

Detailed Assessment Report
2010-2011 Elementary Education (Licensure) BS*

Mission/Purpose

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

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**O 1: Demonstrate content knowledge.**

Teacher candidates will demonstrate an elementary education content knowledge.

Associations:

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

Related Measures:**M 1: Praxis II: Elementary Education Content Knowledge**

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

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Partially Met

Hattiesburg Fall 2010 28/31 (90.32%) passed Spring 2011 14/20 (70%) passed
 Gulf Coast* Fall 2010 9/11 (81.82%) passed Spring 2011 23/29 (79.31%) passed

*Gulf Coast scores include both face-to-face and online candidates. The two sites will have disaggregated scores beginning in 2012.

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

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

Integrate the arts into didactic and clinical experiences.

Established in Cycle: 2010-2011

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

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

Established in Cycle: 2010-2011

Beginning in 2011, CISE faculty have access to content subscores for individual teacher candidates for Praxis II: Elementary Edu...

M 3: Teacher Candidate Performance Evaluation

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

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Fall 2010 Hattiesburg 26/53 (49%) scored mastery (3) 27/53 (51%) scored exemplary (4)
Total 53/53 (100%) scored 3 or 4 on demonstrating content knowledge (Indicator 1 TCPE)
Fall 2010 Gulf Coast 27/31 (87%) scored mastery (3) 4/31 (13%) scored exemplary (4)
Total 31/31 (100%) scored 3 or 4 on demonstrating content knowledge (Indicator 1 TCPE)
Teacher Assistant Program (online) 5/5 (100%) scored mastery (3) Total 5/5 (100%)
scored mastery (3) on demonstrating content knowledge (Indicator 1 TCPE)

Spring 2011 Hattiesburg 16/35 (46%) scored mastery (3) 19/35 (54%) scored exemplary (4)
Total 35/35 (100%) scored 3 or 4 on demonstrating content knowledge (Indicator 1 TCPE)

Spring 2011 Gulf Coast 24/26 (92%) scored mastery (3) 2/26 (8%) scored exemplary (4)
Total 26/26 (100%) scored 3 or 4 on demonstrating content knowledge (Indicator 1 TCPE)
Teacher Assistant Program (online) 3/15 (20%) scored mastery (3) 12/15 (80%) scored
exemplary (4) Total 15/15 (100%) scored 3 or 4 on demonstrating content knowledge
(Indicator 1 TCPE)

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

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

Integrate the arts into didactic and clinical experiences.

Established in Cycle: 2010-2011

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

O 2: Demonstrate pedagogical knowledge.

Teacher Candidates will demonstrate pedagogical knowledge.

Associations:

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

Related Measures:

M 2: Praxis II: Principles of Learning and Teaching

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

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Partially Met

Hattiesburg Fall 2010 28/32 (87.50%) passed Spring 2011 16/16 (100%) passed
Gulf Coast* Fall 2010 11/13 (84.62%) passed Spring 2011 25/30 (83.33%) passed

*Gulf Coast scores include both face-to-face and online candidates. The two sites will have disaggregated scores beginning in 2012.

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

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

Integrate the arts into didactic and clinical experiences.

Established in Cycle: 2010-2011

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

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

Established in Cycle: 2010-2011

Beginning, in 2011, CISE faculty have access to subscores on the Praxis II: PLT for individual teacher candidates. Analysis of ...

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The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). Knowledge and Skills will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) Professional Dispositions and Section 3 (C) Impact on

Student Learning will be used to evaluate the use of assessment for differentiated instruction. The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Fall 2010 Hattiesburg 31/53 (58%) scored mastery (3) 22/53 (42%) scored exemplary (4) Total 53/53 (100%) scored 3 or 4 on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Fall 2010 Gulf Coast 22/31 (71%) scored mastery (3) 9/31 (29%) scored exemplary (4) Total 31/31 (100%) scored 3 or 4 on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Teacher Assistant Program (online) 4/5 (80%) scored mastery (3) 1/5 (20%) scored exemplary (4) Total 5/5 (100%) scored 3 or 4 on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Spring 2011 Hattiesburg 1/35 (1%) scored marginal (2) 17/35 (49%) scored mastery (3) 17/35 (49%) scored exemplary (4) Total 34/35 (97%) scored 3 or 4 on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Spring 2011 Gulf Coast 19/26 (73%) scored mastery (3) 7/26 (27%) scored exemplary (4) Total 26/26 (100%) scored 3 or 4 on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Teacher Assistant Program (online) 9/15 (60%) scored mastery (3) 6/15 (40%) scored exemplary (4) Total 15/15 (100%) scored 3 or 4 on demonstrating pedagogical knowledge (Indicator 2 TCPE)

O 3: Use assessment information for differentiated learning.

