

2003 NCATE Annual Report
(Submitted September 30, 2003)

CONCEPTUAL FRAMEWORK

The College of Education Box Curriculum Council Committee has implemented a policy that requires a cross referencing of the Mississippi State College of Education's conceptual framework outcomes for all syllabi that accompany program and degree proposals. In addition, the Department of Curriculum and Instruction has created a matrix showing the alignment of undergraduate and graduate courses with the conceptual framework outcomes. The conceptual framework symbol and theme are displayed on the College web page, and a complete description of the conceptual framework is included in college handbooks. Plans are underway to provide a web page link to a complete description of the framework.

STANDARD I – Candidate Knowledge, Skills, and Dispositions

The College has begun maintaining a database of all teacher education candidates with information related to ACT (or SAT) scores, general education core GPA, overall GPA, PRAXIS I and PRAXIS II scores, demographics, and program completion. Dispositional information is obtained via recommendations at admission to Teacher Education (junior year). Additional dispositional data are obtained via methods field placement/teaching assessment and student teaching assessment.

The Department of Health, Physical Education, Recreation, and Sport (HPERS) began the process of interviewing each teacher education candidate before he or she is admitted to teacher education. A review of the candidate's transcript at that time is also used to identify his or her academic strengths and weaknesses.

The unit closely monitors candidates' scores on PRAXIS II subject area tests of content knowledge and has implemented several strategies for improvement of candidates' knowledge in low-scoring subject areas. For example, education faculty have collaborated with Arts and Sciences faculty on workshops to review content knowledge in preparation for the PRAXIS II exam. The Learning Center in the college offers a course in PRAXIS I preparation using Plato software to provide sample test questions and diagnose the weaknesses. Arts and Sciences faculty and dean's office have participated in analyses of student data and curricula to help determine needed curriculum improvements.

In January 2003, the College of Education received a Standards-Based Teacher Education Project (STEP) grant to assess the alignment of the middle and secondary content curriculum with national and state content standards. The Assistant Dean of Education serves as the principal investigator and Director of the project, and the Associate Dean of

Arts and Sciences is co- principal investigator. Among STEP participants are faculty from Arts and Sciences and Education, community college teachers, and middle and secondary school teachers. Three STEP planning meetings were held in spring 2003. In August, a day-long workshop brought together all participants to map the alignment of the teacher education curriculum and assessments in each subject area with the state K-12 curriculum framework. The various content groups identified specific needs in the courses and/or the overall curriculum for the particular subject area. The STEP grant will continue through 2005. Future plans include mapping the alignment of curricula with national SPA standards, as well as NCATE 2000 standards at both the undergraduate and graduate levels. The STEP participants will also review assessment data for evidence of improved quality of teacher candidates and for evidence of candidates' potential to impact student learning.

The college has begun a new retention/dismissal policy for undergraduates in Teacher Education. Effective spring 2004, Teacher Education candidates with 60 or more hours who have not achieved at least a 2.5 overall GPA will be placed on probation for a semester during which they must take at least one LSK (Learning Skills) course. If their GPA does not improve to 2.5 by the end of the probation semester, they will be dismissed from teacher education.

STANDARD I AREA FOR IMPROVEMENT (Advanced Preparation only): The unit has minimal evidence that assessments are aligned with unit standards.

The Assistant Dean/NCATE Coordinator will spearhead an initiative to review all graduate programs for evidence of the alignment of curricula and assessments with unit standards, which include Conceptual Framework, INTASC, and NCATE standards. Since the Conceptual Framework at the graduate level includes the National Board for Professional Teaching Standards, these standards will also be reviewed. This initiative will begin at the departmental level in fall 2003.

Music - The Department of Music Education continues to refine assessments of its candidates. Music Education now has an Upper Division Hearing required of all candidates at the junior level which coincides with their application for admission to Teacher Education. It consists of a public performance, a piano proficiency exam, and qualifying exams in music history and music theory. This process is expected of all candidates in order to reach Upper Division Status in the Department of Music Education. However, the Department of Music does not currently offer graduate courses.

