

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS,

NCATE Institutional Report 2007

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

William Carey University's School of Education enters the 21st century committed to developing education professionals who can teach all students, in every school; who can prepare learners for full participation in their communities, in their nation, and in the global society. Under the direction of Mississippi Department of Education (MDE) Annual Process Review, the faculty completed total revisions of all syllabi aligning student learning outcomes to the learned societies. The assessment system was developed during this same time, expanded from the original SACS requirements of five assessments to multiple assessments from external and internal evaluations. Professional Dispositions while always an important part of each teacher candidate's profile has now become clarified for the candidates and faculty members. The Unit's institutional standards have been aligned with the University's standards and mission. The conceptual framework has been expanded to include current research and best practice, and this has provided consistency and assessment across all programs. The chair and the Dean collect and analyze data on the progress of teacher candidates through the program.

The assessment system, described in Standard 2, is only effective if it improves instructional practice and encourages faculty to model best delivery systems. It is the mission of the faculty to assist the districts and the state in creating a statewide learning community where all children and young people discover their gifts, reach their highest potential, and achieve success in life.

Content Knowledge for Teacher Candidates

Both elementary and secondary students complete a strong liberal arts and sciences core curriculum that establishes a strong academic foundation. A teacher unable to bring Core Knowledge to the classroom fails the very definition of being a teacher. The Cultural Literacy issues described by Hirsch (2000) argue for well-trained academicians who have not just been "collectors of undergraduate hours" (p. 129), but have become involved in the mainstream of academic core knowledge throughout the university (See Table 1.1). Each education and secondary student is required to complete a 44-46 hours core curriculum with a 2.5 GPA before being admitted to teacher education. The core curriculum includes requirements for majors in Elementary Education (Bachelor of Science), Physical Education (Bachelor of Science), Biology Education (Bachelor of Science), Social Studies Education (Bachelor of Science),

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Mathematics Education (Bachelor of Science), English Education (Bachelor of Arts), Art Education (Bachelor of Fine Arts), Speech/Drama and Communications Education (Bachelor of Fine Arts), and Vocal and Instrumental Music Education (Bachelor of Music Education).

Table 1.1: General Studies

<i>Courses required in BS, BA, BFA, and BME</i>	<i>Hours</i>
<i>English 101-102</i>	6 hours
<i>English Literature</i>	6 hours
<i>History 101-102 or 201-202</i>	6 hours
<i>Mathematics 131 or higher</i>	3 hours
<i>Psychology 101</i>	3 hours
<i>Biology with Lab</i>	4 hours
<i>Communications</i>	3 hours
<i>Fine Arts</i>	3 hours
<i>Total hours</i>	34 hours

Additional core courses required by degree:

Table 1.2: Bachelor of Science

<i>Additional BS requirements</i>	<i>Hours</i>
<i>Laboratory Science</i>	4 hours
<i>Science (lab not required)</i>	3 hours
<i>Social Science</i>	3 hours

Table 1.3: Bachelor of Arts

<i>Additional BA requirements</i>	<i>Hours</i>
<i>Foreign Language</i>	6 hours
<i>History, Philosophy, or English</i>	3 hours
<i>Social Science</i>	3 hours

Table 1.4: Bachelor of Fine Arts

<i>Additional BFA requirements</i>	<i>Hours</i>
<i>Fine Arts</i>	6-9 hours
<i>Philosophy or English Elective</i>	3 hours
<i>Social Science (Art)</i>	3 hours

Table 1.5: Bachelor of Music Education

<i>Additional BME requirements</i>	<i>Hours</i>
<i>Fine Arts</i>	9 hours
<i>Social or Physical Science</i>	3 hours

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Elementary and secondary students complete an additional college core that includes six hours of religion, two hours in physical education, and three hours in psychology (Table 1.6).

Table 1.6: General College Requirements

General William Carey University requirements	Hours
Religion	6 hours
Physical Education activities courses	2 hours
Psychology – Developmental or Adolescent	3 hours

Students in elementary education complete 27 hours in an interdisciplinary core that requires six additional hours in mathematics (nine including the core); three hours in social studies (twelve including the core); six hours in the arts (nine including the core); three in psychology (six including the core); three in physical education (five including the core); six hours in Early Literacy I and II; three in special education, and three hours in computer applications (See Table 1.7).

Table 1.7: Elementary Education (K-6)

K-6 Interdisciplinary Concentration	Hours
Mathematics (MAT 116, MAT 316)	6 hours
Social Science	3 hours
Arts (MUE 320, ART 319)	6 hours
Physical Education Methods (PED 338)	3 hours
Computer Science (EDU 325)	3 hours
Reading Methods (EDR 308, EDR 311)	6 hours
Special Education (EDU 372)	3 hours
Psychology (PSY 202)	3 hours

Elementary education (K-6) majors are required to complete two areas of concentration in a chosen field to ensure a stronger content knowledge base. Secondary students must complete the requirements for their subject major. The courses in each major are sequenced and designed to offer a general foundation and expertise in that discipline.

The general studies program at William Carey University has as its foundation the mission of the university. Multicultural and global perspectives are incorporated throughout the program. A review of course syllabi reflect both global and multicultural perspectives in the following courses (See Table 1.8).

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Table 1.8: Multicultural and Global Perspectives

Courses	Hours
<i>English 211-212 World Literature</i>	6 hours
<i>History 101-102 World History</i>	6 hours
<i>Art Appreciation (ART 200), Music Appreciation (MUS 200), or Theatre Appreciation (THE 200)</i>	3 hours
<i>Social Science (Political Science PSC 201, Sociology SOC 101, Anthropology SOC 111, or Geography GEO 101)</i>	3 hours
<i>Religion 101 or 102 Old and New Testament</i>	6 hours
<i>Psychology (PSY 201)</i>	3 hours

Content Studies for Initial Teacher Preparation

Elementary and secondary students complete a strong liberal arts and sciences core curriculum that provides a strong academic foundation. Elementary and secondary students also complete an additional college core that includes six hours in religion; two hours in physical education, and three hours in psychology. Students in elementary education complete 30 additional hours in an interdisciplinary core that requires six additional hours in mathematics (nine including the core); three in social sciences (12 including the core); three in psychology (six including the core); six hours in the arts (nine including the core); three in physical education (five to six including the core); six in literacy; three in special education; and three hours in computer applications.

Elementary education (K-6) majors are also required to complete two areas of concentration in a chosen field to ensure a stronger content knowledge base. These two concentrations allow the teacher candidate to apply for highly qualified status as defined in the *No Child Left Behind Act* in two concentrations. Students may complete a reading concentration to enable them to obtain K-12 reading certification and an additional content area concentration. The content concentration requires six to fifteen hours in additional content courses. In the concentrations, Science, Mathematics, and Special Education have been identified by the State of Mississippi as critical teaching needs. Table 1.9 lists the six concentrations for K-6th and 4th-8th certifications.

