

# Institutional Report 2006



**MILLSAPS**  
**COLLEGE**

Department of Education • 1701 North State Street • Jackson, MS 39210-0001 • p 601-974-1353 • f 601-974-1301 • [www.millsaps.edu/educ](http://www.millsaps.edu/educ)

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## . OVERVIEW OF THE INSTITUTION

### A. PROFILE

#### 0. FACTS AT A GLANCE

Millsaps College  
1701 North State Street  
Jackson, MS 39210-0001

Website: [www.millsaps.edu](http://www.millsaps.edu)

Location: City center

Total Enrollment: 1,153

Undergraduates: 1,084

Male/Female: 51/49

SAT Ranges: V 538–683

M 540–650

ACT Range: 23–30

Financial Aid: 55%

Expense: Pr \$

Phi Beta Kappa: Yes

Applicants: 1,008

Accepted: 82%

Enrolled: 26%

Grad in 6 Years: 71%

Returning Freshmen: 83%

Strongest Programs:

Accounting

Business Administration

Biology/Chemistry/Premed

English

History

Sociology/Anthropology

Religious Studies

Education

#### 0. ENROLLMENT AND FACULTY

##### . Student Enrollment

- 1,146 total enrollment: 1,086 undergraduate students and 60 graduate students.
- 42% from outside Mississippi including 31 states and 6 countries.
- 61% from public secondary schools, 22% from parochial, and 17% from independent schools, totaling over 150 high schools per class.

- 46% male; 54% female

**Fall 2005 data**

Black	132	12.2%
White	889	81.9%
Asian	36	3.3%
American Indian	4	0.4%
Hispanic	15	1.4%
Unknown	1	0.1%
Nonresident aliens	8	0.7%
<b>Total Undergraduates</b>	<b>1085</b>	100.0%

Graduate programs at the Master’s level are offered only by the Else School of Management. Millsaps College has no branch sites, but does support a variety of Study Abroad opportunities.

Student Credentials

- Middle 50% score 23-29 on the ACT, 1060-1300 on the SAT.
- 35% of all Millsaps students come from the top 10% of their high school classes; 92% from the top 50% of their classes.
- 21% have a cumulative 4.0 high school GPA on a 4.0 scale; 89% have above a 3.0 cumulative GPA in high school.
- 43% of graduates immediately enter graduate or professional school after graduation.
- 90% of graduates not entering graduate programs have jobs within 6 months of graduation.

Faculty Credentials

The following descriptors include Education faculty. Millsaps employs 92 full-time faculty members. Of those, 98% of Millsaps tenure-track faculty hold a Ph.D. or the final degree in their field. The student/faculty ratio at Millsaps is 12:1, and the average class size is 15.

**Academic Rank of Professional Education Faculty  
For Academic Year: 2005-2006**

Academic Rank	# of Faculty with Tenure	Non-tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors	1	0	0
Associate Professors	1	0	0
Assistant Professors	0	1	1
Adjunct Faculty	0	0	2
<b>Total</b>	2	1	3

In the Education Department 3 full-time tenure track positions are maintained. Another full-time, non tenured track position is also allocated to the Department of Education. This position is devoted to the coordination of field sites and placements, with special attention to the placement of candidates in the Clinical Practice semester. Therefore, the student/faculty ratio is very hard to estimate. Our class sizes vary according to each specific class and candidate need for licensure. For example, the generic classes such as Human Growth and Development, ASL/Deaf Culture, Methods and Management, and Education of the Exceptional Population vary from 12 to 35 students. However, in many of the upper level licensure specific courses, class size drops to anywhere from 6 to 18. These classes include Early Literacy I and II, Reading Diagnosis, Field Research in Reading, Performance Assessment in Content Area Reading, Advanced Internship, and Educational Theory, Policy, and Practice.

. Academic Excellence

- 28 majors, 30 minors.
- Student-developed honor code (created in 1994).
- First college in Mississippi with a Phi Beta Kappa chapter.

## 0. DESCRIPTION OF INSTITUTION

Millsaps College is the highest-ranked liberal arts institution in Mississippi, Louisiana and Alabama and is among the top five liberal arts colleges in the Deep South. Millsaps College's motto, *Ad excellentiam*, "promoting excellence," is an ancient dictum, but the college's emphasis on scholarly inquiry, spiritual growth and community service is timeless. Millsaps was founded in 1890 as an independent national liberal arts institution affiliated with the United Methodist Church.

Situated near the center of Jackson on the highest point in the city, Millsaps offers the serenity and protection of a less urban environment. The Bowl, a sequestered glen surrounded by ancient trees and shrubs, marks the heart of the 100-acre campus, which is peppered with a blend of heritage and modern architecture. The Boyd Campbell College Center is the hub of Millsaps life. Positioned on one end of the Bowl, this building houses the offices of Student Life and the Millsaps Career Center. The Center also contains offices and meeting rooms for numerous student organizations, including the Student Body Association, the *Purple and White* (Millsaps' campus newspaper, named for the school's colors), and the *Bobashela* (Millsaps' yearbook, named for a Choctaw word meaning "good friend"). A stage for outdoor events sits at the bottom of the Bowl just outside the Center. Housing is comfortable and well-maintained, with spacious rooms and modern buildings. The food on campus gets rave reviews and offers options to accommodate any dietary need.

The city of Jackson is a cultural mecca for the state, supporting a symphony, an opera, and a ballet. The city is a nexus for Mississippi's legendary blues and "roots rock" musical traditions. Arts and lecture programs sponsored by the college bring noted performers and scholars to campus throughout the year. Major Madness is a favorite annual event, offering a week of open mic nights, hypnotists, and comedians, culminating in a weekend-long festival in the Bowl, with food, games, and live music.

Millsaps requires students to complete 128 semester hours to earn a degree, all but eight of which must be taken for a letter grade. All students must complete ten multidisciplinary courses designed to develop their skills in reasoning, communication, and quantitative thinking, valuing, and decision-making – including four courses in the humanities and four in the sciences and math. Students can elect to begin the humanities sequence with the Topics of the Ancient World or Heritage, a nationally-recognized interdisciplinary approach to Western culture. All freshmen also take a one-hour Foundations class led by an academic advisor to aid in adjusting to college life, and all new students take the Introduction to Liberal Studies seminar, which emphasizes critical thinking and writing.

No course at Millsaps has more than 50 students, and three-quarters have 25 or fewer. Noted programs at Millsaps include English, history, philosophy and religion, and education. The College also has one of the most highly-regarded pre-med programs in the South, and has initiated a new nursing program which offers advanced degrees in partnership with the University of Mississippi Medical Center and Vanderbilt University. The Else School of Management, Millsaps' graduate school of business, is accredited by AACSB International, and its programs in accounting, business administration (the most popular major), and economics are unique in combining solid business practices with an enriching background in the liberal arts. The Faith & Work Initiative, a series of classes designed to help students explore the meaning and purpose of work and discover how value, character, and faith intersect with profession, is open to all students interested in long-term meaning, purpose and community involvement.

Off campus, students may do research for credit at the Blue Ridge Center for Environmental Stewardship in Virginia or at Yellowstone National Park, or they may intern for credit with local businesses or in government offices in Jackson. The college also maintains a "Southern campus" in the Yucatan Peninsula which is host to a variety of courses which explore Maya culture and archaeology, tropical deciduous forest ecology, and the impact of development along the Great Maya Coral Reef. Students eager to see how government works may participate in the Washington Semester, while those seeking passport stamps may spend summers in London, Paris, Munich, Florence, Nice, Costa Rica, Tanzania, Ghana, China, Albania, Japan, Greece or Ireland. Cooperative programs are also available through the Associated Colleges of the South consortium, of which Millsaps is a founding member.

Each year, select upperclassmen are paid to participate in the Ford Teaching Fellows Program, allowing them to work closely with a faculty member to learn about teaching. For students seeking careers in the medical field, Julian and Kathryn Wiener Premedical Summer Research Fellowships are also available.

The new President of the college who came in 2002 established as one of her priorities the broadening of the college's recruitment efforts to enhance diversity on campus. Currently, 49 percent of undergraduates now come from out of state; 38 percent of a recent freshman class graduated in the top tenth of its high school class. More than 70 percent of Millsaps students go on to pursue advanced degrees at the nation's top graduate schools: Vanderbilt, Harvard, Emory, Duke, NYU, and Princeton.

African Americans now account for 12 percent of the student body, Asian Americans 4 percent, and Hispanics 1 percent. Seventy-three percent of students stay in campus housing. Junior and senior men may live in one of five fraternity houses; there is no sorority housing, but sororities have lodges. The Greek system claims over 50 percent of students.

Millsaps competes in NCAA Division III as a member of the Southern Collegiate Athletic Conference (SCAC). For the men, football, basketball, baseball, and soccer draw the largest crowds; basketball, soccer, softball, and volleyball are the most popular among women's teams. Both men's and women's soccer and football are now played on the first new generation artificial surface in Mississippi. Millsaps has won the David M. Halbrook Award, given to the college or university in Mississippi with the highest graduation rate for student-athletes, 17 times in the past 21 years. The Hall Activities Center is a 65,000-square-foot structure which houses facilities for weight-training, aerobics, basketball, racquetball, squash and volleyball as well as an outdoor pool.

## 0. AWARDS AND RECOGNITION

### *Fiske Guide to Colleges*

"Millsaps College is the best liberal arts college in the deep, deep South. Its largely pre-professional student body typically has sights set on business, law, or medicine. Its Heritage Program, an interdisciplinary approach to Western culture, is nationally recognized. Millsaps is situated in the center of Jackson, but owing to the city's small size, it offers the serenity of a less urban environment. Among the best programs at Millsaps are English—'We have the leading Eudora Welty scholar,' says a freshman—and Education, where students get involved with the Jackson Public Schools from introductory-level classes. The Else School of Management, Millsaps' business school, offers strong programs in accounting, business administration, and economics."

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### *Colleges That Change Lives*

"The able and enthusiastic faculty has national rather than regional roots. Its members not only earned their academic spurs in the nation's top universities but have also taught in them. But they prefer to teach at Millsaps, a conviction that comes through loud and clear in just about everything they say."

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*U.S. News & World Report's America's Best Colleges*

Millsaps College, Mississippi's premier liberal arts institution, has been placed in the top tier of liberal arts colleges nationally by *U.S. News & World Report's 2006 America's Best Colleges*, making Millsaps the top-ranked liberal arts college in Mississippi, Louisiana and Alabama, and among the top five in the Deep South. We are newly listed in *U.S. News* under "Programs To Look For" with 16 other colleges that make writing a priority - including Amherst, Harvard and Duke.

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*Barron's Best Buys in College Education*

Millsaps students enjoy "a liberal arts education at a school whose reputation has begun to extend beyond the Southeast. One reason is surely Millsaps' lower cost, compared with that of other selective colleges across the nation. Then, too, the installation in 1989 of a campus chapter of Phi Beta Kappa, the nation's oldest honor society, served to corroborate all the good things students and administrators had been saying for years. Millsaps is a college for high school graduates serious about learning and having a full social life."

## **A. MISSION OF THE COLLEGE**

The Conceptual Framework of the unit compliments the mission of the college. An extensive explanation of the Conceptual Framework can be found in Part II of the Institutional Report. Founded in 1890, Millsaps College is a community committed to trust in disciplined learning and the ideals of a liberal arts education as keys to a rewarding life.

In keeping with its character as a liberal arts college and its historic role in the mission of the United Methodist Church, Millsaps seeks to provide a learning environment that increases knowledge, deepens understanding of faith, and inspires the development of mature citizens with the intellectual capacities, ethical principles, and sense of responsibility that are needed for leadership in all sectors of society.

The programs of the College are designed to foster the growth of independent and critical thinking; individual and collaborative problem-solving; creativity, sensitivity, and tolerance; the ability to inform and challenge others; and an appreciation of humanity and the universe. The Millsaps graduate has the skills to compete – and excel – in the most demanding academic and professional arenas.

## 0. PURPOSE OF THE ACADEMIC PROGRAM

- to select well-prepared students of diverse social, ethnic, geographic, and age backgrounds;
- to provide for all undergraduates an integrated core curriculum that is designed to foster student development in reasoning, oral and written communication, quantitative thinking, historical consciousness, aesthetic judgment, global and multi-cultural awareness, and valuing and decision-making;
- to provide opportunities for study in depth and the development of disciplinary competencies in undergraduate programs;
- to provide a graduate program in business with a general management outlook that develops future leaders and expands the body of knowledge in the practice of management;
- to foster a caring community that nurtures open inquiry and independent critical thinking;
- to structure opportunities for students to become competent in self-assessment of their academic progress;
- to recruit and retain a faculty well-qualified to support the academic program;
- to provide faculty with resources for professional development in teaching, scholarship, and research.

## 0. DESIGN OF THE COLLEGE CORE CURRICULUM

In the fall of 1992, Millsaps implemented a comprehensive reform of the undergraduate curriculum focused upon general education but affecting the entire curriculum. The course structure was changed from three (3) semester hours per course unit, to four (4) semester hours per course unit. The purpose of this change was to encourage more out-of-class assignments involving independent research and collaborative learning. As a result of this change, students now take fewer courses (ordinarily four per semester rather than five per semester), and are exposed to greater depth in these courses.

The Millsaps liberal arts education is intended to develop the following abilities:

**Reasoning** - the ability to think logically and reflectively, to analyze critically and constructively.

**Communication** - the ability to express one's thoughts and feelings coherently and persuasively through written and oral communication and to work effectively in collaboration with others.

**Quantitative Thinking** - the ability to understand, interpret, and use numerical and scientific data and the technology of the modern world.

**Historical Consciousness** - the ability to understand the achievements, problems and challenges of the present with perspectives gained from a study of the past.

**Aesthetic Judgment** - the ability to understand and appreciate creative responses to the world and to develop one's own modes of creative expression.

**Global and Multi-Cultural Awareness** - the ability to understand and appreciate a variety of social and cultural perspectives.

**Valuing and Decision-Making** - the ability to understand and appreciate differing moral viewpoints; to make carefully considered, well-reasoned decisions; and to make a mature assessment of one's own abilities, beliefs and values.

All Millsaps students must complete a core curriculum, via either the Heritage Program course of study or the Core Topics course of study, designed to develop the general abilities of a liberally educated person. Both programs of study begin during the freshman year. Heritage is a four-course, multi-disciplinary humanities program that covers material from prehistory to the present. Team-taught by faculty from several departments, Heritage focuses on major developments in Western culture while incorporating pivotal events and seminal ideas from other cultures. Comparisons with Eurasia, Africa and the Americas help to define the origin and nature of Western civilization while fostering an appreciation for cultural diversity and global interdependence. Students enrolled in Heritage meet in large and small groups in order to give students the opportunity express opinions, challenge judgments, debate issues, and pursue questions raised by the readings and the lectures. In addition to discussion, there is a substantial amount of writing associated with Heritage. Heritage fulfills the requirements for the Core Topics courses 2 through 5 and fine arts, and earns the equivalent of sixteen (16) semester hours.

The Core Topics course of study consists of four multi-disciplinary courses combining history, literature, philosophy, religion and fine arts. Taught by faculty from the Division of Arts and Letters and the Division of Science, the Core Topics courses use a thematic rather than survey approach. These courses take their focus from a particular field of knowledge — fine arts, history, literature, philosophy, or religion — but make explicit connections with other fields of knowledge. In this way, students are encouraged to view human experience as a whole and to begin the process of making their own connections. Although a particular theme is chosen for each topics course, the themes are placed in their appropriate historical and global contexts and presented in such a way as to illustrate the process of historical change. All multi-disciplinary topics courses include a substantial amount of writing, with an emphasis on analysis and critical thinking. Students choose their topics courses in chronological sequence and must complete courses to meet the three disciplinary focuses requirement.

All incoming students are required to complete Introduction to Liberal Studies in the first year, and all students must complete a course in the fine arts. All other core courses should be completed by the end of the sophomore year. A Core 10 Reflection paper is required for graduation.

The Core Topics Curriculum includes the following courses, each earning four (4) semester hours:

- Core 1: Introduction to Liberal Studies
- Core 2: Multi-disciplinary Topics in the Ancient World
- Core 3: Multi-disciplinary Topics in the Pre-modern World
- Core 4: Multi-disciplinary Topics in the Modern World
- Core 5: Multi-Disciplinary Topics in the Contemporary World
- Core 6: Topics in Social and Behavioral Science
- Core 7: Topics in Natural Science with Laboratory
- Core 8: Topics in Mathematics
- Core 9: Topics in Mathematics, Natural Science, or Computer Science
- Core 10: Reflections on Liberal Studies

Core Topics courses in the social and behavioral sciences, natural sciences, mathematics and computer science (Core 6-9) are designed to foster general abilities such as reasoning, quantitative thinking, valuing and decision-making, and also include writing. Laboratory science courses introduce students to the scientific method and to a representative body of scientific knowledge in a way that promotes an appreciation for the impact of the sciences upon the contemporary world.

Both the Heritage option and the Core Topics option have an explicit focus on writing. A portfolio of writing completed during the first two years of study at Millsaps is assessed by the end of the sophomore year to determine each student's writing proficiency. Demonstration of writing proficiency through this portfolio is a graduation requirement. Once a student has enrolled at Millsaps, he or she is not ordinarily permitted to use transfer credits to meet core requirements.

## **F. DESIGN OF THE TEACHER PREPARATION PROGRAM**

This unit's interdepartmental course of study for undergraduates is composed of a unique mix of course work in the student's major combined with fieldwork, seminars, and clinical practice experiences. The program, NCATE accredited and approved by the Mississippi Department of Education, allows students who complete licensure requirements to teach within or outside the State of Mississippi. Elementary and Secondary licensure are available. Elementary licensure requires a major in Elementary Education. Secondary licensure requires a major in the candidate's content area and the unit's three generic core courses. . Secondary licensure is available in Art Education, Biology, Business Education, Chemistry, General Science, English Language and Literature, Drama (Performing Arts), Social Studies, Mathematics, Music Education Instrumental, Music Education Vocal, Physics, Psychology, Sciences, Technology Education, Theatre, and world languages including French, Latin, Spanish, and German.

