

2014 EPP Annual Report

| | |
|--|------------------------|
| CAEP ID: 11908 | AACTE SID: 3155 |
| Institution: Mississippi State University | |
| Unit: College of Education | |

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

| | Agree | Disagree |
|---------------------|----------------------------------|-----------------------|
| Contact person | <input checked="" type="radio"/> | <input type="radio"/> |
| EPP characteristics | <input checked="" type="radio"/> | <input type="radio"/> |
| Program listings | <input checked="" type="radio"/> | <input type="radio"/> |

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 475

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Candidate and Faculty Demographics, Enrollment Data, and Graduation Data:

<http://www.educ.msstate.edu/accreditation/data/>

Praxis II Reports:
<http://www.educ.msstate.edu/accreditation/title2/>

Exit Survey Results:
<http://www.educ.msstate.edu/accreditation/exitsurvey/>

Teacher Intern Assessment Instrument (TIAI) Results:
<http://www.educ.msstate.edu/accreditation/tiai/>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

| Required Reporting Measures | Optional Reporting Measures |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

Yes, a program or programs leading to initial teacher certification is currently being offered.

REQUIRED REPORTING MEASURES

5.1 Impact on P-12 learning and development. *Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

| Assessments | Data are available | Data are not available | |
|-------------|--------------------|---|---|
| | | The EPP has a plan to collect data in the next two years. | The EPP does not currently have a plan to collect data within the next two years. |
| Column 1 | Column 2 | Column 3 | Column 4 |

5.1.1 Candidate performance during pre-service

| | | | |
|--|----------------------------------|-----------------------|----------------------------------|
| Unit and lesson plans | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pre-post tests of student learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videos of candidate instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Candidate reflection | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Surveys of P-12 students on candidate performance | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| State-adopted assessment(s) (specify) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher Intern Assessment Instrument (TIAI) | | | |
| State-designed assessment(s) (specify) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher Intern Assessment Instrument (TIAI) | | | |
| EPP-designed assessment(s) (specify) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Impact on Student Learning Assignment | | | |
| Other (specify) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content Area Performance Assessment | | | |

5.1.2 Completer performance during in-service

| | | | |
|---|-----------------------|-----------------------|----------------------------------|
| Student achievement and/or learning models (e.g., value-added modeling) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
|---|-----------------------|-----------------------|----------------------------------|

| | | | |
|-------------------------|-----------------------|-----------------------|----------------------------------|
| EPP-designed case study | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Other (specify) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

| | Agree | Disagree |
|--|----------------------------------|-----------------------|
| Completer survey results are available to the EPP. | <input checked="" type="radio"/> | <input type="radio"/> |

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

| Survey administered by | No access to data | Access to data | Number of completers surveyed | Number of responses received |
|-----------------------------|----------------------------------|----------------------------------|-------------------------------|------------------------------|
| EPP | <input type="radio"/> | <input checked="" type="radio"/> | 424 | 169 |
| Individual program | <input type="radio"/> | <input checked="" type="radio"/> | 424 | 169 |
| Institution or organization | <input type="radio"/> | <input checked="" type="radio"/> | 566 | 566 |
| State | <input checked="" type="radio"/> | <input type="radio"/> | | |
| Other (specify) | <input checked="" type="radio"/> | <input type="radio"/> | | |

5.2.5 The EPP can demonstrate that the completer survey is...

| | Agree | Disagree |
|--|----------------------------------|-----------------------|
| Reliable (produces consistent results about completer satisfaction) | <input checked="" type="radio"/> | <input type="radio"/> |
| Valid (can make an appropriate inference about completer satisfaction) | <input checked="" type="radio"/> | <input type="radio"/> |
| A measure with a representative sample (demonstrates typical completer responses) | <input checked="" type="radio"/> | <input type="radio"/> |
| Inclusive of stakeholder interests | <input checked="" type="radio"/> | <input type="radio"/> |
| A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement) | <input checked="" type="radio"/> | <input type="radio"/> |
| 5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results. | <input checked="" type="radio"/> | <input type="radio"/> |

