ISSUE 3: DIFFERENTIATING INSTRUCTION

RATIONALE
To meet the needs of both a complex student population and a changing global society, teachers must be able to adapt instruction by employing an arsenal of teaching tools. Recognizing when and how to differentiate the instructional environment is crucial to maximizing learning for all students.

NEED
While strategies in differentiating instruction are currently provided in teacher preparation programs, feedback from principals and new teachers continues to indicate that the current level of preparation is often not adequate. Varied learning styles, disabilities, and cultural differences create the need for teachers who can provide multiple learning opportunities within each classroom.

3.1 Require mastery of knowledge and skills for effectively differentiating instruction based on a variety of factors such as learning styles, multiple intelligences, disabilities, and enrichment/remedial needs

Evidence may represent, but is not limited to: Scope and sequence for preparing candidates to meet needs of diverse learners in a variety of settings/role of dispositions in ability to differentiate instruction/connection of differentiating instruction to field experiences/methods used to address learning styles/disabilities and current state and federal law/language differences/cultural settings, etc.

A. Describe Existing Practices as related to the above recommendation.

<table>
<thead>
<tr>
<th>3.1.1.A.</th>
<th>A curricular review has been conducted to determine scope and sequence of instruction in and practice of effective methods of differentiating instruction to meet the needs of diverse learners and a variety of classroom settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Curricular Review was completed for the 2008 NCATE visit. Please refer to the NCATE report.</td>
<td></td>
</tr>
</tbody>
</table>

| 3.1.1.B. | The curricular review is designed and results analyzed in collaboration with P-12 partners to ensure appropriate alignment to meet the needs of diverse students across the areas of licensure. |

ELEMENTARY EDUCATION

See Elementary Education Syllabi. Task Analysis can be reviewed in our NCATE Report – Pages 144-150.

PHYSICAL EDUCATION

In Physical Education, students are regrouped according to skill development levels for that particular activity. Which means the grouping will shift based on an activity’s skill requirements and the level of performance demanded. Children needing work in a particular skill development area receive differentiated instruction.

Task Analysis can be reviewed in our NCATE Report – Pages 144-150.

MUSIC EDUCATION

Task Analysis can be reviewed in our NCATE Report – Pages 144-150.

1- Emphasis on diverse learning styles in the Elementary Music setting (MUE 313) including learners with disabilities (Music Therapy)
2- Emphasis on auditory and visual learners in the Middle School (MUE 315)
3- Emphasis on auditory and visual learners in the High School (MUE 314)

ENGLISH EDUCATION

The Department of Language and Literature provides candidates with models of differentiated instruction through online elements in their English specialty courses, professors who emphasize student-centered instruction and teacher-centered instruction, professors who illustrate the behaviorist theories of instruction, professors who illustrate the cognitive-constructivists theories of instruction, and professors who use Howard Gardner’s multiple intelligences theories in course requirements. In ENG 417, Methods of Teaching English; ENG 310, Pedagogical Grammar; and ENG 324, Adolescent Literature different learning styles and effective methods of differentiating instruction are discussed, reported on, written about, and demonstrated by the professor and students.

SOCIAL STUDIES EDUCATION

As part of its ongoing efforts to diversify subject content and instructional strategies within its own curricular framework, the History Department has implemented the Senior Seminar and expanded courses and Field Experience offerings in order to enhance teacher candidates’ student learning opportunities with a diversity of subjects and instructional approaches.

BIOLOGY EDUCATION

The focus in the field experience courses and content courses are classroom teaching and laboratory experiences. Both provide opportunities for students with different learning styles. The laboratories and classroom presentations are modeled by university faculty exhibiting best practice. These instructional models allow the teacher candidates to establish their style of best practice instruction. The school cooperating teachers have the same opportunity to model best practice behaviors.

MATHEMATICS EDUCATION

Students are made aware of the needs of diverse learners in MAT 345 and learn methods of differentiating instruction in order to meet those needs. Lesson plans in MAT 345 musts include this.

Issues related to diverse learning styles are also addressed in MAT 209 and 309.

ART EDUCATION

In the K-12 environment, teachers are implementing differentiated instruction in their lesson plans. Teacher candidates will observe these plans and interact with the cooperating teacher concerning how an instructor builds plans to meet the needs and gifts of every child.
B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

**PHYSICAL EDUCATION**

Lesson planning activities at the university will expand teacher candidates' preparation to design lesson activities that already include differentiated instruction in the initial plan. This will also include those students who have physical handicaps as well as students with delayed development in physical skills. Discussions and activities will train teacher candidates to adapt games to each successive group as the teacher moves through a full day schedule.

**MUSIC EDUCATION**

1. Broaden Emphasis on diverse learning styles to include Multiple Intelligences, enrichment/remedial needs in MUE 313, 314, 315
2. Improvement in field experiences to include diversity of experience (rural, urban, Title I)

**ENGLISH EDUCATION**

- Broaden emphasis on diverse learning styles to other English specialty courses
- Improvement in field experiences through requiring students in their lesson plans and lesson presentation to emphasize differentiating instruction based on a variety of factors

**SOCIAL STUDIES EDUCATION**

The new Secondary Social Studies Education courses (HIS 422, 423) are intended to connect relevant subject and content-area competencies with curricular and instructional methodology, including an emphasis on differentiating instruction. The field experience components of these two courses will include assessment of candidates' abilities to effectively differentiate instruction at a variety of levels.

**BIOLOGY EDUCATION**

The department is adding the opportunity to observe students learning in different styles of instruction in the secondary settings. Additionally they will continually receive instruction in differentiated instructional strategies at the university.

**MATHEMATICS EDUCATION**

Increase time devote to diverse learning in MAT 209 and 309.

**ART EDUCATION**

Lesson planning activities at the university will develop teacher candidates' preparation to design lesson activities that already include differentiated instruction in the initial plan. This will also include those students who have physical handicaps as well as students with delayed development are considered in the plans. Discussions and activities will train teacher candidates to adapt art activities to each successive group as the teacher moves through a full day schedule.
C. List **Needed Resources** (Human/Financial/Material) to implement the improvement enhancement strategies.

**All Licensure Areas**

Training for implementation of differentiated instruction application for pre-service teachers and faculty as well.

**PHYSICAL EDUCATION**

Equipment for adaptive physical education is necessary in order to differentiate instruction. This would also include the need for an Equipment Storage area.

**MUSIC EDUCATION**

Hire one additional full-time choral music education professor to share the music education responsibilities.

**ENGLISH EDUCATION**

None

**SOCIAL STUDIES EDUCATION**

- Financial support for purchasing materials for the construction of the two new Social Studies Education courses (HIS 422, 423).

- One 3-hour course reduction annually to meet supervisory and liason duties in connection with the new courses (HIS 422, 423).

