

**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**

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Program documented in this report:

Name of institution's program Elementary Education

Grade levels for which candidates are being prepared¹K-6; 4-8

Degree or award level¹Bachelor of Science

Is this program offered at more than one site? Yes

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

Title of the state license for which candidates are prepared

Elementary Education K-6; Elementary Education 4-8

Program report status: Continuing 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
Undergraduate	307	300	63	77
Graduate	399	455	175	219
Total	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 DATA²

	Title of Assessment	Type or Form of Assessment	When the assessment is administered	Attachments		
				Assessment	Scoring Guides/ Criteria	Data Table
1	Praxis II Subject Area Examination – Elementary Education 0016	State Licensure Exam Test	Quarterly		X	X
2	Integrated Curriculum Unit – EDU 407	Rubric Portfolio	EDU 407		X	X
3	Planning and Preparation (10 Day Unit) -	Rubric-STAI	Student Teaching	X	X	X
4	Student Teacher Assessment Instrument – Overall Rating – Supervising Teacher and Supervising Professor	Observation Analysis	Student Teaching	X	X	X
5	Mississippi Teacher Education Performance Report	Employer Survey	End of first year of teaching			X
6	Student Teacher Assessment Instrument – Items 23-28 (Classroom Management)- Supervising Teacher and Supervising Professor Observations	Observation Analysis	Student Teaching	X	X	X
7	Student Teacher Assessment Instrument – (Environment and Student Diversity) – Supervising Teacher Observations	Observation Analysis	Student Teaching	X	X	X
8	Praxis II Principles of Learning and Teaching	State Licensure Exam	Quarterly		X	X

SECTION III—STANDARDS ASSESSMENT CHART

ACEI STANDARD ³	Categories of Learning			APPLICABLE ASSESSMENTS FROM SECTION II							
	Content Knowledge	Pedagogical Professional	Effect on Student Learning	1	2	3	4	5	6	7	8
DEVELOPMENT, LEARNING AND MOTIVATION											
1. DEVELOPMENT, LEARNING AND MOTIVATION —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	X	X
CURRICULUM STANDARDS											
2.1 English language arts —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	X			
2.2 Science —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	X			
2.3 Mathematics —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	X			

ACEI STANDARD ³	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.											
2.4 Social studies —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	X			
2.5 The arts —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	X			
2.6 Health education —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	X			
2.7 Physical education —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	X			
2.8 Connections across the curriculum —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 ³	Categories of Learning			APPLICABLE ASSESSMENTS FROM SECTION II							
	Content Knowledge	Pedagogical Professional	Effect on Student Learning	1	2	3	4	5	6	7	8
INSTRUCTION STANDARDS											
3.1 Integrating and applying knowledge for instruction —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
3.2 Adaptation to diverse students —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
3.3 Development of critical thinking, problem solving, performance skills —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
3.4 Active engagement in learning —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	
3.5 Communication to foster collaboration —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				
ASSESSMENT FOR INSTRUCTION											
4. ASSESSMENT FOR INSTRUCTION —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 ³	Categories of Learning			APPLICABLE ASSESSMENTS FROM SECTION II							
	Content Knowledge	Pedagogical Professional	Effect on Student Learning	1	2	3	4	5	6	7	8
PROFESSIONALISM STANDARDS											
5.1 Practices and behaviors of developing career teachers —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.		X				X	X				
5.2 Reflection and evaluation —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				
5.3 Collaboration with families —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				
5.4 Collaboration with colleagues and the community —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 0016.⁴

Objective: Students in the Elementary Education program would on the first attempt pass the Elementary Education (0016) Subject Area Examination (2005-2006) at an 80% pass rate. The Examination was replaced by Subject Area Test (0011) in 2007.

1. Description of the assessment.

The Elementary Education: Curriculum, Instruction, and Assessment test is designed for prospective teachers of students in kindergarten through sixth grade. Examinees have completed a bachelor's degree program in elementary school education. 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 0016. Questions are set in the context of the elementary school curriculum: reading/language arts, mathematics, science, social studies, the arts, health and physical education. The same ACEI Standards are covered by the new Elementary Education Examination 0011.

