

Delta State

Academic Affairs/Provost and VPAA

College of Education

Field Experience

FE Mission Statement

Mission statement

Program Mission: The primary mission of the Office of Field Experiences is to provide a high quality field experience program for teacher education candidates and other future practitioners prior to and during internship. Field experiences and internships are considered by many to be the most important phases of professional preparation. Engaging in field experiences allows the prospective teacher/practitioner to apply and test the principles, theories, and methods learned throughout the various programs. A second mission of the Office of Field Experiences is to provide information and support regarding licensure to teacher education candidates, graduates, public school personnel, faculty, and the public and university community. For most endorsements and graduate programs as well as licensure in other states, institutional recommendation is provided based on completion of state-approved and NCATE accredited programs.

Related Items

There are no related items.

FE 01: UO Field experiences and internship placements

Start: 7/1/2011

End: 6/30/2012

User Outcome

Field experiences and internship placements will be provided for all teacher education candidates.

Data Collection (Evidence)

An exit survey is given to all student teachers/interns at the conclusion of the internship semester. Questions 12 – 15 relate directly to the Office of Field Experiences. Data from these questions are analyzed by the Director of Field Experiences at the end of each semester.

Results of Evaluation

Instructions: Rate the following survey items on a scale of 1 to 5. 5 indicates very good and 1 indicates very poor.

Survey items:

- 12. Rate your overall internship experience.
- 13. Rate your overall internship placement.
- 14. Rate your support from your DSU supervisor.
- 15. Rate your support from your cooperating teacher.

Spring 2011 = 61 interns

	Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Question 12.	74%	20%	3%	3%	0%
Question 13.	79%	12%	5%	1%	3%
Question 14.	89%	4%	6%	1%	0%
Question 15.	79%	10%	7%	3%	1%

Fall 2011 = 35 interns

	Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Question 12.	77%	21%	0%	2%	0%
Question 13.	83%	15%	2%	0%	0%
Question 14.	81%	12%	5%	2%	0%
Question 15.	77%	12%	9%	2%	0%

Use of Results and Recommendations

Ratings indicate that overall candidates were very satisfied with placements. A very small percentage (3%) was not satisfied with their internship placement and another small percentage (1%) was not satisfied with support from cooperating teachers. Relationships and responsibilities of supervisors and cooperating teachers continue to be an emphasis for supervisor and cooperating teacher trainings held each semester. Each semester, the Director of Field Experiences will continue to monitor placements and will adjust the list of placements for the future as needed. It is noted, as well, though, that occasionally a placement is not working simply due to a personality clash between candidates and cooperating teachers and/or supervisors. Also, candidates do not always receive the exact placement that they want due to specific qualifications of cooperating teachers. Sometimes a particular school may not have a cooperating teacher that meets the criteria in a specific subject area.

Related Items

 [SP1.Ind04: Job placement](#)

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP3.Ind06: Diversity](#)

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

 [SP5.Ind06: Community Outreach](#)

FE 2012_01: High quality field experience program

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To provide a high quality field experience program for teacher education candidates in all majors during the last semesters of their teacher preparation program.

Evaluation Procedures

Methods course syllabi, agendas and minutes from faculty meetings, and agendas and minutes from Teacher Education Council were examined. Internship syllabi were reviewed, and methods course instructors, university supervisors, clinical faculty and candidates were asked to provide constructive feedback regarding field experiences this year. Field experience request forms and Task Stream reports from methods course instructors, supervisors, and cooperating teachers were analyzed for effectiveness of field experiences.

Actual Results of Evaluation

Candidates are well prepared for real classrooms. There was an 8% increase in the number of undergraduate teacher education graduates in 2010-2011 than in 2009-2010. This resulted in an increase in the number of graduates entering the teaching profession this year. Even though there was a 3% decrease in the number of actual field experiences for teacher education candidates, reports from candidates and faculty indicate that field experiences have increased in terms of quality.

