

**Program Report for the  
Preparation of Elementary School Teachers**  
Association for Childhood Education International (ACEI)

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

**Institution** William Carey University

**Date submitted** October 16, 2007

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**Program documented in this report:**

**Name of institution's program** Elementary Education

**Grade levels for which candidates are being prepared**<sup>1</sup>4<sup>th</sup>-8<sup>th</sup>

**Degree or award level**<sup>1</sup>Master of Education in the Art of Teaching (M.A.T.)

**Is this program offered at more than one site?** Yes

If yes, list sites at which the program is offered: William Carey University – Gulf Coast Campus and Hattiesburg Campus

**Title of the state license for which candidates are prepared**

Elementary Education 4<sup>th</sup> – 8<sup>th</sup>

**Program report status: Initial review**

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your state require such a test? Test information and data must be reported in Section II. Yes

## SECTION I—CONTEXT

# Overview of the School of Education

### Unit Mission

The mission of the School of Education at William Carey University is to prepare caring teachers within a Christian environment. Learners are encouraged to read their highest potential as reflective decision makers nurtured through a strong liberal arts curriculum, through content instruction in specialty areas, through pedagogical studies, and through significant preservice experiences that prepare effective teachers for an increasingly diverse and technological world.

### Unit Characteristics

The School of Education is led by Dean Patricia Ward. Enrollment figures for Fall 2007 include 377 undergraduate students and 674 graduate students. Table C describes the Hattiesburg and Gulf Coast student populations in 2006 and 2007. In the School of Education from 2006 to 2007, there has been an increase of 100 graduate students and 7 undergraduate students.

Table A. School of Education Population

	Hattiesburg Campus		Gulf Coast Campus	
	Fall 2006	Fall 2007	Fall 2006	Fall 2007
<b>Undergraduate</b>	307	300	63	77
<b>Graduate</b>	399	455	175	219
<b>Total</b>	706	755	238	296

There are two departments:

- Department of Health, Physical Education, Recreation and Coaching (Dr. Benjamin Waddle, Chair) and
- Department of Education (Dr. Barry Morris, Chair).

The purpose of these departments is to provide professional training and study that will prepare the preservice student to pursue a career in the field of education. This training is characterized by course content, field assignments, practica, and clinical experiences. The departments are responsible for the development of undergraduate and graduate curricula in (1) elementary education, (2) secondary education, (3) physical education, and (4) other add-on certification areas (Mild and Moderate Disabilities K-12; Reading K-12) and for supervision and preparation of teachers with majors in those areas. The School of Education provides support to other schools offering teacher preparation majors in Art Education K-12, Biology Education 7-12, Mathematics Education 7-12, Music Education K-12, Social Studies Education 7-12, and Speech Communication 7-12.

## **School Personnel Programs**

Table B lists the full range of licensure programs currently active at William Carey University's School of Education. The "Number of Students" column lists those students who completed licensure requirements (alternate route) or graduation requirements (undergraduate and graduate). In 2006 William Carey University produced more alternate route licensed teachers than any other university in the state. See following page for Table B. There are presently 93 undergraduate Elementary Education teacher candidates in the School of Education.

Table D. Education Students completing licensure requirements in 2006

Program Name	Award Level	Program Level	Number of Students	Agency or Association Reviewing Program	Program Review Submitted	Current Status
Art Education K-12	B.A.	ITP	0	State	Yes	Approved
Biology – 7-12	B.S.	ITP	2	State	Yes	Approved
Elementary Education	B.S.	ITP	93	State	Yes	Approved
English 7-12	B.S.	ITP	5	State	Yes	Approved
Social Studies 7-12	B.S.	ITP	2	State	Yes	Approved
Mathematics Education 7-12	B.S.	ITP	3	State	Yes	Approved
MAT Elementary Education 4-8	M.Ed. M.A.T.	ADV	66	State	Yes	Approved
MAT Secondary Mathematics	M.Ed. M.A.T.	ADV	11	State	Yes	Approved
MAT Secondary English	M.Ed. M.A.T.	ADV	17	State	Yes	Approved
MAT Secondary Biology	M.Ed. M.A.T.	ADV	9	State	Yes	Approved
MAT Secondary Music	M.Ed. M.A.T.	ADV	1	State	Yes	Approved
MAT Secondary Social Studies	M.Ed. M.A.T.	ADV	17	State	Yes	Approved
MAT Secondary Physical Educ	M.Ed. M.A.T.	ADV	24	State	Yes	Approved
MAT Secondary Art	M.Ed. M.A.T.	ADV	3	State	Yes	Approved
MAT Secondary Home Econ	M.Ed. M.A.T.	ADV	1	State	Yes	Approved
MAT Secondary Spanish	M.Ed. M.A.T.	ADV	2	State	Yes	Approved
Music Education K-12	B.M.	ITP	2	State	Yes	Approved
Physical Education K-12	B.S.	ITP	1	State	Yes	Approved
Reading	M.Ed.	ADV	0	State	Yes	Approved
Special Education, Mild and Moderate Disabilities	M.Ed.	ADV	9	State	Yes	Approved
Specialist in Elementary Education	Ed.S.	ADV	3	State	Yes	Approved
Speech Communication	B.S.	ITP	0	State	Yes	Approved

