Delta State University
College of Education
Annual Report

2006-2007

Submitted by: Leslie Griffin, Ed.D.
Dean
Delta State University
College of Education
Annual Report
2006-2007

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Executive Summary

Mission of the College of Education

The College of Education supports the mission of the University to serve the broader community of the Delta region and strives to aid in accomplishing the guiding principles established by DSU. It operates collaboratively with the other colleges/schools of the university, the university staff, and outside agencies to produce professional graduates who will be effective in the field of human learning and services. The College of Education offers a stimulating, positive environment and provides its students with professional faculty who demonstrate the competencies, skills, and dispositions expected of Delta State University graduates.

Quality of instruction and professional service are critical to the mission of both the college and university. Scholarly works and publications are strongly encouraged as professional outcomes for the entire university faculty and administration. Through program evaluation processes, the effectiveness of degree programs within the college is reviewed and refined as needed.

Primary importance is given to the academic and scholarly development of students. Equally important are the necessary professional skills for career success. The work ethic of graduates and their demonstrated empathy and human relations skills are dispositions associated with graduates of the College of Education.
Within the College of Education, the numerous degree programs train professionals to address societal needs, educational needs, and personal needs. All degree programs are created to prepare individuals to function in professional service careers. At all levels and in all areas, graduates are intended to impact societal needs through their particular professional areas.

**Delta State University**
**College of Education Conceptual Framework**

**P³ Model**

**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident education candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects educator candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).
Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1) [SP Goal(s) 1; QEP Goal(s) 3, 4]*

2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2) [SP Goal(s) 3, 4, 5; QEP Goal(s) 1, 4]

3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3) [SP Goal(s) 4, 5; QEP Goal(s) 1]

4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4) [SP Goal(s) 2, 3, 5; QEP Goal(s) 4]

5. **Education is enhanced by technology**, infused throughout programs and services. (GP5) [SP Goal(s) 1 – 5; QEP Goal(s) 2]

*SP refers to Delta State University Strategic Plan Goals.
QEP refers to Delta State University Quality Enhancement Plan Goals.

**General Goals of the College of Education**

The goals of the College of Education are to:

1. Impact societal needs through graduates in the areas of human learning and services.

2. Establish a collaborative network of colleagues whose efforts address professional education needs of students.

3. Provide faculty and students with a positive, stimulating, learning environment.

4. Ensure quality instruction, professional service, and scholarly works from College of Education faculty.

5. Engage students in high quality instruction, sound learning experiences, professional ethics training, human relations training, and appropriate field experiences.

6. Provide educational and cultural experiences designed to enhance and fulfill the potential of all persons without regard to race, religion, national origin, sex, or age.

7. Assess the effectiveness of professional education degree programs.
Planning and Assessment Process

The College of Education (COE) at Delta State University is composed of five divisions: Counselor Education and Psychology; Family and Consumer Sciences; Health, Physical Education, and Recreation; the Thad Cochran Center for Rural School Leadership and Research; and Teacher Education, with approximately 45 faculty members serving within the College. Additionally, the Office of Field Experiences is housed in the College of Education and functions as a support office for the divisions. The College of Education Administrative Council (CEAC) is comprised of the five chairs of the COE divisions, the Director of Field Experiences, the Director of Recreational Facilities and Aquatics, the Executive Director of the Delta Area Association for the Improvement of Schools (DAAIS), and the Dean. DAAIS is a 34-member consortium of Delta school districts that works closely with the COE. Curriculum changes and program improvements, as well as other decisions central to the unit, are addressed by and approved through CEAC. A description of how curriculum and program changes are made, as well as the stakeholders involved in the process, is provided in the following narrative.

Changes and Program Improvements: Program faculty meet to discuss their assessment of data and make changes based upon their assessments. These changes might be programmatic in structure or involve curriculum decisions.

Department or Division (College of Education (COE) and Arts and Sciences (AS): Proposed changes go to the department or division chair. If the change is curriculum related, admissions related, or a change affecting other university programs, it then proceeds to the Administrative or Chair’s Councils for approval. Changes related to the doctoral program are submitted to the Doctoral Admission and Curriculum Council (DACC).

College of Education Administrative Council (CEAC) or Chair’s Council (Arts and Sciences): Changes made at the department or division level require approval from CEAC or the Chair’s Council. Deans of the respective colleges (College of Education or Arts and Sciences) chair these councils. Decisions made at this level regarding graduate program policy also go through Graduate Council for approval.

Teacher Education Council (TEC): Decisions affecting teacher education (elementary or secondary) must be approved through the CEAC (this pertains to decisions made within programs within the College of Education). Once approved, these changes are approved by TEC and then taken by the Dean for approval at the Academic Council (AC) level. Similarly, changes made in the College of Arts and Sciences will go through the Chair’s Council, to TEC, and then back to the Dean of Arts and Sciences to be taken for approval at the Academic Council level.

Doctoral Admission and Curriculum Council (DACC): This represents the first interdependent level for graduate program approval. The DACC, housed within the College of Education, deals with changes within the doctoral program (i.e., admission criteria, policy changes, program orientation, etc.). Any DACC decisions require approval by CEAC (this is exclusive to the College of Education).
Graduate Council: This represents the second interdependent level of graduate approval. The Graduate Council works in conjunction with DACC, but additionally makes policy decisions for graduate programs within the institution. Graduate Council reports to Academic Council and seeks approval for policy changes from that body.

Academic Council (AC): Academic Council is chaired by the Academic Vice President/Provost and approves all curriculum changes for all programs in the university. All deans, the Associate Dean for Assessment and Planning, Director of Library Services, a representative from the Office of Information Technology (OIT) and the Faculty Senate Chair sit on this council. Changes significantly affecting student life (i.e., fees, schedule changes, university policy) are taken to the President’s Cabinet for approval.

President’s Cabinet: The University President oversees the Cabinet. Cabinet usually deliberates on decisions made that affect student life, the goals and strategic direction of the university, the university structure and organization and major policy changes.

The planning and assessment process regularly produces changes in course configuration, student requirements, assessment strategies, course offerings, and instructional practices. Additionally, modifications to meet changing accreditation requirements are made as needed. Programs in the College of Education are accredited by the appropriate accrediting body including the following: Southern Association for Colleges and Schools (SACS); National Council for Accreditation of Teacher Education (NCATE); American Association of Family and Consumer Sciences (AAFCS); Council for Accreditation of Counseling and Related Educational Programs (CACREP); Association for Childhood Education International (ACEI); Council for Exceptional Children (CEC); Educational Leadership Constituents Council (ELCC); Council on Accreditation of Dietetics Education (CADE); and the National Association for Sport and Physical Education (NASPE). The Psychology Program has also been through a review process conducted by an external evaluator with positive results. Additionally, the Athletic Training Program was fully accredited by the Committee on Accreditation of Athletic Training Education (CAATE) during the summer of 2006 after a successful site visit during the 2005-2006 school year.

Program Outcomes

All programs within the College of Education have established outcomes for students. Program graduates have demonstrated proficiencies for their respective fields through internships, standardized test results, portfolio presentations, and other means. The results for each program are provided in the attached division annual reports. It should be noted that a wide range of assessment strategies are used throughout the college including standardized tests such as the PRAXIS, observation during internships, written comprehensive examinations, and portfolios utilized for both formative and summative purposes. An electronic data collection tool, TaskStream, continues to be used to manage assessment data for educator preparation programs, as well as a selection of other programs throughout the College of Education unit. Both program and specific learner outcomes are tracked through this data collection tool. In addition, other programs such as Excel and SPSS are utilized in tracking and analyzing data.
Evaluation of Program Success

Program success is predicated on student success as measured by multiple assessment techniques. Annual course/faculty evaluations provide information on student satisfaction and course goal attainment including level of engagement with faculty and peers. Dialogue with students during advisement and program meetings also identifies the degree of program satisfaction. Grades given for courses and on specific assignments and the success of students in earning required grades also provide helpful information when reviewing program success. Additionally, results of standardized tests required for licensure, analysis of surveys of graduates and employers, and reviews by accrediting agencies provide information used for program evaluation. Surveys of graduates and their employers yield important data about the competency of graduates in their respective fields. Specific program assessment strategies and results are outlined in the annual reports for each division/office.

General Education

All majors within the College of Education must accrue a minimum of 44 general education hours with most majors requiring a minimum GPA of 2.0 or above for general education courses. Additionally, all students in a teacher education program must pass PRAXIS I and have a 2.5 GPA in general education courses, while all university students must demonstrate writing proficiency. The College of Education works collaboratively with the College of Arts and Sciences to ensure a strong liberal arts foundation for all students at Delta State.

Professional Development

Ongoing professional development is an important component for faculty, staff, and administration within the College of Education. Faculty curriculum committees, the College of Education Administrative Council (CEAC), and committees working on various accreditation processes and other initiatives assist in determining which professional development activities are most needed. Additionally, individual faculty and staff members identify specific activities to assist in furthering their specific professional development. Activities for the 2006-07 year are noted in the general college accomplishments as well as in the reports for individual divisions/departments.

Budget Requests

Budget requests are tied to program improvement, accreditation requirements, student achievement needs, and faculty efficiency. Each division/office prioritizes its budget requests to ensure that available funds are used effectively. Technology upgrades, curriculum issues, accreditation requirements, and safety needs receive primary consideration for allocating financial resources during budget hearings each spring.
Evaluation Calendar

Student assessment and faculty evaluation processes are vital program components for the College of Education. The evaluation of each program’s success, as well as division and college success, determines budget priorities and target goals for the College. Detailed information on use of specific student assessment tools and processes is provided in each division’s annual report information.

Faculty evaluation in the college is multi-faceted and complies with the university policy on evaluation of faculty. End-of-course evaluations by students, merit-based evaluations conducted by the chair and dean, and the extensive summative faculty evaluations conducted by division chairs all focus on goals related to teaching, service, scholarly activity, and enhancement of the total learning experience. Course evaluation occurs each semester with the faculty evaluation process commencing when a faculty member is hired. Merit-based evaluation, a process in its second year of implementation, is conducted when merit pay raises are available for faculty. All faculties establish annual goals in dialogue with division chairs; those goals along with data from course evaluations then become the basis for summative faculty evaluation in the spring of each year.

Evaluation of program components occurs through the following multiple means: regular dialogue sessions in committees and full faculty meetings, review of course evaluations each semester, analysis of portfolio results each semester, review of graduate survey data, and end of year review of all assessment data for the college. Analysis of evaluation/assessment information drives the determination of goals for individuals, divisions, and the COE for the following year. This process enables the College of Education to utilize a continuous improvement cycle to positively impact all aspects of operation.
College of Education
Selected Accomplishments
2006-2007

State, regional, and national accreditation standards, assessment and evaluation processes, and program refinement and enhancement were the areas of major focus for the College of Education during the 2006-2007 school year. Major accomplishments in each of these areas are noted below.