5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2013.*

Enter a numeric value for each textbox.

| | Academic year a candidate was first enrolled | | | | |
|---|---|---|--|---|---|
| | AY 2012-2013 | AY 2011-2012 | AY 2010-2011 | AY 2009-2010 | AY 2008-2009 |
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
| First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year. | | | | | |
| Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure | <input type="text" value="324"/> | <input type="text" value="388"/> | <input type="text" value="443"/> | <input type="text" value="345"/> | <input type="text" value="356"/> |
| Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled. | | | | | |
| Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013 | <input type="text" value="61"/> | <input type="text" value="201"/> | <input type="text" value="188"/> | <input type="text" value="8"/> | <input type="text" value="2"/> |
| <i>Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).</i> | <i>2</i> <i>Two candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i> | <i>10</i> <i>10 candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i> | <i>0</i> <i>Zero candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i> | <i>2</i> <i>Two candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i> | <i>1</i> <i>One candidates (who first enrolled in AY 2008-2009) were recommended for an initial teacher certification.</i> |
| Number of candidates/completers who were not | | | | | |

| | |
|--|-----|
| recommended for an initial teacher certification or licensure... | 263 |
| Continued in a program | 249 |
| Been counseled out of a program | 9 |
| Withdrawn from a program | 5 |

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

| | Number taking test | Average scaled score* (This value should be between 0-1.) | Number passing test | Pass rate (%) | Statewide average pass rate (%) |
|-----------------------------------|--------------------|---|---------------------|---------------|---------------------------------|
| All program completers, 2011-2012 | 352 | 0.67 | 324 | 92 | 96 |
| All program completers, 2010-2011 | 298 | 0.68 | 286 | 96 | 98 |

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

| | Agree | Disagree |
|--|----------------------------------|-----------------------|
| Representative (demonstrates typical candidate or completer performance) | <input checked="" type="radio"/> | <input type="radio"/> |
| Actionable (provides specific guidance for continuous improvement) | <input checked="" type="radio"/> | <input type="radio"/> |

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

Agree Disagree

OPTIONAL REPORTING MEASURES

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

| Assessments | Data are available | Data are not available | |
|-------------|--------------------|---|---|
| | | The EPP has a plan to collect data in the next two years. | The EPP does not currently have a plan to collect data within the next two years. |
| Column 1 | Column 2 | Column 3 | Column 4 |

Completer performance during in-service

| | | | |
|---|-----------------------|-----------------------|----------------------------------|
| Surveys of P-12 students on completer performance | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| School district-level teacher evaluation | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Employer observations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

| | | | |
|-------------------------|----------------------------------|-----------------------|----------------------------------|
| Employer surveys | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| EPP-designed case study | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Other (specify) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | |

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

| | Agree | Disagree |
|---|----------------------------------|-----------------------|
| Employer survey results are available to the EPP. | <input checked="" type="radio"/> | <input type="radio"/> |

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

| Survey administered by | No access to data | Access to data | Number of completers surveyed | Number of responses received |
|-----------------------------|-----------------------|----------------------------------|-------------------------------|------------------------------|
| EPP | <input type="radio"/> | <input checked="" type="radio"/> | 93 | 68 |
| Institution or Organization | <input type="radio"/> | <input checked="" type="radio"/> | 93 | 67 |
| School District | <input type="radio"/> | <input type="radio"/> | | |
| State | <input type="radio"/> | <input type="radio"/> | | |
| Accreditation agency | <input type="radio"/> | <input type="radio"/> | | |
| Other (specify) | <input type="radio"/> | <input type="radio"/> | | |