3. Summary of data findings

**Praxis II Subject Area Examination
Elementary Education 0016**

Data Table

Praxis Licensure Exams	Passed 1 st Time	Failed 1 st Time	Failed 2 nd Time	Total
Elementary Ed 0016 Testing Cycle 5/06-6/06	0	0	0	0
Elementary Ed 0016 Testing Cycle 3/06 – 4/06	11	2	0	13
Elementary Ed 0016 Testing Cycle 2/06	11	0	0	11
Elementary Ed 0016 Testing Cycle 11/05 – 1/06	9	0	0	9
Totals	31 (93.9%)	2 (6.1%)	0	33

The School of Education Assessment One Outcome: Students in the Elementary Education Program would on the first attempt pass the Elementary Education (0016) Subject Area Examination at an 80% pass rate. Reviewing the four testing cycles (November 2005-June 2006), a total of 33 students took the test for the first time. Out of the thirty-three exams, thirty-one had a passing score. Our passing rate for this past year was 93.9 %. Therefore the School of Education met its goal for Assessment One Outcome. We intend to continue this Assessment for the next academic year, maintaining our original objective of 80% as the pass rate.

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

Preparation for the Praxis II Subject Area Examination takes place in the school's content methods courses. Faculty completed a full revision and updating of all 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 continued for the 2006-2007 year.

**#2– CONTENT KNOWLEDGE: Assessment of content knowledge in the disciplines to be taught in an elementary classroom.
Integrated Unit – EDR 407 Communication in the Elementary School**

Objective: 80% of the teacher candidates in the undergraduate elementary education program will score a 3 or higher (four point Likert scale rubric) on the Language Arts Integrated Unit Rubric for EDR 407.

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

Rubric for EDR 407 <i>Language Arts Integrated Unit</i>			
Synthesis of Knowledge			
It is evident that best practice is transferred to professional practice.			
4	3	2	1
Clear Transfer The What and Why	Some evidence of transfer Know what you are doing	Needs Explanation Confused	Not Evident Clueless
Organization			
The lesson is well-organized and easy to follow.			
4	3	2	1
Well-Organized Runs smoothly on task	Good organization Good written plan little follow through	Occasionally off track Bouncing Materials not prepared	No organization Not prepared
Integration			
Integration of basal with unique activities is evident.			
4	3	2	1
Covers all days	Covers most days	Covers some days	Only BASAL
Assessments			
Assessments vary and are relevant to learner outcomes.			
4	3	2	1
Covers all subject areas	Integrates 3-4 areas	Integrates 2 areas	Only Lang Arts
Use of Language Arts Skills			
Application of innovative and relevant language arts skills is evidenced throughout unit.			
4	3	2	1
Innovative and creative	Relevant to students	Skills within activities	Worksheets
MDE State Frameworks Correlation			
Integration into all subjects covered			
4	3	2	1
Covers all subject areas	Integrates 3-4 areas	Integrates 2 areas	Only Lang Arts
Depth of Procedures			
Procedures are easy to follow			
4	3	2	1
Great depth	Some depth	Easy to figure out	Difficult to follow
Tech for each day			
Integration into all subjects covered			
4	3	2	1
Covers all 5 days	Covers 4 days	Covers 3 days	Covers 2 days

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

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 EDR 407 Integrated Curriculum Unit.

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

EDR 407 - Communication in the Elementary School Language Arts Integrated Unit Rubric Results

Objective: 80% of the teacher candidates in the undergraduate elementary education program will score a 3 or higher (four point Likert scale rubric) on the Language Arts Integrated Unit Rubric for EDR 407.

