2009 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	11908	**AACTE SID:**	3155
Institution:	Mississippi State University		
Unit:	College of Education	**Deadline to Submit Final Version of Part C:**	01/31/2010
Next Accreditation Visit:	S15	**Last Accreditation Visit:**	S07

Section 2 - Individual Contact Information

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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

859

Please enter numeric data only.(Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

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

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

2. Addition or removal of a level of preparation(e.g., a master's degree).

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.

7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.

8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner(e.g., the institution Has contracted with an external entity to deliver all master's programs).

9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

Section 5. Conceptual Framework(s)

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

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

The conceptual framework has not undergone any changes in 2009. However, the college has adopted the tagline "Changing Tomorrow through Education Today," which appears on the college web page, the newsletter, and brochures. The idea of a tagline evolved from the College Advisory Board and the Strategic Planning Committee. The college conducted a contest among the students, faculty, staff, the advisory board, and the Teacher Education Council to select the tag line. The top four phrases submitted were then voted on by the entire college and advisory boards. The person who submitted the winning phrase was awarded an iPod.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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

Elementary education, secondary education, teaching and coaching, music education, technology education, and special education teacher candidates know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn as defined by the respective specialty professional associations. For admission to the undergraduate program, candidates are required to present passing scores on the PRAXIS I examination (or have an ACT composite of 21 with no sub-score less than 18), two letters of recommendation, verification of 40 hours work experience with young people, and a 2.5 overall GPA with grades of at least C in English Composition I and II and College Algebra or a higher math. For admission to the advanced programs, candidates are required to take the Graduate Record Examination and present acceptable scores on the verbal, quantitative, and analytical writing components of the examination. The candidates must also provide documentation of a 2.75 undergraduate GPA from a four-year accredited institution and licensure (or eligibility of licensure) in the appropriate area. They must also present three letters of recommendation. During their programs of study, candidates must maintain an acceptable overall GPA (i.e., 2.5 for undergraduate programs and 3.0 for advanced programs) and meet program level grade requirements. In addition, they must demonstrate the professional dispositions as delineated by the College of Education; they must also complete internships and/or field experiences as prescribed at the program area levels.

Elementary Education faculty recently proposed revisions to the undergraduate elementary education degree program to strengthen content knowledge and professional skills. Upon approval, all teacher candidates will be required to take a grammar course as one of their four English courses required for the degree. The teaching of standard English grammar is an important component of the K-12 Language Arts Framework, but many teacher candidates do not possess the knowledge of grammar required to teach and explain it to the diverse students with whom they work. The Elementary Education degree is also being revised to require a foundational math pedagogy course. This modification is being made because assessments, including Praxis II scores, exit surveys, and student assessments, indicated a need for a greater understanding of mathematics pedagogy and pedagogical content knowledge. In addition, elementary education faculty increased academic standards for elementary education undergraduate majors. The new policy requires students to earn at least a grade of C in all content area courses that apply toward the degree, including English, mathematics, science, and social studies. These new requirements were implemented

in fall of 2009. Elementary education faculty are currently collaborating with faculty in Human Sciences to develop a concentration in early childhood education for the master's degree. As envisioned, this concentration will serve a state need for the advanced study of early childhood education.

Secondary education faculty continue to work with faculty in Arts and Sciences to stay abreast of curricular changes that may impact the content knowledge of secondary students and/or their programs of study. Changes resulting from this collaboration include a proposed change for the undergraduate secondary English education program to include a course recently added in the English Department to address the National Council of Teachers of English (NCTE) standard dealing with non-print media. If approved, this change will take effect next academic year.

At the graduate level, numerous changes have been instituted to strengthen the curriculum and instruction components of the Secondary Education program. In the revised Masters of Science degree, students are now required to take Advanced Planning and Managing Learning, Middle and Secondary Curriculum, Improving Instruction, Issues of Accountability, and Functions and Methods of Research. Students, in consultation with their academic advisor, select the remaining courses to meet their individual educational and professional needs. These courses include an additional 3-12 hours of education courses and 9-18 hours of graduate-level content courses. This curricular change, which took effect in the fall of 2009, was made to better meet the needs of advanced candidates who desire to expand their knowledge and skill in Secondary Education and to provide them a more current knowledge base of related critical issues in education.