Teacher Candidates will use assessment information to plan differentiated experiences that accommodate differences in developmental and/or educational needs.

Associations:

NCATE/Association for Childhood Education International/MDE Process Standards

Related Measures:

M 3: Teacher Candidate Performance Evaluation

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). Knowledge and Skills will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) Professional Dispositions and Section 3 (C) Impact on Student Learning will be used to evaluate the use of assessment for differentiated instruction. The TCPE is administered by university clinical supervisors in conjunction with mentor teachers

and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Fall 2010 Hattiesburg 28/53 (52%) scored mastery (3) 25/53 (48%) scored exemplary (4)
Total 53/53 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator C3 TCPE)

Fall 2010 Gulf Coast 2/31(6%) scored mastery (3) 29/31 (94%) scored exemplary (4)
Total 31/31 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator C3 TCPE)

Teacher Assistant Program (online) 5/5 scored exemplary (4)
Total 5/5 (100%) scored exemplary (4) on using assessment information for differentiated learning (Indicator C3 TCPE)

Spring 2011 Hattiesburg 5/35 (14%) scored mastery 30/35 (86%) scored exemplary
Total 35/35 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator C3 TCPE)

Spring 2011 Gulf Coast 2/26 (8%) scored mastery (3) 24/26 (92%) scored exemplary (4)
Total 26/26 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator C3 TCPE)

Teacher Assistant Program (online) 15/15 (100%) scored exemplary (4)
Total 5/5 (100%) scored exemplary (4) on using assessment information for differentiated learning (Indicator C3 TCPE)

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

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

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

Established in Cycle: 2010-2011

The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, w...

M 4: Teacher Intern Assessment Instrument

The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy. The TIAI scoring rubric is divided into five sections which are as follows: Section 1, Planning and Preparation; Section 2, Communication and Interaction; Section 3, Teaching for Learning; Section 4, Management of the Learning Environment; and Section 5, Assessment of Student Learning. Specific elements and descriptors from sections which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Fall 2010 Hattiesburg 13/54 (24%) scored mastery (3) 41/54 (76%) scored exemplary (4)
Total 54/54 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator V 32 TIAI)

Fall 2010 Gulf Coast 3/31 (9.7%) scored mastery (3) 28/31 (90.3%) scored exemplary (4)
Total 31/31 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator V 32 TIAI)

Teacher Assistant Program (TAP) online 5/5 (100%) scored mastery (3)
Total 5/5 (100%) scored 3 on using assessment information for differentiated learning (Indicator V32 TIAI)

Spring 2011 Hattiesburg 3/34 (9%) scored mastery (3) 31/34 (91%) scored exemplary (4)
Total 34/34 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator V 32 TIAI)

Spring 2011 Gulf Coast 18/26 (69%) scored mastery (3) 8/26 (31%) scored exemplary (4)
Total 26/26 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator V 32 TIAI)

Teacher Assistant Online Program (TAP) 9/15 (60%) scored mastery 6/15 (40%) scored exemplary (4)

Total 15/15 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator V 32 TIAI)

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

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

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

Established in Cycle: 2010-2011

The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, w...

O 4: Integrate technology in instruction.

Teacher Candidates will impact student learning by integrating technology effectively in instruction.

Associations:

NCATE Conceptual Framework/Association for Childhood Education International

Related Measures:

M 3: Teacher Candidate Performance Evaluation

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

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

Achievement Target:

Ninety-five percent (95%) of teacher candidates will receive a rating of (3)mastery or (4)exemplary on the TCPE evaluation rubric for teacher candidacy on the criteria of integrating technological skills.

