

NCATE Annual Report 2005 – Part C

CONCEPTUAL FRAMEWORK

The NCATE committee has considered changes to the current logo (College of Education banner) for the Conceptual Framework. The consensus appeared to be to retain the current logo with possibly some modifications. It was suggested that “World of Practice” be changed to “Serving a Diverse World” or “Teaching and Learning in a Diverse World.” It was also decided that the border of the logo be enlarged and the colors be enhanced, particularly using maroon rather than the off-brown color that appears on some logos.

Discussion also centered on the use of Conceptual Framework Program Outcomes (CFPO) standards for teacher education. It was suggested that the INTASC standards encompassed the CFPO standards so that the CFPO’s were unnecessary. The committee decided to eliminate the CFPO standards for teacher education. Since the INTASC standards were developed for teacher education, the committee decided to maintain the CFPO standards for non-teacher education.

STANDARD 1

The Mississippi State University (MSU) core was reduced from 45 hours to 36 hours. The nine hours deleted from the core requirements included a trio of communication courses – a writing course, an oral communications course, and a computer course. This action was taken in response to the 2004 mandate by the Mississippi State Board of Trustees of Institutes of Higher Learning (IHL) that the total number of hours in all university and college degree programs in the state not exceed 124 hours. Although the communications courses were removed from the core, two directives were given to program coordinators: (1) program areas could still opt to require one or more of the courses for degree purposes, and (2) if one or more of the courses were not required for degree purposes, a written statement of how the communication skills would be incorporated into other degree courses would be required. Each program area submitted pertinent curriculum revisions to the University Committee on Courses and Curricula (UCCC) for approval in spring of 2005, and those revisions were implemented in fall 2005. The Mississippi IHL Board’s mandate that the total number of hours required for all degrees be no less than 120 hours and no more than 124 also precipitated a number of additional curriculum revisions by several education programs at MSU. Since many of the degrees offered in the College of Education (COE) required more than 124 hours, program areas had to delete from 4 to 14 hours. These curriculum revisions were also submitted to the UCCC for approval in the spring of 2005, and those revisions were implemented in fall 2005.

Previously, candidates to the MSU Teacher Education program were required to complete the 45-hour MSU core with a 2.5 on the core (2.75 for Elementary Education majors) and a 2.5 overall GPA with grades of C or better in English Composition I & II, college algebra or a higher math, and speech. In response to the wide range in the number of core hours required by universities and colleges in the State, in January of 2005, the Mississippi Department of Education (MDE), revised the state’s admission policy to teacher education programs to require that candidates complete 44 hours of academic credit with a 2.5 GPA (2.75 for Elementary Education majors) and a 2.5 overall GPA. The MSU COE adopted this policy in the summer of 2005 with four caveats: (1) as part of the 44 hours of coursework, teacher candidates must complete English Composition I & II and college algebra or a higher math with grades of C or better, and (2) no developmental, remedial, or intermediate courses may be included in the 44 hours of academic credit; (3) Elementary Education majors will be required to earn a GPA of

2.75 on 44 hours; and (4) Teacher Education candidates must earn an overall GPA of 2.50 prior to admission.

The COE continues to update and maintain databases of information at the program and unit level, to include data gathered from PRAXIS II results, field placements of teacher candidates, program completers, and exit interviews. This information is tracked, analyzed by appropriate faculty and staff, and used in decision-making for continued improvements of COE programs. Multicourse electronic portfolios continue to be implemented in the teacher education program at MSU. Most teacher candidates (i.e., all Elementary, Secondary, and Kinesiology majors) are now required to complete assignments in all restricted professional education courses and during their Teaching Internship via electronic portfolio submissions using TaskStream. The portfolio is structured around the ten INTASC standards and/or the SPA standards, and it is intended to provide candidates an opportunity to experience a program level of study as opposed to courses of study in isolation.

An assessment instrument was adopted for use during the fall 2005 semester to evaluate the dispositions of teacher candidates during their two-year program of study in teacher education at MSU. In addition to the evaluation component of this effort, steps are being taken to provide counseling and remediation to teacher candidates identified to have dispositional weaknesses. Appropriate committees oversee this process. This action was taken to provide a process for faculty to identify potential concerns relative to dispositions of teacher candidates and to intervene in a proactive way that will benefit the teacher candidate in the long term. Beginning in spring of 2006, all teacher candidates will be required to take the PRAXIS II examination as a Phase IV requirement. This action was taken primarily in response to the SPA's requests for external data in reporting and also to ensure candidates a reasonable timeline for obtaining licensure upon graduation.

