

# 2004 NCATE Annual Report

(Part C of the AACTE Annual Report)  
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## Section 1 - Institutional Information:



|                                  |                                     |
|----------------------------------|-------------------------------------|
| <b>NCATE ID:</b>                 | <b>11908</b>                        |
| <b>AACTE SID:</b>                | <b>3155</b>                         |
| <b>Institution:</b>              | <b>Mississippi State University</b> |
| <b>Unit:</b>                     | <b>College of Education</b>         |
| <b>Next Accreditation Visit:</b> | <b>F06</b>                          |
| <b>Last Accreditation Visit</b>  | <b>S02</b>                          |
| <b>Deadline to Submit Final</b>  | <b>03/04/2005</b>                   |
| <b>Version of Part C:</b>        |                                     |

## Section 2 - Individual Contact Information



|                                |                                    |
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## Section 3 - NCATE Standards Categories & Weaknesses Section



### Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

**Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:**

**Conceptual framework Areas for Improvement cited as a result of the last NCATE review:**

**The College of Education has aligned its conceptual framework with all syllabi so that outcomes are cross-referenced with objectives and activities on syllabi. The NCATE committee is considering changing the conceptual framework visual symbol and the logo for the framework. The outcomes will be the same. The committee is also considering a new disposition form that will be aligned with the conceptual framework professional dispositions outcomes. After receiving two “non-met’s” from the State Department Process Review, two consultants from Auburn were hired to conduct a thorough evaluation of the Educational Leadership licensure programs. In addition, two retreats were held to map the alignment of Educational Leadership curricula and program requirements with state and national SPA standards.**

### Section B. Candidate Performance

#### ***Standard 1. Candidate Knowledge, Skills, and Dispositions***

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

**Please describe the unit's plans for and progress in meeting this standard.**

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

After mapping the undergraduate curriculum in 2003, some modifications were made to curriculum both in Arts & Sciences and in Education. Arts & Sciences, for example, and English will add grammar to the advanced composition course and have sections just for English Education majors beginning in Spring 2006. Some concepts have been added to courses in Science and Math as well. Also, curricular changes have been made in some

of the program areas. In science the science education students will major in Biology Education, Chemistry Education and Physics Education, rather than a combination so that they will have more depth of knowledge. In the past year, the Board of Institutions of Trustees of Institutions of Higher Learning in the state has mandated that all universities and colleges change to a 124 hour curriculum. In doing that the undergraduate curriculum has undergone close scrutiny with modifications made at the same time. The faculty believe that these modifications have changed the curriculum for the better. In the college core, Personal Health was dropped as a requirement. In Secondary Education and in Elementary Education classroom management will become the main focus of the seminar in student teaching. Other changes include making diversity a strong focus in a course on planning instruction so that students can better understand planning instruction for different types of learners Elementary Education candidates now take 15 hours instead of 6 hours in reading as mandated by the state department. Another change is that all students being licensed K-8 must have 21 hours in two content areas to teacher departmentalized classrooms departmentalized classrooms at the middle school level to meet the standards of No Child Left Behind.

A new process has been created that will allow professors to monitor student dispositions and provide remediation for students who need it from the beginning of their program. All field experiences will have a dispositions component and a dispositions expectations will be attached to all professional education syllabi, so that students are well acquainted with the attitude and behavioral expectations for pre-teaching candidates.

In the advanced level there is minimal evidence that assessments are aligned with unit standards. During the past year funding from the STEP project was used to have two retreats with graduate level faculty in Educational Leadership in order to look at the alignment of standards in the two licensure areas for Masters and Educational Specialists to be sure that the assessments and curricula are aligned with the state curriculum framework and with the national standards. That project has been completed. In addition, STEP funds were used to bring in two consultants in Educational Leadership from Auburn to assess the curriculum and the policies to determine if they were aligned with national standards. This effort will be continued thru the other programs throughout 2005. The school psychology program area received re-accreditation from APA. The music education program area received re-accreditation from NASM. The counselor education program will be seeking re-accreditation in Spring 2005 from CACREP.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).  
*Standard 2. Assessment System and Unit Evaluation***

