

Standard 5: Faculty Qualifications, Performance and Development

NCATE Institutional Report 2007

Standard 5: Faculty Qualifications, Performance and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Qualified Faculty

Full-time education faculty form the core of the teacher education professional Unit. The Unit includes 18 faculty with terminal degrees in education and one with a specialist degree. Each educational faculty completed professional degrees prior to contracting with the university. Faculty academic transcripts are housed in the Office of Vice President of Academic Affairs. Examination of the faculty vitae, resumes of adjunct faculty, and transcript documents for all full-time, part-time and adjunct faculty in education indicate they are qualified. The faculty bring substantial teaching or administrative experience including K-12 to their university assignments. See Table 5.1.

Fourteen full-time Hattiesburg education faculty have responsibilities within undergraduate and graduate programs. Four Hattiesburg education faculty teach part-time at the undergraduate level, two of which assist with the preparation of pre-service candidates. On the Gulf Coast campus, three full-time education faculty work with the undergraduate and graduate programs; two administration/education faculty teach part-time at the graduate level as part off heir contractual load.

Another faculty member on the Hattiesburg campus, with dual appointment to education and art, teaches or supervises a number of courses in the graduate education program.

The Unit utilizes faculty from various academic departments charged with preparation of pre-service teacher candidates. Professional preparation is dependent upon the area of specialization. Additional adjunct faculty work with education and academic - departments on delivery of trimester courses (See Table 5.2).

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Table 5.1: Faculty Qualifications

Faculty Member	Highest Degree, Field, & University¹	Faculty Rank²	Tenure Track	Teaching or other professional experience in P-12 schools³
Armstrong, Phyllis	M.Ed. Elementary Education University of Southern Mississippi	Instructor	No	30 years experience in grades 1,2,3,4,6 Currently K-3 certification in Mississippi and Louisiana
Bullock, Greg	M.S. Health and Physical Education University of Southern Mississippi	Instructor	No	27 years experience in 7-12 physical education and social studies, English K-12 certification in Physical Education
Butler, Walter	Ed.D. in Educational Administration University of Southern Mississippi	Professor Emeritus	Yes	15 years experience teacher, principal, superintendent
Chapman, Diane	Ph.D. in Language Education Florida State University	Associate Professor	Yes	5 years Elementary School Teacher
Diket, Read	Ph.D., interdisciplinary, Psychology, Education, art History and Criticism (with Masters in art ed, and gifted certification as minor)	Professor	Yes	Taught art for 7 years at various levels in public and private school settings prior to current position Teaching Licensure: Gifted Education K-12; Art Education K-12; English 7-12 (Inactive)

¹ e.g., PhD in Curriculum & Instruction, University of Nebraska

² e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator

³ Briefly describe the nature of recent experience (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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Faculty Member	Highest Degree, Field, & University⁴	Faculty Rank⁵	Tenure Track	Teaching or other professional experience in P-12 schools⁶
Harrison, James	Ed.D. School Administration University of Southern Mississippi	Assistant Professor	Yes	Director of Personnel – Pascagoula Municipal Schools Principal – Pascagoula High School Assistant Principal Social Studies Teacher – 6 years
Herring, Debra	Ed.D. Educational Administration and Supervision M.Ed. Elementary Education	Assistant Professor	Yes	Assistant to Director of Student Services – Gulfport School District Principal – Gulfport School District Title I Instructional Coordinator 9 years Title I Reading Specialist 7 years Elementary Teacher 2 years Middle School Teacher
Hill, Karen	Ph.D. in Elementary Education University of Southern Mississippi	Assistant Professor	Yes	Principal in a K-6 public school Classroom Teacher Grades 1-6 Certified as Standard Career Administrator and K-8 Elem.
Hornsby, June	Ed.D. in Elementary Education, University of Southern Mississippi	Professor	Yes	Supervise 10-12 student teachers each year, K-8 in the public/private schools. Certified in El. Ed. K-8, AAAA