In response to the IHL degree hour reduction, the Elementary Education curriculum underwent several changes in 2005. A basic criterion for reducing the number of hours in degree programs was to remove repetitive content. Because of the MDE mandates for candidates to have coursework in English, mathematics, natural sciences, and social sciences, the elementary curriculum still requires 12 hours in each of these disciplines. The 48 hours acquired provides teacher candidates with a strong foundation in the content area knowledge pertinent to teach grades K-8. Since the public speaking requirements are met in several courses, particularly in the senior block and teaching internship, the basic public speaking course was deleted as a requirement. Because technology is integrated in several courses, for example, I-movies in the junior-level writing course, software evaluation in reading courses, and TaskStream electronic portfolio submissions in all courses, the basic technology course was deleted from the curriculum. The course Human Growth and Development was deleted because similar content is covered in Elementary Education as a whole; that is, the overall focus of early childhood and middle grades education is to meet the learning, growth, and developmental needs of K-8 learning. The introductory field experience course, Introduction to Elementary Education, was deleted because field experiences are integrated in several courses throughout the Elementary Education program.

To acquire K-12 certification in Mississippi, MDE requires two 21 hour concentrations in two subject areas. To achieve this, six (6) hours were added to the 12 hours of English, mathematics, natural sciences, and social sciences and the methods in the senior block to get the 21 hour concentrations. Two literacy courses, Early Literacy I and Early Literacy II, were mandated by the MDE and IHL for elementary certification. These courses prepare teacher candidates to teach

literacy in a K- 3 classroom. Early Literacy I focuses on phonics, phonemic awareness, and concepts in print. Early Literacy II focuses on comprehension, vocabulary, and fluency. Additionally, MDE mandated a total of 15 hours of instruction in elementary reading for elementary certification. To satisfy this mandate, two courses, Middle Level Literacy I and Middle Level II, were added. These courses build on Early Literacy I and Early Literacy II. Middle Level Literacy focuses on organizing for instruction, fluency, vocabulary, thoughtful or critical literacy, and assessment. Middle Level Literacy II focuses on writing instruction, comprehension, and working with readers of differing abilities, especially struggling readers. The educational foundation course, Social Foundations, was retained in the curriculum. However, the junior-level writing course, Writing for Thinking, was replaced with a new writing course, Exploring Diversity through Writing. This course was developed with the advice of the Teacher Education Council to address needed improvements in understanding diversity identified through the First Year Teacher Survey and the Student Teaching Assessment. Exploring Diversity through Writing emphasizes reflective writing through the lens of diversity. For uniformity, three course titles were changed: Practicum in Early Childhood Education was changed to Early Childhood Education, and Middle Grades Education was changed to Middle Level Education. MDE requires one course in special education for elementary certification, so the course, Psychology and Education of Exceptional Child and Youth, was retained in the curriculum. The course title Teaching Children's Literature was changed to Teaching Elementary and Middle Level Literature. This title change indicates an emphasis on grades K-8. Two courses were combined and cross-listed: the Basics of Music and Creative Arts courses were combined into Creative Arts. The course, Elementary Health and PE, was deleted; however, its objectives that related to movement were integrated into the Creative Arts course, and the objectives that related to health were integrated into the senior block science course. The senior block courses were given new titles and new descriptions to emphasize the comprehension and inquiry processes that occur in content area literacy, to reflect the contemporary word usage, and to reflect the K-8 focus of Elementary Education. MDE requires all teacher candidates to take a stand-alone management course. The management course is included as a part of the seminar of the candidate's teaching internship because teacher interns can apply management content during their internship. The teaching internship was changed from seven and eight hour courses to one 12 hour course to make the assigning of grades simpler and to emphasize the holistic nature of the internship experience. Additional professional education courses were added to the Elementary Education curriculum requirements, to include RDG 3113 Early Literacy I, RDG 3123 Early Literacy II, RDG 3413 Middle Level Literacy I, RDG 3423 Middle Level Literacy II, and EDE 4883 Managing the Elementary/Middle Level Classroom. The seminar course, EDE 4883 Managing the Elementary/Middle Level Classroom, that elementary teacher candidates are required to take during their Teaching Internship was restructured and renamed so as to focus on classroom management issues, theories, and practices. In an effort to comply with the IHL mandate for reduction in degree hours, the Secondary Education faculty made four overall changes that affected all Secondary Education degree programs. First, enrollment in the introductory field experience course, Practicum in Secondary Education, was restricted to those Secondary Education candidates who have acquired admission to the teacher education program. This change was necessary because of concerns related to the