Modifications were also made to the Master of Arts in Teaching – Secondary degree program. In order to better prepare candidates in this initial license alternate route program for success in the classroom, a course in Principles of Effective Teaching was added to the curriculum. The year-long supervised internship was also redesigned and strengthened. Secondary Education faculty are now in preliminary discussions concerning the restructuring of the educational specialist and doctoral degree programs.

In the Special Education program area, substantive changes occurred this past year in the area of instruction in the required Assistive Technology in Special Education course. Taught for many years by a faculty member who has now retired, this course is now being taught by personnel from the T.K. Martin Center for Technology and Disability. The instructional team includes a speech/language pathologist, occupational therapist, physical therapist, and social worker. This team taught the course in 2009 for the first time, and the response from students has been overwhelmingly positive. This collaboration has strengthened the undergraduate Special Education program and students' skills in assistive technology.

Physical Education teacher candidates demonstrate their content knowledge through the PRAXIS II-0091, national certification examination. They continue to demonstrate a 100% pass rate on this examination. As of January 2009, the Teaching Coaching curriculum was modified with a focus on: 1) comparisons with leading programs in the discipline and 2) employer assessment and feedback of students' preparedness for employment. Faculty of the department felt that the pedagogy program should strengthen its science component in sport studies; hence modifications of the curriculum in accordance to the standards of the National Association of Schools of Physical Education (NASPE) were implemented to reflect those concerns. As a result, the new science requirements were incorporated in order to improve the performance on the science content of the TC teacher candidates PRAXIS examination. Specific changes to the existing curriculum include sport physiology, sport psychology, athletic training, anatomical kinesiology, and sport biomechanics. These courses are designed and required for sport pedagogy students since specific science content aids the program in meeting NASPE standards more efficiently. Moreover, active content is directly applicable to our graduates in the sporting/coaching enterprise.

In addition to the implementation of more major-specific science courses to the curriculum, it was necessary for the department to update the terms associated with the new state-of-the art program. As a result, the term Teaching and Coaching was replaced with Sport Pedagogy in order to reflect the current model. Each course in the Sport Pedagogy (SPPD) program has been designed to meet NASPE standards in order to prepare teachers and coaches nationally, not merely regionally.

School Leadership candidates demonstrate content knowledge in Educational Leadership in the following areas as defined by the Standards of the Educational Leadership Constituents Council: vision and goals, teaching and learning, managing organizational systems and safety, collaborating with key stakeholders, ethics and integrity, and the education system. For admission to the master's degree program in School Administration, candidates are required to take the GRE examination and present acceptable scores on the verbal, quantitative, and analytical writing components of the examination. The candidates must also provide documentation of two or more years of teaching experience, a valid and current teacher license/certificate, and a positive endorsement from a current district or school administrator. In addition, a 2.75 undergraduate GPA minimum from a four-year accredited institution is required for admission to the program.
During their programs of study, candidates must maintain a 3.0 GPA and complete three internships along with other courses in the area of educational leadership at the elementary, middle, and secondary levels. The internships include observations and field experiences, administrative applications, and instructional applications. Both program supervisor and university professor conduct formative and summative evaluations of the school leader candidates.

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

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

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

Effective fall 2009, professional dispositions of all teacher candidates are assessed using the Dispositions Assessment instrument developed by the College of Education. The first assessment is assessed at admission, the second is administered during the candidates' methods course field placement, and a third assessment is administered during the teaching internship. A faculty-initiated review process and multi-step intervention is in place for candidates who fail to exhibit appropriate dispositions while in the program.

These instruments have effectively aligned the dispositions standards across the various assessments. The instruments had been aligned with the Conceptual Framework program outcomes in 2007-2008 through numerous faculty and advisory board meetings.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.
Please describe the unit's plans for and progress in meeting this standard.

