

**UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM
TEACHER LICENSURE
EFFECTIVENESS PROGRAM
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	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:</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; 	<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 Goals 1.1,1.2,2.2)</p>	<p>1. A. As measured by the Teacher Intern Assessment Instrument (TIAI), the mean score of the teacher candidate population will be a 2.5 or higher as observed by their Faculty Supervisor for Planning and Preparation.</p> <p>1. B. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category Learning Environment.</p>		

<p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>1. C. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Instruction</u> as evaluated on the TIAL.</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. D. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Assessment</u> as evaluated on the TIAI.</p> <p>1. E. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Professional Responsibilities</u> as evaluated on the TIAI.</p> <p>2. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p> <p>2. 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>		
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	<p>3. The developing teacher understands and applies the professional and content knowledge of physical education teachers. (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</p>	<p>3. A. The Physical Education Praxis II is designed to measure the professional knowledge of prospective teachers of physical education who intend to obtain K-12 licensure. The test assesses whether a candidate has the knowledge and competencies necessary for a first year teacher of physical education, and this test is a requirement for admission into student teaching. When taking the Praxis II Subject Area Examination (Physical Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p> <p>3. B. Content Knowledge examination – PED 231 – History and Introduction to Physical Education. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>3. C. Content Knowledge examination – HEA 323 – Consumer Health. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>3. D. Content Knowledge examination – PED 324 – Anatomy and Physiology. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p>		
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		<p>3. E. Content Knowledge examination – PED 336 – Kinesiology. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>3. F. Content Knowledge examination – PED 436 – Tests and Measurements. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p>		
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**UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM
TEACHER LICENSURE
EFFECTIVENESS PROGRAM
2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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<p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>1. C. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Instruction</u> as evaluated on the TIAI.</p>	<p>4) Creates and maintains a climate of fairness 3.0</p> <p>5) Maximizes instructional time 3.0</p> <p>Total Mean 3.0</p> <p>1. C. Instruction has 11 sub-categories. The performance levels are 3.0 Target, 2.0 Acceptable, 1.0 Emerging, and 0 Unacceptable. N=2</p> <p>1) Uses acceptable communication in planning and instruction – 2.75</p> <p>2) Provides clear instructional activities – 2.75</p> <p>3) Communicates high expectations – 3.0</p> <p>4) Conveys enthusiasm – 3.0</p> <p>5) Provides opportunities for cooperation and interaction – 3.0</p> <p>6) Demonstrates knowledge of content – 3.0</p> <p>7) Uses a variety of teaching strategies – 3.0</p> <p>8) Provides learning experiences that accommodate differences – 3.0</p> <p>9) Engages students in analytical, creative, and critical thinking – 3.0</p> <p>10) Elicits input – 3.0</p> <p>11) Uses family and community resources – 3.0</p> <p>Total Mean 2.95</p>	<p>1.C. The S.L.O. in Instruction was exceeded with a total mean of 2.95. This is a critical evaluation providing diagnostic information about the intern's instructional delivery abilities.</p>