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Table 1.9: Highly Qualified Concentrations

Highly Qualified Concentrations	Hours
English K-6, 4-8	18-21 hours (3 additional hours in English)
Social Science K-6, 4-8	18-21 hours (3-6 additional hours in Social Science)
*Science K-6, 4-8	18-21 hours (4 to 7 additional hours in Science)
*Mathematics K-6, 4-8	18-21 hours (6-9 additional hours in Mathematics)
Reading K-12	21 hours (3 additional hours in Reading)
*Special Educ. (Mild Moderate Disabilities) K-12	18 hours (15 additional hours in Special Education)

*Science, Mathematics, Special Education have been identified by the State of Mississippi as critical teaching needs

Secondary students must complete the requirements for their subject matter. The courses in each major are sequenced and designed to offer a general foundation and expertise in that discipline (See the University College for course listings and descriptions).

In addition to the computer applications course required of majors, technology is a part of each professional course and is documented in the course syllabi. The use of technology in teaching is considered an integral part of the teacher preparation program. Technological activities include computer word processing, email, internet searches, building instructional websites, building PowerPoint presentations, working with databases, working with Publisher, building online newsletters, creating brochures, LCD presentations, working with Promethean Boards and Activotes, giving presentations using SmartBoard, working with CDs, VCRs, DVDs, giving presentations using Sympodium boards, and working with wireless laptops to access the internet and other applications. In courses with a practicum, technology is emphasized as part of the teacher-child experience.

The following guidelines and standards of professional organizations are used as a framework for developing programs in each content area:

National Council for Accreditation of Teacher Education (NCATE) www.ncate.org
National Council of Teachers of English (NCTE) www.ncte.org
National Council of Teachers of Mathematics (NCTM) www.nctm.org
National Council for the Social Studies (NCSS) www.ncss.org
National Science Teachers Association (NSTA) www.nsta.org
Am. Alliance for Health, P.E., Recreation, Dance (AAHPRD) www.aahprd.org
National Assoc. for the Education of Young Children (NAEYC) www.naeyc.org
Council for Exceptional Children (CEC) www.cec.org
Association for Childhood Education International (ACEI) www.acei.org
International Reading Association (IRA) www.ira.org
New Teacher Assessment and Support Consortium (INTASC) www.intasc.org
National Art Education Association www.naea.org
Music Educators National Conference www.menc.org

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International Society for Technology in Education (ISTE) www.iste.org

National Middle Schools Association (NMSA) www.nmsa.org

National Association of School Psychologists (NASP) www.nasp.org

Professional and Pedagogical Studies for Initial Teacher Preparation

The teacher education curriculum is a well-planned sequence of courses and experiences. The professional courses begin with EDU 300 and 300.1. This course (EDU 300) and the accompanying field experience (EDU 300.1) introduce teacher candidates to the teaching profession through reflective observations in the elementary, middle and secondary schools in our area. These courses are followed by a sequence of both professional and specialty courses that allow the teacher candidates to acquire and apply both professional and pedagogical knowledge in the various content areas. Many of the professional and specialty courses require hands-on teaching and learning with one child or a group of children, including individual tutoring, small groups, and whole class instruction.. The student teacher experience provides the culminating experience for demonstration of the application of professional and pedagogical knowledge and competency to work with all students.

The teacher education unit has identified the following courses as having fulfilled the criteria listed below (See Class Syllabi).

- (1) The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.
 - a. PSY 204 Educational Psychology
 - b. EDU 300/300.1 Introduction to Education and Field Experience
 - c. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - d. EDU 436 Classroom Management
 - e. EDU 446 Teaching in the Secondary School
 - f. EDU 483 Directed Teaching in the Elementary School
 - g. EDU 484 Directed Teaching in the Secondary School
 - h. EDU 496 Directed Teaching in Special Subject Areas

- (2) The impact of technological and societal changes on schools
 - a. PSY 202/203 Child or Adolescent Psychology
 - b. PSY 204 Educational Psychology
 - c. EDU 300/300.1 Introduction to Education and Field Experience
 - d. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - e. EDU 436 Classroom Management
 - f. EDU 446 Teaching in the Secondary School
 - g. EDU 450 Tests, Measurements, and Evaluation
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- i. EDU 484 Directed Teaching in the Secondary School
 - j. EDU 496 Directed Teaching in the Special Subject Areas
- (3) Theories of human development and learning
- a. PSY 202/203 Child or Adolescent Psychology
 - b. PSY 204 Educational Psychology
 - c. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - d. EDU 436 Classroom Management
 - e. EDU 446 Teaching in the Secondary School
- (4) Inquiry and research
- a. PSY 204 Educational Psychology
 - b. EDU 300/300.1 Introduction to Education and Field Experience
 - c. EDU 450 Tests, Measurements, and Evaluation
- (5) School law and educational policy; professional ethics
- a. PSY 204 Educational Psychology
 - b. EDU 300/300.1 Introduction to Education and Field Experience
 - c. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - d. EDU 436 Classroom Management
 - e. EDU 446 Teaching in the Secondary School
 - f. EDU 483 Directed Teaching in the Elementary School
 - g. EDU 484 Directed Teaching in the Secondary School
 - h. EDU 496 Directed Teaching in Special Subject Areas
- (6) The responsibilities, structure, and activities of the profession
- a. EDU 300/300.1 Introduction to Education and Field Experience
 - b. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - c. EDU 436 Classroom Management
 - d. EDU 446 Teaching in the Secondary School
 - e. EDU 483 Directed Teaching in the Elementary School
 - f. EDU 484 Directed Teaching in the Secondary School
 - g. EDU 496 Directed Teaching in Special Subject Areas
- (7) Research- and experience-based principles of effective practice for encouraging the intellectual, social, and personnel development of students
- a. PSY 202/203 Child or Adolescent Psychology
 - b. PSY 204 Educational Psychology
 - c. EDU 300/300.1 Introduction to Education and Field Experience
 - d. EDR 407 Communication in the Elementary School
 - e. EDU 446 Teaching in the Secondary School
 - f. EDU 483 Directed Teaching in the Elementary School