## SECTION II— ASSESSMENTS AND RELATED DATA<sup>2</sup>

	Title of Assessment	Type or Form of Assessment	When the assessment is administered	Attachments		
				Assessment	Scoring Guides/ Criteria	Data Table
1	<b>Praxis II Subject Area Examination – Elementary Education 0014</b>	State Licensure Exam Test	Quarterly		X	X
2	<b>Student Teacher Assessment Instrument – (Interpersonal Skills and Student Diversity) –Supervising Professor Observations</b>	Observation Analysis	End of Internship	X	X	X
3	<b>Planning and Preparation (10 Day Unit) -</b>	Rubric-STAI	End of Internship	X	X	X
4	<b>Principal’s Annual Evaluation of Teaching Performance, Classroom Management, and Content Knowledge</b>	Employer Survey	End of first year of teaching			X
5	<b>Mississippi Annual Performance Review- Mississippi Department of Education</b>	Survey	End of the first year of teaching		X	
6	<b>Student Teacher Assessment Instrument – Items 23-28 (Classroom Management)-Supervising Professor Observations</b>	Observation Analysis	End of Internship	X	X	X
7	<b>EDU 650 Tests, Measurements, and Evaluation</b>	Rubric	End of term	X	X	X

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## SECTION III—STANDARDS ASSESSMENT CHART

ACEI STANDARD <sup>3</sup>	Categories of Learning			APPLICABLE ASSESSMENTS FROM SECTION II							
	Content Knowledge	Pedagogical Professional	Effect on Student Learning	1	2	3	4	5	6	7	8
<b>DEVELOPMENT, LEARNING AND MOTIVATION</b>											
<b>1. DEVELOPMENT, LEARNING AND MOTIVATION</b> —Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.	X	X		X	X		X		X		
<b>CURRICULUM STANDARDS</b>											
<b>2.1 English language arts</b> —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	X		X	X		X	X	X			
<b>2.2 Science</b> —Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	X		X	X		X	X	X			
<b>2.3 Mathematics</b> —Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense,	X		X	X		X	X	X			

ACEI STANDARD <sup>3</sup>	Categories of Learning			APPLICABLE ASSESSMENTS FROM SECTION II							
	Content Knowledge	Pedagogical Professional	Effect on Student Learning	1	2	3	4	5	6	7	8
geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.											
<b>2.4 Social studies</b> —Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	X		X	X		X	X	X			
<b>2.5 The arts</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	X		X	X		X	X	X			
<b>2.6 Health education</b> —Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	X		X	X		X	X	X			
<b>2.7 Physical education</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	X		X	X		X	X	X			
<b>2.8 Connections across the curriculum</b> —Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real issues.	X		X	X				X		X	X

ACEI STANDARD <sup>3</sup>	Categories of Learning			APPLICABLE ASSESSMENTS FROM SECTION II							
	Content Knowledge	Pedagogical Professional	Effect on Student Learning	1	2	3	4	5	6	7	8
<b>INSTRUCTION STANDARDS</b>											
<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.		X	X		X	X	X	X		X	
<b>3.2 Adaptation to diverse students</b> —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diversity.		X	X		X	X	X		X	X	
<b>3.3 Development of critical thinking, problem solving, performance skills</b> —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.		X	X		X	X	X		X	X	
<b>3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.		X	X		X	X	X		X	X	
<b>3.5 Communication to foster collaboration</b> —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.		X	X		X	X	X				
<b>ASSESSMENT FOR INSTRUCTION</b>											
<b>4. ASSESSMENT FOR INSTRUCTION</b> —Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	X	X	X			X	X			X	