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Faculty Member	Highest Degree, Field, & University ⁷	Faculty Rank ⁸	Tenure Track	Teaching or other professional experience in P-12 schools ⁹
Knight, Steve	M.Ed. Physical Education William Carey College	Assistant Professor	No	None
Lockley, Jeannie	Ph. D. Educational Leadership & Research; University of Southern Mississippi	Assistant Professor	Yes	Certification: Secondary Mathematics 7-12 9 years Secondary education Lead Instructor – All subjects 16-18 years old YCP- Camp Shelby Math Teacher 8-12 grades
Metts, Nancy	Ed. D. Educational Leadership	Associate Professor	Yes	2 years elementary teacher 22 years administration and supervision elementary schools Certification in Elementary Education, Early Childhood and Educational Leadership

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Faculty Member	Highest Degree, Field, & University ¹⁰	Faculty Rank ¹¹	Tenure Track	Teaching or other professional experience in P-12 schools ¹²
Miller, Bitsy	Ph.D. in Curriculum and Instruction (Elementary) with cognates in Child Development/Early Childhood and Educational Administration. plus six hours beyond the doctorate.	Assistant Professor	Yes	<p>Music (grades 1-6); remedial reading; classroom teacher grades 4, 5, 6; Title I teacher grades 1 – 6; Hattiesburg Public School District Early Childhood Coordinator (wrote grant-in-aid for pilot kindergarten program for HPS and coordinated the district wide kindergarten program for several years); curriculum coordinator and administrator at Bethune Elementary School (back in the 1980s) and Thames Elementary School (from mid 1980s until retirement in 1998)</p> <p>Certification areas: AA (487) Elementary Principal valid until 2011; AA (486) Administrator valid until 2011; AA Elementary Supervisor (492) valid until 2011; AAAA 115 Elem.(grades 1-9) valid for life; AAAA (116) grades K-3 valid for life.</p>
Morris, Barry	Ph.D., Curriculum and Instruction, University of South Florida	Assistant Professor	Yes	<p>MDE Licensure</p> <p>AA Early Childhood Age 3-Gr 3</p> <p>AA Elementary Education K-8</p> <p>AA Special Education K-12</p> <p>AA Reading K-12</p> <p>AA English 7-12</p> <p>24 years in K-9 education</p>

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Owens, Eugene	Ed. D. in Educational Administration University of Southern Mississippi	Assistant Professor	Yes	<p>-School superintendent for 3 years-Assistant school superintendent for 7 years</p> <p>Director of Elementary Schools</p> <p>-Title I Supervisor for 13 years</p> <p>-Music teacher for grades 7-12</p> <p>-Elementary teacher (4 years)</p> <p>-Elementary principal (8 years)</p> <p><u>CERTIFICATIONS</u></p> <p>-A 117 Elementary Education (Expires in 2010) -AA 492 Elementary Supervisor (Expires in 2010) -AA 493 Secondary Supervisor (Expires in 2010) -AAAA 486 Administrator Standard Career Level (LIFE) -AAAA 487 Elementary Principal - Administrator Standard Career Level (LIFE) -AAAA 488 Secondary Principal- Administrator Standard Career Level (LIFE)</p> <p>-Certified Provision Evaluator: Adm, Counselors, Lib./Media & teachers</p>