- Contact principals to recommend a list of exemplary teachers to use as model teachers for pre-service candidates.

**BIOLOGY EDUCATION**

None

**MATHEMATICS EDUCATION**

None

**ART EDUCATION**

Equipment for adaptive art education is necessary to train teacher candidates in the use of technology and adaptive equipment when working with children with disabilities.
3.2 Reinforce/revise program content related to differentiating instruction through collaboration with P-12 Partners

Evidence may represent, but is not limited to: Comprehensive evaluation of program success related to differentiating instruction/use of assessment/feedback from P-12 partners/identified areas of strengths and needs/feedback from graduates, etc.

A. Describe Existing Practices as related to the above recommendation.

ELEMENTARY EDUCATION

Our partnerships with area schools (Oak Grove Elementary School, Oak Grove Primary, Oak Grove High School, Petal Elementary, Petal Primary) have provided an increased focus on differentiated instruction as teachers have expanded their lesson planning to include inclusion strategies, Differentiated Instruction, and Response to Intervention.

PHYSICAL EDUCATION

There has been a strong partnership with the Y.M.C.A. Recreation Department for the past 20 years.

MUSIC EDUCATION

1- Limited feedback from Clinical Faculty (Master Classroom teachers) hosting practica in Elementary settings
2- Limited feedback from Clinical Faculty (Master Classroom teachers) hosting practica in Middle School settings
3- Limited feedback from Clinical Faculty (Master Classroom teachers) hosting practica in High School settings

ENGLISH EDUCATION

- Limited feedback regarding student’s use of differentiating instruction

SOCIAL STUDIES EDUCATION

No current collaboration with P-12 Partners.

BIOLOGY EDUCATION

University faculty will receive feedback from 7-12 partners concerning the strengths and weaknesses of students. This information will drive content and strategies program plans for individual core courses.

MATHEMATICS EDUCATION

Students are made aware of the needs of diverse learners in MAT 345 and learn methods of differentiating instruction in order to meet those needs. These needs become clear when observed in the secondary settings. Teacher candidates are able to recognize the instructional strategies used the cooperating teachers to reach all students at their particular level.

ART EDUCATION

Aldersgate After School Program (Hattiesburg inner city population) works with the School of Education in art education activities.
B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

**ELEMENTARY EDUCATION**

These long term P.D.S. partnerships will be expanded beginning in Fall 2009. This will include the university’s participation in inservice training in Differentiated Instruction, Response to Intervention, and Inclusion Strategies.

**PHYSICAL EDUCATION**

Will continue to seek partnerships expanding on the Y.M.C.A. foundation.

**MUSIC EDUCATION**

1. Use Clinical Faculty (Master Classroom teacher) Evaluation Form (see 2.1, number 4) to reinforce/revise course content
2. Tap expertise of Partners in schools to improve classroom management skills
3. Institute value-added assessment by university students in practica in public schools.
4. Communicate with recent graduates to determine success related to differentiated instruction. Survey recent graduates from WCU who have entered the Master of Music in Music Education program at WCU to determine what to add or subtract and what is too much.

**ENGLISH EDUCATION**

- Communicate with P-12 partners to ensure teacher candidates are using differentiating instruction
- Communicate with recent graduate to determine success related to differentiated instruction.

**SOCIAL STUDIES EDUCATION**

Implementing the two new Secondary Social Studies Education courses (HIS 422,423) will require establishing connections with P-12 Partners, including development of assessment, feedback, and supervisory materials.

**BIOLOGY EDUCATION**

As the teacher candidates enter the field practica, more information will be collected to establish a list of cooperating teachers who have mastered differentiated instruction.

**MATHEMATICS EDUCATION**

Identify partners in area schools where our students are engaged in field experiences who can address the issue of diverse learners in a practical setting.

**ART EDUCATION**

Plans are in progress to expand to other community resources to encourage the arts in Harrison County by building a community service program with Biloxi Housing Authority and Negrotto’s Art Gallery.
C. List **Needed Resources** (Human/Financial/Material) to implement the improvement enhancement strategies.

<table>
<thead>
<tr>
<th>ELEMENTARY EDUCATION</th>
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<th>PHYSICAL EDUCATION</th>
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<table>
<thead>
<tr>
<th>MUSIC EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement and supervision of students in field experiences, communication with Clinical Faculty (Master Classroom teachers) regarding teacher candidates, survey of graduates, and recommended revisions to program content can all be possible with an additional faculty member.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH EDUCATION</th>
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<table>
<thead>
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<th>ART EDUCATION</th>
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<td>None</td>
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</table>
ISSUE 4: CLASSROOM MANAGEMENT

RATIONALE
Teachers need significant guidance and practice in all aspects of classroom management – managing instructional processes such as time, instructional delivery, and assessment; meeting the physical, emotional, psychological, and social needs of students; and developing organizational capacity. Skillful management of the classroom to provide a safe/orderly environment is essential for maximizing student learning.

NEED
In feedback on surveys by Mississippi principals and new teachers, lack of preparation and experience in handling an array of classroom management issues consistently surfaces as a major concern by both groups. Additionally, emerging teachers cite struggles with classroom management as reasons for choosing to leave the profession.

4.1 Develop and assess consistent expectations for performance as it relates to classroom management within preparation programs

Evidence may represent, but is not limited to: Performance expectations and assessment strategies/scope and sequence of instruction and practice/monitoring of consistency across programs, etc.

A. Describe Existing Practices as related to the above recommendation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Degree Areas</th>
<th>Field Experience</th>
<th>Duration and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 300/300.1 Introduction and Foundations to Education</td>
<td>Elem K-6 Secondary Subjects</td>
<td>21 hours observation hours: Elementary School (7 hrs); Middle School (7 hrs), High School (7 hrs) – observations recorded</td>
<td>8 hrs – Initial Observation; Shared Reading (Phonics and Phonemic Awareness) assignments and tutoring in an elementary school; candidate uses own lesson plans when tutoring (Small and/or large group)</td>
</tr>
<tr>
<td>EDR 308 Early Literacy I</td>
<td>Elem K-6 Special Subjects</td>
<td>8 hrs – Initial Observation; Vocabulary, Comprehension, and Fluency assignments and tutoring in an elementary school; candidate uses own lesson plans when tutoring (Small and/or large group)</td>
<td>4 hours observation and teaching lessons</td>
</tr>
<tr>
<td>EDR 311 Early Literacy II</td>
<td>Elem K-6 Special Subjects</td>
<td>3 hours observation and teaching lessons</td>
<td>4 hours observation and teaching lessons</td>
</tr>
<tr>
<td>EDU 344 Literature for Children</td>
<td>Elem K-6 Special Subjects</td>
<td>8 hrs – Observation and teaching lessons in two grade levels in Social Studies.</td>
<td>12 hours observation and teaching lessons</td>
</tr>
<tr>
<td>EDU 345 Social Studies in the Elementary School</td>
<td>Elem K-6 Special Subjects</td>
<td>3 hours observation and teaching lessons</td>
<td>10 hrs – Observation and teaching lessons in an elementary language arts class.</td>
</tr>
<tr>
<td>EDU 346 Science for Elementary</td>
<td>Elem K-6 Special Subjects</td>
<td>12 hours observation and teaching lessons</td>
<td>32 hours of one-on-one mathematics tutoring with an elementary student; candidate uses his/her own lesson plans which have been pre-approved by the instructor; the instructor supervises the candidates onsite.</td>
</tr>
</tbody>
</table>
| EDR 407 Communication in the Elementary School | Elem K-6 Special Subjects | 12 hours observation and teaching lessons | Proposal for Redesigned Teacher Preparation Program  
October, 2008