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		<p>1. D. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Assessment</u> as evaluated on the TIAI.</p> <p>1. E. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Professional Responsibilities</u> as evaluated on the TIAI.</p> <p>2. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p> <p>2. 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>1. D. The category Assessment has two indicators:</p> <p>1)Communicates assessment criteria and performance standards – 2.75</p> <p>2) Incorporates a variety of informal and formal assessments to differentiate learning – 3.0</p> <p>Total Mean – 2.88</p> <p>1. E. The Professional Responsibilities has one sub-category. The performance levels are 3.0 Target, 2.0 Acceptable, 1.0 Emerging, and 0 Unacceptable. N=2</p> <p>Establishes opportunities for communication with parents, guardians, and professional colleagues – 3.0</p> <p>2.A. The report has been suspended until the State of Mississippi finalizes its statewide evaluation system.</p> <p>2. B. The report has been suspended until the State of Mississippi finalizes its statewide evaluation system.</p>	<p>1. D. The Assessment evaluation is considered one of the most difficult for young teachers to be successful. The total mean of 2.88 exceeded the S.L.O. of 2.5. The performance levels are 3.0 Target, 2.0 Acceptable, 1.0 Emerging, and 0 Unacceptable. N=2</p> <p>1. E. The S.L.O. was exceeded. The evaluation will be continued for the next academic year.</p> <p>2. C. The Student Learning Outcome was exceeded with 100% of the group earning a passing score on the first attempt.</p> <p>2.A. No data.</p> <p>2. B. No data.</p>
	<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>3. The developing teacher understands and applies the professional and content knowledge of physical education teachers. (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</p>	<p>3. A. The Physical Education Praxis II is designed to measure the professional knowledge of prospective teachers of physical education who intend to obtain K-12 licensure. The test assesses whether a candidate has the knowledge and competencies necessary for a first year teacher of physical education, and this test is a requirement for admission into student teaching. When taking the Praxis II Subject Area Examination (Physical Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p> <p>3. B. Content Knowledge examination – PED 231 – History and Introduction to Physical Education. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>3. C. Content Knowledge examination – HEA 323 – Consumer Health. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>3. D. Content Knowledge examination – PED 324 – Anatomy and Physiology. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p>	<p>3. A. In the PRAXIS II Physical Education Content Examination, there were 5 content categories:</p> <p>Students As Learners 71% Instructional Process 80% Assessment 69% Professional Development, Leadership, and Community 67% Analysis of Instructional Scenarios 63% Total Mean 71% Test Score 155 Passing score was 145</p> <p>3.B. PED 231 examination had four performance levels set at: Target (85%) 8 Acceptable (80%) 3 Emerging (75%) 0 Unacceptable (74%) 0 N=11 Total mean = 87%</p> <p>3.C. HEA 323 examination had four performance levels set at: Target (85%) 10 Acceptable (80%) 0 Emerging (75%) 1 Unacceptable (74%) 0 N=11 Total mean = 90%</p> <p>3.D. PED 324 examination had four performance levels set at: Target (85%) 8 Acceptable (80%) 2 Emerging (75%) 1 Unacceptable (74%) 0 N=11 Total mean = 89%</p>	<p>3. A. The S.L.O. was exceeded will all students passing the PRAXIS II examination on the first attempt.</p> <p>3. B. PED 231 S.L.O. was met.</p> <p>3. C. HEA 323 S.L.O. was met.</p> <p>3. D. PED 324 S.L.O. was met.</p>
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		<p>3. E. Content Knowledge examination – PED 336 – Kinesiology. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p>	<p>3.E. PED 336 examination had four performance levels set at: Target (85%) 8 Acceptable (80%) 2 Emerging (75%) 1 Unacceptable (74%) 0 N=11 Total mean = 89%</p>	<p>3. E. PED 336 S.L.O. was met.</p>
		<p>3. F. Content Knowledge examination – PED 436 – Tests and Measurements. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p>	<p>3.F. PED 436 examination had four performance levels set at: Target (85%) 7 Acceptable (80%) 3 Emerging (75%) 1 Unacceptable (74%) 1 N=11 Total mean = 86%</p>	<p>3. F. PED 436 S.L.O. was met.</p>

**UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM
TEACHER LICENSURE
EFFECTIVENESS PROGRAM
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	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 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; 	<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 Goals 1.1,1.2,2.2)</p>	<p>1. A. As measured by the Teacher Intern Assessment Instrument (TIAI), the mean score of the teacher candidate population will be a 2.5 or higher as observed by their Faculty Supervisor for Planning and Preparation.</p> <p>1. B. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category Communication and Interaction.</p> <p>1.C. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Teaching for Learning</u> as evaluated on the TIAI.</p> <p>1.D. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Management of Learning</u> as evaluated on the TIAI.