Accreditation Standards

State Accreditation

• Continued to refine and implement course syllabi in Teacher Education to meet state standards on K-12 curriculum frameworks
• Faculty served as both committee members and chairs of four MDE Process and Performance Review or NCATE visits to other campuses
• Successfully met all Mississippi Department of Education Process and Performance Review Standards for Teacher Education and Educational Leadership
• Supported three faculty members to attend NCATE State Board of Examiners Training, resulting in their being certified to serve on state accreditation teams for NCATE visits

Regional Accreditation

• Implemented activities to foster enhanced student engagement within all programs
• Conducted orientation sessions for new faculty to acquaint them with accreditation bodies and their corresponding standards
• Continued refinement of outcomes-based assessment processes
• Mentored faculty on web-based data collection and assessment tools
• Implemented strategic goals in each division
• Provided opportunities for faculty development in multiple assessment strategies
• Held extended faculty retreats for the purposes of data analysis, discussion of assessment results, and identification of program changes, bringing together College of Education faculty and secondary education faculty in the College of Arts and Science for collaborative and strategic planning
• Supported faculty in obtaining training to serve as program reviewers for their specialized professional associations, with four faculty members trained for the Educational Leadership Constituent Council (ELCC); one faculty member trained for the
Association for Childhood Education International (ACEI); and one faculty member trained for the National Council of Teachers of English (NCTE)

**National Accreditation**

- Financially supported faculty in attending national training/information sessions on accreditation standards
- Continued committee work in developing all program components for meeting standards for the NCATE accreditation process
- Several programs attained National Recognition Status through program report submissions to their specialized professional associations, including Elementary Education, Educational Leadership, undergraduate Physical Education, Science, Social Sciences, and Mathematics
- Hosted an accreditation site visit by the National Council for the Accreditation of Teacher Education (NCATE) with continuing accreditation based upon continued refinements to the unit assessment system
- Continued preliminary assessment for National Association for the Education of Young Children (NAEYC) Accreditation
- Honored request by National Association for the Accreditation of Teacher Education (NCATE) to use the ELCC Program Report as an example on their website
- Continued committee work in developing all program components for meeting standards for the NCATE accreditation process
- Continued to implement and refine the conceptual framework for all educator preparation programs
- Supported Counselor Education faculty members’ participation in several national venues addressing 2008 CACREP Standards

**Assessment and Evaluation Processes**

- Created the position of Director of Assessment for the College of Education Unit to ensure the cohesiveness of the assessment process
- Designated a half-time position for the role of assessment and data management to provide support for the assessment process and facilitate electronic data management through TaskStream and other electronic systems
- Engaged faculty in division dialogue sessions regarding assessment of student outcomes
- Supported faculty attendance at training sessions and conferences featuring information on assessment of student outcomes
- Implemented the Teacher Work Sample model at advanced levels for use as a teacher education assessment tool
- Continued implementation of the refined Student Teaching Assessment Instrument and other evaluation tools and processes for the teacher education program
- Continued refinement and implementation of assessment strategies for all educator preparation programs at the undergraduate and graduate level
- Held monthly meetings with the College of Education Administrative Council to address assessment and accreditation related issues
- Conducted graduate and employer survey of programs
- Systematized dissemination of selected data to stakeholders
- Continued student evaluation strategies for faculty/courses each semester
- Continued to determine candidates’ technology proficiencies through a required Technology Assessment in all educator preparation programs
- Continued the use of The Learning Curve as a “lab within a lab” for use in remediation/review of students in the areas of reading, writing, mathematics, and technology

Program Refinement and Enhancement

- Redefined the functions of the Office of Field Experiences to increase partnerships with P-12 schools and more closely align the Office’s experiences with the curricula of various educator preparation programs
- Continued extensive syllabi review/revision for all programs
- Continued curriculum refinement across all programs
- Refined and continued to infuse the redesigned College of Education Conceptual Framework throughout Educator Preparation Programs
- Continued to develop and refine the Master of Arts in Teaching Program, as well as graduated its initial class of 17 candidates
- Expanded and enhanced online course offerings through WebCT applications
- Increased number of video, weekend, intersession, and other alternative types of course offerings
- Continued with program improvements and enhancements to meet accreditation standards in the Athletic Training Education Program
- Hosted an Early Childhood Conference for early childhood educators
- Instituted the new Division of Teacher Education and the Thad Cochran Center for Rural School Leadership and Research
- Attracted 192 participants to the 26th Annual F. E. Woodall Spring Conference for the Helping Professionals
- Through the Woodall Conference, provided a workshop for area educators on best practices in English Language Learner (ELL) instruction

Other Major Accomplishments

- Initiated partnership with local elementary school, offering onsite course in diagnostic reading to facilitate candidates’ working with P-12 students and provide demonstration lessons through clinical teachers
• Implemented the Literacy Enhancement Clinic to provide clinical experiences for teacher candidates and diagnostic and remedial assistance to P-12 students
• Dedicated Thad Cochran Center for Rural School Leadership and Research
• Recognized by Stanford University as a selected case study for excellence in school leadership programs
• Implemented the Teacher Retention Initiative in the Delta area school consortium to support beginning teachers through mentoring services
• Implemented Tech Fellows to be utilized for faculty and student assistance in the Center for Teaching and Learning
• Increased the offering of portable TekPaks made available to candidates during internship work in the field
• Compiled and edited the Delta Education Journal for publication in summer 2007
• Sponsored numerous outreach events such as a homecoming hospitality tent, a graduation breakfasts for students, guests, and faculty, and the Rural School Leadership Celebration
• Organized and hosted an Honors and Scholarship Recognition Reception to acknowledge the accomplishments of students
• Participated in Delta State University recruitment initiatives
• Collaborated with a number of entities including the Delta Area Association the Improvement of Schools, the Mississippi Association of School Administrators, the Mississippi Association of School Superintendents, and the Mississippi Department of Education
• Offered leadership development and training through the National Institute for School Leadership (NISL)
• Expanded the E-Learning Program in area high schools
• Continued to host Dining with the Dean as a monthly faculty forum
• Continued to convene the Dean’s Dozen as an advisory council with external membership
• Offered APA Workshops focused on advanced level writing skills, with expansion to include campus-wide offerings
• Expanded service learning courses offered through Divisions of Family and Consumer Science and Teacher Education
• Sponsored Second Annual Early Childhood A – Z Conference
• Held campus-wide fashion show which was televised locally
• Participated in student exhibitions and contests leading to award recognition and enhanced student engagement
• Sponsored and collaborated on multiple health and wellness issues in support of DSU’s wellness theme for 2006-2007
• Faculty served or were elected to national and regional offices with professional affiliates

Promotions and Awards
• One faculty member, Dr. Lynn Varner, was promoted to Associate Professor.
• Dr. Corlis Snow received the Ed.D. in Curriculum and Instruction from The University of Mississippi and was promoted to Assistant Professor.
• Dr. Scott Hutchens received the 2007 Kossman Outstanding Teacher Award.
• Dr. Kathy Davis was selected as Outstanding Dietician of the Year by the Mississippi Dietetic Association.
• Dr. Jan Haynes was selected by the DSU Panhellenic Council as the DSU Outstanding Faculty Member of the Year.

• Improved productivity of faculty as follows:
  | 03-04 | 04-05 | 05-06 | 06-07 |
  | State/Regional/National Scholarly Presentations | 57 | 85 | 143 | 149 |
  | Publications | 19 | 38 | 41 | 43 |

• Grants awarded 2006-07
  Delta Health Alliance (Delta Health Initiative Cooperative Agreement) $1,462,500.00
  Middle School Institute for Content Literacy (IHL/U.S. Dept. of Education) $100,340.00

Grants have also been awarded for extension into the 2007-08 fiscal year
  Middle School Institute for Content Literacy (IHL/U.S. Dept. of Ed.) $98,590.00
  Carol M. White Physical Education Program (Partnership between DSU and Cleveland School District; sponsored through U. S. Dept. of Education) $1,225,282 over three-year period

Other Data

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<tr>
<th>DIVISION</th>
<th>SUMMER 06</th>
<th>FALL 06</th>
<th>SPRING 07</th>
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<tr>
<td>C. Ed/Psy.</td>
<td>106</td>
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<tr>
<td>FCS</td>
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<td>186</td>
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<tr>
<td>HPER</td>
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<tr>
<td>Teacher Ed.</td>
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<td>484</td>
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<tr>
<td>Ldrshp./Research</td>
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### GRADUATES BY DIVISION

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<th>FALL 06</th>
<th>SPRING 07</th>
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<td>19</td>
<td>26</td>
<td>25</td>
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<tr>
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<td>10</td>
<td>16</td>
<td>25</td>
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<td>HPER</td>
<td>26</td>
<td>28</td>
<td>41</td>
<td>34</td>
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<tr>
<td>Ldrshp/Res</td>
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<tr>
<td>Teacher Ed.</td>
<td>69</td>
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<td>53</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>153</strong></td>
<td><strong>97</strong></td>
<td><strong>161</strong></td>
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### CREDIT HOUR PRODUCTION BY DIVISION

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<th>SPRING 07</th>
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<td>HPER</td>
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<td>Ldrshp/Res.</td>
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<td><strong>4,649</strong></td>
<td><strong>11,835</strong></td>
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</table>
Projected Goals
2007-2008

- Continue progress toward meeting all standards for compliance with NCATE accreditation, especially as they relate to the unit assessment system [SP Goal(s) 1, 3; QEP Goal(s) 4]

- Successfully implement all programmatic revisions approved during the 2006-2007 academic year [SP Goal(s) 1, 3; QEP Goal(s) 1 – 4]

- Continue to implement the assessment system for the educator preparation program using TaskStream and other data management processes [SP Goal(s) 1, 3; QEP Goal(s) 2]

- Provide additional professional development opportunities for faculty on assessment tools, processes, and other related topics [SP Goal(s) 3; QEP Goal(s) 2, 4]

- Develop an assessment policy manual for use in standardizing the unit assessment system [SP Goal(s) 3, 5; QEP Goal(s) 1, 2, 3]

- Refine methods of collecting program review data from graduates and employers for all programs [SP Goal(s) 3, 5; QEP Goal(s) 1, 2, 3]

- Identify research questions related to the COE mission of serving the rural region and seek funding to support research projects [SP Goal(s) 1, 4, 5; QEP 1, 4]

- Continue the curriculum review/refinement process in all programs [SP Goal(s) 1; QEP Goal(s) 1 – 4]

- Restructure the Office of Field Experiences to expand partnerships with P-12 schools and more closely couple educator preparation curricula with field experiences [SP Goal(s) 3, 4, 5; QEP Goal(s) 1, 3, 4]

- Transition the Center for Teaching and Learning to a computer lab with general access and negotiate with OIT for support services [SP Goal(s) 1, 3; QEP Goal(s) 2, 3]

- Enhance outreach and communication through the publishing of a college-wide newsletter and current promotional materials disseminated to prospective students, alumni, stakeholders, and the community [SP Goal(s) 2, 4, 5; QEP Goal(s) 1, 4]
• Continue to expand and refine student orientation processes for all graduate programs [SP Goal(s) 1, 2; QEP Goal(s) 1, 4]

• Continue to meet facility needs for furnishings and renovation as resources allow [SP Goal(s) 3; QEP Goal(s) 2]

• Fully implement use of the renovated foods laboratory to include additional outreach activities [SP Goal(s) 3, 4, 5; QEP Goal(s) 1]

• Continue improvement of the COE website for all offices and divisions with a primary focus of outreach [SP Goal(s) 2 – 5; QEP Goal(s) 1, 2, 4]

• Seek ways to expand partnership activities with community entities, local, state, & national agencies, community colleges and other four-year institutions [SP Goal(s) 5; QEP Goal(s) 2]

• Identify strategic planning committees in an effort to streamline and focus work [SP Goal(s) 3; QEP Goal(s) 4]

• Implement unit-wide retreats for planning and assessment [SP Goal(s) 1, 3; QEP Goal(s) 4]
I. **Unit Title:** Division of Counselor Education and Psychology

**School or College:** College of Education

**Unit Administrator:** Dr. Matthew R. Buckley (During period of 9/1/06 – 4/15/07, Dr. Scott Hutchens was Interim Chair)
## II.a. Educational Program Learning Outcome Assessment Plan (Counselor Education Program)

These are Learner Outcomes identified for the current year. Contents of the table should be very brief. Footnotes may be included for items needing explanation or documentation.

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
</table>
| **What should a graduate in the Counselor Education major know, value, or be able to do at graduation and beyond?** | 1. **What assessment tools and/or methods will you use to determine achievement of the learning outcome?**
2. **Describe how the data from these tools and/or methods will be collected.**
3. **Explain the procedure to analyze the data.** | **What were the findings of the analysis?** | **1. List any specific recommendations.**
2. **Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.** |

**Outcome 1. Counseling students will have a knowledge base in the eight CACREP core areas***

1. **The two** assessment instruments used in determining acquisition of content knowledge in the program are the **CPCE** (Counselor Preparation Comprehensive Exam) and the **NCE** (National Counselor Exam). The CPCE is offered every semester and students are eligible to sit for the exam after taking CED 609; the NCE is offered every spring semester and students are eligible to sit for the exam while they are in their last semester of coursework in the program.
2. Scores from the CPCE are generated through Center for Credentialing in Education (CCE) an affiliate with the **Data from the last three years indicate that DSU student pass rates are strong and means and standard deviations are at or slightly below national norms (CACREP and non CACREP programs) [see summary tables at end of Educational Program Learning Outcome Assessment Plan (Counselor Education Program) table.**
A few students have retaken the CPCE more than 3 times. For these students, at the end of each retake, they schedule an appointment with a faculty member to review problem areas and develop strategies and resource lists in preparation for the next test administration.

Program faculty review results of the CPCE and the NCE in formal faculty meetings and discuss changes to curriculum within the program and in specific courses. Faculty determined that student acquisition in content areas remains stable and that practical application of student learning (skills, conceptualization, relationship building, theoretical orientation, ethical functioning, etc.) remains strong. While exact correlations between the CPCE and the NCE cannot be drawn from the current DSU data, national data indicates a .9 correlation between passing the CPCE and passing the NCE. Faculty anticipate that program
The CPCE scores are generated each semester and the NCE scores are generated once a year in the spring. The CPCE test summary also provides descriptive statistical data to compare program results with national results; the NCE also has national data with comparisons with CACREP and non-CACREP programs.

