

**UNDERGRADUATE ELEMENTARY EDUCATION
EFFECTIVENESS PROGRAM
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Serve Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources); 2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); 3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); 4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 	<ol style="list-style-type: none"> 1. Teacher candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (EDU GOAL 5) (WCU Goal 1.1, 2.2) 	<ol style="list-style-type: none"> 1. A. Teacher Intern Assessment Instrument (TIAI) measures student teachers in ten areas of professional performance. Eighty percent of the teacher candidate population will be ranked as Exceptional or Adequate. The Supervising Teacher Evaluation II instrument uses this rubric with an external observer. <hr/>		

<p>1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).</p>		<p>1. A.1. The TIAI has an addendum for each content area with four performance levels: Unacceptable, Emerging, Acceptable, and Target. The content addenda are Art, Biology/Chemistry, English, Mathematics, Music Education, and Social Studies. The total means will be 80% or higher when the Target score and Acceptable score are combined.</p>		
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		<hr/> <p>1. C. Professional Dispositions are measured during the Student Teaching Internship as rated by the University Supervisor. There are five rankings: Not Met, Novice, Emergent, Professional, and Mastery. 80% of the teacher candidate population will rank Professional or Mastery.</p>		
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		<hr/> <p>1. D. In EDU 300 Introduction to Education, the culminating project is the Instructional Management Portfolio. Eighty percent of the teacher candidates will score Emerging, Acceptable or Target in the three major categories and their subcategory indicators. This Instructional Management Portfolio becomes part of the Professional Portfolio teacher graduates will use in their first employment interviews.</p>		
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		<hr/> <p>1. E. In EDU 345, Social Studies in the Elementary School, the Lesson presentation is evaluated by the classroom teacher during the clinical experience in the classroom. The teacher candidates' S.L.O. is that eighty percent will reach the rank of Target.</p>		
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		<hr/> <p>1. F. in EDU 346, Science in the Elementary School, eighty percent of the teacher candidates will be ranked Exemplary or Accomplished on the Science Lesson Plan Rubric.</p> <hr/> <p>1. G. Personal Portfolio is the candidate's organization of key assessments which will be invaluable when seeking employment in schools. The Portfolio is designed to assist candidates in the organization and presentation of knowledge from their programs. The Student learning outcome will be 80% of the candidates will achieve Target or Acceptable when their portfolio is reviewed by university supervisors.</p> <hr/>		
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		<p>1.H. UNIVERSITY SUPERVISOR:</p> <p>During the Student Teaching Internship, the university supervisor will rate the student intern as to professional dispositions. There are four levels of evaluation: Novice, Emergent, Professional, and Mastery. The S.L.O. is that the overall mean will be 85% or higher when Professional and Mastery levels are combined. Also that the fourteen indicators will be 85% or higher for the two highest levels.</p> <hr/> <p>1. I. In EDU 3001, candidates are required to develop their personal Philosophy of Education. The rubric has 5 indicators ranked one a four performance levels: Target, Acceptable, Emerging, and Unacceptable. Candidates will have a total group mean of 75% when Target, Acceptable, and Emerging scores are aggregated.</p>		
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		<hr/> <p>1. J. In EDU 3001, candidates will present a lesson in a real world classroom setting. The teacher mentor or university supervisor will complete the evaluation which is built around M-Star Instructional Domain designed by the Mississippi Department of Education. There are five indicators with candidates needing a total mean of 85% Target, Acceptable and Emerging aggregated scores. These are first term education majors, therefore the performance level of Emerging will be acceptable to meet one of the admission requirements into the School of Education.</p>		
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		<hr/> <p>1. K. In EDU 3001, candidates will be evaluated on their Professional Dispositions. Since these are first term education majors, the performance level of Emerging will be acceptable as meeting the admission requirement for the School of Education. The Student Learning Outcome will be a total group mean of 85% or higher when Target, Acceptable and Emerging scores are aggregated.</p>		
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		<hr/> <p>1. L. EDU 300 – Grading Rubric for Local and State Curriculum Standards is an initial assessment for first term education candidates as they are introduced to curriculum standards. There are four indicators with four performance levels (Likert Scale). The total group mean will be 85% when Target and Acceptable scores are aggregated.</p> <hr/>		
	<p>2. Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (EDU GOAL 3) (WCU Goal 1.1, 1.2, 1.4, 2.2)</p>	<p>2. A. Lesson Plan Rubric: Students will build effective lessons to be used in schools within the teaching area of the university. The Lesson Rubric had five indicators. The Student Learning Outcome was for the class population to achieve a 70% or higher in each indicator.</p>		

		<hr/> <p>2. B. In EDR 344, EDR 308, EDR 311, candidates design a lesson plan evaluated by a five indicator rubric with four performance levels: Unacceptable, Emerging, Acceptable, and Target. The teacher candidates' mean score will be 80% when Target and Acceptable scores are aggregated.</p> <hr/>		
		<p>2. C. In EDR 407, the teacher candidates are required to complete the Integrated Unit Project. This evaluation has nine indicators with the target mean of 80% of the candidates ranked as Target or Acceptable.</p>		

		<hr/> <p>2. D. In EDR 440, Kindergarten Practicum, teacher candidates are required to design and present a Lesson Plan using a Big Book (K-2). The rubric evaluates the class presentation under five indicators. The total mean will meet or exceed 80% of the class reaching Target or Acceptable.</p> <hr/>		
		<p>2. E. Supervising Teachers in the Undergraduate Candidate Internship have multiple opportunities to evaluate the candidate's professional teaching skills. The Midterm evaluation is a formative assessment designed to diagnose professional skills in order that the university supervisor and supervising teacher can develop additional professional activities to assist the candidates in strengthening weak areas in their professional growth. The Student Learning Outcome is that the total mean and fourteen performance indicators will be 85% or higher when Mastery and Professional Scores are combined.</p>		

2. F. In EDU 372, Survey of the Exceptional Child, candidates will design an IEP based on a case study. The IEP rubric (Original- Fall Term) has 11 indicators. The Student Learning Outcome will be set at 85% for the mean score for each indicator when Target (Exceeds Standards) and Acceptable (Meets Standards) are aggregated. The rubric was revised in the Winter term to eight indicators ranked on four performance levels (Target, Acceptable, Emerging, and Unacceptable).

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		<p>3. B As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher’s professional competencies will meet or exceed 90% positive rating.</p> <hr/> <p>3. C. As documented in EDR 441 Reading Diagnosis and Remediation in the Elementary School, The Diagnostic Reading Case Study is the culminating project of a ten week clinical experience in a local school. Eighty percent of the teacher candidates will rank Target or Acceptable in five categories.</p> <hr/> <p>3. D. In EDU 3001, candidates will design a Personal Portfolio which will be evaluated on a four point Likert scale (Excellent, Satisfactory, Emerging, and Unsatisfactory). The Student Learning Outcome will be 85% of the aggregated means (Excellent, Satisfactory, and Emerging).</p>		
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4. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the final field experience in Student Teaching. (EDU GOALS 1-10)
(WCU Goal 1.1, 1.2, 1.4, 2.2)

4. A. When taking the Praxis II Subject Area Examination (Elementary Education), 90% of the teacher candidates will achieve a passing score on the first attempt.

		<hr/> <p>4. B. When taking the Praxis II Principles of Learning and Teaching Examination, 90% of the teacher candidates will achieve a passing score with one attempt.</p> <hr/>		
		<p>4. C. Pre-Post Value-Added Project is one of the culminating internship projects. The teacher candidate shows professional skills in four performance indicators:</p> <p>1-Objective(s) Assessed; 2-Type of Assessment; 3-Analysis of Data; 4-Action Plan for Remediation, Enrichment, and Accommodations.</p> <p>The Student Learning Outcome is that the total mean of candidates in each indicator will be 80% or higher (Target and Acceptable combined).</p> <hr/>		
		<p>4. D. Exit Interview is the first data collection instrument to evaluate bachelor's graduates from the School of Education. The instrument is built on a five point rubric. The total mean goal per indicator for each campus will be 4.0 or higher.</p>		

		<hr/> <p>4. E. In EDU 3001, teacher candidates design a planning commentary and are evaluated on one three key indicators using a four point Likert scale: Unacceptable, Emerging, Acceptable, and Target. Since this is the first time teacher candidates have encountered these skills, the Student Learning Outcome will be the total group mean of the aggregated scores (Emerging, Acceptable, and Target) will be 80% or higher.</p>		
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		<hr/> <p>4. F. In EDU 3001, each candidates creates a lesson plan to present to their students in the practicum classroom. There are 9 indicators with a Student Learning Outcome of 85% (aggregated scores of Emerging, Acceptable, and Target).</p>		
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		<hr/> <p>4. G The Integrated Mathematics Activity Portfolio is a key assessment in the senior laboratory course, EDU 413 Mathematics in the Elementary School. The Student Learning Outcome will be 85% or higher when indicators are evaluated on a four point Likert Scale (Exceeds Expectations, Meets Expectations, Needs Further Development, and Not Present).</p>		
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		<hr/> <p>4. H In EDU 436, Classroom Management, teacher candidates will present a chapter on management styles. Graded on four indicators (Target, Acceptable, Emerging, and Unacceptable), group mean scores will be 85% or higher. There are two rubrics for this project. The first was administered during the Fall term. After faculty review, the revised rubric was used for Winter, Spring, and Summer terms.</p>		
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		<hr/> <p>4. I In EDU 440, Kindergarten Practicum, candidates are required to present a Big Book Lesson. The Student Learning Outcome is based on five indicators using a five point Likert Scale (Target, Acceptable, Meets Minimum Standards, Novice, and Unacceptable). The combined means for Acceptable and Meets Minimum Standards must be 85% or higher.</p> <hr/>		
		<p>4. J In EDU 440, Kindergarten Practicum, teacher candidates will design a Phonemic Awareness Lesson Plan based on five indicators. The Student Learning Outcome will be a group mean of 85% or higher will score Target or Acceptable when those performance levels are combined.</p>		

		<p>4. K In EDU 440, Kindergarten Practicum, teacher candidates will self-evaluate their lesson presentation from a video. The Student Learning Outcome will be that the group mean will score Target at 85%.</p> <hr/> <p>4. L. Candidates will effectively design a Test Assessment Project Mini-Unit for several days of instruction. The Student Learning Outcome for total group means for each indicator will be 85% or higher.</p>		
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<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources); 2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); 3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); 4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and 	<p>1. Teacher candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (EDU GOAL 5) (WCU Goal 1.1, 2.2)</p>	<p>1. A. Teacher Intern Assessment Instrument (TIAI) measures student teachers in ten areas of professional performance. Eighty percent of the teacher candidate population will be ranked as Exceptional or Adequate. The Supervising Teacher Evaluation II instrument uses this rubric with an external observer.</p>	<p>1. A. The teacher candidate population (n=77) evaluated by their supervising teachers during internship scored the following overall means:</p> <p>(1) Understanding how children learn and develop Exceptional 88.16%; Adequate 11.84%;</p> <p>(2) Understands concepts and tools of inquiry Exceptional 90.79%; Adequate 9.21%;</p> <p>(3) Teacher understands student differences Exceptional 85.33%; Adequate 14.67%;</p> <p>(4) Understands and uses a variety of instructional strategies Exceptional 89.33%; Adequate 9.33%;</p> <p>(5) Uses an understanding of individual and group motivation Exceptional 86.84%; Adequate 10.53%;</p> <p>(6) Uses knowledge of effective verbal and nonverbal communication Exceptional 86.84%; Adequate 13.16%;</p> <p>(7) Plans instruction based upon the knowledge of subject matter Exceptional 93.42%; Adequate 6.58%;</p> <p>(8) Uses formal and informal assessments Exceptional 85.53; Adequate 14.47%;</p> <p>(9) Is reflective and evaluates the effects of his/her actions Exceptional 88%; Adequate 12%;</p> <p>(10) Fosters relationships with colleagues, parents, and agencies Exceptional 80.82%; Adequate 19.18;</p> <p>Total Means Exceptional 87.53%; Adequate 12.07% Flawed 0.4%; Unacceptable 0%;</p>	<p>1. A. The Student Learning Outcome was exceeded in all areas. This key assessment is important for program review due to the fact that this is an external assessment completed by the supervising teachers. Out of the 77 candidates – all passed their internships with exceptional or adequate ratings.</p>