</p>	<p>1.A. There have not been any candidates eligible for student internship in 2012-2013.</p> <p>1.B. There have not been any candidates eligible for student internship in 2012-2013.</p> <p>1.C. There have not been any candidates eligible for student internship in 2012-2013.</p> <p>1.D. There have not been any candidates eligible for student internship in 2012-2013.</p>	<p>1.A. This key assessment will be continued next year when candidates are eligible for student internship.</p> <p>1.B. This key assessment will be continued next year when candidates are eligible for student internship.</p> <p>1.C. This key assessment will be continued next year when candidates are eligible for student internship.</p> <p>1.D. This key assessment will be continued next year when candidates are eligible for student internship.</p>

<p>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; 7. Build caring, reflective decision-makers.</p>	<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. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Assessment of Student Learning</u> as evaluated on the TIAI.</p> <p>2. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p> <p>2.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>2.C. When taking the Praxis II Subject Area Examination (Physical Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p>	<p>1.E. There have not been any candidates eligible for student internship in 2012-2013.</p> <p>2.A. As yet the Mississippi Department of Education has not issued the 2012 report. Once it is complete, the school will update the SACS report.</p> <p>2.B. As yet the Mississippi Department of Education has not issued the 2012 report. Once it is complete, the school will update the SACS report.</p> <p>2.C. There were three candidates who completed the PRAXIS II Subject Area Examination. Two candidates achieved a passing score on the first attempt. The second candidate diagnosed with dyslexia had to repeat the examination with additional time and passed successfully.</p> <p>3.A. The candidates' mean score for their lesson plan unit and teacher observation are below:</p> <ul style="list-style-type: none"> • PED 339 Methods in Secondary PE: Mean—100 (n=6) 	<p>1.E. This key assessment will be continued next year when candidates are eligible for student internship.</p> <p>2.A. No data. This key assessment will continue to 2013-2014.</p> <p>2.B. No data. This key assessment will continue to 2013-2014.</p> <p>2.C. Candidates in the Physical Education licensure program appear to be well prepared in their Subject Area Content Knowledge. This will remain a Key Assessment for 2013-2014.</p> <p>3.A. The S.L.O. was exceeded indicating student candidates were skilled in lesson planning design and presentation.</p>
<p>3. Candidates in the Physical Education licensure program will model teaching effectiveness and pedagogical knowledge as they grow their professional skills and dispositions.</p>		<p>3.A. In PED 339, Methods of Teaching Physical Education in Secondary Schools, candidates demonstrate teaching skills through an observed lesson presentation and submit a week of lesson plans (a unit). The candidates will have a mean of 85% or higher in each indicator.</p>		

		<p>3.B. In PED 337, Methods of Teaching Physical Education in Elementary Schools, candidates demonstrate teaching skills while being observed by university faculty and submit a week of lesson plans (a unit). The candidates will have a mean of 85% or higher in each indicator.</p> <p>3.C. Candidates must show content knowledge across Physical Education and Health concepts. The candidates' mean will be 85% or higher on each content knowledge examination.</p>	<p>3.B. The candidates' mean score for their lesson plan unit and teacher observation are below:</p> <ul style="list-style-type: none"> • PED 337 Methods in Elementary PE: Mean—98 (n=6) <p>3.C. The candidates' content knowledge examinations are listed below as mean scores:</p> <ul style="list-style-type: none"> • PED 339 Methods in Secondary PE: Mean—98 (n=6) • PED 337 Methods in Elementary PE: Mean—91 (n=6) • HEA 300 Health and Exercise: Mean—81 (n=9) • HEA 323 Consumer Health: Mean—86 (n=6) • PED 436 Tests and Measurements in Physical Education: Mean—86 (n=5) • PED 231 History of and Introduction to Physical Education: Mean—86 (n=14) 	<p>3.B. The S.L.O. was exceeded and is another indicator of strong skills in lesson planning and presentation. This is a key assessment.</p> <p>3.C. The S.L.O. was met in the following content knowledge examinations:</p> <ul style="list-style-type: none"> • PED 339 Methods in Secondary PE • PED 337 Methods in Elementary PE • HEA 323 Consumer Health • PED 436 Tests and Measurements in Physical Education • PED 231 History of and Introduction to Physical Education. <p>There was one content knowledge examination that did not meet the S.L.O. requirement of 85%.</p> <ul style="list-style-type: none"> • HEA 300 Health and Exercise: Mean—81 (n=9). <p>There can be several factors interacting: lack of preparation, increased faculty preparation, or the low N (9) may have skewed the scores. Faculty will continue an in-depth analysis of the data.</p>
