

# 2008 Part C of the AACTE / NCATE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	11908	<b>AACTE SID:</b>	3155
<b>Institution:</b>	Mississippi State University		
<b>Unit:</b>	College of Education	<b>Deadline to Submit Final Version of Part C:</b>	02/16/2009
<b>Next Accreditation Visit:</b>	S14	<b>Last Accreditation Visit:</b>	S07

## Section 2 - Individual Contact Information

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## Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 academic year?

750

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2007-2008 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

## Section 4. Substantive Changes

**Describe any of the following substantive changes that have occurred at your institution or unit during the past year:**

1. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
3. change in institutional accreditation status
4. the addition or removal of programs.
5. changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.

6. addition or removal of a level of preparation (e.g., a master's degree)
7. change in status of institution (i.e., merged, separated, etc.)
8. increased offering for the preparation of education professionals in off-campus sites
9. increased offerings for the preparation of education professionals outside the United States
10. changes in institutional and unit leadership

A new President, Dr. Mark Keenum, was hired, replacing Dr. Robert Foglesong.

11. significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year
12. significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year
13. delivery of a program in whole or in significant part by a non-profit or for-profit partner
14. change in institutional control or ownership
15. significant change as a result of unforeseen conditions such as a natural disaster

## Section 5. 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:

In 2008, the NCATE Committee reviewed the Conceptual Framework Program Outcomes (CFPO's) for both teaching and nonteaching programs at the initial and advanced levels. These Outcomes, which were revised to align more closely with the dispositions instrument, were officially approved by the Educational Administrative Council. The new outcomes become effective spring 2009. All syllabi are being revised to include the new CFPO's. A new motto or tag line for the unit is being developed and will be added to the conceptual framework graphic.

## Section 6. Unit Standards

### 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.

Teacher candidates demonstrate their proficiency in content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, as well as professional dispositions, at various transition points, or phases. The four phases include enrollment, admission to teacher education, teaching internship, and completion. For admission to teacher education at Phase II, all candidates must pass the PRAXIS I test of general knowledge or have an ACT composite score of 21 (with no subset below 18) or an SAT score of 860. They must have a GPA of 2.50 (on a 4.0 scale) on 44 hours of coursework (2.75 for Elementary Education) and a 2.50 overall GPA. At Phase II, candidates are also required to submit two letters of recommendation from educators who rate candidates' demonstration of appropriate dispositions. The same dispositions are evaluated throughout the professional education curricula. Beginning with the spring 2009 semester, field-based content methods courses will include formal evaluations of candidate dispositions conducted by the university professors in concert with the cooperating teacher. Candidates must maintain a GPA of at least 2.50 overall. After 60 or more hours of coursework, candidates who have overall GPAs less than 2.50 are placed on probation in teacher education, and are required to take a learning skills course designed specifically for education majors. They must also improve their GPA to 2.5 within 2 semesters. This retention policy, which has been in effect for the past two years, is currently being analyzed to determine its effectiveness. The TaskStream data collection system aids in the collection and aggregation of electronic portfolio data throughout the professional education courses. Detailed rubrics based on state and national standards, using a 1-3 (unacceptable, acceptable, target) scoring scale, have been implemented for evaluation of the TaskStream assignments. For admission to Phase III, the teaching internship, candidates are required to meet the following: 2.5 overall GPA, C or better in

all professional education courses, and a C or better on all content courses. Candidates must also take PRAXIS II prior to admission to Phase III.

During the 16-week teaching internship, teacher interns are evaluated on their demonstration of appropriate professional and classroom pedagogy and dispositions. Both university supervisors and cooperating teachers conduct formative and summative evaluations of the teacher intern using a 40-item instrument and a 1-4 scoring scale. The summative evaluation includes additional dispositional items which are aligned with the conceptual framework and dispositions evaluation instrument. Results of the evaluations are analyzed and aggregated for means on each item across all program areas, and disaggregated for means within each program area. These results are shared with various entities including the Education Administrative Council, the NCATE Committee, and the Teacher Education Council; results are subsequently used in making institutional effectiveness plans and decisions about program changes and improvements. Teacher interns must make a grade of at least a C in the teaching internship. Candidates must satisfy all other program, college, and university requirements in order to complete their degrees.

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

1. Unit dispositions identified in the conceptual framework program outcomes are not consistently reflected in the disposition instruments.

(ITP) (ADV)

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

To address the need for a more systematic collection of data at the advanced level, the unit added a new graduate student database, housed in the Dean's Office, which will be managed by the university Institutional Technology Services. Data on candidates from admission throughout their program will be collected by program level coordinators and sent to the Dean's Office for inclusion on the college-wide database. Data collected will include the following information at admission, midpoints, and completion: GRE scores, dispositions evaluations, comprehensive examination results, and thesis, proposal, and dissertation evaluations.