Elementary and secondary education faculty continue to use TaskStream, a web-based authoring system, to collect a wide variety of assessment data, including case studies, lesson plans, unit plans, and reflective works that assess candidates' mastery of the respective program area standards. Data are regularly analyzed, assignments modified, and rubrics improved to better align with program standards and goals. In anticipation of preparations for the 2013 specialty professional association reports, faculty are currently identifying the 6-8 key assessments that will be used to collect data as required by NCATE. To this end, Elementary Education faculty held two days of retreats during the fall of 2009. During this time, faculty used TaskStream, test scores, an exit survey, a first-year teacher survey, and other data to examine the strengths and weaknesses of the elementary graduate and undergraduate degree programs. Based on this assessment-based review, both degree programs are currently under revision.

Secondary education faculty are now working to revise the secondary education TaskStream portfolio requirements to reflect class-level folios. This revision will provide faculty more autonomy and flexibility in collecting data needed for the various program areas. Some undergraduate programs, such as the secondary English Education program, are proposing curriculum changes also aimed at data collection. Secondary English Education students will now be required to take a specific fine arts course instead of a choice of many, for example.
The Secondary Education master's level written comprehensive examination is currently under revision. To better align the assessment with the new curriculum as well as with the NCATE standards for candidates' knowledge, skills, and dispositions, secondary faculty approved changes in the design and substance of the examination. The examination will now consist of four questions, one in each of the following four areas: curriculum, instruction, assessment, and student learning. The new examination will be administered in March, after which faculty will analyze results and make changes to the examination as needed.
Special Education program area faculty have begun the transition to data collection in TaskStream. The first step in this transition, establishing standards-based assessment instruments in TaskStream for the undergraduate program, has been completed, and the new assessment procedure was used for the first time during the fall 2009 semester. This process will continue during the spring and the remainder of the year as additional courses transition to TaskStream. This utilization of TaskStream will move the program into parallel placement with other units in the department and college.
In the department of Instructional Systems and Workforce Development, Praxis II pass rate data indicates 100% of the Technology Teacher Education candidates passed the PLT and the content area tests. Candidates meet the GPA requirements set by the College of Education. To further ensure that candidates have the appropriate knowledge, skills, and dispositions to help all students learn, the department consistently does the following: (1) completes annual program review required by the Office of Institutional Effectiveness and identify how the assessment results will be used to improve the degree program, (2) evaluates the subscores of the PLT and the content area tests and provide direction and additional study materials as needed, (3) provides essential professional experiences by accompanying candidates to the state association meeting, (4) requires extensive field experiences for each candidate and expand the learning by sponsoring a field trip for all TTE candidates to an exemplary program in the state, (5) requires field experience cooperating teacher to complete dispositions instrument for each candidate; review dispositions instruments and take action as needed, (6) requires methods teachers to complete dispositions instrument for each candidate and take action as needed, (7) sponsors honor society by which candidates gain leadership skills that prepare them for success in the classroom, (8) monitors recognition among national programs through competition with similar programs across the country; candidate was elected national representative of the honor society for business teacher education, (9) meets formally once per year with TTE Advisory Council and make needed changes recommended for the program, (10) meets with state department of education officials to keep up to date on changes in licensure and offer assistance in certification as needed, and (11) meets formally with TTE faculty to review artifacts required for TaskStream portfolio, to review content area assessments, to review areas of improvement, and to prepare curriculum program changes. Six proposals were sent to the college and university curriculum committee this year. The department offered two methods courses for add-on endorsements required by the Mississippi Department of Education.

Over the past year, the College of Education established an assessment database for advanced programs to collect and analyze performance data on students enrolled in the various graduate programs. Faculty in the Department of Curriculum, Instruction,

and Special Education (CISE), who participated in the development of this system, are currently utilizing the system to collect data on candidates enrolled in CISE advanced programs. Critical assessment data, such as scores from written and oral comprehensive examinations, are now being entered into the system and aggregated and analyzed by program area. The data will be utilized at year's end to determine program modifications and improvements.

The Kinesiology departmental assessment system follows the general pattern of the COE: (1) The Teaching Internship Assessment Instruments are based on INTASC standards, and (2) specified course grades and GPAs mandated by MSU and the College of Education are adhered to. However, the TC program differs from other programs in the unit because: (1) Candidate and program assessments specifically address SPA related standards (AAHPERD/NASPE), (2) PRAXIS II specialty area tests are physical education content specific, and must be taken prior to Student Internship, and (3) school supervisors complete a departmental Field Expectations Form for each intern at the end of each 8-week placement. These data are used for program assessment.