<p>Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).</p>		<p>1. A.1. The TIAI has an addendum for each content area with four performance levels: Unacceptable, Emerging, Acceptable, and Target. The content addenda are Art, Biology/Chemistry, English, Mathematics, Music Education, and Social Studies. The total means will be 80% or higher when the Target score and Acceptable score are combined.</p>	<p>1. A.1. It is to be noted that the N (number of interns) will be relatively small, thus impacting the total mean.</p> <p>Art Education – N=2</p> <p>(1)Demonstrates correct use of elements and principles of design Target 100%;</p> <p>(2) Utilizes methods in interpretation of art work Target 100%:</p> <p>(3) Addresses questions that relate to societal, universal, and various cultures Target 100%;</p> <p>(4) Understands the philosophical and aesthetic issues Target 100%:</p> <p>(5) Uses images and processes in teaching art Target 100%:</p> <p>(6) Opens the art world boundaries to embrace student work Target 100%:</p> <hr/> <p>Total Mean 100%</p> <p>Biology/Chemistry N=4</p> <p>(1)Understand major concepts, principles, theories, laws of their field. Target 100%;</p> <p>(2) Understand the central concepts and supporting role science specific technology. Target 100%;</p> <p>(3) Show an understanding of state and national curriculum standards. Target 100%;</p> <p>(4) Plan multiple lessons using a variety of inquiry approaches. Target 75%; Acceptable 25%;</p> <p>(5) Include active inquiry lessons. Target 75%; Acceptable 25%;</p> <p>(6) Design instruction and assessment strategies. Target 100%;</p>	<p>1. A.1. The TIAI Addendum was added to the Elementary Education SACS report due to the fact that these students also carry endorsements in one or more of the following subject content areas. The Student Learning Outcome was met in Art Education; met in Biology/Chemistry; met in English Education; Mathematics Education; Music Education; and Social Studies Education. These skills are placed in the Elementary report so that the faculty of elementary education candidates would provide these subject-specific skills to their students.</p>
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			<p>(7) Demonstrate the safe and proper techniques for preparation, storage, supervision, and disposal of all materials. Target 100%;</p> <p>(8) Demonstrate an ability to implement emergency procedures and maintain safety equipment. Target 100%;</p> <p>(9) Demonstrate ethical decision making. Target 100%;</p> <p>Total Mean: Target 94.12%; Acceptable 5.88%.</p> <hr/> <p>English Education N=8</p> <p>(1) Use ELA to help students become familiar with cultures. Target 50%; Acceptable 37.5%; Emerging 12.5%;</p> <p>(2) Use practices to assist students in developing critical thinking. Target 75%; Acceptable 25%;</p> <p>(3) Engage students in activities that demonstrate the role of arts and humanities in learning. Target 75%; Acceptable 12.5%; Emerging 12.5%;</p> <p>(4) Demonstrate knowledge the influence of print and nonprint media. Target 75%; Acceptable 12.5%; Emerging 12.5%;</p> <p>(5) Engage students in meaningful discussions and interpreting and evaluating ideas. Target 75%; Acceptable 25%;</p> <p>(6) Engage students in critical analysis. Target 71.43%; Acceptable 14.29%; Emerging 14.29%;</p> <p>(7) Engage students in experiences that emphasize purposes for language and communication. Target 100%;</p> <p>(8) Engage students in making meaning of text through personal response. Target 87.5%; Acceptable 12.5%;</p> <p>(9) Demonstrate that students can select appropriate reading strategies that permit understanding of print and nonprint text. Target 62.5%; Acceptable 37.5%;</p>	
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			<p>Total Mean Target 74.65%; Acceptable 19.72; Emerging 5.63%.</p> <hr/> <p>Mathematics Education N=6</p> <p>(1)Identifies and reviews relevant mathematics knowledge and terminology. Target 100%;</p> <p>(2) Uses graphing calculators to promote higher order thinking skills. Target 66.67%; Acceptable 33.33%;</p> <p>(3) Relates the lesson to mathematical concepts and applications. Target 50%; Acceptable 33.33%; Emerging 16.67%;</p> <p>(4) Uses appropriate and precise mathematical terminology. Target 100%;</p> <p>(5) Uses appropriate and precise mathematical notation. Target 100%;</p> <p>(6) Knows, understands, and uses precise definitions. Target 100%;</p> <p>Total Means: Target 86.11%; Acceptable 11.11%; Emerging 2.78%.</p> <hr/> <p>Elementary Music N=2</p> <p>(1)Demonstrates a paraxial philosophy of music education that encourages students to learn. Target 50%; Acceptable 50%;</p> <p>(2) Demonstrates an understanding of learning styles. Target 100%;</p> <p>(3) Demonstrates a commitment to aesthetic, artistic singing. Target 50%; Emerging 50%;</p> <p>(4) Demonstrates large group classroom management skills. Target 100%;</p> <p>(5) Demonstrates a commitment to the development of individual musicianship. Target 50%; Acceptable 50%;</p>	
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		<p>(6) Demonstrates understanding of the national standards for arts education, state benchmarks and Bloom's taxonomy. Acceptable 100%;</p> <p>Total Means: Target 54.55%; Acceptable 36.36%; Emerging 9.09%.</p> <hr/> <p>Social Studies Education N=5</p> <p>(1) Models appropriate NCSS habits of mind. Target 60%; Acceptable 40%;</p> <p>(2) Utilizes discipline-specific terminology, methods, and tools. Target 60%; Acceptable 40%;</p> <p>(3) Integrates developmentally appropriate content and processes into instruction. Target 80%; Acceptable 20%;</p> <p>(4) Demonstrates an understanding of different learning styles. Target 60%; Acceptable 20%; Emerging 20%;</p> <p>(5) Exhibits subject matter competency. Target 80%; Acceptable 20%;</p> <p>Total Means: Target 68%; Acceptable 28%;</p> <hr/> <p>1. B. MENTOR TEACHER - During the Student Teaching Internship, the mentor teacher will rate the student intern as to professional dispositions. There are four levels of evaluation: Novice, Emergent, Professional, and Mastery. The S.L.O. is that the overall mean will be 85% or higher when Professional and Mastery levels are combined. Also that the fourteen indicators will be 85% or higher for the two highest levels.</p>	<p>(6) Demonstrates understanding of the national standards for arts education, state benchmarks and Bloom's taxonomy. Acceptable 100%;</p> <p>Total Means: Target 54.55%; Acceptable 36.36%; Emerging 9.09%.</p> <hr/> <p>Social Studies Education N=5</p> <p>(1) Models appropriate NCSS habits of mind. Target 60%; Acceptable 40%;</p> <p>(2) Utilizes discipline-specific terminology, methods, and tools. Target 60%; Acceptable 40%;</p> <p>(3) Integrates developmentally appropriate content and processes into instruction. Target 80%; Acceptable 20%;</p> <p>(4) Demonstrates an understanding of different learning styles. Target 60%; Acceptable 20%; Emerging 20%;</p> <p>(5) Exhibits subject matter competency. Target 80%; Acceptable 20%;</p> <p>Total Means: Target 68%; Acceptable 28%;</p> <hr/> <p>1. B. MENTOR EVALUATION. There are fourteen indicators for professional dispositions. Student teachers (N=25) were ranked by mentor teachers on a four point Likert scale.</p> <p>1) Dependability and Reliability Mastery 64%; Professional 32%;</p> <p>2) Respect Mastery 92% Professional 4%;</p> <p>3) Commitment and Initiative Mastery 56%; Professional 40%;</p> <p>4) Responsiveness Mastery 72%; Professional 24%;</p> <p>5) Collaboration Mastery 56%; Professional 36%;</p> <p>6) Open-Mindedness Mastery 64%; Professional 28%;</p> <p>7) Knowledgeable Mastery 52%; Professional 44%;</p> <p>8) Communication Mastery 56%; Professional 36%;</p> <p>9) Confidentiality Mastery 76%; Professional 24%;</p> <p>10) Academic Honesty Mastery 84%; Professional 12%;</p>	<p>1. B. The S.L.O. was exceeded in all fourteen indicators and the total mean. This is a culminating internship evaluation which is designed to evaluate the entire scope of professional dispositions of each candidate. Those candidates who did not meet these professional dispositional standards would have an extended student teaching experience with additional training by the university supervisor. There were no candidates who failed the S.L.O. in Professional Dispositions.</p>
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			<p>11) Appearance Mastery 84%; Acceptable 16%;</p> <p>12) Teaching Effectiveness Mastery 56%; Professional 63%;</p> <p>13) Fairness Mastery 72%; Professional 20%;</p> <p>14) Bias Mastery 64%; Professional 36%.</p> <p>Total Means for Professional Dispositions: Mastery 67.71% Professional 27.71% Emergent 2.86% Unacceptable 0%</p>	
		<p>1. C. Professional Dispositions are measured during the Student Teaching Internship as rated by the University Supervisor. There are five rankings: Not Met, Novice, Emergent, Professional, and Mastery. 80% of the teacher candidate population will rank Professional or Mastery.</p>	<p>1. C. UNIVERSITY SUPERVISOR. In the Final Internship, the teacher candidate population was =67. There are twelve Professional Dispositions:</p> <p>(1) Dependability and Reliability Mastery 71.64%; Professional 17.91%; Emergent 7.46%; Novice 2.99%;</p> <p>(2) Respect Mastery 79.1%; Professional 11.94%; Emergent 7.46%; Novice 1.49%;</p> <p>(3) Commitment and Initiative Mastery 55.22%; Professional 32.84%; Emergent 8.96%; Novice 2.99%;</p> <p>(4) Responsiveness Mastery 64.18%; Professional 25.37%; Emergent 7.46%; Novice 2.99%;</p> <p>(5) Collaboration Mastery 55.22%; Professional 35.82%; Emergent 7.46%; Novice 1.49%;</p> <p>(6) Open Mindedness Mastery 69.7%; Professional 19.7%; Emergent 7.58%; Novice 3.03%;</p> <p>(7) Knowledgeable Mastery 58.21%; Professional 31.34%; Emergent 7.46%; Novice 2.99%;</p> <p>(8) Communication Mastery 61.19%; Professional 26.87%; Emergent 8.96%; Novice 2.99%;</p> <p>(9) Confidentiality Mastery 80.6%; Professional 7.46%; Emergent 8.96%; Novice 2.99%;</p> <p>(10) Academic Honesty</p>	<p>1. C. When the University Supervisor evaluated teacher interns' professional dispositions, the aggregated scores of Mastery and Professional was a total group mean of 89.55%. The Student Learning Outcome was met. When calculating Emergent and Novice the total mean was 10.15%. The university supervisors and mentor teachers worked together to design professional development activities to raise the dispositional performances for all interns scoring Emergent and Novice.</p>

			<p>Mastery 77.61%; Professional 10.45%; Emergent 10.45%; Novice 1.49%;</p> <p>(11) Appearance Mastery 82.09%; Professional 11.94%; Emergent 4.48%; Novice 1.49%;</p> <p>(12) Teaching Effectiveness Mastery 47.76%; Professional 41.79%; Emergent 7.46%; Novice 2.99%;</p> <p>(13) Fairness Mastery 75.76%; Professional 13.64%; Emergent 7.58%; Novice 3.03%;</p> <p>(14) Bias Mastery 65.67%; Professional 26.87%; Emergent 5.97%; Novice 1.49%;</p> <p>Total Means Mastery 67.41% Professional 22.44% Emergent 7.68% Novice 2.46% Not Met 0%</p>	
		<p>1. D. In EDU 300 Introduction to Education, the culminating project is the Instructional Management Portfolio. Eighty percent of the teacher candidates will score Emerging, Acceptable or Target in the three major categories and their subcategory indicators. This Instructional Management Portfolio becomes part of the Professional Portfolio teacher graduates will use in their first employment interviews.</p>	<p>1. D. The Personal Portfolio has three categories with eleven indicators:</p> <p>CATEGORY ONE: INSTRUCTIONAL MANAGEMENT</p> <p>1-Teaching Tools – Emerging 40.9%, Acceptable 45.5%; Target 13. 5%;</p> <p>2-Time on Task – Emerging 27.2%, Acceptable 54.5%; 13.64%</p> <p>3-Student Involvement – Emerging 9.1%, Acceptable 55.5%, 36.4%;</p> <p>4-Physical Organization of the Classroom Space – Emerging 9.1%; Acceptable, 36.6%; 54.5% Target.</p> <p>Total Mean for Instructional Management Unacceptable 1.2% Emerging 21.5% Acceptable 47.4%; Target 54.5%.</p> <p>CATEGORY TWO: STUDENT – TEACHER RELATIONSHIP</p> <p>1-Student-Teacher Interaction Emerging 4.5%; Acceptable 36.6%; Target 59.1%.</p>	<p>1. D. The S.L.O. was exceeded for all three categories and the eleven indicators. This key assessment sets the baseline for each candidate's professional development. What is important to recognize is the low mean score of "unacceptable" in each of the categories and indicators. Candidates wishing to enter the School of Education must be ranked at "emerging" or higher. This assessment will be continued in 2014-2015.</p>

		<p>2-Establishes good rapport Emerging 9.1%; Acceptable 59.1; Target 31.8%;</p> <p>Total Mean for Student- Teacher Relationship Unacceptable 0% Emerging 6.8%; Acceptable 47.7%; Target 45.5%.</p> <p>CATEGORY THREE – RULES, PROCEDURES AND TRANSITIONS</p> <p>1-Transitions Emerging 27.3%; Acceptable 59.1%; Target 13.6%</p> <p>2-Preventive, Supportive and Creative Measures. Emerging 22.7%; Acceptable 55.5%. Target 18.2%;</p> <p>3-Reaction to Misbehavior Emerging 13.6%; Acceptable 63.4%; Target 18.8%</p> <p>4- Procedures, Rules and Consequences Emerging 22.7%; Acceptable 50%; Target 22.7%;</p> <p>5- Communication of Expectations Emerging 24.5%; Acceptable 55.5%; Target 16.36%.</p> <p>Total Mean for Rules, Procedures, and Transitions</p> <p>Unacceptable: 3.6% Emerging 24.5% Acceptable 55.4% Target 16.7%.</p>	
	<p>1. E. In EDU 345, Social Studies in the Elementary School, the Lesson presentation is evaluated by the classroom teacher during the clinical experience in the classroom. The teacher candidates' S.L.O. is that eighty percent will reach the rank of Target.</p>	<p>1. E. Fall Term (Original Rubric) There are nine indicators. N=25</p> <p>(1) Content Standards Target 100%;</p> <p>(2) Learner Objectives Target 100%;</p> <p>(3) Initial Activity Target 100%;</p> <p>(4) Instructional Procedures Target 100%;</p> <p>(5) Materials Target 100%;</p> <p>(6) Assessment</p>	<p>1. E. EDU 345 is a pedagogy course with strong emphasis on content knowledge and unit design. The nine indicators all exceeded the 80% Student Learning Outcome with a total mean score of 99.56% (Target and Acceptable). This key assessment continues to provide strong evidence of the candidates' strength in lesson design.</p> <p>Mid-year, the Lesson Presentation rubric was reassessed and revised by faculty. The following data (N=36) is derived from the revised EDU 345 Lesson Presentation Rubric. All indicators met or exceeded the Student Learning Outcome. The Revised Rubric has now been tested and reviewed. It will replace</p>