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- g. EDU 484 Directed Teaching in the Secondary School
 - h. EDU 496 Directed Teaching in Special Subject Areas
- (8) A variety of instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities
- a. PSY 204 Educational Psychology
 - b. EDU 300/300.1 Introduction to Education and Field Experience
 - c. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - d. EDR 344 Literature for Children
 - e. EDU 345 Social Studies in the Elementary School
 - f. EDR 407 Communication in the Elementary School
 - g. EDU 436 Classroom Management
 - h. EDR 441 Diagnosis and Correction of Reading Disability
 - i. EDU 446 Teaching in the Secondary School
 - j. EDU 483 Directed Teaching in the Elementary School
 - k. EDU 484 Directed Teaching in the Secondary School
 - l. EDU 496 Directed Teaching in Special Subject Areas
- (9) Developing critical thinking, problem solving, and performance skills
- a. EDR 308 Early Literacy I
 - b. EDR 311 Early Literacy II
 - c. EDR 344 Literature for Children
 - d. EDU 345 Social Studies in the Elementary School
 - e. EDU 346 Science in the Elementary School
 - f. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - g. EDR 407 Communication in the Elementary School
 - h. EDU 436 Classroom Management
 - i. EDU 440 Kindergarten Education and Practicum
 - j. EDR 441 Diagnosis and Correction of Reading Disability
 - k. EDU 446 Teaching in the Secondary School
 - l. EDU 450 Tests, Measurements, and Evaluation
 - m. EDR 474 Reading in the Middle and Secondary School
 - n. EDU 483 Directed Teaching in the Elementary School
 - o. EDU 484 Directed Teaching in the Secondary School
 - p. EDU 496 Directed Teaching in Special Subject Areas
- (10) Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom
- a. PSY 204 Educational Psychology
 - b. EDR 311 Early Literacy II
 - c. EDR 344 Literature for Children
 - d. EDU 345 Social Studies in the Elementary School
 - e. EDR 407 Communication in the Elementary School

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- f. EDU 413 Mathematics in the Elementary School
 - g. EDU 436 Classroom Management
 - h. EDU 440 Kindergarten Education and Practicum
 - i. EDR 441 Diagnosis and Correction of Reading Disability
 - j. EDU 446 Teaching in the Secondary School
 - k. EDU 450 Tests, Measurement, and Evaluation
 - l. EDR 474 Reading in the Middle and Secondary School
 - m. EDU 483 Directed Teaching in the Elementary School
 - n. EDU 484 Directed Teaching in the Secondary School
 - o. EDU 496 Directed Teaching in Special Subject Areas
- (11) Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being
- a. EDU 300/300.1 Introduction to Education and Field Experience
 - b. EDR 311 Early Literacy II
 - c. EDU 345 Social Studies in the Elementary School
 - d. EDU 346 Science in the Elementary School
 - e. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - f. EDR 407 Communication in the Elementary School
 - g. EDU 483 Directed Teaching in the Elementary School
 - h. EDU 484 Directed Teaching in the Secondary School
 - i. EDU 496 Directed Teaching in Special Subject Areas
- (12) Planning and managing instruction based on knowledge of the content area, the community and curriculum goals
- a. EDU 300/300.1 Introduction to Education and Field Experience
 - b. EDR 308 Early Literacy I
 - c. EDR 311 Early Literacy II
 - d. EDR 344 Literature for Children
 - e. EDU 345 Social Studies in the Elementary School
 - f. EDU 346 Science in the Elementary School
 - g. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - h. EDR 407 Communication in the Elementary School
 - i. EDU 413 Mathematics in the Elementary School
 - j. EDU 436 Classroom Management
 - k. EDU 440 Kindergarten Education and Practicum
 - l. EDR 441 Diagnosis and Correction of Reading Disability
 - m. EDU 446 Teaching in the Secondary School
 - n. EDU 450 Tests, Measurements, and Evaluation
 - o. EDR 474 Reading in the Middle and Secondary School
 - p. EDU 483 Directed Teaching in the Elementary School
 - q. EDU 484 Directed Teaching in the Secondary School
 - r. EDU 496 Directed Teaching in Special Subject Areas

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- (13) Formal and informal assessment strategies for evaluating and ensuring that continuous intellectual, social, and physical development of the learner
- a. EDR 308 Early Literacy I
 - b. EDR 311 Early Literacy II
 - c. EDU 345 Social Studies in the Elementary School
 - d. EDU 346 Science in the Elementary School
 - e. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - f. EDR 407 Communication in the Elementary School
 - g. EDU 436 Classroom Management
 - h. EDU 440 Kindergarten Education and Practicum
 - i. EDR 441 Diagnosis and Correction of Reading Disability
 - j. EDU 446 Teaching in the Secondary School
 - k. EDU 450 Tests, Measurements, and Evaluation
 - l. EDU 483 Directed Teaching in the Elementary School
 - m. EDU 484 Directed Teaching in the Secondary School
 - n. EDU 496 Directed Teaching in Special Subject Areas
- (14) The opportunity for teacher candidates to reflect on their teaching and its effect on student growth and learning
- a. EDR 311 Early Literacy II
 - b. EDU 345 Social Studies in the Elementary School
 - c. EDU 346 Science in the Elementary School
 - d. EDR 407 Communication in the Elementary School
 - e. EDU 413 Mathematics in the Elementary School
 - f. EDU 436 Classroom Management
 - g. EDU 440 Kindergarten Education and Practicum
 - h. EDR 441 Diagnosis and Correction of Reading Disability
 - i. EDU 446 Teaching in the Secondary School
 - j. EDU 483 Directed Teaching in the Elementary School
 - k. EDU 484 Directed Teaching in the Secondary School
 - l. EDU 496 Directed Teaching in Special Subject Areas
- (15) Educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity
- a. EDU 300/300.1 Introduction to Education and Field Experience
 - b. EDU 325 Technology in Education
 - c. EDU 346 Science in the Elementary School
 - d. EDU 372 Survey of the Exceptional Child and Multicultural Education
 - e. EDR 407 Communication in the Elementary School
 - f. EDU 413 Mathematics in the Elementary School
 - g. EDU 436 Classroom Management
 - h. EDR 441 Diagnosis and Correction of Reading Disability
 - i. EDU 450 Tests, Measurements and Evaluation

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- j. EDR 474 Reading in the Middle and Secondary School
- k. EDU 483 Directed Teaching in the Elementary School
- l. EDU 484 Directed Teaching in the Secondary School
- m. EDU 496 Directed Teaching in Special Subject Areas

Program Admission

Undergraduate Program

Undergraduate candidates must meet the Mississippi Department of Education requirements for admission to the Teacher Education Program. Transition Points are designed into each program to evaluate student developmental progress. Students who make proper application will be admitted to teacher education when they meet the MDE requirements for Transition Point One (Admission/Core):

- Students make application for admission to the professional program in teacher education prior to taking courses in education; however secondary majors may take six hours of courses and elementary majors may take nine hours of education courses (at the 300 level only) before being formally admitted to the professional program.
- Students make application for admission by the end of their sophomore year in college. Transfer students who are sophomores make application prior to registering for their first trimester of courses at the University.
- All students must be formally admitted to teacher education before they will be permitted to take more than six hours (secondary majors) or nine hours (elementary majors) of 300 level education courses. A student who has not been admitted will not be permitted to take 400 level education courses.
- Students must achieve and maintain an overall grade-point average of 2.5 or better on the teacher education liberal arts core as defined in the Teacher Education Handbook.
- Student must complete the teacher education liberal arts 44 hour core requirements.
- Students must achieve the required score on PRAXIS I (Pre-Professional Skills Test) which includes all subtests (Reading, Writing, Mathematics). A student may also meet these tests' requirements with a score of 21 or better on the ACT and no score below an 18 on any subtest.
- Students must achieve a grade of C or better in English 101 and 102. (Students who have earned a D in English 101 and 102 may be conditionally admitted to the professional program in teacher education. However, they must remove the conditional status by rescheduling English 101 and/or 102 and earning a grade of C or better the following regular trimester or summer session of enrollment at the university.)