likelihood of candidate success in the program, faculty load, field experience placement issues, liability issues, and the e-portfolio.

Second, professional education courses were formalized into a restricted sequence for Secondary Education majors. The professional education courses were sequenced in the following order: (a) Practicum in Secondary Education and Human Development and Learning; (b) Planning for the Diversity of Learners, Developing Reading Strategies in the Secondary Schools, and Secondary Math/Social Studies/Science/Language Arts; (c) Evaluating Learning and Methods of Teaching Math/Social Studies/Science/Language arts. This change was necessary because the Secondary Education program design is conceptualized to provide candidates a comprehensive program of study through a series of restricted education courses required during the junior and senior years. When taken in logical sequence, the content of the courses provides teacher candidates a constructive presentation of the theories and practices associated with teaching and learning.

Third, the course Professional Seminar in Secondary Education was renamed Seminar in Managing the Secondary Classroom. The change was necessary because Section 37-3-89 of the MS Code mandates a course on classroom management for all teacher education majors.

Finally, a new methods course was created for each of the Secondary Education program (content) areas. This change was facilitated by the fact that traditional methods courses usually include timely and important topics relative to the content. As a result, the curricula of these courses have become so crowded that a single course cannot adequately impart all the critical knowledge and skills teacher candidates need. A second methods course was developed to focus on classroom management and other issues, and the traditional methods course was retained to focus on instructional methods, instructional materials, and field experiences.

In addition to these general changes, each Secondary Education program area made specific changes to its degree program. For the Biology/General Science Education programs, public speaking, computer literacy, human anatomy, and human physiology courses were deleted. A reading course designed to teach reading in the secondary school, an upper-level anatomy course, a writing course designed specifically for biologists, and a new secondary science methods course were added to the curriculum. Also the content hours were decreased from 55 to 54 by adjusting the electives to meet the 124 hour limit. For the Chemistry/Physics/General Science Education program, public speaking and computer literacy were deleted; a new secondary science methods course and a chemical literature course were added; the content hours were decreased from 55 to 54 hours by adjusting the electives to meet the 124 hour limit.

For the Foreign Language Education program, the course in personal health, a three-hour elective, and the junior-level writing course were deleted, and a new secondary language arts methods course was added to meet the 124 hour limit.

For the Secondary English/Language Arts Education program the course in personal health, a three hour elective, and public speaking were deleted, and a new secondary language arts methods course was added to meet the 124 hour limit.

For the Mathematics Education program the personal health course, computer literacy course, and a three-hour biology elective were deleted, and a new secondary mathematics methods course was added to meet the 124 hour limit.

For the Social Studies program the personal health course, a literature elective, and the junior-level writing course were deleted, and a new secondary social studies methods course was added to meet the 124 hour limit.

For the Speech Education program the personal health course, the introduction to sociology course, the computer literacy course, a three-hour history elective, and a three-hour fine arts

elective were deleted, and a new secondary language arts methods course was added to meet the 124 hour limit.

After managing the curriculum, the Educational Leadership licensure program was aligned with MSSL, ISLLC, and ELCC Standards. The program adopted and implemented TaskStream to align and track standards and candidate outcomes through e-portfolios.

All undergraduate program areas in Instructional Systems, Leadership, and Workforce Development (ISLWD), including those not involved in teacher education, were modified during the last year to upgrade curriculum and to align with the IHL 124-hour requirement. These programs include Information Technology Services, Trade and Technical Studies, Industrial Technology, and Technology Teacher Education. The Industrial Technology candidates placed first in a national competition, and the Technology Teacher Education candidates placed third in a national competition.