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		<p>3.D. Candidates demonstrate teaching skills while being observed by university faculty. The candidates will have a mean of 85% or higher in each indicator.</p> <p>3.E. Teacher candidates submit an organized portfolio of all lessons taught, including lesson plans, by their peers during the course of the trimester. The candidates will have a mean of 80%.</p>	<p>3.D. The candidates' mean scores for their teaching demonstrations are listed below:</p> <ul style="list-style-type: none"> • PED 325 Motor Development and Creative Rhythms: Mean--91(n=5) • PED 437 PE for the Exceptional Child: Mean—87 (n=5) <p>3.E. The candidates' mean scores for their portfolio submissions are listed below:</p> <ul style="list-style-type: none"> • PED 437 PE for the Exceptional Child: Mean—78 (n=5) 	<p>3.D. These PED course assignments are observations in the field. The candidates demonstrated their teaching skills and management skills when observed by a supervising teacher or university faculty member. The S.L.O. were met. This is a key assessment.</p> <p>3.E. The PED 437 Lesson Portfolio with plans and reflections did not meet the S.L.O. of 80%. The group mean was 78%. One factor for the low percentage may have been the low N (5). Faculty will analyze by individual to determine if this is an issue of program revision, teaching improvement, or remediation of one to two candidates.</p>
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**UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM
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EFFECTIVENESS PROGRAM
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<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. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Assessment of Student Learning</u> as evaluated on the TIAI.</p> <p>2. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p> <p>2.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>1.E. There were no candidates for Student Teaching for the Physical Education Licensure Program in 2011-2012</p> <p>2.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>2.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>1.E. Will be continued for 2012-2013.</p> <p>2.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>2.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>
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	<p>3. The graduating educator reflects on the ongoing professional development of the university training program. (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</p>	<p>2.C. When taking the Praxis II Subject Area Examination (Physical Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p> <p>3.A. 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>2.C. No candidates took the PRAXIS II exam in 2011-2012.</p> <p>3.A. There were twelve indicators in the Exit Interview of Physical Education graduates. There were no P.E. graduates in 2011-2012</p>	<p>2.C. No Data</p> <p>3.A. No data.</p>
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**UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM
TEACHER LICENSURE
EFFECTIVENESS PROGRAM
2010-2011**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	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 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 	<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 Goals 1.1,1.2,2.2)</p>	<p>1. A. As measured by the Teacher Intern Assessment Instrument (TIAI), the mean score of the teacher candidate population will be a 2.5 or higher as observed by their Faculty Supervisor for Planning and Preparation.</p>	<p>1.A. <u>Planning and Preparation</u> was rated on nine indicators with an overall rating of 3.0: <u>Appropriate Student Objectives:</u> Physical Educ (n=2) 3.0</p> <p><u>Appropriate Teaching Procedures:</u> Physical Educ (n=2) 3.0</p> <p><u>Materials and Technology:</u> Physical Educ (n=2) 3.0</p> <p><u>Appropriate Learning Assessments</u> Physical Educ (n=2) 3.0</p> <p><u>Differentiated instruction</u> Physical Educ (n=2) 3.0</p> <p><u>Making Learning Relevant</u> Physical Educ (n=2) 3.0</p> <p><u>Content Integration</u> Physical Educ (n=2) 3.0</p> <p><u>Multicultural Perspectives</u> Physical Educ (n=2) 3.0</p> <p><u>Variety of Strategies</u> Physical Educ (n=2) 3.0</p>	<p>1.A. The S.L.O. was met in all seven categories with an overall rating of 3.0. This evaluation was completed by Faculty Supervisors.