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Graduate Program (M.A.T./M.Ed.)

The specific goals and objectives of the Master in the Art of Teaching (M.A.T.) and the Master of Education (M.Ed.) programs are to provide students with opportunities to:

1. Obtain academic credentials that will allow them to advance in the chosen field of employment;
2. Experience personal growth and understanding through in-depth study in the areas of concentration and certification;
3. Specialize in a chosen area or discipline;
4. Build upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field; and
5. Become strong professional leaders in their chosen disciplines and areas of certification.

Graduate candidates must also meet the Mississippi Department of Education requirements for the Master in the Art of Teaching degree whereby the student has already achieved a Bachelor of Science or Bachelor of Arts from a four-year accredited institution, but not in education. At the completion of the degree, the newly licensed teacher holds a standard five-year teaching license.

The general admission requirements for the M.A.T. and M.Ed. programs are outlined below. Each applicant must:

- Hold a baccalaureate degree from an accredited college or university;
- Complete and file with the graduate education office the application packet for admission to the university;
- Provide official transcripts of all college work completed to date to the registrar and to the admissions office. After the applicant is accepted, a supplementary official transcript showing any additional work completed at other institutions is also required;
- Have an overall minimum grade point average of 2.50 on a four-point scale for the last 64 hours of undergraduate work presented for the baccalaureate degree. Applicants must hold, or be qualified to hold, a standard Mississippi Department of Education teaching license (M.Ed. programs). English applicants waiving licensure must provide official documentation of a score of 380 on the Miller's Analogy Test or an 800 combined verbal and quantitative score on the Graduate Record Exam.
- Prior to completing nine hours of graduate work, the student must declare a major and file a program plan signed by the student's advisor.
- M.A.T. Admission Requirement: A candidate with an undergraduate degree must have a 2.5 G.P.A. on the last 64 hours of undergraduate work and a passing score on both the PRAXIS I (Pre-Professional Skills Test) and PRAXIS II (Subject Area Examination).

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Candidate Enrollment

Table 1.10 describes the enrollment figures based on Fall 2006 statistics for undergraduate and graduate programs in Teacher Education at William Carey University. Table 1.11 shows the same data updated to Spring 2007.

Table 1.10 Undergraduate and Graduate Enrollment by Program – 10/2006

Degrees Offered	Area	Grades	Program Level	Candidates in the program (As of 10/2006)
Bachelor of Science	Elementary Education	K-6, K-8	Initial	81
	Secondary Education	7-12	Initial	15
Majors	Art Education	K-12	Initial	0
	Biology Education	7-12	Initial	2
	English Education	7-12	Initial	7
	Mathematics Education	7-12	Initial	1
	Physical Education	K-12	Initial	3
	Social Science Education	7-12	Initial	1
	Music Education	K-12	Initial	1
	Speech Comm / Drama	7-12	Initial	0
	Master of Education	Elementary Education	K-6	Advanced
Biology Education*		7-12	Advanced	0
English Education		7-12	Advanced	12
Social Studies Education*		7-12	Advanced	20
Master of Arts in Teaching	Elementary Education	4-8	Initial/Advanced	43
	Secondary	7-12	Initial/Advanced	71
Total Enrollment				315

* New Programs

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Table 1.11 Undergraduate and Graduate Enrollment by Program – 4/2007

Degrees Offered	Area	Grades	Program Level	Candidates in the program (As of 4/2007)
Bachelor of Science	Elementary Education	K-6, K-8	Initial	99
	Secondary Education	7-12	Initial	22
Majors	Art Education	K-12	Initial	1
	Biology Education	7-12	Initial	2
	English Education	7-12	Initial	7
	Mathematics Education	7-12	Initial	4
	Physical Education	K-12	Initial	1
	Social Science Education	7-12	Initial	5
	Music Education	K-12	Initial	2
	Speech Comm / Drama	7-12	Initial	0
Master of Education	Elementary Education	K-6	Advanced	58
	Biology Education*	7-12	Advanced	0
	English Education	7-12	Advanced	12
	Gifted Education	K-12	Advanced	12
	Mild/Moderate Education	K-12	Advanced	20
	Secondary Education	7-12	Advanced	30
	Social Studies Education*	7-12	Advanced	1
Master of Arts in Teaching	Elementary Education	4-8	Initial/Advanced	43
	Secondary	7-12	Initial/Advanced	71
Total Enrollment				390

*New programs

Grade Point Averages

The first indicator of the acquisition of content knowledge is grade point average. Candidates in the elementary and secondary undergraduate programs must have a 2.5 G.P.A. in the Bachelor of Science Core (44 hours) for admission into the School of Education or 2.5 G.P.A. in the Bachelor of Music Core for the School of Music. Teacher candidates in the undergraduate program must maintain a 2.5 overall G.P.A. in order to meet Transition Point Four requirements (Graduation and Licensure). In the M.A.T. and M.Ed. programs, candidates must maintain a 3.0 G.P.A. throughout the program. A graduate student is allowed to earn only two grades of C during the course of the master's program.

Table 1.12 shows that overall G.P.A. averages of elementary and secondary undergraduate students graduated over the past academic year.

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Table 1.12 Overall GPAs Undergraduate Program 2006-2007

Major	Number of Students	Overall GPA
Art Education	0	0
Biology Education	2	3.563
Elementary Education	98	3.362
English Education	6	3.750
Mathematics Education	2	3.867
Music Education	2	3.80
Physical Education	1	3.713
Social Studies Education	2	3.051
Speech Drama Education	0	0
All Graduates	113	---

Candidate Evaluations

In the undergraduate teacher education program, the university supervisor and the classroom cooperating teachers evaluate each candidate using the Student Teaching Assessment Instrument (STAI) during the student teaching experience. The most intensive and sustained field experience is the final requirement, student teaching. The experience provides teacher candidates with 13 weeks of observation, planning, teaching, and learning. The student teacher is assimilated into the teaching environment in a progression from observation of the classroom cooperating teacher to guided planning with help from the classroom teacher to independently planning and to implementing lessons. After several weeks of observing and assisting in the classroom, the cooperating teacher assigns subjects and classes for the student teacher to teach and adds subjects and classes each week until the student teaches all subjects and classes.