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EDU 436  Classroom Management  
Elem K-6  Secondary Special Subjects  
No observation is required

EDU 440  Kindergarten Education and Practicum  
Elem K-6  25 hrs – Observation, teach two lessons (Big Book and Phonemic Awareness), case study.

EDR 441 Diagnosis and Correction of Reading Disability  
Elem K-6  28 hours of one on one literacy tutoring with an elementary student; candidate uses his/her own lesson plans which have been pre-approved by the instructor; the instructor is supervising the candidates and the children  
No observation is required

EDU 446 Secondary Methods  
Secondary Special Subjects  
No observation is required

EDU 450 Test, Measurements, Evaluation  
Elem K-6  Secondary Special Subjects  
No observation is required

EDU 483, 484 Directed Teaching in Elementary School  
Elem K-6  7-12 K-12  13 weeks encompassing at least 520 hours in one student teaching setting with a Supervising Teacher and Supervising Professor.

EDU 496  Secondary Education & Specialists  

PHYSICAL EDUCATION

Classroom Management Unit in PED 337 Teaching Methods in Elementary School
Classroom Management Unit in PED 338 Teaching Physical Education in the Elementary School
Classroom Management Unit in PED 339 Teaching Methods in Secondary School
Classroom Management Unit in RED 305 Recreation Practicum

MUSIC EDUCATION

1- Classroom Management Unit in Elementary Music Methods (MUE 313)
2- Classroom Management Unit in Middle School Music Methods (MUE 315)
3- Classroom Management Unit in High School Music Methods (MUE 314)

ENGLISH EDUCATION

- EDU 436, Classroom Management, provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on students’ development of a personal and unique classroom management plan.
- ENG 417, Methods of Teaching English, provides a limited amount of information regarding classroom management. More emphasis is placed on theories and methods of teaching grammar, literature, and composition.
SOCIAL STUDIES EDUCATION

Other than EDU 436 (Classroom Management), the program currently does not provide instruction or assessment in classroom management.

BIOLOGY EDUCATION

Classroom management strategies are implemented in BIO 340 and backed up by the real world examples modeled by the Cooperating Teachers. EDU 436 Classroom Management, EDU 372 Survey of the Exceptional Child, EDU 300 Introduction and Foundations of Education, and EDU 450 Tests, Measurements, and Assessments train teacher candidates to recognize and implement powerfully successful learning communities which is the key to classroom management.

MATHEMATICS EDUCATION

Students take EDU 436 Classroom Management and EDU 372 Survey of the Exceptional Child. Both of these courses provide extensive information in behavior management. EDU 450 Tests, Measurements, and Assessment allows the teacher candidates to recognize the valuable assessments tools available to increase learning success and thus reduce management issues.

In MAT 345, students learn about classroom management related to instruction, assessment, and behavior of secondary students.

ART EDUCATION

Classroom Management Unit in ART 319 Art in the Elementary School

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Degree Areas</th>
<th>Field Experience</th>
<th>Duration and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 300/300.1 Introduction and Foundations to Education</td>
<td>Elem K-6</td>
<td>30 hours observation hours and teaching lessons</td>
<td></td>
</tr>
<tr>
<td>EDR 308 Early Literacy I</td>
<td>Elem K-6</td>
<td>16 hrs – Observation and teaching lessons</td>
<td></td>
</tr>
<tr>
<td>EDR 311 Early Literacy II</td>
<td>Elem K-6</td>
<td>16 hrs – Observation and teaching lessons</td>
<td></td>
</tr>
<tr>
<td>EDU 344 Literature for Children</td>
<td>Elem K-6</td>
<td>10 hours observation and teaching lessons</td>
<td></td>
</tr>
<tr>
<td>EDU 345 Social Studies in the Elementary School</td>
<td>Elem K-6</td>
<td>10 hrs – Observation and teaching lessons in two grade levels in Social Studies.</td>
<td></td>
</tr>
</tbody>
</table>

Proposal for Redesigned Teacher Preparation Program
October, 2008
74
<table>
<thead>
<tr>
<th>Course</th>
<th>Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 346 Science for Elementary</td>
<td>Elem K-6</td>
<td>10 hours observation and teaching lessons</td>
</tr>
<tr>
<td>EDU 372 Survey of the Exceptional Child</td>
<td>Elem K-6</td>
<td>16 hours observation and teaching lessons</td>
</tr>
<tr>
<td>Secondary Special Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDR 407 Communication in the Elementary</td>
<td>Elem K-6</td>
<td>30 hrs – Observation and teaching lessons in an elementary language arts</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td>class.</td>
</tr>
<tr>
<td>EDU 440 Kindergarten Education and</td>
<td>Elem K-6</td>
<td>30 hrs – Observation and teaching lessons</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
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</tr>
<tr>
<td>EDU 483, 484 Directed Teaching in</td>
<td>Elem K-6</td>
<td>13 weeks encompassing at least 520 hours in one student teaching setting</td>
</tr>
<tr>
<td>Elementary School</td>
<td>7-12</td>
<td>with a Supervising Teacher and Supervising Professor.</td>
</tr>
<tr>
<td>EDU 496 Secondary Education &amp; Specialists</td>
<td>K-12</td>
<td></td>
</tr>
</tbody>
</table>

**PHYSICAL EDUCATION**

1. Increased emphasis in EDU 436 on practical field experiences in the school setting.
2. Developing partnerships with P-12 master P.E. teachers so that student teachers can observe quality classroom management.

**MUSIC EDUCATION**

1. Increased emphasis in EDU 436 toward hands-on practical field experience in the school setting.
2. Development of a course that deals specifically with secondary classroom management.
3. Tap expertise of Secondary Partners to improve classroom management units in music methods.
4. Co-teaching = Clinical Faculty (Master Classroom teachers) and teacher candidates work together in the public schools.

**ENGLISH EDUCATION**

- Increased emphasis in ENG 417 on classroom management strategies.
- Increased attention on classroom management in required field experience required in ENG 417.