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>1. B. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category Communication and Interaction.</p> <p>1.C. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Teaching for Learning</u> as evaluated on the TIAI.</p>	<p>1.B. The total score was 23.0 for <u>Communication and Interaction</u> with subscores: <u>Oral and Written Communication</u> Physical Education (n=2) 3.0</p> <p><u>Complete Directions</u> Physical Education (n=2) 3.0</p> <p><u>High Expectations</u> Physical Education (n=2) 3.0</p> <p><u>Enthusiasm</u> Physical Education (n=2) 3.0</p> <p><u>Work Cooperatively</u> Physical Education (n=2) 3.0</p> <p><u>Working with Parents</u> Physical Education (n=2) 3.0</p> <p>1.C. The total score for <u>Teaching for Learning</u> is 2.9. <u>Content Knowledge</u> Physical Education (n=2) 3.0</p> <p><u>Appropriate teaching strategies</u> Physical Education (n=2) 3.0</p> <p><u>Learning Experiences</u> Physical Education (n=2) 3.0</p> <p><u>Problem Solving and Critical Thinking</u> Physical Education (n=2) 3.0</p> <p><u>Responds and Elicits Student Input</u> Physical Education (n=2) 3.0</p> <p><u>Wait Time, Probes</u> Physical Education (n=2) 3.0</p>	<p>1.B. All performance indicators were met. This Performance assessment will be continued for the 2011-2012 academic year.</p> <p>1.C. All performance indicators were met. This Performance assessment will be continued for the 2011-2012 academic year.</p>
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		<p>1.D. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Management of Learning</u> as evaluated on the TIAI.</p> <p>1.E. As measured by Teacher Internship Assessment Instrument – Faculty Supervisor, the teacher candidates will have a mean of 2.5 or higher in the indicators bundled under the category <u>Assessment of Student Learning</u> as evaluated on the TIAI.</p>	<p><u>Questioning</u> Physical Education (n=2) 3.0</p> <p><u>Family and Community</u> Physical Education (n=2) 2.5</p> <p>1.D. Teacher candidates were ranked on the TIAI by cooperating teachers on <u>Management of Learning</u>. The total mean score for the category was 3.0.</p> <p><u>Adjusting the Environment</u> Physical Education (n=2) 3.0</p> <p><u>Adjusting Unit Lessons</u> Physical Education (n=2) 3.0</p> <p><u>Delegating Routine Tasks</u> Physical Education (n=2) 3.0</p> <p><u>Variety of Discipline Strategies</u> Physical Education (n=2) 3.0</p> <p><u>Fair and Supportive</u> Physical Education (n=2) 3.0</p> <p><u>Effective Instructional Time</u> Physical Education (n=2) 3.0</p> <p>1.E. TIAI results ranked <u>Assessment of Student Learning</u> at 3.0.</p> <p><u>Performance Standards</u> Physical Education (n=1) 3.0</p> <p><u>Informal Assessments Used</u> Physical Education (n=2) 3.0</p> <p><u>Formal Assessments Used</u> Physical Education (n=2) 3.0</p>	<p>1.D. All performance indicators were met. This Performance assessment will be continued for the 2011-2012 academic year.</p> <p>1.E. The S.L.O. was exceeded and indicates a strong professional performance in the area of Student Learning Assessment.</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>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><u>Timely Feedback</u> Physical Education (n=2) 3.0</p> <p><u>Maintains Records</u> Physical Education (n=2) 3.0</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>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 survey is completed on all first year teachers in the state and results in individual reports back to the universities. This is the start of the full scale unified accountability system being implemented by the State Department of Education. The S.L.O. will be maintained for the 2011-2012 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 2011-2012 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, communicate, and interact with students; and communication with parents. The S.L.O. will be maintained for the 2011-2012 academic year.</p>
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		<p>2.D. In the MDE Performance Report, principals evaluate teachers in <u>Teaching for Learning</u> with a Student Learning Outcome set at 90% or higher.</p> <p>2.E. Principals will evaluate first year teachers in the <u>Management of the Learning Environment</u> as highly effective at 90% or higher.</p> <p>2.F. Principals when evaluating first year teachers will score the group as highly effective in <u>Assessment of Student Learning</u> at a 90% or higher level.</p> <p>2.G. When first year teachers evaluated their mentors selected by the principals, they will rank the mentor support at 90% or higher.</p>	<p>2.D. In the category of <u>Teaching for Learning</u>, the principals rated Carey traditionally trained teachers at 99%.