The university supervisor makes a minimum of four visits to the classroom where the student teacher has been assigned. The first visit is a welcome visit where introductions are made followed by a conference is held with the cooperating teacher. During the second visit, the student teacher is observed during a practice lesson, and the university supervisor evaluates the lesson using the STAI and discusses with the student any improvements that are needed. The cooperating teacher also completes the STAI observation instrument after observing the student teacher. Then the student teacher prepares a ten-day unit and presents one of the lessons for the university supervisor during the third visit. The lesson is evaluated using the STAI. The university supervisor evaluates the unit and the lesson using the STAI and the in-class evaluation. The final visit is a conference with the student teacher, the cooperating teacher, and the university professor. During the term, the education portfolio is employed as an evaluative and reflective tool describing the continual change process occurring with the teacher candidate. Upon completion of the portfolio, the documents will be reviewed and evaluated by the supervising professor.

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Program Completion

Upon completion of a teacher education degree, the teacher candidate is immediately eligible for licensure. The School of Education requires that Praxis II PLT Examination and Praxis II Subject Area Examination be completed before entering student teaching. Table 1.11 describes the Praxis II Content Area Scores for all initial licensure undergraduate teacher education programs.

Table 1.11 Undergraduate PRAXIS II Content Area Scores

2006-2007 Type of Assessment	Number Assessed	Mean Score (Cut Score)	Institutional Pass Rate
Elem Ed: CIA K-5	98	160.57 (135)	100
Mathematics: Content Knowledge	2	140.5 (123)	100
Social Studies: Cont. Knowledge	2	147.5 (143)	100
English: Content Knowledge	6	169.83 (157)	100
Biology: Content Knowledge	2	160 (150)	100
PE: Content Knowledge	1	141 (138)	100
2005-2006			
Elem Ed: CIA K-5	49	NA	100
Mathematics: Content Knowledge	2	NA	100
Social Studies: Cont Knowledge	3	NA	100
English: Content Knowledge	3	NA	100
Biology: Content Knowledge	1	NA	100
PE: Content Knowledge	2	NA	100
Art: Content Knowledge	1	NA	100
Music: Content Knowledge	5	NA	100
2004-2005			
Elem Edu: CIA K-5	72	NA	100
Mathematics: Content Knowledge	4	NA	100
Social Studies: Cont Knowledge	1	NA	100
English: Content Knowledge	4	NA	100
Biology: Content Knowledge	1	NA	100
PE: Content Knowledge	3	NA	100
Music: Content Knowledge	2	NA	100

External Assessments and Surveys

Beginning with PRAXIS I, PRAXIS II – Principles of Learning and Teaching, and PRAXIS II – Subject Area Examinations, the School of Education’s external Assessment System includes the Mississippi Department of Education’s Mississippi Annual Performance Review, Graduate Exit Survey, Internship Survey, Undergraduate Program Survey, Graduate Program Survey, Supervising Teacher STAI (Student Teaching), Principal’s Annual Evaluation (M.A.T. Interns), and the Survey of Differentiated Instruction. Data is analyzed and assists faculty in establishing more effective interventions and the updating of curricula across programs.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Program Accreditation

William Carey University's Teacher Education Program is reviewed annually by the Mississippi Department of Education. The team's recommendations are published in the Performance Process Annual Review. In the 2007 review all standards have been met with no recommendations. In the 2006 review all standards were met with one recommendation that all syllabi reference sections be updated. This syllabi review and update was completed six months after the report was released. The Winters School of Music is accredited under the National Association of Schools of Music. The School of Psychology's licensure programs (Guidance Counselor and Psychometrist) is accredited under the National Association of School Psychologists. See documents in the Exhibit Room.

Content Knowledge of Other School Personnel

There are no programs for other school personnel.

Pedagogical Content Knowledge for Teacher Candidates

The School of Education established a Student Learning Outcome of 90% as the passing rate for the Unit.

Table 1.12 Summary of PRAXIS II PLT Scores

2006-2007 Type of Assessment	Number Taking Assessment	Mean Score (Cut Score)	Institutional Pass Rate
Professional Knowledge			
Principles of Learning and Teaching K-6	98	169.52 (152)	100
Principles of Learning and Teaching 7-12	15	166.8 (152)	100

Standard 1: Candidate Knowledge, Skills, and Dispositions

Professional and Pedagogical Knowledge / Skills for Teacher Candidates

Teacher candidates are evaluated on their professional and pedagogical skills in seven areas:

- Affective Beginning of Lesson/Anticipatory Set
- Teaching Strategies and Delivery of Content
- Time on Task
- Classroom Environment
- Interpersonal Skills
- Assessment
- Planning Preparation – the 10 Day Unit.

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. 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. The School of Education's performance goal is a mean score of 3.5 or higher when observed by the Cooperating Teacher and the University Supervisor.

Table 1.13 shows the mean scores based on the University Supervisor's observations for 58 student teachers in the undergraduate teacher education program for 2004-2005 and the 90 students in 2005-2006. All mean scores met the 3.5 or higher goal.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Table 1.13 Overall Ratings for STAI – University Supervisor