Secondary Education, Teaching/Coaching, Technology/Teacher Education, and Business Education teacher candidates now complete a course that has a strong diversity element. The course, EDF 3423, Exploring Diversity through Writing, was designed to offer teacher candidates opportunities to explore issues of diversity that impact teaching and learning in the classroom.

The seminar course that teacher candidates are required to take during their Teaching Internship, "Managing the Secondary Classroom, was restructured in order to focus on classroom management issues, theories, and practices.

Additional professional education courses were added to the curriculum requirements in the Kinesiology Teaching and Coaching major. Prior to entering the teacher education program, kinesiology majors are interviewed. In addition, teacher candidates' transcripts are reviewed to identify academic strengths and weaknesses.

Teacher candidates in Music Education have classroom management as a major component of the seminar for the teaching interns.

The Music Education program received reaccreditation from the National Association of Schools of Music in spring 2004 for the next ten years.

In the department of Counseling, Educational Psychology, and Special Education (CEPSE), the Counseling programs have recently completed a Council for Accreditation of Counseling and Related Education Programs (CACREP) review and team visit. CACREP Standards require that evaluation instruments be congruent with program objectives. Also, a portion of the review included program assessment and a three year report of program assessment. The program is waiting on CACREP Board review for accreditation. The School Psychology programs have recently completed an annual review for American Psychological Association (APA) accreditation. The annual report requires numerous outcome data based on specified program objectives created by APA.

The department of ISLWD no longer allows Educational Leadership candidates to enter the licensure program on the basis of contingent admission. Candidates (cohorts) are only admitted in the summer session each year. Once admitted, a candidate is required to take the EDL lock-stepped, sequential curriculum core (9 courses/27 hours). Candidates' files will document candidate matriculation from the admission process through graduation.

All Educational Leadership candidates have face-to-face interviews prior to admission on selected interview dates. The interview is evaluated according to a rubric that specifies what are considered preferred responses to the interviewing questions. Rubrics are signed and dated by the

evaluators and candidates. Prior to admission, entry portfolios are required and evaluated according to a rubric. All evaluations are signed and dated by multiple evaluators.

To address the MS Department of Education Performance Review weakness that there was no evidence that MS Administrator Standards, NCATE, ISLLC or other national standards were incorporated in the program or in the products of the coursework, the Educational Leadership retreats were held to review and revise syllabi and course assignments to align with state and national standards. Course objectives, activities, and performance assessment rubrics have been incorporated into syllabi and aligned with Mississippi Standards for School Leaders, Educational Leadership Constituent Council Standards, Interstate School Leaders Licensure Consortium Standards, and the MSU conceptual Framework Program Outcomes for Advance Programs (NCATE) Standards. These activities and standards have been placed into TaskStream, an electronic portfolio system. The assignments and corresponding standards have been linked to rubrics. In addition, rubrics to evaluate comprehensive examinations and projects have been developed to measure candidates' knowledge, skills, and dispositions.

STANDARD 2

Faculty in the College have attended two NCATE training workshops on SPA folio preparation presented by national officer, Dr. Margie Crutchfield. In February 2005, several faculty members attended AACTE for additional training in the electronic data collection system, TaskStream. In the past year, the majority of undergraduate and some graduate programs have developed and are implementing the TaskStream electronic portfolio to collect data on candidate performance.

These include programs in Secondary Education (Mathematics, Chemistry, Biology, Physics, Social Studies, English, and Speech Education), Elementary Education, Educational Leadership, and Physical Education. TaskStream is a web-based folio assessment system that allows faculty to track the progress and performance of candidates. Faculty are able to develop candidate assignments/projects, distribute course materials, review and evaluate candidates' work, and track candidates' progress via the system. National and state standards are easily referenced in TaskStream and the program tracks candidates performance against the standards. TaskStream also allows faculty to aggregate data, disaggregate data, and generate reports that can be used for programmatic changes and review by accrediting agencies.

In order to ensure the collection of all PRAXIS II data, teacher candidates are required to take the Praxis II examination before graduating from MSU.

An instrument for evaluating candidate's dispositions has been adopted for all teacher education programs in the college. Teacher candidates are introduced to this instrument during their professional education courses. The instrument is used to document problematic behavior with a process designed for remediation or dismissal.