			<p>Target 100%;</p> <p>(7) Enrichment Remediation Target 100%;</p> <p>(8) Accommodations and Adaptation for Diverse Learners Target 100%;</p> <p>(9) Reflection Target 96%; Unacceptable 4%;</p> <p>Total mean rank scores: Target 99.56% Acceptable 0% Emerging 0% Unacceptable 0.44%.</p> <p>Winter – Spring Terms (Revised EDU 345 Rubric) N=36 – Lesson Evaluation</p> <p>(1) Provides classroom teacher with lesson plans for approval in ample time prior to presentation to students. Target 91.67% Emerging 8.33% Novice 0% Unacceptable 0%</p> <p>(2) Introduces the lesson appropriately to students. Target 91.67% Emerging 8.33% Novice 0% Unacceptable 0%</p> <p>(3) Lesson is well organized Target 94.44% Emerging 5.56% Novice 0% Unacceptable 0%</p> <p>(4) Lesson moves smoothly from one activity to the next and according to the written plan. Target 100% Emerging 0% Novice 0% Unacceptable 0%</p> <p>(5) Is flexible within the lesson plan. Target 100% Emerging 0% Novice 0% Unacceptable 0%</p> <p>(6) Interacts with students appropriately during the lesson. Target 100% Emerging 0%</p>	<p>the original rubric as the key assessment because of its strong diagnostic profile.</p>
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			<p>Novice 0% Unacceptable 0%</p> <p>(7) Use standard English in writing and speaking. Target 100% Emerging 0% Novice 0% Unacceptable 0%</p> <p>(8) Is appropriately enthusiastic. Target 100% Emerging 0% Novice 0% Unacceptable 0%</p> <p>(9) Is knowledgeable of the subject matter. Target 94.44% Emerging 5.56% Novice 0% Unacceptable 0%</p> <p>(10) Is warm and friendly toward students Target 100% Emerging 0% Novice 0% Unacceptable 0%</p> <p>(11) Speaks clearly and has good voice projection. Target 97.22% Emerging 2.78% Novice 0% Unacceptable 0%</p> <p>(12) Has all materials available when needed. Target 86.11% Emerging 13.89% Novice 0% Unacceptable 0%</p> <p>(13) Directions to students are given clearly and are easy to follow. Target 100% Emerging 0% Novice 0% Unacceptable 0%</p> <p>(14) There is appropriate closure to the lesson. Target 100% Emerging 0% Novice 0% Unacceptable 0%</p> <p>(15) Is appropriately dressed. Target 100% Emerging 0% Novice 0%</p>	
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		<p>Unacceptable 0%</p> <p>Total Group Mean Target 97.59% Emerging 2.41% Novice 0% Unacceptable 0%</p> <hr/> <p>1. F. in EDU 346, Science in the Elementary School, eighty percent of the teacher candidates will be ranked Exemplary or Accomplished on the Science Lesson Plan Rubric.</p> <hr/> <p>1. F. The Science Lesson Plan Rubric has five indicators:</p> <p>(1) Frameworks/ Common Core Standards Exemplary 100%;</p> <p>(2) Objectives/Depth of Knowledge Exemplary 57.14%; Accomplished 42.86%;</p> <p>(3) Knowledge and Procedures Exemplary 85.71% Accomplished 14.29%;</p> <p>(4) Evaluation/Assessment Exemplary 42.86%; Accomplished 42.86%; Developing 14.29%;</p> <p>(5) Differentiated Instruction Exemplary 100%;</p> <p>Total Mean Score by Rank: Exemplary 77.14% Accomplished 20% Developing 2.86%; Beginning 0%.</p> <hr/> <p>1. G. Personal Portfolio is the candidate's organization of key assessments which will be invaluable when seeking employment in schools. The Portfolio is designed to assist candidates in the organization and presentation of knowledge from their programs. The Student learning outcome will be 80% of the candidates will achieve Target or Acceptable when their portfolio is reviewed by university supervisors.</p> <hr/>	<p>Unacceptable 0%</p> <p>Total Group Mean Target 97.59% Emerging 2.41% Novice 0% Unacceptable 0%</p> <hr/> <p>1. F. The Science Lesson Plan Rubric has five indicators:</p> <p>(1) Frameworks/ Common Core Standards Exemplary 100%;</p> <p>(2) Objectives/Depth of Knowledge Exemplary 57.14%; Accomplished 42.86%;</p> <p>(3) Knowledge and Procedures Exemplary 85.71% Accomplished 14.29%;</p> <p>(4) Evaluation/Assessment Exemplary 42.86%; Accomplished 42.86%; Developing 14.29%;</p> <p>(5) Differentiated Instruction Exemplary 100%;</p> <p>Total Mean Score by Rank: Exemplary 77.14% Accomplished 20% Developing 2.86%; Beginning 0%.</p> <hr/> <p>1. G. The Personal Portfolio has five indicators: Contents: Target 33%; Acceptable 50% Documentation and Reflection: Target 66.7%; Acceptable 16.7%; Organization: Target 66.7%; Acceptable 16.7%; Creativity: Target 60%; Acceptable 20%; Overall Portfolio Impact: Target 66.7%; 16.7%; Total Means: Target 58.6%; 24.1%.</p> <hr/>	<p>Unacceptable 0%</p> <p>Total Group Mean Target 97.59% Emerging 2.41% Novice 0% Unacceptable 0%</p> <hr/> <p>1. F. The Science Lesson Plan is completed in a junior level pedagogy course. There are five indicators with each group score exceeding 80% (Exemplary and Accomplished). The final Total Mean Score was 97.14%. This is an exceptional mean score for the candidates.</p> <hr/> <p>1. G. This personal portfolio is part of the requirements for completing the student internship and is evaluated by the university supervisor. The Student Learning Outcome was met in all five indicators. The Total Group Mean was 82.7%. This would be compared to the EDU 3001 Personal Portfolio to show signs of professional development of the course of the program.</p> <hr/>
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		<p>1.H. UNIVERSITY SUPERVISOR: During the Student Teaching Internship, the university supervisor will rate the student intern as to professional dispositions. There are four levels of evaluation: Novice, Emergent, Professional, and Mastery. The S.L.O. is that the overall mean will be 85% or higher when Professional and Mastery levels are combined. Also that the fourteen indicators will be 85% or higher for the two highest levels.</p>	<p>1. H. UNIVERSITY SUPERVISOR EVALUATION. During the Internship, there are fourteen indicators for professional dispositions. Student teachers (N=26) were ranked by mentor teachers on a four point Likert scale.</p> <p>1) Dependability and Reliability Mastery 57%; Professional 38%; 2) Respect Mastery 76% Professional 19%; 3) Commitment and Initiative Mastery 58%; Professional 34%; 4) Responsiveness Mastery 65%; Professional 31%; 5) Collaboration Mastery 61%; Professional 31%; 6) Open-Mindedness Mastery 73%; Professional 19%; 7) Knowledgeable Mastery 50%; Professional 46%; 8) Communication Mastery 50%; Professional 46%; 9) Confidentiality Mastery 81%; Professional 19%; 10) Academic Honesty Mastery 85%; Professional 12%; 11) Appearance Mastery 84%; Acceptable 15%; 12) Teaching Effectiveness Mastery 48%; Professional 36%; 13) Fairness Mastery 77%; Professional 19%; 14) Bias Mastery 69%; Professional 30%.</p> <p>Total Means for Professional Dispositions: Mastery 66.94% Professional 28.37% Emergent 2.75% Unacceptable 0% All candidates met the S.L.O. standard.</p>	<p>1. H. When University Supervisors evaluated the Professional Dispositions of interns, the S.L.O. was exceeded in all fourteen indicators and the total mean. This is a culminating internship evaluation which is designed to evaluate the entire scope of professional dispositions of each candidate. This is a strong affirmation of the professional dispositions training candidates are experiencing in the School of Education.</p>
		<p>1. I. In EDU 3001, candidates are required to develop their personal Philosophy of Education. The rubric has 5 indicators ranked one a four performance levels: Target, Acceptable, Emerging, and Unacceptable. Candidates will have a total group mean of 75% when Target, Acceptable, and Emerging scores are aggregated.</p>	<p>1. I. There are five indicators in the Philosophy of Education assignment (EDU 3001) N=17.</p> <p>(1)Introduction Target 47.06% Acceptable 23.52% Emerging 23.52% Unacceptable. 5.9%</p> <p>(2) Content Coverage Target 47.06% Acceptable 23.52% Emerging 23.52% Unacceptable. 5.9%</p>	<p>1. I. In EDU 3001, Introduction to Education Practicum, the Personal Philosophy of Education S.L.O. was not met with a total mean score of 70.8% when Target and Acceptable scores were aggregated (S.L.O. was 75%). This key assessment will be used for the 2014-2015 academic year.</p>

			<p>(3) Methodology Coverage Target 47.06% Acceptable 23.52% Emerging 23.52% Unacceptable. 5.9%</p> <p>(4) Assessment Coverage Target 47.06% Acceptable 23.52% Emerging 23.52% Unacceptable. 5.9%</p> <p>Classroom Management Coverage Target 47.06% Acceptable 23.52% Emerging 23.52% Unacceptable. 5.9%</p> <p>Total Means: Target 47.06% Acceptable 23.52% Emerging 23.52% Unacceptable. 5.9%</p>	
		<p>1. J. In EDU 3001, candidates will present a lesson in a real world classroom setting. The teacher mentor or university supervisor will complete the evaluation which is built around M-Star Instructional Domain designed by the Mississippi Department of Education. There are five indicators with candidates needing a total mean of 85% Target, Acceptable and Emerging aggregated scores. These are first term education majors, therefore the performance level of Emerging will be acceptable to meet one of the admission requirements into the School of Education.</p>	<p>1. J. The M-Star Instructional Domain has five indicators with four performance levels (Likert Scale).</p> <p>(1) Demonstrates knowledge of content during instruction. Target 8.33%; Acceptable 62.5%; Emerging 25%; Unacceptable 4.17%;</p> <p>(2) Actively engages students in the learning process. Target 14.58%; Acceptable 47.92%; Emerging 35.42%; Unacceptable 2.08%;</p> <p>(3) Uses questioning and discussion techniques to promote higher order thinking. Target 4.17%; Acceptable 41.67%; Emerging 47.92%; Unacceptable 6.25%;</p> <p>(4) Brings multiple perspectives to the delivery of content. Target 14.89%; Acceptable 23.4%; Emerging 53.19%; Unacceptable 8.51%;</p> <p>(5) Communicates clearly and effectively. Target 16.67%; Acceptable 68.75%; Emerging 12.5%; Unacceptable 2.08%;</p> <p>Total Means Target 11.72% Acceptable 48.95% Emerging 34.73% Unacceptable 4.6%</p>	<p>1. J. In EDU 3001, each candidate is building an initial professional profile in order to meet the requirements for admission to the School of Education. This profile will be expanded as the candidate moves to the final internship. There were five indicators with aggregated scores (Target, Acceptable and Emerging) that exceeded the required Student Learning Outcome of 85%. The Total Group Mean 95.4% which indicates a strong candidate pool for admission into the School of Education.</p>

		<p>1. K. In EDU 3001, candidates will be evaluated on their Professional Dispositions. Since these are first term education majors, the performance level of Emerging will be acceptable as meeting the admission requirement for the School of Education. The Student Learning Outcome will be a total group mean of 85% or higher when Target, Acceptable and Emerging scores are aggregated.</p>	<p>1. K. In EDU 3001, first term education candidates were evaluated three times on their professional dispositions by the university professor, the visiting master teacher, and the host teacher. There are fourteen indicators for professional dispositions.</p> <p>UNIVERSITY PROFESSOR</p> <p>1) Dependability and Reliability Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>2) Respect Mastery 87.27%; Professional 10.91%; Emergent 1.82%; Novice 0%;</p> <p>3) Commitment and Initiative Mastery 76.79%; Professional 21.43%; Emergent 1.79%; Novice 0%;</p> <p>4) Responsiveness Mastery 80.36%; Professional 17.86%; Emergent 1.79%; Novice 0%;</p> <p>5) Collaboration Mastery 78.57%; Professional 16.07%; Emergent 5.36%; Novice 0%;</p> <p>6) Open-Mindedness Mastery 83.64%; Professional 12.73%; Emergent 3.64%; Novice 0%;</p> <p>7) Knowledgeable Mastery 81.82%; Professional 12.73%; Emergent 5.45%; Novice 0%;</p> <p>8) Communication Mastery 77.36%; Professional 20.75%; Emergent 1.89%; Novice 0%;</p> <p>9) Confidentiality Mastery 91.0%; Professional 7.14%; Emergent 1.79%; Novice 0%;</p> <p>10) Academic Honesty Mastery 92.73%; Professional 7.27%; Emergent 0%; Novice 0%;</p> <p>11) Appearance Mastery 89.09%; Professional 10.91%; Emergent 0%; Novice 0%;</p> <p>12) Teaching Effectiveness Mastery 72.73%; Professional 21.82%; Emergent 5.45%; Novice 0%;</p> <p>13) Fairness</p>	<p>1. K. Professional Dispositions evaluations set a baseline in EDU 3001 for candidates entering into the School of Education. Dispositional behaviors are equal to or more important than content knowledge and instructional skills. Content Knowledge and instructional skills can be taught. Professional Dispositions may be blocked by lifelong personality traits which may not be amenable to professional development. The Student Learning Outcome was 85% of the aggregated scores (Target, Acceptable, and Emerging). There were three evaluations: the University Professor, the Visiting Master Teacher, and the Host Teacher. Across all three evaluations, the aggregated scores were 97% or higher across all indicators. The candidate pool this year exhibits a strong sense of professional dispositions.</p>
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			<p>Mastery 92.73%; Professional 7.27%; Emergent 0%; Novice 0%;</p> <p>14) Bias Mastery 87.5%; Professional 12.5%; Emergent 0%; Novice 0%;</p> <p>Total Means for Professional Dispositions: Mastery 83.2% Professional 14.34% Emergent 2.45% Novice 0%</p> <p>VISITING MASTER TEACHER</p> <p>1) Dependability and Reliability Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>2) Respect Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>3) Commitment and Initiative Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>4) Responsiveness Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>5) Collaboration Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>6) Open-Mindedness Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>7) Knowledgeable Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>8) Communication Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>9) Confidentiality Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>10) Academic Honesty Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>11) Appearance Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>12) Teaching Effectiveness</p>	
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			<p>Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>13) Fairness Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>14) Bias Mastery 73.21%; Professional 21.43%; Emergent 5.36%; Novice 0%;</p> <p>Total Means for Professional Dispositions: Mastery 67.71% Professional 27.71% Emergent 2.86% Novice 0%</p> <p>HOST TEACHER</p> <p>1) Dependability and Reliability Mastery 66.67%; Professional 25%; Emergent 0%; Novice 8.33%;</p> <p>2) Respect Mastery 75%; Professional 25%; Emergent 0%; Novice 0%;</p> <p>3) Commitment and Initiative Mastery 41.67%; Professional 58.33%; Emergent 0%; Novice 0%;</p> <p>4) Responsiveness Mastery 81.82%; Professional 18.18%; Emergent 0%; Novice 0%;</p> <p>5) Collaboration Mastery 66.67%; Professional 33.33%; Emergent 0%; Novice 0%;</p> <p>6) Open-Mindedness Mastery 66.67%; Professional 33.33%; Emergent 0%; Novice 0%;</p> <p>7) Knowledgeable Mastery 58.33%; Professional 41.67%; Emergent 0%; Novice 0%;</p> <p>8) Communication Mastery 58.33%; Professional 33.33%; Emergent 8.33%; Novice 0%;</p> <p>9) Confidentiality Mastery 83.33%; Professional 16.67%; Emergent 0%; Novice 0%;</p> <p>10) Academic Honesty Mastery 83.33%; Professional 16.67%; Emergent 0%; Novice 0%;</p> <p>11) Appearance</p>	
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			<p>Mastery 75%; Professional 16.67%; Emergent 8.33%; Novice 0%;</p> <p>12) Teaching Effectiveness Mastery 50%; Professional 50%; Emergent 0%; Novice 0%;</p> <p>13) Fairness Mastery 91.67%; Professional 8.33%; Emergent 0%; Novice 0%;</p> <p>14) Bias Mastery 50%; Professional 50%; Emergent 0%; Novice 0%;</p> <p>Total Means for Professional Dispositions: Mastery 67.66% Professional 30.54% Emergent 0.6% Novice 1.2%</p>	
	2. Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (EDU GOAL 3) (WCU Goal 1.1, 1.2, 1.4, 2.2)	<p>1. L. EDU 300 – Grading Rubric for Local and State Curriculum Standards is an initial assessment for first term education candidates as they are introduced to curriculum standards. There are four indicators with four performance levels (Likert Scale). The total group mean will be 85% when Target and Acceptable scores are aggregated.</p>	<p>1. L. EDU 300 – Grading Rubric for Local and State Curriculum Standards.</p> <p>(1) Significance, challenge and variety Target 62.5%; Acceptable 37.5%;</p> <p>(2) Clarity Target 87.5%; Acceptable 12.5%;</p> <p>(3) Appropriateness for Students Target 71.43%; Acceptable 28.57%;</p> <p>(4) Alignment with National, State or Local Standards Target 87.5%; Acceptable 12.5%;</p> <p>Total Group Means Target 77.42% Acceptable 22.58%</p>	<p>1. L. The Rubric for Local and State Curriculum Standards was exceeded with a perfect score of 100% when Target and Acceptable scores were aggregated.</p>
		2. A. Lesson Plan Rubric: Students will build effective lessons to be used in schools within the teaching area of the university. The Lesson Rubric had five indicators. The Student Learning Outcome was for the class population to achieve a 70% or higher in each indicator.	<p>2. A. With an N of 36, the Lesson Rubric class population means ranked 75% of the teacher candidates as Target and 5.6% Acceptable. 17.3% of the candidates were ranked unacceptable and 2% Emerging. The six indicators were: 1-Frameworks (Common Core) 70% Target 2-Objectives Depth of Knowledge 62.5 Target; 4% Acceptable; 3-Procedure 75% Target; 16.7% Acceptable; 4-Evaluation 66.7% Target; 29% Unacceptable; 5-Differentiated Instruction 91.6% Target; 2.7% Acceptable.</p>	<p>2. A. The S.L.O was met in the following indicators: 1-Procedure 91% (Target and Acceptable combined) 2-Differentiated Instruction 94.1% 3-Frameworks (Common Core) 70%</p> <p>Indicators falling below the 70% standard were: 1-Objectives (Depth of Knowledge) 66.6% 2-Evaluation 66.7%</p> <p>A faculty curriculum team worked this year to design one lesson plan rubric. This unified approach should deal with</p>