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
1.	Teacher has materials and equipment ready.	3.90	3.98
2.	Teacher uses motivational, thought provoking, or unusual happening.	3.80	3.83
3.	Teacher reviews previous lesson and/or past experiences.	3.90	3.92
4.	Teacher states lesson purpose and plan.	3.88	3.92
5.	Teacher states importance/relevancy of lesson, and has students personalize lesson/relate importance of content to real life.	3.83	3.76
B. Teaching			
6.	Teacher provides clear, concise and accurate information.	3.88	3.92
7.	Teacher clarifies expectations through models, rubrics and/or example.	3.85	3.93
8.	Teacher checks for understanding.	3.88	3.97
9.	Teacher uses instructional aids skillfully.	3.88	3.96
10.	Teacher gives clear verbal/written directions which are easily understood.	3.85	3.92
11.	Teacher provides opportunity for critical thinking and/or problem-solving.	3.83	3.90
12.	Teacher monitors individual / group learning, re-teaching when necessary.	3.90	3.96
13.	Teacher provides relevant independent and individual practice.	3.98	3.93
14.	Teacher provides appropriate closure to lesson.	3.80	3.86
C. Time on Task			
15.	Teacher uses instructional time efficiently.	3.88	3.96
16.	Teacher keeps students on task through participation/ involvement.	3.83	3.90
17.	Teacher uses effective transitions within lesson and group changes.	3.90	3.89
18.	Teacher maintains learner involvement with pacing/ varied activities.	3.85	3.94
D. Classroom Environment			
19.	Teacher creates instructive and interactive bulletin boards.	3.80	3.96
20.	Teacher expresses high expectations both verbally and non-verbally.	3.80	3.95
21.	Teacher conveys behavioral expectations to students.	3.88	3.97
22.	Teacher posts rules and consequences.	3.92	3.96
23.	Teacher creates positive climate through acceptance, appropriate wait time, and encouragement of creativity and risk taking.	3.87	3.87
24.	Teacher monitors behavior through positive remarks.	3.94	3.87
25.	Teacher maintains proper classroom management and discipline.	3.87	3.93
E. Interpersonal Skills			
26.	Teacher is eager (facial expression, time, voice, gesture, etc.).	3.93	.97
27.	Teacher uses proximity, moves around the room.	3.94	3.96
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	4.00
29.	Teacher shows sensitivity to learning styles of students.	3.90	3.97
30.	Teacher uses acceptable oral/written grammar.	3.78	3.86
31.	Teacher's pronunciation is clear and distinct.	3.95	3.96
32.	Teacher uses acceptable handwriting on board, handouts, materials, etc.	3.85	3.97
33.	Teacher matches methods to both the learners and objectives.	3.90	3.97
34.	Teacher incorporates student responses in discussion or lesson.	3.95	3.97
35.	Teacher sequences topics / procedures appropriately for flow of lesson.	3.96	4.00
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.93	3.98
37.	Teacher responds positively to students' academic input.	3.95	3.97
F. Assessment			
38.	Teacher expands beyond workbook and worksheets.	3.95	3.90

Standard 1: Candidate Knowledge, Skills, and Dispositions

G. Planning and Preparation 10 Day Unit			
39.	Title Page (STAI Unit, unit title, your name, date, grade level, subject area)	---	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. Variety of assessment types should be used including an attitudinal questionnaire .	---	3.70
44.	The teacher uses information about students to provide learning experiences which accommodate differences in developmental needs. Include objectives for remedial and/or advanced students.	---	3.72
45.	The teacher integrates knowledge from several subject areas in unit lesson. This should be labeled in your procedures section.	---	3.93
46.	The teacher incorporates multicultural perspectives into the unit.	---	3.80
47.	Includes Handouts/activity sheets used in the unit.	---	3.79

Table 1.14 shows the mean scores based on the Supervising Teacher's observations during the same time periods. All mean scores met the 3.5 or higher goal. The Supervising Teacher has different categories of assessment from the University Supervisor. There are five categories of assessment:

- Planning and Preparation
- Communication and Interaction
- Teaching for Learning
- Management of the Learning Environment
- Assessment of Student Learning.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Table 1.14 STAI Overall Ratings - Supervising Teacher

School of Education - William Carey University Student Teacher Assessment Instrument (STAI) Supervising Teacher (2004-2006)			
4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice 2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice			
Planning and Preparation		04-05 Mean	05-06 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 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			
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.	3.86	3.96
15	The teacher meets and responds appropriately to parents/guardians.	3.76	3.87
Teaching For Learning			
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, higher order thinking.	3.77	3.79
22	The teacher uses family and/or community resources in the student teaching experience to enhance student learning.	3.73	3.79
Management of the Learning Environment			
23	The teacher monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.	3.82	3.95
24	The teacher adjusts unit lessons according to individual student and group responses.	3.89	4.00
25	The teacher attends to and delegates routine tasks of an effective classroom management plan.	3.77	3.95
26	The teacher uses a variety of discipline strategies effectively, according to individual and situational needs.	3.70	3.85
27	The teacher is fair and supportive of students, resulting in a positive interactive learning environment.	3.89	4.00
28	The teacher uses instructional time effectively.	3.75	3.90
Assessment of Student Learning			
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

Standard 1: Candidate Knowledge, Skills, and Dispositions

Table 1.15 describes the Student Teacher Assessment Instrument for In-Class observations in the M.A.T. internship program for 2004-2006. There are six categories of evaluation measured in the STAI-Internship:

- Affective Beginning of the Lesson / Anticipatory Set
- Teaching Strategies and Content Delivery
- Time on Task
- Classroom Environment
- Interpersonal Skills
- Assessment.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Table 1.15 Internship STAI Mean Scores

Student Teacher Assessment Instrument (STAI) In-Class Evaluation Internships			
4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice 2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice			
Affective Beginning / Anticipatory Set			
4. Outstanding Effective Practice; 3. Acceptable, Safe to Practice (Standard), 2. Marginally Acceptable Practice, 1. Ineffective, Unacceptable Practice		04-05 Mean	05-06 Mean
1	Teacher has materials and equipment ready.	4.00	3.89
2	Teacher uses motivational, thought provoking, or unusual happening.	3.94	3.44
3	Teacher reviews previous lesson and/or past experience.	4.00	3.47
4	Teacher states lesson purpose and plan.	4.00	3.87
5	Teacher states importance/relevancy of lesson, and has students personalize lesson/relate importance of content to real life.	3.88	3.71
Teaching			
6	Teacher provides clear, concise and accurate information.	3.94	3.89
7	Teacher clarifies expectations through models, rubrics and/or examples.	4.00	3.80
8	Teacher checks for understanding.	4.00	3.92
9	Teacher uses instructional aids skillfully.	3.94	3.75
10	Teacher gives clear verbal/written directions which are easily understood.	4.00	3.95
11	Teacher provides opportunity for critical thinking and/or problem solving.	4.00	3.84
12	Teacher monitors individual/group learning, re-teaching when necessary.	4.00	3.79
13	Teacher provides relevant independent and individual practice.	4.00	3.84
14	Teacher provides appropriate closure to lesson.	3.94	3.80
Time on Task			
15	Teacher uses instructional time efficiently.	3.94	3.80
16	Teacher keeps students on task through participation/involvement.	3.94	3.62
17	Teacher uses effective transitions within lesson and group changes.	3.94	3.77
18	Teacher maintains learner involvement with pacing/varied activities.	3.89	3.66
Classroom Environment			
19	Teacher creates instructive and interactive bulletin boards.	4.00	3.73
20	Teacher expresses high expectations both verbally and 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
Interpersonal Skills			
26	Teacher is eager to begin (facial expression, time, voice, gesture, etc.).	4.00	3.97
27	Teacher uses proximity, moves around the room.	4.00	3.97
28	Teacher demonstrates patience and empathy for rates of learning.	4.00	3.90
29	Teacher shows sensitivity to learning styles of students.	3.94	3.69
30	Teacher uses acceptable oral/writing grammar.	3.81	3.85
31	Teacher's pronunciation is clear and distinct.	4.00	3.90
32	Teacher uses acceptable handwriting on board, handouts, materials, etc.	4.00	3.82
33	Teacher matches methods to both the learners and the objectives.	4.00	3.79
34	Teacher incorporates student responses in discussion or lesson.	4.00	3.88
35	Teacher sequences topics/procedures appropriately for flow of lesson.	4.00	3.77
36	Teacher uses a variety of teaching methods and strategies (2or 3).	4.00	3.69
37	Teacher responds positively to students' academic input.	4.00	3.90
Assessment			
38	Teacher expands beyond workbooks and worksheets.	3.94	3.72