ACEI STANDARD <sup>3</sup>	Categories of Learning			APPLICABLE ASSESSMENTS FROM SECTION II							
	Content Knowledge	Pedagogical Professional	Effect on Student Learning	1	2	3	4	5	6	7	8
<b>PROFESSIONALISM STANDARDS</b>											
<b>5.1 Practices and behaviors of developing career teachers</b> —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.		X				X	X				
<b>5.2 Reflection and evaluation</b> —Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.		X	X			X	X				
<b>5.3 Collaboration with families</b> —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.		X	X			X	X				
<b>5.4 Collaboration with colleagues and the community</b> —Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.		X				X	X				

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

### **#1– CONTENT KNOWLEDGE:**

#### **Praxis II Subject Area Examination – Elementary Education 0014.<sup>4</sup>**

Objective: Students in the Elementary Education program would on the first attempt pass the Elementary Education (0014) Subject Area Examination at an 80% pass rate.

#### 1. Description of the assessment.

The Elementary Education: Curriculum, Instruction, and Assessment test is designed for prospective teachers of students in fourth through eighth grade. The 120 multiple-choice questions focus on four major subject areas: language arts/reading, mathematics, social studies, and science. Test questions are arranged in the test book by subject area. Each of the four content areas constitutes 25 percent of the test.

Examinees have completed a bachelor's degree program in some program other than elementary education and are preparing themselves through the M.A.T. alternative certification program. Test questions cover the breadth of material a new teacher needs to know and assess knowledge of both principles and processes. Some questions assess basic understanding of curriculum planning, instructional design, and assessment of student learning. Many questions pose particular problems that teachers might routinely face in the classroom, and many are based on authentic examples of student work. Although some questions concern general issues, most questions are set in the context of the subject matters most commonly taught in the elementary school: reading/language arts, mathematics, science, social studies, fine arts, and physical education.

#### 2. Alignment of the assessment with the specific SPA standards addressed by the assessment.

ACEI Standards 2.1 – 2.8 (Curriculum Standards) English Language arts, Science, Social Studies, Mathematics, The arts, Health Education, Physical Education and the Connections across the Curriculum are included in the Praxis II Subject Area Examination – Elementary Education 0014. Questions are set in the context of the elementary school curriculum: reading/language arts, mathematics, science, social studies, the arts, health and physical education.

### 3. Summary of data findings

## Praxis II Subject Area Examination Elementary Education 0014

Data Table

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
Elementary Ed 0014 Testing Cycle 5/06-6/06	10	8	7	25
Elementary Ed 0014 Testing Cycle 3/06 – 4/06	14	20	3	37
Elementary Ed 0014 Testing Cycle 2/06	8	12	3	23
Elementary Ed 0014 Testing Cycle 11/05 – 1/06	0	0	0	0
<b>Totals</b>	32 (37.6%)	40 (47.1%)	13(15.3%)	85

The School of Education Assessment One Outcome: Students in the Elementary Education Program would on the first attempt pass the Elementary Education (0014) Subject Area Examination at a 50% pass rate. Reviewing the four testing cycles (November 2005-June 2006), a total of 85 students took the test for the first time. Out of the eighty-five exams, thirty-two had a passing score. Our passing rate for this past year was 37.6% therefore the School of Education did not meet its goal for Assessment One Outcome. We intend to continue this Assessment for the next academic year, maintaining our original objective of 50% as the pass rate. It should be observed that 47.1% of the 85 students passed the 0014 Elementary Education exam on the second attempt. When combining the two scores, 84.7% of the potential teacher candidates successfully passed the exam within two attempts.

### 4. Interpretation of the data as evidence of meeting the standards

Preparation for the Praxis II Subject Area Examination takes place in the program's EDU 536 Classroom Management and EDU 650 Tests and Measurement. Faculty completed a full revision and updating of both syllabi in 2004-2005. Technology infused classrooms and faculty technology training have been the professional development emphases for the 2005-2006 academic year. This training focus will continue for the 2006-2007 year. It can be observed that when the students took the examination without any courses only a third were able to earn a passing score. After completing the two courses, nearly 85% completed the examination successfully. Students often take the examination before registering for the two required graduate courses. This is due to financial aid requirements that both Praxis I and Praxis II be completed to be eligible for financial assistance.

**#2– CONTENT KNOWLEDGE: Student Teacher Assessment Instrument – (Interpersonal Skills and Student Diversity) – Supervising Professor Observations**

When observed by their College Supervisor, the interns will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in Interpersonal Skills when related to Differentiated Instruction.