The Department of Kinesiology utilizes TaskStream, an online electronic portfolio assessment system, to monitor the progress of candidates after admission to the program. Candidates frequently submit artifacts each semester from various professional courses in which they are enrolled. Submitted artifacts typically include peer teaching reflections, lesson plans, philosophies, and observation journaling. These artifacts are then assessed by course instructors using rubrics based on NASPE standards to ensure that candidates are making adequate progress toward achieving the goals of the program.

Teacher candidates purchase a subscription to TaskStream upon declaring TC their major. They begin submitting artifacts according to the requirements for each course. Artifacts submitted are typically culminating course assignments which allow the candidates to demonstrate mastery of course content. Examples of artifacts include: reflective journals, lesson plans, motor skill analysis, personal fitness and activity journals, and written analyses of classroom management strategies used during the teacher internship. The required artifacts provide a range of evidence to enable candidates to demonstrate their competencies.
 Additionally, the results of the Teacher Intern Content Area Assessment, used during internship, are submitted electronically via TaskStream. The use of an electronic portfolio system allows program monitors to analyze data in a variety of ways. Rubrics are organized around NASPE standards so that candidate mastery of each standard can be analyzed. This allows the program to fine-tune course content to meet any areas of weaknesses that may appear during program evaluation.

Faculty in the Office of Clinical/Field-Based Instruction, Licensure, and Outreach utilize TaskStream to monitor the progress of teacher interns. Classroom mentor teachers and university supervisors share responsibility for mentoring and assessing teacher interns. In teaching internship, each teacher intern works full time for an entire semester in a placement with one classroom mentor teacher or full time in two placements with different age groups and different classroom mentor teachers.

The importance of communication, performance-based feedback, and reflection are emphasized in meetings with classroom mentor teachers and university supervisors. The formative and summative Teacher Intern Assessment Instruments (TIAIs) address planning and preparation, communication and interaction, teaching for learning, management of the learning environment, and assessment of student learning. These comprehensive formative and summative assessments – based on INTASC standards, dispositions, professionalism, and partnerships- are completed by university supervisors and classroom mentor teachers during each teaching internship placement. The Formative and Summative Teacher Intern Assessment Instruments, completed by the classroom mentor teachers and university supervisors in TaskStream, are easily accessible for teacher interns as they prepare for upcoming lessons and evaluations.

Demonstrations of competence in planning lessons to accommodate diverse student needs and the integration of technology are part of the assessment process. Rubrics for each indicator on the Formative and Summative TIAIs provide guidance in assessment of teacher interns' performance. The classroom mentor teacher and the university supervisor complete two comprehensive assessments of the teacher intern's performance and effectiveness during the first two months of the placement, with a total of eight assessments completed during the semester-long teaching internship experience. Classroom mentor teachers and university supervisors hold conferences with the teacher interns following each observation/assessment.

Classroom mentor teachers also complete two Content Area Performance Assessments that link practice to professional program and provide an additional assessment of subject area knowledge. In addition, classroom mentor teacher also complete two Dispositions Assessments that address the personal and professional characteristics of each teacher intern in each placement.

For licensure, candidates take the PRAXIS II Physical Education Content Knowledge (0091) and the Principles of Learning and Teaching Grades K-12 examinations. Teacher candidates must score a minimal score of 152 on the Principles of Learning and Teaching and a minimal score of 138 on the Physical Education Content Knowledge Test.

The Department of Leadership and Foundations is working closely with the Associate Dean for Research and Assessment to plan and implement departmental, college, and university assessments. Performance assessments are reviewed in the department each year during the fall and again during the spring. All faculty members in the Department are involved in the collection, analysis, and reporting of assessment data. The department maintains a database that is part of the college-wide system. It includes comprehensive examination, proposal, and dissertation defense information.