			<p>Total Means: 75% Target; 5.6% Acceptable; 2% Emerging; 17% Unacceptable.</p>	the knowledge and evaluation indicator scores.
		<p>2. B. In EDR 344, EDR 308, EDR 311, candidates design a lesson plan evaluated by a five indicator rubric with four performance levels: Unacceptable, Emerging, Acceptable, and Target. The teacher candidates' mean score will be 80% when Target and Acceptable scores are aggregated.</p>	<p>2. B. There were five indicators in the Integrated Literature Lesson Plan (N=174):</p> <p>(1) Curriculum Core Standards Target 93.1%; Acceptable 4.02%; Unacceptable 2.87%;</p> <p>(2) Objectives, Specific Learning Outcomes Target 85.06%; Acceptable 9.2%; Emerging 2.3%; Unacceptable 3.45%;</p> <p>(3) Procedures and Materials Target 85.14%; Acceptable 10.86%; Emerging 4%;</p> <p>(4) Assessment Target 72.99%; Acceptable 13.22%; Emerging 4.6%; Unacceptable 9.2%;</p> <p>(5) Differentiated Instruction Target 85.14%; Acceptable 8%; Emerging 3.43%; Unacceptable 3.43%.</p> <p>Total Mean Score by Rank: Target 84.29% Acceptable 9.06% Emerging 2/87%; Unacceptable 3.78%.</p>	<p>2. B. The Student Learning Outcome was exceeded with a total mean of Target 84.29% and Acceptable 9.06%. The Integrated Lesson Plan is a developmental activity crossing three undergraduate courses. Students who were emerging or unacceptable have multiple opportunities to gain the performance skills in lesson design.</p>
		<p>2. C. In EDR 407, the teacher candidates are required to complete the Integrated Unit Project. This evaluation has nine indicators with the target mean of 80% of the candidates ranked as Target or Acceptable.</p>	<p>2. C. The Integrated Unit Project N=64</p> <p>(1) Cover Page/ General Formatting Target 46.88%; Acceptable 46.88%; Unacceptable 6.25%;</p> <p>(2) Bulletin Board Target 46.88%; Acceptable 43.75%; Unacceptable 9.38%;</p> <p>(3) Book List Target 46.88%; Acceptable 48.44%; Unacceptable 4.69%;</p> <p>(4) Common Core State Standards (CCSS) Target 85.94%; Acceptable 14.06%;</p> <p>(5) Objectives/ Specific Learning Outcome</p>	<p>2. C. The Student Learning Outcome was exceeded with a total mean of Target 67.71% and Acceptable 26.74% = 94.45%. This is cause for concern because 5.55% of the candidates were emerging or unacceptable in a senior laboratory course. This is the final profile before acceptance into the internship. Candidates at this point would be re-evaluated by the Professional Standards Committee to determine what remediation should be employed or whether the candidate has dispositional issues impacting his/her readiness for the final internship.</p>

			<p>Target 76.56%; Acceptable 20.31%; Emerging 3.12%;</p> <p>(6) Procedure with Materials Target 62.5%; Acceptable 31.25%; Emerging 6.25%;</p> <p>(7) Assessment Target 64.06%; Acceptable 21.88%; Emerging 12.5%; Unacceptable 1.56%;</p> <p>(8) Differentiated Instruction Target 87.5%; Acceptable 9.38%; Emerging 1.56%; Unacceptable 1.56%;</p> <p>(9) Reflection Target 92.19%; Acceptable 4.69%; Unacceptable 3.12%;</p> <p>Total Mean Scores Across Indicators: Target 67.71%; Acceptable 28.74%; Emerging 2.6%; Unacceptable 2.95%.</p>	
		<p>2. D. In EDR 440, Kindergarten Practicum, teacher candidates are required to design and present a Lesson Plan using a Big Book (K-2). The rubric evaluates the class presentation under five indicators. The total mean will meet or exceed 80% of the class reaching Target or Acceptable.</p>	<p>2. D. The Big Book Lesson Plan Presentation (N=14) had five indicators: 1-Materials Ready – Acceptable 7.1%; Target 92.8%; 2-Enthusiasm – Acceptable 7.1%; Target 92.8%; 3-Standard English Target 100%; 4- Appropriate Closure Acceptable 92.8%; 7.1%; 5-Professional Dress Target 100%.</p>	<p>2. D. The S.L.O. was exceeded which indicates strong professional skills when candidates present lessons in a classroom setting. EDU 440 is a senior laboratory practicum. This key assessment will be maintained for 2014-2015.</p>
		<p>2. E. Supervising Teachers in the Undergraduate Candidate Internship have multiple opportunities to evaluate the candidate's professional teaching skills. The Midterm evaluation is a formative assessment designed to diagnose professional skills in order that the university supervisor and supervising teacher can develop additional professional activities to assist the candidates in strengthening weak areas in their professional growth. The Student Learning Outcome is that the total mean and fourteen performance indicators will be 85% or higher when Mastery and Professional Scores are combined.</p>	<p>2. E. The Midterm Supervising Teacher Evaluation of candidates has fourteen performance indicators (N=75): 1-Preparation for Class Mastery 73%; Professional 18%; 2-Depth and Breadth of Knowledge Mastery 65%; Professional 24%; 3-Class Activities Mastery 52%; Professional 36%; 4-Stimulating Interest Mastery 63%; Professional 28%; 5-Directed Study Mastery 57%; Professional 32%; 6-Making Assignments Mastery 64%; Professional 26%; 7-Student Rapport Mastery 84%; Professional 12%; 8-Evaluation Mastery 75%; Professional 16%;</p>	<p>2. E. The S.L.O. was exceeded in all fourteen performance indicators. This is a strong positive indicator that candidates in the internship are exhibiting the professional skills and performances required of the teacher in the classroom.</p>

			<p>9-Appearance Mastery 89%; Professional 7%;</p> <p>10-Voice Mastery 63%; Professional 29%;</p> <p>11-Discipline Mastery 46%; Professional 37%</p> <p>12-Classroom Routine Mastery 75%; Professional 17%;</p> <p>13-Physical Environment Mastery 82%; Professional 14%;</p> <p>14-General Rating of Student Teacher Mastery 71%; Professional 21%.</p> <p>Total Means</p> <p>Mastery 68.43%</p> <p>Professional 22.84%</p> <p>Emerging 7.29%</p> <p>Unacceptable 1.34%</p>	
		<p>2. F. In EDU 372, Survey of the Exceptional Child, candidates will design an IEP based on a case study. The IEP rubric (Original- Fall Term) has 11 indicators. The Student Learning Outcome will be set at 85% for the mean score for each indicator when Target (Exceeds Standards) and Acceptable (Meets Standards) are aggregated. The rubric was revised in the Winter term to eight indicators ranked on four performance levels (Target, Acceptable, Emerging, and Unacceptable).</p>	<p>2.F The Fall term classes used the original rubric with 11 indicators:</p> <p>(1)Basic Information</p> <p>Target 92.59%</p> <p>Acceptable 7.41%</p> <p>Unacceptable 0%</p> <p>(2) Present Level of Educational Performance</p> <p>Target 80.25%</p> <p>Acceptable 19.75%</p> <p>Unacceptable 0%</p> <p>(3) Consideration of Special Factors</p> <p>Target 88.89%</p> <p>Acceptable 11.11%</p> <p>Unacceptable 0%</p> <p>(4) Annual Goals</p> <p>Target 75.21%</p> <p>Acceptable 24.69%</p> <p>Unacceptable 0%</p> <p>(5) Short Term Objectives/ Benchmarks</p> <p>Target 82.72%</p> <p>Acceptable 17.28%</p> <p>Unacceptable 0%</p> <p>(6) Progress measured and reported to parents.</p> <p>Target 82.72%</p> <p>Acceptable 17.28%</p> <p>Unacceptable 0%</p> <p>(7) Type of Service Placement and Related Services</p> <p>Target 76.54%</p> <p>Acceptable 23.46%</p> <p>Unacceptable 0%</p>	<p>2. F. The original IEP rubric with 11 indicators met or exceeded the Student Learning Outcome. The revised IEP Rubric was redesigned to accommodate a four performance level Likert Scale. It also was adapted for eight indicators. The Student Learning Outcome was met or exceeded in all indicators when the Target and Acceptable scores were combined.</p>

			<p>(8) Description of and percent of student's nonparticipation in regular class, length of school day, type of P.E. listed. Target 81.48% Acceptable 17.28% Unacceptable 1.23%</p> <p>(9) Supplemental aids/services, program modifications, and supports for personnel listed with location, class/setting. Target 85.19% Acceptable 13.58% Unacceptable 1.23%</p> <p>(10) State and District wide Assessment Programs and Extended School Year Services. Target 86.42% Acceptable 12.35% Unacceptable 1.23%</p> <p>(11) Extended School Year Services. Target 98.77% Acceptable 1.23% Unacceptable 0%</p> <p>Total Group Means Target 84.62% Acceptable 15.04% Unacceptable 0.34%</p> <p>WINTER-SPRING-SUMMER TERMS Revised EDU 372-572-664-669 IEP Rubric (N=65)</p> <p>(1)Basic information, present level of performance, and consideration of special factors Target 67.69% Acceptable 30.77% Emerging 1.54% Unacceptable 0%</p> <p>(2) Annual Goals and Short Term Objectives Target 53.85% Acceptable 41.54% Emerging 4.62% Unacceptable 0%</p> <p>(3) Progress measured and reported to the parents. Target 86.15% Acceptable 13.85% Emerging 0% Unacceptable 0%</p> <p>(4) Type of service placement including related services.</p>	
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			<p>Target 70.77% Acceptable 26.15% Emerging 3.08% Unacceptable 0%</p> <p>(5) Description of and percent of student's nonparticipation in regular class, length of school day, type of P.E. Target 66.15% Acceptable 24.62% Emerging 7.69% Unacceptable 1.54%</p> <p>(6) Supplemental aids/services, program modification and supports for personnel listed with location, class/setting. Target 70.77% Acceptable 27.69% Emerging 1.54% Unacceptable 0%</p> <p>(7) State and district wide assessment programs. Target 80% Acceptable 16.92% Emerging 0% Unacceptable 3.08%</p> <p>(8) Transition Plan Target 84.62% Acceptable 15.38% Emerging 0% Unacceptable 0%</p> <p>Total Group Means (Target and Acceptable) Target 72.5% Acceptable 24.62% Emerging 2.13% Unacceptable 0.58%</p>	
	<p>3. The developing teacher meets the Class A Licensure Competencies of a first year instructor as indicated through self-reflection and principal observations. (EDU GOALS 1- 10) (WCU Goal 1.1)</p>	<p>3. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p>	<p>3. A. The Mississippi Teacher Education Performance Report, traditionally prepared teachers graduating from William Carey University are surveyed on 33 questions:</p> <ol style="list-style-type: none"> 1) Planning and Preparation 2) Communication and Interaction 3) Teaching for Learning 4) Management of the Learning Environment; 5) Assessment of Student Learning; 6) Quality of Teacher Education Program, 7) Knowledge of Federal/ State Regulations. 	<p>3. A. There is no data for 2013-2014. The Mississippi Department of Education has not issued the report.</p>

		<p>3. B As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher's professional competencies will meet or exceed 90% positive rating.</p> <hr/> <p>3. C. As documented in EDR 441 Reading Diagnosis and Remediation in the Elementary School, The Diagnostic Reading Case Study is the culminating project of a ten week clinical experience in a local school. Eighty percent of the teacher candidates will rank Target or Acceptable in five categories.</p> <hr/> <p>3. D. In EDU 3001, candidates will design a Personal Portfolio which will be evaluated on a four point Likert scale (Excellent, Satisfactory, Emerging, and Unsatisfactory). The Student Learning Outcome will be 85% of the aggregated means (Excellent, Satisfactory, and Emerging).</p>	<p>3. B. The Mississippi Teacher Education Performance Report also requires principals to rate first year educators from William Carey University. There are seven categories that are evaluated: 1) Planning and Preparation 2) Communication and Interaction 3) Teaching for Learning 4) Management of the Learning Environment; 5) Assessment of Student Learning; 6) Quality of Teacher Education Program, 7) Knowledge of Federal/ State Regulations.</p> <hr/> <p>3. C. The Diagnostic Reading Case Study has five indicators N=36: (1) Organization of the study Target 94.44%; Acceptable 5.56; (2) Completeness of the case study Target 77.78%; Acceptable 16.67: (3) Interpretation and Analyses Target 91.67%; Acceptable 8.33%; (4) Reflections Target 100%; (5) College Level Writing Target 80.56%; Acceptable 19.44%; Total Mean Rank Scores: Target 88.89% Acceptable 10% Emerging 1.11%.</p> <hr/> <p>3. D. The Personal Portfolio has 5 indicators (N=33): (1) Personal Analysis of Teaching Goals Excellent 96.97% Satisfactory 3.03% Emerging 0% Unsatisfactory 0% (2) Teaching Resources Excellent 96.97% Satisfactory 3.03% Emerging 0% Unsatisfactory 0% (3) Professional Dispositions</p>	<p>3. B. There is no data for 2013-2014. The Mississippi Department of Education has not issued the report.</p> <hr/> <p>3. C. EDR 441 Reading Diagnosis is a Senior Laboratory Course evaluating candidates' readiness for Senior Internship. The Student Learning Outcome was exceeded with the combined scores of Target 88.89% and Acceptable 10% equaling 98.9%. This is indeed a strong positive recommendation to candidate readiness for senior internship.</p> <hr/> <p>3. D. The Personal Portfolio project was exemplary will all indicators at 100% (Excellent and Satisfactory). This provides baseline data for entering candidates into the School of Education Programs.</p>
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			<p>Excellent 96.97% Satisfactory 3.03% Emerging 0% Unsatisfactory 0%</p> <p>(4) Written Communication Skills Excellent 96.97% Satisfactory 3.03% Emerging 0% Unsatisfactory 0%</p> <p>(5) Overall Impact of Portfolio Excellent 96.97% Satisfactory 3.03% Emerging 0% Unsatisfactory 0%</p> <p>Total Means Excellent 96.97% Satisfactory 3.03% Emerging 0% Unsatisfactory 0%</p>	
	<p>4. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the final field experience in Student Teaching. (EDU GOALS 1-10) (WCU Goal 1.1, 1.2, 1.4, 2.2)</p>	<p>4. A. When taking the Praxis II Subject Area Examination (Elementary Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p>	<p>4. A. The State of Mississippi qualifying score is 158. Of the 76 teacher candidates taking the PRAXIS II Elementary Education Examination, 85.53% passed the examination on the first attempt. The S.L.O. was not met during 2013-2014. When analyzing all 2013-2014 scores for all candidates qualifying for student teaching, the S.L.O. was met at 90% passing rate. There were 10 students who did not pass the examination this year.</p> <p>There were five subcategories under Curriculum Instruction and Assessment:</p> <p>Reading and Language Arts National Score – 73.25 MDE – 72.56 WCU – 71.91</p> <p>Mathematics National Score – 75.35 MDE – 73.20 WCU – 72.96</p> <p>Science National Score – 78.73 MDE – 75.57 WCU – 75.34</p> <p>Social Studies National Score – 74.56</p>	<p>4. A. The constructed responses after faculty review appear to be the most critical items in the examination. PRAXIS II preparation activities have been embedded through the elementary and secondary education program. Particular attention has been given to constructed responses throughout all pedagogical courses. All candidates received access to NORTHSTAR, a training link that prepares candidates for PRAXIS II examinations.</p>

		<p>MDE – 71.30 WCU – 70.95</p> <p>Arts and Physical Education National Score – 81.61 MDE – 79.56 WCU – 78.66</p> <p>General Information National Score – 77.96 MDE – 75.33 WCU – 72.89</p>	
	<p>4. B. When taking the Praxis II Principles of Learning and Teaching Examination, 90% of the teacher candidates will achieve a passing score with one attempt.</p>	<p>4. B. Data collected during the 2013-2014 academic year indicates that 135 out of 154 teacher candidates passed the Principles of Learning and Teaching Examination (87.6%) on the first attempt.</p>	<p>4. B. The S.L.O. was exceeded with all candidates reaching Target or Acceptable ratings. This is a critically important key assessment evaluating the candidate's ability to drive the curriculum with data.</p>
	<p>4. C. Pre-Post Value-Added Project is one of the culminating internship projects. The teacher candidate shows professional skills in four performance indicators:</p> <p>1-Objective(s) Assessed; 2-Type of Assessment; 3-Analysis of Data; 4-Action Plan for Remediation, Enrichment, and Accommodations.</p> <p>The Student Learning Outcome is that the total mean of candidates in each indicator will be 80% or higher (Target and Acceptable combined).</p>	<p>4. C. The Pre-Post Value-Added Project was evaluated under four performance indicators:</p> <p>1-Objective(s) Assessed Target 100%; 2-Type of Assessment Target 100%; 3-Analysis of Data Target 98%; Acceptable 2%; 4-Action Plan for Remediation, Enrichment, and Accommodations Target 98%; Acceptable 2%.</p> <p>Total Means Target 98%; Acceptable 2%.</p>	<p>4. C. The Pre-Post Value-Added Project was evaluated under four performance indicators. All indicators were 98% to 100% at the Target Performance level. The Student Learning Outcome of 80% or higher was exceeded. This project matches the Mississippi Department of Education's initiative to add value-added evaluations at the teacher, school, and district levels. Within two years, the universities will also receive a proficiency report on all their graduates and their effectiveness in adding value to their students' education.</p>
	<p>4. D. Exit Interview is the first data collection instrument to evaluate bachelor's graduates from the School of Education. The instrument is built on a five point rubric. The total mean goal per indicator for each campus will be 4.0 or higher.</p>	<p>4. D. The Exit Interview does not evaluate individual programs. Therefore the "n" represents all undergraduate graduating students. The survey has 12 categories:</p> <p>N=24 Tradition Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.9</p> <p>Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged</p>	<p>4. D. The total mean for the Tradition Exit Interview was 4.7; the Hattiesburg score was 4.7. All indicators were greater than 4.0. The Student Learning Outcome was exceeded. This is an important external evaluation which allows students without any pressure to speak about their satisfaction with the entire program and William Carey University.</p>