A Minor in Education is available as are numerous supplemental Licensures including Mild/Moderate Disability and Gifted.

The licensure that candidates earn upon program completion is granted by the State of Mississippi for teaching in the public schools. The certificate is valid in most states through reciprocity agreements. Independent and private schools, as a rule, do not require certification through the Mississippi State Department of Education (MDE) for teaching positions. Students may take one or several courses – Human Development, a Cross Cultural Perspective; Classroom Methods and Management; Education of the Exceptional Population, Field Research in Reading or Performance Assessment in Content Area Reading – as preparation for teaching in independent or private schools and to meet the requirements for a Minor in Education. Independent schools administrators have become increasingly interested in teacher candidates who are fully prepared and certified within a liberal arts curriculum.

In accordance with Title II federal regulations, all students seeking licensure must take and pass the national exam as required by MDE in their subject areas prior to student teaching. The unit's passage rate is 100%. (See Standard 1, Element 2)

#### **Admission to the Program**

Licensure candidates are encouraged to formally apply to the program during the freshman, sophomore, or junior year. Admission is based on academic standing and expressed interest in teaching. Applicants must be able to schedule departmental and program requirements with a reasonable degree of flexibility. Official notification is sent to the licensure candidate when it has been determined that the candidate has completed a minimum of 44 semester hours of core curriculum coursework required by the Mississippi Department of Education, achieving a grade point average of 2.5. In addition the candidate must have an ACT score of 21 with no score lower than 18 on any subcategory or a minimum SAT score of 860, or attain a minimum score on the Praxis I (Reading, Writing, and Math) test provided by the state.

Professors in the Department of Education as well as a licensure candidate's academic advisor are available for consultation and guidance about particular programs of study. It is the student's responsibility to make certain that all academic requirements are met for a degree, licensure, and graduation. Program requirements for each licensure area are on file in the Education Department. Successful completion of academic requirements depends heavily on student initiative, strategic planning, and record keeping. Appropriate questions and documentation are essential for successful program completion. Permanent records are kept in the Office of Records. Programs for licensure are kept in the Education Department.

### **Teaching Area Requirements**

Elementary licensure (K-8) requires a major in Elementary Education. Secondary licensure requires a major in the candidate's content area and the unit's 4 generic core courses. Secondary licensure is available in Art Education, Biology, Business Education, Chemistry, General Science, English Language and Literature, Drama (Performing Arts), Social Studies, Mathematics, Music Education Instrumental, Music Education Vocal, Physics, Psychology, Sciences, Technology Education, Theatre, and world languages including French, Latin, Spanish, and German. Students who receive Secondary Licensure take three basic Education courses (listed within the Education Department), complete the clinical practice semester, and meet the requirements for their specific academic major. Successful completion of the Secondary Licensure program constitutes a Minor in Education. In addition, candidates may teach in other areas and obtain more than one supplemental licensure by become "highly qualified" in other discipline specific areas. With careful course planning, licensure in several teaching areas is possible. These teaching areas require 21 credit hours in a content area or passage of the Praxis II Area Specialty Exam specific to the discipline. Many Millsaps students fulfill these licenses by matriculation through the college core curriculum and by meeting requirements for Minors.

### **Professional Education Requirements**

Program participants seeking Secondary Licensure must take the three core generic social science courses that under gird and provide unified scaffolding for the instructional teaching and learning process as well as the clinical practice semester. These courses plus the clinical practice semester constitute a Minor in Education. Students who do not complete the clinical practice semester may also receive a Minor in Education by taking four basic Education courses (listed within the Education Department). A list of approved courses is available in the Education Office. Traditional teacher licensure requires the clinical practice semester. This is the equivalent of 16 hours, but can be reduced to 12 hours of credit if a student needs another course to graduate during that semester. The professional education generic course sequence required for Secondary Licensure and a Minor includes the following:

- IDS 1610 Human Development, a Cross-Cultural Perspective
- EDUC 3200 Methods & Management
- EDUC 3130 Education of the Exceptional Population
- *EDUC 3850 Field Research in Reading, EDUC 3110 Performance Assessment in Reading; or Discipline Specific Course (such as Ford Fellows, Honors, etc. with justification and approval by Education Department Chair) – Required for a minor only if students are NOT taking EDUC 4500*
- EDUC 4500 Clinical Practice semester

Program participants seeking Elementary Licensure must major in Elementary Education.

Standard Elementary Licensure offers K – 8 licensure, allowing students to teach in public as well as private/independent schools. Elementary Licensure also

provides reciprocity with most states for the Millsaps College Education Program is NCATE accredited. Students are encouraged to double major and/or seek two additional teaching areas of concentration of 18 to 21 hours each. A Major in Elementary Education requires 44 to 52 hours (9 to 10 courses) of Professional Education courses. These include the professional education generic course sequence and the additional courses which follow:

- **1610** Human Development, a Cross Cultural Perspective
- **3200** Methods & Management
- **3130** Education of the Exceptional Population
- **3100** Early Literacy Instruction I
- **3120** Early Literacy Instruction II
- **3850** Field Research in Reading
- **3110** Performance Assessment in Content Area Reading
- **3840** Reading Diagnosis and Remediation (optional)
- **4300** Educational Theory (or embedded in appropriate class in major)
- **4500** Student Teaching semester (16 hours, but can be reduced to 12 if a student needs another course during the student teaching semester)

### **Preparation for Independent School Teaching**

Students who are not seeking licensure but express an interest in Education may enroll in IDS 1610, EDU 3200, EDU 3850 or EDUC 3110, or EDU 3130 as preparation for teaching in independent schools after graduation. The course requirements are the same for these students as for candidates in the licensure program. Completion of these four courses meets the requirements for a Minor in Education. Students considering this option should meet with a program staff member early in the spring semester of the sophomore or junior year.

### **Student Teaching & Coursework Abroad**

Program participants may elect to teach abroad during their student teaching semester, or take other courses towards their majors or areas of concentration abroad. A variety of options are available including Department of Defense schools. If a student is interested in this possibility, the student needs to contact the Education Department faculty as early as possible so that the application procedure, which is coordinated through the Career Center, can begin in a timely fashion. Students studying abroad are evaluated with the same criteria and instruments as all other licensure candidates. (Evidence available in Documents Room.)

### **Placement**

The Teacher Preparation program provides placement services to Millsaps students and alumni seeking teaching positions in elementary and secondary schools, both public and private.

### **Lilly Service Intern & Lilly Fellow Programs**

Students may opt to become Lilly Service Interns or Lilly Fellows, programs designed to encourage exploration into the relationship between work, meaning, and service to others. Through a Lilly Internship students will make connections between their world of meaning and a particular profession by gaining hands-on experience, reflecting on work and meaning with other Interns, and talking with a mentor who is interested in their growth.

Lilly Service Interns also take 1 service-learning course -- Field Research in Reading, Methods & Management, or Performance Assessment, Literacy, or Reading -- or complete 1 Lilly Internship. The Clinical Practice semester can meet this requirement. Lilly Fellows complete The Meaning of Work, an Applied Ethics course, and 2 semesters of Lilly Internship. Fellows receive \$1000.00 stipend for their Internship work. Both the Service Interns and the Fellows programs, when successfully completed, appear on students' permanent transcript. For more information, visit [www.millsaps.edu/faithwrk](http://www.millsaps.edu/faithwrk), or email [faithwork@millsaps.edu](mailto:faithwork@millsaps.edu). (Course Description for Lilly Interns are available in the Documents Room.)

### **Other Scholarship Opportunities**

Millsaps College offers assistance to students based on academic merit, special talents, and financial need. In addition, the Office of Financial Aid awards state grants and Methodist aid. Academic and performing arts scholarships are provided by Millsaps to undergraduate students who demonstrate outstanding academic and artistic talents or ability. These are awarded to qualified, admitted incoming students and require an annual renewal application. Need-based aid (institutional, federal and state grants, loans, and work) is awarded to students who show financial need as indicated from results of the Free Application for Federal Student Aid (FAFSA). The priority deadline for need-based assistance is March 1 and requires annual application. Federal aid is awarded by the Office of Financial Aid after completion of required applications including the Free Application for Federal Student Aid. Federal regulations and institutional policies may affect eligibility for these funds. Specific information regarding various scholarships can be found in the College Catalog under Financial Aid, Pages 7 – 13.

**TABLE OF INITIAL TEACHER LICENSURE PROGRAMS  
OFFERED BY THE UNIT (2001 – 2005)**

<b>PROGRAM NAME</b>	<b>AWARD LEVEL</b>	<b>HOURS REQUIRED FOR COMPLETION</b>	<b>PROGRAM LEVEL</b>	<b>NUMBER OF CANDIDATES (currently admitted)</b>	<b>REVIEWING AGENCY</b>	<b>Program review submitted to SPAs (Yes/No)</b>	<b>State Approval Status (MDE)</b>
Elementary Education	B.A. or B.S. K - 8 licensure	44	ITP	23	ACEI	Yes	Approved
English Secondary Licensure	B.A. or B.S. 7 - 12 licensure	40	ITP	5	NCTE	Yes	Approved
Social Studies Secondary Licensure (for MS licensure includes History, Political Science, Sociology, Psychology, and Economics)	B.A. or B.S. 7 - 12 licensure	40	ITP	9	NCSS	Yes	Approved
Art Secondary Licensure	B.A. or B.S. K-8 or 7-12 licensure	40	ITP	0	N/A	No	Approved
Biology Secondary Licensure	B.A. or B.S. 7 - 12 licensure	36	ITP	3 (no graduates during last NCATE cycle)	N/A	No	Approved
Chemistry Secondary Licensure	B.A. or B.S. 7 - 12 licensure	41	ITP	0	ACS	No	Approved

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Theatre Secondary Licensure	B.A. or B.S. 7 - 12 licensure	50	ITP	0	N/A	No	Approved
Math Secondary Licensure	B.A. or B.S. 7 - 12 licensure	50	ITP	0	N/A	No	Approved
Music Education	B.A. or B.S. K-8 or 7-12 licensure	32	ITP	0	N/A	No	Approved
Physics Secondary Licensure	B.A. or B.S. 7 - 12 licensure	38	ITP	0	N/A	No	Approved
Technology Secondary Licensure	B.A. or B.S. 7 - 12 licensure	44	ITP	0	N/A	No	Approved
French Secondary Licensure	B.A. or B.S. K-8 or 7-12 licensure	32	ITP	0	N/A	No	Approved
Latin Secondary Licensure	B.A. or B.S. 7 - 12 licensure	40	ITP	0	N/A	No	Approved
Spanish Secondary Licensure	B.A. or B.S. K-8 or 7-12 licensure	32	ITP	0	N/A	No	Approved
German Secondary Licensure	B.A. or B.S. K-8 or 7-12 licensure	32	ITP	0	N/A	No	Approved

The numbers in these tables only reflect INITIAL licensure, not supplemental or additional areas of licensure.

## II. EVIDENCE FOR CONCEPTUAL FRAMEWORK

### . Description

The institution's mission, as described in the college catalog and defined by the college's academic program objectives, provides the foundation for the Department of Education's mission statement. Our program's conceptual framework is designed around the department's mission, and describes the shared vision and purpose of our efforts to prepare licensure candidates to work in K-12 schools. Our conceptual framework is structured around best practices as defined by national professional standards, and it continuously monitors our licensure candidates' development at entry, mid, and exit levels. The conceptual framework ensures coherence throughout the teacher licensure program by providing a focus for program development, candidate assessment, and program evaluation and redesign. The department's commitment to professional dispositions, diversity, and the integration of technology is woven throughout the program.

- Through the descriptions and assessments of the cognitive growth and increased content knowledge of teacher candidates, the **scholarship** component of the department's mission is activated. Candidates are instructed and assessed on the degree to which they are able to demonstrate their own cognitive growth and increased content knowledge.
- Through the descriptions and assessments of professional dispositions, the **leadership** component of the department's mission is activated. Candidates are instructed and assessed on the degree to which they are able to demonstrate recognized professional dispositions in a variety of educational settings.
- And, through the descriptions and assessments of candidate impact on student learning, the **research as service** component of the mission is activated. Candidates are instructed and assessed on the degree to which their scholarship and research has a positive impact on student learning.

The vehicle for defining and assessing the elements of the conceptual framework is the department's **Assessment Continuum** which follows.

**MILLSAPS COLLEGE DEPARTMENT OF EDUCATION  
CONCEPTUAL FRAMEWORK AND ASSESSMENT CONTINUUM**

**GOALS**

**To develop Leadership, Research As Service, and Scholarship by emphasizing and measuring Professionalism, Impact on Student Learning, and Cognitive Growth/Content Knowledge**

Entry Level	<b>SCHOLARSHIP Cognitive Growth/Content Knowledge</b>	<b>LEADERSHIP Professional Dispositions</b>	<b>RESEARCH AS SERVICE Impact on Student Learning</b>
<p>IDS 1610 - The Human Experience</p> <p>EDUC 3200 - Classroom Methods &amp; Management</p>	<p>❖ ACT, SAT or Praxis I Scores GPA</p> <p>* Instructional Design, Implementation, Management Plans &amp; Papers</p>	<p>Special Topics Presentations &amp; Summaries</p> <p><i>Student</i> Pre-Assessment Rubric</p> <p>*Faculty Assessment (by Field Site Teacher) of Students using the K-12 Field Performance Assessment Rubric</p>	<p>Student Interviews, Classroom Observations</p> <p>K-12 Field Performance Assessment Rubric</p> <p>❖ Management test &amp; Student Personal Classroom Management Model</p>

<p><b>Middle Level</b></p> <p>EDUC 3850 - Field Research in Reading</p> <p>EDUC 3110 - Performance Assessment</p> <p>EDUC 3130 – Education of the Exceptional Population</p>	<p>College Writing Portfolio</p> <p>Course Grade</p> <p>Final Exam</p> <p>Initial &amp; Final Self-Evaluation</p>	<p>Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric</p> <p>Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric</p>	<p>Assessment of K-12 Student Growth, Delta Kids, Site Data Reports or Final Reports</p> <p>Standards Aligned Student Assessment Research Projects</p> <p>* Best LRE (1 out of 3)</p> <p>❖ Final Exam</p>
<p><b>Final Level</b></p> <p>EDUC 4300 – Ed Theory or Core 10</p> <p>EDUC 4500 – Clinical Practice Student Teaching</p>	<p>Research Paper</p> <p>Portfolio Rubric</p> <p>❖ Written &amp; Oral Comprehensives</p> <p>❖ Praxis II PLT &amp; Special Area Exams</p> <p>* Portfolio Work Samples</p>	<p>Student Reflective Essay &amp; Rubric</p> <p>Clinical Practice Video &amp; Self- STAI</p> <p>Supervising Teacher’s Eval</p> <p>Faculty Formal STAI</p> <p>*Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric</p>	<p>❖ Grade assigned by cooperating teacher in Clinical Practice with supporting STAI</p> <p>Student Teaching grade assigned by college supervisor in Clinical Practice</p>

- ❖ Used as assessments for SPA Program Reviews & in Documents Room
- In Documents Room

The department's mission of preparing teachers who are scholars, leaders, and professionals who are able to engage in research as service informs the department's conceptual framework. Literature on teacher preparation frequently refers to the need for teachers to become leaders with professional community expertise, leaders able to apply theories from the professional literature and actively integrate theory and practice, and leaders knowledgeable of the complexities of change with the vision and tenacity to produce change. Tasks challenging teacher candidates to practice inquiry, analysis, and reflection form the basis for development of leadership skills (Smith, 2004; Stronge and Hindman, 2003).

Professional literature abounds with the plea to "raise the bar" for teacher candidates, as policy makers and related stake holders demand teachers who are highly knowledgeable and competent in their subject and are able to teach effectively (Leibbrand, 2000 and Bingamon, 1998). The Department of Education is committed to the belief that all teacher candidates must be able to demonstrate a strong knowledge base grounded in their content areas, and to engage in good classroom pedagogy characterized by the ability to represent ideas in powerful ways to produce quality learning environments for all learners (Darling-Hammond, 2000).

Effective leaders and scholars, through inquiry, analysis, and reflection, are able to engage in both informal and formal research to improve all students' learning, and their teaching as well. **Research as service** involves intentionally linking all aspects of the learning environment to address students' needs and then, through diagnostic thinking, structuring change to positively impact student learning and become agents for change for educational improvement (Price, 2005).

Our conceptual framework, designed to foster the development of the **scholarship, leadership, and research as service** characteristics of teacher candidates, is designed around a constructivist orientation of active learning, inquiry, and reflection (Perkins, 1999). The conceptual framework affirms the view that teacher preparation programs must pursue "ideals of knowledge building and truth finding by creating a genuine praxis between ideas and experiences, by honoring practice in conjunction with reflection and research, and by helping teachers reach beyond their personal boundaries to appreciate the perspectives of those whom they would teach" (Darling - Hammond, 2000, p. 171). Our initial conceptual framework was developed and implemented prior to the 2001 continuing accreditation visit. Refinements to the continuum focused on assessment measures. We have removed several previous assessments.

By using the Assessment Continuum at entry, middle, and exit levels to evaluate the progress of our licensure candidates, coherence, consistency, and continuity are assured. Our department is committed to diversity, especially through the use of our field site placements, and to the integrated use of technology which is required in various forms throughout a student's matriculation through Millsaps. The Assessment Continuum utilizes performance based measures to record candidates' skills and competencies in their field experiences, on formal and informal assessments, through samples of their work and their K- 12 students' work, and on candidates' performance on the oral and

written comprehensive examinations. Components of the Assessment Continuum are aligned with NCATE standards.