5.6.4 The EPP can demonstrate that the employer survey is...

| | Agree | Disagree |
|--|----------------------------------|-----------------------|
| Reliable (produces consistent results about employer satisfaction) | <input checked="" type="radio"/> | <input type="radio"/> |

- Valid (can make an appropriate inference about employer satisfaction)
- A measure with a representative sample (demonstrates typical employer responses)
- Inclusive of stakeholder interests
- A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

| | Agree | Disagree |
|---|----------------------------------|-----------------------|
| The EPP has attempted to collect data on the employment status of completers. | <input checked="" type="radio"/> | <input type="radio"/> |

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
Alumni Office
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

| | Agree | Disagree |
|--|----------------------------------|-----------------------|
| The EPP has access to information on the employment status of completers | <input checked="" type="radio"/> | <input type="radio"/> |

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
 - School district
 - State department (specify)
Mississippi Department of Education
- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

| Year of program completion | Total number of completers | Number of completers with each employment status | | | | | |
|----------------------------|----------------------------|---|--|------------------------------|---|--------------|---------------------------|
| | | Employed in a position for which they were prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside of the education field | Not employed | Employment status unknown |
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 | Column 7 | Column 8 |
| AY 2012-2013 | 424 | 75 | 5 | 16 | 2 | 0 | 326 |

Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)

| | | | | | | |
|----|----|---|---|---|---|----|
| 60 | 17 | 9 | 0 | 4 | 2 | 20 |
|----|----|---|---|---|---|----|

5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

| Consumer information | No Access to data | Access to data | Publicly displayed data |
|---|-----------------------|-----------------------|-------------------------|
| 3-year student loan default rate | <input type="radio"/> | <input type="radio"/> | |
| Average cost of attendance | <input type="radio"/> | <input type="radio"/> | |
| Average beginning salary of a program completer | <input type="radio"/> | <input type="radio"/> | |
| Placement patterns of completers | <input type="radio"/> | <input type="radio"/> | |
| Other (specify) | <input type="radio"/> | <input type="radio"/> | |

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

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) |
|---|-------|-------|

The Dispositions Instrument, used to assess all candidates throughout their programs of study at both the initial and advanced levels, was revised in spring 2014. The unit was assisted in this revision by the Dean of Students, the Director of the Honors Council, and General Counsel to ensure students are afforded due process. The College of Education (COE) faculty, the members

of the Teacher Education Council (TEC), and the members of the External Advisory Board (EAB) review the Dispositions Instrument annually to ensure continued alignment with the Conceptual Framework program outcomes (CFPOs), and with state and national standards.

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) |

Graduate data including comprehensive exams, dissertations, and GRE scores, continue to be analyzed in order to make program improvements. The COE faculty complete and the Office of Institutional Research and Effectiveness (OIRE) continue to collect the Institutional Effectiveness/Assessment (IE) reports, mandated by the Southern Association of Colleges and Schools, which also serve as a tool for improving NCATE/CAEP assessment efforts. The university's IE Committee reviews the reports and provides feedback to strengthen outcomes, assessment criteria/procedures, and results. The OIRE, Registrar's Office, and Information Technology Systems have implemented an Undergraduate Exit Survey for all colleges including the COE. The results from this survey are disseminated to department heads and graduate coordinators, who review them and make needed program changes. The Curriculum Advising and Program Planning (CAPP) evaluation system, accessible on the campus-wide Banner system, enables tracking of academic progress of graduate candidates and is used by faculty to determine areas of strength and weakness. At the initial level, program areas continue to use Taskstream, an electronic portfolio, to collect data which are aggregated each semester and analyzed to make needed program improvements. The unit has a Program Coordinator for Assessment and Accreditation who serves as the Taskstream Coordinator in order to manage data collection and assessments and has recently hired a Database Administrator to assist in aggregating data to determine program strengths and weaknesses.