			<p>intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.8 S.D. 0.6</p> <p>Emphasizes the cultural values of the arts and sciences – Mean 4.7 SD 0.7</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.7</p> <p>Stimulates critical thinking – Mean 4.8 S.D. 0.7</p> <p>Maintains a high level of scholarship – Mean 4.8 S.D. 0.7</p> <p>Develops talent and recognizes achievement – Mean 4.7 S.D. 0.7</p> <p>Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.8</p> <p>Provides basic professional training in selected areas – Mean 4.7 S.D. 0.7</p> <p>Develops responsible leaders and citizens – Mean 4.8 S.D. 0.6</p> <p>The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and loving concern – Mean 4.7 S.D. 0.7</p> <p>In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential. Mean 4.8 S.D. 0.6</p> <p>Total Mean 4.7 S.D. 0.7</p> <p>N=39 Main Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.9 S.D. 0.4</p> <p>Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.7 S.D. 0.7</p> <p>Emphasizes the cultural values of the arts and sciences – Mean 4.6 SD 0.5</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.9</p>	
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		<p>Stimulates critical thinking – Mean 4.7 S.D. 0.7</p> <p>Maintains a high level of scholarship – Mean 4.7 S.D. 0.7</p> <p>Develops talent and recognizes achievement – Mean 4.7 S.D. 0.8</p> <p>Nurtures an appreciation of the fine arts – Mean 4.6 S.D. 0.8</p> <p>Provides basic professional training in selected areas – Mean 4.6 S.D. 0.8</p> <p>Develops responsible leaders and citizens – Mean 4.7 S.D. 0.7</p> <p>The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and counsel, and loving concern – Mean 4.9 S.D. 0.4</p> <p>In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.9 S.D. 0.2</p> <p>Total Mean 4.7 S.D. 0.7</p>	
	<p>4. E. In EDU 3001, teacher candidates design a planning commentary and are evaluated on one three key indicators using a four point Likert scale: Unacceptable, Emerging, Acceptable, and Target. Since this is the first time teacher candidates have encountered these skills, the Student Learning Outcome will be the total group mean of the aggregated scores (Emerging, Acceptable, and Target) will be 80% or higher.</p>	<p>4. E. The Planning Commentary scores (N=8) are as follows:</p> <p>(1) Planning Focused, Sequenced Instruction Unacceptable – 0% Emerging – 12.5% Acceptable – 0% Target – 87.5%</p> <p>(2) Using Knowledge of Students to Inform Teaching Unacceptable – 0% Emerging – 12.5% Acceptable – 12.5% Target – 75%</p> <p>(3) Planning Assessments to Monitor and Support Student Learning Unacceptable – 12.5% Emerging – 12.5%% Acceptable – 25% Target – 50%</p>	<p>4.E. The Student Learning Outcome of 80% was exceeded (95.83%). All teacher candidates from this cohort were admitted to the School of Education. This is a key indicator which helps to establish the foundation profile for each candidate. These scores will be compared with similar assessments at the end of their internship.</p>

			<p>Total Group Means Unacceptable – 4.17% Emerging – 12.5% Acceptable – 12.5% Target – 70.83% Total Aggregated Mean – 95.83%</p>	
		<p>4. F. In EDU 3001, each candidates creates a lesson plan to present to their students in the practicum classroom. There are 9 indicators with a Student Learning Outcome of 85% (aggregated scores of Emerging, Acceptable, and Target).</p>	<p>4. F. The indicator mean scores are:</p> <p>(1) Content Standards (Learning Goals) Target – 75% Acceptable – 16.67% Emerging – 8.33% Unacceptable – 0%</p> <p>(2) Learner Objectives Target – 66.67% Acceptable – 25% Emerging – 8.33% Unacceptable – 0%</p> <p>(3) Initial Activity Target – 50% Acceptable – 33.33% Emerging – 16.67% Unacceptable – 0%</p> <p>(4) Instructional Procedures Target – 58.33% Acceptable – 16.67% Emerging – 25% Unacceptable – 0%</p> <p>(5) Materials Target – 83.33% Acceptable – 16.67% Emerging – 0% Unacceptable – 0%</p> <p>(6) Assessment Target – 16.67% Acceptable – 50% Emerging – 25% Unacceptable – 8.33%</p> <p>(7) Enrichment/Remediation Target – 33.33% Acceptable – 41.67% Emerging – 25% Unacceptable – 0%</p> <p>(8) Accommodations and Adaptations for Diverse Learners Target – 18.18% Acceptable – 54.55% Emerging – 27.27%</p>	<p>4.F. The Lesson Plan in EDU 3001 had nine indicators with scores exceeding the 85% set by the Student Learning Outcome. This is a strong indicator not of candidate preparation but rather a strong mentoring partnership between the Host Teacher and the candidate in the program's first practicum experience.</p>

			<p>Unacceptable – 0%</p> <p>(9) Reflection (provided after the class is taught) Target – 45.45% Acceptable – 27.27% Emerging – 27.27% Unacceptable – 0%</p> <p>Total Means (aggregated scores) Target – 50% Acceptable – 29.25% Emerging – 19.81% Unacceptable – 0.94%</p>	
		<p>4. G The Integrated Mathematics Activity Portfolio is a key assessment in the senior laboratory course, EDU 413 Mathematics in the Elementary School. The Student Learning Outcome will be 85% or higher when indicators are evaluated on a four point Likert Scale (Exceeds Expectations, Meets Expectations, Needs Further Development, and Not Present).</p>	<p>4. G There are seven indicators in the Integrated Mathematics Activity Portfolio. With an N=32, the following scores were achieved:</p> <p>(1)Common Core Standards Exceeds Expectations 81.25% Meets Expectations 15.62% Needs Further Development 3.12% Not Present 0%</p> <p>(2) Specific learning outcomes – Bloom’s Taxonomy Exceeds Expectations 78.12% Meets Expectations 15.62% Needs Further Development 6.25% Not Present 0%</p> <p>(3) Appropriateness Exceeds Expectations 90.32% Meets Expectations 9.68% Needs Further Development 0% Not Present 0%</p> <p>(4) Procedures Exceeds Expectations 90.62% Meets Expectations 6.25% Needs Further Development 3.12% Not Present 0%</p> <p>(5) Guided/Independent Practice Exceeds Expectations 90.62% Meets Expectations 6.25% Needs Further Development 0% Not Present 3.12%</p> <p>(6) Materials Exceeds Expectations 84.38% Meets Expectations 12.5% Needs Further Development 3.12% Not Present 0%</p>	<p>4. G The Student Learning Outcome for EDU 413 Integrated Math Activity Portfolio (N=32) was exceeded when Exceeds Expectations scores and Meets Expectations scores were aggregated. This is a senior laboratory and major practicum in the field. Therefore it is expected that teacher candidates would be in the upper range of performance scores as they exhibit the behaviors required for Student Internship.</p>

			<p>(7) Writing Exceeds Expectations 84.38% Meets Expectations 12.5% Needs Further Development 3.12% Not Present 0%</p> <p>Total Group Means Exceeds Expectations 85.65% Meets Expectations 11.21% Needs Further Development 2.69% Not Present 0.45%</p>	
		<p>4. H In EDU 436, Classroom Management, teacher candidates will present a chapter on management styles. Graded on four indicators (Target, Acceptable, Emerging, and Unacceptable), group mean scores will be 85% or higher. There are two rubrics for this project. The first was administered during the Fall term. After faculty review, the revised rubric was used for Winter, Spring, and Summer terms.</p>	<p>4. H The Fall term rubric with an N=42 ranked students on four indicators:</p> <p>(1) Organization of presentation Target 88.1% Acceptable 0% Emerging 11.9% Unacceptable 0%</p> <p>(2) Delivery of Presentation Target 64.29% Acceptable 35.71% Emerging 0% Unacceptable 0%</p> <p>(3) Preparation of class activity Target 73.81% Acceptable 26.19% Emerging 0% Unacceptable 0%</p> <p>(4) Implementation of Class Activity Target 90.48% Acceptable 9.52% Emerging 0% Unacceptable 0%</p> <p>Total Group Means Target 79.17% Acceptable 17.86% Emerging 2.98% Unacceptable 0%</p> <p>WINTER SPRING SUMMER TERMS Presentation Rubric N=89 (1) Well organized and includes information appropriate to the theoretical and practical chapter topics and discipline model. Includes citation from a source other than the text. Excellent 88.1% Good 0% Minimal 11.9% Poor 0%</p>	<p>4. H The Presentation Rubric used in Classroom Management had two versions. The Original Version in Fall, 2013 exceeded the Student Learning Outcome, but provided little diagnostic information to a student needing remediation. The Revised Rubric (Winter 2013, Spring 2014, Summer 2014) was much more in depth and provided details to assist students in diagnosing their strengths and weaknesses. The Student Learning Outcome was exceeded when the group means for two top performance levels were aggregated.</p>

			<p>(2) Delivery of information is creative, enthusiastic, organized and enhances listener's understanding. Presenter has good eye contact. Excellent 75.28% Good 23.6% Minimal 1.12% Poor 0%</p> <p>(3) Appropriate volume, speaks clearly and uses standard English, and does not read notes Excellent 75.28% Good 23.6% Minimal 1.12% Poor 0%</p> <p>(4) Understanding of chapter topics and discipline model is enhanced by the accuracy and use of handouts, visual aids, and technology. There are well written, free of errors, labelled correctly, (including name and presentation date), includes bibliographical information about discipline model authors, states model's strengths and weaknesses, and copies are available to all classmates. Technology is used. Excellent 84.27% Good 15.73% Minimal 0% Poor 0%</p> <p>(5) Includes practical examples of chapter discipline model concepts. There is evidence of presenter's ability to keep audience on task by interacting with them during activities (models good classroom management). Excellent 92.13% Good 7.87% Minimal 0% Poor 0%</p> <p>(6) Time is spent in presentation and participatory activities related to chapter topics and discipline model concepts. Whole group and small group activities are used. Excellent 86.52% Good 12.36% Minimal 1.12% Poor 0%</p> <p>Total Percentage Group Mean Excellent 86.52% Good 12.36% Minimal 1.12% Poor 0%</p>	
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		<p>4. J In EDU 440, Kindergarten Practicum, teacher candidates will design a Phonemic Awareness Lesson Plan based on five indicators. The Student Learning Outcome will be a group mean of 85% or higher will score Target or Acceptable when those performance levels are combined.</p>	<p>4. J EDU 440 Phonemic Awareness Lesson Presentation Rubric (N=60) has six indicators.</p> <p>(1)Provides teacher with written lesson plan for approval in ample time PIOR to presentation to the children. Target 96.67% Acceptable 3.33%</p>	<p>4. J The Phonemic Awareness Lesson Presentation was evaluated by the Host Teacher. This external evaluation is critical to determining the instructional and management competencies of senior candidates prior to internship. The Student Learning Outcome was exceeded in every indicator and the total mean.</p>

			<p>Meets Minimum Standards 0% Novice 0% Unacceptable 0%</p> <p>(2) Lesson directly relates to state and district kindergarten curriculum framework objectives, and reflects WCU student's understanding that phonemic awareness emphasizes the sounds of the spoken word, not reading levels or producing letter names. Target 96.67% Acceptable 1.67% Meets Minimum Standards 1.67% Novice 0% Unacceptable 0%</p> <p>(3) Uses instructional strategies and materials that appeal to the kindergarten students and hold their interest. No worksheets may be used. Target 91.67% Acceptable 6.67% Meets Minimum Standards 1.67% Novice 0% Unacceptable 0%</p> <p>(4) Provides appropriate closure so that it is apparent whether or not the children understand the phonemic awareness concept taught. During this closure section the planned assessment should occur in order for the WCU students to determine if the children understood the lesson objectives. Target 91.67% Acceptable 6.67% Meets Minimum Standards 1.67% Novice 0% Unacceptable 0%</p> <p>(5) Dress appropriately, acts in a professional manner in working with the kindergarten teacher and the students, and uses standard English while speaking clearly and with good voice projection. Target 98.33% Acceptable 1.67% Meets Minimum Standards 0% Novice 0% Unacceptable 0%</p> <p>Total Group Means Target 95% Acceptable 4% Meets Minimum Standards 0067% Novice 0.33% Unacceptable 0%</p>	
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		<p>4. K In EDU 440, Kindergarten Practicum, teacher candidates will self-evaluate their lesson presentation from a video. The Student Learning Outcome will be that the group mean will score Target at 85%.</p>	<p>4. K. Video Self-Evaluation Rubric is designed to evaluate the strength of the candidate's reflection. The university professor evaluates the project and discusses the results with the candidate. There are five indicators based on two performance levels: Target and Unacceptable. N=58</p> <p>(1)Content Information Target 98.28% Unacceptable 1.72%</p> <p>(2) What are your current strengths? Target 100% Unacceptable 0%</p> <p>(3) What are your areas of weakness? Target 100% Unacceptable 0%</p> <p>(4) If you could do this over again, what would you change? Target 100% Unacceptable 0%</p> <p>(5) What did you learn from viewing yourself in this video? Target 100% Unacceptable 0%</p> <p>Total/Percentage Target 99.66% Unacceptable 0.34%</p>	<p>4. K Candidates exceeded the Student Learning Outcome when evaluated by university faculty indicating they have strong skills in reflecting on their instructional performance.</p>
		<p>4. L. Candidates will effectively design a Test Assessment Project Mini-Unit for several days of instruction. The Student Learning Outcome for total group means for each indicator will be 85% or higher.</p>	<p>4. L The EDU 450/650 Test Project (N=92) has four indicators:</p> <p>(1)Common Core Standards and State Frameworks Specific Learning Outcomes. Target 73.91% Acceptable 16.3% Emerging 8.7% Unacceptable 1.09%</p> <p>(2) Assessment Content appropriate for a mini-unit Target 90.11% Acceptable 6.59% Emerging 2.2% Unacceptable 1.1%</p> <p>(3) SLOs and Test Questions match Target 83.52% Acceptable 7.69% Emerging 4.4% Unacceptable 4.4%</p>	<p>4.L. The Student Learning Outcome was exceeded with the majority of the candidates able to design effective assessments matched to student learning outcomes.</p>

			<div>(4) Appropriate test question rules</div> <div>Target 71.11%</div> <div>Acceptable 18.89%</div> <div>Emerging 7.78%</div> <div>Unacceptable 2.22%</div> <div>Target 79.67%</div> <div>Acceptable 12.36%</div> <div>Emerging 5.77%</div> <div>Unacceptable 2.2%</div>	
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UNDERGRADUATE ELEMENTARY EDUCATION EFFECTIVENESS PROGRAM 2012-2013