The **Scholarship** component of the department mission describes and defines cognitive growth and increased content knowledge as key measures of candidate competency. Our assessment of licensure candidates' proficiencies is based on professional, state, and institutional standards, and these external standards are integral components of our assessment procedures. At the entry level, ACT, SAT or Praxis I scores are recorded and serve as partial entrance qualifications for teacher licensure programs in Mississippi. The Student Teacher Assessment Instrument (STAI) identifies key indicators which are embedded in the goals and objectives of Education 3200 - Classroom Methods and Management. At the middle level the candidates' continued cognitive growth and increased content knowledge are assessed through the college's writing portfolio as well as course and test grades and self-evaluations, all of which promote reflection. At the exit level, candidates are assessed through our teacher candidate portfolio, through the comprehensive written and oral examinations (which are institutional graduation requirements), and the national Praxis II specialty area exams.

In order to emphasize the importance of the teacher as leader, the **Leadership** component of the department mission focuses on the demonstration of professional dispositions in a variety of school settings, including diverse off-campus field sites and on-campus activities. Candidates are expected to participate in the professional life of the department and to demonstrate their competency by assuming positions of leadership in campus activities. Candidates are also expected to demonstrate their abilities to use educational technology as they complete their course requirements and make classroom presentations both on campus and in K-12 classrooms. Best practices in the use of educational technology are infused throughout the curriculum, instruction, and field experiences of our teacher licensure program and candidates must demonstrate their appropriate infusion of educational technology as an aid to help all students learn. All licensure candidates are required to document their experiences using educational technology in their comprehensive examination portfolio; and in the spring of 2005 the department piloted an electronic portfolio service. Throughout course work and field experiences, teacher licensure candidates demonstrate the department's commitment to the use of educational technology to improve student learning.

The **Leadership** component of the department mission describes and defines professional dispositions as key measures of candidate competency. At the entry level special topics presentations and summaries, student pre-assessment rubrics, and faculty assessment of students using the K-12 field performance assessment rubric serve as measures of student beginning development of professional dispositions. At the middle level these dispositions are furthered assessed by faculty using the K-12 field performance rubric. At the exit level student professional dispositions are emphasized and described in student reflective essays and in the Clinical Practice videos with student self-assessment using the STAI. Further assessments are done with the STAI's by supervising teachers and the unit's faculty.

The **Research as Service** component of the department’s mission is activated through the candidates’ ability to demonstrate a positive impact on student learning and become agents for change for educational improvement. At the entry, middle, and exit levels of the program, candidates are placed in diverse K-12 school settings reflecting various learning abilities and social, economic, ethnic, racial, language, and religious groups. Diverse field sites is one of the major program strengths. Licensure candidates are monitored and assessed at entry, middle, and exit levels as they work in K-12 classrooms, and their performance and impact are assessed by their supervising teachers using performance based rubrics. At the entry level students begin by conducting student interviews and classroom observations. Students must also describe their personal classroom management model. At the middle level lesson plans, data is collected describing our candidates’ success at reading remediation while tutoring students identified at risk for school failure along with final reports per remediated student compiled to document their efforts. Students also publish educational strategies in *The Clarksdale Press Register*. These activities document our candidates’ success at having a positive impact on all of the students with whom they have worked. In addition, Education 3130 - Education of the Exceptional Population, focuses on best practices and the Least Restrictive Environment (LRS) in meeting the educational needs of all exceptionalities. At the exit level students are assessed on the STAI by their supervising teachers and college supervisor. An underlying focus of each of the courses emphasizes the candidates’ ability to use **scholarship** and **leadership** in the service of K-12 student learning.

In summary, the department’s conceptual framework, built on the institution’s academic program objectives as described in the Millsaps College Purpose Statement, is the vehicle used to activate and implement the department’s mission to develop teachers whose cognitive abilities and content knowledge are demonstrated in their teaching performances, and whose professional dispositions impact the learning of all students. The department’s Assessment Continuum structures coherence, consistency, and continuity throughout the Teacher Preparation Program as it provides an instrument to observe and document growth in **scholarship**, activated through cognitive growth and content knowledge; **leadership**, activated by attention to professional dispositions; and **research as service**, activated by emphasis on achieving a positive impact on all students’ learning. The Assessment Continuum structures the way we monitor and assess our candidates’ progress at **entry**, **middle**, and **exit** levels according to professional, national, state, and institutional standards. (Evidence reflecting each level of the Conceptual Framework is available in the Documents Room.)

## **B. Development of Conceptual Framework**

In the fall of 1998 Millsaps College formulated a plan to evaluate the college core curriculum required of all freshmen and sophomores. Likewise, Dr. Schimmel and Dr. Vaughn in collaboration with Dr. Larsen in the Sociology Department created a developmental continuum to evaluate the Department's curriculum required for teacher licensure. The challenge was to weave the college's core assessment plan with the

Department of Education's developmental assessment continuum while measuring student mastery of core competencies along with mastery of sound teacher education pedagogy. We presented our plan at the Millsaps Assessment Conference; our plan was presented and published in the proceedings of the 1999 Conference of the Association for the Advancement of Educational Research; and Dr. Vaughn was asked to publish our plan in NCATE's *Navigating Change: Preparing for a Performance-Based Accreditation Review* (2003). (See Documents Room.)

The mission of the Department of Education is to prepare quality teachers through leadership, research as service, and scholarship. Leadership translates to professional dispositions, which involves characteristics such as the preservice teacher's punctuality, enthusiasm, and affect. Research as service translates to the preservice teacher's impact on student learning. And scholarship translates to the preservice teacher's cognitive growth and content knowledge. We attempted to standardize performance-based rubrics and criterion referenced tests to measure each of these components along with other relevant measures, such as the student's grades, GPA, and scores on other national assessment tests. Each candidate received a cumulative index score. We recorded these composite scores in TractDat, thereby reflecting when and if a student made the much hoped for cognitive leap or paradigm shift, the defining characteristic of an effective teacher. In other words, we hoped that our measures formed a unified assessment continuum, picking up where the college core left off as students decide to major in education or get secondary licensure. This systematic structure undergirds the effectiveness of our teacher preparation program as we simultaneously evaluate the students seeking teacher licensure.

### **C. Summary of Changes Since the 2001 Continuing Accreditation Visit**

Through the last few years we have refined the conceptual framework and assessment system. The most significant change came about with two accomplishments: the creation of a departmentally shared online filing system reflecting the NCATE standards and the creation of a shared database which far surpassed TractDat. These two innovations have dramatically enhanced the department's shared vision and coherence of program components, allowing for more effective data points and record keeping.

#### **At the Entry Level:**

- The Human Experience, the basic introductory class to the unit, was added. This class is taught in the college core 6 and reviews all aspects of human development.
- Under Scholarship at the Entry Level, instructional design, implementation, and management plans and papers were added to further align with state curriculum frameworks and national standards.
- Under Leadership, the Special Topics Presentations and Summaries were added as examples of the beginning requirements and development of professional dispositions.
- Under Research As Service, Student Interviews and Classroom Observations were added demonstration student impact on learning at the initial level of entry into the

program.

**At the Middle Level:**

- Under Scholarship, passage of the College Writing Portfolio was added, which further integrates teacher licensure candidates within the college curriculum. Passage of the writing portfolio is a college requirement at the end of the sophomore year.
- Under Scholarship, final exam scores from Performance Assessment and the Initial and Final Self-Evaluations from Education of the Exceptional Population were added.
- Under Research As Service, the Delta Kids page was added from the course, Field Research in Reading.
- Under Research As Service, the best example of the students' evaluations of the Least Restrictive Environment of a student with special needs and the final exam scores from Education of the Exceptional Population were added to demonstrate impact on student learning.

**At the Final Level:**

- The Core 10 course was added along with the existing Ed Theory class. Due to the growth of our secondary licensure program, students take this class in lieu of Ed Theory, which is required only of Elementary Licensure candidates or those candidates who are seeking a double major with Elementary Education being one of the majors.
- Under Scholarship, Research Papers from the Core 10 classes were added to demonstrate the in-depth self-reflective abilities of our students. Portfolio Work Samples were also added, for these are frequently requested by possible employers.
- Under Leadership, the Student Reflective Essay and Rubric from Ed Theory or the Core 10 class was added.
- Under Research As Service, the Clinical Practice Video and Self-STAI were added demonstrating student reflection on their teaching abilities.
- Under Research As Service, the Faculty Assessment of Students using the STAI was also included to round out the overall assessment process and add continuity.

## II. EVIDENCE FOR MEETING STANDARDS

### STANDARD 1- Candidate Knowledge, Skills, and Dispositions

#### *Element 1 - Content Knowledge for Teacher Candidates*

The Department of Education has developed a set of procedures that enables faculty to ensure candidates' skills, knowledge, and dispositions. We follow the framework outlined in the Assessment Continuum which was created to describe the goals of our department mission in an observable and measurable manner. The Assessment Continuum traces the development of candidates' cognitive growth and content knowledge, professional dispositions, and impact on student learning using a variety of assessments. These assessments have been developed in conjunction with specific courses completed during the three stages of the teacher preparation course of study.

Rubrics have been developed to specifically identify the faculty's expectations regarding acceptable performance in courses, on the comprehensive portfolios, and for oral and written comprehensive examinations. External assessments completed at the exit level such as the Praxis II and the Specialty Area Tests also demonstrate candidates' subject area competencies.

Various means of assessment ensure candidates' in-depth understanding of the subject matter they plan to teach. Faculty developed internal assessments of candidates' skill and knowledge, such as reflection papers, research papers, projects, autobiographies, issue papers, oral presentations, field based performance assessments, and assessments of candidates' writing, which build on their field experiences and are designed to measure the degree to which candidates are successful in demonstrating the department's mission to prepare teachers who are scholars, leaders, and thoughtful researchers. The teacher candidate's academic progress cumulates in the comprehensive examination portfolio, compiled during the exit level. The portfolio includes evidence of INTASC standards mastery, teaching and assessing using multiple strategies, and making a positive impact on all K-12 students' learning. In this portfolio, candidates must also demonstrate appropriate subject matter pedagogy and appropriate means of integrating technology within the K-12 curriculum.

The written compilation of this data, in conjunction with faculty review and discussion of each candidate's performance regarding content knowledge and cognitive growth, inform faculty decisions regarding Pass/Fail/Outstanding grades on the comprehensive examinations and the determination of which candidates should receive the Academic Excellence and the Excellence in Teaching awards at the end of the academic year.

**Unit Pass Rate on Content Tests for Initial Teacher Preparation  
For Candidates Graduating Between 2003-2005**

<b>Program</b>	<b># of Test Takers</b>	<b>% Passing at State Cut Score</b>
Elementary	41	100%
Secondary English	5	100%
Secondary Social Studies	4	100%

**STANDARD 1- Candidate Knowledge, Skills, and Dispositions**  
*Element 3 - Pedagogical Content Knowledge for Teacher Candidates*

The Teacher Preparation Program embeds the INTASC standards throughout the program, introducing candidates to these standards at the **entry** level during Education 3200, and reinforcing attention to the INTASC standards at the **middle** level in Education 3110. At the **exit** level, all student teachers are required to write lesson plans that include multiple strategies to teach and assess subject matter to meet the needs of all learners, all student teachers are evaluated according to the INTASC standards, and all candidates must demonstrate mastery of the INTASC standards in their teacher portfolios, submitted at the **exit** level. Further, the Mississippi Department of Education requires that teacher licensure candidates know and practice the Student Teacher Assessment Instrument (STAI) indicators. As such, our candidates must write lesson plans according to STAI indicators at the entry level in Education 3200, and they must write and teach from STAI lesson plans at the exit level in Education 4500 – Clinical Practice. These lesson plans are also correlated to the Mississippi Frameworks. (Evidence available in the Documents Room.)

**STANDARD 1- Candidate Knowledge, Skills, and Dispositions**  
*Element 4 - Professional and Pedagogical Knowledge and Skills for Teacher Candidates*

Course syllabi in the Teacher Preparation Program reflect the importance of pedagogical content knowledge delineated by the specialty organizations and the application of these concepts through field-based placements. These placements are the underlying strength of our program for through these placements students see firsthand the practice of theory in the context of the learners’ communities, schools, and families. For example, Education 3100 - Literacy - integrates the standards developed by the National Council of Teachers of English and the National Council of Teachers of Mathematics in course

assignments, and candidates are required to refer to the specialty organizations which inform their content concentrations as they develop classroom assessment instruments in Education 3110. In Education 3110 special attention is given to examining candidate readiness to teach in diverse school populations. The use of technology is infused in assignments throughout all courses. (Evidence available in the Documents Room.)

The average GPA of all program completers from 2002 to the present is 3.25. This GPA reflects their cumulative college coursework and not just education courses. Our teacher candidates consistently excel on the Mississippi State Licensure exam. The department has always had an outstanding overall passing rate on the Praxis II specialty areas exams. In conjunction with the revised guidelines of the Process and Review Requirements for Program Approval by the Mississippi Department of Education, the unit requires a 100% passage rate prior to the clinical practice semester. (Evidence available in the Documents Room.)

## STANDARD 1- Candidate Knowledge, Skills, and Dispositions

### *Element 6 - Dispositions for All Candidates*

The following professional teaching dispositions and behavioral attributes for K-12 field work are required of all students. Behavioral attributes refer to expected behaviors such as punctuality, and attendance; whereas professional teaching dispositions relate to the candidates instructional and assessment best practices. These are presented and reviewed periodically throughout the student's matriculation through the program.

1. Punctuality and attendance - It is critical that Millsaps students arrive at the designated time and are present on their assigned times. (Behavioral attributes)
2. Professional affect - Millsaps students must be conscientious, energetic, and enthusiastic in all areas and requirements of designated field work. Personal initiative is very important. (Professional teaching dispositions)
2. Rapport with students and field professionals - Positive social skills instilling a conscientious caring attitude are expected. (Professional teaching dispositions)
4. Flexibility - The ability to adapt to routine interruptions and instructional and scheduling changes is important. (Professional teaching dispositions)
5. Responsibility for outcomes - Completing assignments in a timely manner and continually monitoring K-12 student outcomes is necessary for assuming responsibility for K-12 student learning and for the Millsaps student to assess his/her effectiveness. (Behavioral attributes)

The following professional teaching dispositions and behavioral attributes are specific to the clinical practice semester and can be found in the Handbook for Teacher Licensure. (Available in the Documents Room.)

Thorough involvement in the instructional program of the school is required. Only through observation, teaching, consultation, and participation in all phases of the school's instructional program, can the student teacher fully benefit from the Clinical Practice Semester.

The student teacher is solely responsible for the careful preparation of lesson plans for all classes. Lesson and unit plans should be developed after consultation with the cooperating teacher and implemented only with his/her approval. If it is school policy, the student may be required to submit lesson plans to the principal for review as well. All lesson plans are available to the college supervisor upon request. It is the responsibility of the student teacher to inquire about the preferred format and style of the lesson plans used by the school district.

Active participation in on-going review and evaluation of the student teacher's personal professional development with the cooperating teacher is essential. After each teaching experience, the student teacher consults with the cooperating teacher to receive feedback on the effectiveness of the instructional methods and management techniques used in the lesson. These consultations are often informal; occasionally, more focused conferences are called to identify specific weaknesses that need to be addressed. The cooperating teacher formally evaluates the student teacher using the Student Teacher Assessment Instrument and the Department of Education Evaluation Instrument. The student teacher evaluates a videotape of his/her clinical practice according to the position skills and interpersonal skills criteria of the Student Teacher Assessment Instrument.

The student teacher actively participates in on-going reviews and evaluations of the student teacher's personal professional development with the college supervisor and other student teachers. The college supervisor formally observes and evaluates the student teacher a minimum of three times during the semester and provides the student teacher with a written assessment of each formal observation. The college supervisor also observes and evaluates the student teacher using the criteria of the Student Teacher Assessment Instrument and video tapes a lesson.

The student teacher participates in the non-instructional activities of the school as regularly as possible. Parent Teacher Organization meetings, faculty meetings, staff development, extra curricular activities and other school related events all provide immeasurable sources of learning for the student teacher. As a pre-professional, the student teacher is encouraged to participate in as many such activities as possible. Student teachers are involved in parent-teacher conferences, under the direction of the cooperating teacher and principal.

The student teachers observe teachers other than the cooperating teachers to whom they have been assigned. Every effort is made to observe and participate with teachers working with different age students or different subject areas. The observations allow student teachers to have a better understanding of the entire school program and the development of children within the school program.

The student teachers follow the policies and procedures governing student discipline as practiced by the school and school district. Student teachers do not administer corporal punishment, for it is their responsibility to inquire about appropriate methods with which to discipline students and to employ these methods carefully. Student teachers dress professionally and maintain a professional attitude at all times. The student teacher is expected to be cooperative and patient, respectful of the policies of the school, and cognizant of the responsibilities teachers must meet in the school and school district. When the student teacher meets his/her responsibilities with a professional attitude, he or she can expect to be treated as a professional by the cooperating teacher and other school personnel. An effective teacher has the ability to work with a school-wide instructional team and the student teacher always finds a way to play a constructive role. Punctuality and conscientiousness are vital components of professionalism.

The student teacher must participate and teach in the assigned school for an entire school day (usually from 7:30 a.m. until 3:30 p.m.) for a minimum of thirteen weeks. Each day the student teacher arrives at the assigned school at the time the faculty arrives, signs the faculty attendance registration form upon entering and leaving the school, and remains at the school until the faculty leaves. Failure to meet this schedule violates college policy and state law. Ideally, student teachers enroll only in EDUC 4500 (16 semester hours) during the clinical practice semester. In the event that student teachers need additional courses, they register for 12 semester hours and the 4 semester hours of the appropriate course.

The student teacher submits a daily teaching schedule to the college supervisor by the end of the second week of student teaching. The daily teaching schedule indicates the class schedule the student teacher follows, including the time for each class period, the teacher's name, room number, grade, and subject. The cooperating teacher serves as master teacher for the student teacher. He or she observes, assists, and evaluates the student teacher throughout the semester. The cooperating teacher completes an evaluation form provided by the Millsaps Department of Education during the semester and recommends a final letter grade at the end of the student teaching semester.

### **Evaluations of Dispositions**

Formally, candidates are evaluated using the STAI by both on site faculty and college faculty. The STAI includes components related specifically to the development of professional dispositions in the classroom and within the greater school community. On site clinical practice faculty also provide weekly reports, including necessary comments relating to dispositions.