Standard 1: Candidate Knowledge, Skills, and Dispositions

Student Learning for Teacher Candidates

STAI mean scores were calculated across all student teachers. A mean score of 3.5 or higher

Table 1.17 STAI ASSESSING GROWTH

Teaching and Learning STAI Assessment of Student learning Indicators	College Supervisors	Supervising Teachers
2004-2005 n=58	3.89	3.87
2005-2006 n=90	3.95	3.92
2006-2007 n=109		

Student Learning for Other School Personnel.

There are no programs for other school personnel.

Program Assessment Points

The School of Education has designed an assessment system that continuously evaluates program effectiveness and teacher candidate preparation across all undergraduate education majors (Art Education, Biology Education, Physical Education, Social Science Education, Music Education, Speech Communication and Drama Education, English Education, Mathematics Education, and Elementary Education). A graduate assessment system evaluates through assessments points the Elementary and Secondary M.A.T. programs and the M.Ed. licensure programs. Table 1.18 describes the program assessments points and categorizes them by program, then under subcategories: Surveys, Observations, Rubrics, External Examinations and Evaluations, and School of Education Content Examinations.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Table 1.18 Program Assessment Points

<p align="center">Program Assessment Points Secondary Education 7-12 and K-12 (Art, Music, P.E.) Licensure</p>						
Degree	Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
B.S.	Art Education	Student Teaching Self-Evaluation	Summative STAI - Supervising Teacher	EDU 300 - Observation Portfolio	English Proficiency Exam	EDU 436 - Content Exam
	G.P.A. 2.5		-Supervising Professor	EDU 446 - Lesson Plan	PRAXIS I	- Behavioral Modification Scenarios
	Evidence of Professional Dispositions	Undergraduate Survey	Student Teacher Evaluation - Supervising Teacher	EDU 450 - Annotated Bibliography - Test Design - Research Presentation	PRAXIS II PLT PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	
				EDU 484 -Student Outcome Assessment Analysis -Demonstration Lesson		
	Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
	Biology Education	Student Teaching Self-Evaluation	Summative STAI - Supervising Teacher	EDU 300 - Observation Portfolio	English Proficiency Exam	EDU 436 - Content Exam
	G.P.A. 2.5		-Supervising Professor	EDU 446 - Lesson Plan	PRAXIS I	- Behavioral Modification Scenarios
	Evidence of Professional Dispositions	Undergraduate Survey	Student Teacher Evaluation - Supervising Teacher	EDU 450 - Annotated Bibliography - Test Design - Research Presentation	PRAXIS II PLT PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	
				EDU 484 -Student Outcome Assessment Analysis -Demonstration Lesson		

Standard 1: Candidate Knowledge, Skills, and Dispositions

Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
Physical Education G.P.A. 2.5 Evidence of Professional Dispositions	Student Teaching Self-Evaluation Undergraduate Survey	Summative STAI - Supervising Teacher -Supervising Professor Student Teacher Evaluation -Supervising Teacher PED 331 -Performance Benchmark PED 333 -Performance Benchmark PED 336 -Class Presentation	EDU 300 - Observation Portfolio EDU 446 - Lesson Plan EDU 450 - Annotated Bibliography - Test Design - Research Presentation EDU 484 -Student Outcome Assessment Analysis -Demonstration Lesson Plan HEA 300 -Lesson Planning PED 337 -Lesson Planning PED 338 –Lesson Plans PED 339 -Lesson Plans	English Proficiency Exam PRAXIS I PRAXIS II PLT PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	EDU 436 - Content Exam - Behavioral Modification Scenarios
Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
Social Science Education G.P.A. 2.5 Evidence of Professional Dispositions	Student Teaching Self-Evaluation Undergraduate Survey	Summative STAI - Supervising Teacher -Supervising Professor Student Teacher Evaluation - Supervising Teacher	EDU 300 - Observation Portfolio EDU 446 - Lesson Plan EDU 450 - Annotated Bibliography - Test Design - Research Presentation EDU 484 -Student Outcome Assessment Analysis -Demonstration Lesson	English Proficiency Exam PRAXIS I PRAXIS II PLT PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	EDU 436 - Content Exam - Behavioral Modification Scenarios

Standard 1: Candidate Knowledge, Skills, and Dispositions

Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
<p>Music Education</p> <p>G.P.A. 2.5</p> <p>Evidence of Professional Dispositions</p>	<p>Student Teaching Self-Evaluation</p> <p>Undergraduate Survey</p>	<p>Summative STAI</p> <ul style="list-style-type: none"> - Supervising Teacher -Supervising Professor <p>Student Teacher Evaluation</p> <ul style="list-style-type: none"> - Supervising Teacher <p>MUE 313 In elementary school Videotape Lesson</p> <p>MUE 315 In middle school Videotape Lesson</p> <p>MUE 314 In high school- Videotape</p>	<p>EDU 300</p> <ul style="list-style-type: none"> - Observation Portfolio <p>EDU 446</p> <ul style="list-style-type: none"> - Lesson Plan <p>EDU 450</p> <ul style="list-style-type: none"> - Annotated Bibliography - Test Design - Research Presentation <p>EDU 484</p> <ul style="list-style-type: none"> -Student Outcome Assessment Analysis -Demo Lesson Plan <p>MUE 313 – Teaching Portfolio-Elementary</p> <p>MUE 315 – Teaching Portfolio-Middle School</p> <p>MUE 314- Teaching Portfolio-High School</p>	<p>English Proficiency Exam</p> <p>PRAXIS I</p> <p>PRAXIS II PLT</p> <p>PRAXIS II Subject Area Exam</p> <p>Mississippi Annual Performance Review</p> <p>--Teacher's Survey</p> <p>--Principal's Evaluation</p>	<p>EDU 436</p> <ul style="list-style-type: none"> - Content Exam - Behavioral Modification Scenarios
Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
<p>Speech Communication and Drama Education</p> <p>G.P.A. 2.5</p> <p>Evidence of Professional Dispositions</p>	<p>Student Teaching Self-Evaluation</p> <p>Undergraduate Survey</p>	<p>Summative STAI</p> <ul style="list-style-type: none"> - Supervising Teacher -Supervising Professor <p>Student Teacher Evaluation</p> <ul style="list-style-type: none"> - Supervising Teacher 	<p>EDU 300</p> <ul style="list-style-type: none"> - Observation Portfolio <p>EDU 446</p> <ul style="list-style-type: none"> - Lesson Plan <p>EDU 450</p> <ul style="list-style-type: none"> - Annotated Bibliography - Test Design - Research Presentation <p>EDU 484</p> <ul style="list-style-type: none"> -Student Outcome Assessment Analysis -Demonstration Lesson Plan 	<p>English Proficiency Exam</p> <p>PRAXIS I</p> <p>PRAXIS II PLT</p> <p>PRAXIS II Subject Area Exam</p> <p>Mississippi Annual Performance Review</p> <p>--Teacher's Survey</p> <p>--Principal's Evaluation</p>	<p>EDU 436</p> <ul style="list-style-type: none"> - Content Exam - Behavioral Modification Scenarios