The department of Instructional Systems, Leadership, and Workforce Development is using TaskStream, an electronic management system, to assure that standards are met and that outcomes match standards. In addition, the department is presently conducting a follow-up of its candidates from 2003 – 2000, which will complement a previous study completed for 2000 – 2003.

College of Education faculty continue to improve and implement the assessment plan, which allows them to collect, analyze, and share a wide variety of data on teacher candidates, graduate candidates, faculty, and programs' performance within the College. Results of assessments are shared with faculty on a regular basis, at least once each semester, and faculty are using those assessments to revise and strengthen undergraduate and graduate programs. Assessment data are

also shared on a regular basis with P-12 practitioners and administrators and with Arts and Sciences faculty who use the data to make programmatic changes.

In collaboration with the Teacher Educational Council, whose members include Arts and Sciences faculty and public school practitioners and administrators, faculty have developed the Teacher Education Dispositions assessment. During the last year, the Dispositions Assessment was revised and approved, and it is now being implemented in all Teacher Education programs. During the 2004-2005 school year, all undergraduate programs were revised in order to meet a new IHL requirement that no program would require more than 124 hours or fewer than 120 hours. The requirement to meet the 124 hour guideline gave faculty an opportunity to examine data on candidate performance in order to make meaningful curricular decisions. Data collected as a component of the assessment system, such as Praxis II scores, first year teacher surveys, and portfolio results, were used during the revision process to inform choices. In addition, curricular decisions were based on feedback from Arts and Sciences faculty and P-12 practitioners and administrators, who examined assessment data and compared curricula to state and national standards as a component of the STEP grant. There are numerous examples of modifications which resulted from data analysis of assessments and feedback from the STEP process, i.e., the decision by secondary faculty to add a second methods course in order to increase candidates' study of curriculum, instruction and assessment in the content areas.

In keeping with the College assessment plan, alumni beyond the first year of graduation were surveyed in spring 2005; however, the response rate was less than anticipated for and provided little meaningful information. Procedures are currently being fine-tuned, and the Dean's office will survey alumni again in spring of 2006.

The Dean's office is keeping a variety of databases of essential assessment information. A database of information on undergraduates and candidates seeking initial teacher certification in the new MAT program continues to be collected and reviewed by the Dean's office. The database contains information relating to every phase of teacher education, including enrollment, admission to teacher education, admission to student teaching, and graduation. Data include such information as grades in courses, ACT and Praxis I and II scores, and admission criteria. Data are used to track candidate progress in degree programs and have also been aggregated and used to make programmatic decisions such as decisions about prerequisites for required courses and admissions requirements. The Dean's office has also initiated the development of a database of information on graduate candidates. The graduate database will contain information such as GRE scores, GPA, admission dates, and program requirements. The database will also be used to track candidate progress and to make programmatic decisions. Finally, the Dean's office has initiated the development of a database on faculty. The database will contain information such as date of appointment, date of tenure, and annual review scores. Data on faculty will be used during promotion, tenure, and post-tenure review processes.

Programs are developing procedures to document and assess graduates' field experiences. Field experiences are a key component of all doctoral and master degree programs in the College of Education. Rubrics and checklists are being developed which monitor candidates' participation in the field and which systematically keep track of fieldwork assessment results. These assessments will be used to ensure that all graduate candidates are given adequate opportunity to learn from field work and to apply their course learning in authentic field settings.

STANDARD 3

For all Teacher Education programs, the names Student Teaching and Student Teachers have been changed to Teaching Internship and Teacher Interns, respectively.

All the data collected by the College suggests that the outcomes are good and the interns are having a positive impact on student learning. The Teaching Internship now requires an additional narrative summary at the end of the 8-week placement. Interns describe what they have learned to make their teaching more effective and how they have had an impact on student learning (including supporting evidence).

The revision of the Elementary and Secondary Education curricula gave faculty the opportunity to ensure that field experiences were a meaningful part of instruction. The Elementary Education program ensures a consistency in field experience requirements by building on field experience assignments. The Secondary Education program requires field experience in public middle and high schools.