### 3. Data from test results are distributed to faculty for review

In preparation for a discussion in a faculty meeting (or multiple faculty meetings as needed). At these faculty meetings, strategies are developed that will help students perform better on these instruments including program preparation workshops, professionally prepared test prep materials, and curricular changes within targeted courses.

---

**Outcome 2. Counseling**

Students will have a strong skills base in relationship building skills, theoretical orientation, basic therapeutic intervention, and case conceptualization.

<p>| Counseling students are observed closely in at least <strong>five</strong> clinical courses (CED 630, 601, 604, 609, and 610 or 619) | Documented taped session reviews in 630 and 604 and site supervisor observations reflected in formal evaluations serve to | For the fall 06 and spring 07 semesters, documented observations indicated that 10 students self-selected out in CED 630; 6 students self-selected out of the program or were mandated to repeat the course in CED 604; all students will also reflect this trend. | Documented observations indicate that faculty maintain rigor in their assessment of student skill acquisition and that students who fail to meet established benchmarks self-select out of the program, are remediated, or advised out of the |</p>
<table>
<thead>
<tr>
<th><strong>Outcome 3.</strong> Counseling students will have a disposition towards professional and ethical conduct, a sensitivity toward and ability to effectively work with diversity, and an acceptance of the personhood of those with whom they work</th>
<th>As part of the clinical observations (Documented taped session reviews and site supervisor observations reflected in formal evaluations) faculty review and discuss student progress in the areas of professional and ethical conduct, and an appreciation for diversity; multicultural issues are covered in all coursework with the foundational course as CED 616; Experiential and didactic experiences serve to develop a disposition toward appreciating diversity</th>
<th>Faculty and site supervisor observations have indicated that many students who self-select or who are advised out of the counseling program are those who also fail to develop the ability to work effectively with diverse populations, or develop professional and ethical conduct</th>
<th>Faculty continue to dialogue about didactic and experiential activities that will enhance the curriculum in student acquisition of knowledge of skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 4.</strong> Counseling students will have an appreciation for research and presentation at professional conferences and activity in professional organizations</td>
<td>Students are required as part of their internship experiences (CED 610 or 619) to present at a professional conference. Many take the opportunity to present at the F.E. Woodall Annual Spring Conference or the state’s MCA conference</td>
<td>Students are observed and/or required to submit documentation of these presentations; during the 06-07 year 16 students presented or co-presented at MCA and/or the F.E. Woodall Spring Conference</td>
<td>This continues to be an ongoing requirement in the program. Faculty continue to dialogue about how to motivate students to become members of state and national professional organizations (MCA; ACA)</td>
</tr>
</tbody>
</table>

*Professional Identity
Helping Relationships
Assessment
Summary Tables

### Counselor Preparation Comprehensive Exam (CPCE) Pass Rates

<table>
<thead>
<tr>
<th>CPCE Administration Dates</th>
<th># of Students Tested</th>
<th># of Students Passed</th>
<th>Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/07 (spring 07) retake</td>
<td>6</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>3/07 (spring 07)</td>
<td>10</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>11/06 (fall 06) retake</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>10/06 (fall 06)</td>
<td>10</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>7/06 (summer 06)</td>
<td>16</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>4/7/06 (Spring 06) retake</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>3/3/06 (Spring 06)</td>
<td>10</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>10/28/05 (Fall 05)</td>
<td>13</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>7/16/05 (Summer 05)</td>
<td>6</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>3/11/05 (Spring 05)</td>
<td>3</td>
<td>2</td>
<td>67%</td>
</tr>
</tbody>
</table>

### National Counselor Exam (NCE) Pass Rates

<table>
<thead>
<tr>
<th>NCE Administration</th>
<th># of Students Tested</th>
<th># of Students Passed</th>
<th>Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 05</td>
<td>15</td>
<td>unavailable</td>
<td>unavailable</td>
</tr>
<tr>
<td>Spring 06</td>
<td>9</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>7</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>Spring 04</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Spring 03</td>
<td>8</td>
<td>7</td>
<td>88%</td>
</tr>
</tbody>
</table>
### II.b. Educational Program Learning Outcome Assessment Plan (Psychology Program)

Learner Outcomes identified for the **current** year.

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology</strong></td>
<td><strong>What should a graduate in the Psychology major know, value, or be able to do at graduation and beyond?</strong></td>
<td><strong>What were the findings of the analysis?</strong></td>
<td><strong>1. List any specific recommendations.</strong></td>
</tr>
<tr>
<td>Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, including the areas of learning, cognition, development, biological psychology, research methods, and statistics.</td>
<td>Assessment in PSY courses via tests, papers, &amp; assignments</td>
<td>Average GRE PSY scores: Unselected PSY students = 486 <em>Highly selected national students = 500 (</em> students planning on attending PSY graduate school)</td>
<td>Faculty agreed to offer more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments)</td>
</tr>
<tr>
<td>PSY 490 (Senior Seminar) Capstone Course Assessment</td>
<td>1. GRE PSY subject test 2. Chapter tests over PSY subject areas 3. Journal article presentations &amp; discussions which are graded based on content, clarity, and presentation.</td>
<td>Note - PSY students are a little below the national average. But ALL PSY students take the GRE in PSY 490, not just the ones planning on attending graduate school (this brings down the average).</td>
<td>Tests are periodically revised to reflect current course content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Based on this comparison, the average PSY student has a high knowledge base in psychology.</td>
<td>Recommendations – Track differences in performance between PSY students who plan on attending graduate school and those who plan on starting a</td>
</tr>
</tbody>
</table>

---

**Average GRE PSY scores:**
- Unselected PSY students = 486
- Highly selected national students = 500
  (* students planning on attending PSY graduate school)

Note: PSY students are a little below the national average. But ALL PSY students take the GRE in PSY 490, not just the ones planning on attending graduate school (this brings down the average).

Based on this comparison, the average PSY student has a high knowledge base in psychology.
Students will apply basic research methods in psychology, including research design, data analysis, and interpretation.

<table>
<thead>
<tr>
<th>Assessment in various PSY courses (200, 201, 315, 402, 404, 493) through tests, creation of surveys (validity, reliability), research proposals, and research projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 490 Capstone Course Assessment</td>
</tr>
<tr>
<td>(1) GRE PSY subject test</td>
</tr>
<tr>
<td>(2) Chapter tests over PSY subject areas</td>
</tr>
<tr>
<td>(3) Journal article presentations &amp; discussions which are graded based on content, clarity, and presentation.</td>
</tr>
</tbody>
</table>

Student research and presentation production (Students are required to incorporate conceptual learning in professional research presentations that require students to present concepts to professionals in the area of PSY.)

<table>
<thead>
<tr>
<th>Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average GRE PSY scores: Unselected PSY students = 486 (Research and PSY are so closely integrated that in order to do well on one a student would need to do well on the other. Thus, GRE PSY is a good measurement of research methods.)</td>
</tr>
</tbody>
</table>

Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively).

PSY students produced a large number of research projects (12 professional research presentations in 2006-2007).

<table>
<thead>
<tr>
<th>post-baccalaureate career and try to improve scores for both groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty agreed to have a research component in certain courses which are conducive to having a research component (i.e., class size and subject matter).</td>
</tr>
</tbody>
</table>

PSY 493 (Independent Research) was developed in order that students could take a course solely devoted to conducting research and writing an APA research paper.

Offer and maintain student research opportunities.

Recommendations – Since the majority of undergraduate research projects are carried out voluntarily, increase research opportunities in course which are conducive to having a research component.
| Students will use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. | Assessment in PSY courses through tests, papers, assignments, & discussions  
PSY 490 Capstone Course Assessment  
(1) GRE PSY subject test  
(2) GRE test (Verbal/Quantitative)  
(3) GRE Analytical Writing  
(4) Chapter tests over PSY subject areas  
(5) Journal article presentations & discussions which are graded based on content, clarity, and presentation. | Average scores in PSY 490:  
486 GRE PSY  
420 GRE Verbal  
366 GRE Quantitative  
3.00 GRE Analytical Writing I (note – 3.00 is required for acceptance into DSU graduate school.)  
2.80 GRE Analytical Writing II  
(note – the GRE is used as an assessment of students’ progress through the program, rather than a measurement for pre-existing standards or goals.)  
Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively). | Tests are periodically adjusted to assess critical and creative thinking and skeptical inquiry.  
Recommendation - Implementation of more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments) |
Students will be able to use writing, oral communication, and interpersonal communication skills in various formats (e.g., essays, correspondence, technical papers, APA style empirically-based reports, literature reviews, theoretical papers, group discussion, debate, lecture, professional presentation) and for various purposes related to psychology (e.g., informing, defending, explaining, persuading, arguing, teaching).

| Assessment in PSY courses through application writing intensive assignments, essay tests, papers, and oral research presentations | Mean chapter test and journal article presentation/discussion are high (i.e., 75% and 85%, respectively). 3.00 GRE Analytical Writing I (Note – 3.00 is required for acceptance in to DSU graduate school.) 2.80 GRE Analytical Writing II | Faculty agreed to offer more writing intensive assignments and presentation/discussion activities in PSY courses. PSY 493 (Independent Research) was developed in order that students could take a course solely devoted to conducting research and writing an APA research paper. Recommendations – Since the majority of undergraduate research projects are carried out voluntarily, increase research opportunities in course which are conducive to having a research component and require students to present their findings in those courses. |
| PSY 490 Capstone Course Assessment | PSY students produced a large number of research projects (12 professional research presentations in 2006-2007). | |
| (1) Journal article discussions & presentations which are graded based on content, clarity, and presentation. (2) GRE Analytical Writing test | Student research and presentation production |
| Journal article discussions & presentations which are graded based on content, clarity, and presentation. | |

### Division/Department Goals for the Current Year

This is a report on progress towards goals for the **current year**. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. An example might be the implementation of a development campaign in conjunction with the DSU Foundation to raise monies for faculty research and travel.

**Division Goal#1: Division faculty will develop plans for and initiate a retreat for division/faculty development**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
2. **Actual Results of Evaluation:** A retreat was scheduled and conducted with the Psychology program, but not with the Counselor Education program. This was due in large part to the Chair serving as Interim Dean for the COE during this academic year.
3. **Evaluation Procedure(s):** Will develop agenda, location, and prioritize list of topics and host the event.
4. **Use of Evaluation Results:** The retreat did not take place this current year and will be a goal for the coming 2007 – 2008 academic year.

**Division Goal #2: The Division will develop and launch a comprehensive Website**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Actual Results of Evaluation:** The goal was largely accomplished; the division website was updated with new program information, faculty bios, photographs, policy and procedures, and other essential documents that faculty can refer students to.

3. **Evaluation Procedure(s):** an examination of the website. Two members of the division (Hutchens and Buckley) have undergone training in “Site builder” and have worked on the website. Buckley worked on updating portions of the COE website as well during this year.

   **Use of Evaluation Results:** Will continue to update and maintain the division website.

**Counselor Education Program Goals for 2006-2007**

**CED Goal 1: Develop a “Brown bag” helping professionals get-together each month**

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Actual Results of Evaluation:** This goal was not accomplished. The supervisor luncheon in connection with the spring conference brought together colleagues which is a strong indicator of the success of this initiative.

3. **Evaluation Procedure(s):** Will develop a committee, an invitation list, issue invitations, and begin holding the luncheons.

4. **Use of Evaluation Results:** This event will be revisited as a possible goal for the 2007 – 2008 academic year.

**CED Goal 2: Initiate research in the counseling lab around involving “clients” in feedback sessions with interns**

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Actual Results of Evaluation:** This goal was not accomplished. Other priorities outweighed the implementation of this goal (i.e., Interim Dean, change in leadership within the program and division)

3. **Evaluation Procedure(s):** Whether the research took place or is taking place. Faculty will discuss the interest in implementing this goal in 2007 – 2008.

4. **Use of Evaluation Results:** These results will be used to stimulate research within the doctoral program.

**CED Goal 3: Refurbish the counseling lab with state of the art recording equipment**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Actual Results of Evaluation:** This refurbishment will occur during Summer 2007 and be in place for Fall 2007 semester. The program was able to successfully pass a one time lab fee for students using the counseling laboratory which will assist in maintaining the new lab.

3. **Evaluation Procedure(s):** Accomplishment of the remodel and updating of recording technology.

4. **Use of Evaluation Results:** Faculty will utilize updated lab.