Department of Health, Physical Education, Recreation, and Sport (HPERS) - Currently, the Department of Health, Physical Education, Recreation, and Sport has a graduate assessment instrument given during the comprehensive exams, which collects data on the various program areas. The department is working on the development of a post-graduate survey to be administered 2-3 years after graduation. The post-graduate assessment will collect more specific information regarding each program area and give candidates the opportunity for additional reflection.

All graduate syllabi have the instructional objectives aligned with both INTASC and CFPO (Conceptual Framework Program Outcomes) standards. The next plan of action is to align the assessment measures cited in each graduate syllabus with INTASC and NCATE standards and objectives. In preparation for program reviews, department faculty will map the alignment of courses with NASPE standards. NASPE standards are currently cross referenced on most of the teaching and coaching syllabi.

Curriculum and Instruction (C&I) – Faculty have participated in the STEP grant which was awarded to Mississippi State by the Institutions of Higher Learning to align the secondary teacher education curriculum with K-12 state and national content frameworks/standards. Education faculty are collaborating with practitioners, community college teachers, and Arts and Sciences faculty in this process.

Instructional Systems, Leadership, and Workforce Development (ISLWD) - The department has instituted a peer review system where faculty observe classes and critique one another on a regular basis.

Faculty observe graduate teaching assistants on a regular basis, write evaluations, and hold meetings to discuss areas that need improvement as well as acknowledge those areas that are exemplary.

The department has standardized course syllabi for courses with multiple sections, and instructors must show evidence of meeting required standards.

All courses are aligned with the CFPO and INTASC standards and the requirements of scholarly associations. Assessments are aligned with the objectives of the class; thus, they are aligned with unit standards.

Counseling, Educational Psychology, and Special Education (CEPSE) - Applicable programs in counseling, educational psychology, school psychology, and special education will review relevant course syllabi to ensure course objectives, activities and assessments meet unit standards. Specifically, program faculty will ensure that course syllabi show alignment with INTASC, CFPO, and NCATE Standards. This task will be completed by October 30, 2003.

Standard II – Assessment System and Unit Evaluation

The unit continues to ensure that the assessment plan is being implemented and improved. The plan has been revamped to indicate assessments that are already in place and those that need to be added. The Office of the Assistant Dean maintains a database with college-wide data on candidates and faculty. It collects, analyzes, and summarizes the student teaching assessment data, exit surveys of undergraduate and graduate program completers, PRAXIS scores, ACT averages, GPA's, and demographic candidate information. The Office also summarizes faculty evaluations by students, annual faculty reviews by department heads, faculty workload, and student credit hours.

The Dean's Office is assisted in the collection and analyses of some data by the Office of Institutional Research. IR, for example, provides enrollment reports with analyses of trends. It also conducts and analyzes the Academic Profile Exam, which assesses junior-level candidates' general knowledge. The new director of Institutional Research, Gary Pike, has met with the Assistant Dean's Office to brainstorm plans for future assessments. He has agreed to analyze PRAXIS exam results by considering the possible impact of several variables on candidates' performance on the exam.

Two major initiatives have begun in terms of assessment in the College since the NCATE visit in spring 2002. First, the unit has begun the systematic collection and analysis of student teaching evaluations, including formative and summative evaluations of all four observations by the university supervisor and the school supervisor. In fall 2003, the assessment instrument was converted to an electronic form accessed via the college web page and automatically uploaded to a database. The form is password secure to ensure confidentiality.

The second major initiative is the STEP grant that is providing a thorough mapping of curricula and assessments in the middle and secondary core content areas: math education, language arts education, science education, and social studies education. The participants in STEP include at least two practitioners in each subject area, community college teachers, Arts and Sciences faculty, and college of education secondary faculty in each content area. This effort is enabling the unit to identify gaps in candidates' content preparation. Ultimately, it will help provide a continuum from middle school through the university level of content standards.