Findings (2010-2011) - Achievement Target: Partially Met

Fall 2010 Hattiesburg 6/53 (11%) scored marginal (2) 25/53 (47%) scored mastery (3) 22/53 (42%) scored exemplary (4)

Total 47/53 (89%) scored 3 or 4 on integrating technology in instruction (Indicator A7 TCPE)

Fall 2010 Gulf Coast 2/31 (6%) scored mastery (3) 29/31 (94%) scored exemplary (4) Total 31/31 (100%) scored 3 or 4 on integrating technology in instruction (Indicator A7 TCPE)

Teacher Assistant Program (online) 5/5 (100%) scored exemplary (4)

Total 5/5 (100%) scored 4 on integrating technology in instruction (Indicator A7 TCPE)

Spring 2011 Hattiesburg 16/35 (46%) scored mastery (3) 19/35 (54%) scored exemplary (4) Total 35/35 (100%) scored 3 or 4 on integrating technology in instruction (Indicator A7 TCPE)

Spring 2011 Gulf Coast 26/26 (100%)scored exemplary (4) Total 26/26 (100%) scored 4 on integrating technology in instruction (Indicator A7 TCPE)

Teacher Assistant Program (online) 4/15 (27%) scored mastery (3) 11/15 (73%) scored exemplary (4)

Total 15/15 (100%) scored 4 on integrating technology in instruction (Indicator A7 TCPE)

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

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

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

Established in Cycle: 2010-2011

Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for thei...

M 4: Teacher Intern Assessment Instrument

The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy. The TIAI scoring rubric is divided into five sections which are as follows: Section 1, Planning and Preparation; Section 2, Communication and Interaction; Section 3, Teaching for Learning; Section 4, Management of the Learning Environment; and Section 5, Assessment of Student Learning. Specific elements and descriptors from sections which are aligned with each of the related outcomes will be used for outcome assessment. The rubric ating scores are as follows: Exemplary

(4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Fall 2010 Hattiesburg 23/54 (43%) scored mastery (3) 31/54 (57%) scored exemplary (4)
Total 54/54 (100%) scored 3 or 4 on integrating technology in instruction (Indicator 3 TIAI)
Fall 2010 Gulf Coast 8/31 (26%) scored mastery (3) 23/31 (74%) scored exemplary (4)
Total 31/31 (100%) scored 3 or 4 on integrating technology in instruction (Indicator 3 TIAI)
Teacher Assistant Online Program (TAP) 2/5 (40%) scored mastery (3) 3/5 (60%) scored exemplary (4)
Total 5/5 (100%) scored 3 or 4 on integrating technology in instruction (Indicator 3 TIAI)

Spring 2011 Hattiesburg 10/34 (29%) scored mastery (3) 24/34 (71%) scored exemplary (4)

Total 34/34 (100%) scored 3 or 4 on integrating technology in instruction (Indicator 3 TIAI)
Spring 2011 Gulf Coast 1/26 (4%) scored mastery (3) 25/26 (96%) scored exemplary (4)
Total 26/26 (100%) scored 3 or 4 on integrating technology in instruction (Indicator 3 TIAI)
Teacher Assistant Online Program (TAP) 2/15 (13%) scored mastery (3) 13/15 (87%) scored exemplary (4)
Total 15/15 (100%) scored 3 or 4 on integrating technology in instruction (Indicator 3 TIAI)

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

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

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

Established in Cycle: 2010-2011

Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for thei...

O 5: Develop higher-order thinking skills.

Teacher candidates will implement higher-order questioning procedures and teaching activities to engage students in analytic, creative, and critical thinking.

Associations:

ACEI NCATE

Related Measures:

M 3: Teacher Candidate Performance Evaluation

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). Knowledge and Skills will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration

of technology into instruction.. Section 2 (B) Professional Dispositions and Section 3 (C) Impact on Student Learning will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Fall 2010 Hattiesburg 38/53 (72%) scored mastery (3) 15/53 (28%) scored exemplary (4) Total 53/53 (100%) scored 3 or 4 on developing higher-order thinking skills (Indicator A2-4 TCPE)

Fall 2010 Gulf Coast 26/31 (84%) scored mastery (3) 5/31 (16%) scored exemplary (4) Total 31/31 (100%) scored 3 or 4 on developing higher-order thinking skills (Indicator A2-4 TCPE)

Teacher Assistant Program (online) 5/5 scored mastery (3) Total 5/5 (100% scored 3 on developing higher-order thinking skills (Indicator A2-4 TCPE)