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¹⁵ Briefly describe the nature of recent experience (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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Faculty Member	Highest Degree, Field, & University ¹⁶	Faculty Rank ¹⁷	Tenure Track	Teaching or other professional experience in P-12 schools ¹⁸
Stacy Reeves	Ph.D. in Curriculum & Instruction	Assistant Professor	Yes	<p>Classroom teaching in Hattiesburg Public Schools, Hattiesburg, MS; grade 1 (two years) and grade 2 (two years) and assistant teacher grade 1 (one year)</p> <p>Current Licensure: AAAA Teacher License; Elementary K-8; State of Mississippi; Reading K-12</p>
Stanford, Pokey	<p>Ed.D. Special Education, The University of Southern Mississippi, Hattiesburg, MS, 1999</p>	Associate Professor	Yes	<p>Assistant Professor of Education, William Carey College, 1999-2006</p> <p>Teacher, Petal Elementary, Petal, MS, 1998-1999</p> <p>Graduate Assistant, University of Southern Mississippi, Hattiesburg, MS, 1997-1999</p> <p>Teacher, Oak Grove Upper Elementary, Lamar County Schools, Purvis, MS, 1994-1997</p> <p>Teacher, Washington Gifted and Talented Magnet, Wake County Schools, Raleigh, NC, 1993-1994</p> <p>Teacher, Rollins Elementary Vance County Schools, Henderson, NC, 1992-1993</p> <p>Teacher, Lumberton Elementary</p>

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¹⁸ Briefly describe the nature of recent experience (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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Faculty Member	Highest Degree, Field, & University ¹⁹	Faculty Rank ²⁰	Tenure Track	Teaching or other professional experience in P-12 schools ²¹
Steele, Linda	Ed.S. Administration M.S. Elementary Education	Instructor	No	20 years elementary teacher 10 years elementary principal Certification Elementary Supervision; Administration; Elementary Principal; Elementary Education
Steverson, Les	Ed. D. Educational Leadership and Supervision USM	Assistant Professor	No	MS public schools – 26 years – teacher, principal and superintendent. Certified school administrator
Waddle, Ben	Ed.D. Physical Education Florida State University	Professor	Yes	14 years teaching 3 years principal grades 1-8 11 years coaching grade 7-12 Professional Teaching Certificate for Tennessee
Ward, Patty	Ed.D. Curriculum and Instruction; Secondary; Reading University of Southern Mississippi	Associate Professor	Yes	16 years elementary and secondary teacher 11 years principal Certification in Secondary Education; Reading Education; English Education, Administration;
Williams, Norris	Ed.D. in Administration	Associate Professor	Yes	30 years as a teacher or administrator in P-12 schools.

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²¹ Briefly describe the nature of recent experience (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

Modeling Best Professional Practices in Teaching

Education faculty utilize best practices in technology when articulating components of the Unit's conceptual framework. All the classrooms in Smith Hall and Fairchild Hall have wireless access. There are Promethean Boards in eight classrooms, Sympodia Boards in three classrooms, and SmartBoards in two rooms. There are two laptop computer carts for technology lessons within the classrooms in Smith Hall. VCR, DVD, and CD capability are available in each classroom including laptops connected to projectors and the internet. There is a state-of-the-art computer lab on campus, wireless access in the library, and five computers connected to the internet and printers in the Curriculum Lab in Fairchild Building. The faculty bring technology backgrounds and provide leadership in designing curricula objectives for expanded technology labs. Educational faculty have initiated five seminars in D2L training for the entire faculty. D2L is the updated web-based distance learning system, similar to Blackboard. Faculty training has continued to include Promethean Board training, PowerPoint training, and the use of the Internet in the classroom. Online courses are being designed at the graduate level; limited online-enhanced courses are available at the undergraduate level. Full-time faculty members have office computers linked to the university network and the Internet. Faculty regularly employ email, file sharing, computer projectors, and various software in their professional work. Technology is incorporated into class presentations and course syllabi. All course syllabi have been placed online in the Education website. Intel Teach to the Future certification is employed in the graduate technology class.

Faculty in the Unit bring varied experiences in school settings, as well as experience among students from various socio-economic levels, across P-12 levels, in administrative assignments, and with different learning levels including special education and gifted education. Years of teaching experience and licensure are found in Table 5.2. Curriculum vitae and resumes reflect faculty experience and diversity in greater detail. Creativity workshops for gifted learners and workshops for young writers and illustrators are examples of faculty involvement. These are originated by faculty with strong interests in working with cultural and economic diversity and offer undergraduates in education myriad experiences with young learners.