Assessment data for all school leader candidates include the written comprehensive examination, School Leadership Licensure Examination (SLLA), Internship ratings, a needs assessment project, a research project, and dispositional items. Rubrics with specific elements related to pedagogical and professional knowledge and skills are being reviewed, revised, and developed where necessary for all assessments which include a 1-3 scoring scale (1=unacceptable, 2= acceptable, and 3=exemplary). The criterion for meeting expected outcomes includes a minimum of an 80% acceptable rate on all assessments. Results of students' scores will be analyzed and aggregated by frequencies, percentages, and means. These data will be analyzed at the program level and

submitted to the Dean's Office for analysis using the college-wide database.
Dispositions of all school leader candidates will be assessed using the Dispositions Assessment instrument developed by the College of Education. The instrument will be used to assess the candidates during the review and scoring of the comprehensive examination.

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

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

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

Since the submittal of the 2008 Annual Report, the unit has experienced significant budget reductions which have adversely affected the unit's ability to purchase and implement the Task Stream Accountability Management System (AMS) software package. Efforts continue in collecting data for the newly implemented Graduate Database which was developed/field tested in 2008 and adopted for use in 2009. Data will be collected by the Dean's Office and will be distributed to all appropriate entities. The Office of Institutional Research (OIR), in collaboration with the Registrar's Office, has developed and implemented an Exit Survey for College of Education graduates. An initial pilot test was conducted in spring 2009 and the results of that survey were shared with academic department heads and graduate program coordinators in each respective department. A full online Exit Survey for all graduates was implemented in fall 2009, and students were required to complete the survey as part of the graduation process. The survey results pertaining to the College of Education will likewise be shared with key stakeholders in each respective department.

It is anticipated that the TracDat software package will be purchased by the University in FY 2010 and utilized for program management and accountability purposes. This system will be helpful in facilitating the aggregation and disaggregation of data. An Office of Institutional Effectiveness (IES) was established at MSU in 2009 and now takes a leadership role in coordinating the Institutional Effectiveness reports for all colleges. An Institutional Effectiveness Committee has been formed to review and provide feedback to departmental faculty relative to strategies for strengthening expected outcomes, assessment criteria/procedures, assessment results, and use of results. While these activities are more directly related to SACS accreditation, they serve as a resource and mechanism for improving NCATE assessment efforts within the unit as well.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

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

The College of Education and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

The elementary education undergraduate degree program requires extensive field experiences in each of the four semesters. Elementary teacher candidates work at least 30 hours in the junior I and II semesters in early childhood and middle level classrooms respectively. During the senior year, teacher candidates work at least 140 hours in the field, planning and teaching lessons of increasing depth and breadth in the senior block. The block is followed by the internship, a 16-week field experience in a classroom with a supervising teacher. This year, the structure of the internship changed. Instead of spending seven weeks in two placements, teacher candidates now spend the entire semester in one placement. The placements are coordinated with those of previous semesters to ensure a diversity of age/grade levels and schools for each teacher candidate. The semester-long placement is expected to provide a more in-depth experience for teacher candidates.

Field experiences for the Elementary Education master's program include tutoring a struggling reader and writer, tutoring an early literacy learner, and planning and teaching lessons on content area literacy, among other activities. New courses being required in the Elementary Education master's program, including a course called Teaching Young Adolescents, now require field experiences in classrooms. Faculty are currently developing ways to assess these field experiences.

Secondary faculty have also discussed methods for assessing field experiences that will allow for comparative data collection. Field experiences have also been added to some courses. Examples include a newly implemented field requirement that is attached to the junior level content methods courses, and a new requirement in a graduate level reading course where an

observation protocol was initiated as a field experience used to highlight literacy practices in each content area.

As mentioned previously, the Master of Arts in Teaching – Secondary degree program has been revised to place greater emphasis on the field component. MAT-S candidates are required to take Dimensions I and II (teaching internship) during one academic year, and the internship has been increased from 6 to 12 hours. These changes are expected to provide candidates with a more comprehensive field experience.

At the advanced level, secondary education faculty approved new requirements for the Master of Science field component. Implemented during the 2009-2010 academic year, candidates will complete the field experience while enrolled in the Improving Instruction course. It is expected that this change will allow students to have a more formal, in-depth, and authentic field experience at the graduate level.

