whom assist with the development and maintenance of the Unit's assessment system.

PEF can get assistance with SOAR through LEC and the Registrar's Office. The NCATE Office in the College of Education and Psychology provides assistance with Tk20.

IE oversees SACS accreditation and requires all academic programs to conduct annual program assessments. The Director of IE provides assistance and support to academic departments, and the University Assessment Committee conducts an annual two-phase review of academic program assessment reports. Annual academic program assessment reports for teacher education programs are submitted to the Unit Review Committee and may be found in the electronic exhibit room.

IR is another valuable resource available to the Unit. IR collects, archives, and maintains institutional data to support the decision-making process and planning of the Unit.

External data for the assessment system are available through the Educational Testing Services (ETS) standardized licensure test data, MDE employer and alumni data, cooperating teachers' evaluations of candidate performance, alumni exit surveys, and partnering school districts' input.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

University Libraries at USM provide access to a wide variety of collections and resources that support the academic mission of the University and the Unit. The 2009-10 statistics for the Libraries include: 1,699,494 volumes held; 1,198,758 titles held; 33,307 serial titles currently received; 225 computers;
and 111 weekly public service hours. The website provides access to the online catalog search, e-journals, Google Scholar, and E-Reference which are available to all faculty, staff, and students on and off campuses (www.usm.edu/lib).

The Gunn Education Materials Center provides direct support to PEF and students and is located on the first floor of Cook Library in Hattiesburg. It contains teaching materials for grades K-12, primarily supporting PEF and candidates in teacher preparation programs as well as in-service teachers. Center materials include state adopted K-12 textbooks; over 1,000 classroom activity books and bulletin board design books; kits, games, realia, and manipulatives; juvenile literature including all of the Caldecott, Newbery, and Corretta Scott King award winners; fiction and non-fiction books; activity books; and approximately 50 maps, 650 pictures, and a variety of transparencies (www.usm.edu/lib).

University Libraries also house the Speaking and Writing Centers on the Hattiesburg and Gulf Coast campuses. The Centers were designed as part of the University's Quality Enhancement Plan (QEP) to improve writing and speaking skills through a collaborative tutoring process. Two computer classrooms are available for faculty to reserve. Cook Library 110 has 26 computers, instructor PC, LCD projector, and SMART Board. Cook Library 207 has 20 computers, instructor PC, and LCD projector. Cook Library 123 has conference room seating for approximately 60 persons with Internet access and LCD projector.

Each department in the Unit has a library liaison that maintains a list of departmental library holdings and makes acquisition requests to the University Libraries on behalf of the faculty in the department on an annual basis. Departments are assigned a reference librarian for reference assistance, research consultation, library instruction, and collection development for each department.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

University Libraries is committed to ensuring equal access to its services and facilities for persons with disabilities and complies with the Americans with Disabilities Act (ADA) guidelines. Students requiring special assistance in the University Libraries should be registered with the University's Office for Disability Accommodations (ODA). ODA ensures that the libraries are aware of all reasonable and appropriate accommodations.

University Libraries is also committed to providing distance learners with access to appropriate library resources and services. The website (www.lib.usm.edu/services/distance_education.html) lists resources that have been designed specifically for students and faculty engaged in online courses and programs. Students, faculty, and staff have complete access to all electronic resources on both campuses, distance learning sites, online courses, and online and alternate route programs.

The Eagle Learning Online Policies and Procedures document defines the various types of courses with an online component. Online course material is delivered exclusively using the Blackboard learning management system that meets accessibility standards for interoperability and access for learners with special needs. Students are notified of program requirements via Eagle Learning Online. Technologies are used for program interaction (e.g., email, telephone office hours, telephone conferences, voicemail, fax chat rooms, Web-based discussions, computer conferences, and threaded discussions, etc.). Students have access to and can effectively use appropriate library resources. Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.

CampusHub, the University's intranet, is used for communication with internal audiences. College and
academic departmental websites in CampusHub provide informational resources accessible to faculty, staff, and candidates.

6e.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

The Unit demonstrates considerable strength in the area of shared governance and collaboration as demonstrated by the wide involvement of stakeholders external to the University, administrative units at USM, and representatives within the Unit. There are established partnerships with superintendent consortia, school district partners, MDE, and IHL. Within the University, the Office of Institutional Research, the Office of Institutional Effectiveness, the Registrar's Office, the Graduate School, and the Office of Admissions collaborate with the Unit to provide data and support. Within the Unit, colleges and departments outside the College of Education and Psychology assume an active and cooperative role in the governing process of teacher education programs. This involvement results in a stronger professional education program, particularly in assessment and continuous improvement.

2. What research related to Standard 6 is being conducted by the unit or its faculty?

PEF member, Debbie Stoulig, conducted a study entitled "Teacher Education Preparation Assessment System and the National Council for Accreditation of Teacher Education Accreditation." The study investigated changes in teacher education program assessment systems in response to new NCATE Standards implemented in 2004, methods of data collection used at institutions, and perceptions of the assessment system among NCATE coordinators. An electronic survey was developed based upon review of related literature and the researcher's personal experience in reviewing data collection software. The survey was emailed to 631 NCATE Coordinators, or the equivalent, as identified by institutional websites. There were 221 participants representing a 35% return rate.

Descriptive statistics were used to report the data. Results showed that institutions were collecting more data regarding candidate preparation than a decade ago, most notably in the area of dispositions. Institutions were using a combination of commercial software packages to assist in the data collection process. Some respondents reported dissatisfaction with selected software while others reported that the collection process was adequate. Many believed that the amount of data collected increased based on NCATE accreditation standards requirements. Others expressed that a person dedicated to manage and analyze data at the institution was needed.