Table 5.2 Faculty Experience

FACULTY EXPERIENCE IN YEARS				
Faculty	P-12 Exp.	University Exp.	Licensure	Area of Teaching
Armstrong, Phyllis	29 ½ years	2 years	Elem Educ 1-9 Elem Educ 1-3	Literacy Education Classroom Management
Bullock, Greg	27 years	2 years	English 7-12 Phys Educ K-12 Social Studies 7-12	Physical Education
Butler, William	10 years	30 years	Biology 7-12 Chemistry 7-12 Administration Counseling	Foundations Field Experiences School Law
Chapman, Diane	6 years	22 years	No License	Literacy Education Field Experiences Content Methods
Diket, Read	4 years	17 years	Gifted Educ K-12 Art Educ K-12 English 7-12	Art Education Gifted Education Research
Harrison, James	30 years	6 years	Administration K-12	Classroom Management; Field Experiences
Herring, Debra	32 years	1 year	Administration K-12 Elem Educ 1-9	Technology Foundations Content Methods
Hill, Karen	33 years	2 years	Elem Educ K-8 Administration K-12	Literacy Education Content Methods Field Experiences Curriculum
Hornsby, June	5 years	15 years	Elem Educ 1-9	Literacy Education Field Experiences Content Methods

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Faculty	P-12 Exp.	University Exp.	Licensure	Area of Teaching
Lockley, Jeannie	7 years	7 years	Mathematics 7-12	Tests & Measurements Research & Statistics Mathematics Special Education
Metts, Nancy	25 years	14 years	Educ Leadership K-8	Content Methods Field Experiences
Miller,Bitsy Browne	32 years	9 years	Elem Principal Elem Administrator Elem Supervisor Elem Educ 1-9 Elem Educ K-3	Content Methods Field Experiences
Morris, Barry	21 years	15 years	Elem Educ K-8 Early Childhood P-3 rd English 7-12 Reading K-12	Foundations Class Management Technology Field Experiences
Owens, Eugene	33 ½ years	7 years	Elem Educ 4-8 Elem Supervisor Secondary Supervisor	Foundations Secondary Methods Field Experiences Curriculum
Stacy Reeves	5 years	7 years	Elem Educ K-8 Reading K-12	Literacy Education Research
Stanford, Pokey	7 years	7 years	Elem Educ K-8 Mild Moderate K-12 Reading K-12	Literacy Education Special Education Research

Table 5.2 Faculty Experience

Faculty	P-12 Exp.	University Exp.	Licensure	Area of Teaching
Steele, Linda	30 years	14 years	Elem Educ 1-9 Supervision and Instruction Elementary Principal	Content Methods Mathematics Field Experiences
Waddle, Ben	16 years	42 years	Physical Educ K-12	Health Physical Education
Ward, Patty	27 years	10 years	Reading Educ K-12 English Educ 7-12 Administration K-12	Literacy Education Field Experiences Curriculum Content Methods
Williams, Norris	30 years	14 years		Tests & Measurements Field Experiences Foundations Research

Field experiences for pre-service teacher candidates are introduced early in the education program, and the number of university faculty members working directly with supervisors in schools has increased in support of the experiences. Faculty include field experience with the methods courses for subject areas (EDR 308, EDR 311, EDU 345, EDU 346, EDR 407, EDU 413, EDU 440, EDR 441). Examination of faculty vitae in conjunction with course syllabi correlate positively on preparation to assignments (See Table 5.3). Faculty participation in their professions is encouraged and extends beyond teaching assignments. Professional activities are reported annually in the evaluation process which includes goal setting for the next year. Faculty development funds are available for attending professional meetings, personal growth activities, and other activities that would lead to professional growth.

Adjunct faculty are employed on a limited basis and must meet the same requirements as full-time faculty members. Graduate students are not hired or used to teach or supervise field experience.