The College of Education has expanded internship placement options. For many years all internships had to be conducted within a 50 mile radius of the university. Through collaboration with the Department of Academic Outreach and Continuing Education, effective spring 2010 interns have the option of completing their internship in virtually any approved Mississippi school. This option now provides CISE teacher candidates a wider variety of diverse settings in which to complete their program requirements.

Prior to the Teaching Internship, TC students in the Department of Kinesiology have 80 hours of field-based and clinical experiences spread across 11 different courses, including Teaching courses at the 1000 level, Methodology courses at the 3000 level, and Teacher Education courses at the 4000 level are included in this spectrum. Assignments based on these experiences include, but are not limited to, observations, reflections, discussions, utilization of technology, fitness testing, questionnaires, lesson plans, and teaching. Most of the TC candidates also assist with after-school coaching duties, gaining an additional 200+ hours of valuable experience.
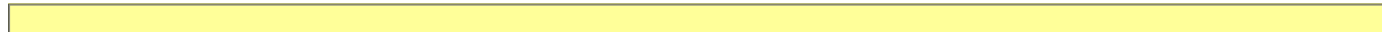
In Teaching internship, which is the culminating field experience of the teacher education program, each TC teacher intern works full time in two placements with different age groups and different classroom mentor teachers. During these 640 hours, the teacher intern observes, assists, and gradually assumes full responsibility for classroom instruction under the direction of the classroom mentor teacher and university supervisor.
Teaching Internship provides the teacher candidate with the opportunity for cognitive growth and the development of skills in regard to lesson planning and preparation, learning from experience, evaluating effectiveness, and revising practice and dispositions when indicated. To facilitate candidate growth, teacher interns are concurrently enrolled in a professional seminar class. After 9 hours of orientation prior to entering the teacher internship, the seminar class meets for 3 hours every other week to discuss candidate growth experiences, to give/receive feedback about the instructional process, and to complete capstone assignments that focus learning experiences on educational and NASPE objectives. The teacher intern also experiences the many facets of a professional teacher's role and gains a deeper understanding of teaching, students, and schools through participation in a variety of school-based activities, such as parent-teacher meetings, staff development, student activities, and school improvement projects.

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

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

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The College of Education faculty design, implement, and evaluate curriculum and provide experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Programs in the Department of Curriculum, Instruction, and Special Education provide a variety of experiences to teacher candidates to work with diverse learners in P–12 schools. Undergraduates in the elementary education program are required to complete a course entitled Exploring Diversity through Writing. An increasing focus on second language learners can be found in the materials required for RDG 3413 and 3423 Middle Level Literacy I and II. Diversity of race, socio-economic status, sex, culture, and language are all addressed in both the early childhood and middle grades education courses. Candidates are required to demonstrate an understanding of student diversity through the development of lesson plans as well.

Undergraduates in the Secondary Education program and required to complete Planning for the Diversity of Learners, Human Development and Learning, and Exceptional Child and Youth. Each course includes study of issues of diversity in terms of

cognitive, developmental, and cultural individualities. Additionally, multicultural curricula and culturally relevant pedagogy are addressed in the respective content methods courses; additionally, candidates are required to demonstrate an understanding of student diversity and appropriate differentiation of teaching and learning through the development of lesson plans as well.

Undergraduate teacher candidates in the Special Education program are required to complete a course entitled Planning for the Diversity of Learners. This course specifically addresses and prepares undergraduates to effectively teach culturally diverse students. In addition, many public school students in Special Education programs are English Language Learners, so this component of diversity is addressed as well. The three Special Education practica placements in Early Childhood Special Education, Elementary Special Education, and Secondary Special Education are all in culturally diverse settings where lesson plans and instructional activities are assigned that require teacher candidates to demonstrate best practice.

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

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

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.
Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

A number of changes occurred in the area of personnel in the Department of Curriculum, Instruction, and Special Education this past year. One new full-time Elementary Education lecturer and a new Elementary Education associate professor were hired. A full time Secondary professional staff was hired to direct the alternate route program. One new associate professor in Special Education was hired. A second posted Special Education position was not filled and has now been defunded due to the financial exigency of the university. A long-term lecturer was named permanent clinical instructor. In addition to teaching a full-load of undergraduate courses, she also assists with field-based placements and advisement.
All lecturers in the CISE department were evaluated during fall 2009, using an evaluation instrument developed by the College of Education. Conferences were held, as appropriate, with lecturers to discuss their strengths and areas of improvements. Student evaluations of faculty continue to be used as an assessment of faculty effectiveness, and as prescribed by university policy, faculty reviews are conducted annually to determine the performance and progress of faculty.