1. A brief description of the assessment and its use in the program;

The STAI Indicators (Interpersonal Skills) evaluate intern teaching performance in the area of differentiated instruction. Indicator 28 is empathy for rates of learning. Indicator 29 is sensitivity to individual learning styles. Indicator 33 matches methods to learners. Indicator 36 assesses the intern’s ability to use a variety of methods and strategies. Indicator 37 measures the intern’s positive responses to the learner’s performance.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

ACEI standards that are addressed in this assessment include 1, 3.1, 3.2, 3.3, 3.4.

3. A brief summary of the data findings attached in Section II; and

***Student Teacher Assessment Instrument  
Interns - College Supervisor***

4=Outstanding, Effective Practice    3= Acceptable, Safe to Practice  
2=Marginally Acceptable Practice    1=Ineffective, Unacceptable Practice

<b>E. Interpersonal Skills</b>		<b>2004-2005</b>	<b>2005-2006</b>
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	3.88
29.	Teacher shows sensitivity to learning styles of students.	3.95	3.67
33.	Teacher matches methods to both the learners and objectives.	3.89	3.66
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.86	3.77
37.	Teacher responds positively to students’ academic input.	3.98	3.88

4. An interpretation of how that data provides evidence for meeting standards. The objective was met with all indicators in 2004-2005 and 2005-2006. There was concern that in all indicators there was a decrease in the overall score. The

most significant were Indicator 29 Learning Styles (3.95 to 3.67) and Indicator 33 Matching methods to Learners (3.89 to 3.66). These indicators are both representative of the issues of differentiated instruction within the inclusive classroom. The faculty determined to continue this objective for the 2006-2007 academic year. *The Measures of Differentiated Instruction Survey* was administered in the spring of 2007 to all undergraduates. This survey measures the level of information and application of the principles of differentiated instruction by teacher candidates. Based on the survey data, program revisions were implemented for the summer 2007 term and the EDU 635 Internship in the fall of 2007.

**#3– PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.**

**Planning and Preparation (10 Day Unit) – STAI Rubric**

When observed by their College Supervisor, the student teachers' 10 Day unit will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in five categories: (1) objectives, (2) procedures, (3) materials and technology, (4) assessments, and (5) accommodating individual differences.

1. A brief description of the assessment and its use in the program;  
The Student Teacher Assessment Instrument (STAI) In-Class Evaluation is the observation tool used by the College Faculty when observing student teachers in their final field practicum. Section G. Planning and Preparation (10 Day Written Unit) is designed to assess the student teacher's ability to build integrated units incorporating teaching procedures, student objectives within the Mississippi Curriculum Frameworks and District Benchmarks, appropriate materials and technology, developmentally age-appropriate assessments of student performance (including authentic assessments), and accommodations for learning differences.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

ACEI standards addressed in this assessment include 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4.

3. A brief summary of the data findings.

***Student Teacher Assessment Instrument  
Interns - College Supervisor  
2005-2006***

4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice  
2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice

G. Planning and Preparation – 10 Day Unit		
39.	Title Page (STAI Unit, unit title, your name, date, grade level, subject area, college supervisor).	3.93
40.	The teacher selects and uses appropriate student <b>objectives</b> for unit lessons. Each objective should be labeled to a level of Bloom’s Taxonomy and referenced to district or state benchmarks.	3.86
41.	The teacher selects and uses appropriate teaching <b>procedures</b> for unit lessons. Should have at least one cooperative learning activity.	3.86
42.	The teacher selects and uses appropriate supplementary <b>materials and technology</b> for unit lessons.	3.86
43.	The teacher selects and uses appropriate materials and procedures for a minimum of four <b>assessments</b> of student progress. A variety of assessment types should be used <b>in addition to an attitudinal questionnaire</b> .	3.70
44.	The teacher uses information about students to provide learning experiences which <b>accommodate differences</b> in developmental and educational needs. Include objectives for remedial and/or advanced students.	3.72

4. An interpretation of how that data provides evidence for meeting standards.

The outcome was met in all indicators. Indicator 40 Writing Student Objectives incorporating Bloom’s Taxonomy was met at a 3.86 as was Indicator 41 Teaching Procedures (3.86) and Indicator 42 Materials and Technology (3.86). Indicator 43 Authentic Assessments (3.70) and Indicator 44 Accommodating Differences (3.72) were the lowest. While meeting the objective of 3.5, it remains a concern for faculty that assessments and accommodations are still areas of relative difficulty for our student teachers. The department continues to search for ways to build resources in our Curriculum Labs to provide physical examples of accommodations and assessments for students to preview.