Fall 2005					
	4	3	2	1	Pass
Synthesis of Knowledge It is evident that best practice is transferred to professional practice	19	2	1		95.5
Organization The lesson is well-organized and easy to follow.	18	4			100
Integration Integration of basal with unique activities is evident.	22				100
Assessments Assessments may vary and are relevant to learner outcomes.	15	4	3		86.3
Use of Language Arts Skills Application of innovative and relevant language arts skills is evidenced throughout the unit.	22				100
MDE State Frameworks Correlation Integration into all subjects covered.	22				100
Depth of Procedures Procedures are easy to follow.	19	3			100
Technology for each day Integration into all subjects covered.	15	3	4		81.8
Winter 2005					
	4	3	2	1	Pass
Synthesis	20	1			100
Organization	18	3			100
Integration	20	1			100
Assessments	19	2			100
Language Arts Skills	21				100
Framework Correlation	21				100
Procedures	20	1			100
Technology	20	1			100

Spring 2006					
	4	3	2	1	Pass
Synthesis	20	3	2		92
Organization	20	5			100
Integration	23	2			100
Assessments	18	7			100
Language Arts Skills	25				100
Framework Correlation	25				100
Procedures	22	3			100
Technology	21	3	1		96
Fall 2006					
Synthesis of Knowledge It is evident that best practice is transferred to professional practice	12	7			100
Organization The lesson is well-organized and easy to follow.	15	4			100
Integration Integration of basal with unique activities is evident.	15	4			100
Assessments Assessments may vary and are relevant to learner outcomes.	11	5			100
Use of Language Arts Skills Application of innovative and relevant language arts skills is evidenced throughout the unit.	16	3	1		95
MDE State Frameworks Correlation Integration into all subjects covered.	16	3			100
Depth of Procedures Procedures are easy to follow.	13	5	1		95
Technology for each day Integration into all subjects covered.	13	4	2		90
Winter 2006					
Synthesis	15	5			100
Organization	17	2	1		95
Integration	16	4			100
Assessments	13	4	2		90
Language Arts Skills	14	6			100
Framework Correlation	16	4			100
Procedures	15	4	1		95
Technology	15	5			100
Spring 2007					
Synthesis	17	7			100
Organization	20	4			100
Integration	15	7	2		92
Assessments	12	9	3		87.5
Language Arts Skills	15	8	1		95.8
Framework Correlation	14	9		1	95.8
Procedures	16	8			100
Technology	10	5	1	8	62.5

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

All indicators met the Assessment Two Outcome of 80% or higher. The one indicator (Technology-Winter 2005) provided the professor an opportunity to refocus the content to technology integration in the subsequent two terms with the resulting increase in student performance. There was a Technology indicator in Spring 2007 which showed a significant decrease in the performance skills of the teacher candidates. The professor reviewed the course objectives and strategies to improve technology performance skills.

#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 University 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 University 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 attached in Section II; and

***Student Teacher Assessment Instrument
Student Teachers
University Supervisor
2005-2007***

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

G. Planning and Preparation – 10 Day Unit			
		05-06	06-07
39.	Title Page (STAI Unit, unit title, your name, date, grade level, subject area, University supervisor).	3.93	
40.	The teacher selects and uses appropriate student objectives 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 procedures for unit lessons. Should have at least one cooperative learning activity.	3.86	
42.	The teacher selects and uses appropriate supplementary materials and technology for unit lessons.	3.86	
43.	The teacher selects and uses appropriate materials and procedures for a minimum of four assessments of student progress. A variety of assessment types should be used in addition to an attitudinal questionnaire .	3.70	
44.	The teacher uses information about students to provide learning experiences which accommodate differences 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.

**Student Teacher Assessment Instrument – Overall Rating –
Supervising Teacher and Supervising Professor**

When observed by their University Supervisor and Supervising Teacher, the student teachers will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in all teacher performance indicators.

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 Supervising Teacher and the University Supervisor when evaluating student teacher performance. There are five categories of student teacher performance evaluated by the University Supervising Professor: (1) Affective Beginning/Anticipatory Set; (2) Teaching; (3) Time on Task; (4) Interpersonal Skills; and (5) Assessment. The student teacher 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 for the Supervising Teacher has five categories: (1) Planning and Preparation; (2) Communication and Interaction; (3) Teaching for Learning; and (4) Assessment of Student Learning. The STAI (both formative and summative) becomes the key diagnostic instrument used to build the professional development program for student teachers. 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 overall student 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, 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;