STANDARD III – Field Experiences and Clinical Practice

The college continues to maintain excellent collaboration with school districts where candidates are placed. Candidates participate in at least three placements prior to student teaching, typically moving from a 30-hour observation practicum, to a 40-hour reading tutorial, to a 50-hour methods class, in which they begin to perform teaching duties. Candidates are placed in public schools with diverse populations for 16 weeks of student teaching, during which they are evaluated 4 times by their university supervisor and their school supervisor. They are assessed on their knowledge, skills, and dispositions to teach. The database that is being maintained provides feedback on candidates that will inform faculty and guide efforts at program improvements as the unit strives to prepare highly qualified teachers.

The year 2003-2004 is the first year for the implementation of several curricular changes in the Teaching/Coaching Curriculum. Three new two-hour courses are being taught that give an earlier introduction to activity/pedagogy in the areas of team sports, individual and dual sports, and lifetime activities. This curricular change will ensure a more developmentally appropriate model for the majors. To assess these curricular changes, faculty will interview cooperating teachers who have supervised student teachers by this new model.

STANDARD III AREA FOR IMPROVEMENT: Advanced programs in elementary and secondary education do not require clinical practice for assessing candidate competence.

Department of Health, Physical Education, Recreation, and Sport – Candidates the Sport Administration area of emphasis are required to complete an internship/field experience. Candidates in the Exercise Science and Health Promotion areas may choose an internship.

Currently the Teaching/Coaching Education program area is undergoing curriculum mapping and will have a required internship/clinical practice requirement that will become a significant component of candidates' experience.

Curriculum and Instruction (C&I) – Faculty in elementary and secondary have addressed the area for improvement cited by the NCATE Unit Accreditation Board concerning clinical practice in the graduate programs. Decisions on how to implement this requirement will be finalized fall 2003. The Master of Arts alternate route program for secondary and middle school teachers is being piloted in fall 2003. Masters of Arts candidates will be required to complete on the job internships in public schools, during which they will be mentored and evaluated by school and university supervisors. Graduate faculty are evaluating the comprehensive exams required of Master's and Specialist's candidates to determine if these assessments are authentic and if other evaluative options, such as action research in classrooms and portfolio assessment, would be more informative.

Instructional Systems, Leadership, and Workforce Development (ISLWD) - The department requires internships in its M.S. in Technology and School Administration and Ed.S. degree programs.

Counseling, Educational Psychology, and Special Education (CEPSE) – Internships are required of the master's and specialist candidates in Special Education (no doctoral program in Special Education). Internships are also required of advanced candidates (master's, specialist, and doctoral) in School Counseling and School Psychology.

STANDARD IV - Diversity

No significant changes have occurred in regard to diversity. The unit continues to provide opportunities for candidates to work with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

One plan for the future is to improve candidates' ability to integrate multicultural education into their teaching, since this area was one on which candidates made relatively low scores on both the student teaching evaluation instrument and on the First Year Teacher Performance Report survey of principals of first year teachers in the state.

STANDARD V – Faculty Qualifications, Performance, and Development

In spring 2003 the college initiated an annual awards ceremony to honor outstanding college faculty in each area of teaching, research, and service. Each award was named for an outstanding alumnus who had distinguished himself or herself in the particular area. The teaching and research awards were named for deceased alumni: the Lucinda Rose Teaching Award and the Herb Handley Research Award. The service award was named for alumnus Clyde Muse, who is the current president of Hinds Community College. Dr. Muse was the keynote speaker for the ceremony and presented the service award.

The fall 2003 college convocation provided faculty with professional development in teaching problem-based learning. The staff from the ACHIEVE project and a national PBL expert, Lisa Stooksberry, along with college faculty who had participated in PBL training, presented the program.

In fall 2002 and spring 2003 semesters, the faculty in the College of Education achieved the highest rating of any college faculty in the university on the student evaluation of faculty.