**SOCIAL STUDIES EDUCATION**

The new Secondary Social Studies Education courses (HIS 422, 423) are intended to connect relevant subject and content-area competencies with curricular and instructional methodology, including classroom management strategies. The field experience components of these two courses will include assessment of candidates’ abilities to effectively apply those classroom management strategies.

**BIOLOGY EDUCATION**

The extensive 60 hour field practica allows the students to experience various management strategies within a number of different settings.
MATHEMATICS EDUCATION

Expanded field experiences will provide new opportunities for students to learn from teachers in a classroom setting.

ART EDUCATION

Classroom Management Unit in ART 320 Art in the Secondary School.

C. List Needed Resources (Human/Financial/Material) to implement the improvement enhancement strategies.

Elementary Education

- List Best Practices Teachers
- List Clinical Educators
- List Non-paid University Faculty

PHYSICAL EDUCATION

None

MUSIC EDUCATION

Hire an additional choral music education professor to identify Clinical Faculty (Master Classroom teachers) as well as Elementary and Secondary Partners to improve classroom management course content.

ENGLISH EDUCATION

None

SOCIAL STUDIES EDUCATION

- Financial support for purchasing materials for the construction of the two new Social Studies Education courses (HIS 422, 423).

- One 3-hour course reduction annually to meet supervisory and liason duties in connection with the new courses (HIS 422, 423).

- Contact principals to recommend a list of exemplary teachers to use as model teachers for pre-service candidates.

BIOLOGY EDUCATION

None

MATHEMATICS EDUCATION

None
ART EDUCATION

Additional adjunct faculty to work with teacher candidates in the schools.

4.2 Provide extensive opportunities for teacher candidates to demonstrate appropriate expertise in an array of classroom strategies

Evidence may represent, but is not limited to: Program components for mastery of all aspects of classroom management/role of P-12 partners in providing feedback/assessment strategies for classroom management throughout all field experiences/curricular design regarding all aspects of classroom management, etc.

A. Describe Existing Practices as related to the above recommendation.

ELEMENTARY EDUCATION

- Practicum hours
- Demonstration while teaching a lesson from one of the courses
- Presentations

PHYSICAL EDUCATION

24 field practica hours - PED 337 Teaching Methods in Elementary School
24 field practica hours - PED 338 Teaching Physical Education in the Elementary School
24 field practica hours - PED 339 Teaching Methods in Secondary School
30 field practica hours – REC 305 Recreation Practicum

This is a major increase implemented this past year.

MUSIC EDUCATION

1- MUE 313 practicum in Elementary School—8 hours
2- MUE 315 practicum in Middle School—8 hours
3- MUE 314 practicum in High School—8 hours

ENGLISH EDUCATION

Teacher candidates have limited field experience presently, mainly in ENG 417, Methods of Teaching English.

SOCIAL STUDIES EDUCATION

The program currently does not provide opportunities for candidates to demonstrate appropriate expertise in an array of classroom strategies.
BIOLOGY EDUCATION

Classroom management and laboratory management are addressed through the 60 hours of science class observations. These skills are quite different between the classroom and laboratory. Skill sets must be a part of the training of each science teacher candidate, especially with the serious safety issues encountered in the laboratory.

MATHEMATICS EDUCATION

Current field experience provides opportunities to demonstrate expertise in classroom management settings. The total number of field experience hours is 71 for the existing program.

ART EDUCATION

20 hours in ART 319 Art in the Elementary School

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

Elementary Education

PDSs (to ensure best practice)
  • Videotaping for feedback

PHYSICAL EDUCATION

Since this field practica program was implemented this year (2008-2009), the Department will take this next year to evaluate the effectiveness of these increased hours on teacher candidates.

MUSIC EDUCATION

  1- MUE 313 enhanced practicum—15 hours
  2- MUE 315 enhanced practicum—15 hours
  3- MUE 314 enhanced practicum—15 hours
  4- Clinical Faculty utilize TIAI evaluation form with teacher candidates
  5- Field experiences in diverse settings(see 1.3,number 1)

ENGLISH EDUCATION

The increase of field experience hours (See 1.1) will provide the extensive opportunities for teacher candidates to demonstrate appropriate expertise in an array of classroom strategies:

ENG 417, Methods of Teaching English, 24 hours of focused field experience in public school classrooms which includes teaching one lesson. Students complete a report on the mentor teacher and with the input of the mentor teacher a report describing their classroom experiences.

ENG 310, Pedagogical Grammar, 24 focused field experience in public school classrooms which includes teaching one lesson and interviewing and reporting on theories and methods used to teach grammar.
ENG 324, The Novel (Young Adult Literature) 24 focused field experience in public school classrooms which includes teaching one lesson on the young adult novel and interviewing and reporting on theories and methods of teaching the young adult novel.

EDU 300, Introduction to Education—30 hours of field experience

EDU 372, Survey of the Exceptional Child—10 hours
EDU 436, Classroom Management—10 hours

SOCIAL STUDIES EDUCATION

Both the classroom and fieldwork portions of the two new Secondary Social Studies Education classes (HIS 422,423) are designed to offer teacher candidates ample opportunities to develop and demonstrate appropriate expertise and competencies through a series of exercises, simulations, classroom instruction and tutoring.

BIOLOGY EDUCATION

Opportunities to teach the whole group, tutor small groups and co-teach with the cooperating teacher expands the experiential basis for developing instructional skills and management skills. The employment of the TIAI will provide much more diagnostic evidence in building a teacher candidate’s professional development profile.

MATHEMATICS EDUCATION

Expanded field experiences will provide more opportunities for students to demonstrate their ability in classroom management.

Supervising teachers will assess classroom management ability with the TIAI.

ART EDUCATION

20 hours in ART 319 Art in the Elementary School
35 hours in ART 320 Art in the Secondary School

C. List Needed Resources (Human/Financial/Material) to implement the improvement enhancement strategies.

**Elementary Education**

Faculty release time
A New position created - Director of Field Experiences
The development of Professional Development School Sites in three districts.
National Board Certified Teachers as mentors

**PHYSICAL EDUCATION**

None
MUSIC EDUCATION
Hire one additional choral music education professor to supervise enhanced practica in diverse settings.

ENGLISH EDUCATION
None

SOCIAL STUDIES EDUCATION
- Financial support for purchasing materials for the construction of the two new Social Studies Education courses (HIS 422, 423).
- One 3-hour course reduction annually to meet supervisory and liaison duties in connection with the new courses (HIS 422, 423).
- Contact principals to recommend a list of exemplary teachers to use as model teachers for pre-service candidates.

BIOLOGY EDUCATION
None

MATHEMATICS EDUCATION
None

ART EDUCATION
Additional Faculty adjunct for the schools

4.3 Strengthen the collaborative involvement of P-12 educators with teacher preparation programs in identifying problem areas related to classroom management.