School of Education - William Carey University Student Teacher Assessment Instrument (STAI) Supervising Teacher (2004-2007)				
Planning and Preparation		04-05 Mean	05-06 Mean	06-07 Mean
1	The teacher selects and uses appropriate student objects for unit lessons.	3.93	3.96	
2	The teacher selects and uses appropriate teaching procedures for unit lessons.	3.89	3.96	
3	The teacher selects and uses appropriate supplementary materials and technology for unit lessons.	3.89	3.80	
4	The teacher uses information about students to provide learning experiences which accommodate difference in developmental and education needs.	3.91	3.86	
5	The teacher uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	3.86	3.85	
6	The teacher integrates knowledge from several subject areas in unit lessons.	3.84	3.85	
7	The teacher incorporates multicultural perspectives into teaching units.	3.80	3.77	
Communication and Interaction		04-05	05-06	06-07
8	The teacher uses correct oral and written communication.	3.84	3.87	
9	The teacher relates concepts using clear handwriting and appropriate language which is easily understood by and respectful toward others.	3.91	3.90	
10	The teacher provides clear, complete directions for carrying out instructional activities.	3.82	3.86	
11	The teacher communicates high expectations for learning to all students.	3.91	3.87	
12	The teacher projects enthusiasm for teaching and learning.	3.89	3.85	
13	The teacher listens to students and demonstrates interest in what they are saying by responding appropriately.	3.91	3.94	
14	The teacher provides opportunities for students to work cooperatively with others to enhance learning.	3.86	3.96	
15	The teacher meets and responds appropriately to parents/guardians.	3.76	3.87	
Teaching For Learning		04-05	05-06	06-07
16	The teacher demonstrates knowledge of the subject(s) taught.	3.94	3.87	
17	The teacher uses a variety of appropriate teaching strategies.	3.91	3.87	
18	The teacher provides opportunities for students to apply concepts in problem solving and critical thinking.	3.82	3.82	
19	The teacher elicits and responds to student input.	3.89	3.96	
20	The teacher probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses.	3.80	3.86	
21	The teacher uses questions to engage students in original, creative, and higher order thinking.	3.77	3.79	
22	The teacher uses family and/or community resources in the student	3.73	3.79	

	teaching experience to enhance student learning.			
Assessment of Student Learning		04-05	05-06	06-07
29	The teacher informs students of performance standards and assessment criteria.	3.86	3.96	
30	The teacher provides timely feedback regarding academic performance and discusses corrective procedures to be taken.	3.86	3.90	
31	The teacher provides opportunities for students to assume responsibility for learning and to engage in self-evaluation.	3.89	3.89	
32	The teacher maintains records of student work/ performance and communicates progress to both parents and/or guardians and appropriate colleagues.	3.84	3.89	
33	The teacher actively seeks opportunities to grow reflectively and professionally.	3.86	3.96	

Student Teacher Assessment Instrument
Student Teachers
University Supervisor

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

A. Affective Beginning/Anticipatory Set		04-05	05-06	06-07
1.	Teacher has materials and equipment ready.	3.90	3.98	4.0
2.	Teacher uses motivational, thought provoking, or unusual happening.	3.80	3.86	3.7
3.	Teacher reviews previous lesson and/or past experiences.	3.90	3.92	3.9
4.	Teacher states lesson purpose and plan.	3.88	3.92	3.8
5.	Teacher states importance/relevancy of lesson, and has students personalize lesson/relate importance of content to real life.	3.83	3.76	3.7
B. Teaching		04-05	05-06	06-07
6.	Teacher provides clear, concise and accurate information.	3.88	3.92	4.0
7.	Teacher clarifies expectations through models, rubrics and/or example.	3.85	3.93	4.0
8.	Teacher checks for understanding.	3.88	3.97	4.0
9.	Teacher uses instructional aids skillfully.	3.88	3.96	3.9
10.	Teacher gives clear verbal/written directions which are easily understood.	3.85	3.92	4.0
11.	Teacher provides opportunity for critical thinking and/or problem-solving.	3.83	3.90	4.0
12.	Teacher monitors individual / group learning, re-teaching when necessary.	3.90	3.96	3.9
13.	Teacher provides relevant independent and individual practice.	3.98	3.93	4.0