Graduate level field experiences are designed to enhance graduate programs by providing candidates opportunities to become immersed in the learning communities of their field. Through participation in activities, candidates will continue to develop competence in the leadership roles for which the graduate programs prepare them. Efforts were made to record field experience requirements for master's, specialist, and doctoral candidates. Elementary and Secondary programs each have identified courses where candidates are required to complete assignments using field experience. Rubrics have been developed to evaluate the value of the field experiences. The Secondary Education graduate programs require a minimum of 20 hours of field experience for the master's degree, a minimum of 40 hours of field experience for the specialist degree, and a minimum of 50 hours of field experience for the doctoral degrees. The Elementary Education graduate programs require a minimum of 20 hours of field experience for the master's degree, a minimum of 30 hours of field experience for the specialist degree, and a minimum of 40 hours of field experience for the doctoral degrees.

Candidates in school psychology enrolled at the masters, specialist, and doctoral levels participate in practicum experiences designed to supplement material taught in didactic coursework and mold their applied skills through direct instruction, modeling, and feedback from faculty members and licensed professionals in the field. Candidates at the master's level complete a 300 hour assessment practicum in local school systems across one semester. They receive on-site supervision from a licensed school psychometrist or school psychologist as well as weekly supervision from a university faculty member. Candidates at this level are developing and refining skills with regard to the administration, interpretation, and dissemination of information from standardized tests in the areas of intelligence, achievement, and adaptive behavior. They also attend school-based meetings designed to assist in the development of individualized educational plans (IEP) for identified candidates in special education.

Candidates enrolled in both the specialist and doctoral programs complete a 300 hour consultation practicum in local school systems across one semester. These candidates also receive on-site supervision from licensed personnel and weekly supervision from university faculty members. These candidates are involved in conducting functional behavioral assessment, curriculum-based assessments, consultation with teachers and school-based teams, and development of class-wide and individualized interventions.

Additionally, many candidates enrolled in the specialist and doctoral programs are granted school-based assistantships where they serve as behavior specialists or academic interventionists for 20 hours per week across the semester. As such, these candidates are required to enroll in practica each semester where they receive weekly individualized supervision and group supervision.

In an effort to ensure that proper supervision is provided to candidates enrolled in these experiences, the faculty have developed a process where 4-6 candidates placed at varying developmental levels are supervised by a team of 1 of 4 faculty members. This ensures that supervision is provided in a manner that is consistent with accreditation standards and that candidates progress in their training in a structured developmental fashion. Additionally, faculty are currently in the process of revising the practicum observation and evaluation form to ensure that it is aligned with accreditation standards of NASP/NCATE and APA. It is also important to note that the graduate assistantship placements in the schools provide tuition waivers and a monthly stipend which assists in the recruitment of high quality candidates from year to year. Approximately 10-15 candidates per year are awarded these assistantships, depending on availability and funding from the local school districts. Finally, these opportunities allow specialist level candidates to apply for internships with a minimum of 600 hours of applied experience over 3 years while most doctoral candidates apply for internship with 1000 – 2000 hours of applied experience over 4 years of training.

STANDARD 4

In the Department of Curriculum and Instruction, one course was developed and one course was revised to address diversity issues more clearly. A new junior-level writing course, Exploring Diversity through Writing, was developed specifically for Elementary Education majors to make candidates aware of diversity issues. A foundations course required in the professional education core entitled Planning, Managing, and Learning was modified to Planning for the Diversity of Learning to address diversity awareness in the classroom.

The department of ISLWD is staffed by a diverse faculty, graduate assistants, and staff. The student body, too, represents a diverse population. The department has submitted a new course, Diversity in Education and the Workforce, and this course, which has been approved by the College of Education Box Curriculum Council, is awaiting approval by the University Committee on Courses and Curricula and the Board of Trustees of Institutions of Higher Learning (IHL). Required field and clinical experiences are conducted in diverse educational environments. The department has collaborative grants and programs with historically black universities in the state. The department has recruited and hired in tenure-track positions three minority professors through the university faculty enhancement program. Two of these individuals have been granted tenure at the university, and the third individual, only hired last year, is making progress.

In the Department of ISLWD, the number of minority faculty has increased by five faculty members during this time, and the number of minority graduate assistants has increased from zero to nine individuals during this time.