Professional dispositions are assessed informally during field site experiences on a regular basis by “drop-ins” from supervising faculty. Check-in lists in the front office are monitored for prompt arrivals and faculty also observe candidate/student interactions. In addition, informal conversations with on site faculty and administration assist in evaluating appropriate dispositions for all teacher candidates.

Candidates' reflection on dispositions take place daily as students progress through the clinical practice semester, based on the application of the constructs in the STAI and best practices. The cooperating teacher provides daily feedback and conferencing and completes ongoing assessment instruments provided by both the district and the unit. (Available in student teachers' folders and in Documents Room.) Candidates also critique according to STAI standards a video of their teaching performance.

## STANDARD 1- Candidate Knowledge, Skills, and Dispositions

### *Element 7 - Student Learning for Teacher Candidates*

Beginning in the unit's entry level classes and throughout the entire program of study, candidates are taught the art of authentic assessment. Candidates are taught how to accurately observe in the classroom and assess student learning. They develop skills to differentiate instruction, thus impacting all student learning throughout their entire course of study. For example, the goals of Performance Assessment in Content Area Reading , EDUC 3100, are to enable each person to understand the purpose and role of assessment in the teaching and learning process and in program evaluation; to be able to develop and use tests and other appropriate assessment instruments to serve the needs of all learners and to improve teaching practice, program evaluation, and research; and to be able to appreciate how the use of assessment instruments has informed his or her understanding and personal development regarding intelligence, academic achievement, preparation for teaching, and life long learning. Performance based assessment, developed from a standards-based curriculum is integral to our teacher education program and students will assess our program and their preparation for teaching based on standards developed by NCATE, INTASC, and the MDE.

## STANDARD 2 – Program Assessment and Unit Capacity

### *Element 1 Assessment System*

#### **Development of Assessment System**

The department's assessment system was developed in tandem with the conceptual framework. (See page 22.) The original version of our system dates back to the fall of 1998 when the College formulated a plan to evaluate the college core curriculum required of all freshmen and sophomores. Likewise, Dr. Schimmel and Dr. Vaughn in collaboration with Dr. Larsen in the Sociology Department created a conceptual framework and assessment continuum to evaluate the Department's curriculum required for teacher licensure. The unit's assessment system has undergone significant refinement since its inception culminating in the present Conceptual Framework and Assessment Continuum manifested in the teacher licensure database and electronic and hardcopy NCATE files.

The mission of the Department of Education is to prepare quality teachers through scholarship, leadership, and research as service. Scholarship translates to the preservice teacher's cognitive growth and content knowledge. Leadership translates to professional dispositions, which involves characteristics such as the preservice teacher's punctuality, enthusiasm, and affect. Research as service translates to the preservice teacher's impact on student learning. Prior to the implementation of our database, we attempted to standardize performance-based rubrics and criterion referenced tests to measure each of these components along with other relevant measures, such as the student's grades, GPA, and scores on other national assessment tests. This systematic structure has evolved with the department during the last 6 years. The Assessment Continuum as manifested in the database under girds the effectiveness of our teacher preparation program as we continuously evaluate students seeking teacher licensure.

#### **Integration of Professional, State, and Institutional Standards**

Our program's conceptual framework is designed around the department's mission, and describes the shared vision and purpose of our efforts to prepare licensure candidates to work in K-12 schools. Our conceptual framework is structured around best practices as defined by national professional standards, and it continuously monitors our licensure candidates' development at entry, mid, and exit levels. The conceptual framework ensures coherence throughout the teacher licensure program by providing a focus for program development, candidate assessment, and program evaluation and redesign. The department's commitment to professional dispositions, diversity, and the integration of technology is woven throughout the program.

#### **Assessments and Evaluation**

Through the descriptions and assessments of the cognitive growth and increased content knowledge of teacher candidates, the **scholarship** component of the department's mission is activated. Candidates are instructed and assessed on the degree to which they are able to demonstrate their own cognitive growth and increased content knowledge.

Through the descriptions and assessments of professional dispositions, the **leadership** component of the department's mission is activated. Candidates are instructed and assessed on the degree to which they are able to demonstrate recognized professional dispositions in a variety of educational settings.

And, through the descriptions and assessments of candidate impact on student learning, the **research as service** component of the mission is activated. Candidates are instructed and assessed on the degree to which their scholarship and research has a positive impact on student learning.

## STANDARD 2– Program Assessment and Unit Capacity

### *Element 2 Data Collection, Analysis, and Evaluation*

#### **Assessment System**

The department's database using Microsoft Access tracks teacher candidates who graduated in 2002 to present candidates. Students are entered as "pending" candidates for the program until they meet admittance requirements. Once admitted, data from key assessments are continuously entered into the database. The database allows the unit to run reports, comparisons, and queries regarding candidate data and information. Multiple student assessments are stored and analyzed which allows unit faculty to more effectively intervene at transition points as students matriculate through the program.

A database for collecting graduate information has been designed. The unit's goal is to have this database updated by the end of the Spring 2006 semester. The unit compiles data from graduates, including final GPA's, recommendations for graduate studies or work, informal emails about work experiences, and other exchanges with graduates. To date, most information on graduates has been kept by unit faculty. The new database allows for more systematic record keeping, especially regarding first year teachers, graduates teaching in the field, or those continuing on with graduate studies.

The unit maintains records of interventions and/or complaints with candidates by filing a red folder in the candidates' cumulative folders. The cumulative folder also contains all of the candidate's admission documentation, clinical practice documentation, and exit documentation. The red folder clearly stands out when advising students throughout their matriculation through the program. Unit faculty can also access candidates' folders if they encounter problems in a particular course and see if any other documentation already exists that could help to rectify any situation.

**STANDARD 2- Program Assessment and Unit Capacity**  
*Element 3 Use of Data for Program Improvement*

**Evaluation of Program**

In addition to the database, college course and faculty evaluations occur each semester. Feedback from these evaluations, the personnel committee, faculty annual reports, and information from the database drive continuous program improvement and change. The following table displays a sample of assessments reflecting a summary of candidates' performance at entry, middle, and exit levels for program completers in the given years.

### Summary of Transition Data

SCHOOL YEAR	ENTRY LEVEL			MIDDLE LEVEL			EXIT LEVEL	
	ACT	GPA at Admission	Management Test (converted letter grades to 4 point scale)	Final Exam Exceptional Population (EDUC 3130) (converted letter grades to 4 point scale)	Praxis II: Principles of Learning and Teaching	Praxis II: Elem Education	Clinical Practice grade from Cooperating Teacher (converted letter grades to 4 point scale)	GPA at graduation
2004-05 n= 20	24.6	3.16	3.63	3.4	173	170	3.75	3.52
2003-04 n=19	26.2	3.06	3.39	2.75	172	165	4.0	3.21
2002-03 n=14	25.2	3.16	Different assessment used	2.33	173	163	4.0	3.09

\*The Praxis II: PLT minimum requirement score for state is 152

\*The Praxis II: Elementary Education minimum requirement score for state is 135

Analysis of the above data suggests the following information on teacher candidates from the last 3 years:

- Candidates’ ACT compare consistently with the average ACT of total college enrollment.
- Based on averages, candidates appear to perform well (A-B) in benchmark courses.
- Candidates receive excellent evaluations from cooperating teachers in the field.
- Candidates clearly exceed minimum testing requirements for the state of Mississippi.

## STANDARD 3 – Field Experiences and Clinical Practice

### *Element 1 Collaboration Between Unit and School Partners*

#### **Criteria and Selection of Schools for Field Sites**

The criteria identified by effective schools research underlie the selection of schools used as field sites for teacher education programs. Strong instructional leadership establishes a climate for learning, promotes high expectations for all students, creates a pleasant atmosphere conducive to learning, encourages an emphasis on the acquisition of basic skills, and serves as the foundation for all schools selected as field sites. Schools that serve as field sites have an active parent-teacher association. Using these basic criteria, over forty elementary and secondary schools in the Jackson metropolitan area are currently listed on the Department of Education's roster of acceptable field sites.

School sites are selected after the school administration and staff and the Department of Education faculty collaborate in identifying goals and expectations for our teacher licensure candidates. Ordinarily, a school site will first host a teacher education intern prior to serving as a site for student teacher placement. The schools and institutions identified have been successful in effectively engaging pre-service teachers and consistently supporting the department's goals and objectives for teacher education. Principals and faculty collaborate to facilitate all K-12 placements. Schools are added or deleted from this roster as circumstances warrant.

#### **Selecting/Training Cooperating Teachers and Faculty Supervisors for Clinical Practice**

Cooperating teachers are oriented to the 13-week experience during an on-site meeting presented by the department's field supervisor. At this time, expectations for the teacher candidates are reviewed. In addition, teachers receive documents (weekly assessments and STAI) that guide their evaluations of the teacher candidates. Cooperating teachers also receive resumes and letters of introduction from their teacher candidates. All cooperating teachers must be licensed in the area they are supervising and considered a master teacher by the building administrator.

In lieu of giving a list of teacher candidates to the local districts and asking for placements, our department speaks one-on-one with individual principals and then makes those placements known to the central offices. This approach personalizes the student teaching experience seeking a "best fit" for the cooperating teacher and teacher candidate.

Many school-based faculty participate in candidates' preparation by serving as mentors and co-teachers, as candidates participate in a variety of school-based K-12 classrooms. Department of Education faculty and school faculty share responsibility for candidate learning as K-12 faculty model best practices, monitor candidate participation in K-12 classes, and evaluate candidate performance according to INTASC standards. Some PDS sites are on the cutting edge of professional reform and school improvement such as a Fine Arts Magnet School, a Montessori Elementary School, an International Baccalaureate Elementary School, and several sites which have received grants from the Barksdale Foundation to improve reading performance. Other sites are high performing Level 5 schools. Placements are not limited to these sites, but are required at low performing schools

as well. Field experiences occur in a broad range of diverse settings in a tri-county area representing all levels of SES, ethnicity, and school performance.

Professional Development School and Department of Education faculty use national standards (INTASC), state, and local standards to guide and assess candidates' performance. Partners revise their teaching and learning approaches by testing new ideas through EDUC. 3100 and EDUC. 3120 and through a unique reading tutorial format in EDUC 3850. Partners access candidates' performance in multiple ways. Clinical faculty are informed of expectations for candidates' performance and, along with college faculty, advise, monitor, and assess candidate performance in EDUC 3200, EDUC 3850, and EDUC 4500. College faculty provide in-service training for K-12 partners, particularly with field experiences in EDUC 3850. Partners depend on each other to accomplish their professional goals.

A major strength of the PDS partnership is the diversity represented among the partners. PDS educators are able to teach from multicultural and global perspectives. PDS partners provide numerous experiences for candidate participation with exceptionalities and those from diverse groups including ethnic, racial, gender, and socioeconomic groups. Practice to recruit diverse faculty and candidates to engage in PDS work are upheld. Candidates and faculty develop and demonstrate their capacity to work well with diverse learners. Field experiences are provided by unit faculty in all courses. Performance expectations for candidates in K-12 field experiences are clearly outlined at the entry, middle, and final levels of the teacher preparation program.

### STANDARD 3 – Field Experiences and Clinical Practice

#### *Element 2 Design, Implementation, and Evaluation of Field Experiences and Clinical Practice*

##### **Design of Field Placements for Education Department**

The conceptual framework is actualized through field experiences which under gird the unit's curriculum and provide the program's strength. Due to security issues in the fall of 2002 the Jackson Public Schools (JPS) put in place guidelines for placement of all college student observers, interns, student teachers, etc. School districts only allow approved visitors and volunteers into their school. For example, all student teachers must be fingerprinted prior to the clinical practice semester. Students have been placed in the following school/s districts: Rankin County School District, Madison County School District, Clinton Public Schools, Pearl Public Schools, Jackson Public Schools and local private and parochial schools.

All field placements are evaluated and supervised by unit faculty. (See course syllabi for specific requirements in Documents Room.) EDUC 4500, Clinical Practice requires more intense supervision. To date each student teacher classroom is visited at least weekly. Formal student teacher evaluations begin during the third week of the semester and must be scheduled when the student teacher is performing large group instruction.

## Summary of *required* field site work per course

**THE HUMAN EXPERIENCE** - Students conduct interviews with four children in contrasting developmental stages. Students explain how Piaget’s theory is manifested in the children they interview. In addition, students observe two classrooms to distinguish between the psychometric and developmentally appropriate educational philosophies and to identify quality learning environments and activities which incorporate multiple intelligences and current brain research.

**METHODS AND MANAGEMENT** - At the conclusion of each field site rotation, the student lists and describes specific teaching experiences (tutoring one or several students, teaching small group or whole class lessons, preparing and presenting instructional materials for skill or unit enrichment or review and other teaching opportunities). The classroom teacher signs the form after the student has documented the teaching opportunities. During the field placements, a journal of observations and descriptions, reactions, analyses, and reflections is an additional requirement of the course (guided by INTASC Standards).

**FIELD RESEARCH IN READING** - Students remediate students “at-risk” (2<sup>nd</sup>–8<sup>th</sup> grades) in one on one tutoring sessions using the following strategies.

1. Language Experience Stories. These are illustrated student-centered stories about the lives of the students. Students dictate stories about their lives to the college interns who print the stories in a journal, watch the children illustrate their stories, and then read their stories out loud.
2. Language Activities and/or Reading Comprehension. Language development exercises developed by the students provide practice in diverse aspects of language learning. These are revised based on feedback from the professor, classmates and students, and submitted for potential publication in the “Delta Kids” page of the *Clarksdale Press Register*. The *Multiple Skill Series* is used as a structured reading comprehension tool for daily skill building.
3. Children’s Literature. Books on the students’ reading level are identified by the interns together with the students, and introduced as reading material to expand their reading beyond tutorial sessions.
4. Sight words, phonemic awareness, and comprehension levels are also assessed and are a crucial component in evaluating the impact on student learning

**EDUCATION OF THE EXCEPTIONAL POPULATION** - Field work takes place at 3 sites, the Mississippi School for the Deaf, the Mississippi School for the Blind, and one public school mild/moderate class. Students complete concise summaries of each site experience including:

- a discussion of the appropriateness of the least restrictive environment (LRE)
- how the experience impacts their ideas of teaching
- how their experiences relate to the course material.

In addition, students prepare LRE reports and complete student interviews. Through these experiences, candidates become familiar with various exceptionalities in a variety of settings, thus refining teaching and advocacy skills.

**CLINICAL PRACTICE** - Performance standards that reflect best practices, and analytical, critical, diagnostic and reflective inquiry involving procedures, methods, and processes are among areas of emphasis. Evidence of content knowledge, content pedagogy, and generic pedagogy are imbedded within the performance objectives of Education 4500. The ability to

manage the learning environment effectively, to assess student learning in a variety of ways, and to positively impact student learning are demonstrated in this intensive field-based semester.

*Professional Dispositions and Expectations for Clinical Practice*

1. Thorough involvement in the instructional program of the school is required.
2. The licensure candidate is solely responsible for the careful preparation of lesson plans for all classes. Lesson and unit plans should be developed after consultation with the cooperating teacher and implemented only with his/her approval.
3. Active participation in on-going review and evaluation of the candidate’s personal professional development with the cooperating teacher is essential.
4. The candidate actively participates in on-going reviews and evaluations of the candidate’s personal professional development with the college supervisor and other student teachers.
5. The candidate participates in non-instructional activities of the school when possible.
6. The candidates observe teachers other than the cooperating teacher.
7. Candidates maintain professional attitudes at all times.

**Hours Required in Field Experiences per Course**

<b>PROGRAM LEVEL</b>	<b>COURSE</b>	<b>WEEKLY HOURS</b>	<b>TOTAL HOURS</b>	<b>SITE DESCRIPTION</b>
Entry	IDS 1610 Human Experience, a Cross Cultural Perspective	Child interviews (2 hours) Classroom observation (2 hours)	4 hours	Approved K-12 classroom
Entry	EDUC 3200 Methods & Management	3 hours	18 hours	Approved K-12 classroom
Middle	EDUC 3850 Field Research in Reading	4 hours	36 hours	One-on-one tutoring/reading remediation in approved K-8 classroom
Middle	EDUC 3130 Education of the Exceptional Population	2 hours	18 hours (6 hours per site)	MS School for the Deaf MS School for the Blind Mild/moderate public school classroom
Exit	EDUC 4500 Clinical Practice	8 hours a day for 13 weeks	~ 520 hours	Approved K-12 classroom

### **Evaluation**

Multiple assessments are used to evaluate candidate performance during field work. Assessments are completed by candidates, supervising unit faculty, and cooperating teachers in the classroom. (Samples of these rubrics are displayed in the Appendix II, III, and IV and are available in the Documents Room.)

### **STANDARD 3 – Field Experiences and Clinical Practice**

#### *Element 3 Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn*

Entry and exit criteria for clinical practice are based on quality assessment instruments, such as the STAI. Students receiving high marks on these instruments have developed into professional educators ready to begin in their own classrooms. Additionally, all students must pass the Praxis II tests before beginning the Clinical Practice semester.

Multiple assessments are delineated in the unit's conceptual framework and course syllabi. Candidate reflection and feedback is continuous throughout the program

The candidates preparation to assist all students in learning is developed sequentially throughout all levels of the curriculum. Our teacher candidates feel confident working with diverse learners. Reference a chart in Standard 4 – Diversity (p.46) to view the chart displaying the demographics of the students that our teacher candidates serve.

## STANDARD 4 - DIVERSITY

### *Element 1 Design, Implementation, and Evaluation of Curriculum and Experiences*

One of the academic purposes of the college is to select well-prepared students of diverse social, ethnic, geographical, and age backgrounds. Implementation of diversity and cultural awareness in all areas of teacher licensure training continues to be a mission of the unit. In fact, the entire college engages in ongoing discussion of how to further this mission in order to enhance the learning experience of all students.

All syllabi intentionally reflect how each individual course addresses diversity both through content knowledge and field experiences related to the course. Because of this continuity, teacher candidates become consciously aware of how diversity impacts their learning experiences simply through reviewing educational course requirements.