**#4 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions in practice.**

**Principal's Evaluation of First Year Interns**

When observed by their school supervisor (principal), the interns will receive a mean score of 75% or higher in overall teacher effectiveness and performance.

1. A brief description of the assessment and its use in the program;

The principals supervising the M.A.T. interns complete their own district-specific evaluation instrument on an annual basis. In 2005-2006, interns were asked to deliver their annual evaluations to their university supervisors. Since the annual evaluations were district-specific, the categories and performance areas differed from school to school. Therefore an overall performance score was given by university personnel to each evaluation. In 2006-2007, a plan has been to design an evaluation form that all principals would fill out at the end of the internship. This new design should provide more quantitative data for review by the M.A.T. committee.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

ACEI Standards that are addressed in this assessment include: 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4.

3. A brief summary of the data findings attached in Section II. (See next page.)

## First Year Intern Observations By Principals 2005-2006

Teacher	District and School	Overall Percentage
1	Picayune High School	92.6%
2	Lumberton Elementary	88.9%
3	Columbia – Elementary School	79.2%
4	Purvis Middle	77.9%
5	Lamar County Elementary	70.5%
6	Jefferson Davis –Bassfield High School	97.6%
7	Lawrence County – RP Middle School	76.7%
8	Poplarville – MSP School	100%
9	Picayune – PM High School	91.6%
10	Okalona Elementary	72.5%
11	Picayune – West Side	84.2%
12	Picayune – PM High School	98.9%
13	Jefferson Davis – Bassfield High School	95%
14	Lamar County – Oak Grove	90.9%
15	Hattiesburg – Hawkins	100%
16	Lamar County – Oak Grove	68.1%
17	Hattiesburg – G.C.	100%
18	Lamar County – Oak Grove Upper Elem	70%
19	Lamar County – Oak Grove Upper Elem	78.9%
20	Lamar County – Oak Grove High School	90%
21	Hattiesburg – Burney	100%
22	Hattiesburg – Woodley	100%
23	Lamar County – Oak Grove Upper Elem	62.2%
24	West Marion Junior High	93.7%
<b>Total Percentage Ranking for 24 Interns</b>		<b>79.6%</b>

4. An interpretation of how that data provides evidence for meeting standards.

The M.A.T. committee determined that the goal was reached for M.A.T. interns in 2005-2006. Although the scores were high for a number of interns (14 out of 24 interns score 85% or higher), the five interns scoring below 75% drove the mean percentage to 79.6%. The major issue with those interns who experienced trouble in their first year's review was classroom management. A curriculum review committee was tasked to update the content and strategies employed in EDU 536 Classroom Management. Those revisions were implemented in Spring 2007.

**#5 – EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.**

**Mississippi Teacher Education Report**

**As documented by the Mississippi Teacher Education Performance Report, teacher performance competencies will meet or exceed 95%.**

1. A brief description of the assessment and its use in the program;

The Mississippi Teacher Education Report provides detailed data concerning first year teacher performance as assessed by a self-reflection teacher questionnaire and a complementary principal's evaluation report on the first year teacher performance. This data is aggregated and analyzed by institution. This is the School of Education's major assessment instrument for following teacher graduates into their first year of teaching.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

ACEI standards that are addressed in this assessment include 2.1-2.8, and 3.1.

3. A brief summary of the data findings attached in Section II; and

Due to dissemination difficulties at the state level, The Mississippi Teacher Education Performance Report (2006-2007) produced minimal results (only 5 were reported to William Carey University). The sparse data proved to be difficult to use for the purposes of analysis. The five teachers who were represented in the data exceeded 95% in their overall ratings by the administrators. This reflected only 5% of the possible pool of WCU graduates who were presently holding contracts in Mississippi schools. The Report is available for review in the NCATE Exhibit Room.

4. An interpretation of how that data provides evidence for meeting standards.

**The Mississippi Teacher Education Performance Report**

The performance objective will be continued into 2007-2008 with no change in the performance goals. The State Department of Education reported that the impact of Katrina had created a serious problem with data collection during the 2005-2006 academic year. Online surveys and the technology infrastructure have been improved for the 2007-2008 academic year.

**#6– Student Teacher Assessment Instrument – Learning Environment - Supervising Professor Observations.**

When observed by the College Supervisor, the interns will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in the Learning Environment performance indicators (Items 19-25).

