2012 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	11908	AACTE SID:	3155
Institution:	Mississippi State University		
Unit:	College of Education		

Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

497

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?
Title II Reports - results of state licensure examinations:
http://www.educ.msstate.edu/accreditation/title2/

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).

   No Change / Not Applicable

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

   No Change / Not Applicable

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.

   No Change / Not Applicable

4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.

   The Master of Arts in Teaching Middle Level Education (MAT-M), which is part of the approved Master of Arts in Teaching program, is an alternate route distance program that is offered 100% online. This online distance program will prepare teachers to obtain a general Mississippi 4-6 elementary license with an additional 7-12 endorsement in an approved Mississippi content area. This online distance program offers the opportunity to become a middle school teacher to individuals who already have a college degree in a field other than education yet have decided to enter the middle level classroom.

   The Mississippi State University-Meridian campus is now offering an undergraduate degree in Special Education. The special education program is designed to prepare teacher candidates to teach students with exceptionalities. The program leads to special education certification.

5. Significant changes as the result of a natural disaster or other unforeseen circumstances.

   No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner

   No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in Budget

No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in Candidate enrollment

No Change / Not Applicable

9. Significant change (25 percent increase or decrease) in Size of the full-time faculty

No Change / Not Applicable

Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI (s) cited in the last Accreditation Action Report, if applicable.

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

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

The Dispositions Instruments is used to assess all candidates throughout their programs of study, at both the initial and advanced levels. The unit, which includes College of Education (COE) faculty and members of the Education Advisory Board, reviews the Dispositions Instrument annually to ensure alignment with the Conceptual Framework program outcomes, and with state and national standards.

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

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

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

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

| 1. | The unit does not systematically evaluate part-time faculty. | (ITP) | (ADV) |

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

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 | | |

The Department of Leadership and Foundations is continuing to focus on the graduation productivity of doctoral students. An additional full-time professor will teach and advise doctoral students beginning fall 2013. The department includes 12 tenured or tenure-track professors (5 full professors, 4 associate professors, and 3 assistant professors). All professors serve as major advisors, dissertation directors, and/or committee members. Assistant professors serve mostly in the role of advisors for programs of study while associate and full professors serve as dissertation directors. Professors are given consideration in their workload distribution while working with doctoral candidates as they complete their dissertation research. These professors are usually given a reduced teaching load. In general, we are continuing to decrease the number of doctoral students a professor works with on dissertation research during a given semester.

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

    ⊜ Std. 1   ⊜ Std. 2   b Std. 3   ⊜ Std. 4   ⊜ Std. 5   ⊜ Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

The Teacher Education Council (TEC), which includes faculty from the partner schools, the College of Arts and Sciences, and College of Education (COE), aids in the design and review of the conceptual framework, curricula, requirements, and assessments related to teacher education programs. The External Advisory Board (EAB), which is comprised of teachers, administrators, and community members, reviews the conceptual framework, mission statement, and programs. In order to share expertise and integrate resources that support candidate and P-12 student learning, staff in the Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI) host focus group meetings with university supervisors, P-12 faculty, and teacher interns each semester. The TEC, EAB, and focus groups review and discuss results from exit surveys, Praxis I and II, and the Survey of First Year Teachers. Each group also gets updates on teacher intern (student teacher) placements, recruiting events, instructional programs, and professional development opportunities. Field experiences and clinical practice enable candidates to continually develop the knowledge, skills, and dispositions needed to help P-12 students learn. At all levels of field experiences, the OCFBI staff collaborate with COE faculty members and school partners to ensure quality placements, share expertise, and integrate resources to support candidate learning. During field experiences, candidates complete observations, write reflections, work with P-12 students, teach lessons, and observe classroom organization and management techniques. In teaching internship interns (candidates) are mentored, observed, and assessed by university supervisors and classroom mentor teachers using the Teacher Intern Assessment Instrument (TIAI). Interns receive feedback from observations and have opportunities to reflect on teaching practices.
The Conceptual Framework Program Outcomes (CFPOs) include general studies, professional/pedagogical studies, content/specialty studies, and clinical/field experiences. CFPOs are continually reflected in candidates practice as they plan and implement lessons to meet the needs of P-12 students, manage the P-12 classroom, collaborate with clinical faculty and classroom mentor teachers, and participate in professional development activities such as meeting with parents/family members, observing P-12 classroom teachers and reflecting on these observations, attending PTO/PTA meeting, and participating in school-based training opportunities and service learning projects. The COE continues to examine ways to move toward target level performance. This includes planning professional development and service learning projects with candidates, COE faculty, and P-12 partners. OCFBI staff have implemented an Advisory Committee that is comprised of university supervisors, COE faculty, and classroom mentor teachers to facilitate field experiences and clinical practice for candidates and P-12 student..

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

The unit has made strides in data collection and analysis. In order to provide regular and complete information on unit operations, a Professional Education Assessment Handbook was developed collaboratively by faculty and administration, and is currently under review by the Assessment Committee. An assessment system flowchart for the unit was created to direct the dissemination of data to stakeholders, and the lecturer evaluation system has been updated and used each semester. Enrollment, demographic, and program completer data is placed on the College of Education website. In 2012, an assessment and accreditation coordinator position was created. The coordinator, in addition to working on the various reports, documentation and data collection for accreditation, is taking a lead role in managing Taskstream, an electronic portfolio used by the COE for data collection, assessment, and course assignments. Graduate data for the unit are collected in collaboration with the Office of Institutional Research and Effectiveness and are used to make program improvements. Plans are underway to add a Data Analyst to assist with data aggregation and disaggregation and to work directly with faculty on determining strengths and weaknesses for program improvement. The unit continues work with the Diversity Committee, and operates according to the diversity plan. The Teacher Education Council, Education Advisory Committee, Academic Department Heads, Undergraduate Education Advisory Council, and

Faculty Council assist with eliminating bias and maintaining fairness, accuracy, and consistency throughout the unit by giving stakeholders a voice in curricular and policy changes. Key assessments have been identified that are consistent across program areas. Taskstream is used for consistency and accuracy in candidate assessment data in teacher education programs. Through the Office of Clinical/Field-Based Instruction, Licensure, and Outreach, a training module, which is being used statewide by both public and private institutions, was developed and implemented in 2012 to supplement face-to-face training sessions for university supervisors and classroom mentor teachers to help eliminate bias and ensure consistency and accuracy of evaluations. The unit took the lead in the redesign of the Teacher Intern Assessment Instrument, in collaboration with faculty from all public and private institutions in the state of Mississippi, to reflect state and national standards and the state teacher assessment system, Mississippi Statewide Teacher Appraisal Rubric. Candidate assessment data collected from reports and on program outcomes are addressed and used to make improvements in unit operations. Exit survey data are collected, analyzed, and distributed to program areas where results are used to guide curricular changes. Student course evaluations are used in faculty tenure decisions. The Teacher Education Council meets to review program data and provide suggestions for changes.

Exhibits that support the narrative: 📎 Assessment Handbook 📎 Teacher Intern Assessment Instrument

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