#### **EDUC 3130 and EDUC 3200**

Whereas all courses seek to incorporate diversity issues within discussion and practice, two educational courses more specifically assess this proficiency as it relates to developing content knowledge about diverse learners in the classroom. In the course EDUC 3130 (Exceptional Population), candidates are exposed to different types of exceptionalities, the trends and controversies in Special Education, and mainstream strategies to accommodate exceptional individuals within the least restrictive environment. The course provides an overview of the various exceptionalities served in special education programs. It covers historical and current issues, as well as research, legislation, needs of the field, and strategies for optimizing learning, utilizing intensive field-based work.

EDUC 3200 (Methods and Management) requires teacher candidates to understand how students differ in their approaches to learning and that teachers must create instructional opportunities that are adapted to diverse learners. This course addresses instructional planning and the importance of taking into account the individual differences of learners with respect to rates of learning, learning styles, multiple intelligences, and cultural and familial values. In addition, candidates study assessment instruments to accommodate for differentiated teaching and learning, both formal and informal.

Both of these courses include key assessments that are benchmarks in evaluating the candidates' developing knowledge base. Through analyzing achievement on these assessments, the unit is also evaluating the effectiveness of the curriculum in addressing diversity issues in the classroom. (Assessments available in the Documents Room.)

#### **Field Site Placements**

Diversity in field site placements is a strength of the current program. Teacher candidates encounter an extremely wide variety of student populations in their placements and all field placements are required of all candidates. Candidates work with deaf students, blind students, low SES populations, an array of races, and other

exceptionalities such as autistic students, gifted learners, and other mild/moderately to severely challenged students.

**Campus-Wide**

At the college level, the unit supports efforts of campus-wide community related opportunities to explore diversity. Candidates are encouraged to become involved with organizations on campus that serve and interact with diverse populations. (Multi-cultural activities and other program offerings are available for review in *Impact* folders residing in the unit’s Outlook program. There are too many to list and review in this document.)

**STANDARD 4 - DIVERSITY**

*Element 2 Experiences Working with Diverse Faculty*

One academic goal of the college is to recruit and retain a faculty well-qualified to support the academic program. The college is committed to offering a variety of perspectives by employing faculty with diverse experiences in their professional and personal lives.

The following chart reflects the breakdown of race and gender of the unit, Arts & Sciences faculty, and the school faculty.

**Race/Gender of Unit faculty (including 2 adjunct)**

	CAUCASIAN	AFRICAN-AMERICAN	OTHER
MALE	1 (17%)	0	0
FEMALE	5 (83%)	0	0

**Race/Gender of Arts & Sciences faculty**

	CAUCASIAN	AFRICAN-AMERICAN	OTHER
MALE	39 (47%)	1 (1%)	6 (7%)
FEMALE	35 (42%)	0	2 (3%)

**Race/Gender of Millsaps College faculty**

	CAUCASIAN	AFRICAN-AMERICAN	OTHER
MALE	49 (48%)	1 (1%)	9 (9%)
FEMALE	41 (40%)	0	2 (2%)

Within the parameters of the small size of the unit, attempts have been made to diversify the faculty and encourage individual participation in experiences and research to broaden our collective diversity. The unit seeks guest speakers who represent the diverse schools and agencies with which we work in Jackson and the south, including principals,

teachers, and directors of academic programs. These include guests from both elementary and secondary fields, as well as graduates.

A seminar entitled “Cultures and Communities,” a two-year initiative funded by a Mellon grant, is focused on increasing the connection between local and global cultures here on campus. One of the Education Faculty is a participant in the seminar, involved in developing ways to diversify courses across the campus.

The curriculum at Millsaps requires all students to complete the core curriculum which exposes students to diverse course offerings and points of view. A total of 4 courses (16 credit hours) in Cores 2 – 5 introduce them to multiple time periods and cultures across the globe. These are taught by diverse faculty in the Division of Arts and Letters. The Education Department also offers a Core 6 course, Human Experience in a Cross-cultural Perspective, which addresses key aspects of human development

Both the unit and college seek to recruit and maintain diverse faculty members. The faculty of the unit and the college represent a range of ages and experiences. Some faculty come from a research background while others began as practitioners in the field. For example, during the last search within the unit for filling a tenure track position, efforts were made to expand the diversity of our faculty within our unit. The unit hired a Canadian and her perspective includes an array of international experiences. In addition, the college currently has its first female president, Dr. Frances Lucas.

Faculty conduct research in diverse locations and schools: multiple schools with extensive diversity in Jackson; the Mississippi Delta, one of the poorest and most educationally challenged regions in the country; Kyrgyzstan, an emerging democracy in the former Soviet Union with multiple cultural and language groups; and multiple school settings across Mississippi and the US. The unit developed an interdisciplinary course designed to be taught in the Yucatan during the summer term. (Brochure available in the Documents Room.)

The unit’s faculty brings a wide array of diverse background experiences for enhancing classroom learning. The chair has a background in deaf and deaf/blind education and brings awareness of this cultural group to students throughout the department. Another faculty member has done research on a wide range of reading interests. A third member lived in Russia for three years. Her research in international education and former Soviet educational contexts similarly brings diversity and a cross-cultural component into the preservice training experience. Even our non tenure track position is filled by a former K-12 administrator and secondary assistant superintendent for an urban school system.

## STANDARD 4 - DIVERSITY

### *Element 3 Experiences Working with Diverse Candidates*

The unit’s current population of admitted teacher education candidates is as follows:

	CAUCASIAN	AFRICAN-AMERICAN	OTHER
MALE	5 (12%)	1 (2%)	0
FEMALE	30 (73%)	4 (10%)	1 (2%)
TOTAL	35 (85%)	5 (12%)	1 (2%)

When adding students who have made application but are not yet admitted, the breakdown is as follows:

	CAUCASIAN	AFRICAN-AMERICAN	OTHER
MALE	6 (11%)	1 (2%)	0
FEMALE	37 (70%)	6 (11%)	3 (6%)
TOTAL	43 (81%)	7 (13%)	3 (6%)

When this data is compared to school wide demographics, the current data for all undergraduates as of Fall 2005 is as follows.

- 12.2% African-American
- 81.9% Caucasian
- 5.9% Other
- 51% of the population is male and 49% female

For more demographic information on current candidates and recent graduates, reference the Appendix.

The unit’s demographics reflect the demographics of the college. As the college seeks greater diversity, the unit also endeavors to promote diversity among teacher candidates. For example, at regular “Meet Your Major” fairs on campus, the unit intentionally selects a diverse cohort of teacher candidates to represent and advertise the department to other potential licensure candidates. The small size of our classes requires close interaction among all students throughout their matriculation through the program. In addition, unit faculty intentionally seek to highlight the various perspectives that all candidates bring to the learning experience. These include differences in race, gender, region, and religion. (See student work samples from Education 3110, 3200, 4300, and 4500 in Documents Room.)

Millsaps College licensure candidates consistently remain involved with a host of activities involving diverse experiences with diverse populations. For example, licensure candidates are required to participate in field placements at The Mississippi School for the Blind, the Mississippi School for the Deaf, and New Summit School for at-risk learners, and the Mississippi Behavioral Clinic. In addition, many licensure candidates volunteer and work at Stew Pot after school care, which supports children from low SES families. Licensure candidates tutor at-risk readers as required in Education 3850 and reflect the unit mission of research as service as they pre- and post-assess diverse K-12 learners and design appropriate case reports for teachers and administrators. Required field placements in Education 3200, Classroom Methods and Management, Education 3130, Education of the Exceptional Population, and Education 4500, the clinical practice semester, are in the metropolitan area schools with very diverse K-12 students. Licensure candidates in Advanced Internship participate in special needs classrooms with autistic and developmentally delayed K-12 students. Again diverse field placements provide immersion for all our candidates.

Beyond their involvement with diverse K-12 candidates, Millsaps College licensure candidates participate in a variety of activities on campus. Licensure candidates reflect the mission of the unit as they assume leadership roles in student government and in sororities and fraternities; licensure candidates reflect the mission of the unit as they exhibit scholarship through a 100% passage rate on Praxis II and the Specialty exams, as they are admitted into academic honoraries and as they receive academic awards.

The student profile for the entering freshman 2004 class reveals an average high school grade point average of 3.7, and an average ACT score of 26. The average SAT score of 2004 freshmen was 1170. 52% of this class was male with 48% females. As Millsaps College strives for a diverse student body, the minority percentage of students has risen to 18% for this entering freshman class, and 55% of the students are from outside Mississippi.

## STANDARD 4 - DIVERSITY

### *Element 4 Experiences Working with Diverse Students in P-12 Schools*

The unit's field experiences clearly reflect the department's commitment to working with diverse populations of students. As stated in Standard 3, teacher candidates work with the following diverse students: Deaf students, blind students, autistic students, Mild/Moderately functioning students which include many types of special needs such as MR, BD, or ADHD, students from a range of socioeconomic levels, racially diverse students, and other exceptionalities.

Teacher candidates serve in a variety of school settings. Some of them work with students in a local Montessori school. Several of the department's professional development schools include students from lower socioeconomic backgrounds. These

populations are sought out and often are the students most greatly impacted through the unit's one-on-one reading instruction program for EDUC 3850, Field Research in Reading.

Teacher candidates are exposed to urban school settings and suburban school settings. The work in these diverse settings often produces a paradigm shift for candidates as they relate their own personal classroom experiences with new situations. (View summary essays from Educ 3130 and 3850 in Documents Room.)

For field experiences that also have direct class meetings relating to them, candidates have the opportunity to share experiences and reflect on the implementation of strategies with varieties of learners. In addition, some courses require journaling which is a useful analytical tool during the candidate's matriculation through the program. Candidates often include these insightful journals as a part of their comprehensive Teacher Education Portfolio.

The following chart reflects the great diversity of students that Millsaps teacher candidates work with and serve. The level of performance awarded to each school is based on the students' performance on standardized testing required by the state.

INSTITUTIONAL REPORT – MILLSAPS COLLEGE

SCHOOL NAME	PERFORMANCE LEVEL OF SCHOOL	%FREE LUNCH (State did not report reduced)	GRADES SERVED		% ASIAN	% AFRICAN-AMERICAN	% HISPANIC	% NATIVE AMERICAN	%WHITE
Boyd Elementary	Level 3 Successful	69%	3-5		0	444(100%)	1(0%)	0	1(0%)
Casey Elementary	Level 5 Superior Performing	29%	K-5		0	219(79%)	3(1%)	0	55(20%)
Chastain Middle School	Level 3 Successful	52%	6-8		2(0%)	965(93%)	12(1%)	2(0%)	56(5%)
Davis Magnet Elementary	Level 4 Exemplary	44%	K-5		0	275(99%)	0	0	4(1%)
Lanier High School	Level 2 Under Performing	69%	9-12		0	915(100%)	0	0	1(0%)
Lee Elementary	Level 3 Successful	60%	PK-5		0	371(88%)	0	0	51(12%)
McWillie Elementary	Level 5 Superior Performing	46%	PK-5		4(1%)	590(90%)	4(1%)	1(0%)	59(9%)
Murrah High School	Level 4 Exemplary	35%	9-12		9(1%)	1091(92%)	7(1%)	1(0%)	78(7%)
New Summit School	Private		1-12 BD & At Risk						
Northshore Elementary	Level 5 Superior Performing	15%	K-5		4(1%)	146(22%)	5(1%)	0	512(77%)
Northwest Rankin High School	Level 4 Exemplary	12%	9-12		18(1%)	235(19%)	8(1%)	1(0%)	1000(79%)

INSTITUTIONAL REPORT – MILLSAPS COLLEGE

<b>SCHOOL NAME</b>	<b>PERFORMANCE LEVEL OF SCHOOL</b>	<b>% FREE LUNCH</b> (State did not report reduced)	<b>GRADES SERVED</b>	<b>% ASIAN</b>	<b>% AFRICAN-AMERICAN</b>	<b>% HISPANIC</b>	<b>% NATIVE AMERICAN</b>	<b>% WHITE</b>
Oakdale Elementary	Level 5 Superior Performing	11%	K-5 (Special Ed PK)	8(1%)	77(13%)	1(0%)	1(0%)	518(86%)
Spann Elementary	Level 4 Exemplary	48%	K-5	11(3%)	338(89%)	17(4%)	0	14(4%)
Walton Elementary	Level 4 Exemplary	76%	PK-5	1(0%)	588(99%)	0	2(0%)	0
MS School for the Deaf	Residential	N/A	PK-12 148 total students	N/A	N/A	N/A	N/A	N/A
MS School for the Blind	Residential	N/A	PK-12 125 total students	N/A	N/A	N/A	N/A	N/A
MS Behavioral Clinic	Private, Special Needs	N/A	Focusing on Autism, BD	N/A	N/A	N/A	N/A	N/A
Choctaw Indian Reservation		N/A	2-4	N/A	N/A	N/A	100%	N/A

N/A Data not available

## STANDARD 5 – Faculty Qualifications, Performance, and Development

### *Element 1 Qualified Faculty*

All four full-time faculty members of the unit have earned doctorates in an education-related field. Areas of expertise include special education, reading, elementary education, multiculturalism, curriculum design, and action research. These specialty areas compliment the overall general education expertise of the unit.

When candidates are placed in the field, they are supervised by licensed school faculty in addition to unit faculty. The Mississippi Department of Education requires teachers to be appropriately licensed in the area they teach. In addition, cooperating teachers have supplemental endorsement in their specialty area by having successfully completed the Praxis II subject area test prior to receiving licensure. The *No Child Left Behind Act of 2001* further requires that teachers in the field are “highly qualified” and Mississippi requires all veteran teachers meet these requirements by the 2005-06 school year. Requirements include reviewing transcripts to determine if it shows the required number of hours (undergraduate or graduate) of pure content subject courses with a grade of “C” or higher (*21 hours after September 1, 2004*). Teacher candidates currently in the pipeline fall under revised licensure requirements and will be highly qualified upon licensure. Also, exceptional administration officials in professional development schools greatly facilitate the experiences of teacher candidates.

## STANDARD 5 – Faculty Qualifications, Performance, and Development

### *Element 2 Modeling Best Professional Practices in Teaching*

One of the academic purposes of the college is to provide faculty with resources for professional development in teaching, scholarship, and research.

#### **Unit Faculty**

Unit faculty keep abreast of best professional practices in a variety of ways. First, unit faculty attend national and regional professional meetings annually. Not only do faculty attend various sessions at national and regional conferences, unit faculty contribute to best professional practices in national conference settings by presenting papers accepted through peer review at conferences. (Refer to faculty annual reports available in the Academic Dean’s office.)

Second, unit faculty closely interact with metropolitan area k-12 schools as licensure candidates are assigned to various k-12 schools for field work in courses and for the clinical practice semester. Unit faculty observe best practices in k-12 settings through

direct supervision of licensure candidates and through interactions and observation of K-12 master teachers.

Third, unit faculty are evaluated each semester by students enrolled in each professor's courses. Licensure candidates and other Millsaps College students numerically rate faculty according to a wide array of dispositions and provide written comments on faculty pedagogy. Student ratings and comments are very instrumental in the overall evaluation of Millsaps College professors' teaching effectiveness; student ratings and comments are compiled for each professor's courses each semester. (Refer to faculty annual reports and student evaluations in the Academic Dean's office.)

### **K-12 Faculty**

Cooperating teachers are appropriately licensed in the areas that they teach. Their depth of content knowledge is demonstrated in a variety of ways. K-12 faculty involved with clinical practice placements provide weekly reports to unit faculty providing useful critiques of the candidate's development of content knowledge and teaching strategies. In addition, cooperating teachers complete more formal assessments of the candidates by referencing the STAI. The unit's goal of producing high quality teacher candidates depends on the contribution of the cooperating teachers. They impact the development of the content knowledge of the candidates, improve the candidates' implementation of effective classroom management, and learn other "real-world" day-to-day tasks of teachers.

K-12 faculty are also expected to engage in more informal dialogue with teacher candidates to assist candidates in reflecting on teaching practices and professional dispositions. Teacher candidates receive valuable instruction when they initially observe their cooperating teachers at work in the classroom. As studied in coursework, candidates observe how modeling is an effective teaching strategy.

## **STANDARD 5 – Faculty Qualifications, Performance, and Development**

### *Element 3 Modeling Best Professional Practices in Scholarship*

One of the academic purposes of the college is to provide faculty with resources for professional development in teaching, scholarship, and research. The unit's conceptual framework requires associated faculty to be engaged in scholarship within the field. Scholarship is reflected in the faculty's commitment to producing scholarly work that contributes to the field of education. For more complete listings of scholarly presentations, see faculty vitae. (Documents available in Academic Dean's office and on the unit's S drive.)

## STANDARD 5 – Faculty Qualifications, Performance, and Development

### *Element 4 Modeling Best Professional Practices in Service*

One of the academic purposes of the college is to provide faculty with resources for professional development in teaching, scholarship, and research.

#### **At the College Level**

All unit faculty serve on various committees within the organizational structure of the college. Some of the committees faculty have served on during the last review cycle are as follows: The College Tenure and Promotion Committee, the Faculty Council, the Millsaps Core Council, the Career Center Committee, the Publications Board, the All College Council, and the Divisional Personnel Committee.

#### **At the Local, State, and National Levels**

Unit faculty are members of various professional associations, including the International Reading Association, the Mississippi Reading Association, Phi Delta Kappa, the American Association of Colleges for Teacher Education (AACTE), the Association of Mississippi Teacher Educators, the National Association of the Deaf, and Mississippi Association of Colleges for Teacher Education.

Faculty make presentations at professional meetings, receive journals regularly for review, and serve in other leadership roles. One faculty member currently serves on the Montessori Board for the Jackson Public School system. This is noteworthy because the system is currently piloting this framework in only one school.

For a complete list of faculty presentations, see faculty vitae.

## STANDARD 5 – Faculty Qualifications, Performance, and Development

### *Element 5 Collaboration*

The interdisciplinary nature of Millsaps College itself requires collaboration of ideas and resources across fields of study.

#### **Core Curriculum**

(Refer to the Overview for a thorough description of the Core Curriculum.)