With respect to the qualifications and development of faculty in CISE, during the past year all full-time permanent faculty participated in one or more professional conferences, symposia, or meetings, and the majority of faculty published one or more scholarly works in national or international peer-reviewed publications.

All instructors and tenure track faculty were evaluated in spring 2009 for the 2008 academic year using the university Annual Faculty Review assessment instrument. Follow-up conferences were held with all faculty to discuss their strengths and areas of improvements. Student evaluations of faculty were also used as an additional assessment of faculty effectiveness.

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)

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

The unit developed and implemented an 8-item Lecturer Evaluation instrument using a 5-point Likert scale, containing the items: Quality of Teaching, Professionalism, Cooperation, Dependability, Communication Skills, Resourcefulness, and Judgment, as well as an overall evaluation. This instrument as implemented during spring 2009 and will continue to be utilized every semester.

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.
Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

The Department of Kinesiology includes a department head and 13 tenure-track or tenured faculty members and 6 full-time instructors who teach and advise the students in the sport pedagogy program. The goal of the department is to ensure an equitable advising load with consideration given to faculty expertise.

The Department of Leadership and Foundations includes a department head and 10 tenure-track or tenured faculty members who serve as major advisors and committee members for doctoral students in the department. The faculty to student ratio is approximately 1:15. The goal of the department is to ensure an equitable advising load with consideration given to faculty expertise and research interest. Candidates are assigned to major advisors to ensure that no major advisor will have more than 5 students graduating within a given semester.

The Department of Instructional Systems and Workforce Development (ISWD) includes a department head and 15 tenured or tenure-track faculty members who serve as major advisors and committee members for undergraduate, master's, specialists, and doctoral students in the department. The department also employs six graduate assistants. Two new faculty members were hired for the fall 2009 semester (one instructor and one tenure track instructional technology faculty member). The faculty members are very productive in teaching and in their scholarly and research activities. In addition, they are actively engaged in service, holding leadership positions in a variety of organizations and professional associations.
The ISWD department has faculty doctoral committees to advise students, monitor their programs, and develop and evaluate comprehensive examinations. The department head, senior faculty, and staff assist new faculty in advising and on policies and procedures for developing program of studies. The departmental Promotion and Tenure committee, along with the department head provides a third year review for new faculty to ensure that they focus on departmental, college, and university guidelines for reappointment, promotion and tenure, as well as their own specific goals and objectives related to teaching, research, and service. Faculty are also assisted in understanding the promotion and tenure process, and the manner in which the promotion and tenure application materials should be developed. During the annual review process, the department head also provides a summary report to tenure-track faculty regarding their progress toward tenure. During 2009, one candidate was reviewed for tenure and for promotion from assistant to associate professor and a third year review was conducted for one faculty member.

In the spirit of shared governance, the ISWD department head meets with the program coordinators in monthly leadership team meetings, as well as in meetings with the entire faculty. Special guests are periodically invited to share information with the faculty on various topics.

Administration in the College of Education includes a dean, two associate deans, one assistant to the dean, a development officer, a director of field experiences and licensure, a field experience coordinator, a licensure specialist, a business manager, and four other support staff within the Dean's office.

As has been the case throughout the country, Mississippi State University has experienced recent budget cuts (even though they currently have been less severe than a majority of other institutions). While these cuts may have provided an inconvenience to our students, our belief is that they have not resulted in students being prepared inadequately.

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)

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

The department of Leadership and Foundations has hired a new department head who has a background in Educational Administration and can teach courses. The former interim department head has now assumed a faculty position as an Associate Professor of Educational Leadership within the department. The merging of Educational Leadership and Foundations in fall of 2008 had a positive impact on the Educational Leadership dissertations workload, as many of the Foundations faculty had at least one degree in Educational Leadership. They can thus chair and serve on Educational Leadership doctoral committees.

If you have another comments, use the space below: