Mississippi State Team Report:
Process and Performance Review

of

William Carey College
Hattiesburg, Mississippi
April 20, 2007

Tabitha Otieno, Teacher Education Chair
William Sumrall, Team Member

Department of Education
Annual Process and Performance Review
Preliminary Report

Conducted by the
Mississippi Department of Education
Dr. Hank Bounds, Superintendent
Dr. Daphne Buckley, Office of Quality Educators and Special Schools
Dr. Tony Latiker, Office of Educator Preparation Programs
**Section I: Documentation of Candidates (Standards 1, 2, 4, and 6)**

**Standard 1:** Prior to being admitted to a teacher education program, students shall have completed a minimum of 44 semester hours of core curriculum coursework achieving a minimum grade point average of 2.5 on a 4.0 system.

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**Standard 2:** Prior to being admitted to a teacher education program, students shall attain a minimum score on the Praxis I (Reading, Writing, and Math), or a minimum ACT score of 21 (with no score lower than 18 on any subcategory); or a minimum SAT score of 860.

MET

**Standard 4:** Prior to completing a teacher education program, candidates shall have successfully completed a minimum 12 weeks (60 working days, full-day student teacher experience).

MET

**Standard 6:** Candidates shall be required to have the following programs of study: (See Visit Guide, page 8, Standard 6)

MET

(See standards above)

All candidate records were reviewed for accuracy and completeness. The student records were found to be complete and accurate. All the required information was found in each candidate’s folder.
Section II: Documentation of collaboration and class management instruction (Standards 8 and 9)

Standard 8: Each school/department of education shall annually document that they maintain collaborative relationships, programs, and projects with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.

The Teacher Education Unit at William Carey University presented a variety of evidence that show extensive collaboration activities with K-12 schools on community level including:
- Serving as judges at Reading fair, Senior projects and Spelling bees
- Aldersgate Mission after school program
- Hosting young author celebration

Unit faculty has extended their collaborative services beyond their immediate P-12 to include Regional and Statewide collaborations such as:
- Mississippi School Leadership Institute
- Mississippi Mentor Training Institute
- Project ANGERS Teacher Liaison Network
- Creating Futures through Technology Conference etc.

On National level collaborations include:
- Bureau of Educational Research
- Teaching Exceptional Children Books Reviews etc.

Faculty has made presentations in various classrooms and schools as documented by letters and certificates of appreciation. Also worked to create partnerships with local schools – Jersey Reading Council, Senator Lott with department of Education to name a few.

MET

Standard 9: Teacher education programs must document that the best practices for discipline and classroom management, as approved by the Commission, are incorporated into all their elementary, secondary, and special area programs.

The teacher Education Unit at William Carey University has successfully documented the use of classroom management in the course required by all teacher candidates: The introduction and Foundations of Education EDU 300 and in EDU 436: Classroom Management, course specifically focusing on class management issues.
During Student Teaching experience candidates are evaluated by STAI which has several components that address classroom management adequately. This is documented by candidates' STAI and County School District Observation Rubrics.

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Section III: Documentation of state/national standards (Standard 5)

Standard 5: Candidates shall successfully complete a teacher education program that incorporates state or national standards, as approved by the Commission.

Determinations regarding this standard should be considered incomplete pending the syllabus review by the MDE.

Section IV: Program Accreditation and Annual Reporting (Standards 3 and 7)

Standard 3: Prior to completing a teacher education program, all elementary, secondary, and special area teacher education candidates shall have successfully completed a teacher education program, which is accredited by the National Council for Accreditation of Teacher Education or state-approved guidelines.

MET

Standard 7: The annual AACTE/NCATE report or the state equivalent shall be provided to the Mississippi Department of Education by October 1 of each calendar year.

MET
Title II Cohort data was provided to the MDE by the deadline.
**Standard 10:** A student signed and dated "Teacher Candidate Licensure Advisory" shall be retained as a permanent part of student records.

**MET**
Signed and dated Teacher Candidate Licensure Advisory Forms are on file for each student admitted during the 2006-2007 academic year.
Chairperson’s Summary for Exit Conference
Standard-by-Standard Synopsis

Process Standards
Standard 1 (Coursework): Met
Standard 2 (Pre-admission testing): Met
Standard 3 (NCATE Accreditation): Met
Standard 4 (Clinical Exp.): Met

Standard 5 (State/National standards): Not Evaluated
Determinations regarding this standard should be considered incomplete pending the syllabus review by the MDE Office of Academic Education.

Standard 6 (Program of Study): Met
Standard 7 (NCATE Report): Met
Standard 8 (Unit Collaboration): Met
Standard 9 (Classroom Management): Met
Standard 10 (Teacher Candidate Advisory): MET

Performance Standards
Standard 1 (80% Praxis [PLT]): MET
Standard 2 (1st Year Survey): MET

Overall Findings
PROCESS AND PERFORMANCE REVIEW
OF
TEACHER EDUCATION
TEAM REPORT

Institution: William Carey College
Date of Visit: April 20, 2007

PROCESS STANDARDS

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PERFORMANCE STANDARDS

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Dr. Tabitha Otieno, Chair
Dean or Designee

Dr. William Sumrall, Team Member
Office of Educator Preparation

Kelli Grant
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