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

**Please describe the unit's plans for and progress in meeting this standard.**

**Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

The assessment plan is being modified to add more in-depth assessment and to also insure that the assessments outlined on the plan are being maintained. Electronic forms and databases have been added in several areas. The student teaching evaluation form is now electronic and submissions are immediately uploaded to a database that facilitates analysis. The analysis is summarized each semester for every program area and categorized in several different ways and shared with department heads, program area faculty and the Teacher Education Council. Also, the teacher follow-up that the State Department conducts of first year teachers and their principals is shared with all faculty and advisory boards. A follow-up will be sent out in Spring 2005 to alumni beyond the first year of teaching. It will cover all areas and will be a short questionnaire that will include place of employment. It is expected that we will then follow-up with a survey to the employers of the alumni. This form will be sent via mail and also will be available for completion on the college webpage. Databases are being formed for graduate students that will include information on GRE's, GPA's, timeline for admission to candidacy, proposal meeting, examinations, dissertations, and dissertation defense so that we can monitor and track candidate progress through the program as well as retention of students. We are also planning next year to create a database that will include information on faculty in terms of publications, presentations, books, grants, teaching awards, other kinds of awards, national recognition, and recognition by their students.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

## Section C. Unit capacity

***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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:**

Field experiences and clinical practice continue to be a strength of the pre-teaching experience at Mississippi State for undergraduate students. The only change will be the addition of the focus on classroom management in the student teaching seminar and the title Student Teaching will be changed to Teaching Internship. At the advanced level, internships are being implemented in each of the program areas, with the addition of TaskStream. Used at both the undergraduate and graduate level, it will be much easier to track portfolio performance assessment of candidates and to show the alignment of those assessments with national standards through rubrics developed that are based on those national standards. These will be used for interns at both the graduate and the undergraduate level. It is anticipated that the TaskStream instrument will be used to track candidates' performance in field experience at the undergraduate level from the early field experiences through student teaching, so that they will submit reflections and artifacts that will show impact on student learning with pre and post-tests and er work

samples.

**Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

***Standard 4. Diversity***

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:**

The Unit continues to provide opportunity for candidates to work with diverse higher education and school faculty and diverse students in K-12 schools. Demographically, the College of Education at Mississippi State has the highest number of African American candidates and faculty of any university or college in the state except for the historically black university, Jackson State University. An internal grant was obtained by Kinesiology to recruit minority students.

**Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

***Standard 5. Faculty Qualifications, Performance, and Development.***

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

**Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:**

The Spring award ceremony initiated in Spring 2003 was held again in Spring 2004 and continues to provide a good morale booster and recognition for outstanding teaching service and research. An award to K-12 outstanding administrator is also given at this ceremony and the speaker for this past year was Jane Sargent, whose name the K-12 Administrator Award bears. The keynote speaker provided professional development for faculty through her talk about what it means to be an excellent teacher and a good leader. Professional development was also provided in the Fall convocation for 2004 with library staff's presentation on use of electronic media in the library and information systems in the library. Other professional activities have included presentations by the Alumni Fellow of the Year, Paul Cuicci, a science teacher at Starkville High School. He did a teaching demonstration and a discussion of his philosophy. In addition, professional development has been provided for faculty through the funding of conference attendance.

STEP grant funds were used to take new faculty members to AACTE and faculty have attended numerous other conferences throughout the nation, including AERA and technology conferences. The student evaluations of faculty indicate again in 2004 that the College of Education faculty achieved the highest numerical rating of any faculty in the university, higher than any other college. Initiatives have begun for the mentoring of new faculty, as well as some programs to help support new faculty and provide for retention of faculty. Each new faculty member for Fall 2004 was provided a veteran faculty in the department as a mentor. A reception was also held for new faculty. Plans are underway to provide seminars that will focus on publishing and grant writing for new faculty.

**Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

***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.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:**

Dean Roy Ruby retired on July 1, 2004 and Dr. Sue Minchew, Associate Dean, is serving as Interim Dean. A search is underway for a new dean in the college. Also, during the year, Dr. Pamela Kirk served one semester as interim associate dean and department head for kinesiology. She resigned that position in December and Dr. Glen Hendren has assumed the interim associate dean's position in 2005. Other changes had to do with staff in the dean's office with one staff member, Anice Hill, who handled grant budgets, resigning. In her place, Ms. Iva Ballard has assumed her duties and Laura Burchfield has been hired as executive secretary for the interim dean. Betty Purvis has had her title and duties upgraded from administrative assistant to budget manager.