Evidence may represent, but is not limited to: Feedback from new teachers, mentors, and principals/strategies for reinforcing professional dispositions/identification for areas of program improvement/enhancement/opportunity for collaborative problem solving with P-12 partners, etc.

A. Describe Existing Practices as related to the above recommendation.

ELEMENTARY EDUCATION
See Professional Development Partnership Plan.

PHYSICAL EDUCATION
Feedback forms from the cooperating teachers are used in REC 305, PED 337, PED 338, and PED 339.

MUSIC EDUCATION
1- Limited feedback from P-12 educators hosting practica in Elementary settings
2. Limited feedback from P-12 educators hosting practica in Middle School settings
3. Limited feedback from P-12 educators hosting practica in High School settings

ENGLISH EDUCATION

Limited communication and feedback from P-12 educators hosting teacher candidates in English education.

SOCIAL STUDIES EDUCATION

The program does not currently collaborate with P-12 educators to address classroom management problem areas.

BIOLOGY EDUCATION

There is only a limited amount of feedback moving from the university professor to the 7-12 cooperating teachers.

MATHEMATICS EDUCATION

EDU 436 and field experiences address problem areas related to classroom management. There isn’t a formal feedback system where cooperating teachers and university faculty are communicating. EDU 436 and field experiences address problem areas related to classroom management.

ART EDUCATION

Feedback and evaluation forms from P-12 educators working with teacher candidates in ART 319.

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

Elementary Education

Better relationship between the mentor teachers and the university faculty to ensure that the process is best practice and that everyone has a similar understanding of the forms
- Creating a feedback system where cooperating teachers are able to describe the challenges in the schools and how teacher instructional strategies have to expand to meet those challenges.

PHYSICAL EDUCATION

The Program Chair and faculty will continue to establish partnerships with master PE teachers in the local districts to ensure that best practice will be observed by teacher candidates.

MUSIC EDUCATION

1. Utilize Master Teacher Evaluation form (See 2.1, number 4) to identify and improve areas in classroom management
2. Tap expertise of Secondary partners to strengthen classroom mgt. in Middle School and High School by redesigning practica to meet challenges
ENGLISH EDUCATION

Extensive written and spoken communication with P-12 educators regarding possible problem areas related to classroom management.

SOCIAL STUDIES EDUCATION

Establishing and developing strong connections between mentor teachers, candidates and university supervisors through regular assessment, feedback, and communication.

BIOLOGY EDUCATION

Reflections from teacher candidates will be employed to describe the types of stresses secondary students are encountering. The issue of increased Special Education students in secondary classrooms (Inclusion) has placed many more demands on secondary teachers. Networks of cooperating teachers and university faculty will be implemented through feedback loops to discuss and problem solve these new issues of instructional delivery and management.

MATHEMATICS EDUCATION

Seek additional feedback on problem areas from supervising teachers, principals, P-12 partners, and graduates from our program who are now teaching in area schools.

Create a checklist of behavioral observations

Create a detailed form for reporting management problems including a description of incidents, how handled, and a place for WCU students to make suggestions about how the incident should be handled

ART EDUCATION

Increased feedback and evaluation from cooperating teachers concerning teacher candidates from ART 319 and ART 320.

C. List Needed Resources (Human/Financial/Material) to implement the improvement enhancement strategies.

Elementary Education

- Faculty release time
- Director of Field Experiences
- PDSs
- National Board Certified Teachers as mentors

PHYSICAL EDUCATION

None
MUSIC EDUCATION

Utilize newly hired choral music education professor to facilitate feedback from Clinical Faculty (Master Classroom Teachers) in improving problem classroom management areas and working to implement changes in classroom mgt. units in methods classes.

ENGLISH EDUCATION

None

SOCIAL STUDIES EDUCATION

- Financial support for purchasing materials for the construction of the two new Social Studies Education courses (HIS 422, 423).

- One 3-hour course reduction annually to meet supervisory and liaison duties in connection with the new courses (HIS 422, 423).

- Contact principals to recommend a list of exemplary teachers to use as model teachers for pre-service candidates.

BIOLOGY EDUCATION

None

MATHEMATICS EDUCATION

None

ART EDUCATION

None
ISSUE 5: RECRUITMENT AND RETENTION

RATIONALE
Induction and mentoring programs are essential for the retention and development of teachers. Many assert that a significant portion of the teacher shortage can be addressed by increasing the retention rate. Research emphasizes the importance of induction and mentoring as a key variable in the likelihood of a teacher staying in or leaving the profession.

NEED
Teacher shortages in Mississippi are a persistent challenge although the intensity of the problem varies from locale to locale. Induction and mentoring programs are often minimal in nature, not well-designed, and of limited quality and impact.

5.1 Enhance scholarships and other pre-service incentives for teacher preparation in hard-to-fill content areas, and/or for service in hard-to-staff schools (also a state responsibility)

Evidence may represent, but is not limited to: Types of scholarships/ waivers or other institution specific opportunities for recruitment into teacher preparation/ description of any specific recruitment strategies/ communication strategies for awareness regarding scholarships related to the teaching profession, etc.

A. Describe Existing Practices as related to the above recommendation.

<table>
<thead>
<tr>
<th>ALL LICENSURE AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School of Education has a recruitment program orchestrated through the Admissions/Recruitment office. Faculty are involved in community college recruitment events (Mississippi Gulf Coast Community College, Jones Junior College, Copiah Lincoln Community College, and Pearl River Community College). These recruitment events include faculty and admissions personnel. The annual Educators Fair hosted on the university campus brings potential teacher candidates to an all day event with 20-25 school districts and the Mississippi Department of Education. The Annual State Educators Fair hosted by the Mississippi Department of Education is attended by the Dean of the School of Education, the Chair of the Education Department, and the Director of the Gulf Coast Education Program.</td>
</tr>
<tr>
<td>William Carey University is unique in establishing offsite campus programs in order to reach a much larger regional recruitment area. In the past three years, initial licensure programs have been established on the following offsite areas: Monticello (40 students), Magee (30 students), Raleigh (25 students), Jackson County (30 students), Laurel (40 students), Hancock County (30 students), Wayne County (30 students). We presently have two community college partnerships: Copiah-Lincoln Community College and Jones County Junior College. Both institutions provide advising assistance when their students show interest in William Carey University. We have provided courses at the graduate (initial licensure) and undergraduate level since 2006.</td>
</tr>
<tr>
<td>Our most extensive program has been a partnership with Jones County Junior College where the Elementary Education Junior Experience is offered on the Ellisville campus. William Carey University has scheduled all junior elementary education courses on the JCJC campus (EDU 300, EDR 308, EDR 311, EDU 325, EDR 344, EDU 345, EDU 346, and EDU 372). This partnership was created in 2006 and represents a significant bridge into the community college association. Presently William Carey University may be the only university who has such an extensive offsite elementary education commitment. The courses are offered from 4:30 PM – 8:30 PM once a week, allowing teacher's assistants to be involved in the program. If a JCJC student takes two of the courses during a term, one course is free. This has caused our JCJC recruitment to grow significantly over the past two years.</td>
</tr>
<tr>
<td>The School of Education's recruitment procedure includes tours of the facility, orientation appointments with the Chair of Physical Education or the Chair of Education or the Dean of the School of Education. Informational letters</td>
</tr>
</tbody>
</table>
from the Chair of Education and the Dean of the School of Education provide additional contact.