Use of Evaluation Results

Use data regarding quality field experiences as a marketing tool in order to attract quality candidates to teacher education and to retain those teachers as they begin their teaching careers.

Related Items

 [SP1.Ind04: Job placement](#)

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

[SP4.Ind09: Institutional review process / Accreditations/IE](#)

[SP5.Ind06: Community Outreach](#)

[SP5.Ind08: Area Priorities \(Delta, IHL, or state\)](#)

FE 2012_02: Monitoring field experiences for collaboration

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To continue to monitor field experiences to ensure continued collaboration with P-12 school partners and clinical faculty by meeting with program coordinators, supervisors, principals, methods course faculty, and clinical faculty at least once each semester.

Evaluation Procedures

Informal discussions and a focus group session was held with P-12 school partners and clinical faculty. Meetings were held with program coordinators, supervisors, and methods course faculty. Minutes and agendas from these meetings were examined as well as results from exit surveys in order to make data-driven decisions.

Actual Results of Evaluation

Methods course syllabi reflect partnerships with local districts. According to survey results, placements for interns were in quality settings to ensure quality experiences for candidates. Interns had successful internships in quality schools and are on the way to becoming master teachers in their respective areas. Due to survey results and indications of quality partnerships, it is anticipated that most graduates will remain in the teaching profession.

Use of Evaluation Results

Preferred sites were used for field experiences and especially for internship placements.

Related Items

[SP1.Ind08: Curriculum Development and Revision](#)

[SP2.Ind02: Retention](#)

[SP2.Ind03: Graduation Rate](#)

[SP4.Ind09: Institutional review process / Accreditations/IE](#)

[SP5.Ind06: Community Outreach](#)

[SP5.Ind08: Area Priorities \(Delta, IHL, or state\)](#)

FE 2012_03: Increase of leadership skills

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Continue to increase my leadership skills by working to improve collaboration and cohesiveness between elementary and secondary education programs. General information meetings with candidates will be held each semester as well as Teacher Work Sample (TWS) trainings throughout the year. Workshops for Praxis I, the PLT, and the elementary content area will be provided each semester. Resources and assistance will be offered to secondary faculty to conduct workshops in respective content areas for Praxis. Continue to offer advisement support regarding redesign within the secondary education programs. The purpose of this goal is to attract and maintain quality individuals for the teaching profession.

Evaluation Procedures

Candidate exit surveys were examined and analyzed and reports were run in Task Stream concerning Praxis pass rates. Course evaluations and training evaluations were examined. Formal and informal feedback was received from faculty.

Actual Results of Evaluation

As indicated by Task Stream reports and feedback from candidates and faculty, candidates are better prepared for their respective programs, for field experiences, and for internship. Failure rates on Praxis examinations have begun to drop and all programs are working together for the common goal of attracting and retaining quality candidates for the teaching profession.

Use of Evaluation Results

Continue to lower the number of candidates who fail to meet program requirements due to Praxis scores and continue to ensure that candidates are better prepared for the teaching profession.

Related Items

- [!\[\]\(a22ba4e13c745edbf29e51af246c4c12_img.jpg\) SP1.Ind02: National / Standardized Test Scores](#)

- [!\[\]\(33b18af9a4b997eb52666cfeb3c44157_img.jpg\) SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

- [!\[\]\(262b158440b847a82f89a14cab8644ec_img.jpg\) SP1.Ind08: Curriculum Development and Revision](#)

- [!\[\]\(f51929fecf7b0dc947ac13f4c4835e8f_img.jpg\) SP2.Ind02: Retention](#)

- [!\[\]\(dfbf0e54bcca114319aa65c906feb8d0_img.jpg\) SP2.Ind03: Graduation Rate](#)

- [!\[\]\(64792950f1b7ee883a860b5f0af110c3_img.jpg\) SP3.Ind08: Evaluations](#)

- [!\[\]\(a4c91228d412dab12bd635819fc28c10_img.jpg\) SP4.Ind09: Institutional review process / Accreditations/IE](#)