STANDARD VI - Unit Governance and Resources

During the year 2002-2003, the college underwent restructuring, reducing six departments to five. When the Educational Leadership department head retired and one faculty member resigned, only three faculty remained in the department. After numerous meetings with department heads and faculty, the Dean decided to merge the Educational Leadership Department with the Department of Instructional Systems and Workforce Development (formerly the Department of Technology) to form the Department of Instructional Systems, Leadership, and Workforce Development. At the same time, the Special Education program area was moved from the Department of Curriculum and Instruction to the Department of Counselor Education and Educational Psychology, forming the new Department of Counseling, Educational Psychology, and Special Education. The latter change made for a more equitable distribution of candidates and faculty. It also provided a good fit with the gifted and rehabilitation faculty in Counseling and Educational Psychology.

During restructuring, the Dean also reduced two half-time assistant dean positions (time-limited) to one full-time assistant dean position with no time limitations.

The Office of the Dean has sought to clarify and simplify policies and procedures. A consistent chain of command was established in regard to the approval of new policies and procedures. Essentially, after a new policy or procedure is initiated and approved at the program level, it must obtain the approval of department faculty and the Dean. In some instances, it must also gain the approval of the Provost.

The Dean has also been successful in establishing consistent admission criteria in line with university criteria for all graduate programs in the college.

The college web page is being utilized to publish information related to policies and procedures, faculty and student responsibilities and expectations, and information about academic programs and requirements. Various forms are now available on the web page, including the electronic student teaching evaluation form.

STANDARD VI AREA FOR IMPROVEMENT: P-12 practitioners do not participate in the design, implementation, or evaluation of the unit and its programs.

Although practitioners have been included in college and departmental advisory committees for a number of years, practitioners have not played an official role in the design, implementation, and evaluation of the unit and its programs. Beginning with the fall 2003 semester, however, practitioners will take part in the design and approval process for curriculum and proposals in the college. The Teacher Education Council, which includes K-12 practitioners, along with university A & S and Education faculty, will vote to approve or reject all proposals sent to the college Box Curriculum Council. Written feedback will also be sought from the TEC. The results of the vote and feedback will be included with the proposal when it is considered by the Box Council. Both Councils are advisory to the Dean, who must approve curriculum or degree changes prior to their approval by the university curriculum committee. Ultimately, all degree and curriculum proposals must be approved by the Provost and the State Board of Institutions of Higher Learning. Currently, proposals are either faxed or emailed to members of the TEC two weeks before the Box Council meets. If this process proves to be too cumbersome, practitioners from the TEC may be asked to sit on the Box Council on a rotating basis.

Important feedback on the design of programs is currently being obtained from practitioners who participate in the STEP grant. Middle and secondary teachers of math, English language arts, science, and social studies are providing invaluable insights in their evaluation of program curricula and needs. The purpose of this effort is to align the university teacher education content curricula with K-12 content standards.

Department of Health, Physical Education, Recreation, and Sport – All program areas in the Department of HPERS have established advisory committees to help in the design, implementation and evaluation of their programs. The Teaching/Coaching faculty have identified P-12 practitioners (some of whom hold national board certification) and school administrators to serve as a committee that will review curriculum requirements and assessment data of both candidates and the program. Recommendations for modification, additions, or deletions will be the impetus for program evaluation and modification.

It should be noted that P-12 practitioners on the College of Education Teacher Education Council must approve curricular changes for all Teacher Education programs.

Curriculum and Instruction (C&I) – Faculty have sent new programs and policies to the College of Education Teacher Education Council for feedback and approval before proceeding with the traditional approval process. One example is the current Master of Arts in Teaching Secondary Education which has been sent to the Advisory Council for feedback before proceeding to the Box Council. Another example was demonstrated last spring when the elementary representative to the Advisory Council shared with the Council the proposal for the revised elementary master’s program.

Instructional Systems, Leadership, and Workforce Development (ISLWD) - The department does include input from practitioners in the design implementation, and evaluation of its program in the form of input from supervising teachers in the field, supervisors for internships, follow-up studies, and advisory committees.

STANDARD VI AREA FOR IMPROVEMENT: The unit does not provide a clear and thorough procedure for using technology to support programs.