Supervising teachers in the various cooperating school districts have the required three years and beyond of teaching experience. During the 2006-2007 academic year, 14 school districts and 122 supervising teachers worked with the student teachers during the 13 week field experience. These teachers have years of experience in their school districts, hold a standard teaching certificate, have three years of documented successful teaching experience, are teaching in their field, are trained as STAI evaluators, and show evidence of genuine professional interest and a positive attitude about teaching and working with pre-service teachers.

The normal full-time teaching load for education faculty is 9 hours in a trimester, or six hours per summer session. Nine-month contracts are written for twenty-seven hours. Twelve-month contracts are written for forty-two trimester hours. A faculty member may teach one additional class per trimester as an overload. Neither overload classes nor summer teaching (unless specified in the contract) is required of faculty members. Teaching assignments are made by the Dean or the department chairs who are responsible to ensure that such assignments are equitable and reasonable. Consideration is given to the number of students taught, the number of new preparations, the nature of the subject, whether courses are graduate or undergraduate, faculty committee responsibilities, advising load, faculty work with student organizations, and support from auxiliary staff.

Advising is the responsibility of all faculty members. Because of the commitment of the University to provide support to enhance the student's opportunity of academic success, careful attention to advising is essential. Faculty through departmental training become familiar with the general academic requirements, degree requirements, and major/program requirements as stated in the catalog, and pay attention to course loads, course selection, and policies that affect student progression toward their degree. Faculty are expected to participate, in cooperation with their chair/dean, in advising emphases in conjunction with registration. Advising assignments are made by deans and department chairs who are responsible to ensure that such assignments are equitable and reasonable. Table 5.4 compares the candidate evaluations of faculty and adjunct on the Gulf Coast and on the main campus for the 2006-2007 academic year.

Table 5.4: Candidate Evaluations of Teachers 2006

#	Evaluation Item	Full-Time Faculty	Adjunct Faculty	Full-Time Faculty	Adjunct Faculty
		Gulf (n=6)	Gulf (n=13)	Hattiesburg (n=12)	Hattiesburg (n=17)
2	Prepares well for each class	4.75	4.71	4.78	4.73
3	Communicates the subject matter	4.72	4.69	4.79	4.70
9	Cares about student learning	4.87	4.72	4.90	4.84
12	Demonstrates high standards	4.90	4.75	4.93	4.83
15	Ranks among best teacher ever	4.50	4.30	4.72	4.66
25	Variety of teaching methods	4.60	4.40	4.73	4.62
26	I learned much in this course	4.67	4.52	4.71	4.63

Modeling Best Professional Practices in Scholarship

Faculty are encouraged to engage in research and writing that is consistent with the objectives of the University, to the extent that it does not interfere with teaching duties. Faculty must follow University procedures for internal review of proposals before submitting to an outside agency. A faculty member engaged in an advanced stage of a research or writing project may make a request to the Vice President for Academic Affairs for a reduced course load. Faculty are encouraged to seek and accept grants, funds, and research contracts consistent with their duties to the University and their professional development plan.

The University expects faculty to maintain professional and scholarly activity in their disciplines in order to stay current and to better relate new trends and results of recent research to their students. As critical areas are identified by particular faculty members, training programs are developed to bring the entire faculty up-to-date. Programs set up during 2006-2007 and planned for 2007-2008 include:

- Symposium Board seminar
- SmartBoard seminar

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- Promethean Board Planet/World technology seminar
- D2L Online web-delivery of university courses
- Blue Ribbon Commission on Restructure of Teacher Education
- Differentiated Instruction
- Inclusion: Theory, Strategies, and Best Practice
- Co-Teaching – a model for the 21st Century Classroom
- NCATE Standards training
- Alignment of course syllabi to learned societies
- SACS Revision of course goals and objectives to Student Learning Outcomes.