- [!\[\]\(c6956848df6ff9e9b3dad161d5adefac_img.jpg\) SP5.Ind08: Area Priorities \(Delta, IHL, or state\)](#)

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Office of Field Experiences has the following responsibilities:

1. Screen and approve all candidates who request admission to Teacher Education;
2. Screen and approve all candidates who request admission to internship;
3. Coordinate with P-12 schools in the DAAIS consortium for the placement of teacher education interns, interns in the School Counseling program, graduate candidates doing practicum field experiences, student interns in the FCS Nutrition program, student interns in Child Development, interns in Athletic Training, and for placements for all school visits and observations prior to the capstone internship experience;
4. Provide training for cooperating teachers on expectations/responsibilities, including technology expectations associated with Task Stream to clinical faculty;
5. Provide training on Teacher Work Sample construction to teacher education majors and faculty;
6. Serve as a liaison between the College of Education and educational partners;
7. Maintain all records associated with field experiences and candidates in the teacher education program;
8. Maintain records with varied assessment data for teacher education candidates;
9. Serve as Certification Officer for Delta State University;
10. Provide licensure advisory for all candidates prior to admission to Teacher Education;
11. Provide licensure verification for current candidates and alumni of Delta State University;
12. Provide resources and workshops for Praxis examinations.

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Office of Field Experiences Yearly Placements

Department/Division	Number of Placements													
	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Field Experience Prior to Student Teaching	423	462	635	351	389	538	539	626	424	586	416	563	630	466
Student Teaching Internships	47	59	42	51	34	50	38	37	38	41	25	65	38	59
Dietetics and Nutrition Practicum Experiences	3	4	6	4	5	6	11	7	10	6	7	14	6	6
Child Development and Fashion Merchandising Internships	4	8	6	17	8	14	17	17	6	8	9	12	3	11
Counseling and Psychology Internships	28	23	27	18	25	23	39	48	23	24	15	14	17	16
Athletic Training Internships	5	4	9	9	14	13	20	18	19	25	15	14	10	16
Total Number of Placements Each Semester	490	560	725	450	475	644	664	753	520	690	487	674	704	558

Total Number of Placements for 2009 - 2010 = 1210

Total Number of Placements for 2010 - 2011 = 1161

Total Number of Placements for 2011 - 2012 = 1262

Trend data indicates that since 2005, the total number of fall placements has not always been a steady increase. With the exception of spring 2007, the numbers of spring placements indicate an upward trend. Trend data also indicates that since spring 2007, the number of placements has been on a steady rise. The total number of student teaching internships for spring 2011 is the highest that it has been since this cycle of data reporting began in 2005. The spring 2011 interns included the first group of interns in the newly established elementary education program through Delta State University housed at Hinds Community College. It is expected that the number of student teaching interns will continue to be slightly higher than the norm due to this additional elementary education program. Presently, the total number of field experience placements continues to rise with the exception of the Family and Consumer Sciences placements in dietetics and nutrition and child development. This decrease is due to lower enrollments in classes requiring practicums in those majors. Most classes in the College of Education continue to require

significant numbers of field experiences and focus on the quality of those experiences. The number of placements for 2011-2012 is higher than previous years. It is significant to note that the fall number of placements is generally higher than the spring number of placements as not all methods courses requiring field experiences are taught during the spring semester.