PHYSICAL EDUCATION

The Chair of the Department of Health, Physical Education, and Recreation makes orientation appointments with each prospective student.

MUSIC EDUCATION

Endowed Music scholarships awarded to music education students at WCU
- Alon and Edna Colletti Scholarship
- Wallace M. and Jackie T. Malone Scholarship
- Gwen Stadman Scholarship
- Katherine India Brown Scholarship

ENGLISH EDUCATION

SOCIAL STUDIES EDUCATION

Recruitment is handled by the Admissions Office.

BIOLOGY EDUCATION

Emphasis is placed on the fact that as a critical needs subject area for the state of Mississippi, biology student teachers can have their junior and senior years paid through forgivable loans. There are a number of scholarships available in the science areas. Prospective students are contacted by faculty members and invited to the campus.

MATHEMATICS EDUCATION

Existing scholarships include the Woodrow Wilson grant and critical needs grants. There are other Mathematics scholarships such as, The Elizabethan Scholarship and Dr. Gaston Smith Scholarship. Emphasis is placed on the fact that as a critical needs subject area for the state of Mississippi, mathematics student teachers can have their junior and senior years paid through forgivable loans.

University Preview Days are designed to invite prospective mathematics students to visit the department and meet faculty. The Admissions Office refers prospective students to an individual department for advising. Also every student referral receives a minimum of one or more contacts from the department.

ART EDUCATION

Recruitment is encouraged through the use of scholarship programs
- Ambrose Memorial Art Scholarship
- Mississippi Gulf Coast Craftsmen Guild Endowment
Danny Mack Dickerson Memorial Scholarship

Portfolio Day invites prospective students to visit the department and present their art portfolios for consideration of a talent scholarship.

Recruitment trips to the high schools and community colleges.

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

**Elementary Education**

It is the School of Education's goal to continue establishing other partnerships with community colleges in the region. Mississippi Gulf Coast Community College has been in negotiations with the School of Education concerning a Junior Experience program being established on their campus. There have also been discussions with Perkinston Community College.

**Physical Education**

Recruitment activities are in partnership with the university athletic coaches. This partnership will be continued and strengthened.

There are presently no scholarships for Physical Education teacher candidates. Working with the university, the Department would like to investigate the potential of establishing one or more scholarships.

**MUSIC EDUCATION**

1. Enhance current contributions
2. Work with Friends of the Winters School of Music (FOWSOM) to establish more endowed scholarship for music education

**ENGLISH EDUCATION**

There are alumni surveys and follow-up reports where teacher graduates are monitored through their first year. The department’s plan is to expand this monitoring and offer assistance to WCU teachers in the field over a three year mentoring period through emails, blogs, personal contacts, and an annual professional development workshop for graduates. These annual workshops will be designed secondary students and teachers.

**BIOLOGY EDUCATION**

Increase opportunities for scholarship funding.

**MATHEMATICS EDUCATION**

Seek funds for additional incentives.
ART EDUCATION

Increase the endowments for art education scholarships
Reduce the total number of hours for an Art Education degree to approximately 130 hours in order to make the program more competitive with other institutions.

C. List **Needed Resources** *(Human/Financial/Material)* to implement the improvement enhancement strategies.

<table>
<thead>
<tr>
<th>Elementary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional faculty (adjunct and fulltime) who can expand the School of Education's program to other school sites.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships need to be established for Physical Education teachers.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MUSIC EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire one full-time choral music education professor to enhance music education course offerings and to collaborate with Vice President for Advancement to increase giving to fund scholarships for music education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional development writing workshops will require start-up funding through grants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIOLOGY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A scholarship campaign at the university level focusing on future science educators.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A resource person to research additional grant possibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

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5.2 Implement a program of induction and mentoring based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation (also a state responsibility)

Evidence may represent, but is not limited to: Any collaborative activity with school districts regarding induction and mentoring processes/involvement in newly funded mentoring and induction plan adopted by MDE, etc.

A. Describe Existing Practices as related to the above recommendation.

<table>
<thead>
<tr>
<th>Elementary Education</th>
</tr>
</thead>
</table>

Contact with beginning teachers at the present time occurs with interviews (alumni graduate follow up interview) in the exit year. University faculty call or email students and request information that tracks graduates’ success or problems in the field. Another check is through the recommendation process by which schools implement their hires. We have consulted with schools and with individual students in their first year of teaching, and have provided supplemental support, curricular exemplars, and explanations of new innovations in the field of education. At this time we are not systematic in this follow up, but are very effective and knowledgeable about the needs and successes of our graduates. One of William Carey University’s strengths is that we continue to care about our students when they become colleagues in education. Should students need remediation during their first three years of professional practice, they have the option of auditing a course, consulting with a professor specializing in an area of difficulty, or taking an independent study with a graduate number. At this time we are not systematic in this follow up, but are very effective and knowledgeable about the needs and successes of our graduates. One of William Carey University’s strengths is that we continue to care about our students when they become colleagues in education.

Our faculty has been connected to the MDE Mentoring and Induction plan in several school districts. Faculty members have participated in the training

PHYSICAL EDUCATION

No induction program.

MUSIC EDUCATION

None.

ENGLISH EDUCATION

None

SOCIAL STUDIES EDUCATION

None

BIOLOGY EDUCATION

Long term follow-up have been limited in their scope and effectiveness.

MATHEMATICS EDUCATION

While follow-up is done on an informal basis, a consistent plan for maintaining contact with all mathematics
graduates has been limited by personnel and the distance of our teachers from the university campus.

ART EDUCATION
None

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

ELEMENTARY EDUCATION

We are continuing to implement the concept of Professional Development Districts and P.D. Schools to build a safety net for all new teachers during their first three years.

PHYSICAL EDUCATION
None

MUSIC EDUCATION

1- Endeavor to establish a program of induction and mentoring in districts surrounding WCU in south Mississippi and partner programs of teacher preparation.

ENGLISH EDUCATION

English Department faculty members will build partnerships with teachers in the field and their district through co-teaching in the regular curriculum and the summer intervention programs. This will provide a platform for recruitment and also a pathway to our new graduates who are in their first three years.