University supports in a very comprehensive way the utilization of technology in the classroom. All one has to do to be convinced of this is to read the numerous emails with announcing opportunities for faculty to learn to fine tune technology skills that are conducive to classroom integration. The technology plan of the university has identified classrooms and their level of potential/ability to deliver certain technology implementations on site. Dr. Lee, Mississippi State University President, funded \$69,700 to upgrade 4 general classrooms used by the College of Education. Among these upgrades are personal computers, wireless network access, and video/data projectors.

The new director of the Learning Center, Anna Dill, a former member of the Technology Teacher Education faculty, is providing leadership in improving the college-wide computer lab facility by adding an additional lab with 26 new computers. The current lab houses 19 computers. When the new lab opens in January, it will be available for faculty to reserve for teaching purposes; the current lab will become an open lab for candidates to use on a walk-in basis. The Learning Center offers a preparatory course for PRAXIS I with Plato software. This software allows candidates enrolled in the course access from remote sites as well as on campus. Dr. Dill will share her expertise in teaching with technology with the college faculty as needed and requested.

Analyses of two assessments indicate that the unit’s teacher candidates are competent at using technology in their teaching. The Student Teacher evaluation instrument uses a scale of 1-4, with 4 being “very effective.” The overall score for student teachers on that instrument for the statement “uses a variety of technology in teaching” was 3.56 for fall 2002 and 3.61 for spring 2003. The Mississippi Department of Education and the State Board of the Institutions of Higher Learning administer a survey to all first-year teachers and their principals in the state. The teachers are categorized by the universities from which they graduated. On that survey, teachers (98%) and principals (95%) agreed that the Mississippi State University first year teachers “can integrate technology, including the Internet, computers and available software in instruction.”

Coordinating Committee for Academic Technology (CCAT) – This committee has met twice this year to develop a plan for the integration of technology to support programs in the College of Education. The committee agreed to work with the University Technology Committee (ITAG) so that the College of Education would maximize its utilization of MSU technology resources. Committee members plan to review examples of technology plans from different institutions and from the Department of Education. The committee is focusing on how college faculty and candidates currently implement technology by obtaining a list of existing technology and conducting a needs survey. The committee will ask the university Information Technology Services (ITS) to participate in mapping a plan for technology standards. The committee also plans to review the practices of K-12 practitioners who have successfully integrated technology in their teaching.

Instructional Systems, Leadership, and Workforce Development (ISLWD) – A new undergraduate program was started this year, Information Technology Services. Industrial Technology Trade and Technical Studies and Technology Teacher Education programs are in the process of being modified. The department, faculty, and candidates are engaged in the use of state of the art technology. All classrooms and labs in the building have the latest equipment available to faculty and candidates. The equipment in two computer labs is being replaced this year, and a new teaching laboratory is under construction.

Technology is a major component of the department with most building classrooms equipped with media for instruction: online computer, projector, DVD, VCR. In addition to its 16 technology laboratories, the department is in the process of completing its first multimedia presentations room equipped with 40 power desks (online for laptop connection) leather chairs carpeting, smart board, and teacher station with online computer, DVD, VCR, and video camera. This room is designed to be an online global state-of-the-art classroom.

The department has added an Advanced Digital Resource Center to support teaching and will double its size this year. In addition, this room also includes a recording studio and film editing lab. The purpose of the center is to support teachers in integrating and using technology in the teaching/learning process.

The department has added a distance education classroom that will be upgraded this year to include a mobile option to facilitate distance education from any classroom in the building.

The department has acquired an additional building to support its Industrial Technology program. This building will be converted to a simulated manufacturing laboratory, including robotic technology, so that candidates can learn in a realistic environment that mirrors the actual manufacturing setting. Ten electronic training stations, along with \$20,000 of require software and the latest computer equipment, have been added to strengthen the teaching-learning environment.

Music - The new curriculum in Music Education designates the Music Theory Sequence (Music Theory I, II, III, and IV; Ear Training I, II, III, and IV; Orchestration; and Form and Analysis) as the method for ensuring the knowledge of technology in Music Education. A variety of music programs offered in the in-house computer lab require technology related assignments within each of the classes in the sequence. The Department of Music Education is also a recipient of a “Smart Classroom” (Technology Level II Classroom) in Allen 250. This newly enhanced room will add to the technology that is currently being employed in the band and choral halls and the music theory room in Music Building B.