**Psychology Program Goals for 2006 - 2007**

**PSY Program Goal # 1: REBUILD THE PSYCHOLOGY PROGRAM** (Mentor and train new faculty to become more effective teachers, researchers, and transition into the role of “faculty member;” mentor and train new faculty to academically advise students (online system, curriculum, degree requirements, graduate check list, and so on), mentor and train faculty to understand DSU & Division policy and procedures (travel approval requests, IRB proposals, research grant proposals, and so on); help new faculty develop research programs and labs; encourage new faculty to participate in faculty-mentored undergraduate research with PSY students; encourage and help faculty become active in student activities (Psi Chi and Psychology Club); and foster collegiality among faculty)

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty, faculty and student research productivity
3. **Actual Results of Evaluation:** With 4 out of 5 faculty positions being new, there were growing pains. Some of the new faculty member’s teaching evaluations were lower than usual. The high faculty and student research productivity enjoyed by the PSY program decreased due to new faculty “learning the ropes” and the program being in transition. No faculty are leaving this year.

4. **Use of Evaluation Results:** The results will be used to help shape a rebuilding program in the future. Faculty recognize that student recruitment and retention are long term goals and will look closely to identify variables that contribute to a decrease in majors.

**PSY Program Goal # 2 Review and Implement Recommendations from the PSY Program External Review**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty

3. **Actual Results of Evaluation:** Several courses were revised, one course was deleted, two online courses were added, PSY 102 is being considered to be revised, student recruitment material were revised, the Program adopted APA goals, syllabi were revised to look uniform and include course goals (based on program goals), learning objectives, and specific objectives.

4. **Use of Evaluation Results:** Results will be used to modify the curriculum and PSY program in the future.

**PSY Program Goal # 3 Attend a PSY Teaching Conference as a Group (Faculty Development)**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors

3. **Actual Results of Evaluation:** Attending the conference eased the transition for new faculty. As a result of attending the conference, the PSY faculty will become more effective teachers. New teaching techniques to engage students were learned, shared, and implemented. Collegiality was fostered among PSY faculty.

4. **Use of Evaluation Results:** Program faculty determined that the conference was very effective and increase collegiality. Thus, the faculty would like to attend the conference as a yearly retreat.
PSY Program Goal # 4 Develop and Host a Teaching Symposium at DSU’s ROMEA Conference as a Group (Faculty Research Development)

1. Institutional Goal(s) supported by this goal: SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Evaluation Procedure(s): Peer evaluation of the symposium.

3. Actual Results of Evaluation: The transition for new faculty was facilitated. New teaching techniques to engage students were learned, shared, and implemented. Collegiality was fostered among PSY faculty. Collaboration and research productivity was facilitated.

4. Use of Evaluation Results: The symposium was well attended (over 30 people) and was a success. The PSY faculty plan on hosting a similar symposium in fall 2007.

IV. Data and information for department: (include narrative of programmatic scope; data)

The following tables represent data for the Division of Counselor Education and Psychology regarding comparison of enrollment by major (IV.A), division graduates by major (IV.B), and credit hour production by discipline (IV.C).

### II.A Comparison of Enrollment by Major

<table>
<thead>
<tr>
<th></th>
<th>2005/06</th>
<th></th>
<th></th>
<th>2006/07</th>
<th></th>
<th></th>
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<tr>
<td></td>
<td>Spring</td>
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<td>0</td>
<td>120</td>
<td>120</td>
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<td>76</td>
<td>76</td>
<td>28</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>196</td>
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<td>196</td>
<td>196</td>
<td>106</td>
<td>222</td>
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### II.B Division Graduates by Major

<table>
<thead>
<tr>
<th></th>
<th>2005/06</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
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<tr>
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<td>9</td>
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<td>9</td>
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<tr>
<td>Total</td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>
II.C Credit Hour Production by Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Spring 2006</th>
<th>Summer 2006</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>undergrad</td>
<td>graduate</td>
<td>undergrad</td>
</tr>
<tr>
<td>CED</td>
<td>192</td>
<td>642</td>
<td>93</td>
</tr>
<tr>
<td>PSY</td>
<td>1359</td>
<td>0</td>
<td>150</td>
</tr>
<tr>
<td>EPY</td>
<td>234</td>
<td>168</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>1785</td>
<td>810</td>
<td>264</td>
</tr>
</tbody>
</table>

V. Personnel:
Current full-time division faculty:
Dr. Matthew R. Buckley, Counselor Education
Ms. Tiffany Culver, Psychology
Dr. Scott Drury, Psychology
Dr. LeAnne Forquer, Psychology
Dr. Scott Hutchens, Psychology
Dr. Scott Rasmus, Counselor Education
Dr. Shelly Sheperis, Counselor Education (resigned as of 5/15/07)
Dr. Duane Shuttlesworth, Psychology
Dr. Laura Simpson, Counselor Education
Dr. Donna Starkey, Counselor Education

Ms. Shari Hospodor, Senior Secretary
Ms. Kashanta Murphy, MEd., Counseling Lab Director

Noteworthy activities and accomplishments:
The Division of Counselor Education and Psychology has undergone some significant transitions regarding personnel but during these changes, has continued to make significant progress in strengthening existing pedagogy and developing resourceful approaches to teaching, research and scholarship, and service. Division faculty and staff are professionally active and dedicated to serving students and colleagues. The following presents a summary of the division accomplishments for the academic year 2006-2007:

Counselor Education:

- 8/06 – Two faculty members (Simpson and Starkey) presented at the 1st Annual Alzheimer’s Conference in Philadelphia, MS. on Group Work Interventions and on Spirituality and Self-care.
• 8/06 – Three faculty members (Buckley, Simpson, and Starkey) served in a “Nurturing the Nurturers” retreat on the Mississippi Gulf Coast designed to support the first responders to the Katrina disaster. This initiative was developed by the Mississippi Licensed Professional Counselor’s Association (MLPCA) and supported by over 25 LPCs in the state.

• 9/07 – Drs. Starkey, Simpson and Rasmus presented at the ROMEA conference.

• 9/07 – Faculty developed a new listserv for all counselor education students to post essential information in a more timely and efficient fashion.

• 9/06 – 4/15/07 – The Counselor Education Program experienced a significant change in leadership this year with the Chair (Buckley) serving as Interim Dean of the College and the Coordinator of the Psychology Program (Hutchens) serving as the Interim Chair. Dr. Scott Rasmus also served successfully as the Interim Counselor Education Program Coordinator. Despite this change the program maintained strong productivity.

• 10/06 and 3/07 – Chi Sigma Iota initiated 21 new student members under the advisement of Dr. Laura Simpson.

• 11/06 – Faculty and 16 students attended the Mississippi Counseling Association’s (MCA) annual conference in Philadelphia, MS. Most of the 16 students co-presented with faculty (Rasmus, Sheperis, Simpson, and Starkey). Both Drs. Simpson and Starkey served as Pre-registration and Registration coordinators (respectively) which included processing over 900 attendees at the conference. They incorporated innovations in the registration process that will help streamline future conferences. Other noteworthy accomplishments during the conference included:
  o Dr. Donna Starkey received the MCA Research Award
  o Deidre Byas (an alum from December, 2006) was elected as president of the MCA Graduate Student Association.

• 11/06 – Dr. Starkey took 12 Community Counseling Interns to tour the State Hospital in Whitfield, MS.

• 12/1/06 – 6/1/07 – Intersession courses were expanded to include 2 required and 2 elective courses during the spring intersession which include 3 new course offerings for Summer 07 (CED 770: Psychopharmacology, CED 770: Spirituality in Counseling, and CED 626: Play Therapy) and a total of 3 intersession courses were offered during the winter (CED 715: Marriage and Family Counseling, CED 703: Psychodiagnosics in Counseling, and CED 716: Substance Abuse Counseling). Additionally, selected coursework is offered during the year in an intensive format and a traditional format with students being able to choose the format that best suits their needs.

• 10/06 – Three Counselor Education faculty attended and presented at the Southern Association of Counselor Education and Supervision (SACES) conference in Orlando, FL.

• 2/07 – Chi Sigma Iota, the honor’s society for counselors, initiated a service project providing knit caps for the local hospital postnatal care unit for newborns CSI continues to function as a vital part of counseling students’ professional development and contributes significant service to the community.

• 3/8/07 – The 26th Annual F.E. Woodall Spring Conference for the Helping Professions was well-attended (192 registered participants) and included the site supervisor orientation for internship supervisors.
  o Program faculty held the 2nd Annual Counselor Education Awards Banquet in conjunction with Spring Conference with over 60 in attendance; a great success.
- 3/07 – Dr. Rasmus as part of the CED 770: Special Topics in Counseling course (doctoral program) led students in developing a grant for the Play Therapy Room ($12,000), developing original research that was presented at the 3rd Annual Research and Scholarship Symposium, and developed an article with all students as co-authors for publication.
- 3/07 – Program faculty developed a comprehensive exam for doctoral students in Counselor Education.
- 8/06 and 1/07 – Program faculty continue to sponsor a program and practicum/internship orientation for students at the start of each semester.
- 9/06 and 2/07 – Program faculty continued to provide workshops for the Survival Skills Workshop series. In 2005 – 2006 these offerings were expanded to all doctoral students in “APA writing style” and the development of writing skills in the College of Education, and in 2006 – 2007 these workshops were provided for and attended by students throughout the university.
- Program faculty made significant inroads into state leadership within the Mississippi Counseling Association (MCA) with a faculty member (Buckley) as the president-elect of the Mississippi Association of Counselor Educators and Supervisors (MACES) and three others (Sheperis, Simpson, and Starkey) as officers in Mississippi Licensed Professional Counselors Association (MLPCA).
- 4/07 – Program faculty participated in presenting original research at the 3rd Annual Research and Scholarship Symposium including paper and poster presentations.

Psychology:
- Psychology program underwent an unprecedented transition (4 new faculty members) successfully.
- Psychology program faculty reviewed and revised their program and curriculum based on the results of an external review (as mandated by IHL) by Dr. Bill Hill for the psychology program. Dr. Hill expressed praise for program faculty and general components of the program.
- Drs. Drury and Forquer applied for and received DSU Research Committee Major Research Grant funds to develop their research programs at DSU.
- Development of two new online courses (Dr. Hutchens).
- All new psychology hires were trained in use WebCT and are now using WebCT for all of their courses.
- All psychology courses are now web-assisted, hybrid, or online.
- Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, faculty and student and faculty presentations at state and regional conferences receiving awards for student work.
- Psychology undergraduates are developing a mental health resource directory for the Delta (Dr. Jones).
- Dr. Scott Hutchens received an Award for Innovative Excellence in Teaching, Learning, and Technology at the 18th International Conference on College Teaching and Learning.
- The psychology undergraduate research travel fund was continued to fund student travel to regional and national conferences through the royalties generated from the sales of the Psychology Program’s custom General Psychology textbook.
- Faculty continue to develop and teach selected coursework in an online and web-based format.
• Faculty revised all curriculum syllabi and incorporated APA guidelines and learning objectives for undergraduate psychology programs in response to SACS accreditation and the external review.
• All psychology faculty hosted a Teaching Effectiveness symposium at ROMEA and presented original research.
• All psychology faculty attended the Southeastern Conference on the Teaching of Psychology and presented original research.
• Psychology undergraduates presented original research at the Southeastern Psychological Association (New Orleans), Mid-South Psychology Conference (placed 2nd) (Memphis), and the Mississippi Academy of Sciences (placed 1st).
• Dr. Hutchens presented original research at the Southeastern Psychological Association (New Orleans), the International Conference on College Teaching and Learning (Ponte Vedra Beach, FL), and the DSU Research Showcase.
• Dr. Forquer presented original research at the Association of Psychological Science (Washington DC) and the DSU Research Showcase.
• Psi Chi and the Psychology Club also continue to be viable and important component of program efforts to develop students.
• Dr. Hutchens continued as the Editor for the Delta Education Journal and developed protocols for transforming it into a refereed journal. The journal has begun to receive submissions from professionals within other institutions in the state.
• Dr. Hutchens served as the Interim Chair for the Division.
• Dr. Hutchens assumed primary leadership in mentoring and training 4 new psychology hires:
  o Scott Drury from Luther University, Decorah, Iowa
  o LeAnne Forquer from Central Michigan University, Mt. Pleasant, Michigan
  o Tiffany Culver from Mississippi State University, Starkville, Mississippi
  o Duane Shuttlesworth from Union College, Barbourville, Kentucky
• Fall, 2006 – Spring, 2007: Faculty / Student Research (program faculty involved 24 students in research projects that resulted in 12 student presentations including Dr. Jones’ students winning first place for best research paper at the Mississippi Academy of Sciences and Dr. Hutchens’ students placing second place in a research competition at the Mid-South Psychology Undergraduate Conference in Memphis, TN; this research activity continues to stimulate a disposition toward research within these students).
• Fall, 2006 – Spring, 2007: Psychology faculty collaborate with publishers Brooks-Cole to create a customized text for PSY 101 courses. (Royalties exceeded a total of $1800 and will be put in an account to fund student travel for presentation of research.)
• Fall, 2006 – Spring, 2007: Multiple service projects and fundraisers for Psi Chi and Psychology Club (these included a bake sale and raffle, garage sale, and T-shirt sale among others)
• Fall 2006: Teaching Effectiveness Symposium at ROMEA (hosted by all psychology faculty, organized by Dr. Scott Hutchens)
• November, 2006: Psi Chi Induction ceremony (4 new student members inducted)
• December, 2006: Development of PSY 314: Psychology of Human Sexuality (offered as an online winter and spring intersession course by Dr. Scott Hutchens)
• Fall 2006: DSU Research Committee Major Research Grant (Dr. LeAnne Forquer [new faculty member] applied for and received a $1,200 grant to develop her sleep research program at DSU.)
• Fall 2006: DSU Research Committee Major Research Grant (Dr. Scott Drury [new faculty member] applied for and received a $1,368 grant to develop his cognitive research program at DSU.)