SOCIAL STUDIES EDUCATION
None

BIOLOGY EDUCATION
None

MATHEMATICS EDUCATION
None

ART EDUCATION

Working with the School of Education, the Department of Art will endeavor to identify master teachers in the field who would expand their professional responsibilities to serve as mentors to new art educators.

C. List Needed Resources (Human/Financial/Material) to implement the improvement enhancement strategies.

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PHYSICAL EDUCATION

None

MUSIC EDUCATION

Add one full-time choral music education professor to serve as liaison/coordinates of induction and mentoring programs.

ENGLISH EDUCATION

None

SOCIAL STUDIES EDUCATION

None

BIOLOGY EDUCATION

None

MATHEMATICS EDUCATION

None

ART EDUCATION

None
ISSUE 6: STRONG PARTNERSHIPS

RATIONALE
Formalized partnerships are needed among all entities involved in teacher preparation. In order to vertically and horizontally align all levels of education, a well defined system of collaboration that is accessible and available must be communicated to all stakeholders. This system should have liaisons from all groups represented who can analyze data, make recommendations, and serve as conduits for information sharing.

NEED
Currently, teacher preparation partnerships exist that are often minimal and/or superficial. A lack of communication and true collaboration contributes to the inability to effectively support new teachers. As a result of this lack of communication, resources are not always used optimally. To effectively prepare teachers for Mississippi schools, all stakeholders must be more meaningfully engaged in the preparation process.

6.2 Establish P-16 Councils

Evidence may represent, but is not limited to: Selection of council members with commitment to meaningful engagement/methods for appropriately documenting meetings/processes for reporting goals, etc.

A. Describe Existing Practices as related to the above recommendation.

ELEMENTARY EDUCATION

Our faculty has many contacts throughout Mississippi that has a major bearing on the School of Education’s planning and direction. Professional development sites operate in concert among collaborative agencies in schools and at other levels of the process to support preservice candidates, interns, and graduates of William Carey University programs in education. Our faculty members sit on boards and other community/church organizations that provide a wide range of information sources on the state of education and the effectiveness of Carey’s mission. Faculty members are on the following boards and organizations:

- Mississippi Professional Educators – Secretary-Treasurer and Board Members
- United Methodist Hour Board – 3 Board members
- ADEPT School (Drop-Out Recovery) Advisory Council – 2 Council members
- Oseola McCarty Youth Foundation – Board Member
- Phi Delta Kappa International – 6 Executive Board Members
- Delta Kappa Gamma – Professional Educators
- State P-16 Council – Member
- Mississippi Reading Association – 2 Executive Board members and officers
- Pine Belt Reading Council – Officers and Board members
- Pace HeadStart Executive Board member.

For additional Collaborations and Partnerships, see Collaborations Webpage.

This mentions a partial list of the many opportunities our faculty members have to engage the community in the discussion of the future of education. While we do not presently have a functioning P-16 Council, the School of Education is well represented throughout the community and region.

The intent is to support entering professionals in the critical years through the P16 council. This council, comprised of stakeholders at all educational levels, works together to assure that developing educators show consistent growth in the profession. To date, William Carey University has determined PDS (professional development sites) with locations at area schools. The location of professional experiences in the site schools affords an opportunity for council
members to observe preservice candidate development in action.

EDU 413 (Teaching Mathematics in Elementary Schools) – Mathematics in the elementary school as a course addresses the critical juncture for the development of conceptual knowledge and skills in using mathematical notation. Our preservice candidates go into the school as observers and follow with two lesson presentations, and conduct small group or individual diagnosis and remediation at the site school.

EDR 441 (Diagnosis and Remediation in Reading and Writing)- Preservice candidates meet with an individual elementary school student for twenty-five tutorial sessions fostering literacy. The elementary students are drawn from participants in an after-school program associated with a housing project in the Hattiesburg area. The capstone evaluation for the course centers on the case evaluation of the tutored student.

EDU 483/484/494 40 schools public and private across 20 school districts- These courses provide interns with opportunities to actively teach in site schools under the supervision of a trained mentoring teacher. The successful completion of the TIAl (teacher intern assessment instrument) indicates that students have mastered program indicators associated with professional dispositions, content knowledge, and pedagogical approaches. In addition, professionalism associated with department and attendance, allocation of time, presentation skills, and oral and written documentation abilities must be at proficient levels. The council can be instrumental in determining the expectations of the larger community of stakeholders in matters impacting beyond the classroom.

The council, by invitation from William Carey University, will serve in an advisory capacity. We intend to include business and community leaders, governmental officials, university faculty, parents, teachers, administrators (building and district), and retired teachers. The function of the counsel at the university is to evaluate potentials in program development and address accountability issues.

PHYSICAL EDUCATION

There are strong links into the community through the local recreation programs (Y.M.C.A.). This provides opportunities for community members to assist the Department in updating the Physical Education, Health and Recreation programs to meet 21st Century needs.

REC 305 Practicum in Recreation requires teacher candidates to work in a recreational facility for a minimum of 30 hours.

MUSIC EDUCATION

None

ENGLISH EDUCATION

Mississippi Humanities Council
Mississippi Council of Teachers of English
South Mississippi Writing Project
Edward Street After School Tutoring Program
Aldersgate After School Tutoring Program

SOCIAL STUDIES EDUCATION
BIOLOGY EDUCATION

Faculty member of the Sacred Heart School Board
Contributing member of the Mississippi Academy of Sciences
State and Local Science Fairs - Provide student judges

MATHEMATICS EDUCATION

Has reviewed, evaluated, and discussed with prospective teachers STEM (Science, Technology, Engineering, and Mathematics), teaching materials.

Attended the Mississippi Association of Mathematics Teacher Educators (MAMTE) this year. Networks with colleagues and others through this organization.

Member of Mississippi Council of Teachers of Mathematics (MCTM). Attends and interacts with colleagues through this organization.

ART EDUCATION

Partnerships in the community include:
  Aldersgate After School Program,
  National Association for the Arts
  Ohr Museum – facility sharing and the development of art workshops
  Summer Children’s Programs – Mud Dauber Camp
  Visiting Artists Forum
  American Advertising Federation – Gulf Coast Chapter
  Capital Gains (to help advertising students to transition into the professional world) - Jackson

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

ALL LICENSURE PROGRAMS

- Develop partnerships with businesses and school districts by forming a committee of advisors to determine the needs of the community and schools for the training of teachers.
- Development of a council for PDS to consist of potentially superintendent or someone of equivalent understanding of the system, someone from the local school, faculty member, curriculum director from central office - Needs to be a checklist of minimum criteria for potential mentor teachers as a guide for the council (can look at National Board Certified Teachers as being exception for criteria for mentor teachers)
- Faculty director of field experiences

The council, in its formative stage, has invited participation from site schools and is awaiting their letters of intent. Verbal commitments have been secured from some of the invited schools. Formal partnership contracts are under joint development with organizing participants. When those partnerships are formalized, we will consult with site schools participating in the council in the selection of remaining representatives to the council. Council development will formalize the process that has served the university and site schools in the past and is expected to offer council

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members a greater input in the process of teacher development. Council representatives will be expected to observe preservice activity in site schools and to recommend further action.