All students are required to complete the core curriculum in their matriculation through the college. The unit fits into the core curriculum because the chair of the department teaches a Core 6 course, IDS 1610 The Human Experience, a requirement of all education majors and minors. And each year one department member teaches LS 1000 and a Core 10 course.

### **Collaboration within the Unit and College**

One important use of technology within the unit that promotes collaboration is the department's S drive. This drive designated for the department allows department faculty to share electronic files. In addition, the unit files electronic copies of documents relevant to the six NCATE standards on the drive. This technology allows for easy and timely collaboration when creating and revising various documents.

The unit has collaborated with the Psychology department to streamline requirements for double majors. The Secondary licensure program requires collaboration with various department chairs. In addition Divisions and faculty-wide collaboration is supported by monthly meetings and more when necessary including the college's extensive committee system. The unit has recently collaborated with the English Department to offer the first in a series of Teacher Institute Workshops (See Documents Room.), as well as assisting with a grant proposal to NEH involving the development of a curriculum for the teaching of the Holocaust. Collaboration within such a small college is one of the advantages of this work environment. The unit is thoroughly integrated into the academic life of the college.

The unit collaborates with K-12 schools by maintaining strong communication with respective administrators, program coordinators, and master teachers. Evidence supporting this is available on the S Drive.

## **STANDARD 5 – Faculty Qualifications, Performance, and Development**

### *Element 6 Unit Evaluation of Professional Education Faculty Performance*

The performance of Education faculty is evaluated in a variety of ways. Each semester all students within the college evaluate faculty on most courses. (A narrative evaluation administered by the Education professor is often used in addition to or in lieu of the college student evaluation instrument for Education courses which are primarily field-based; these are available upon request.) The college student evaluations consist of 20 performance statements which students rate on a seven-point scale, with a "7" rating being the highest rating and "1" being the lowest. In addition, students also respond to narrative questions about unit faculty's teaching and students rate their own effort in each course. All faculty receive numerical ratings for each item and can receive students' typed comments at the conclusion of each fall and spring semester.

Faculty submit annual reports each August. The annual report documents each professor's accomplishments in the areas of teaching, service to the college, and scholarship. Faculty submit their annual reports to the vice president and dean of the

college and to their department chair. Annual reports not only document faculty accomplishments, but also are reflective in nature as faculty comment on areas of weakness and student numerical evaluations and comments on faculty evaluations. Department chairs respond to each department member's annual report and these comments, along with the faculty member's annual report, student evaluation numerical results, and the faculty grade point averages for courses comprise a comprehensive file for each faculty member.

The divisional personnel committee reads and evaluates each faculty member's file in the division. Divisional personnel committee members are tenured faculty elected by their division members to a three year term on the personnel committee. The personnel committee makes recommendations to the vice-president and academic dean of the college regarding faculty performance in the areas of teaching, contributions to the college, and scholarship. The vice president and dean of the college makes recommendations to the college president for merit raises for all faculty.

## STANDARD 5 – Faculty Qualifications, Performance, and Development

### *Element 7 Unit Facilitation of Professional Development*

Unit faculty are required to seek growth opportunities through professional development. The college financially supports attendance at meetings for faculty presenting papers. The unit also helps facilitate professional development for principals state-wide by hosting the Millsaps College Principals' Institute.

#### **The Millsaps College Principals' Institute**

After attending the Principals' Summer Institute at the Harvard Principals' Center, five Mississippi principals approached Millsaps College with their idea of starting a Principals' Institute to provide professional development for principals and improve schools. Millsaps Education Chair, Jeanne Middleton explored funding and BellSouth, the Mississippi Power Foundation, and The Hardin Foundation awarded charter grants to Millsaps to begin the Institute. The Institute Advisory Board made up almost entirely of principals met for the first time in December 1992.

The Principals' Institute plans a week long Summer Institute each year - the first was held in July 1993; the next Institute is planned for June 11-16, 2006. Over five hundred principals and assistant principals have attended the Summer Institute since its inception. Most are from Mississippi, but participants from Alabama, Arkansas, Louisiana, Canada, and California have also attended. In addition, approximately 300 educators have attended other Institute programs since 1993.

The Institute provides personal and professional growth opportunities for educators in public, private, and parochial schools; it forms a partnership between Millsaps College and the K-12 education community to strengthen education in Mississippi.

The Mississippi Department of Education (MDE) awards professional development credits to participants in Institute programs. Through grants from the Mississippi Department of Education programs such as study groups and mentoring programs for beginning principals have been funded. The Jackson Public Schools funded Study Groups for principals; the Mississippi Leadership Academy (MDE) asked the Institute Director to present sessions to principals; the Institute Director serves as a partner in a Ford Foundation funded CERI project in the Jackson Public Schools and has presented workshops to the principals in the project.

The Principals' Institute is staffed by a Director who implements Institute programs. She is guided by an Advisory Board of ten principals, one representative of higher education, and one central office administrator. The Director, the Chair of the Millsaps Education Department, and a representative of the Mississippi Department of Education serve by virtue of their positions. The college provides an office for the Institute and facilities for professional development programs. The college communications department assists with brochures and press releases.

## STANDARD 6 – UNIT GOVERNANCE AND RESOURCES

### *Element 1 Unit Leadership and Authority*

#### **Leadership of Unit**

Although the chair of the department coordinates the overall program, most programming is done collaboratively due to the small size of the unit's tenured faculty. The unit is housed within the Division of Sciences which consists of the following departments: Biology, Chemistry, Christian Education, Computer Science, Education, European Studies, Geology, the Interdisciplinary Core, Interdisciplinary Programs, Mathematics, Physics, Political Science, Psychology, Sociology - Anthropology, and Women's Studies.

#### **Advising Candidates (College Catalog)**

At Millsaps College, sound advising of students about their academic program is an integral part of the educational mission. While it is ultimately the responsibility of each student to fulfill all of the requirements necessary to the completion of the chosen major or minor, the College has a responsibility to make available appropriate assistance in course selection, in choice of major or minor subjects, and in selecting any collateral preparation needed to enhance a student's professional and personal potentials. Academic advisors are mentors to their students, helping them to understand the value of academic planning not only as a means of fulfilling degree requirements, but also in the context of setting personal, professional, and intellectual goals and bringing them to fruition. Academic planning is a natural part of the liberal arts education, empowering and enabling students to take responsibility for shaping their own lives.

#### **Responsibilities of Students:**

- Make timely appointments with your advisor and keep them.
- Read and use the information in the College Catalog, Major Facts, and communications from the Office of Records.
- Work with your advisor to define your academic plan and future goals.
- Use other services on campus such as counseling or the Career Center when recommended by your advisor.
- Track your own progress in class and toward your academic goals.
- Ask your advisor questions about majors, campus services, and professors.
- Prepare for pre-registration meetings by studying published descriptions of requirements, course options, and class schedules.
- Make decisions based on accurate, verifiable information and take responsibility for your decisions. The ultimate responsibility for meeting academic requirements of the College belongs to you, the student.

#### **Responsibilities of Advisors:**

- Develop a working relationship with the student through trust, listening, and communication.
- Assist students in defining their academic and future goals.

- Help students develop a schedule that serves their needs and interests.
- Encourage your students to identify and commit to a major program of study.
- Provide accurate information about degrees, majors, departments, and pre-professional programs.
- When necessary, refer students to the counselor, chaplain, or other services for personal concerns outside the realm of academics and career preparation.
- Refer students to other academic and career support services and activities on campus as needed.
- Review course changes and other academic transactions requiring an advisor's signature and recommend appropriate action as required.
- Monitor the student's progress in classes and toward goals.
- Help students to investigate possible links between their academic work and future plans.
- Allow students to make decisions and thus have ownership of the choice.
- Keep accurate and complete records of all students advised.

In addition to the regular advising of students, licensure candidates are advised each semester and files charting their progress are kept in the department for easy reference. (Available in Documents Room.) The number of advisees assigned to Dr. Schimmel and Dr. Vaughn are somewhat misleading because both professors advise all students non-stop from the day they express interest in licensure. Historically, the Department Chair signs off on the official *Intent to Major* form and all licensure applications, so it appears that the chair maintains a large advisee load. While this is true, it does not reveal the more balanced approach and workload distribution in the continuous in-depth, individual candidate advising that occurs in the Education Department.

### **Unit Collaboration**

Departmental meetings take place at least once a month and many times 2 or more times per month depending upon need. These meetings are used to address timely items that relate to NCATE's six standards. The chair creates the meeting agenda by using a template of NCATE's six standards, filling in items for discussion under the appropriate standard. Using this template standardizes the meeting process, makes sure that all standards are being addressed, and creates an easy reference related to NCATE standards. (see Appendix) In addition to Department meeting, Science Division meetings and Faculty-wide meetings each take place once a month. Email collaboration is ongoing and intensive. Unit faculty also engage collaboratively in creating and tracking accomplishment of long range plans for the department (See Appendix).

### **Professional Development for All School Faculty**

The college offers a number of professional development opportunities for faculty. Each year the Fall Faculty Conference offers a collaborative professional seminar required of all college faculty. The Faith and Work Initiative offers the Art of Teaching luncheon seminars which occur three times a semester. The Chair of the unit recently presented in November. (See presentation in Documents Room.) Computer Services offers ongoing workshops for faculty and at various times throughout the academic year professional development workshops are offered. For example, in January the college is offering a

workshop teaching access to an extensive database of digital images. In addition to its huge assortment of paintings, prints, sculpture, and architecture (especially strong in Western and Asian culture but also a good range of other cultures), it has a large collection of Native American imagery from the National Anthropological Archives at the Smithsonian, the Schlesinger Library's photographic collection of history of women in America (36,000 images!), anatomical prints from Vesalius, as well as a special collection from the Buddhist cave shrines at Dunhuang. ARTstor images can be collected into folders that are easily viewable and printable by students. It's also great for classroom presentations, having several different easy-to-use formats including one that's very similar to Powerpoint and that offers the choice of different text-image combinations. Students love it and it should lead to some interesting, valuable pedagogical innovations in assignments

## STANDARD 6 – UNIT GOVERNANCE AND RESOURCES

### *Element 2 Unit Budget*

The Unit's budget is in line with other departmental distributions and will be available for review when examiners arrive.

## STANDARD 6 – UNIT GOVERNANCE AND RESOURCES

### *Element 3 Personnel*

#### **Faculty Workloads**

Millsaps College is a small institution and faculty are expected to contribute to the college community by serving on various committees, supporting interdisciplinary events/conferences, and attending/encouraging student activities. With four full-time faculty members, the unit strives for balance among supervising in the field, teaching courses, contributing to professional research, meeting licensure requirements, and serving the college. The following charts display the teaching hours per unit professor by semester for the past 4 semesters. The unit consistently teaches in the college core curriculum, including the required freshman course, Liberal Studies 1000, and Core 6, IDS: The Human Experience. The spring semesters consistently contain more hours for most candidates complete clinical practice in the spring semester and some one-hour courses are added to enable students with diverse needs (majors) to graduate on time. A full course load for faculty members is considered 12 hours per semester. (Tables offering further information and clarification are available in Documents Room.)

**COURSE LOADS FOR FALL 2005 SEMESTER**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL COURSE HOURS
Schimmel	3	53	12
Vaughn	3	37	12
Vinson	1	1	12
Bahbahani	3	36	12

**Overload hours (includes Directed Studies and Additional sections)**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL COURSE HOURS
Vaughn	5	6	17
Schimmel	1	4	4

\*\*\*\*\*

**COURSE LOADS FOR SPRING 2005 SEMESTER**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL COURSE HOURS
Schimmel	2	19	8
Vaughn	3	37	12
Vinson	3	10	12
Bahbahani	3	30	12

**Overload hours (includes Directed Studies and Additional sections)**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL HOURS
Vaughn	2	15	2

\*\*\*\*\*

**COURSE LOADS FOR FALL 2004 SEMESTER**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL HOURS
Schimmel	3	61	12
Vaughn	3	34	12
Vinson	1	4	12
Bahbahani	2	19	8
Edwards (adjunct)	1	26	4

**Overload hours (includes Directed Studies and Additional sections)**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL HOURS
Vaughn	3	5	10

\*\*\*\*\*

**CONTACT HOURS FOR SPRING 2004 SEMESTER**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL HOURS
Schimmel	3	68	12
Vaughn	3	40	12
Vinson/Donald (adjunct)	3	15	12
Edwards (adjunct)	1	28	4

**Overload hours (includes Directed Studies and Additional sections)**

NAME	NUMBER OF COURSES	TOTAL NUMBER OF ENROLLED STUDENTS	TOTAL HOURS
Vaughn	1	1	4
Schimmel	2	2	5

No On-line courses are allowed at Millsaps; however, professors make use of individual websites for disseminating class information. These are available online for viewing.

### **Support Personnel**

In addition to outstanding faculty contributions, the unit employs other personnel to specifically help with administrative tasks.

### Student Workers

Student workers, generally at least 2 per semester, provide weekly assistance of approximately nine hours each. They are reimbursed by the work study program at the college. They are supervised by the chair of the department and tasks are delegated to them by faculty as needed. They have regularly scheduled office hours and complete some of the following duties:

- Create and maintain files
- Copy
- Get/sort mail
- Run errands on campus
- Maintain bulletin boards
- Computer tasks
- Other tasks, as needed

### NCATE Facilitator

This adjunct faculty position was filled in the fall of 2004 on a stipend basis and became part-time for the 2005-2006 academic year. The responsibilities include working closely with the chair of the department to facilitate procedures and organization relating to program assessment and NCATE accreditation. This position has also been timely in anticipation of the upcoming site visit from NCATE and the extra work required for the unit to prepare for the visit. The NCATE facilitator also oversees the many logistical arrangements for this visit.

### Records Office

Collaboration with the college Registrar and the Records Office facilitates more efficient records and reporting deadlines. A secretary from the Records department works with the Education Department on a part-time basis. This collaboration is logical since the Education department relies so heavily on records when maintaining accurate and up-to-date files on teacher candidates.

## STANDARD 6 – UNIT GOVERNANCE AND RESOURCES

### *Element 4 Unit Facilities*

#### **Library resources**

The Millsaps’ Department of Education directly receives and collects a variety of education-related journals from professional organizations to help both the candidates and faculty have easy access to up-to-date educational materials. These journals are housed in a small resource room within the department. In addition, other educational journals and books are available within the college library. A total of 159 education-related journals are available to candidates, either on-line or in bound copies.



The Millsaps-Wilson Library, housed in a facility named for the H. J. Wilson family, consists of a 1955 renovation of the original 1926 Carnegie Library and a 1971 addition, a portion of a multi-purpose building. It contains approximately 35,000 sq. ft. The library contains a 209,900 volume collection that is searchable via the online catalog. There are 631 print journal subscriptions and over 7,000 electronic journals as well. There are more than 80 Databases available for searching, either online or as CD-ROMs. The library currently has a [staff](#) of 9 and is [open](#) 105 hours each week. Summer, holiday and interim period hours are posted.

#### ***Computer Resources in the Library***

<p><b>Computer Instruction Room</b> 29 Computers, 1 Laser Printer, 1 Scanner, 1 Polaroid Projector, 1 VCR. Computers have access to campus resources, email, and library resources. The Computer instruction Room is open all the <a href="#">hours the library is open</a>, except when reserved for classes. To reserve the Computer Instruction Room call 974-1070.</p>	<p><b>Alcove Area Computers</b> The alcove area has 7 computers that are set up for internet, access to your M: drive, word processing and printing.</p> <p><b>Bloomberg Computer</b> The Bloomberg terminal is located on the main floor of the library in the alcove area. Bloomberg is a comprehensive, online service for business information.</p>
<p><b>Reference Computers</b> The Library has 8 computers for library research in the reference area. You cannot access your email or the M drive, but have access to all library databases.</p>	<p><b>Research Resources</b> See the <a href="#">Search Tools</a> section for our electronic and print research resources. If you need help <a href="#">ask a librarian</a>.</p>

## ***Classrooms and Meeting Rooms***

<p><b>Millsaps Room</b>                  A Large Table which seats 25 on the third floor of the library. Networked computer and projector available for use in this room. Contact the library at 601-974-1070 to reserve the room. Reservations for the computer and projector can be made via the audiovisual department at 601-974-1090.</p>	<p><b>Computer Instruction Room</b>                  See above. Can be reserved for classes. Call 601-974-1070 for more information.</p>
<p><b>Group Projects/ Music &amp; Media Rooms</b>                  Eleven Group Projects/Music &amp; Media rooms are available on the west side of the main floor of the library. Four of the rooms are equipped with computers, three are equipped with music listening stations, and six are equipped for TV/VCR/DVD viewing.</p> <ul style="list-style-type: none"> <li>• Reservations are not required. Rooms may be used on a first come, first served basis.</li> <li>• Priority is given to groups and to students using music and media equipment for school work.</li> <li>• Students studying alone may be asked to vacate the room.</li> <li>• Belongings left unattended for any period of time will be taken to the lost and found.</li> </ul>	<p><b>Welty Room</b>                  A collection of works by and about Eudora Welty.</p>

### **Additional Computer resources**

Millsaps College has developed outstanding computing resources for teaching, learning and research. From PC labs on campus, students have access to the fiber optic based computer network, supported by a cluster of Digital Equipment VAX/VMS systems located in the Academic Complex. Computer labs are located in Sullivan-Harrell Hall (same location as the unit) and the Millsaps-Wilson Library. Specialized facilities for multimedia applications are located in Olin Hall and a personal computer lab for graduate students is located in Murrah Hall. All computing equipment is connected to the campus network. These labs are staffed by student workers who can provide technical assistance to students. Also, Computer services staff members are available to assist faculty, staff, and students.

Candidates are also required to turn in electronic copies of their Teacher Candidate portfolios, which is part of the comprehensive process. Last year, the unit piloted the

Taskstream online program to submit, organize, and evaluate portfolios. This program was dropped because it did not effectively meet the needs of our students. It actually created more work for all involved and did not serve the purpose of useful technology, which is to facilitate analysis of data. The unit continues to explore other options relating to online portfolio systems, but presently requires individual submission with generic guidelines.