Standard 1: Candidate Knowledge, Skills, and Dispositions

	Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
	English Education G.P.A. 2.5 Evidence of Professional Dispositions	Student Teaching Self-Evaluation Undergraduate Survey	Summative STAI - Supervising Teacher -Supervising Professor Student Teacher Evaluation - Supervising Teacher	EDU 300 - Observation Portfolio EDU 446 - Lesson Plan EDU 450 - Annotated Bibliography - Test Design - Research Presentation EDU 484 -Student Outcome Assessment Analysis -Demonstration Lesson Plan	English Proficiency Exam PRAXIS I PRAXIS II PLT PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	EDU 436 - Content Exam - Behavioral Modification Scenarios
	Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
	Mathematics Education G.P.A. 2.5 Evidence of Professional Dispositions	Student Teaching Self-Evaluation Undergraduate Survey	Summative STAI - Supervising Teacher -Supervising Professor Student Teacher Evaluation - Supervising Teacher	EDU 300 - Observation Portfolio EDU 446 - Lesson Plan EDU 450 - Annotated Bibliography - Test Design - Research Presentation EDU 484 -Student Outcome Assessment Analysis -Demo. Lesson Plan	English Proficiency Exam PRAXIS I PRAXIS II PLT PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	EDU 436 - Content Exam - Behavioral Modification Scenarios

Standard 1: Candidate Knowledge, Skills, and Dispositions

<p align="center">Program Assessment Points Elementary Education K-6 , 4-8 Licensure</p>						
Degree	Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
B.S.	Elementary Education G.P.A. 2.5 Evidence of Professional Dispositions	Student Teaching Self-Evaluation Undergraduate Survey Differentiated Instruction INTASC Survey	Student Teaching Summative STAI - Supervising Teacher -Supervising Professor Student Teacher Evaluation - Supervising Teacher EDR 311 Supervising Teacher Observation EDU 345 Supervising Teacher Observation EDU 413 Observation by Professor EDU 440 Supervising Teacher Observation EDR 441 Obs by Professor	EDU 300 - Observation Portfolio Reflection Journal EDR 308 Phonics Plan EDR 311 Literacy Plan EDU 325 Technology Plan EDR 344 Literature Unit EDU 345 S.S. Plan EDU 346 Science Plan EDR 407 Lang Arts Unit EDU 413 Math Case Study EDU 440 Child Case Study EDU 440 Phonemic Lesson EDU 440 Big Book Lesson EDU 440 Kdg Unit EDR 441 Reading Case Study EDU 450 - Annotated Bibliography - Test Design - Research Presentation	English Proficiency Exam PRAXIS I PRAXIS II PLT PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	EDR 308 Graphophonic Exam EDU 345 S.S. Content Exam EDU 372 SPED Content Exam EDU 436 - Content Exam - Behavioral Modification Scenarios EDU 436 Philosophy of Management EDU 450 Content Exam

Standard 1: Candidate Knowledge, Skills, and Dispositions

<p align="center">Program Assessment Points M.Ed., M.A.T. Licensure and Advanced</p>						
Degree	Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
M.Ed. M.A.T Elem.	Elementary Education 4 th -8 th	Student Teaching Self-Evaluation	Summative STAI -Supervising Professor Principal's Evaluation	EDU 650 - Annotated Bibliography - Test Design - Research Presentation	PRAXIS I PRAXIS II Subject Area Exam Mississippi Annual Performance Review	EDU 536 - Content Exam - Behavioral Modification Scenarios
	G.P.A. 3.0 Evidence of Professional Dispositions	Differentiated Instruction INTASC Survey Graduate Survey		EDU 635 -Student Outcome Assessment Analysis -Demonstration Lesson Plan	--Teacher's Survey --Principal's Evaluation	

Standard 1: Candidate Knowledge, Skills, and Dispositions

Degree	Program	Surveys	Observations	Rubrics	External Examinations and Evaluations	School of Education Content Exam
M.Ed. M.A.T. 7-12	Secondary Education Art, Biology, Business, Chemistry, English, Music Education, French, German, Home Economics, Marketing, Mathematics, Physical Education, Physics, Spanish, Speech Communication, Social Studies, Technology Ed G.P.A. 3.0 Evidence of Professional Dispositions	Student Teaching Self-Evaluation Differentiated Instruction INTASC Survey Graduate Survey	Summative STAI -Supervising Professor Principal's Evaluation	EDU 650 - Annotated Bibliography - Test Design - Research Presentation EDU 635 -Student Outcome Assessment Analysis -Demonstration Lesson Plan	PRAXIS I PRAXIS II Subject Area Exam Mississippi Annual Performance Review --Teacher's Survey --Principal's Evaluation	EDU 536 - Content Exam - Behavioral Modification Scenarios

Standard 1: Candidate Knowledge, Skills, and Dispositions

PRAXIS II – Curriculum Alignment – Principles of Learning and Teaching

An important factor in program evaluation is to determine whether the curriculum aligns with the content knowledge and skills assessed in the PRAXIS II-Principles of Learning and Teaching. The Praxis examinations serve as external evaluations of the teacher candidate's breadth of content knowledge. Appendix A describes the alignment of PLT objectives to course objectives.

PRAXIS II – Curriculum Alignment – Elementary Education Exam – 0016

The Praxis II Elementary Education examination assesses content knowledge and skills within the professional preparation courses in the elementary program. With the change in the Elementary Education examination to EXAM 0011 in 2007, this curriculum alignment will need to be repeated in early 2008. Appendix B organizes the alignment information.