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission: 30Rtqxkf g'cecf go le'r tqi tco u'q'r tqo qvg" uwf gpv'hgctplpi "" 40Rtqo qvg'Ej tkulcp'f gxgnr o gpv'cpf "uqekri' tgr qpukdkw{" "" 50Utgpi vj gp'kgu'y kj 'Dcr vlu'ej wej gu." cuuqekc'vqpu.'cpf "eqpxgp'vqpu"" 60Rtqxkf g'cp"gp'xkqpo gpv'y cv'uw r qt u" uwf gpv'hgctplpi "" 70Utgpi vj gp'qti cpl' cv'kqpcr'cpf "qr gtc'vqpcr' glt'ge'v'xgp'gu"" 80Utgpi vj gp'hpcpckrit'gu'wegu""</p> <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who: 1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources); 2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); 3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); 4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance</p>	<p>1. Teacher candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (EDU GOAL 5) (WCU Goal 1.1, 2.2)</p>	<p>1.A. Teacher Intern Assessment Instrument (TIAI) measures student teachers in five areas of professional performance. Eighty percent of the teacher candidate population will be ranked as Target or Acceptable.</p> <p>1.B. Professional Dispositions are measured during the Student Teaching Internship as rated by the University Supervisor. There are five rankings: Not Met, Novice, Emergent, Professional, and Mastery. 80% of the teacher candidate population will rank Professional or Mastery.</p>	<p>1.A. The TIAI evaluation has six areas of professional performance (scores for "Target" and "Acceptable" have been combined below:</p> <ul style="list-style-type: none"> Section One Planning and Preparation 97%; Section Two Communication and Interaction 100%; Section Three Teaching for Learning 99%; Section Four Management of the Learning Environment 99%; Section Five Assessment of Student Learning 100%; Total Mean 99%. <p>1.B. Professional Dispositions have 14 performance categories. The S.L.O. is that 80% of the candidates would be at the two highest levels ("Mastery" or "Professional"). The performance categories below show the combined percentage of the two highest levels:</p> <ul style="list-style-type: none"> Dependability and Reliability 100%; Respect 100%; Commitment and Initiative 97%; Responsiveness 97%; Collaboration 100%; Open Mindedness 100%; Knowledgeable 100%; Communication 100%; Confidentiality 100%; Academic Honesty 100%; Appearance 100%; Teaching Effectiveness 100%; Fairness 100%; Lack of Bias 100%. 	<p>1.A. The S.L.O. was exceeded and shows that teacher preparation based on an external reviewed is at acceptable and/or target levels for 98% of the intern candidates in the program.</p> <p>1.B. The S.L.O. was exceeded with a total mean of 99%. This is a key assessment which is used each year for program evaluation.</p>

<p>and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).</p>		<p>1.C. In EDU 300 Introduction to Education, the culminating project is the Personal Portfolio. Eighty percent of the teacher candidates will score Exceptional or Satisfactory in the five indicators. This Portfolio becomes part of the Professional Portfolio teacher graduates will use in their first employment interviews.</p> <p>1.D. In EDU 345, Social Studies in the Elementary School, the Lesson presentation is evaluated by the classroom teacher during the clinical experience in the classroom. The teacher candidates' S.L.O. is that eighty percent will reach the rank of Target.</p> <p>1.E. In EDU 372, Survey of Exceptional Children, eighty percent of the teacher candidates will be ranked Target on the IEP Rubric in eight performance categories.</p>	<p>1.C. The Portfolio rubric has five indicators:</p> <ul style="list-style-type: none"> • Contents Exceptional 89%; Satisfactory 11%; • Documentation of Reflections Exceptional 89%; Satisfactory 11%; • Organization Exceptional 89%; Satisfactory 11%; • Creativity Exceptional 89%; Satisfactory 11%; • Overall Portfolio Impact Exceptional 89%; Satisfactory 11%. <p>1.D. EDU 345 Social Studies Lesson Plan Rubric data is as follows:</p> <ul style="list-style-type: none"> • Lesson Plan approved prior to presentation Target 95%; • Anticipatory Set Target 88%; • Well organized Target 93%; • Smooth Transitions Target 88%; • Teacher Flexibility Target 91%; • Teacher Appropriate Interaction with Students Target 93%; • Using Standard English in speech and writing Target 88%; • Enthusiasm Target 95%; • Knowledge of content matter Target 95%; • Warm and Friendly toward Students Target 96%; • Speaks clearly and has good voice projection Target 91%; • Materials ready Target 95%; • Directions are clear Target 82%; • Appropriate closure Target 82%; • Appropriate dress Target 96%; • Total mean Target 91%. <p>1.E. There were eight categories in the IEP rubric:</p> <ul style="list-style-type: none"> • Basic information, present level of performance, and consideration of special factors Target 84% • Annual Goals and Short Term Objectives Target 97%; • Progress Measured and Reported to the Parents Target 84%; • Type of Service Placement Including Related Services Target 100%; 	<p>1.C. The S.L.O. was “80% or higher of the candidates would earn Exceptional or Satisfactory in all five indicators”. The class mean showed 100% of the indicators met at the two highest levels. The Portfolio is a vital tool for the candidate when interviewing for a position. The S.L.O. will be maintained for 2013-2014.</p> <p>1.D. EDU 345 Lesson Presentation is one of the early experiences for candidates to teach. The S.L.O. was exceeded in all Performance categories. There is concern that Standard English is at Target level for 88% of the candidate population, but 12 are not able to reach Target performance. Out of 56 candidates, 5 were at Emerging Level and 2 were Unacceptable. This continues to drive our implementation of stronger speaking and writing skills so that all Carey candidates will serve as Standard English models. Appropriate Closure of the lesson was the lowest score with 82% reaching a Target level. The use of many examples of video performances of master teachers will help candidates to visualize this teaching dynamic. Mississippi State University has developed a TIAI training tool that provides such examples.</p> <p>1.E. The Student Learning Outcome was exceeded for the IEP diagnostic report. This is a key assessment which is early in the candidates' program.</p>
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	<p>2. Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (EDU GOAL 3) (WCU Goal 1.1, 1.2, 1.4, 2.2)</p>	<p>1.F. In EDU 346, Science in the Elementary School, eighty percent of the teacher candidates will be ranked as Exemplary or Accomplished on the Science Lesson Plan.</p> <p>2.A. In EDR 308/311, students will build effective lessons to be used in schools within the teaching area of the university. The Phonemic Awareness Lesson Rubric had five indicators. The Student Learning Outcome was for the class population to achieve a 70% or higher in the category “All Indicators Evident”.</p>	<ul style="list-style-type: none"> • Description of and percent of students’ non-participation in regular class, length of school day, type of PE. Target 81%; • Supplemental Services, program modifications and supports for personnel listed with location, class/setting Target 94%; • State and District wide Assessment Programs Target 81%; • Transition Plan 84%; • Total/Percentage 88%. <p>1.F. The EDU 346 Science Lesson plan had five performance categories rated from Exemplary to Accomplished to Developing to Beginning. The performance results are as follows (Exemplary and Accomplished have been added together):</p> <ul style="list-style-type: none"> • Frameworks 93%; • Objectives Depth of Knowledge 92%; • Procedures 83%; • Evaluation 87%; • Differentiated Instruction 97% • Total/Percentage Exemplary 67%, Accomplished 24%. <p>2.A. EDR 308/311, the Phonemic Awareness Lesson Plan Rubric showed the following categories:</p> <p style="padding-left: 40px;">All Indicators Evident 100%</p> <ul style="list-style-type: none"> • Instructional Strategies • Closure • Professional Manner <p style="padding-left: 40px;">Most Indicators Evident 100%</p> <ol style="list-style-type: none"> 1. Materials Ready 2. State Frameworks <p style="padding-left: 40px;">Few Indicators Evident 0%</p> <p style="padding-left: 40px;">Insufficient Indicators Evident 0%</p> <p>The mean was based on a four point Likert Scale with 4=”All Indicators Evident” to 1=”Insufficient Indicators Evident” was 3.0 overall. The Student Learning Outcome was not met with 60% reaching “All Indicators Evident”.</p>	<p>1.F. The EDU 346 Science Lesson Student Learning Outcome exceeded the eighty percent goal. This is a pedagogical exercise presented early in the candidates’ program. With more experience in the internship, the categories of Procedures and Evaluation should increase significantly.</p> <p>2.A. The literacy faculty met to adopt the Common Core State Standards for Fall 2013. It is expected that CCSS training with the candidates will increase scores in State Frameworks to “All Indicators Evident”. The S.L.O. will be maintained for 2013-2014.</p>
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		<p>2.B. In EDR 344, Children's Literature in the Elementary School has a lesson plan with five indicators. The teacher candidates' mean score will be 80% when Exemplary and Accomplished scores are aggregated.</p>	<p>2.B. The Lesson Plan rubric (N=65) evaluated candidates' ability to effective design instructional experiences for students. There are five indicators:</p> <ul style="list-style-type: none"> • Frameworks 85% exemplary; 3% Accomplished; 11% Beginning; • Objectives, Depth of Knowledge 85% exemplary; 3% Accomplished; 11% Beginning; • Procedure 95% Exemplary; 5% Accomplished; • Evaluation 85% Exemplary; 1% Accomplished; 3% Developing; 10% Beginning; • Differentiated Instruction 89% Exemplary; 3% Accomplished; 1% Developing; 7% Beginning. <p>The Student Learning Outcome was exceeded in all indicators.</p>	<p>2.B. The S.L.O was met. During the data review, faculty recommended that further course design needed to be implemented in the areas of Frameworks, objectives, and Evaluation. With the implementation of Common Core, the emphasis on these three areas has changed dramatically.</p>
		<p>2.C. In EDR 407, the teacher candidates are required to complete the Integrated Unit Project. This evaluation has nine indicators with the target mean of 80% of the candidates ranked as Target or Acceptable.</p>	<p>2.C. The Integrated Unit Plan is a culminating activity in EDR 407. There are six key components which are listed below (scores have been combined "Target" and "Acceptable"):</p> <ul style="list-style-type: none"> • Common Core State Standards 100%; • Objectives/Specific Learning Outcomes 97%; • Procedure with Materials, Technology and Supplies 95% • Assessment 93%; • Differentiated Instruction 99%; • Reflection 93%; • Total/Percentage 96%. 	<p>2.C. The Integrated Unit Lesson Plan is a key indicator of candidate professional growth. The S.L.O. was exceeded. The faculty data assessment committee was encouraged with the high scores on CCSS and specific student learning outcomes. Schools have reported that Carey interns and first year teachers are well prepared with the new curriculum standards. This S.L.O. will be maintained for 2013-2014.</p>
	<p>3. The developing teacher meets the Class A Licensure Competencies of a first year instructor as indicated through self-reflection and principal observations. (EDU GOALS 1- 10) (WCU Goal 1.1)</p>	<p>3. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p>	<p>3.A. The Mississippi Teacher Education Performance Report has not been issued for 2012-2013. The school is waiting on these results.</p>	<p>3.A. The Annual Report will continue as a key assessment by an external reviewer (the principal in the school) for 2013-2014.</p>

		<p>3.B. During the first year of teaching, principals are required to evaluate the developing teacher's professional competencies through observations. On indicators in the Principal's Evaluation, first year teachers will meet or exceed a 90% positive rating.</p>	<p>3.B. The S.L.O. for the Principal's evaluation for first year teachers had twenty indicators (N=75 first year teachers). Scores were reported as affirmative statements and are listed below by indicator combining the top levels ("Outstanding and Effective Evidence that Exceeds Expectations" and "Appropriate and Acceptable Evidence"):</p> <ul style="list-style-type: none"> • Warmth and Enthusiasm 97%; • Patience, empathy, sensitivity 97%; • Subject Area Competence 95% • Safety 99%; • Works Cooperatively 97%; • Confidentiality 100%; • Professionalism 97%; • Policies and Procedures 98%; • Accepting constructive criticism 96%; • Classroom Procedures 96%; • Discipline 96%; • Professional Activities participation 99%; • Teacher seeks new resources 98%; • Use of appropriate learning theories 93%; • Lesson Plans on time 96%; • Reliability 98%; • Anticipatory Set and Closure to Lessons 92%; • Creativity 97%; • Assessment 93%; • Self-Confidence 96%; • Total Mean 96%. 	<p>3.B. The S.L.O. for M.D.E. Annual Principal Evaluation of First Year Teachers was exceeded. It is a 2012-2013 key assessment.</p>
		<p>3.C. As documented in EDR 441 Reading Diagnosis and Remediation in the Elementary School, The Diagnostic Reading Case Study is the culminating project of a ten week clinical experience in a local school. Eighty percent of the teacher candidates will rank Exemplary in five categories.</p>	<p>3.C. The EDR 441 Case study is a culminating laboratory experience for all elementary education candidates before entering internship. There are five performance categories:</p> <ul style="list-style-type: none"> • Organization 93%; • Completeness 77%; • Interpretations and Analyses 83%; • Reflects attention to instructor's recommendations 96%; • College level writing, format, spelling, usage 87%; • Total mean: exemplary 87%. 	<p>3.C. The Diagnostic Reading Case Study Student Learning Outcome was exceeded by 7%. When the data analysis committee reviewed the results, there was continuing concern that 11 out of the 53 candidates could not reach "Exemplary" in college level writing. This continues to be an important thrust across all education classes and the university as a whole to improve candidate writing.</p>

	<p>4. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the final field experience in Student Teaching. (EDU GOALS 1-10) (WCU Goal 1.1, 1.2, 1.4, 2.2)</p>	<p>4.A. When taking the Praxis II Subject Area Examination (Elementary Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p> <p>4.B. When taking the Praxis II Principles of Learning and Teaching Examination, 90% of the teacher candidates will achieve a passing score with one attempt.</p> <p>4.C. The Undergraduate Internship Program Survey was instituted during the 2012-2013 academic year. The Student Learning Outcome is that 85% of the supervising teacher reviewing the program will consider the university supervisor to be rated at “Excellent” or “Very Good” in seven performance categories.</p> <p>4.D. During 2012-2013, the first assessment of INTASC Standards (Interstate New Teacher Assessments and Support Consortium) was implemented as part of the Internship Program Review. 85% of the interns when evaluated by their Supervising Teachers in the field would score “Exceptional Performance” or “Adequate Performance” on each INTASC standard.</p>	<p>4.A. PRAXIS II Elementary Education Examination scores indicated that 97% of the candidates for 2012-2013 passed the examination on the first attempt.</p> <p>4.B. PRAXIS II Principles of Learning and Teaching examination results for 2012-2013 showed that 98% of those candidates passed the examination on the first attempt. Six candidates were required to take the examination a second time.</p> <p>4.C. The Supervising Teacher Questionnaire rated the visiting university supervisor in the following performance levels (Percentages for “Excellent” and “Very Good” have been combined):</p> <ul style="list-style-type: none"> • Knowledge 100%; • Professionalism 100%; • Dress 100%; • Promptness 100%; • Encouragement of intern 99%; • Appropriate Feedback 99%; • Appropriate time in the classroom 99%; • Total mean 99.5%. <p>4.D. Scores (N=118 elementary and secondary education interns) for “Exceptional Performance” and “Adequate Performance” were combined for each INTASC standard:</p> <ul style="list-style-type: none"> • Understanding of child learning and developing, providing instructional opportunities that support a child’s learning 100%; • Understands central concepts, tool of inquiry, and structures of the discipline 99%; • Differ in approaches to learning and creates instructional opportunities 95%; • Variety of instructional strategies 99%; • Individual and group motivation 96%; • Nonverbal and media communication 99%; • Plans instruction 99%; • Uses formal and informal 	<p>4.A. PRAXIS II preparation activities have been embedded through the elementary and secondary education program. Particular attention has been given to constructed responses. All candidates receive access to NORTHSTAR, a training link that prepares candidates for PRAXIS II examinations.</p> <p>4.B. PRAXIS II Principles of Learning and Teaching activities were embedded in the elementary and secondary program. Constructed responses are an important part of the curriculum along with examining sample test items in class.</p> <p>4.C. The program review from an external audience (Supervising Teachers in the field) is a vital assessment tool for the School of Education. The S.L.O. was exceeded with a total score of 99.5%. This will be maintained as a key program review assessment.</p> <p>4.D. The S.L.O. was exceeded with nearly a perfect mean score of 98.5%. INTASC standards are the foundation of our teacher training program. This external review by Supervising Teachers in the field is an important evaluation of the program effectiveness.</p>
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			<div><div>assessment strategies 98%;</div><ul style="list-style-type: none">• Reflective practitioner 99%;• Relationships with colleagues, parents, and larger community 98%;• Total mean 98.5%.</div>	
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UNDERGRADUATE ELEMENTARY EDUCATION EFFECTIVENESS PROGRAM 2011-2012