• March, 2007: Southeastern Psychological Association Conference. (Psi Chi sponsored 5 students to attend the conference held in New Orleans, LA, organized by Dr. Scott Hutchens.)

• March, 2007: Psychology Retreat (All psychology attended and presented posters at the Southeastern Conference on the Teaching of Psychology in Atlanta, retreat organized by Dr. Scott Hutchens.)

• April, 2007: Psi Chi Induction ceremony (8 new student members inducted.)

• April, 2007: Dr. Scott Hutchens receives Award for Innovative Excellence in Teaching, Learning, and Technology at the 18th International Conference on College Teaching and Learning

• May, 2007: Dr. Scott Hutchens receives the 2007 Kossman Outstanding Teacher Award, the highest recognition for a faculty member at Delta State University.

### Summary of Division Scholarly and Professional Service Activities for 2006-2007

<table>
<thead>
<tr>
<th>Activity</th>
<th>*Counselor Education</th>
<th>*Psychology</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total faculty presentations at professional conferences</td>
<td>25</td>
<td>22</td>
<td>47</td>
</tr>
<tr>
<td>Total faculty presentations in workshops or other public forums</td>
<td>11</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Total faculty submissions for publications (articles, text chapters, books)</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Submissions accepted for publication</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Total editorial board positions held</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total number of professional organization memberships</td>
<td>30</td>
<td>19</td>
<td>49</td>
</tr>
<tr>
<td>Total number of dissertation committees (members)</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total faculty-mentored student professional paper presentations</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Total number of invited text reviews</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total number of professional appointed/elected board positions held</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total number of professional conferences attended</td>
<td>21</td>
<td>8</td>
<td>29</td>
</tr>
</tbody>
</table>

*Counselor Education: (5 faculty) / Psychology: (5 faculty)
New position(s) requested, with justification:

No new positions are requested for year 06-07, but the following positions have been filled in the Psychology Program:

Scott Drury from Luther University, Decorah, Iowa to replace Heidi Eyre (position #132)
LeAnne Forquer from Central Michigan University, Mt. Pleasant, Michigan to replace Darlene Crone-Todd (position #179)
Tiffany Culver from Mississippi State University, Starkville, Mississippi to replace the former Camille Branton (position #782)
Duane Shuttlesworth from Union College, Barbourville, Kentucky to replace Reid Jones (position #810)

Shelly Sheperis (position #1019) resigned as of 5/15/07; it is anticipated that this position will be filled in 2008.

Recommended change of status

Reid Jones is now Professor Emeritus of Psychology.

IV. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year: August, 2006 – May, 2007. Faculty in both Counselor Education and Psychology programs initiated extensive updating of course syllabi in compliance with SACS and NCATE accreditation standards which included inclusion of the Delta Education Model (COE conceptual framework), statements of policy on accommodation of disabilities, the use of technology, and diversity, and most importantly, specific course-related student learning outcomes and how each outcome is linked to specific student activities and how each is assessed. Faculty included rubrics for papers and projects. Faculty also participated in providing data for assessment points for the school counseling program and for development of the NCATE documents room.

Recommended changes for the coming year(s): Program and curriculum changes are occurring as a result of the external review conducted on the Psychology program and with the assimilation of four new faculty members. These changes continue to evolve, but the program is under the capable leadership of Dr. Scott Hutchens as program coordinator and will continue to maintain high standards of teaching and research for the program.

VII. Division/Department Goals for Coming Year

This is a statement of goals for the coming year. These are operational goals for the unit that are NOT tied directly to student learning outcomes.
Division Goals (2007-2008)

Division Goal#1: Division faculty will examine external funding sources to supplement program initiatives.

1. Institutional Goal(s) supported by this goal: SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Expected Results: Increased funding sources and increase in funding.

3. Evaluation Procedure(s): Faculty will look into developing an institute for working with behaviorally disruptive children and adolescents for the summer 2008 semester to service needs in the community and train students (CED).

4. Use of Evaluation Results: This initiative will be fully funded and assessed. Other potential initiatives (in CED and PSY) will be developed based on success of external funding efforts.

Counselor Education Program Goals (2007-2008)

CED Program Goal #1: Refurbish and develop a state of the art counseling lab for the counseling program.

1. Institutional Goal(s) supported by this goal: SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Expected Results: This refurbishment will occur during Summer 2007 and be in place for Fall 2007 semester. The program was able to successfully pass a one time lab fee for students using the counseling laboratory which will assist in maintaining the new lab.

3. Evaluation Procedure(s): Accomplishment of the remodel and updating of recording technology

4. Use of Evaluation Results: Faculty will utilize updated lab to enhance supervision of counseling students and interns.

CED Program Goal #2: Prepare School Counseling Program for a new School Counseling Program Coordinator.

1. Institutional Goal(s) supported by this goal: SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** The School Counseling Program will be organized in such a way that there will be detailed protocols for an incoming coordinator. Targeted recruitment will occur to get the best candidate in for the position.

3. **Evaluation Procedure(s):** Program faculty will develop and assess protocols.

4. **Use of Evaluation Results:** The results will be used to help hire and retain a new faculty member.

**CED Program Goal #3: Faculty will incorporate more web-based components into the program curriculum and on division website.**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** The doctoral program track in Counselor Education will be incorporated onto the website. Key manuals, policy and other essential materials will be posted on website. Students, faculty, and staff will make greater use of the website.

3. **Evaluation Procedure(s):** Faculty will incorporate into each meeting a specific agenda item around the website; assignments will be made, followed through and checked off the task list.

4. **Use of Evaluation Results:** The results will be used to help develop the website.

**CED Program Goal #4: Faculty will examine new CACREP standards and project and propose changes in the program based on these standards.**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. **Expected Results:** The Counselor Education program will be proactive and responsive to changes within CACREP standards.

3. **Evaluation Procedure(s):** Faculty will incorporate into each meeting a specific agenda item around the changes in CACREP standards and responses needed from the program. CACREP standards are targeted to be implemented in 2008.

4. **Use of Evaluation Results:** The results will be used to make the program current and in line with new accreditation standards to prepare for reaccreditation in 2012.

**CED Program Goal #5: Program faculty will conduct a feasibility study for implementing a summer Day Treatment institute.**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** Organization and implementation of a summer training institute and day treatment program that will be interdisciplinary in nature and focus participants on working with youth with disruptive behavioral problems. This will also add to meeting the Division Goal #1 of developing a revenue producing program.

3. **Evaluation Procedure(s):** Checkpoints will be established during the year to monitor progress.

4. **Use of Evaluation Results:** Faculty will develop the institute.

**Psychology Program Goals (2007-2008)**

*PSY Program Goal # 1: Continue to develop the psychology program (Mentor and train new faculty to become more effective teachers, researchers, and transition into the role of “faculty member;” mentor and train new faculty to academically advise students (online system, curriculum, degree requirements, graduate check list, and so on), mentor and train faculty to understand DSU & Division policy and procedures (travel approval requests, IRB proposals, research grant proposals, and so on); help new faculty develop research programs and labs; encourage new faculty to participate in faculty-mentored undergraduate research with PSY students; encourage and help faculty become active in student activities (Psi Chi and Psychology Club); and foster collegiality among faculty)*

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** With 4 out of 5 faculty positions being new, growing pains are anticipated. New faculty teaching evaluations should gradually increase as they gain more experience. New faculty scholarly work production should increase gradually (next 2 or 3 years).

3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty, faculty and student research productivity

4. **Use of Evaluation Results:** The results will be used to help shape a rebuilding program in the future.

*PSY Program Goal # 2 Continue to implement recommendations from the PSY Program External Review*

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** The PSY program and curriculum will become stronger and more organized.
3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty

4. **Use of Evaluation Results:** Results will be used to modify the curriculum and PSY program in the future.

**PSY Program Goal # 3 Attend the Southeastern Conference on the Teaching of Psychology as a Group (Faculty Development)**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** New faculty will continue to gain experience and develop professionally. The PSY faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among PSY faculty.

3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors

4. **Use of Evaluation Results:** Results will be used to consider attending a similar conference as a group again.

**PSY Program Goal # 4 Develop and host a teaching symposium at DSU’s ROMEA Conference as a group (Faculty Research Development)**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** New faculty will continue to gain experience and develop professionally. The PSY faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among PSY faculty. Collaboration and research productivity will be facilitated.

3. **Evaluation Procedure(s):** Faculty will evaluate the symposium and send summaries of these evaluations to the Provosts office as a follow-up to the requested funds from the Kent and Janice Wyatt faculty development funds. Faculty will also improve in their teaching as measured by the course evaluations over the course of the academic year.

4. **Use of Evaluation Results:** Results will be used to consider developing a symposium in the future.

**PSY Goal # 5: Develop Professional Behavior Patterns in Psychology Majors**

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater
numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.

2. **Expected Results:** Increase in course attendance, professional behavior exhibited in class, punctuality, participation, responsibility, and initiative

3. **Evaluation Procedure(s):** Faculty members will measure student attendance in each course and will develop and use an evaluation sheet of professional behaviors to be placed in each student’s advisement folder. Student progress will be discussed in faculty meetings during the year.

4. **Use of Evaluation Results:** Faculty will consider the future use of program student evaluation to be used in writing student recommendation letters. Faculty will plan meetings with the Psi Chi and Psychology Club presidents and psychology majors to discuss the issue.
I. Unit Title: Division of Family & Consumer Sciences

School or College: College of Education

Unit Administrator: Janice B. Haynes
## II. Educational Program Learning Outcome Assessment Plan

These are Learner Outcomes identified for the **current** year. Contents of the table should be very brief. Footnotes may be included for items needing explanation or documentation.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family &amp; Consumer Sciences</strong>&lt;br&gt;<strong>Concentration: Child Development</strong>&lt;br&gt;Identify and assess the stages of human development from conception through adolescence; in areas of physical/motor, social, and emotional growth.</td>
<td><strong>Lab evaluations:</strong> Using an evaluation form, students are evaluated by child development teachers on their ability to recognize and apply developmentally appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement.</td>
<td><strong>What were the findings of the analysis?</strong>&lt;br&gt;List any specific recommendations.</td>
<td><strong>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</strong></td>
</tr>
</tbody>
</table>