The P-16 Professional Development Plan will begin with the Professional Development District. See description in Sections 1 and 2.

MUSIC EDUCATION

1. Establish a university-wide P-16 council comprised of university personnel, parents, business/community to guide curriculum design/review, field experiences monitoring, with a view toward complete program assessment. Council should be composed of 2 sub councils (Elementary and Secondary).
2. Develop criteria for selection of council members
3. Development of goals and objectives of council

ENGLISH EDUCATION

Join the School of Education in the establishment of the P-16 council by supplying faculty members, district personnel, and community leaders. The School of Education has determined to build sub-councils focusing on discipline-specific interests (i.e. P-16 Sub - Committee- English Education).

BIOLOGY EDUCATION

There is a need for the School of Education P-16 council with representatives from the science community.

MATHEMATICS EDUCATION

Mathematics faculty members will seek mathematics educators and community members who would serve on a sub-committee (Math Education) on the P-16 Education Council.

ART EDUCATION

The P-16 Education Council will have representatives from Art Education and the Art community in order to define the strengths and weaknesses of art education in the various communities.

C. List **Needed Resources** (Human/Financial/Material) to implement the improvement enhancement strategies.

- Faculty member release time
- Travel of council members to a central location, providing materials for the meeting, and luncheon arrangements are pragmatic issues to be addressed.

PHYSICAL EDUCATION

None

MUSIC EDUCATION

Collaboration between School of Music, School of Education, as well as Deans and Chairs of Secondary programs to establish P-16 Council.

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ENGLISH EDUCATION

No financial requirements. Release time will be required as a faculty member undertakes specific projects.

SOCIAL STUDIES EDUCATION

None

BIOLOGY EDUCATION

Stipends for attending the Mississippi Academy of Sciences teacher education workshops.

MATHEMATICS EDUCATION

Stipends for attending statewide collaborative meetings: Mississippi Association of Mathematics Teacher Educators (MAMTE).

ART EDUCATION

None

6.3 Plan opportunities for collaboration among representatives from P-12 educators, teacher preparation programs and the broader community

Evidence may represent, but is not limited to: Activities for collaboration with the broader community as well as P-12 educators and preparation faculty, action steps from collaborative activities, etc.

A. Describe Existing Practices as related to the above recommendation.

ELEMENTARY EDUCATION

Information collaboration at this time based on relationships between our faculty (many who are retired from the schools systems)

- Collaboration between community college and teaching classes (e.g., EDU 300)

PHYSICAL EDUCATION

Mississippi Association of Health, Physical Education, and Recreation state convention remains the best platform for university personnel and P-12 faculty to meet and build partnerships.

MUSIC EDUCATION

None
ENGLISH EDUCATION

All collaborations presently are informal. There is no action plan for building collaborations.

SOCIAL STUDIES EDUCATION

None

BIOLOGY EDUCATION

There is limited attendance by faculty and students in the learned society conventions.

MATHEMATICS EDUCATION

Faculty participation in MAMTE provides opportunities for collaboration among professionals in teacher education programs.

ART EDUCATION

None

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

ELEMENTARY EDUCATION

- Schedule set times for meetings for preparation and then assessment

PHYSICAL EDUCATION

Will continue to strengthen partnerships through attendance at the State convention.

MUSIC EDUCATION

1- Establish a symposium for University Music education faculty, P-12 partners, and professional musicians in South Mississippi for continued program improvement with specific strategies for change.

ENGLISH EDUCATION

The annual language and literature workshop will provide a symposium for university English education faculty, 7-12 educators, and secondary undergraduate English Education majors. This interaction will establish a professional mentoring network throughout the districts.

SOCIAL STUDIES EDUCATION

None at this time
BIOLOGY EDUCATION

With increased stipends, the department will expand the number of students and faculty attending and presenting at state science conventions.

MATHEMATICS EDUCATION

Work to expand the number of faculty members and students who attend state conventions.

ART EDUCATION

Building a viable art education subcommittee of the P-16 council.

C. List Needed Resources (Human/Financial/Material) to implement the improvement enhancement strategies.

ELEMENTARY EDUCATION

- Create position Director of Field experiences WITH A SECRETARY

PHYSICAL EDUCATION

Funding to attend the convention.

MUSIC EDUCATION

Hire one additional choral music education professor to ease the current load of the coordinator of music education, affording the coordinator time to establish and facilitate symposium.

ENGLISH EDUCATION

None required.

SOCIAL STUDIES EDUCATION

None required.

BIOLOGY EDUCATION

None required.

MATHEMATICS EDUCATION

None

ART EDUCATION

None
ISSUE 7: ACCOUNTABILITY

RATIONALE
Because the sole purpose of teacher preparation programs is to train teachers to have a positive impact on student development, it seems clear that a fair and appropriate accountability system should focus on student learning. A cohesive system of data linked to teacher performance can provide vital diagnostic information for review of the preparation program.

NEED
Accountability implies that teacher preparation programs prepare graduates who can effectively teach. No existing statewide data system currently provides the needed linkage between student learning and preparation programs. An accountability model linked to effective teaching will furnish a needed communication vehicle for increasing both transparency and stakeholder confidence.

7.0 Develop institutional strategies for assessing program linkage to P-12 student learning

Evidence may represent, but is not limited to: Information on program evaluation/candidate assessment related to student learning/use of teacher work samples/student parent surveys, review of student test scores, etc.

A. Describe Existing Practices as related to the above recommendation.

The School of Education has had three assessment tools made available by the Mississippi Department of Education: (1) The Annual Process Review, (2) M.D.E. Survey of First Teachers, (3) M.D.E. Principal’s Survey of First Year Teachers. These three assessment processes have produced information which has been used to drive program change.

B. Describe Improvement/Enhancement Strategies to meet the expected outcomes of the recommendation. Included in this section are areas in need of improvement and evidence/rationale for the changes.

As the M.D.E. develops a computerized state-wide assessment system, the School of Program will be prepared to use the data to improve programs and teacher professional skills. The School of Education’s Teacher Education Program will move through a full cycle from teacher candidate to student outcomes in the school classrooms.

C. List Needed Resources (Human/Financial/Material) to implement the improvement enhancement strategies.

This mentoring and intervention program for WCU graduates across the State of Mississippi will be extremely expensive and hard to manage. It is hoped that a coordinated university system would be designed to look after all students in all regions. These resources have no funding base in the university’s budget.