The policies of the University regarding faculty development encourage the faculty to be continuous learners. Research, writing, contracts, grants, graduate study, sabbaticals, and professional development plans provide faculty members with opportunities to participate in life-long learning activities. A review of the yearly evaluation reports and vitae reveal the faculty in the School of Education are regularly involved in professional development activities which are supported and encouraged by the University. The short summaries of faculty contributions range from leadership positions in local organizations to officers and active members in state and national organizations. Table 5.4 describes the scholarly activity including presentations, training programs, instructional unit development and publications. See Table 5.4 on the following page.

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Table 5.4: Scholarly Activity of Unit Faculty

Publications	Instructional Units Development	Training	Presentations and Honors
Stanford, P., & Reeves, S. (2005). Review of the book <i>Resilient Classrooms: Creating Healthy Environments for Learning</i> . <i>Journal of Educational and Psychological Consultation</i> , 15.	EDR 308 Early Literacy I	Differentiated Instruction Jackson School District	Stanford, P., & Reeves, S. (2005, November). <i>Rubrics</i> . Poster session presented at TED/TAM Conference in Portland, Maine.
Reeves, S., Stanford, P., & Flowers, L. (2006). Book choices and strategies for fourth grade student silent reading and teacher read-alouds. <i>The Mississippi Reading Journal</i> , 6(1), 15-18.	EDR 311 Early Literacy II	Differentiated Instruction Baldwin School District	Jones, L., & Reeves, S., "The Gift of Artistry Through Children's Literature", 2000-2001 Humanities and Arts Research Program, Award for \$5000, Funded Children's Author-Illustrator Mark Teague's Visit to Mississippi State University, November 8-10, 2000.
Alber, S.R., Brennan, K. Ernsbarger, S., Stanford, P., Miller, A.D. (2000). <u>Test Bank to accompany Exceptional Children: An introduction to special education</u> (6 th ed.). by William L. Heward. Upper Saddle River , NJ : Merrill/Prentice Hall.	EDU 372 Survey of the Exceptional Child	Multiple Intelligences Covington School District	Reeves, S. (2006, March). A partnership for the children of Hattiesburg. Presentation at the Youth Community Partners of the Housing Authority of the City of Hattiesburg, Hattiesburg, MS.
Sonnier-York, C & Stanford, P. (2002) Learning to cooperate: A teacher's perspective. <u>Teaching Exceptional Children</u> , (34)6.	EDU 436 Classroom Management	William Carey University Creativity Write-Down – a creativity conference for children and teachers.	"Homeless Children and Youth Seminar" on November 7, 2005. Speakers included Barbara Duffield from National Association for the Education of Homeless Children and Youth (NAEHYC) in Washington, D.C.

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<p>Dr. Read Diket received two national awards from the National Education Association: The Higher Education National Educator of the Year (2004) and Barkan Award for the Leading Research Publication in the Field of Visual Arts (2003).</p>	<p>EDU 661, 662, 663, 664</p>	<p>15th Creativity Exploration – a Summer Camp for Gifted Students and their teachers</p>	<p>Guest Professor at Linyi University, Linyi, China, December 2006</p>
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Modeling Best Professional Practice in Service

All instructional staff participate in their profession beyond their teaching assignments. An annual faculty development plan, submitted by each faculty member to his/her supervisor, includes professional development goals for the coming year (See Professional Development Plans in the Exhibit Room).

Faculty regularly receive professional development support from the University. Departments allocate stipends for attendance at state or regional events, while more substantial support for participation in professional meetings and conferences can be obtained by formal application for funding through the university faculty committee. Table 5.5 offers a sampling of the faculty service projects completed over the past two years. See the Collaboration Notebook in the Exhibit Room for a full report.

The faculty is deeply committed to the local schools and communities where they live. This is a proactive group of professionals willing to go the extra mile to make a positive impact on the school districts as they strive to meet the missions of their schools. These faculty members search for ways to improve their abilities to make an impact on the teaching community. They do not avoid professional development training and seek to enhance their skills in technology, cutting edge research, and improved delivery systems to their teacher candidates.