14.	Teacher provides appropriate closure to lesson.	3.80	3.86	3.9
C. Time on Task		04-05	05-06	06-07
15.	Teacher uses instructional time efficiently.	3.88	3.96	4.0
16.	Teacher keeps students on task through participation/ involvement.	3.83	3.90	4.0
17.	Teacher uses effective transitions within lesson and group changes.	3.90	3.89	4.0
18.	Teacher maintains learner involvement with pacing/ varied activities.	3.85	3.94	3.9
E. Interpersonal Skills		04-05	05-06	06-07
26.	Teacher is eager (facial expression, time, voice, gesture, etc.).	3.93	3.97	4.0
27.	Teacher uses proximity, moves around the room.	3.94	3.96	4.0
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	4.00	4.0
29.	Teacher shows sensitivity to learning styles of students.	3.90	3.97	4.0
30.	Teacher uses acceptable oral/written grammar.	3.78	3.86	4.0
31.	Teacher's pronunciation is clear and distinct.	3.95	3.96	4.0
32.	Teacher uses acceptable handwriting on board, handouts, materials, etc.	3.85	3.97	4.0
33.	Teacher matches methods to both the learners and objectives.	3.90	3.97	4.0
34.	Teacher incorporates student responses in discussion or lesson.	3.95	3.97	4.0
35.	Teacher sequences topics / procedures appropriately for flow of lesson.	3.96	4.00	4.0
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.93	3.98	3.8
37.	Teacher responds positively to students' academic input.	3.95	3.97	4.0
F. Assessment		04-05	05-06	06-07
38.	Teacher expands beyond workbook and worksheets.	3.95	3.90	3.9

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

All student teacher performance indicators met the objective of 3.5 or higher. With over 70 students in the field, this is a fairly accurate assessment of the entire program. When comparing Supervising Teacher scores with the University Supervisor scores, there were no significant differences. It is the conclusion of the student teacher faculty that the student teachers are being provided a strong pre-professional development program that is preparing them to enter the profession as "safe to practice" teacher candidates. The faculty will continue to assess this data term by term with a focus on those student teachers who are proving to be ineffectual in the classroom. The faculty has decided to complete the Clinical Educator Training under the Teacher Performance System in order to effectively use additional diagnostic instruments in Planning,

Instructional Organization and Development, Presentation of Subject Matter, Communication: Verbal and Nonverbal, and Management of Student Conduct.

#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 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.

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

The performance objective will be continued into 2006-2007 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 2006-2007 academic year.

#6– Student Teacher Assessment Instrument – Classroom Management and the Learning Environment - Supervising Teacher and Supervising Professor Observations.

When observed by their University Supervisor and Supervising Teacher, the student teachers will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in Classroom Management and the Learning Environment performance indicators.

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 Supervising Teacher and the University Supervisor when evaluating student teacher performance. There are two critical categories of student teacher performance evaluated by the University Supervising Professor and Supervising Teacher: (1) Management of the Learning Environment and (2) Classroom Environment. The student teacher 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 student teachers 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

School of Education - William Carey University Student Teachers Student Teacher Assessment Instrument (STAI) Supervising Teacher (2004-2007)				
Management of the Learning Environment		04-05	05-06	06-07
23	The teacher monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.	3.82	3.95	3.85
24	The teacher adjusts unit lessons according to individual student and group responses.	3.89	4.00	3.85
25	The teacher attends to and delegates routine tasks of an effective classroom management plan.	3.77	3.95	3.95
26	The teacher uses a variety of discipline strategies effectively, according to individual and situational needs.	3.70	3.85	3.85
27	The teacher is fair and supportive of students, resulting in a positive interactive learning environment.	3.89	4.00	3.95
28	The teacher uses instructional time effectively.	3.75	3.90	3.95