In the area of resources, the grants for the year have totaled \$\_\_\_\_\_, with the Early Childhood Institute being named a national center for rural early childhood development and receiving a million plus grant for that effort from the Department of Education. Dr. Sue Minchew was co-principal investigator on an Industry Education partnership grant received from NSF for 3 plus million dollars. This grant will provide workshops and hands-on application of principles for pre-service teachers, K-12 teachers, and teacher education faculty. Teachers will attend workshops in the summer and will be placed with four different industries throughout the South to serve apprenticeships and learn the application of concepts, which they will then take back and share with their classrooms. The capital campaign for funding for the university began in Fall 2004. The College of Education has a message from the dean on the webpage. The dean is also working with the University Development Foundation to identify potential donors for the college. The construction of a new band hall for the music education faculty is a top priority for both the university and the college and it is anticipated that it will be funded within the next year through private donations. It is hoped that the college will have a

part-time development officer supplied by the University Development Foundation beginning in 2005.

**Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

*P-12 practitioners do not participate in the design, implementation, or evaluation of the unit and its programs.*

*The unit does not provide a clear and thorough procedure for using technology to support programs.*

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

As mentioned in the previous annual report, practitioners from the Teacher Education Council now serve on the BOX curriculum council, which now meets once a month. In that capacity this year the entire curriculum is undergoing some modification as degree programs have been changed from 128 or more hours to no more than 124 hours. The practitioners rotate on the council, so that one practitioner sit on the council each month. This process has been very beneficial, as the practitioners have provided invaluable feedback on the proposals submitted to the college curriculum council. Important feedback on the design of the program has also been obtained during the year from participants in the STEP grant, which included practitioners, community college teachers, arts and sciences faculty, and educational faculty for each content area from middle school through high school. Consideration is being given to forming an advisory council consisting of school K-12 administrators, principals and superintendents to provide feedback, on the field experience program and the curriculum for the Educational Leadership Master's and Educational Specialist's degrees. It is anticipated that this advisory council will serve the unit well in helping to determine whether curriculum is appropriate for candidates who seek licensure to become school K-12 administrators. In 2003-2004, the technology committee worked on a plan for technology. At the university level, a technology committee has also worked diligently to improve technology facilities and technology understanding among the faculty. In that vein, eight classrooms in the College of Education have received upgrades in technology or the addition of technology with presentational software, personal computers, wireless network access, and presentational podiums within each classroom. In addition, a new computer lab for teaching was added through the College of Education Learning Center that contains 26 new computers, presentational podiums, and state of the art equipment used by College of Education faculty and by appointment by other faculty in the university. The university will be providing a week-long intensive training in technology to selected faculty throughout the university in Spring 2005 to provide faculty with the expertise needed. In addition, the use of technology is being encouraged throughout all of the undergraduate education programs through electronic portfolios submitted through the new TaskStream . Elementary Education, Secondary education, the teaching/coaching faculty, and candidates have already begun to use TaskStream. In Spring 2005, other teacher education programs, including Secondary Education, will begin to use TaskStream to create electronic portfolios. This will also facilitate the aggregation or disaggregation of data on this performance assessment. In addition, technology is being used for all university supervisors and teachers to input their evaluation of students

teachers, so that information can be uploaded to a database. On the survey of first year teacher graduates from the College of Education who are teaching in the state of Mississippi, 95% of the principals agreed that Mississippi State University first year teachers can integrate technology, including internet ,computers and available software as instruction. Faculty and candidates in the College of Education are integrating technology to a greater extent at both the graduate and undergraduate level. A Master of Arts in Teaching alternate route and a Teach Mississippi Institute alternate route began in Summer of 2004. Six candidates have entered the alternate route program. The Teach Mississippi Institute includes 9 hours of course work in the summer prior to the year-long on-the-job internship. These courses are graduate level courses that can become a part of a MAT program for each candidate who is enrolled. Another new degree that was added in 2003-2004 was a Masters of Arts in Teaching Community College. It was designed based on input from focus groups from community colleges, including community college presidents who requested such a course for prospective community college teachers. The folio report from the Association of Early Childhood Education submitted in Spring 2004 obtained full approval and national recognition Just off the press are 2 new documents important to the college; both written by committees over the summer:

A. P & T Document – thanks to entire committee chair, Joseph Chromiak. New P & T guidelines, departmental, college, and university were written.

B. A new document listing professional dispositions for teacher education candidates is being developed by a committee co-chaired by Linda Jones and Kent Coffey. Approximately 55 professional characteristics are clustered under headings such as responsibilities, communication, interpersonal skills, classroom characteristics, judgment, ethics and self reflection.

## Section 4 - Program Completers

**The total number of candidates who completed education programs within NCATE's scope (intial & advanced) during the 2003-2004 academic year?**