Lab evaluation forms were modified to allow consistency in evaluation procedures throughout the student’s course of study. These forms, filed in the student's personal folder in the Division office, are used to determine improvement throughout the course of study. This model has been effective for three years. Students are now also evaluated at midterm, so that they are informed before the semester’s end, of any difficulties they may be having.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family &amp; Consumer Sciences</strong>&lt;br&gt;<strong>Concentration: Child Development</strong></td>
<td><strong>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</strong></td>
<td><strong>What were the findings of the analysis?</strong>&lt;br&gt;List any specific recommendations.</td>
<td><strong>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</strong></td>
</tr>
<tr>
<td><strong>Development and implementation of toolkits:</strong>&lt;br&gt;Students develop toolkits, including lesson plans and developmentally appropriate materials, to teach children specific concepts. Students are evaluated according to specific guidelines identified by the instructor and the Parents Place Coordinator (Appendix 2). Additionally, toolkits are taken to area childcare centers by students and used with children. They are able to determine from this application exercise if their lesson plans and activities are clearly written and developmentally appropriate.</td>
<td>Ninety-five percent of students were successful in creating developmentally appropriate toolkits that demonstrated their knowledge of the stages of development. A few of the original toolkits prepared by students, however, included lesson plans that lacked specificity and were poorly written; Evaluations were discussed with students to provide feedback for improvement of materials.</td>
<td>Remediation efforts for students who were not completely successful in their application of developmentally appropriate practices will be continued. This feedback will allow them to learn and apply best practices in teaching small children. Required elements of the toolkit and its implementation are revised and updated annually. The instructor will continue to help students improve their written communication skills.</td>
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<tr>
<td><strong>Objective examinations:</strong>&lt;br&gt;Students are given exams to determine their content knowledge concerning the</td>
<td>Results of examinations over the past three years demonstrate that at least 90% of the students are meeting desired content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Data Collection and Analysis</td>
<td>Results of Evaluation</td>
<td>Use of Evaluation Results</td>
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<tr>
<td><strong>Family &amp; Consumer Sciences</strong>&lt;br&gt;<strong>Concentration: Child Development</strong>&lt;br&gt;<strong>What should a graduate in this major know, value, or be able to do at graduation and beyond?</strong>&lt;br&gt;<strong>Data Collection and Analysis</strong>&lt;br&gt;What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td><strong>Results of Evaluation</strong>&lt;br&gt;What were the findings of the analysis? List any specific recommendations.</td>
<td><strong>Use of Evaluation Results</strong>&lt;br&gt;What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
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</tr>
<tr>
<td>Plan and implement activities and administer programs for children that incorporate early childhood principles and are based on developmental needs and characteristics of children. <strong>Lab evaluations:</strong> Using a Likert-type evaluation form, students are evaluated by child development teachers on their ability to recognize and apply developmentally appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement. This model has been successful for several years.</td>
<td><strong>Results of Evaluation</strong>&lt;br&gt;knowledge thresholds.</td>
<td><strong>Use of Evaluation Results</strong>&lt;br&gt;Additional opportunities were created for participation in activities and programs with young children and for implementation of activities and programs for young children. Students went to the Delta State University Library and read books with infants to 4 year olds in association with the &quot;Born To Read&quot; program. Opportunities were created for students to visit local...</td>
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<tr>
<td>Learning Outcome</td>
<td>Data Collection and Analysis</td>
<td>Results of Evaluation</td>
<td>Use of Evaluation Results</td>
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</tr>
<tr>
<td><em>What should a graduate in this major know, value, or be able to do at graduation and beyond?</em> Family &amp; Consumer Sciences Concentration: Child Development</td>
<td><strong>Development and implementation of developmentally appropriate projects and activities:</strong> In order to demonstrate that child development students understand and can apply developmentally appropriate practices to the projects and activities that they create and use with young children, students' activities are reviewed by child development teachers and peers to determine the level of appropriateness of activities. Child development faculty also indicate the amount of assistance required by the students in the development of such activities and lesson plans. Students must revise their plans until they receive at least a satisfactory instructor evaluation before the activity is implemented with children.</td>
<td>Ninety-eight percent of the students in the past three years have achieved at least an acceptable rating in their internship experience. Students who failed to meet expectations were required to repeat until acceptable performance was achieved. Two areas cited as weaknesses on internship evaluations related to dependability and independence. Based on findings over time from the internship evaluations, the following recommendations were made and changes implemented accordingly: 1. Reduce amount of academic load in the term. 2. Provide detailed instruction on expectations of the internship site and supervisor. 3. In the area of dependability, kindergarten classrooms and share activities on particular topics. A newer textbook edition was adopted by the Child Development faculty to improve instructional quality on developmentally appropriate activities. Additional class time is now dedicated to the instruction of creating developmentally appropriate activities.</td>
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<td><strong>Family &amp; Consumer Sciences Concentration: Child Development</strong></td>
<td>Internship Evaluations: During their capstone internship experience, students spend 200-400 hours in an early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and end of the term. The supervising teacher completes a Likert-type evaluation form when the student teaches a unit of instruction. An Internship Evaluation form is utilized to evaluate the student's performance (Appendix 3).</td>
<td>students need to understand the importance of their consistency in working with children and employers. 4. Students need to work with less supervision during their internship experiences.</td>
<td>Faculty determined several years ago that students cannot successfully take over 12 semester hours, including the internship hours, during their internship semester. Student interns are now required to meet as a group twice with the internship academic supervisor to receive detailed instructions regarding internship requirements. Before reporting to the internship site, interns must meet once individually with the academic supervisor to discuss...</td>
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| The internship academic supervisor collects the evaluations from the supervising teachers. These forms are filed in the office of the internship supervisor for future reference. At midterm the evaluations are used to give feedback to the student in areas that need improvement. The internship supervisor meets with the individual students to review their progress. At the end of the term the internship supervisor assigns a grade according to the performance of the student. Students are given copies of the evaluations and the evaluations are reviewed one on one with the internship supervisor. Recommendations for improvement are made to help improve students' ability to work with children. |

| specific requirements and to address questions. The importance of dependability is emphasized in group and individual meetings. |

<p>| A packet of expectations the student must meet has been developed for the supervising teacher. The supervising teacher is encouraged to allow the student to work independently. Meetings are held by the internship academic supervisor and the supervising teacher when an adequate level of independence is not being allowed. |</p>
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<td><strong>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</strong>&lt;br&gt;<strong>Parent Newsletter:</strong> Students learn to effectively communicate with parents in a written format by working in a group to develop an informational newsletter. Parenting tips are presented as well as other pertinent information, such as important dates and events. Students present newsletters orally to class; instructor evaluates newsletters using an objective grading sheet, and provides written feedback (Appendix 4).&lt;br&gt;<strong>Lab evaluations:</strong> Using a Likert-type evaluation form, students are evaluated by child development teachers on their ability to interact with children and staff. Students are based on instructor feedback, 30% of the students were unsatisfactory in their written communications in the newsletter. The instructor provided substantial feedback to improve written material.</td>
<td><strong>What were the findings of the analysis? List any specific recommendations.</strong>&lt;br&gt;Based on findings of the evaluations, a large majority of students communicate well with children of all types. The majority of the students are also evaluated as having satisfactory skills. Students are referred to the Learning Curve lab for tutorial computerized language skill improvement.</td>
<td><strong>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</strong>&lt;br&gt;Students need encouragement to carefully observe teachers and how they effectively communicate in the childcare facility. The university classroom</td>
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<td>further evaluated on their ability to communicate with children of different temperaments. Evaluations are reviewed by faculty to determine areas for improvement. This model has been successful for several years.</td>
<td>ability to communicate well with other individuals and with staff. Students are given feedback from teachers and instructors on better ways to communicate with children according to their developmental level. When implicated, remedies for improvement are introduced.</td>
<td>discussions emphasize effective communication methods for teachers to use with children.</td>
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<td><strong>Internship Evaluations:</strong> During their capstone internship experience, students spend 200-400 hours in an early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and end of term by completion of a Likert-type evaluation form (Appendix 3). The internship academic ability to communicate well with children of all types. The majority of the students are also evaluated as having satisfactory ability to communicate well with other individuals and with staff. Students are given feedback from teachers and instructors on better ways to communicate with children according to their developmental level.</td>
<td>Based on findings of the evaluations, a large majority of students communicate well with children of all types. The majority of the students are also evaluated as having satisfactory ability to communicate well with other individuals and with staff. Students are given feedback from teachers and instructors on better ways to communicate with children according to their developmental level.</td>
<td>Feedback has indicated that students need additional opportunities to present parenting workshops.</td>
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<td>supervisor shares the evaluation results with the student and informs the student of areas for improvement.</td>
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<td>Identify responsibilities and demonstrate skills necessary for a variety of positions in the fashion industry.</td>
<td>Internship Evaluation; Internship Manual; Research papers</td>
<td>Over the past ten years, 100% of student interns have been rated above average or higher on their evaluation forms by employment supervisors. 100% of these students were also rated satisfactory or higher on their internship manuals by academic advisor and employment supervisors; Based on an evaluation rating sheet, 85% of students earned a satisfactory or higher rating from instructor on career research papers.</td>
<td>One research project was added to enhance knowledge base for research papers</td>
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<td>Using specific competencies that have been suggested by our Division’s Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments. (Fashion Merchandising Internship Evaluation Form in Appendix 5). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective rating sheet is used by the instructor to objectively evaluate research papers.</td>
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<td>Evaluate and select merchandise based on individual and family values and lifestyles.</td>
<td>Design and wardrobe analysis portfolio; Class projects; An objective evaluation form is used to evaluate portfolios and projects.</td>
<td>Ninety percent of students produced portfolios and projects that were rated satisfactory or higher by the instructor.</td>
<td>Wardrobe analysis project was amended to incorporate revised software.</td>
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<td>Identify theories of change which have impact on consumer acceptance.</td>
<td>Design and historic costume portfolio; Style portfolio; Historic costume project; An objective evaluation form is used to evaluate portfolios and projects.</td>
<td>Historic costume portfolios and projects required all students to satisfactorily design or construct products that incorporated their content knowledge and research.</td>
<td>Current assessment methods are satisfactory.</td>
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<td>Internship evaluation; Internship manual; Research papers; Using specific competencies that have been suggested by our Division’s Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments (Appendix 5). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective evaluation form is used to evaluate papers.</td>
<td>Over the past ten years, 100% of student interns have been rated above average or higher on their evaluation forms by employment supervisors. One-hundred percent of students were rated above average or higher on their internship manuals by academic advisor and internship supervisor.</td>
<td>Additional readings were assigned to enhance knowledge base for research papers</td>
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<td>Identify the roles of manufacturers, retailers and consumers as related to the apparel industry.</td>
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| **Major: Family & Consumer Sciences**  
**Concentration: Fashion Merchandising** | Design portfolio; Historic costume portfolio; Style portfolio; Historic costume project; Trend board project; Fashion show; Window display; Professional Development Portfolio; An objective evaluation form is used to evaluate portfolios and projects by the instructor. Fashion show and Window Display evaluations are also evaluated by all students enrolled in those classes using a Likert-type grading scale accompanied by feedback comments. Professional Development Portfolios are evaluated by three faculty members in the Division, using an objective evaluation form. | Seventy-five percent of students earned at least a satisfactory or higher rating from their instructor on class portfolios and projects. Ninety percent of students earned a very satisfactory or higher rating on class portfolios and projects. Ninety percent of students earned a very satisfactory or higher rating on their fashion show production and window display, as rated on an objective evaluation form by their instructor and by their peers. Ninety-five percent of students earned a very satisfactory or higher rating on their Professional Development Portfolio | Students who earned less than a satisfactory level on portfolios and projects received additional instructions for increasing their knowledge and improving their skills in areas of deficiency. |
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<td><strong>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</strong>&lt;br&gt;Lab notebook; An objective evaluation form is used to evaluate notebooks.</td>
<td><strong>What were the findings of the analysis? List any specific recommendations.</strong>&lt;br&gt;Seventy-five percent of students earned a satisfactory or higher rating from instructor on lab notebooks.</td>
<td><strong>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</strong>&lt;br&gt;Students who earned less than a satisfactory level on notebooks received additional instructions for increasing their knowledge in areas of deficiency.</td>
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<td>Evaluate the impact of fabrication, design and the function of apparel and/or textile products on human behavior and lifestyles.</td>
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Table: Evaluation of Learning Outcomes

- **Lab notebook:** An objective evaluation form is used to evaluate notebooks.
- **Seventy-five percent of students earned a satisfactory or higher rating from instructor on lab notebooks.**
- **Students who earned less than a satisfactory level on notebooks received additional instructions for increasing their knowledge in areas of deficiency.**
**Educational Program Learning Outcome Assessment Plan**

These are Learner Outcomes identified for the current year. Contents of the table should be very brief. Footnotes may be included for items needing explanation or documentation.