Much time has been devoted to aligning the various instruments and documents related to dispositions of teacher candidates. As noted, the Conceptual Framework Program Outcomes have been revised to align more closely with the dispositions instrument. The items on the letter of recommendation for admission to teacher education, which is completed by two educators at phase 2, have been revised to match the dispositions instrument. A Likert scale was added to the letter of recommendation and to the dispositions evaluation form in order to quantify responses and aid in data collection and aggregation (see Attachments C and D). Additionally, effective spring 2009 teacher candidates are required to read and sign a copy of the dispositions instrument as part of the process of admission to teacher education. Dispositions of Teacher Candidates will be assessed on an ongoing basis throughout their program. They will also be formally assessed via the dispositions instrument by both school and university supervisors during the content methods course prior to the teaching internship. The summative evaluation of teacher candidates which is completed by school and university supervisors will include dispositional items. These items have been revised to align with the dispositions instrument and the CFPO's.

The same dispositions instrument will also be used to assess dispositions of advanced candidates at admission and during their internships. The new policy for advanced candidates will become effective fall 2009.

The Learning Center has begun providing learning skills courses designed specifically for probationary teacher candidates, those whose overall GPA's have fallen below 2.50. To assist in the administration of the policy requiring probationary teacher candidates to take a learning skills course, the Registrar has made registration for those candidates contingent upon their scheduling a learning skills course.

Secondary Education added several courses to enhance coursework offerings at the advanced level. The Department of Kinesiology changed the title of the Teaching and Coaching concentration to Sport Pedagogy.

### Standard 2. Assessment System and Unit Evaluation

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

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

As described in Standard One, the unit's assessment system includes 4 phases. Data are collected at each phase and maintained on a Dean's Office database that interfaces with the university's Banner system. Program-specific data are collected and aggregated via TaskStream. Teacher intern evaluation data are collected electronically and analyzed by Dean's Office staff at the end of each semester. Data are disseminated to such entities as the Education Administrative Council, the NCATE Committee, and the Teacher Education Council.

As described in standard One, the unit has developed a graduate database that will be used in monitoring the performance of advanced candidates from admission through completion. The system will facilitate the aggregation and disaggregation of data, including GRE scores, GPAs, and the results of proposals, projects, dissertations, and oral and written comprehensive examinations.

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

1.	Data for advanced continuing teacher education programs (M.S. and Ed.S.) are not aggregated for content knowledge, pedagogical content knowledge, and professional knowledge.		(ADV)
2.	Although data are collected, procedures are not in place to ensure that data are systematically disseminated and used for program improvement.	(ITP)	(ADV)

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

In fall 2007, Dr. Elton Moore assumed the new position of Associate Dean for Research and Assessment. The new associate dean will greatly enhance the systematic collection and dissemination of data across the unit. With the aid of the university Office of Institutional Research, all unit academic programs underwent extensive review and planning sessions in 2008 that included a day-long assessment retreat. Each program area completed institutional effectiveness plans that included objectives, outcomes, results, and improvements based on results. The unit has adopted the TaskStream Accountability Management System (AMS) to facilitate unit collection, aggregation, and management of data from the various program areas. Data collected via AMS will include the teacher intern content assessments and other information that can be used for SPA reports and for decisions relative to ongoing program improvement. Data will be collected by the Dean's office at the end of each semester and disseminated to all appropriate entities.