</p> <p>2.E. In the <u>Management of the Learning Environment</u>, first year Carey teachers were rated at 99.8% highly effective by principals.</p> <p>2.F. In the <u>Assessment of Student Learning</u>, principals ranked Carey first year teachers at 100%.</p> <p>2.G. Mentor support was ranked by the first year teachers at 98%.</p>	<p>2.D. The S.L.O. was exceeded in <u>Teaching for Learning</u> and its subcategories: content knowledge; variety of teaching strategies; accommodating differences; apply concepts in problem solving and critical thinking; responding to student input; wait time; student engagement; and family/community resources. The high evaluations show that Carey first year teachers excel as professionals.</p> <p>2.E. The S.L.O. was exceeded in <u>Management of the Learning Environment</u> and its subcategories: enhancing social relationships, motivation, and learning; adjusting lessons; attending to routine tasks; fostering appropriate student behavior; demonstration of fairness; use of instructional time effectively. The management of the learning environment is also a critical teaching performance component at which Carey students excel.</p> <p>2.F. <u>Assessment of Student Learning</u> has four subcategories: communicating assessment criteria and performance standards to students; developing and using a variety of informal and formal assessments; providing timely feedback; and maintaining student records. The S.L.O. will be maintained for 2011-2012.</p> <p>2.G. Mentor support is a critical component to the School of Education's ongoing commitment to developing professionals in the field. This S.L.O. was exceeded indicating that first year teachers perceive they are receiving excellent support from the mentoring staff at their respective school.</p>
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		<p>2.H. When taking the Praxis II Subject Area Examination (Physical Education), 90% of the teacher candidates will achieve a passing score on the first attempt.</p>	<p>2.H. Of the three teacher candidates taking the Physical Education examination, all three passed the examination on the first attempt. This is a 100% of the total teacher candidate population. Under subcategories:</p> <p>1) Content Knowledge and Student Growth and Development: WCU 54%; State 57%; National 66%;</p> <p>2) Management, Motivation, and Communication: WCU 71%; State 68%; National 75%;</p> <p>3) Planning Instruction and Student Assessment: WCU 61%; State 64%; National 72%;</p> <p>4) Collaboration, Reflection, and Technology: WCU 58%; State 58%; National 66%.</p>	<p>2.H. The Student Learning Outcome was met. There is concern that the group averages are not reaching the national mean. The faculty is working to focus the content on more clearly reaching the national assessment means. In the 2011-2012 academic year – syllabi outcomes will be aligned to NASPE standards. After reviewing the subscores, faculty are making a concerted effort to redesign content delivery and test assessments to more closely resemble the PRAXIS II examination format. The S.L.O. will be continued.</p>
	<p>3. The graduating educator reflects on the ongoing professional development of the university training program. (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</p>	<p>3.A. 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>3.A. There were twelve indicators in the Exit Interview of Physical Education graduates (N=13).</p> <p>1) Promotes the practice of Christian principles 4.4;</p> <p>2) Atmosphere challenges intellectually 4.7;</p> <p>3) Cultural values 4.4;</p> <p>4) Effective communication 4.5;</p> <p>5) Critical Thinking encouraged 4.5;</p> <p>6) High level of scholarship 4.2;</p> <p>7) Develops talent and recognizes achievements 4.5;</p>	<p>3.A. 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 an overall mean of 4.44 in a five point Likert scale is definitely an important affirmation of the school's effectiveness in its mission and productivity. The Student Learning Outcome was met at a 4.0 or higher.</p>

			<div>8) Appreciation of fine arts 4.5;</div> <div>9) Professional Training 4.3;</div> <div>10) Develops leaders 4.6;</div> <div>11) Effective instruction, counsel and concern 4.1;</div> <div>12) Reaching highest potential 4.6.</div>	
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**UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM