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<td>Menus are developed and evaluated through the use of USDA food database and Computrition® software. Individual summaries are provided for each student. Using specific competencies developed by the American Dietetic Association, the facility preceptors (in each Supervised Practice location: FCS 477, FCS 478, and FCS 479) rate each student using a 5-point Likert-like scale and provide feedback comments. (Competencies/evaluation form included in Appendix 6.)</td>
<td>One-hundred percent of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements.”</td>
<td>Faculty are pleased with the results of the 2006 evaluations. Based on results of future evaluations, faculty may add or modify menu-planning projects.</td>
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Apply knowledge of nutrition needs of individuals and groups from conception until old age.
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<td>Describe the processes of digestion, absorption, and metabolism of nutrients in the body, particularly the relationship of nutrition and exercise to weight control.</td>
<td>Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the American Dietetic Association, the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments. (Competencies/evaluation form included in Appendix 6.)</td>
<td>One-hundred percent of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements.”</td>
<td>Faculty are pleased with the results of the 2006 evaluations. Based on the results of future evaluations, the faculty may increase the number or specific types (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) of nutrition assessments and case studies required.</td>
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<td>Describe the various organizational frameworks used in foodservice systems and be able to list advantages and disadvantages of each.</td>
<td>Class assignments include role-playing of employee disputes, problem-solving steps, employee scheduling and other foodservice management functions. Students develop a professional portfolio with written documentation of these experiences as well as accounts of their onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the ADA competencies for the specific Supervised Practice rotation.</td>
<td>One-hundred percent of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements.” Feedback from facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the rotation. *Note: since that recommendation, the division of FCS has opened the Ada Swindle Mitchell Foods Laboratory and students have been utilizing that laboratory since the beginning of spring 2006.</td>
<td>Based on the results of the 2005/2006 evaluations, faculty have determined that there may be a need for more “hands-on” projects within foodservice organizations prior to the beginning of the Supervised Practice. To that end, a practicum is being developed that will be integrated into FCS 460 Foodservice Management. This practicum will allow the student to gain experiences and apply content knowledge in both retail and institutional foodservice operations. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).</td>
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<td><strong>Major: Family &amp; Consumer Sciences</strong>&lt;br&gt;<strong>Concentration: Nutrition/Dietetics</strong></td>
<td>Assess nutritional status of individual patient’s/client’s health status.</td>
<td>Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the American Dietetic Association, the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments. (Competencies/evaluation form included in Appendix 6.)</td>
<td>One-hundred percent of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements.”</td>
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<td>Faculty are pleased with the results of the 2006 evaluations. Based on the results of future evaluations, the faculty may increase the number or specific types (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) of nutrition assessments and case studies required.</td>
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<td>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis? List any specific recommendations.</td>
<td>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
</tr>
<tr>
<td>Major: Family &amp; Consumer Sciences</td>
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<tr>
<td>Concentration: Nutrition/Dietetics</td>
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<tr>
<td>Develop a business or operating plan appropriate for a commercial or institutional foodservice setting.</td>
<td>Students complete Inlet Isles Case Study as well as a business plan and budget for a mythical business of their choosing. Students develop a professional portfolio with written documentation of the business plan, budget and other necessary elements. Additionally, content knowledge from this experience is evaluated as part of the students’ onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the ADA competencies for the specific SP rotation.</td>
<td>One-hundred percent of the students in Supervised Practice rotations received scores of “met” or “exceeded entry-level requirements.” Feedback from facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the rotation. *Note: since that recommendation, the Division of FCS has opened the Ada Swindle Mitchell Foods Laboratory and students have been utilizing the laboratory since the beginning of spring 2006.</td>
<td>Based on the results of the 2005 evaluations, faculty have determined that there may be a need for more “hands-on” projects within foodservice organizations prior to the beginning of the Supervised Practice. A practicum is being developed that will be integrated into FCS 460 Foodservice Management. This practicum will allow the student to gain experiences and apply content knowledge in both retail and institutional foodservice operations. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations). In addition, the division is utilizing the Foods Laboratory to allow students to provide catering for a number of functions on campus.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Data Collection and Analysis</td>
<td>Results of Evaluation</td>
<td>Use of Evaluation Results</td>
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<tr>
<td><strong>What should a graduate in this major know, value, or be able to do at graduation and beyond?</strong></td>
<td><strong>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</strong></td>
<td><strong>What were the findings of the analysis? List any specific recommendations.</strong></td>
<td><strong>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</strong></td>
</tr>
<tr>
<td><strong>Major: Family &amp; Consumer Sciences</strong>&lt;br&gt;<strong>Concentration: Nutrition/Dietetics</strong></td>
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<tr>
<td>Describe the functions of major food ingredients in food systems; make rational menu and food choices, exhibiting an understanding of cost per serving, labels, and food standards.</td>
<td>Students participate in laboratory experiments, menu design for catering, and produce catering events for DSU and Cleveland community events. Students include these events in the professional portfolio, in which written documentation of the menu, budget and other necessary elements can be found. Additionally, content knowledge from this experience is evaluated as part of the students’ onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the ADA competencies for the specific SP rotation.</td>
<td>Most of the students (9 out of 10 Supervised Practice rotations) received scores of “met” or “exceeded entry-level requirements.” Feedback from facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the SP rotation. *Note: since that recommendation, the division of FCS has opened the Ada Swindle Mitchell Foods Laboratory and students have been utilizing the laboratory since the beginning of spring 2006.</td>
<td>Based on the results of the 2005 evaluations, faculty has determined that there may be a need for more “hands-on” projects within foodservice organizations prior to the beginning of the Supervised Practice. Students are now utilizing the Foods Laboratory to provide catering for a number of functions on campus. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations) so that the recipient of the catered function can provide objective and subjective (taste and presentation) feedback.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Data Collection and Analysis</td>
<td>Results of Evaluation</td>
<td>Use of Evaluation Results</td>
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<tr>
<td><strong>Major: Family &amp; Consumer Sciences</strong>&lt;br&gt;<strong>Concentration: Nutrition/Dietetics</strong></td>
<td><strong>Data Collection and Analysis</strong>&lt;br&gt;What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td><strong>Results of Evaluation</strong>&lt;br&gt;What were the findings of the analysis? List any specific recommendations.</td>
<td><strong>Use of Evaluation Results</strong>&lt;br&gt;What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
</tr>
<tr>
<td>Perform basic principles of preparing and serving food in quantity; practice good sanitation in food preparation and food safety.</td>
<td>Students participate in laboratory experiences that include food preparation, sanitation and service. Many of these experiences are linked to catering events, which are documented in the professional portfolio. Content knowledge from this experience is evaluated as part of the students’ onsite experiences within the Supervised Practice in Foodservice Management (FCS 478) and by the completion of the ServSafe Certification. Portfolio contents are evaluated in concert with the ADA competencies for the specific SP rotation.</td>
<td>All students become ServSafe Certified prior to entering Supervised Practice FCS 478. The ServSafe program has become the industry standard in food safety training and is accepted in almost all United States jurisdictions that require foodservice employee certification. The ServSafe program provides accurate, up-to-date information for all levels of students/employees on all aspects of handling food, from receiving and storing to preparing and serving.</td>
<td>Faculty are pleased with the results of the 2005/2006 evaluations, in which 100% of students successfully completed the ServSafe program certification the first time. Based on future results, the faculty will determine necessary changes in laboratory experiences.</td>
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III. Division/Department Goals for the Current Year

This is a report on progress towards goals for the current year. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. An example might be the implementation of a development campaign in conjunction with the DSU Foundation to raise monies for faculty research and travel.

A. Goal # 1
   Increase strategies in upper-level classes to simulate career-related situations.

   1. Institutional Goal which was supported by this goal:
      SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

   2. Evaluation Procedure(s):
      How did you determine if this goal is met?
      An analysis was made of the upper-level FCS courses that utilize role playing techniques and mock interviews.

   3. Actual Results of Evaluation:
      Explain if the evaluation is not complete
      Role-plays and mock interviews were used effectively in FCS 460 Management in Nutrition and Dietetics and FCS 350 Basic Skills in Dietetic Practice and in FCS 447 Professional Development for all FCS majors; all students reported in exit interviews and many indicated on class evaluations that these experiences were helpful in simulating reality-based situations.

   4. Use of Evaluation Results:
      How were the results used to improve programs, operation, or services? Indicate if this led to a new goal for the next year.
      Faculty will continue to use role-plays and other simulation exercises, such as mock interviews, in clinical and management courses and in FCS 447 Professional Development, which is required of all FCS majors.

B. Goal # 2
   Add WebCT component to identified courses within all FCS concentrations to increase students’ computer literacy and to provide a practice forum for the Certification Exam for Registered Dietitians.

   1. Institutional Goal which was supported by this goal:
      SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
2. Evaluation Procedure(s):
All courses within the Division that now utilize WebCT components were tabulated. Usage of WebCT within programs was identified.

3. Actual Results of Evaluation:
WebCT was utilized in all Nutrition/Dietetics classes for the provision of PowerPoint programs, notes, study guides, quizzes and exams. National Certification Exam for Registered Dietitians (RD) Practice Exam website was made available for nutrition/dietetics majors beginning in August 2005. Website was increased to contain 18 timed practice exams designed to simulate the RD Exam. WebCT components were added to FCS 102 Principles of Food Preparation, FCS 151 Concepts of the Family System II, FCS 312 Meals for Modern Day Living, FCS 306 Experimental Foods, FCS 360 Quantity Food Procurement and Production, FCS 447 Professional Development, FCS 330 Infant Development, and FCS 314 Interior Environmental Design. Dr. Taylor’s classes were all converted to WebCT enhanced hybrid format, forcing students to become more technology literate. Dr. Taylor also developed four online classes for WebCT. All Fashion Merchandising courses are web-enhanced.

4. Use of Evaluation Results:
WebCT provided a communication venue with other classmates and a user-friendly online format to access materials and quizzes. WebCT will continue to be utilized for PowerPoint programs, notes, study guides, quizzes and exams and to continually update the RD Practice Exam website. The RD practice quiz website was used for the completion of 167 practice exams. RD first-time exam scores were 14% higher for the period of July 1 to December 31 when compared to the previous calendar year, suggesting that the use of web-based practice may have contributed to the increase. Faculty will continue to utilize WebCT for similar practice testing.

C. Goal # 3
Continue to enhance and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

1. Institutional Goal which was supported by this goal:
SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.

2. Evaluation Procedure(s):
Compare enrollment data for the current academic year to enrollment data from the prior year.
Evaluate website on a regular basis.
3. Actual Results of Evaluation:
There were 173 Family & Consumer Sciences in fall 2005, compared to 136 Family & Consumer Sciences majors in fall 2004, which represents a 27% increase. There were 180 Family & Consumer Sciences majors in spring 2006, compared to 131 Family & Consumer Sciences majors in spring 2006, representing a 37% increase.

A Faculty member is the Division webmaster. She continually updates information on the website, utilizing input from faculty members.

4. Use of Evaluation Results:
Flyers and brochures developed for all three concentrations have been updated and reprinted as needed. The Division website continues to be enhanced and updated. This site provides information on programs to prospective students. Recruiting efforts need to continue. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts. Several of the FCS faculty members met with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. An article was written for the Delta Statement on the areas of concentration in the Division.

D. Goal # 4
The Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals, families, consumers, and the community.

SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
SP#5: The citizens of the region will benefit from increases in university outreach, service and partnership initiatives.

2. Evaluation Procedure(s):  
Identify presentations made by students and faculty to community colleges, high schools, vocational/technical centers, and community groups, providing information about FCS programs and increasing the public awareness of FCS programs at DSU.

3. Actual Results of Evaluation:  
Service learning courses within the Division included: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, & FCS 476 Practicum in Child Development Administration. Numerous activities of DSU students in these classes increased the FCS exposure within the schools and community. Service learning activities are further delineated under VI. 3. c.
One faculty member organized the second annual DSU A – Z Early Childhood Conference, and two faculty members presented at this conference.
4. Use of Evaluation Results:
Students and faculty will make a valuable contribution in marketing Family & Consumer Sciences programs. Successful initiatives will be identified and continued. The results will be used to continue to impact individuals and families in a positive way. More effort needs to be made to encourage roles of leadership among students and to involve other campus leaders in efforts to improve the quality of life for individuals and families.

E. Goal # 5
The Division of Family & Consumer Sciences will maintain a strong faculty. The faculty will have excellent communication skills and technological capabilities, facilitating productivity. Each faculty member will also have the necessary depth of professional knowledge in a specific area of specialization, and will exhibit above satisfactory performance in the areas of teaching, scholarship and service.

1. Institutional Goal which was supported by this goal:
SP# 3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.

2. Evaluation Procedure(s):
Annual faculty activity records will provide an assessment of the prior year’s goal achievement. They will indicate credentials acquired, faculty development participation, successful activities in the classroom, and productivity in the areas of scholarly activities and service.

3. Actual Results of Evaluation:
The faculty attended a number of professional meetings at the district, state and national levels. All tenured and tenure-track faculty members made refereed presentations at national meetings. They also attended a large number of faculty development workshops or trainings on various topics. Each semester students complete an evaluation of all classes in Family & Consumer Sciences. These assessments are used in faculty evaluations to establish goals when needed. Most student evaluations were very good. Several faculty members submitted grant proposals. The faculty provided service to the university and to the public through presentations to a variety of groups on various topics. One faculty member is a licensed Marriage and Family Therapist. He provided consultations to the public. The two Registered Dietitians also provided consultations to various individuals, groups and agencies on food and nutrition topics. The Child Development faculty member served on many community committees. The Fashion Merchandising faculty member provided service to the Bologna Performing Arts Center, directing students in costuming for the Broadway production, and provided service to the Cooperative Extension 4-H agent. The faculty member in the Food Science area made numerous presentations at university and community events. One faculty member was asked to serve as Secretary on the university merit-pay committee which was charged with the goal of revising the merit pay plan in accordance with
guidelines from the university President which would meet the approval of the majority of the faculty. Dr. Kathy Davis, Assistant Professor of Nutrition/Dietetics was selected as the Outstanding Dietetics Educator of the year in Mississippi by the Mississippi Dietetics Association. Dr. Jan Haynes, Professor of Fashion Merchandising, was voted as Outstanding DSU Faculty Member of the Year, 2006-07, by the DSU Panhellenic Council.