Department of Health, Physical Education, Recreation, and Sport – The department has a 24 station computer lab with a smart board that is used by many faculty and candidates from graduate statistics courses to workshops on Praxis II. All classrooms have the ability to project, and many either have LCD’s or access to them. Faculty are using WebCT in their classes more frequently, and PowerPoint presentations are replacing the overhead projector. Faculty have access to a university-wide instructional technology service that provides installation and maintenance of software, hardware repair, network support, and technology instructional workshops. The department has developed departmental software that aids in advisement of majors. In addition, the department maintains a website that delivers information, instructional materials, and application forms.

Curriculum and Instruction (C&I) – Faculty have participated in PT3 (Preparing Tomorrow’s Teachers to use Technology) training to learn new uses of technology in the teacher education program.

A representative from C&I participated in a Title II Gear-Up Grant to place a video conferencing classroom in the College of Education and a corresponding K-12 classroom. These video classrooms will be used to allow candidates in the College of Education to view master K-12 teachers live in the classroom. The training for this classroom was held at the Jackson State University campus in Mississippi.

The ACHIEVE project offers a media center with technology resources that are available for faculty and candidate use.

In accordance with the MSU Technology Plan, C&I indicated which classrooms were in dire need of technology upgrades. As a result, Allen 249 and Allen 251 are being renovated to include technology that will support the faculty in integrating a variety of technological tools and activities.

According to the technology plan, C&I purchased 6 new computers for faculty, in addition to start-up monies for technology for two new faculty members this year.

Counseling, Educational Psychology, and Special Education (CEPSE) – Many courses in this department make extensive use of technology. Faculty in many classes

model the use of the smart board and require candidates to use the smart boards in their presentations. Candidates in Educational Psychology use several software packages to conduct analyses. In many classes, candidates submit assignments electronically to professors, who grade the assignments electronically. Candidates are exposed to various computer-based assessment procedures. For example, an on-line testing service through Consulting Psychologists Press is utilized to administer and interpret the Myers Briggs Type Indicator. Special Education candidates are required to create electronic portfolios based on their field experiences.

Additional NCATE-related activities and accomplishments:

C&I had focused meetings with faculty from Starkville and Meridian campuses to review the undergraduate programs and plan necessary revisions required by the *No Child Left Behind* mandates.

New math and social studies requirements have been implemented in the elementary program. Both now require 12 hours each. The math courses have been revised to include 3 courses designed for teachers instead of the traditional 2 courses.

The concentrations in elementary, now called endorsements, have been aligned with the Mississippi Department of Education definition of highly qualified teacher.

All undergraduate programs have had focused meetings to plan and implement portfolio assessments of the teacher candidates.

Plans are underway to write the folio report due to the Association of Childhood Education in spring 2004.

Faculty in elementary and secondary attended the following national conferences that offered sessions on NCATE accreditation:

National Council of Teachers of Mathematics

National Council of the Social Studies

National Reading Conference

National Association for the Education of Young Children

Association of Childhood Education International

National Science Teachers Association.

Faculty continue to evaluate candidates' performance on the PRAXIS exams and to use the assessment to guide curriculum and programmatic decisions.

Faculty have participated in Problem-Based Learning/Studio-Based Learning and are continuing to implement this tool into the course syllabi.

Faculty in C&I produced \$2,255,000 in funded grants and had 13 nationally referred publications.

C&I added a course in Middle School curriculum.

The Technology and Education department changed its name to Instructional Systems, Leadership, and Workforce Development.

The ISLWD department replaced the Office Systems Technology degree with the new degree program Information Technology Services.

The new Master of Arts in Teaching Community College is being implemented in fall 2003.

The Master of Arts in Teaching Secondary Education is being piloted with full approval and implementation expected in spring 2004.