TEACHER LICENSURE - 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; 	<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 Goals 1.1,1.2,2.2)</p>	<p>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.</p> <p>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>	<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> 3.97</p> <p><u>Appropriate Teaching Procedures:</u> 3.95</p> <p><u>Materials and Technology:</u> 3.91</p> <p><u>Differentiated instruction</u> 3.77</p> <p><u>Making Learning Relevant</u> 3.84</p> <p><u>Content Integration</u> 3.93</p> <p><u>Multicultural Perspectives</u> 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> 3.76</p> <p><u>Concepts and Understanding</u> 3.85</p> <p><u>Complete Directions</u> 3.80</p> <p><u>High Expectations</u> 3.93</p> <p><u>Enthusiasm</u> 3.89</p> <p><u>Demonstrates Interest</u> 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> 3.89</p> <p><u>Working with Parents</u> 3.93</p> <p>1.C. The total score for <u>Teaching for Learning</u> is 3.88.</p> <p><u>Content Knowledge</u> 3.88</p> <p><u>Appropriate teaching strategies</u> 3.91</p> <p><u>Problem Solving and Critical Thinking</u> 3.83</p> <p><u>Wait Time, Probes</u> 3.95</p> <p><u>Questioning</u> 3.85</p> <p><u>Family and Community</u> 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> 3.73</p> <p><u>Adjusting Unit Lessons</u> 3.85</p> <p><u>Delegating Routine Tasks</u> 3.88</p> <p><u>Variety of Discipline Strategies</u> 3.85</p> <p><u>Fair and Supportive</u> 3.75</p> <p><u>Effective Instructional Time</u> 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>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>1.E. STAI results ranked <u>Assessment of Student Learning</u> at 3.90.</p> <p><u>Performance Standards</u> 3.87</p> <p><u>Timely Feedback</u> 3.91</p> <p><u>Student Self-Evaluation</u> 3.85</p> <p><u>Record Keeping</u> 3.95</p> <p><u>Professional Reflection and Growth</u> 3.92</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. 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>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.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.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. 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>2.D. In the MDE Performance Report, principals evaluate teachers in <u>Teaching for Learning</u> with a Student Learning Outcome set at 90% or higher.</p> <p>2.E. Principals will evaluate first year teachers in the <u>Management of the Learning Environment</u> as highly effective at 90% or higher.</p> <p>2.F. Principals when evaluating first year teachers will score the group as highly effective in <u>Assessment of Student Learning</u> at a 90% or higher level.</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>2.D. In the category of <u>Teaching for Learning</u>, the principals rated Carey traditionally trained teachers at 99%.</p> <p>2.E. In the <u>Management of the Learning Environment</u>, first year Carey teachers were rated at 99.8% highly effective by principals.</p> <p>2.F. In the <u>Assessment of Student Learning</u>, principals ranked Carey first year teachers at 100%.</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, communicate, and interact with students; and communication with parents. The S.L.O. will be maintained for the 2010-2011 academic year.</p> <p>2.D. The S.L.O. was exceeded in <u>Teaching for Learning</u> and its subcategories: content knowledge; variety of teaching strategies; accommodating differences; apply concepts in problem solving and critical thinking; responding to student input; wait time; student engagement; and family/community resources. The high evaluations show that Carey first year teachers excel as professionals.</p> <p>2.E. The S.L.O. was exceeded in <u>Management of the Learning Environment</u> and its subcategories: enhancing social relationships, motivation, and learning; adjusting lessons; attending to routine tasks; fostering appropriate student behavior; demonstration of fairness; use of instructional time effectively. The management of the learning environment is also a critical teaching performance component at which Carey students excel.</p> <p>2.F. <u>Assessment of Student Learning</u> has four subcategories: communicating assessment criteria and performance standards to students; developing and using a variety of informal and formal assessments; providing timely feedback; and maintaining student records. The S.L.O. will be maintained for 2010-2011.</p>
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		<p>2.G. When first year teachers evaluated their mentors selected by the principals, they will rank the mentor support at 90% or higher.</p>	<p>2.G. Mentor support was ranked by the first year teachers at 97.5%.</p>	<p>2.G. Mentor support is a critical component to the School of Education's ongoing commitment to developing professionals in the field. This S.L.O. was exceeded indicating that first year teachers perceive they are receiving excellent support from the mentoring staff at their respective school.</p>
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