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 4. Promote Christian development and social responsibility 5. Strengthen ties with Baptist churches, associations, and conventions 6. Provide an environment that supports student learning 7. Strengthen organizational and operational effectiveness 8. Strengthen financial resources <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources); 2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); 3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); 4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 	<ol style="list-style-type: none"> 1. Teacher candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (EDU GOAL 5) (WCU Goal 1.1, 2.2) 	<p>1.A. Teacher Intern Assessment Instrument (TIAI) measures student teachers in six areas of professional performance. Eighty percent of the teacher candidate population will be ranked as Target or Acceptable.</p> <p>1.B. During the Student Teaching Internship, the mentor teacher will rate the student intern as to professional dispositions. The S.L.O. is 3.0 overall mean when students are ranked at 3 (Good) or 4 (Mastery) on a four point Likert Scale.</p>	<p>1.A. The teacher candidate population (n=90) evaluated by their supervising teachers during internship scored the following overall means:</p> <p>(1) Planning and preparation Target 87%; 10%;</p> <p>(2) Communication and Interaction Target 88%; Acceptable 11%;</p> <p>(3) Teaching and Learning Target 86%; Acceptable 12%;</p> <p>(4) Management of the Learning Environment Target 91%; Acceptable 8%;</p> <p>(6) Assessment of Learning Target 89%; Acceptable 9%.</p> <p>1.B. There are twelve indicators of professional dispositions. Student teachers (N=23) were ranked by mentor teachers on a four point Likert scale.</p> <p>1) Dependability and Reliability 3.68; 2) Respect 3.78; 3) Commitment and Initiative 3.91 4) Responsiveness 3.74; 5) Collaboration 3.83; 6) Open-Mindedness 3.87; 7) Knowledgeable 3.87; 8) Communication 3.70; 9) Confidentiality 3.96; 10) Academic Honesty 4.0; 11) Appearance 3.96; 12) Teaching Effectiveness 3.83.</p>	<p>1.A. The Student Learning Outcomes for Student Teacher candidates was met in every area. This external evaluation is critically important to the overall program review since it was completed by supervising teachers in the field. The S.L.O. will be continued.</p> <p>1.B. Dispositional evaluations are critical to the developing educator. Without these critical dispositional skills, all the knowledge in the world will produce a failing teacher. The S.L.O. was exceeded on all twelve dispositions. The total score across the 12 dispositions was 3.84 (Range 3.68-4.00).</p>

<p>Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).</p>		<p>1.C. Professional Dispositions are measured during the Student Teaching Internship as rated by the University Supervisor. There are five rankings: Not Met, Novice, Emergent, Professional, and Mastery. 80% of the teacher candidate population will rank Professional or Mastery.</p>	<p>1.C. The target teacher candidate population was n=52. There are fourteen Professional Dispositions:</p> <p>(1) Dependability and Reliability Professional 17%; Mastery 81%;</p> <p>(2) Respect Professional 2%; 98% Mastery;</p> <p>(3) Commitment and Initiative Professional 4%; Mastery 92%;</p> <p>(4) Responsiveness Professional 2%; Mastery 96%;</p> <p>(5) Collaboration Professional 0%; Mastery 100%;</p> <p>(6) Open Mindedness Professional 0%; Mastery 100%;</p> <p>(7) Knowledgeable Professional 0%; Mastery 100%;</p> <p>(8) Communication Professional 2%; Mastery 98%;</p> <p>(9) Confidentiality Professional 0%; Mastery 100%;</p> <p>(10) Academic Honesty Professional 0%; Mastery 100%;</p> <p>(11) Appearance Professional 0%; Mastery 100%;</p> <p>(12) Teaching Effectiveness Professional 4%; Mastery 96%;</p> <p>(13) Fairness Professional 0%; Mastery 100%;</p> <p>(14) Bias Professional 0%; Mastery 100%;</p>	<p>1.C. The S.L.O. as exceeded in every disposition. The total teacher candidate Professional Dispositions mean was ranked as follows: Not Met – 0% Novice – 0.6% Emergent – 0.3% Professional – 2.2% Mastery – 97%.</p> <p>This is considered a key assessment for evaluate teacher effectiveness.</p>
		<p>1.D. In EDU 300 Introduction to Education, the culminating project is the Personal Portfolio. Eighty percent of the teacher candidates will score Excellent or Satisfactory in the five indicators. This Portfolio becomes part of the Professional Portfolio teacher graduates will use in their first employment interviews.</p>	<p>1.D. The Personal Portfolio has five indicators:</p> <p>(1)Personal Analysis of Teaching Goals Impact Excellent 96%; Satisfactory 1.9%;</p> <p>(2) Teaching Resources Excellent 96%;</p> <p>(3) Professional Dispositions</p>	<p>1.D. The S.L.O. was met in all five indicators and the total mean rank scores. This portfolio is a key assessment for students beginning the Elementary, Secondary, and Specialty Education programs.</p>

		<p>1.E. In EDU 345, Social Studies in the Elementary School, the Lesson presentation is evaluated by the classroom teacher during the clinical experience in the classroom. The teacher candidates' S.L.O. is that eighty percent will reach the rank of Target.</p>	<p>Excellent 90%; Satisfactory 6%</p> <p>(4) Written Communication Skills Excellent 51%; Satisfactory 40%;</p> <p>(5) Overall Impact of the Portfolio Excellent 78%; Satisfactory 18%;</p> <p>Total mean rank scores: Excellent 83%; Satisfactory 13%; Emerging 1.5% Unsatisfactory 2.3%.</p>	
	<p>2. Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (EDU GOAL 3) (WCU Goal 1.1, 1.2, 1.4, 2.2)</p>		<p>1.E. There are fifteen indicators.</p> <p>(1) Lesson Plans Target 83%;</p> <p>(2) Lesson Introduction Target 78%;</p> <p>(3) Lesson Well Organized Target 94%;</p> <p>(4) Lesson Transitions are smooth Target 83%;</p> <p>(5) Flexibility within the Lesson Target 89%;</p> <p>(6) Teacher interaction with students Target 91%;</p> <p>(7) Use of standard English Target 83%;</p> <p>(8) Teacher Enthusiasm Target 89%;</p> <p>(9) Knowledgeable Target 89%;</p> <p>(10) Warmth and Friendliness Exhibited Target 94%;</p> <p>(11) Speaks clearly and has good voice projection Target 86%;</p> <p>(12) Materials Ready Target 89%;</p> <p>(13) Directions easy to follow Target 72%;</p> <p>(14) Appropriate Closure to the lesson Target 78%;</p>	<p>1.E. The S.L.O. of 80% in each indicator was met in all categories except for Lesson introduction 79%; Giving Directions 72%; and Appropriate Closure 78%. Faculty may have set the S.L.O. too high since these are teacher candidates in their junior year implementing one of their first five lessons in the school. This is an important key assessment since it is provided by an outside educator, the teacher in the classroom.</p>

		<p>1.F. in EDU 346, Science in the Elementary School, eighty percent of the teacher candidates will be ranked Exemplary or Accomplished on the Science Lesson Plan Rubric.</p> <p>2. A. As measured by the Teacher Intern Assessment Instrument (TIAI) 10 Day Unit, the mean score of the teacher candidate population when exhibiting skills to establish an environment adapted to diverse learners will be 2.8 or higher on the nine indicators as measured by the university supervising professor.</p>	<p>(15) Professional Appearance Target 86%.</p> <p>Total mean rank scores: Target 86% Emerging 7.3% Novice 0.3% Unacceptable 5.6%.</p> <p>1.F. The Science Lesson Plan Rubric has five indicators:</p> <p>(1) Frameworks/ Common Core Standards Exemplary 86%; Accomplished 8%;</p> <p>(2) Objectives/Depth of Knowledge Exemplary 45%; Accomplished 48%;</p> <p>(3) Procedures Exemplary 70% Accomplished 18%;</p> <p>(4) Evaluation/Assessment Exemplary 51%; Accomplished 40%;</p> <p>(5) Differentiated Instruction Exemplary 83%; Accomplished 11%.</p> <p>Total Mean Score by Rank: Exemplary 67% Accomplished 25% Developing 3.7%; Beginning 3.2%.</p> <p>2.A. The 10 Day Unit was evaluated by university supervisors under 8 categories plus an overall mean. The total N was 51 student teachers.</p> <p>1) Developmentally appropriate objectives 2.94;</p> <p>2) Appropriate Teaching Procedures 2.86;</p> <p>3) Selects Variety of Appropriate Materials and Technologies for Lessons 2.94;</p> <p>4) Prepares Appropriate Assessments, Procedures to Evaluate Learner Progress 2.92;</p> <p>5) Uses Assessment Information to Plan Differentiated Learning Experiences 2.98;</p> <p>6) Uses Knowledge of Students' Background, Interests, Experiences, and Prior Knowledge for Relevant Instruction 2.94;</p> <p>7) Integrates Knowledge across Subject Areas and Lessons 2.84;</p>	<p>1.F. Science Lesson Plan Rubric – the S.L.O. was met on all five indicators. This is a key assessment for 2012-2013. Faculty Comments: I developed a form for students to use as they put together their lesson plans which allows them to see the total lesson alignment: CCSS/Frameworks to SLOs to activities to assessment. I also began assigning a lesson plan for students to create as practice. In this assignment we work on the lesson together as a cooperative group. Each student should then be better prepared to create a lesson for a classroom practicum on their own.</p> <p>2.A. All nine objectives were met or exceeded with a range of 2.84-2.98. Continued training with the student teachers and supervisors will provide an in depth understanding of these new objectives and how they connect with the state teacher assessment – MSTAR.</p>
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		<p>2.B. In EDR 308/311, students will build effective lessons to be used in schools within the teaching area of the university. The Phonemic Awareness Lesson Rubric had five indicators. The Student Learning Outcome was for the class population to achieve a 70% or higher in the category “All Indicators Evident”.</p> <p>2.C. In EDR 344, Children’s Literature in the Elementary School has a lesson plan with five indicators. The teacher candidates’ mean score will be 80% when Exemplary and Accomplished scores are aggregated.</p> <p>2.D. In EDR 407, the teacher candidates are required to complete the Integrated Unit Project. This evaluation has nine indicators with the target mean of 80% of the candidates ranked as Target or Acceptable.</p>	<p>8) Incorporates Diversity Including Multicultural Perspectives in Lessons 2.84;</p> <p>9) Uses a Variety of Strategies to Introduce and Close Lessons 2.90.</p> <p>2.B. The Phonemic Awareness Lesson Rubric class population means ranked 77% of the teacher candidates as “All Indicators Evident” and 22% of the class as “Most Indicators Evident”. No candidates failed the assignment. The Five indicators were: Materials Ready; State Framework/ Common Core Standards evident and appropriate; Instructional Strategies age appropriate; Closure to lesson well designed; Professional Manner evident.</p> <p>2.C. There were five indicators in the Integrated Literature Lesson Plan:</p> <p>(1) Frameworks Exemplary 100%;</p> <p>(2) Objectives/Depth of Knowledge Exemplary 77%; Accomplished 28%;</p> <p>(3) Procedures Exemplary 68% Accomplished 28%;</p> <p>(4) Evaluation/Assessment Exemplary 59%; Accomplished 22%;</p> <p>(5) Differentiated Instruction Exemplary 81%; Accomplished 12%.</p> <p>Total Mean Score by Rank: Exemplary 81% Accomplished 13% Developing 6%; Beginning 7%.</p> <p>2.D. The Integrated Unit Project</p> <p>(1) Cover Page/ General Formatting Target 0%; Acceptable 100%;</p> <p>(2) Bulletin Board Target 97%;</p> <p>(3) Book List Acceptable 100%;</p> <p>(4) Common Core State Standards (CCSS) Target 93%; 7%;</p>	<p>2.B. The S.L.O. of 70% was met. In the lesson rubric this year, Common Core Standards were added replacing Mississippi Benchmarks. Also an urban low SES elementary school was added as a clinical experience for teacher candidates in EDR 311.</p> <p>2.C. The Common Core Standards movement this past year has created major adjustments in the Elementary Education curriculum. In general, teacher candidates have made smooth transitions to these national standards.</p> <p>2.D. The S.L.O. was met in all categories. This is a key assessment. Faculty have made major program revisions this year. During the 2011 school year, faculty attended a training session for the Common Core State Standards. After this training the information was implemented in the classroom to enable our students to understand the CCSS and to write SLO’s for their lessons based on the new Core. This has been a lot easier transition since attending the training provided by the</p>
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			<p>(5) Objectives/ Specific Learning Outcome Target 83%; 13%;</p> <p>(6) Procedure with Materials Target 79%; Acceptable 11%;</p> <p>(7) Assessment Target 74%; Acceptable 18%;</p> <p>(8) Differentiated Instruction Target 86%; Acceptable 11%;</p> <p>(9) Reflection Target 100%</p> <p>Total Mean Scores Across Indicators: Target 57%; Acceptable 40%; Emerging 2%; Unacceptable 1%.</p>	<p>Miss. State Dept. of Education. Our students are now able to go out to the schools in our area and teach lessons that appropriately integrate content areas with common core standards. The EDR 407 classes are the ones that have benefited the most from this training.</p>
	<p>3. The developing teacher meets the Class A Licensure Competencies of a first year instructor as indicated through self-reflection and principal observations. (EDU GOALS 1- 10) (WCU Goal 1.1)</p>	<p>3. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p> <p>3.B As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher's professional competencies will meet or exceed 90% positive rating.</p>	<p>3.A. In the 2011 Mississippi Teacher Education Performance Report, traditionally prepared teachers (N=48) graduating from William Carey University surveyed 96% positive agreement on all 33 questions: 1) Planning and Preparation 100%; 2) Communication and Interaction 100%; 3) Teaching for Learning 100%; 4) Management of the Learning Environment 100%; and Assessment of Student Learning 100%; and 6) Quality of Teacher Education Program 100% and Knowledge of Federal/ State Regulations 96%.</p> <p>3.B. The Mississippi Teacher Education Performance Report also requires principals to rate first year educators from William Carey University. There were 24 respondents evaluating first year interns (N=24). 1) Planning and Preparation positive rating of 100%; 2) Communication and Interaction 100%; 3) Teaching for Learning 100%; 4) Management of the Learning Environment 96%; 5) Assessment of Student Learning 100%; and 6) Quality of Teacher Education Program 100% and Knowledge of Federal/State Regulations 100%.</p>	<p>3.A. William Carey graduates strongly believe in their professional preparation and consider their first year teaching as a success. This is a critically important self-evaluation of professional skills on the part of our first year educators. The S.L.O. was exceeded.</p> <p>3.B. The principals' evaluation met the Student Learning Outcome of 90% or higher. The S.L.O. will be maintained. The total score across all areas was 97%.</p>