### 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.

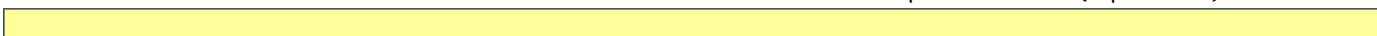
Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The Teacher Intern Assessment Instrument (TIAI) and the Teacher Intern Dispositions Assessment Instrument (TIDA) are undergoing revision. A state-wide team of Clinical Field Directors, Mississippi Department of Education (MDE) personnel, and a representative from the Institutions of Higher Learning (IHL) have met periodically to revise and review the TIAI prior to the implementation of this new instrument in the fall 2009 semester. The unit hosted two of the meetings on campus and arranged several of the meetings at the MDE. The Dispositions Committee, composed of MSU faculty in each of the departments, has worked to review and revise the TIDA prior to the implementation of the new instrument in the fall 2009 semester. The unit has revised all content area expectations assessments conducted during the teaching internship semester to include planning, teaching, and impact on student achievement. The majority of the content assessments have been created as forms in the TaskStream (TS) data collection system. The remainder of the content area assessments are housed in an in-house data collection system. School and university supervisors collaboratively work to complete the content area assessments. The MDE has appointed a state-wide Blue Ribbon Commission for the Redesign of Teacher Preparation which is exploring ways to enhance the education of teacher candidates in the state of Mississippi. Plans include increasing the hours of field experiences required before and after admission of candidates to teacher education; ensuring adequate content of courses, professional development, and/or appropriate experiences to master subject area content knowledge; requiring mastery of knowledge and skills for effectively differentiating instruction based on a variety of factors such as learning styles, multiple intelligences, disabilities, and enrichment/remedial needs; and developing and assessing consistent expectations for performance as it relates to classroom management within preparation programs. The Commission will enhance scholarships and other pre-service incentives for teacher preparation in high-need content areas and/or for service in high-need schools. It will also appoint a state P-16 Council composed of representatives from P-12 and teacher preparation programs, parents business/community, and state policy makers. The roles of the Council will include statewide leadership, policy making, accountability, and problem solving; in addition, it will serve as a liaison to the state legislature. Teacher interns were provided opportunities for professional development during the spring and fall 2008 semesters. As in previous semesters, teacher interns attended Education Interview Days, on the MSU campus during which each teacher intern interviewed with at least three school districts. Interviewers were from schools within Mississippi, Texas, Florida, Georgia, Nevada, Virginia, and Tennessee. The interns in the spring semester also attended a presentation on effective teaching strategies by Ron Clark, former National Teacher of the Year, at the Riley Center in Meridian, Mississippi. In addition, approximately 40 of the teacher interns in the fall semester attended the Program for Research and Evaluation for Pubic Schools (PREPS) Conference in Philadelphia, Mississippi. Teacher interns attended sessions on evaluation, mentoring, and effective reading instruction. These teacher interns also attended a special networking session with Mississippi public school superintendents during the conference.

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 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.

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

The unit Diversity Plan approved in fall 2006 is being reviewed by the College Diversity Committee. The current plan appears on the college web site at [www.educ.msstate.edu](http://www.educ.msstate.edu). Beginning with the spring 2009 semester, the unit will present a diversity award to a faculty or staff member who has made outstanding contributions to diversity through one of the following: recruitment efforts, infusion of diversity in curriculum, or development of an environment that welcomes diversity. The award will be presented at the annual faculty convocation and awards ceremony.

Committed to increasing the number of minority teacher candidates, the unit actively participates in the fall and spring Minority Recruitment Day hosted by the university.

In fall 2008, the unit enrollment consisted of 35% minority candidates compared to 26% minority enrollment in the university.

Also in 2008, the College of Education was ranked 9th in the nation by *Diverse: Issues in Higher Education* for the number of baccalaureate degrees awarded to African Americans.

The unit is also committed to increasing the diversity of faculty and staff. Minority faculty, including internationals, currently comprise 16.3% of unit faculty. The unit actively seeks minority faculty by advertising for new positions in *Diverse: Issues in Higher Education* in addition to advertisements in *The Chronicle of Higher Education* and in the online publication *Inside Higher Education*. The university aids in the recruitment of African American faculty by providing salary supplements for their first three years of their employment.

All teacher candidates have experiences teaching and observing in public schools with diverse student populations. The majority of the schools in which candidates are placed have at least 60% of the student population who are on free or reduced lunch.

Additionally, the majority of the school placements include an enrollment with at least 50% African American students.

Placements have mixed gender populations and include students with exceptionalities.

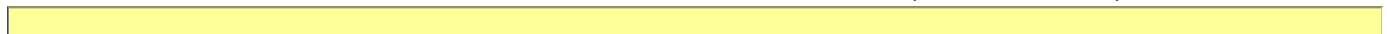
Having two placements for the teaching internship also helps to ensure a diversity of experience for teacher candidates.

During 2007-2008, the university Office of Diversity and Equity Programs offered several workshops to faculty and staff, including sessions on diversity awareness and sexual harassment. In addition, the university Gender Studies Program continues to conduct monthly brown bag luncheons with speakers on various gender-related topics. In addition, Gender Studies hosts an annual forum with a student and faculty poster session as well as a nationally known speaker. All sessions are available to university faculty, staff, and 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:

Rigorous departmental, college, and university promotion and tenure (P and T) requirements continue to ensure quality of faculty. Candidates for P and T undergo a multi-tiered evaluation that includes the departmental P and T Committee, the department head, the college P and T committee, the Dean, the Provost, the President, and the State Board of Trustees of Institutions of Higher Learning (IHL). Assistant professors must apply for tenure and promotion at the end of their sixth year of employment. Beginning with the fall 2005 semester, all faculty tenured six years or more or tenured faculty with unsatisfactory rating on their annual faculty reviews have been required to undergo post-tenure review.

Unit faculty continue to achieve the highest average ratings in the university on student evaluations of their teaching.