### **Audio-visual equipment**

A key teaching tool during field experiences is to record on videotape the candidates' interactions with students. This allows candidates to analyze the implementation of their teaching strategies and classroom management more objectively. Clinical practice supervisors also assess candidates using videotaped segments. The video camera and accompanying TV is housed in the Department of Education.

Unit faculty members regularly utilize an LCD projector which can also be set up to support PowerPoint presentations. This media serves two purposes, an organizational tool for faculty and an attractive presentation style to engage candidates during class sessions. In addition, candidates are required to utilize various media in class presentations, both for coursework on campus and in professional development schools.

The unit also possesses a digital camera which is often used to add documentation to candidate portfolios and to document activities of the unit.

## **STANDARD 6 – UNIT GOVERNANCE AND RESOURCES**

### *Element 5 Unit Resources Including Technology*

#### **Database to Guide Assessment System**

Another resource for the unit is utilization of a Microsoft Access database to track students who are in the pipeline. The database includes students who have applied to the program, admitted students, and graduates of the program. Important data monitored through the database include personal information (race, gender), standardized testing scores (ACT, Praxis II, etc.), key program assessment data from coursework, Clinical practice details, program admittance, graduating grade point averages, and graduation date.

The database serves as a crucial link for the department for it generates queries and reports as needed without having to search manually through individual documents. The unit maintains hard copy files for all teacher candidates, but the database facilitates the acquisition of assessment data on candidates, generates comparative data on candidates, and assists in the overall assessment and efficient management of the program.

#### **S: Drive on the College Network**

The unit has a drive on the college's network designated for departmental file sharing and organization. This drive was set up in 2003 and has been an excellent tool in facilitating

organization, collaboration, and maintaining electronic records. The unit set up folders for the NCATE standards and elements on the drive in order to support and mirror the unit's hard copy files. This ongoing process of filing documents on the unit's drive instead of on personal hard drives has led to increased collaboration, greater efficiency, and more effective management of the overall program.

### **Conceptual Framework Chart**

In order to introduce candidates to the department's Conceptual Framework, a large poster display hangs in the department's public office space. This resource familiarizes candidates with the overarching expectations for matriculation through the program, including key assessments.

### **Library and Curricular Resources**

Refer to Element 4 – Unit Facilities for more information on library resources.

All unit faculty have their own computer workstations with Internet access. This provides the resource for Internet searching of relevant teaching materials and information. In addition, faculty regularly utilize e-mail for communication within the college and department, with students, and with field site personnel.

The college bookstore orders all requested materials for courses. Faculty provide book titles which are then available to students at the beginning of each semester.

### **Institutional and Unit Advertising**

The following are brief descriptions of some college-wide programs and publications that also support the unit:

- **Open Door Days** - The Open Door Days visit program provides a full day at Millsaps for prospective high school seniors, transfer students, and their families. Offered in November and January, the program encourages you to explore our academic programs and learn about the wide range of student services and campus activities we offer. You will be invited to attend classes, tour campus, speak with faculty, enjoy lunch in the cafeteria and hear more about the scholarship and financial aid application process. Limited on-campus housing is available for Open Door Days attendees.
- **Scholars Days** - The Scholars Day program offers prospective students a full-visit-day focusing on Millsaps academic programs and showcasing our student and faculty scholars. Students and their families will get a chance to hear about our nationally recognized and regionally distinctive programs, such as student research initiatives, field study, honors programs, study abroad opportunities, and Ford teaching fellowships.
- **Curiosity and Catfish** - The Curiosity & Catfish visit is a half-day program designed especially for high school sophomores, juniors and their parents during the early stage of the college selection process. You'll get the deluxe tour of campus, meet plenty of nice Millsaps folks, and learn how to write a killer

application essay, survive the SAT, and find the best financial aid and scholarship opportunities. Then, we'll treat you to a fabulous catfish feast.

- **Meet your Major Fair** – This on-campus event gives all departments the opportunity to present their department in order to recruit new majors. This event is especially important to the Education department in advertising to potential Secondary Licensure candidates on the requirements for the program.
- *Millsaps Magazine* – This publication reaches current students, faculty, and alumni. The magazine highlights events happening on campus, recognizes the contributions of faculty/staff, connects alumni, and provides other scholarly articles related to college programs. It also serves as a key publication for noting and soliciting annual fund donors.

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**APPENDIX**

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**RUBRICS**  
STUDENT SELF-ASSESSMENT PROCEDURE

Student _____	Date _____						
DESCRIPTIVE CRITERIA	None(0)	Minimal(1)	Some/Marginal(2)	Average Adequate(3)	Pronounced/Good(4)	Mastery/Outstanding(5)	
<b>Personal Demeanor</b>							
Body Language							
Tone of Voice							
Facial Expression							
<b>Rapport</b>							
Faculty							
Co-workers							
Students							
<b>Professionalism</b>							
Preparedness, organizational skills							
Flexibility							
Follow through within time frame							
Punctuality							
Accepts responsibility							
<b>Clarity of Thought</b>							
Issue papers							
Management exam							
MTAI							
Oral presentations							

**K-12 FIELD PERFORMANCE ASSESSMENT RUBRIC**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

	None (0)	Minimal (1)	Some/ Marginal(2)	Average/ Adequate(3)	Pronounced/ Good (4)	Mastery/ Outstanding (5)
Punctuality-(arrives at time indicated on schedule)						
Attendance-(present on dates indicated on schedule)						
Affect-(appears energetic and enthusiastic)						
Professional dispositions-(acts responsible and tactfully)						
Active participation and initiative-(participates without constant direction)						
Rapport with students and teacher(s)-(uses positive social skills to instill a conscientious, caring attitude)						
Communication skills-(uses standard English in all written and oral communication; appropriate voice tone and volume)						
Flexibility-(adapts well to routine interruptions and necessary instructional and schedule changes)						
Ability to follow through-(completes tasks in a timely manner)						
Accepts responsibility-for student learning (continually monitors instruction and assessment to ensure student learning)						
Total Points						
Cumulative Score (divide by 10)						

Field-Site Teacher: \_\_\_\_\_

**MILLSAPS COLLEGE  
STUDENT TEACHER ASSESSMENT INSTRUMENT  
FOR IN-CLASS FORMAL ASSESSMENTS**

Student Teacher:

Analysis Scale: 5 - Mastery/Outstanding; 4- Pronounced/Good; 3 - Average/Adequate; 2 - Some/Marginal; 1 - Minimal;  
0 - Not Observed Acceptable; NO/NA - Not Observed/Not Acceptable

	<b>FORMAL OBSERVATIONS</b>		
	1st	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>A. <u>AFFECTIVE BEGINNING/ANTICIPATORY SET</u></b>			
1. Materials/equipment ready	_____	_____	_____
2. Motivator/unusual happening/ thought provoking question	_____	_____	_____
3. Review previous lesson/past experience	_____	_____	_____
4. Purpose and lesson objectives are stated	_____	_____	_____
COMMENTS:			
<b>B. <u>TEACHING</u></b>			
5. Prerequisite skills are taught	_____	_____	_____
6. A. Information clear, concise and accurate	_____	_____	_____
B. Expectations are clarified: models, rubrics, and/or examples are given	_____	_____	_____
7. Checks for understanding	_____	_____	_____
8. Instructional aids used skillfully	_____	_____	_____
9. Importance/relevancy/personalization (related to real life) stated by the teacher and <u>students</u>	_____	_____	_____
10. Directions clear and understood	_____	_____	_____
11. Provides an opportunity for critical thinking and/or problem solving	_____	_____	_____
12. Student and group learning monitored ( re-teach, if necessary)	_____	_____	_____
13. Guided and relevant practice	_____	_____	_____
COMMENTS:			
<b>C. <u>TIME ON TASK</u></b>			
9. Uses instructional time efficiently	_____	_____	_____
10. Students on task through participation and involvement	_____	_____	_____
11. Effective transitions between parts of lesson/s and group changes	_____	_____	_____
12. Learner involvement maintained with pacing and varied activities	_____	_____	_____
COMMENTS:			
<b>D. <u>CLASSROOM ENVIRONMENT</u></b>			
13. Bulletin boards instructive and/or interactive (related to any lessons)	_____	_____	_____
14. Students seem to know behavior expectations	_____	_____	_____
15. Rules and consequences posted	_____	_____	_____
COMMENTS:			
<b>E. <u>INTERPERSONAL SKILLS</u></b>			
15. Eager to begin lesson (time, voice, gesture, etc.)	_____	_____	_____
16. Smiles, uses proximity, moves around the room	_____	_____	_____
17. Patient and empathetic for rates of learning	_____	_____	_____
18. Sensitive to learning styles of students	_____	_____	_____
19. Acceptable oral/written grammar	_____	_____	_____
20. Acceptable handwriting used (board, handouts, materials)	_____	_____	_____
21. High expectations expressed verbally/non-verbally	_____	_____	_____
22. Methods match the learners and objectives	_____	_____	_____
23. Asks for and uses student responses	_____	_____	_____
25. Uses a variety of teaching methods and strategies (2/3)	_____	_____	_____
26. Responds positively to academic responses	_____	_____	_____
27. Positive climate is exhibited by acceptance, appropriate wait time,	_____	_____	_____

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encouraging creativity and risk taking  
 28. Monitors behavior through positive remarks \_\_\_\_\_  
 29. Maintains proper classroom management and discipline \_\_\_\_\_  
 COMMENTS: \_\_\_\_\_

**F. ASSESSMENT**

30. Multiple assessments are used \_\_\_\_\_

TOTAL \_\_\_\_\_

If student teachers have made provisions for meeting indicators, but through no fault of their own they are unable to provide in-class use of an indicator, a grade of 4 is automatically awarded.

COOPERATING TEACHER                      DATE

\_\_\_\_\_  
 COLLEGE SUPERVISOR                      DATE

\_\_\_\_\_  
 STUDENT TEACHER                      DATE

**Descriptive Assessment Rubric for STAI**

The following 5-point scale is used to assess students in the Clinical Practice Semester in their Affective Beginning/ Anticipatory Set, Teaching, Time on Task, Classroom Environment, Interpersonal Skills, and Assessment techniques.

Analysis Scale:

5 - Mastery/Outstanding; 4- Pronounced/Good; 3 - Average/Adequate;  
 2 - Some/Marginal; 1 - Minimal; 0 - Not Observed or Not Acceptable

NO/NA - Not Observed/Not Acceptable may also be used.

**5 – Mastery/Outstanding:** Level 5 (Grade A) work means that a student’s performance is exemplary in almost every way, offers a new perspective, meets all criteria and more describing each ability, and demonstrates an understanding of how the criteria relate to each other and to the audience. Mastery work is consistent in style, voice and tone, and demonstrates rigorous attention to mechanics. Such work demonstrates a student’s willingness and ability to probe beneath obvious surface levels of analysis, to explore new intellectual territory, to make discoveries, to challenge assumptions—in other words, to take risks. Mastery level students ask probing questions, respond thoughtfully to colleagues and students, initiate discussions, and attempt to view issues from several perspectives, rather than merely offer their own. Level 5 work or a grade of A can be described as “outstanding.”

**4 – Pronounced/Good:** Level 4 (Grade B) work means the student has gone beyond the minimum requirements and that the work typically reflects independent thinking, provides

evidence of self-reflection, demonstrating consistent attention to perspective, presents a clear structure of ideas, and demonstrates careful attention to the form of presentations and assignments, including writing mechanics (spelling, punctuation, grammar, documentation). Level 4 work or a grade of B can be described as “very good.”

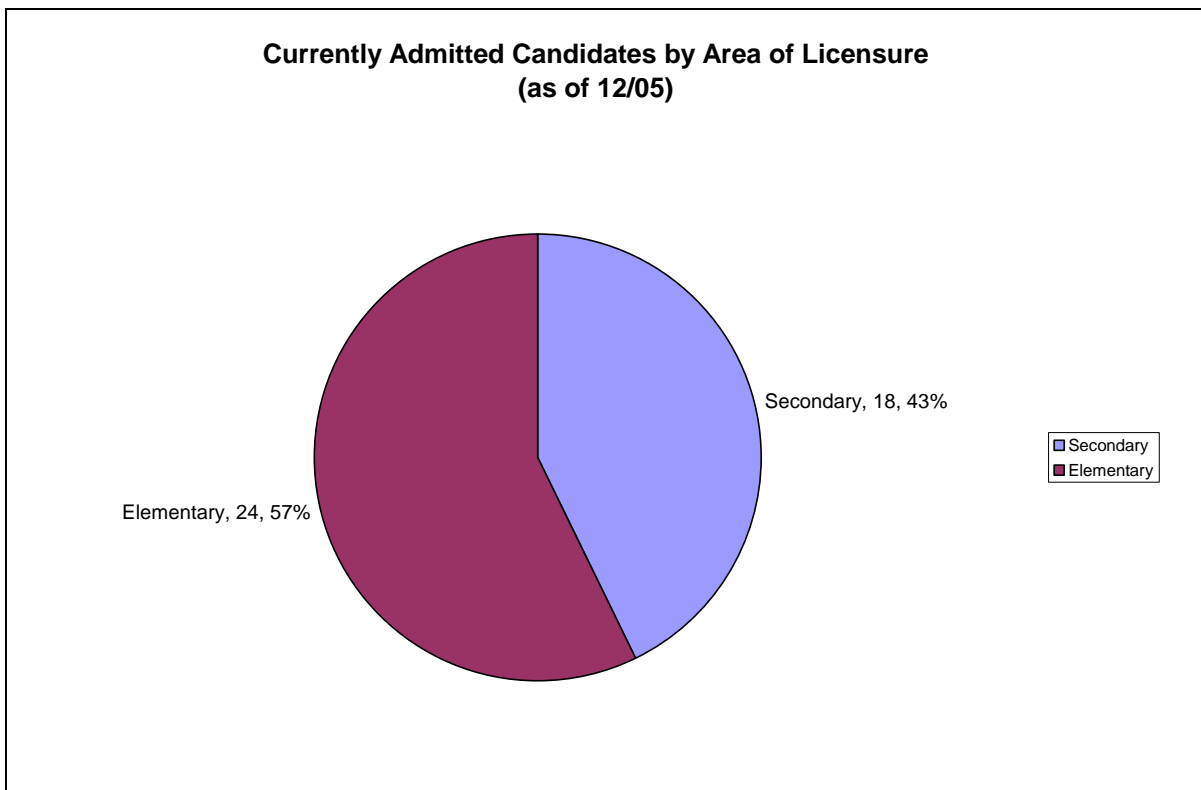
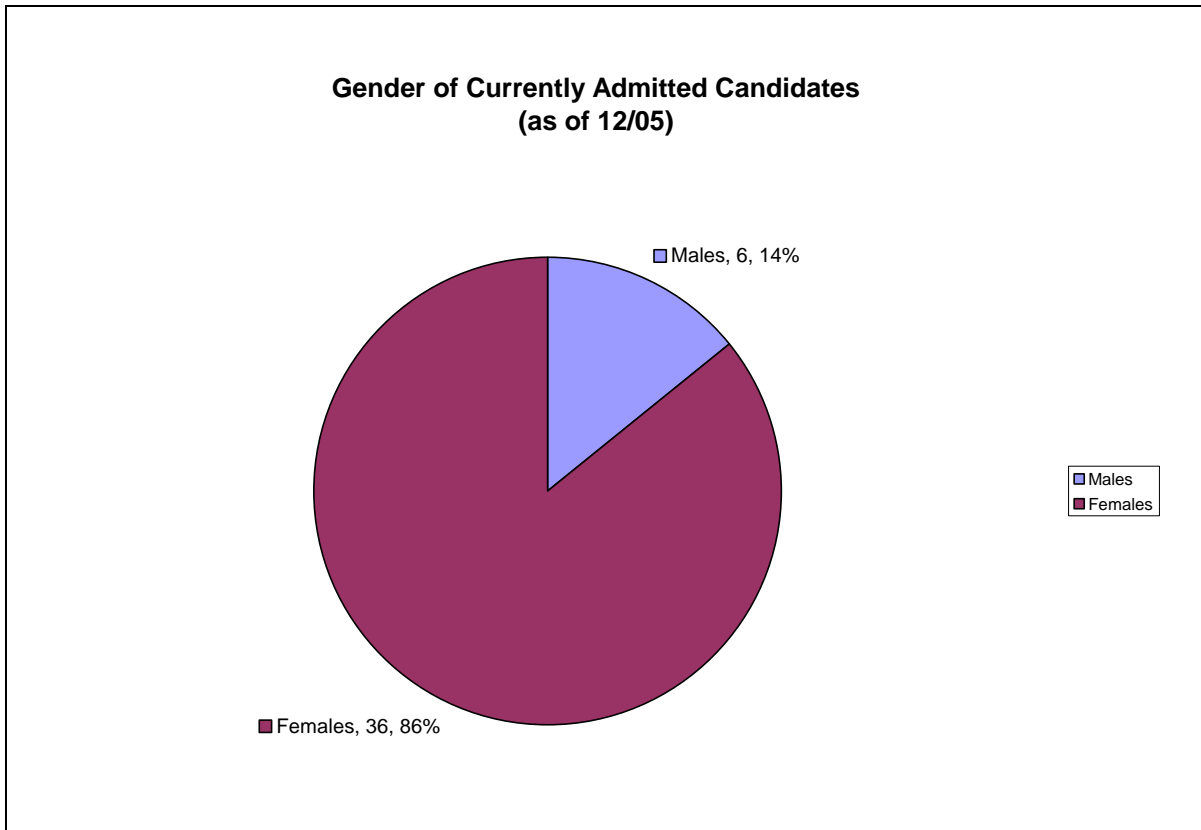
**3 – Average/Adequate:** Level 3 (Grade C) work means the student has completed the minimum course requirements by doing only what is expected and/or outlined in the syllabus. Students complete assignments on time; participate in class discussions, share opinions and analyses; offer helpful comments in response to colleagues’ or student work and efforts; and participate in group work. Level 3 work or a grade of C means the student has successfully completed the minimum requirements of an assignment, or of the course and the work can be described as “satisfactory.”