Spring 2011 Hattiesburg 1/35 (3%) scored marginal 16/35 (46%) scored mastery 18/35 (51%) scored exemplary

Total 34/35 (97%) scored 3 or 4 on developing higher-order thinking skills (Indicator A2-4 TCPE)

Spring 2011 Gulf Coast 22/26 (85%) scored mastery 4/26 (15%) scored exemplary

Total 26/26 (100%) scored 3 or 4 on developing higher-order thinking skills (Indicator A2-4 TCPE)

Teacher Assistant Program (online) 5/5 scored mastery (3) Total 5/5 (100% scored 3 on developing higher-order thinking skills (Indicator A2-4 TCPE)

M 4: Teacher Intern Assessment Instrument

The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy. The TIAI scoring rubric is divided into five sections which are as follows: Section 1, Planning and Preparation; Section 2, Communication and Interaction; Section 3, Teaching for Learning; Section 4, Management of the Learning Environment; and Section 5, Assessment of Student Learning. Specific elements and descriptors from sections which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Partially Met

Fall 2010 Hattiesburg 3 /54 (6%) scored marginal (2) 27/54 (50%) scored mastery (3) 24/54 (44%) scored exemplary (4)

Total 51/54 (94%) scored 3 or 4 on developing higher-order thinking skills (Indicator 22 TIAI)

Fall 2010 Gulf Coast 27/31 (87%) scored mastery (3) 4/31 (13%) scored exemplary (4)

Total 31/31 (100%) scored 3 or 4 on developing higher-order thinking skills (Indicator 22 TIAI)

Teacher Assistant Online Program 2/5 (40%) scored mastery (3) 3/5 (60%) scored exemplary (4) Total 5/5 (100%) scored 3 or 4 on developing higher-order thinking skills (Indicator 22 TIAI)

Spring 2011 Hattiesburg 1 /34 (3%) scored marginal (2) 13/34 (37%) scored mastery (3)

20/34 (60%) scored exemplary (4) Total 33/34 (97%) scored 3 or 4 on developing higher-order thinking skills (Indicator 22 TIAI) Spring 2011 Gulf Coast 21/26 (81%) scored mastery (3) 5/26 (19%) scored exemplary (4)

Total 26/26 (100%) scored 3 or 4 on developing higher-order thinking skills (Indicator 22 TIAI)

Teacher Assistant Online Program 12/15 (80%) scored mastery (3) 3/15 (20%) scored exemplary (4)

Total 15/15 (100%) scored 3 or 4 on developing higher-order thinking skills (Indicator 22 TIAI)

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

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

Include use of higher order questions in lesson plans.

Established in Cycle: 2010-2011

For each clinical experience (pre student teaching and student teaching) teacher candidates will be required to show higher or...

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

Collaborate with Instructional Technology faculty.

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

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Implementation Description: At the beginning of the fall 2011 semester, CISE will have meetings of CISE faculty and former IT faculty to review syllabi to determine how to better integrate current instructional technology into coursework.

Completion Date: 08/31/2011

Responsible Person/Group: CIE faculty and Instructional Technology faculty

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

Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for their schools and have developed innovative technological lesson plans,

the CISE faculty have determined that it would be beneficial to invite technology specialists from K-6 schools to provide hands-on technology workshop sessions for teacher candidates prior to student teaching. Additionally, instructional technology faculty will become part of the CISE faculty. This will allow for stronger collaboration between CISE elementary education faculty and instructional technology faculty who teach IT 365, which is required for elementary education majors.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Integrate technology in instruction.

Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Integrate technology in instruction.

Implementation Description: Kim Walker, Ed.S, Clinical Coordinator for CISE and Director of the USM Writing Project, will coordinate inviting K-6 technology specialists to provide workshops for introductory and intermediate level cohort groups to assist teacher candidates in the use of technology in teaching and learning. CISE faculty will collaborate with IT faculty for IT 365.

Completion Date: 05/01/2012

Responsible Person/Group: Introductory and Intermediate Co-hort Leaders and Clinical Coordinator CISE Elementary Education faculty and IT faculty teaching IT 365

Include use of higher order questions in lesson plans.

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

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Faculty for introductory, intermediate and senior cohort groups will collaborate to develop procedures in didactic and clinical coursework to provide teacher candidates with the knowledge and skills for developing higher order thinking in K-6 students.