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Dr. Cheryl Cummins' noteworthy activities and accomplishments:

1. Received promotion from Associate Professor to Professor;
2. Served as Program Coordinator for the Elementary Education program;
3. Supervised revision of syllabi for elementary education program, special education courses, and MAT program;
4. Revised the Teacher Education Handbook for fall 2011 and spring 2012 to provide candidates, cooperating teachers, university supervisors, and faculty with written protocol for all forms, paperwork, procedures, etc. vital to the success of field experiences;
5. Updated the internship information to include all forms, paperwork, etc. in a digital format for internship candidates, university supervisors, and cooperating teachers;
6. Conducted cooperating teacher trainings on campus for teachers from districts accepting DSU interns during fall 2011 and spring 2012, and conducted cooperating teacher trainings in DeSoto County and Rankin County for teachers in those areas;
7. Conducted supervisor trainings on campus for university supervisors of interns during fall 2011 and spring 2012;
8. Conducted general information meetings for teacher education candidates, keeping them informed of updates, deadlines, licensure advisory, program advisement, Praxis exams, requirements for admission to teacher education and to internship, and other important information from MDE and the Office of Field Experiences;
9. Coordinated successful evaluation from the state on the Annual Process and Performance Review;
10. Continued to monitor implementation of the Blue Ribbon Commission's Redesign of Teacher Education for Delta State University;
11. Coordinated workshops and shared resources with candidates for different Praxis exams (Praxis I – Reading, Writing and Math, and Praxis II for elementary content);
12. Provided a series of trainings on the Teacher Work Sample for secondary education majors and content methods instructors;
13. Served as Certification Officer for the College of Education to include the continued implementation of the online licensure process;
14. Attended professional meetings and conferences relevant to the Office of Field Experiences and Teacher Education;
15. Served on and am currently serving on dissertation committees as well as chairing a dissertation;
16. Chaired NCATE Programs Committee and served on Field Experiences Committee;

17. Served on the College of Education's Administrative Council;

18. Served as a member of the Teacher Education Council;

19. Served on the Administrator of the Year committee for selection of Administrator of the Year for the state of MS;

20. Served on the Teacher of the Year committee for selection of Cleveland School District's Teacher of the Year;

21. Scholarly activities as in presentations/publications:

Cummins, C., Garrison, J., & Thomas, D. (2011). *Teacher Tenure: For or Against?*
Paper presented at the MSERA Annual Conference, Oxford, MS.

Griffin, L., Bridges, A., Cummins, C., & Varner, L. (2011). *Standardizing and Communicating a Continual Assessment Model for Educator Preparation Programs*, Presentation given at the CREATE Conference, Oxford, MS

Cummins, C., Powers, A. & VanNamen, M. (2011). *Passive to active: Transforming the Traditional Teacher Education Classroom*. Presentation given at the American Council on Rural Special Education, Albuquerque, New Mexico.

22. Professional service to the university and/or community included the following:

- Certification officer for Delta State University
- Teacher Preparation Process Review coordinator
- Co-Coordinator for NCATE
- NCATE steering committee
- College of Education Administrative Council
- Teacher Education Council
- COE Unit Assessment Committee
- Hall of Fame Selection Committee
- Chair of NCATE Programs committee
- Serve on NCATE Field Experiences committee
- Serve on NCATE Conceptual Framework committee
- Regional reading fair judge
- Delta Kappa Gamma
- Chair of one dissertation committee
- Serve on three dissertation committee
- Report to faculty after Commission meetings
- St. Luke Methodist Church Children's Ministries Coordinator
- St. Luke Methodist Church Youth Council Member
- Margaret Green Junior High School Parent Teacher Organization
- Cleveland High School Wildcat Booster Club

23. Additional Professional Development Endeavors/Projects/Trainings:

- Common Core Standards Training for IHL faculty, Jackson, MS, April 2012
- Consortium for Research on Educational Accountability Conference, Oxford, MS, September 2011
- Common Core Standards Training for IHL faculty, Oxford, MS, November 2011
- Mid-South Educational Research Association Conference, Oxford, MS, November 2011
- NAESA: Association of International Educators Conference, Vancouver, Canada, June 2011

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

N/A for the Office of Field Experiences

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Dr. Cheryl Cummins has been promoted from Associate Professor of Elementary Education to Professor of Elementary Education. The promotion is in effect as of July 1, 2012.

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

No major changes for the Office of Field Experiences.

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Task Stream will be used very efficiently to track data for the Office of Field Experiences and other education departments.