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) |
|----|--|-------|-------|

All courses taught by part-time faculty are evaluated using the Mississippi State University Instructor and Course Evaluation System. This is the same method used to evaluate all courses taught in the department regardless of faculty status. If course problems are illuminated by means of this evaluation instrument, they are dealt with by the department chair. To address this area for improvement, faculty in the COE developed and implemented a Lecturer Evaluation form and a Lecturer's Handbook subsequent to the previous NCATE site visit, which became effective in Spring 2009. Lecturers are evaluated annually by department heads using this form, and these evaluations are due to the Dean at the same time as evaluations for tenured and tenure-track faculty. Further, Mississippi State University has recently adopted an institution-wide lecturer evaluation form and process, which has been adopted and will be implemented by the COE effective immediately.

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

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

The Department of Leadership and Foundations is continuing to focus on the graduation productivity of doctoral students. In summer 2013, two professors taught special topics courses with a small number of doctoral candidates to assist them with successful completion of their dissertations. In fall 2013, an additional full-time professor taught and advised doctoral students. The department included 12 tenured or tenure-track professors (5 full professors, 5 associate professors, and 2 assistant professors). One professor, who chaired and assisted many of the doctoral candidates, unexpectedly passed away in fall 2013. All professors served as major advisors, dissertation directors, and/or committee members. Assistant professors serve mostly in the role of advisors for programs of study while associate and full professors serve as dissertation directors. Professors are given consideration in their workload distribution while working with doctoral candidates as they complete their dissertation research. These faculty members are usually given a reduced teaching load. In general, the Department of Leadership and Foundation is continuing to decrease the number of doctoral students a professor works with on dissertation research during a given semester. The Department of Leadership and Foundations currently has a search underway to hire an additional educational leadership faculty member.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

The TEC, which includes faculty from the partner schools, the College of Arts and Sciences, and COE, aids in the design and

review of the conceptual framework, curricula, requirements, and assessments related to teacher education programs. The EAB, which is comprised of teachers, administrators, and community members, reviews the conceptual framework, mission statement, and programs. In order to share expertise and integrate resources that support candidate and P-12 student learning, staff in the Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI) host focus group meetings with university supervisors, P-12 faculty, and teacher interns each academic year. The TEC, EAB, and focus groups review and discuss results from exit surveys, Praxis I and II, and the Survey of First Year Teachers. Each group also gets updates on teacher intern (student teacher) placements, recruiting events, instructional programs, and professional development opportunities. Field experiences and clinical practice enable candidates to continually develop the knowledge, skills, and dispositions needed to help P-12 students learn. At all levels of field experiences, the OCFBI staff collaborate with COE faculty members and school partners to ensure quality placements, share expertise, and integrate resources to support candidate learning. During field experiences, candidates complete observations, write reflections, work with P-12 students, teach lessons, and observe classroom organization and management techniques. In teaching internship interns (candidates) are mentored, observed, and assessed by university supervisors and classroom mentor teachers using the Teacher Intern Assessment Instrument (TIAI). Interns receive feedback from observations and have opportunities to reflect on teaching practices.

The CFPOs include general studies, professional/pedagogical studies, content/specialty studies, and clinical/field experiences. CFPOs are continually reflected in candidates practice as they plan and implement lessons to meet the needs of P-12 students, manage the P-12 classroom, collaborate with clinical faculty and classroom mentor teachers, and participate in professional development activities such as meeting with parents/family members, observing P-12 classroom teachers and reflecting on these observations, attending PTO/PTA meeting, and participating in school-based training opportunities and service learning projects. The COE continues to examine ways to move toward target level performance. This includes planning professional development and service learning projects with candidates, COE faculty, and P-12 partners. OCFBI staff have implemented an Advisory Committee that is comprised of university supervisors, COE faculty, and classroom mentor teachers to facilitate field experiences and clinical practice for candidates and P-12 students.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2014 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Teresa Jayroe

Position: Associate Dean

Phone: 662-325-7069

E-mail: tjayroe@colled.msstate.edu