Mississippi State Team Report:  
Process and Performance Review  
of  
William Carey University  
Hattiesburg, Mississippi  
March 27, 2009  
Mary L. Alexander, Chair  

Annual Process and Performance Review  
Preliminary Report  
Teacher Education  

Conducted by the  
Mississippi Department of Education  
Dr. Hank Bounds, Superintendent  
Dr. Daphne Buckley, Office of Quality Educators  
Ms. Gail Gettis, Office of Teacher and Administrator Preparation
**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.

**Met:**
Records were reviewed from a random sample of 26 candidates who had been admitted into Teacher Education. 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 was very helpful to the reviewers to have the tabulated GPA documentation and the GPA presented in such an organized manner.

**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:**
Records were reviewed from a random sample of 26 candidates who had been admitted into Teacher Education. 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.

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

**Met:**
Supporting documentation reviewed included the 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 student teaching activities. Candidates’ calendars were presented with the particular of the internship experiences.
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.

Met: Course syllabi were reviewed and reflected that national standards (IRA, ACEI, INTASC, NCSS, NAEYC, ISTE, and others) were linked to learning objectives and assessments. There was no indication on several syllabi that standards were being used (EDR 311, HEA 300, PED 432 and PED 433). Student portfolios and other assignments were reviewed.

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

Met: Standard 6 evidence was clear and indicate that it 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: 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.

Met:
Documents reviewed documented 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 WCU faculty partnership with the Aldersgate Mission, professional development workshops with WCU faculty, documentation of volunteerism in P-12 partnership schools, use of community expertise in WCU classes and as mentors, volunteer activities for WCU faculty and candidates, regional and state collaborations, national collaborations, and multiple examples of partnerships with P-12 schools and WCU faculty.

It should be noted that quantity and quality of documentation as well as the organization of the documentation is excellent for this standard.

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 student project with candidate requirements.

Standard 10: A student 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 143 of the 151 candidates had Teacher Candidate Licensure Advisory forms completed with the proper signatures.
Chairperson’s Summary for Exit Conference
Standard-by-Standard Synopsis

Process Standards
Standard 1 (Coursework):

Standard 2 (Pre-admission testing):

Standard 3 (NCATE Accreditation):

Standard 4 (Clinical Exp.)

Standard 5 (State/National standards):

Standard 6 (Program of Study)

Standard 7 (NCATE Report):

Standard 8 (Unit Collaboration):

Standard 9 (Classroom Management):

Standard 10 (Teacher Candidate Advisory):
Performance Standards
Standard 1 (80% Praxis [PLT]):

Met:
WCU 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 - 2008.

Standard 2 (1st Year Survey):

Met:
WCU has documented that a satisfactory rating of 80% or greater on the school district job performance survey exists for reports dated 2003-2006.

Overall Findings

William Carey University has provided clear organization of documents and helpful assistance in the coordination of a successful review.
PROCESS AND PERFORMANCE REVIEW
OF
TEACHER EDUCATION
TEAM REPORT

Institution: William Carey University
Date of Visit: March 27, 2009

PROCESS STANDARDS

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Office of Educator Preparation
Dean or Designee

Teacher Education Chair
Team Member
Team Member

Signature: [Signatures]