The School of Education's greatest challenge is to build a network of professional development schools and clinical faculty who would orchestrate a three-year mentorship (safety net) for all new teachers throughout the schools in the WCU region. Every teacher who thinks about quitting the profession within those critical years needs to know there is a professional team ready to be actively involved in their professional development. Financial barriers are daunting when considering the post-graduation mentoring system. But the School of Education cannot shirk this responsibility we have to our graduating teachers, both undergraduate and alternate route.

Table 5.5 Faculty Service in K-12 Settings

Faculty Service in K-12 Settings
1. Officer in Mississippi Professional Educators
2. MDE Mediator Program
3. Science and Reading Fair Judges
4. Young Authors Celebration 2006, 2007, 2008
5. YAC Writing seminars in 23 area schools in six school districts
6. Katrina Partnership with New Jersey– Rebuilding elementary school libraries
7. Blue Ribbon Commission Member – Redesign of K-12 and Teacher Education
8. Officers in Pine Belt Reading Council
9. Officers in Mississippi Reading Association
10. Board Member – Oseola McCarty Youth Development Foundation
11. Class of 2007-2008 Emerging Leader Award – Phi Delta Kappa International

Unit Evaluation of Professional Education Faculty Performance

The process of evaluation is delineated in the Faculty Handbook. Each full-time and adjunct faculty member participates in the faculty evaluation system that was adopted by the faculty assembly and administration. The faculty evaluation system includes student, self, peer, and administrative evaluations. A schedule is published in the Faculty Handbook for the date and to whom the various evaluation reports are filed. Evaluations by students are conducted during one trimester, peer evaluations are conducted once a year by a faculty member of equal rank or above, the self-evaluation is due as directed, and the department chair or dean evaluation is due by January 31. Evaluation data are used in making decisions regarding the continuation of employment, promotion in rank, consideration of tenure, and salary increases. Faculty prepare professional development plans which are monitored annually in the evaluation process. Annual faculty evaluations are done in accordance with procedures described in the Faculty Handbook. Faculty prepare an annual report addressing the areas of teaching, professional activity, Christian commitment, and service to the University, church, and community. The immediate supervisor, chair or dean, reviews the report and writes an evaluation. The report, supervisor's evaluation, and faculty response are

passed up through channels to the Vice President of Academic Affairs. The faculty reports and supervisor evaluations play a key role in decisions made on salary, promotion, tenure, and retention.

Each faculty member receives feedback on student, peer, and chair evaluations. Faculty members are encouraged to use feedback from students and peers for improvement of teaching and scholarship. The information can be used to revise courses and improve classroom techniques. The chair evaluation which is based on the self-evaluation and the professional development plan is viewed and signed by the faculty member and the chair. The evaluation is used to improve teaching, scholarship and service.

Unit Facilitation of Professional Development

All full-time faculty are expected to complete plans for professional development. A one-page plan is submitted on or before January 31 of each year along with the activities report that is submitted annually for administrative evaluation. The plan should include a personal mission statement along with goals for the current calendar year (January through December) in the areas of teaching, professional activity, service to the University, Christian commitment, and community service.

Financial Support for professional development is available from three sources:

1. All full-time faculty may receive an annual amount of \$250.00 for faculty development from their school or department. Requests are processed through the appropriate school dean, department chair, and program director.
2. Faculty may apply in advance through the Professional Development Committee for faculty development funds in the following areas: professional travel (conferences and workshops), special projects, research, course development, equipment, and special/advanced study.
3. Faculty may be awarded a professional development grant in conjunction with promotion or tenure. Requests to use funds associated with these grants are processed through the Office of Academic Affairs.

In all cases, faculty have a current faculty development plan on file and the financial support received is used to achieve goals stated in that plan. Faculty file a report on the activity for which funds were received.

Total institutional support for professional development will be determined on an annual basis subject to availability of financial resources.