1. A brief description of the assessment and its use in the program;

The Student Teacher Assessment Instrument (STAI) is the In-Class Evaluation used by the College Supervisor when evaluating student teacher performance. There is a critical category of intern performance evaluated by the College Supervising Professor: (1) Classroom Environment. The M.A.T. intern is evaluated on a scale of 1-4; 1 describes Ineffective, Unacceptable Practice; 2 describes Marginally Acceptable Practice; 3 describes Acceptable, Safe to Practice (Standard); and 4 describes Outstanding, Effective Practice. The STAI (both formative and summative) becomes the key diagnostic instrument used to build the professional development program for interns in constructing a learning community with an effective classroom management program. The data has been collected over the past two academic years allowing the faculty to formulate new initiatives in curriculum and field practica to improve classroom management through differentiated instruction, multiple intelligences training, and effective classroom procedures.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

ACEI standards that are addressed in this assessment include 1, 3.2, 3.3, 3.4.

3. A brief summary of the data findings attached in Section II

***Student Teacher Assessment Instrument  
M.A.T. Interns -College Supervisor***

4=Outstanding, Effective Practice    3= Acceptable, Safe to Practice  
2=Marginally Acceptable Practice    1=Ineffective, Unacceptable Practice

<b>D. Classroom Environment</b>		<b>04-05</b>	<b>05-06</b>
19.	Teacher creates instructive and interactive bulletin boards.	4.00	3.73
20.	Teacher expresses high expectations both verbally & non-verbally.	4.00	3.93
21.	Teacher conveys behavioral expectations to students.	3.94	3.92
22.	Teacher posts rules and consequences.	3.81	3.87
23.	Teacher creates positive climate through acceptance, appropriate wait time, and encouragement of creativity and risk taking.	3.94	3.89
24.	Teacher monitors behavior through positive remarks.	4.00	3.56
25.	Teacher maintains proper classroom management and discipline.	3.94	3.82

4. An interpretation of how that data provides evidence for meeting standards.

The objective will be continued through the 2006-2007 academic year. Data for the College Supervisors indicated areas of improvement required in six of the seven areas. Due to these issues, a full revision of EDU 536 Classroom Management was implemented in the spring of 2007, including adding a new supplemental text, "Stepping into My Teacher Shoes", designed to focus on Positive Climate and Monitoring Behavior. EDU 635 Internship seminars have been redesigned in view of the increasing research of differentiated instruction and the inclusive classroom.

**#7 – Additional assessment that addresses ACEI standards.**

**EDU 650 Tests, Measurement, and Evaluation – Assessment of Content Knowledge**

1. A description of EDU 650 – three content/performance assessments.
  - A. In EDU 650, 80% of the students will be able to obtain, summarize, and critique empirical information through the annotated bibliography model, obtaining a minimum of 80 out of 100 points on a rubric.
  - B. In EDU 650, 80% of the students will be able to create, using a performance based assessment model, a criteria referenced test, obtaining a minimum of 80 out of 100 points on a rubric.
  - C. In EDU 650, 80% of the students will be able to share information obtained from the annotated bibliography via an informal presentation obtaining a minimum of 80 out of 100 points on a rubric.
2. The Alignment of the EDU 650 content/performance assessments with the ACEI Standards 2.8, 3.1, 3.2, 3.3, 4.

The EDU 650 assessments measure knowledge proficiency in human growth and development (ACEI 3.2), classroom management (ACEI 3.2), instructional design and delivery techniques (ACEI 2.8, 3.1, 3.2, 3.3), and evaluation and assessment (ACEI 4).

3. A summary of the data findings.
  - A. On developing the annotated bibliography model, 76% of the students achieved a minimum of 80 out of 100 points on this criterion.

- B. When creating a performance-based assessment model using a criterion-referenced test, 79% of the students achieved a minimum of 80 out of 100 points on this criterion
  - C. When presenting research information in an informal presentation, all of the students achieved a minimum of 80 out of 100 points on this criterion.
4. Interpretation of how the data provides evidence to meet the standards.
- A. Approximately 76% of the class met this criterion. There were four students who did not meet the minimum conditions. These students were given opportunities to rework and failed to do so. Given that these students chose not to redo the work, it is felt that the assessment results warrant the continuation of procedure with this objective.
  - B. Approximately 88% of the students obtained this criterion. Since the objective was met, established standards will continue.
  - C. Since it appears the students are able to meet the learning outcomes as indicated by the data, support lends itself to maintaining this criterion to assess student performance.