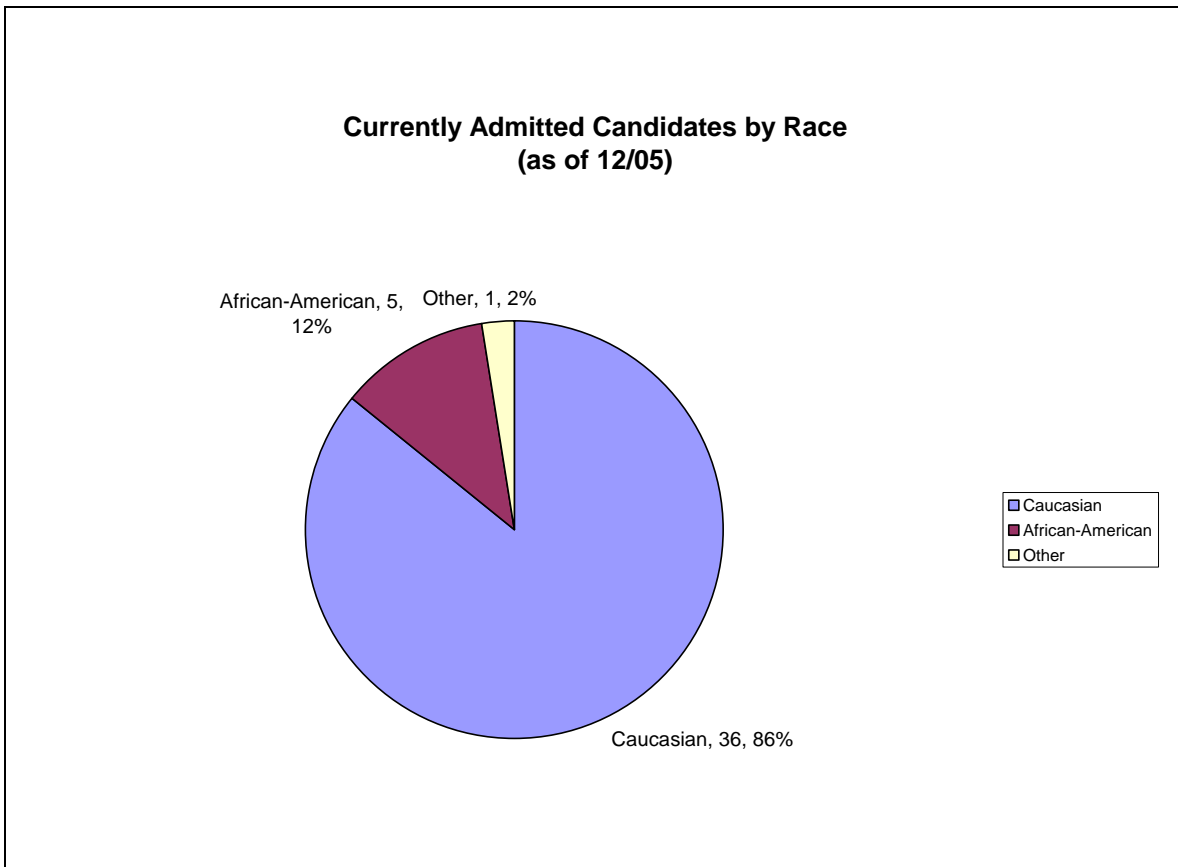
**2 - Some/Marginal:** Level 2 (Grade D) work means the student’s work and/or performance are seriously deficient or incomplete in some way and thus evaluated as below average. Level 2 work or a grade of D means the student’s work is unsatisfactory and does not meet minimum standards.

**1 - Grade of F:** A piece of work, accumulation of work, or lack thereof, has failed to meet the requirements of the assignment or course.

**0** – The work or performance reflects no effort or attempt at completion.

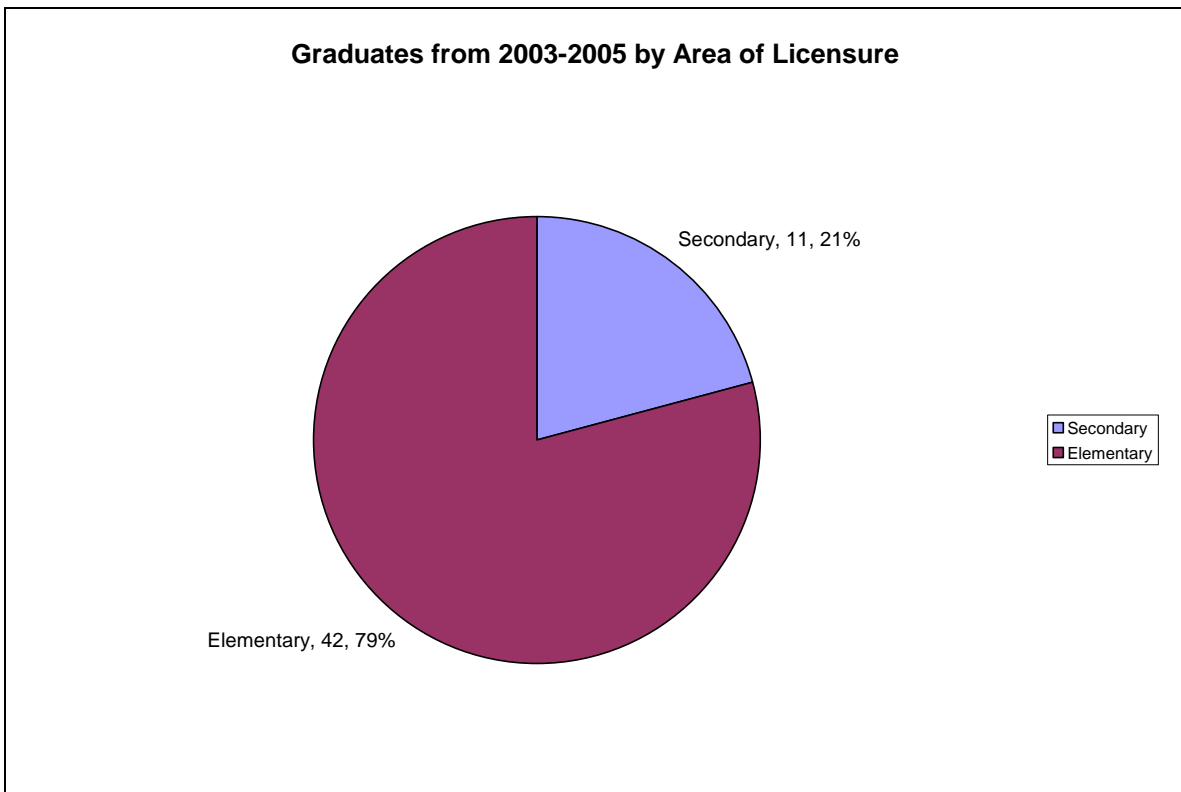
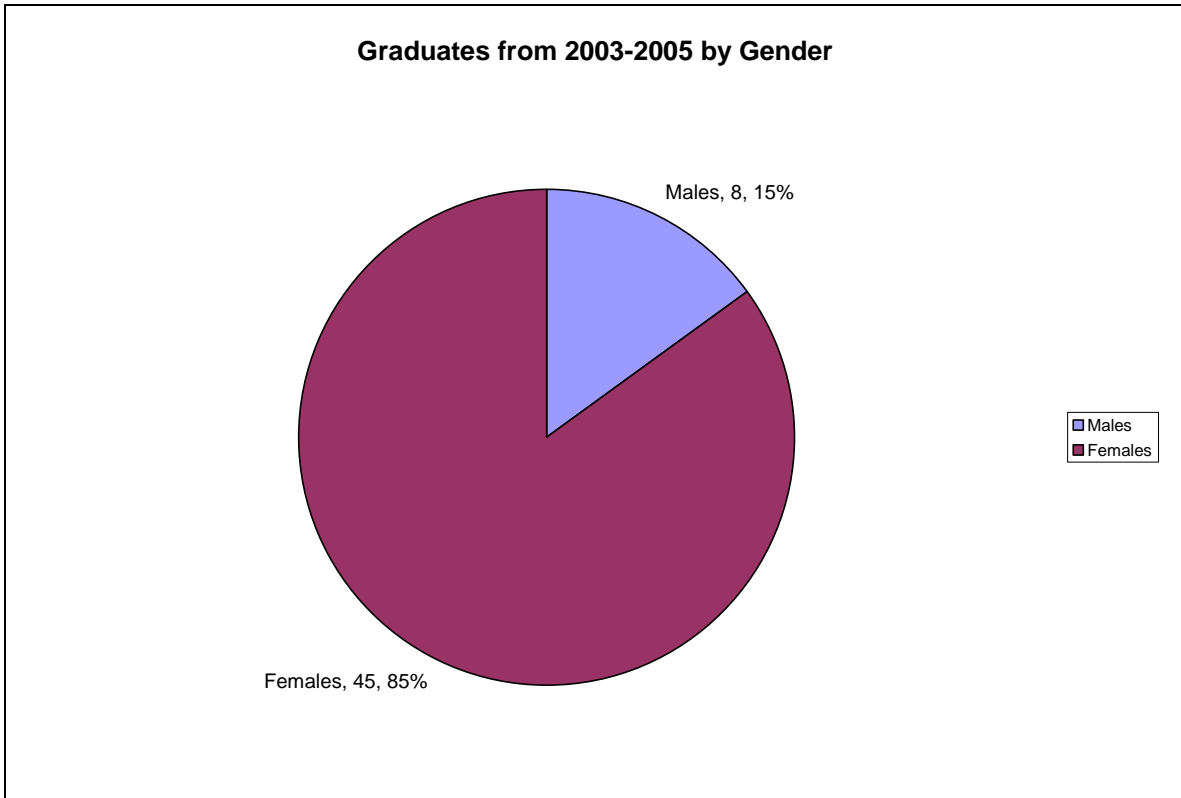
## DEMOGRAPHICS OF CURRENTLY ADMITTED CANDIDATES

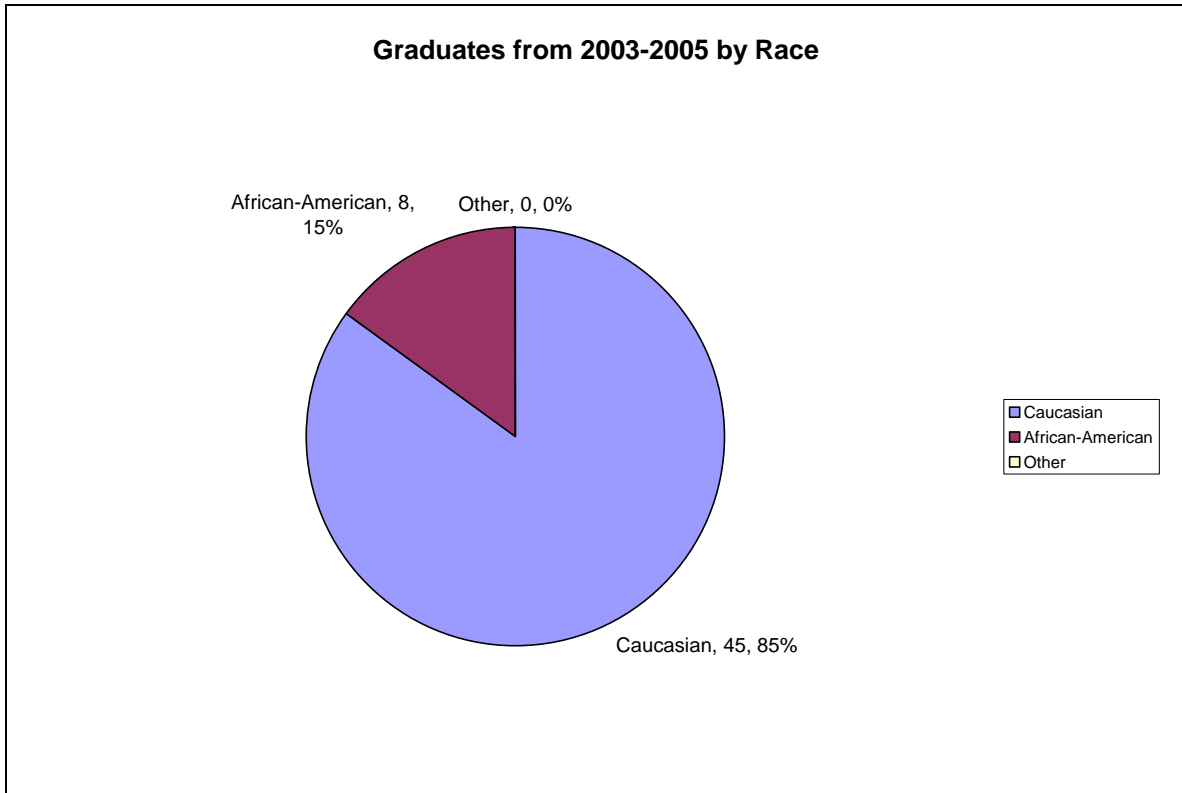




<b>Average ACT Score of Currently Admitted Candidates (42 licensure candidates)</b>	<b>25</b>
<b>Average GPA of Currently Admitted Candidates (42 licensure candidates)</b>	<b>3.2</b>

## DEMOGRAPHICS OF GRADUATES FROM 2003-2005





<b>Average ACT Score of all Licensure Graduates from 2003-2005 (n=53)</b>	<b>24.4</b>
<b>Average GPA at Admission for all Licensure Graduates from 2003-2005 (n=53)</b>	<b>3.18</b>
<b>Average GPA at Graduation for all Licensure Graduates from 2003-2005 (n=53)</b>	<b>3.27</b>

**Comparison of Key Data for  
Elementary and Secondary Licensure Candidates  
(from 2003 Graduates - Current Candidates)**

	<b>Elementary (2003-current) 65 candidates</b>	<b>Secondary (2003-current) 29 candidates</b>	<b>Combined Licensure Candidates (2003-current)</b>
<b>Average GPA at Admission</b>	3.13	3.17	3.15
<b>Average ACT Score</b>	25.2	25.4	25.30
<b>Average GPA at Graduation</b>	3.2 (42 graduates)	3.38 (11 graduates)	3.29 (53 graduates)

**Departmental Meeting Agenda**  
**Date \_\_\_\_\_**

- I. Teacher Candidates
- II. Assessment
- III. Field Sites
- IV. Diversity
- V. Collaboration & Faculty Work
- VI. Unit Governance

## Long Range Plans 2002 – 2003 - 2004

<b>GOAL</b>	<b>STATUS FOR AY</b>	<b>ACHIEVED</b>
1. Transition to New Chair – balancing administrative tasks with teaching load and other faculty responsibilities.	Arduous – putting files on S Drive; secretarial turnover and justification;	In progress; Significant progress achieved with hiring of Mary Anne Lee in spring of 2003; New secretary hired Summer 2003.
2. Fill tenure track vacancy	National search in Spring 2003. National search in Fall 2003.	Will continue search in Fall of 2003. Achieved in Spring 2004 with hiring of Dr. Kamilla Bahbahni.
3. Aligned new state process review standards with NCATE standards.	Updated syllabi, revised and updated the portfolio development process, oral and written comprehensive process, & Clinical Practice syllabus	Achieved Fall 2004
4. Update Licensure Handbook, Assessment Procedures Manual, and Faculty & Staff Manual.	Worked throughout 2004.	Achieved and printed January and February 2005.
5. Update syllabi to align with Higher Ed Literacy Council Requirements	Meetings held monthly beginning in 2003 & continuing...	Updated and received approval for Early Literacy 1 and Early Literacy 2 syllabi; renamed and refined syllabi for Field Research in Reading, Performance Assessment in Content Area Reading.
6. Add and design 2 new courses meeting NCLB area of concentration in reading/literacy for Elem Ed majors	Developed new course, Reading Diagnosis & Remediation, EDUC 3840 & EDUC 3830, Ways of Reading (Yucatan course). Redesigned	In Fall 2004, Reading Diagnosis, EDUC 3840 was added to regular course schedule and taught. EDUC 3830 approved through college Curriculum Committee, December 2004.

7. Find and hire a part-time NCATE Support Staff.	Searched throughout the spring & summer 2004.	Hired Carrie Blount, Fall 2004.
8. Streamline and organize files electronically and hardcopy.	Updated continually.	
9. Search for an electronic portfolio and program evaluation template.	In Fall 2004 attended Taskstream workshop at Belhaven College.	Acquired Taskstream in January 2005.
10. Update all Licensure Requirements; Expand Secondary Program.	Ongoing ....	Achieved, Fall 2003
11. Consolidate and move official Student Records to College Registrar's office.	Ongoing..	Achieved, Fall 2003
12. Streamline and move majority of Professional Library journals and books to the college library.	Ongoing effort to save money and space due to limited college resources.	Achieved, Fall 2004
13. Updated and revised our Teaching Aboard program.	Revised procedure with supporting documents.	College hired an International Studies Director through the Career Center for the study abroad programs.

## Long Range Plans 2005-2006

GOAL	STATUS FOR AY	ACHIEVED
1. Set date for 2006 accreditation visit.		Set date with NCATE and MDE, Spring 2005
2. Prepare for MDE Process Review Visit in March 05.		Held successful visit
3. Complete Conceptual Framework Revision and Displays.		
4. Write Institutional Report and Program Reviews for Spring 06 NACTE visit.		
5. Implement first electronic portfolios.		Piloted Taskstream online program for submission; did not meet departmental needs
6. Continue to align new Process Review Standards with NCATE standards.		
7. Continue to align electronic and hard copy filing system.	Ongoing	
8. Update and Expand materials in the Professional Library for new and redesigned reading courses.	Ongoing – Attended Statewide Reading Materials Selection Board (sponsored by Barksdale Reading and State).	Completed in Spring 05
9. Coordinate NCATE visit requirements with college wide constituencies.		
10. Reserve Documents/Work Room for the NCATE team.	Reserved room beginning Summer 2005 through Spring semester 2006, SHH 267.	