	<p>4. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the final field experience in Student Teaching. (EDU GOALS 1-10) (WCU Goal 1.1, 1.2, 1.4, 2.2)</p>	<p>3.C. As documented in EDR 441 Reading Diagnosis and Remediation in the Elementary School, The Diagnostic Reading Case Study is the culminating project of a ten week clinical experience in a local school. Eighty percent of the teacher candidates will rank Exemplary in five categories.</p> <p>4.A. When taking the Praxis II Subject Area Examination (Elementary Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p> <p>4.B. When taking the Praxis II Principles of Learning and Teaching Examination, 90% of the teacher candidates will achieve a passing score with one attempt.</p>	<p>3.C. The Diagnostic Reading Case Study has five indicators:</p> <p>(1) Organization of the study Exemplary 93%</p> <p>(2) Completeness of the case study Exemplary 66%; Meets Minimum Criteria 26%;</p> <p>(3) Interpretation and Analyses Exemplary 86%;</p> <p>(4) Reflections Exemplary 93%;</p> <p>(5) College Level Writing Exemplary 46%; Meets Minimum Standards 53%.</p> <p>Total Mean Rank Scores: Exemplary 81% Meets Minimum Standards 16% Unsatisfactory 2%</p> <p>4.A. Of the 78 teacher candidates taking the PRAXIS II Elementary Education Examination, 74 passed the examination on the first attempt. This is a 94.8% of the total teacher candidate population.</p> <p>4.B. Data collected during the 2011-2012 academic year indicates that 135 out of 154 teacher candidates passed the Principles of Learning and Teaching Examination (87.6%) on the first attempt.</p>	<p>3.C. The S.L.O. was met when one considers the Total Mean Rank Score. Of the five indicators, the S.L.O. was not met in (2) Completeness of the case study and (5) College-level writing, spelling, grammar, usage, and word choice. Faculty members in the School of Education have been seriously concerned by the level of professional writing exhibited by some senior candidates. This continues to serve as a matter of program revision in order to concentrate on aspects of professional writing.</p> <p>4.A. The Student Learning Outcome of 90% was exceeded (94.8%). This is encouraging news indicating that our interventions with PRAXIS II workshops held by professors has been beneficial. The department also has purchased NORTHSTAR PRAXIS Review. This online service has proven to raise student scores significantly.</p> <p>4.B. The Principles of Learning and Teaching examination data was very positive. This is an increase over the past year in the number of students successfully completing the examination on the first attempt. The S.L.O. was met and will be continued for the next academic year.</p>
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UNDERGRADUATE ELEMENTARY EDUCATION EFFECTIVENESS PROGRAM 2010-2011

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> Provide academic programs to promote student learning Promote Christian development and social responsibility Strengthen ties with Baptist churches, associations, and conventions Provide an environment that supports student learning Strengthen organizational and operational effectiveness Strengthen financial resources <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources); respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment 	<ol style="list-style-type: none"> Teacher candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (EDU GOAL 5) (WCU Goal 1.1, 2.2) Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (EDU GOAL 3) (WCU Goal 1.1, 1.2, 1.4, 2.2) 	<ol style="list-style-type: none"> <p>1. A. As measured by the Teacher Intern Assessment Instrument (TIAI), the mean score of the teacher candidate population will be a 3.80 or higher on Indicators 23-28 (Management of the Learning Environment) as observed by their Supervising Teacher.</p> <p>1. B. Teacher Intern Assessment Instrument (TIAI) measures student teachers in 6 areas of professional performance. The mean score of the teacher candidate populations will be a 3.80 or higher on 5 areas of professional performance.</p> <p>1. C. During the Student Teaching Internship, the mentor teacher will rate the student intern as to professional dispositions. The S.L.O. is 85% overall mean when students are ranked at 3 (Good) or 4 (Mastery) on a four point Likert Scale.</p> <p>2. A. As measured by the Teacher Intern Assessment Instrument (TIAI) 10 Day Unit, the mean score of the teacher candidate population when exhibiting skills to establish an environment adapted to diverse learners will be 3.80 or higher on the nine indicators as measured by the university supervising professor.</p> 	<ol style="list-style-type: none"> <p>1. A. Management of Learning was evaluated by supervising teachers working with their student teachers (N=75). The overall mean was 3.83 across the 6 indicators.</p> <p>1. B. The teacher candidate population (N=75) evaluated by their supervising teachers during internship scored the following overall means: Planning 3.86; Communication 3.87; Teaching 3.85; Assessment 3.90; and total teacher performance 3.86.</p> <p>1. C. There are twelve indicators of professional dispositions. Student teachers (N=35) were ranked by mentor teachers on a four point Likert scale.</p> <ol style="list-style-type: none"> 1) Dependability and Reliability 91.4%; 2) Respect 92.9%; 3) Commitment and Initiative 94.2%; 4) Responsiveness 97.1%; 5) Collaboration 94.1%; 6) Open-Mindedness 88.5%; 7) Knowledgeable 88.4%; 8) Communication 99.2%; 9) Confidentiality 99.4%; 10) Academic Honesty 97.1%; 11) Appearance 96.9%; 12) Teaching Effectiveness 96.3%. <p>2. A. The 10 Day Unit was evaluated by university supervisors under 8 categories plus an overall mean. The total N was 60 student teachers.</p> <ol style="list-style-type: none"> 1) Summary of unit 3.64; 2) Materials and Technology 3.80; 3) Integration of Subject Content 3.85; 4) Depth of Knowledge Objectives 3.85; 5) Assessment 3.64; 6) Multicultural/Differentiated Instruction 3.66; 	<ol style="list-style-type: none"> <p>1. A. The Student Learning Outcome was met for all Management of Learning indicators. This S.L.O. will be maintained. The EDU 436 Classroom Management class has been updated to more clearly align with the Principles of Learning and Teaching.</p> <p>1. B. The Student Learning Outcomes for Student Teacher candidates was met in every area. This external evaluation is critically important to the overall program review since it was completed by supervising teachers in the field. The S.L.O. will be continued for the 2011-2012 academic year.</p> <p>1. C. Dispositional evaluations are critical to the developing educator. Without these critical dispositional skills, all the knowledge in the world will produce a failing teacher. The S.L.O. was exceeded on all twelve dispositions. The S.L.O. will be continued for the 2011-2012 academic year.</p> <p>2. A. The Student Learning Outcome was not met in the following categories: Summary of Unit; Assessment of Learning; Multicultural/ Differentiated Instruction; Procedures; Accommodations for Individual Differences; Overall Mean. Faculty have completed an analysis of data and entered into discussions about how lesson planning instruction could be</p>

		<p>4.B. When taking the Praxis II Principles of Learning and Teaching Examination, 90% of the teacher candidates will achieve a passing score with one attempts.</p> <p>4.C. The Exit Interview by graduates from the university measures all programs, their mission and instructional effectiveness. The target population will rate the undergraduate teacher program at 4.0 or higher across 12 indicators on a 5 point Likert Scale.</p>	<p>4.B. Data collected during the 2010-2011 academic year indicates that 120 out of 132 teacher candidates passed the Principles of Learning and Teaching Examination (90.9%) on the first attempt.</p> <p>4.C. HATTIESBURG CAMPUS There were twelve indicators in the Exit Interview of Elementary Education graduates (N=48). 1) Promotes the practice of Christian principles 4.9; 2) Atmosphere challenges intellectually 4.9; 3) Cultural values 4.8; 4) Effective communication 4.8; 5) Critical Thinking encouraged 4.9; 6) High level of scholarship 4.9; 7) Develops talent and recognizes achievements 4.9; 8) Appreciation of fine arts 4.8; 9) Professional Training 4.9; 10) Develops leaders 4.9; 11) Effective instruction, counsel and concern 4.8; 12) Reaching highest potential 4.9.</p> <p>TRADITION CAMPUS (N=30) 1) Promotes the practice of Christian principles 4.7; 2) Atmosphere challenges intellectually 4.8; 3) Cultural values 4.4; 4) Effective communication 4.5; 5) Critical Thinking encouraged 4.8; 6) High level of scholarship 4.8; 7) Develops talent and recognizes achievements 4.4; 8) Appreciation of fine arts 4.3; 9) Professional Training 4.6; 10) Develops leaders 4.7; 11) Effective instruction, counsel and concern 4.8; 12) Reaching highest potential 4.8.</p>	<p>4.B. The Principles of Learning and Teaching examination data was very positive. This is an increase over the past year in the number of students successfully completing the examination on the first attempt. The workshops will continue for 2011-2012. The S.L.O. was met and will be continued for the next academic year.</p> <p>4.C. The Exit Interview is one of the most powerful indicators of the school's performance. Students who have graduated can express their opinions freely without any concerns. Therefore overall means of 4.85(HATTIESBURG) in a five point Likert scale and 4. 63 (TRADITION) are definitely an important affirmation of the school's effectiveness in its mission and productivity.</p>
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UNDERGRADUATE ELEMENTARY EDUCATION PROGRAM

EFFECTIVENESS PROGRAM

2009-2010

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p>Expanded Statement of Purpose:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 	<ol style="list-style-type: none"> 1. Teacher candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (EDU Goal 5) (WCU Goals 1.1,1.2,2.2) 	<ol style="list-style-type: none"> 1. A. As measured by the Student Teacher Assessment Instrument (STAI), the mean score of the teacher candidate population will be a 3.00 or higher as observed by their Supervising Teacher for Planning and Preparation. 1. B. As measured by the Student Teacher Assessment Instrument – Supervising Teacher, the teacher candidates will have a mean of 3.5 or higher in the indicators bundled under the category Communication and Interaction (Indicators 8-15). 	<p>1.A. Planning and Preparation was rated on seven indicators with a total category score of 3.87 :</p> <p><u>Appropriate Student Objectives:</u> Total Elementary (n=74) 3.97</p> <p><u>Appropriate Teaching Procedures:</u> Total Elementary (n=74) 3.95</p> <p><u>Materials and Technology:</u> Total Elementary (n=74) 3.91</p> <p><u>Differentiated instruction</u> Total Elementary (n=74) 3.77</p> <p><u>Making Learning Relevant</u> Total Elementary (n=74) 3.84</p> <p><u>Content Integration</u> Total Elementary (n=74) 3.93</p> <p><u>Multicultural Perspectives</u> Total Elementary (n=74) 3.76</p> <p>1.B. The total score was 3.87 for Communication and Interaction with subscores:</p> <p><u>Oral and Written Communication</u> Total Elementary (n=74) 3.76</p> <p><u>Concepts and Understanding</u> Total Elementary (n=74) 3.85</p> <p><u>Complete Directions</u> Total Elementary (n=74) 3.80</p> <p><u>High Expectations</u> Total Elementary (n=74) 3.93</p> <p><u>Enthusiasm</u> Total Elementary (n=74) 3.89</p> <p><u>Demonstrates Interest</u> Total Elementary (n=74) 3.93</p>	<p>1.A. The S.L.O. was met in all seven categories with an overall rating of 3.64. This evaluation was completed by Supervising Teachers in the schools. The Student Internship Supervising Professors will be implementing the TIAI (Teacher Intern Assessment Instrument) in 2010-2011.</p> <p>1.B. All performance indicators were met. This Performance assessment will be continued for the 2010-2011 academic year.</p>

<p>7. Build caring, reflective decision-makers.</p>		<p>1.C. Teacher candidates will have a mean of 3.5 or higher in the category <u>Teaching for Learning</u> as evaluated on the STAI.</p> <p>1.D. Teacher candidates will have a mean of 3.5 or higher in the category <u>Management of Learning</u> as evaluated on the STAI.</p>	<p><u>Work Cooperatively</u> Total Elementary (n=74) 3.89</p> <p><u>Working with Parents</u> Total Elementary (n=74) 3.93</p> <p>1.C. The total score for <u>Teaching for Learning</u> is 3.88.</p> <p><u>Content Knowledge</u> Total Elementary (n=74) 3.88</p> <p><u>Appropriate teaching strategies</u> Total Elementary (n=74) 3.91</p> <p><u>Problem Solving and Critical Thinking</u> Total Elementary (n=74) 3.83</p> <p><u>Wait Time, Probes</u> Total Elementary (n=74) 3.95</p> <p><u>Questioning</u> Total Elementary (n=74) 3.85</p> <p><u>Family and Community</u> Total Elementary (n=74) 3.83</p> <p>1.D. Teacher candidates were ranked on the STAI by cooperating teachers on <u>Management of Learning</u> for a total mean of 3.83:</p> <p><u>Adjusting the Environment</u> Total Elementary (n=74) 3.73</p> <p><u>Adjusting Unit Lessons</u> Total Elementary (n=74) 3.85</p> <p><u>Delegating Routine Tasks</u> Total Elementary (n=74) 3.88</p> <p><u>Variety of Discipline Strategies</u> Total Elementary (n=74) 3.85</p> <p><u>Fair and Supportive</u> Total Elementary (n=74) 3.75</p> <p><u>Effective Instructional Time</u> Total Elementary (n=74) 3.91</p>	<p>1.C. All performance indicators were met. This Performance assessment will be continued for the 2010-2011 academic year.</p> <p>1.D. All performance indicators were met. This Performance assessment will be continued for the 2010-2011 academic year.</p>
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	<p>2. The developing teacher meets the Class A Licensure Competencies of a first year instructor as indicated through self-reflection and principal observations. (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</p>	<p>1.E. Teacher candidates will have a mean of 3.5 or higher in the category <u>Assessment of Student Learning</u> as evaluated on the STAI.</p> <p>2. A. As documented by the Mississippi Teacher Education Performance Report, traditionally trained teachers' perceptions of professional competencies will meet or exceed 90% positive rating.</p> <p>2.B As documented by the Mississippi Teacher Education Performance Report, principal observations of traditionally trained teachers' professional competencies in <u>Planning and Preparation</u> will meet or exceed 90% positive rating.</p> <p>2.C. In the MDE Performance Report, principals evaluate traditionally trained teachers in <u>Communication and Interaction</u>. Teachers are expected to meet a 90% or higher positive rating with their principals.</p>	<p>1.E. STAI results ranked <u>Assessment of Student Learning</u> at 3.90.</p> <p><u>Performance Standards</u> Total Elementary (n=74) 3.87 <u>Timely Feedback</u> Total Elementary (n=74) 3.91 <u>Student Self-Evaluation</u> Total Elementary (n=74) 3.85 <u>Record Keeping</u> Total Elementary (n=74) 3.95 <u>Professional Reflection and Growth</u> Total Elementary (n=74) 3.92</p> <p>2.A. The Mississippi Department of Education Report on Positive Perceptions of New Teachers was issued with a 98% positive rating.</p> <p>2.B. The Mississippi Department of Education Report on Principal Observations of traditionally trained teachers' Professional Competencies in <u>Planning and Preparation</u> was scored at a 99.2% rating.</p> <p>2.C. The Performance Report on principals' observations in <u>Communication and Interaction</u> was scored at a 99.6% rating.</p>	<p>1.E. The S.L.O. was exceeded and indicates a strong professional performance in the area of Student Learning Assessment.</p> <p>2.A. This is a significant survey since it is administered by the Mississippi Department of Education at the end of the teacher's first year of teaching. The S.L.O. will be maintained for the 2010-2011 academic year.</p> <p>2.B. Planning and Preparation covers appropriate objectives; appropriate teaching procedures; variety of appropriate materials and technologies; preparing procedures for assessing student learning; using assessment information to accommodate learning differences; using student backgrounds to make learning relevant; integration of content knowledge; incorporating diversity; and using strategies to open and close lessons. The S.L.O. will be maintained for the 2010-2011 academic year.</p> <p>2.C. Communication and Interaction covers Verbal and nonverbal communication; Written and oral directions for instructional activities; communicating high expectations; projecting enthusiasm; opportunities to cooperate,</p>
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