Several professional development activities have been hosted by the unit. A research seminar for new faculty was held with three widely published professors leading the sessions. Topics of discussion included tips on publishing in refereed journals and on submitting grant applications. During the spring 2009 semester, the Dean will conduct a seminar on promotion and tenure for new faculty. Unit research centers provided numerous faculty development opportunities with such topics as differentiating learning, writing across the curriculum, teaching students with special needs, using assistive technology, and teaching students with visual impairment.

The new university Teaching and Learning Center provided monthly brown bag sessions on various topics related to teaching effectiveness. Unit faculty participated in the sessions both as attendees and as presenters. The Associate Dean of Research and Assessment has appointed a research committee to help enhance unit research. To that end, the committee helped plan the first unit-hosted Research Forum held in April 2008. The day-long forum included a nationally known researcher, Steve Fleischman from the American Institutes for Research, as the keynote speaker as well as a panel consisting of successful researchers from the university. A poster session highlighting the research of unit faculty and students culminated the day's activities. The unit continues to recognize outstanding faculty and staff at the annual spring convocation and awards ceremony, presenting awards in the following categories: teaching, research, service, diversity, and staff.

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

1. The unit does not systematically evaluate part-time faculty.	(ITP)	(ADV)
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Please indicate how the unit has addressed these Areas for Improvement (Optional).

Effective spring 2009, all lecturers (adjuncts) will undergo a formal evaluation by their respective department heads. A new form has been adopted for the evaluations, which will be conducted during the same time period (spring semester) as the annual faculty reviews (evaluations of instructors, assistant, associate, and full professors). Lecturers terminated at the end of the spring semester will be evaluated at that time. Department heads will continue to use the student evaluations of faculty as an additional assessment of faculty effectiveness.

#### 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.

During 2008, the unit underwent restructuring with the addition of one department and the realignment of three others. The new department of Leadership and Foundations will house faculty and majors in Educational Leadership and Community College Leadership, as well as Foundations faculty. The creation of the new department resulted in the loss of the leadership majors and faculty in the Department of Instructional Systems, Leadership, and Workforce Development. The former department has been renamed the Department of Instructional Systems and Workforce Development. As part of the restructuring program, Special Education, formerly housed in the Department of Counseling, Educational Psychology, and Special Education, was moved to the Department of Curriculum and Instruction, thus creating the Department of Curriculum, Instruction, and Special Education. The former department became the Department of Counseling and Educational Psychology. The new alignment is expected to enhance the teacher education curriculum for elementary and secondary education candidates. In response to a large increase in enrollment, the Department of Kinesiology has added three new tenure track faculty positions. During 2007-2008, the T. K. Martin Center for Assistive Technology was added to the research centers housed in the college. Other centers include the following: The Early Childhood Institute, the Center for Educational Partnerships, and the Rehabilitation Research and Training Center on Blindness and Low Vision. As noted previously, these centers have provided numerous opportunities for training, research, and professional development. Years 2007- 2008 also saw several changes in unit leadership. In 2007, Dr. Anthony Olinzock resigned as head of the Department of Instructional Systems, Leadership, and Workforce Development. Dr. Linda Cornelious was subsequently named interim department head. Dr. Linda Coats, formerly interim department head of Curriculum and Instruction, assumed the interim headship for Leadership and Foundations. Dr. Susie Burroughs was named interim department head for Curriculum, Instruction, and Special Education. In January 2008, Dr. Stan Brown, became the department head for Kinesiology. Following the death of Dr. Tom Hosie in spring 2008, Dr. Glen Hendren became interim department head of Counseling and Educational Psychology. Searches are underway to fill the various positions currently held by interim heads. During 2007-2008, two new administrative positions were added to the unit, the Associate Dean for Research and Assessment, filled by Dr. Elton Moore; and the Director of Development, filled by Mr. Rob Jenkins. The new associate dean for research and assessment has facilitated both assessment and research projects, forming committees on assessment and research and holding an assessment retreat and a research forum. He has also led the adoption of the AMS web-based data collection system. The new associate dean and the director of development have helped the unit increase external funding with research grants totaling \$8,828,966 and gifts totaling \$2,010,083 for 2008. In fall 2007, Dr. Teresa Jayroe was named the Director of Clinical and Field-Based Instruction and Licensure. She is leading efforts to revise the teacher intern assessment instrument and to increase the professional development opportunities for teacher interns. She has also provided mentoring workshops for area school districts.

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

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1. The unit lacks a sufficient number of faculty to support the Educational Administration program particularly at the Doctoral level.

(ADV)

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

Two new tenure track positions in Educational Leadership and two in Community College Leadership, as well as the position of department head have been added and will help address the need for additional faculty as noted in the 2007 NCATE site visit review. Moreover, among the Foundations faculty are several faculty members with at least one advanced degree in Educational Leadership who will be able to teach and advise in the Leadership area. Searches are underway for the new positions.

If you have another comments, use the space below:

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