Completion Date: 05/15/2012

Responsible Person/Group: CISE Cohort Faculty

Integrate the arts into didactic and clinical experiences.

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

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

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

Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate content knowledge.

Implementation Description: Workshops have been implemented to demonstrate to teacher candidates how to integrate the arts across the curriculum. This emphasis will continue throughout 2011-2012.

Completion Date: 05/15/2012

Responsible Person/Group: Supervisor of clinical experiences, Kim Walker, in conjunction with faculty involved with the "whole school" arts initiative in local K-6 schools.

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

Beginning in 2011, CISE faculty have access to content subscores for individual teacher candidates for Praxis II: Elementary Education Content Knowledge. Analysis of subscores will enable faculty to determine if there are elementary education content areas that need further emphasis.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Upon receipt of Praxis II subscores for fall 2010 and spring 2011, CISE faculty will analyze the results to determine which content areas need further emphasis.

Completion Date: 09/30/2011

Responsible Person/Group: CISE faculty and CISE assessment coordinator.

Additional Resources Requested: NCATE office personnel.

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

Beginning, in 2011, CISE faculty have access to subscores on the Praxis II: PLT for individual teacher candidates. Analysis of subscores will enable faculty to determine if there are categories of pedagogy that need further emphasis in coursework and/or clinical experiences.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Completion Date: 12/01/2011

Responsible Person/Group: CISE faculty and assessment coordinator.

Additional Resources Requested: NCATE office personnel.

Budget Amount Requested: \$0.00

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

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

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Use assessment information for differentiated learning.

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

Implementation Description: Instructors will plan and team teach courses in the senior level blocks to ensure that teacher candidates can demonstrate using assessment to differentiate instruction prior to student teaching.

Completion Date: 12/15/2011

Responsible Person/Group: Instructors for CIR 412L and CISE 403

Analysis Answers

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

The Elementary Education (K-6) BS program on both the Hattiesburg and Gulf Coast (face-to-face and Teacher Assistant Program TAP Online) campuses showed strengths in performance measures of program objectives in 2010-2011, with improvements being documented from the previous years' results on performance measures. As a result of data analyses from previous cycles, CISE elementary education faculty placed additional emphasis in didactic and clinical coursework on developing the knowledge and skills for teaching higher order thinking skills to k-6 students. Data analysis revealed that this knowledge and skills area was strengthened. Performance assessments indicated mastery of content and pedagogical knowledge and skills as well with very little differences noted between Gulf Coast face-to-face and online programs. Continued progress is indicated on the integration of current technology into teaching and learning. The intensive performance measures required by the Association for Childhood Education International (ACEI), which is the Specialty Professional Association (SPA) that confers national recognition to the CISE elementary education program, continue to provide useful information for the continuous improvement of the CISE elementary education program. CISE coursework, pre-student teaching clinical experiences and student teaching are aligned with both with Mississippi Department of Education (MDE) framework content objectives and with ACEI objectives and are assessed to ensure that state and national objectives are met. Results of 2010-2011 indicate that both state and national objectives are being attained.

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

In the 2010-2011 cycle, a decrease in the percentage of teacher candidates passing the licensure examinations (Praxis II Elementary Education Content and Praxis II: K-6 Principles of Learning and Teaching) was noted, which indicates a weakness in basic elementary education content and/or

pedagogical knowledge objectives. In reviewing the licensure examination data, it appears that a number of teacher candidates are sitting for the licensure examinations before didactic coursework is completed. Although this possible explanation may account for the decrease in passing rates, CISE faculty are very concerned regarding this decrease. At the beginning of the 2011-2012 academic year, CISE faculty will carefully examine subtest data to determine specific content areas that need improvement. Additionally, teacher candidates will be encouraged to wait until the teacher candidacy/student teaching semester to sit for licensure examinations. Although progress has been shown in the outcome of integrating current technology, continuous attention must be given to this objective because of the rapid advances made in instructional technology. Continued attention will be given to improving higher order thinking skills and the use of assessment to drive differentiated instruction as these are essential areas of concern for teacher education..