School of Education - William Carey University				
Student Teachers				
Student Teacher Assessment Instrument (STAI)				
College Supervisor (2004-2007)				
Classroom Environment		04-05	05-06	06-07
19	Teacher creates instructive and interactive bulletin boards.	3.80	3.96	3.90
20	Teacher expresses high expectations both verbally and non-verbally.	3.80	3.95	3.84
21	Teacher conveys behavioral expectations to students.	3.88	3.97	3.92
22	Teacher posts rules and consequences.	3.92	3.96	4.00
23	Teacher creates positive climate through acceptance, appropriate wait time, and encouragement of creativity and risk taking.	3.87	3.87	3.84
24	Teacher monitors behavior through positive remarks.	3.94	3.87	3.80
25	Teacher maintains proper classroom management and discipline.	3.87	3.93	3.88

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 University Supervisors indicated improvement in five of the seven areas. There was a decrease in Monitoring Behavior 2005-3.94 to 2006-3.87 and no change in Positive Climate 2005-3.87 to 2006-3.87. Data for the Teacher Supervisors indicated significant improvements in all six indicators. EDU 436 Classroom Management will be adding a new supplemental text, "Stepping into My Teacher Shoes", designed to focus on Positive Climate and Monitoring Behavior.

#7–Student Teacher Assessment Instrument – (Interpersonal Skills and Student Diversity) – Supervising Professor Observations

When observed by their University Supervisor, the student teachers 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 student teacher 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 student teacher’s ability to use a variety of methods and strategies. Indicator 37 measures the student teacher’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
Student Teachers
University Supervisor***

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

E. Interpersonal Skills		04-05	05-06	06-07
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	4.00	4.0
29.	Teacher shows sensitivity to learning styles of students.	3.90	3.97	4.0
33.	Teacher matches methods to both the learners and objectives.	3.90	3.97	4.0
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.93	3.98	3.8
37.	Teacher responds positively to students' academic input.	3.95	3.97	4.0

4. An interpretation of how that data provides evidence for meeting standards.
The objective was met with all indicators showing an increase from 2004-2005 to 2005-2006. This trend continued into the 2006-2007 academic year. The faculty determined to continue this objective for the 2007-2008 academic year.

#8 – Additional assessment that addresses ACEI standards.

Praxis II Principles of Learning and Teaching

Objective: Students in the Elementary Education program would on the first attempt pass the Principles of Learning and Teaching Examination (PLT) at an 80% pass rate.

1. A description of the Praxis II Principles of Learning and Teaching
The Principles of Learning and Teaching test is designed to assess a beginning teacher's knowledge of a variety of job-related criteria. Such

knowledge is typically obtained in undergraduate preparation in areas such as educational psychology, human growth and development, classroom management, instructional design and delivery techniques, evaluation and assessment, and other professional preparation. The test includes four case histories, each presenting a particular teaching situation. For each case history, the examinee will respond to three short-answer questions related to the teaching situation described in the case history. The twelve short-answer questions will cover all of the content areas listed under Topics Covered. Each short-answer question will be scored on a scale of 0–2. Questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching. Each case history with short-answer questions will require approximately 25 minutes.

2. The Alignment of the Praxis II PLT Examination with the ACEI Standards 1, 2.8, 3.1, 3.2, 3.3, 4.

The Praxis II PLT Exam is described as an assessment that measures knowledge proficiency in educational psychology (ACEI 1, 3.2), human growth and development (ACEI 1, 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.

Praxis II Principles of Learning and Teaching (PLT)

Data Table

Praxis Licensure Exams	Passed 1st Time	Failed 1st Time	Failed 2nd Time	Total
PLT Exam Testing Cycle 5/06- 6/06	0	0	0	0
PLT Exam Testing Cycle 3/06 – 4/06	17	1	0	18
PLT Exam Testing Cycle 2/06	12	1	0	13
PLT Exam Testing Cycle 11/05 – 1/06	9	1	0	10
Totals	38	3	0	41
Percentages	92.68%	7.32%	0	100%

4. Interpretation of how the data provides evidence to meet the standards.

The objective was met with 92.68% of the teacher candidates earning a passing score on the first attempt at the P.L.T. This objective will be continued as it is a strong indicator of the success of our teaching program in EDU 300 Introduction to Education, and our senior foundation classes: EDU 436 Classroom Management and EDU 450 Tests and Measurement.