Mississippi State Team Report:  
Process and Performance Review 

of  

William Carey University  
Hattiesburg, Mississippi  
March 25, 2010  

Ms. Gail Gettis, Co-Chair  
Dr. Susan P. Lee, Co-Chair

Annual Process and Performance Review  
Preliminary Report  
Teacher Education

Conducted by the  
Mississippi Department of Education  
Dr. Tom Burnham, State Superintendent of Education  
Dr. Daphne Buckley, Office of Quality Educators  
Ms. Gail Gettis, Office of Teacher and Administrator Preparation
Section 1: Documentation of Candidates (Standards 1, 2, 3, and 4)

Standard 1: Prior to being admitted to a teacher education program, candidates 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.

Met:
Records were reviewed from a random sample of 25 candidates who had been admitted into Teacher Education at William Carey University. Of the records reviewed, 100% of the candidates admitted to the teacher education program completed a minimum of 44 semester hours of coursework with a GPA of 2.65 or higher.

It should be noted that the tabulated GPA documentation and the core hours were presented in a very organized manner, making the folders very user friendly for the reviewer.

Standard 2: Prior to being admitted to a teacher education program, candidates 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:
Records were reviewed from a random sample of 25 candidates who had been admitted into Teacher Education at William Carey University. Of the records reviewed, 100% of the candidates admitted to the teacher education program attained 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. Candidate records each provided a summary of the Praxis Scores and documented Praxis score sheets for validation.

Standard 3: Candidates shall complete a teacher education program accredited by NCATE or state-approved guidelines.

Met:
Supporting documentation reviewed included the last Process and Performance Review from the Mississippi Department of Education and the documentation of performance from the Chair of the state NCATE review team.

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

Met:
Standard four was met and with evidence provided that documented internship activities. Candidates' calendars were presented with the particulars of the internship experiences. Each candidate's monthly record of hours in the fields was included in the documentation.
Section III: Standards 5, 6 and 7

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

Pending MDE State Frameworks Review: Course syllabi were reviewed for inclusion of national standards (IRA, ACEI, INTASC, NCSS, NAEYC, ISTE, and others) and found them to be linked to learning objectives and assessments.

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

Met:
Evidence needed to support Standard 6 was clear and indicates that this standard was met. Curricular sheets were provided for different programs.

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:
Evidence was provided to support that this standard was met.

Section II: Standards 8, 9 and 10

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.

Met:
Documents reviewed substantiated the collaborative relationships, programs, and projects with P-12 school districts, their faculties, and other partnerships to conduct research, and to improve the quality of education. Documents reviewed included William Carey faculty partnership with the Aldersgate Mission, professional development workshops with William Carey faculty, documentation of volunteerism in P-12 partnership schools, use of community expertise in William Carey classes and as mentors, volunteer activities for William Carey faculty and candidates, regional and state collaborations, national collaborations, and multiple examples of partnerships with P-12 schools and William Carey faculty.

It should be noted that quantity and quality of documentation as well as the organization of the documentation is excellent for this standard. The new collaborative partnerships that have been established with Belhaven University, Mississippi College, and Delta State University are to be commended. The newsletter Teachers of Excellence is an outstanding resource of information for teachers in school districts and offers the participating universities an excellent means of collaborating with P-12 faculty.
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.

Met:
Documents reviewed included syllabus for classroom management EDU 436, candidate practicum portfolios, and candidates' projects with candidate requirements.

Standard 10: A candidate signed and dated "Teacher Candidate Licensure Advisory" shall be retained as a permanent part of student records.

Met:
Records were reviewed from all candidates who had been admitted into Teacher Education. Of the records reviewed, 97 of the 99 candidates had Teacher Candidate Licensure Advisory forms completed with the proper signatures.
Co-Chair’s Summary for Exit Conference
Standard-by-Standard Synopsis

**Process Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>(Coursework):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 2</td>
<td>(Pre-admission testing):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 3</td>
<td>(NCATE Accreditation):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 4</td>
<td>(Clinical Experiences.):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 5</td>
<td>(State/National standards):</td>
<td>Pending MDE Review</td>
</tr>
<tr>
<td>Standard 6</td>
<td>(Program of Study):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 7</td>
<td>(NCATE Report):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 8</td>
<td>(Unit Collaboration):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 9</td>
<td>(Classroom Management):</td>
<td>MET</td>
</tr>
<tr>
<td>Standard 10</td>
<td>(Teacher Candidate Advisory):</td>
<td>MET</td>
</tr>
</tbody>
</table>

**Performance Standards**

**Standard 1 (80% Praxis [PLT]):**

**Met:**
WILLIAM CAREY UNIVERSITY has documented that 80% of all teacher education graduates from the university are at or above the proficiency level on the PRAXIS II, as documented in ETS reports for years 2003 - 2009.

**Standard 2 (1st Year Survey):**

**Met:**
William Carey University has documented that a satisfactory rating of 80% or greater on the school district job performance survey exists for reports dated 2003-2000.

**Overall Findings**

William Carey University has provided clear organization of documents and generous assistance in the coordination of a successful review. The collaborative spirit shown by the dean and faculty is impressive. The atmosphere of caring and support shown to candidates is to be commended and is evidenced in the success of William Carey graduates.
PROCESS AND PERFORMANCE REVIEW
OF
TEACHER EDUCATION
TEAM REPORT

Institution: William Carey University

Date of Visit: March 25, 2010

PROCESS STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PERFORMANCE STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Gail Gettis, Co-Chair
Office of Educator Preparation

Dean or Designee

Susan P. Lee, Co-Chair