Annual Reports

Program Summary

The K-6 elementary education program in Curriculum, Instruction, and Special Education (CISE), as a program that is historically within the original mission of Southern Miss and as one of the largest programs on both the Hattiesburg and the Gulf Coast campuses, strives to be a model teacher education for the state and the region, and is committed to the outstanding preparation of K-6 teachers. The Teacher Assistant Program (TAP), which is an innovative online program for assistant teachers who are working in the public schools who wish to attain licensure, has shown to be a beneficial recruiting tool as well as being a service to K-6 schools throughout the state. The entire elementary education program (at both campuses and online) is based on the premise of an active "community of learners" with the teacher candidates, faculty, staff, community members, and school district personnel working together to create a dynamic learning community. Through a planned sequential program built on evidence-based didactic course work aligned with authentic clinical experiences and state and national standards, teacher education candidates internalize and value the educational knowledge, skills and dispositions to inform, inspire and transform self and others including the K-6 students in the classroom. The CISE elementary education program has received international recognition from the Association for Childhood Education International (ACEI), is fully accredited by NCATE, and has met the Process and Performance Standards of the Mississippi Department of Education (MDE). CISE faculty are active researchers, having produced 24 publications in peer-reviewed journals and having received \$2,885,573 in external funding in 2010. In regard to service, CISE faculty consult in K-12 schools, serve on state advisory committees and serve as officers for state, regional and national professional organizations.

Continuous Improvement Initiatives

In Curriculum, Instruction, and Special Education (CISE), elementary education continuous improvement initiatives are aligned with the Mississippi Curriculum Frameworks and the Association for Childhood Education International (ACEI) standards for elementary education. Beginning in the 2011-2012 academic year, newly-developed national core curriculum standards will be studied by CISE faculty and mapped to elementary education didactic and clinical courses. Educational trends are reviewed and analyzed based upon the knowledge provided by sound educational research. Faculty members provide a variety of experiences that inform elementary education majors about the latest classroom pedagogical innovations and future technology trends. Opportunities to use new technology, such as interactive white boards, are built into the clinical component of the program as students incorporate delivery formats of the K-6 clinical classrooms into their lesson designs. Collaboration between CISE elementary and special education faculty provides elementary education majors with the opportunity to see effective instruction through co-teaching in inclusion classrooms. The variety of research studies and personnel preparation grants directed by an array of faculty members inform elementary education majors about societal needs and provide students with cutting

edge methodology to ensure best practices are taught. A major continuous improvement initiative for the 2011-2012 academic year and beyond will be centered around incorporating the arts into all aspects of the elementary curriculum. This initiative began in 2010-2011, through collaboration with K-6 faculty who are involved with the Whole Schools Arts Initiative in local school districts. K-6 faculty members presented workshops for the CISE cohort groups to demonstrate innovative techniques for incorporating the arts throughout the elementary curriculum. More comprehensive arts activities will be incorporated into the elementary program in 2011-2012. As a result of teacher education redesign in the past three years, stronger partnerships have been developed with the schools in which field experiences are conducted. CISE clinical and didactic faculty work closely with mentor teachers in the schools to provide exemplary field experiences. Schools provide meeting space for clinical students to work with university supervisors on lesson preparation and post-lesson conferencing to further support the field experiences. Additional field experiences have been added to the introductory cohort, and performance assessments for each cohort have been revised to better evaluate knowledge, skills, and dispositions prior to teacher candidacy. Didactic and clinical faculty members meet regularly as a team to discuss the knowledge, skills and dispositions of the candidates as they progress through the cohort groups. Particular attention is given to professional dispositions during the field experiences so that candidates will be better prepared for the teacher internship. Formative assessments administered throughout the program are reviewed for individual candidates who are provided guidance and instruction throughout the program to ensure that each candidate obtains the requisite knowledge, skills, and dispositions to be an effective practitioner.

Closing the Loop

As a means to "close the loop" on actions to better integrate didactic and clinical coursework, CISE cohort faculty initiated a "Super Clinical" week each semester. During that week, CISE cohort didactic faculty participate with the CISE clinical faculty, the K-6 mentor teachers, and the teacher candidates at the clinical sites throughout the week. This action has proved to be very effective in improving teacher candidate outcomes prior to student teaching. Additionally, didactic and clinical faculty for each cohort group meet regularly to review student dispositions and to develop remedial plans for those teacher candidates who require additional mentoring. During cohort team meetings, the faculty determined that classroom management should be moved closer to student teaching to achieve better student outcomes for classroom management. As a result, a new sequencing of coursework was put into place beginning in the fall 2011.