In 2005, the MSU College of Education was ranked 11th nationally by *Black Issues in Higher Education* among all colleges and universities for the number of baccalaureate degrees awarded to African Americans in Education.

The College's Department of Curriculum and Instruction, together with the Holmes Cultural Diversity Center and the Early Childhood Institute, sponsored a Reading Conference, with guests including national celebrity author of children's books Tonya Lewis Lee, and local news anchor Andrea Self, both African Americans.

STANDARD 5

New university, college, and departmental Promotion and Tenure documents were written in 2004 and used to evaluate candidates for promotion and tenure in 2005. Two faculty members in the College, Dr. Joseph Chromiak in the Department of Kinesiology and Dr. Teresa Jayroe in the

Department of Curriculum and Instruction, were promoted to associate professor and granted tenure. As mandated by the IHL, post-tenure reviews were conducted for faculty who had been tenured longer than 6 years. A faculty/staff database was begun that includes title, date of hire, salary, promotion and tenure data, and annual faculty review information.

The spring award ceremony initiated in 2003 was held again in spring 2005 and continues to provide a good morale booster and recognition to faculty for outstanding teaching, service, and research. The keynote speaker for the spring 2005 ceremony was Janet Henderson, Assistant Superintendent for Curriculum and Instruction, Starkville School District. Dr. Henderson's presentation entitled, "BOOGIE through Life," offered inspirational advice about a positive, proactive approach to life.

The following faculty received awards: Lana Johnson of Music Education, for Outstanding Teaching; Robert Damm of Music Education, for Outstanding Service; and Joseph Chromiak of Kinesiology, for Outstanding Research.

Professional development was also provided in the fall convocation for 2005 with keynote speaker Dr. Hank Bounds, the new State Superintendent of Education. Dr. Bounds' description of the challenges to Mississippi schools in the aftermath of Hurricane Katrina was both disconcerting and inspiring. He expressed his appreciation to the College of Education for its excellent preparation of Mississippi teachers. Dr. Michael Patilla, Assistant Professor, Music Department, and Mrs. Jennifer Blackburn provided entertainment for the convocation.

Other professional activities have included presentations by the 2005 Alumni Fellow of the Year, Dr. Phyfa Eiland, who serves as Superintendent of Education in Hinds County, and by the 2004 Fellow, Dr. Paul Cuichi, a National Board certified Physics teacher.

STEP grant funds were used to finance a trip by new faculty members to AACTE; faculty have attended numerous other conferences throughout the nation, including AERA, AACTE, Mid-South Education Research Association, ATE, and technology conferences. Faculty collaborated with graduate candidates on research and co-presented at research conferences. The department of Curriculum and Instruction held a 3-day retreat in August to provide professional development and help faculty prepare for the coming year.

The candidate evaluations of faculty indicate again in 2005 that the College of Education faculty achieved the highest numerical rating of any faculty in the university, higher than any other college.

Initiatives have begun for the mentoring of new faculty, as well as some programs to help support new faculty and provide for retention of faculty. Each new faculty member for fall 2005 was provided a veteran faculty member in the department to serve as a mentor. A reception was also held for new faculty. Plans are underway to provide seminars for new faculty that will focus on publishing and grant writing. Dr. Sandra Harpole, Associate vice President for Research, is scheduled to present tips on grant writing.

A College Diversity Plan, which has been submitted to the Provost and to the Faculty Council and College Diversity Committee, is pending final approval and implementation.

A problem-based learning (PBL) retreat was held for Curriculum and Instruction faculty in July to inform them of ways to continue to use PBL as an integral part of their courses. This retreat, sponsored by ACHIEVE, also assisted faculty in planning future research articles related to PBL. Also, the College sent a faculty member from the Department of Counseling, Educational Psychology, and Special Education to attend the MSU-sponsored technology boot camp. Attendees were each given a laptop computer for their personal and professional use.

STANDARD 6

Changes in leadership in the College in 2005 included the hiring of a new dean, Dr. Richard Blackburn, a former department head at Clemson University. Interim Dean Sue Minchew returned to her position of Associate Dean. Dr. Esther Howard, head of the Department of Curriculum and Instruction, retired and Linda Coats assumed the position of interim head of the department in July. A national search is underway for a new department head in Curriculum and Instruction.

Dr. Pam Kirk, head of the Department of Kinesiology, also retired. Dr. Joseph Chromiak became the interim department head in July. A national search is being conducted for a new department head for Kinesiology.

In July, Dean Blackburn held a two-day retreat attended by department heads and center directors in the College. An overview of the College, assessment data, and plans for the future were topics of discussion.

A change of leadership in the Center for Educational Partnerships (CEP) occurred simultaneously with the leadership change in the College of Education. Dr. Reuben Dilworth retired as Director of the Center, and Dr. Cindy Ward assumed the director role. The Center serves as the outreach and service division of the college and is comprised of five individual programs:

- The MS World-Class Teaching Program (WCTP) –associated with the National Board of Professional Teaching Standards (NBPTS)
- America Reads – Mississippi (ARM)
- The Mississippi Writing/Thinking Institute (MWTI)
- Program of Research and Evaluation for Public Schools (PREPS)
- Educational Design Institute (EDI)

The outreach of these five programs within the CEP spans the entire state of Mississippi, and the breadth and depth of CEP resources are evident as multiple CEP programs are on-going in a significant number of counties. Through executive boards and advisory committees, the CEP involves P-12 practitioners in programs. The CEP incorporates technology as a tool to increase involvement in CEP activities and programs. Communication with practitioners is established and maintained through e-mail and discussion boards. Appropriate training and professional development are offered via web-x demonstrations and distance learning.

Under the leadership of the college's new Dean, the CEP has become an integral part of the COE. An example of this is the active participation of the CEP in the Education Advisory Council (EAC) and other COE projects and initiatives. Increased collaboration between the CEP and other COE departments is yielding positive results. Greater communication across the units within the CEP is also evident.

Additionally, the Curriculum and Instruction Department developed a computer lab in the department for candidates to use to upload TaskStream artifacts and to complete other class assignments. The lab has four computers.

The Teacher Education Advisory Council, which includes K-12 practitioners, Arts & Sciences faculty, and Education faculty, met in October 2005. Assessments and curricular modifications were shared with the council. Members offered advice on future directions. Practitioners on the Teacher Education Council continue to serve on the College Box Curriculum Council on a rotating basis.

The department of ISLWD has added over ½ million dollars of new equipment during the last year and has remodeled multiple laboratories. Technology advances to the department facility this year include:

- Wireless technology added throughout the IED Building
- Touch-screen kiosk added to the building entrance for candidate to access faculty information, course offerings, department web, building map, department news, and university and professional links.
- Holographic display added to building entrance to display department information.
- New conference room with kiosk and media added, IED 103
- IED Metals lab remodeled and new industry-standard equipment purchased, IED 115.
- New industrial technology classroom added, IED 115A complete with state-of-the art teaching station (sympodium, DVD/VCR, computer, document camera, etc.)
- IED Wood lab/hydraulics lab remodeled and new equipment added, IED 117.
- IED presentation room (wireless technology and power desks) and global state-of-the art teaching station (computer, DVD, document camera, smart board, etc.), IED 201.
- IED 204, Electronics and Robotics Labs, state-of-the art teaching station being added (sympodium, DVD/VCR, computer, document camera, etc.).
- IED 252, Distance Education Classroom
- IED 260, Advance Digital Resource Center completed – recording studio, high-end alienware computers and software, multiple high-end printers, vinyl cutter, plasma screen, and a large variety of other equipment available to candidates and faculty.
- IED 203 – New 35-seat computer lab and state of the art teaching station.
- IED 255 – New 40-seat computer lab and state of the art teaching station.

The Provost's office provided funds to purchase new computers for a Kinesiology lab and new pianos for Music Education. Multiple classrooms in Allen Hall that are used for professional education courses have been equipped with state of the art computerized teaching podiums in addition to the Learning Center's teaching lab that faculty can reserve. Another computerized classroom is reserved for Counseling and Educational Psychology. In addition, the Box Building used by School Psychology has been renovated and had added 6 new computers and video cameras to facilitate clinical practice.

The Curriculum and Instruction Department renovated and reorganized office space for improved management of personnel and resources.

College department heads agreed to a revenue sharing plan that will enable the Dean to reallocate some of the overhead funds to areas of greatest need.