4. Use of Evaluation Results:
Each faculty member benefits from the knowledge gained and skills acquired at each meeting or workshop attended. In turn, the Division and the University benefit from the faculty member’s knowledge and skills as demonstrated in the classroom and in various service activities around the state. The implementation of a performance-responsive reward structure encouraged the faculty to maintain a high level of productivity, and to document all activities.

F. Goal # 6
Use technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development, required of all Family & Consumer Sciences majors.

1. Institutional Goal which was supported by this goal:
SP# 3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.

2. Evaluation Procedure(s):
The use of technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development will be documented.

3. Actual Results of Evaluation:
Child Development and Fashion Merchandising students record electronic journals on a daily/weekly basis throughout their internship experiences. Nutrition students in supervised practice also record journals electronically for each practice rotation. FCS students in Professional Development put their final portfolio work on a CD, making it easier to store and to communicate with potential employers. Students who participate in the fashion merchandising field study classes experiences are required to keep reflective journals.

4. Use of Evaluation Results:
All Family & Consumer Sciences students will continue to write reflective journals of their supervised practice rotations. This benefits the communication process between the student, the faculty member and the preceptor or facility supervisor(s). In FCS 447 Professional Development and in the internship experiences, the evaluations of students’ performances will be partially based on this electronic documentation.
G. Goal # 7
Identify increased opportunities for participation in local health fairs, and other public and community forums (schools, churches, cooperative extension and Chamber of Commerce programs). Contact industry representatives as a means of communicating availability and willingness to participate as community partners.

1. Institutional Goal which was supported by this goal:
SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
SP#4: Donors and other friends of Delta State University, along with the general public will become more aware and more supportive of the institution.
SP#5: The citizens of the region will benefit from increases in university outreach, service and partnership initiatives.

2. Evaluation Procedure(s):
Evaluate faculty’s lists of yearly accomplishments.

3. Actual Results of Evaluation:
(Faculty service accomplishments are further delineated above in Goal #4)
- Child Development majors and faculty participated in numerous community service projects, including partnering with the Parent Place for various service projects.
- Fashion merchandising majors worked with the Bolivar County Extension service.
- Two merchandising majors coordinated costumes for the Broadway theatre segment of the Janice Wyatt Mississippi Summer Arts Institute’s performance of “Into the Woods,” at the Bologna Performing Arts Center.
- Students in the Historic Costume class coordinated costumes for the DSU Theatre class’s production of “Fences.”
- Students in the Coordinated Undergraduate Program in Dietetics participated in the DSU Health Challenge (pilot program).
- Nutrition/Dietetics faculty have been involved in a significant and growing number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and healthy/wellness. Students in Nutrition/Dietetics are participating in all events.

4. Use of Evaluation Results:
More public-oriented nutrition and health classes are planned for the upcoming year.
The general public will become more aware of health-related programs at DSU, and more programs will be generated.
Plan further collaborative efforts for the future in all areas.
H. **Goal # 8**
Utilize new Viking Foods Laboratories for catering and cooking lessons, both of which would be available for donors and their friends of Delta State University as well as the general public.

1. **Institutional Goal which was supported by this goal:**

   **SP# 4:** Donors and other friends of Delta State University, along with the general public will become more aware and more supportive of the institution.
   **SP#5:** The citizens of the region will benefit from increases in university outreach, service and partnership initiatives.

2. **Evaluation Procedure(s):**
   Evaluate faculty’s lists of yearly accomplishments.

3. **Actual Results of Evaluation:**
   Demonstrations on various topics were conducted for DSU Alumni Board and invited guests throughout the year.
   Lunch n’ Learns were held most months and were open to the public as well as the university. Original recipes were demonstrated and then served to the participants.
   A demonstration of brunch and Christmas foods was presented to the American Medical Association State Conference spouses. These products were also served to the participants.
   Southern breakfast foods were demonstrated and served to the Lighthouse Students, an after school group for 8th graders from D.M. Smith Middle School.
   The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 classes.
   The February meeting of the Student Association of Family and Consumer Sciences was catered by the FCS 360 class, featuring heart healthy recipes.
   One hundred peanut butter and jelly sandwiches were prepared for the kick-off of Arts in April sponsored by the University Special Programs Committee.
   The second annual Archives tea was catered by the FCS 360 class, featuring hand decorated petit fours, cheese straws, candied pecans and homemade mints.
   The Honors Day reception for the College of Education was catered by the FCS 360 class.
   The spring initiation of Kappa Omicron Nu, national honor society for Family and Consumer Sciences, was catered by the FCS 360 class.
   The third annual Broadway Dinner Theater, presented by the Hayes Cooper choir, was catered by students from the FCS 102 class.
   Two sessions of demonstrations of dinners which could be prepared quickly after work were presented to the staff of Delta State University on Staff Development Day.
4. Use of Evaluation Results:
Plan further collaborative efforts for the future. Continue the Lunch n’ Learns. Develop two cooking classes for Kids College. Develop and implement a hybrid foods course for non-majors.

I. Goal # 9
Develop annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations, and invite the public to attend.

1. Institutional Goal which was supported by this goal:
- SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
- SP#4: Donors and other friends of Delta State University, along with the general public will become more aware and more supportive of the institution.
- SP#5: The citizens of the region will benefit from increases in university outreach, service and partnership initiatives.

2. Evaluation Procedure(s):
Determine accomplishments of the campus wellness program.

3. Actual Results of Evaluation:
*Delta Health and Wellness Committee, 2006-2007*, under the leadership of Myrtis Tabb, was charged with the development of a program in keeping with the President’s Year-long focus on “Health and Wellness in the Delta”.

- Dietetics Instructor, Draughon McPherson, and students, designed and constructed 45 nutrition “tool boxes” for use in every 4th and 5th grade classroom in Cleveland. The “tool box” contains a nutrition lesson plan and all of the supplies that the teacher needs to teach the lesson for a class of 30 students. Dr. Kathy Davis, Assistant Professor, Nutrition/Dietetics, applied for a small grant through the Health and Wellness Committee to defray the cost of the supplies for this project. **Students in Child Development and Nutrition/Dietetics developed the boxes as a service-learning aspect of FCS 444 Child Nutrition and distribute them to the elementary school teachers.**

- Dr. Kathy Davis served as a Delta Health and Wellness Day organizing committee member and exhibitor, 2006, 2007. This sub-committee, under the umbrella of the university-wide committee, was charged with the organization of a day-long health screening and awareness program for children and adults in Bolivar County. Approximately 600 4th and 5th grade classes in Cleveland are invited to participate in the special “Kids Zone” activities, designed to tailor health and nutrition activities to their age groups. Also in attendance are senior citizen groups, Allied Health classes and community members interested in learning more about a broad range of health services. Exhibitors and participants include DSU students in Nutrition/Dietetics, HPER, and Nursing.
• DSU Health and Wellness Committee; 2005-2007; chaired by John Alvarez, was charged to develop a university-wide program to increase awareness about health and physical fitness. Out of this committee, the DSU Health Challenge emerged first as a pilot program, then as an ongoing program to promote health and physical fitness among DSU faculty and staff. Working with John Alvarez, Dr. Davis set up a WebCT site for participants to communicate and post weekly aerobic points and dietary intakes as part of the competition. The website also provided a variety of nutrition and exercise information and educational links for participants. Dietetics students and faculty analyzed dietary intakes and provided nutrition topics of interest during noon meetings.

• Dr. Davis also assisted in the organization of the Awards Banquet in December 2006 for this program.

• Nutrition/Dietetics Faculty, along with dietetics students, participated in approximately a dozen Health Fairs and Screenings throughout the Delta between May 2006 and March 2007.

4. Use of Evaluation Results:
An expanded Health Challenge and wellness program on the DSU campus will be initiated, collaborating with representatives from industry, campus, and nonprofit organizations and the public will be encouraged to participate. In addition to participating in the 2006-07 health screening, Dr. Davis gained IRB approval for research involving both the adult and child participants in the event and present the results at the 3rd Annual DSU Research and Scholarship Symposium, April 2007.

IV. Data and information for division: Family & Consumer Sciences


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### B. Number of Graduates 2004-2005 through 2006-2007

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### C. Credit Hour Production 2004-2005 through 2006-2007

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### D. Comparison of Enrollment by Major 2004-2005 through 2006-2007

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</tbody>
</table>
V. Personnel:

A. List of Faculty and Staff:

1. 2006-2007
   Jan Haynes, Ph.D.    Fashion Merchandising
   Katherine A. Davis, Ph.D., R.D., L.D. Nutrition/Dietetics
   Edye Cameron McMillen, Ph.D. Food Science
   Leigh-Anne Gant  Child Development
   Tommy Taylor, Ph.D.    Marriage and Family
   Draughon McPherson, R.D. (Part time) Nutrition/Dietetics
   Patricia Webster     Administrative Assistant

   Full time faculty
   Jan Haynes, Ph.D.    Fashion Merchandising
   Katherine A. Davis, Ph.D., R.D., L.D. Nutrition/Dietetics
   Edye Cameron McMillen, Ph.D. Food Science
   Leigh-Anne Gant  Child Development
   Tommy Taylor, Ph.D.    Marriage and Family

   Part time faculty

   Staff
   Patricia Webster Senior Secretary

VI. Noteworthy activities and accomplishments:

A. Enrollment: 179 Family & Consumer Sciences majors in spring 2006, compared to 131 Family & Consumer Sciences majors in spring 2006 (+37%).

B. Noteworthy activities and accomplishments:

1. Teaching
   a. Technology enhanced courses
      A smart cart was utilized in the large classroom (Ewing 118) for class presentations.
      Smart carts and screens have been requested for all classrooms.
PowerPoint is used on a regular basis for many classes.

WebCT was utilized in all Nutrition/Dietetics classes for the provision of PowerPoint programs, notes, study guides, quizzes and exams. National Certification Exam for Registered Dietitians (RD) Practice Exam website was made available for nutrition/dietetics majors beginning in August 2005. Website contains 18 timed practice exams designed to simulate the RD Exam. WebCT components were added to FCS 102 Principles of Food Preparation, FCS 151 Concepts of the Family System II, and FCS 312 Meals for Modern Day Living, FCS 306 Experimental Foods, FCS 360 Quantity Food Procurement and Production, FCS 447 Professional Development, FCS 330 Infant Development, and FCS 314 Interior Environmental Design. Dr. Taylor’s classes were all converted to WebCT enhanced hybrid format, forcing students to become more technology literate. All fashion merchandising classes are web enhanced. Several FCS classes now are offered online, in addition to in the classroom: FCS 150 Concepts of the Family System I, FCS 215 Personal Finance, FCS 325 Marriage, Family & Sex Education, FCS 270, and FCS 345 General Nutrition. FCS 494 Family & Consumer Sciences: Philosophy and Issues is offered exclusively through WebCT.

Computer Surveillance Equipment is utilized in all Child Development Center areas, including playgrounds. This is used for educational purposes in addition to providing security.

Dr. Davis taught > 50 hours of review for RD exam during summer 2006, fall 2006, and continuing throughout spring 2007 (6-9pm each Monday); enhanced by review questions online.

b. Collaborative/Team Teaching
Dr. Kathy Davis (FCS) and Dr. John Alvarez (HPER) team taught FCS 343 Nutrition & Physical Fitness.

Dr. Kathy Davis (FCS) and Mrs. Draughon McPherson, RD (FCS) team taught FCS 468 Nutrition Research.

Dr. Kathy Davis involved research class (FCS 468) in data collection for TEAM MS research project, Winona, MS. Students conducted 24-hour diet recalls and fitness tests for 20 classes of students in 1st - 4th grades.

c. Creative scheduling
Greatly expanded use of WebCT expanded time flexibility for students and faculty in many classes. Numerous intersession classes were taught in the Division. Numerous classes are totally online, hybrid, or web-enhanced.
d. **Faculty Evaluations**—include student ratings
Most average ratings on a 5 point scale (1 is the highest) for FCS faculty were between 1 and 2; Most student comments were positive.

e. **Faculty Meetings**—retreats, etc.
FCS faculty met at least monthly throughout the year. Additional communication was conducted via email and personal conversations.

f. **Curriculum/Accreditations:**
The Child Development faculty members have continued initial preparations for the National Association of Education of Young Children (NAEYC) accreditation process. They have applied for the site visit to occur during the 2007-08 academic year.

2. **Scholarship**
a. **Presentations**


  Kathy Davis, PhD, RD; Deborah Moore; Katie Kerstetter, MPP. Poster Presentation: Child and adult perceptions of Delta Health and Wellness Day; DSU Research and Scholarship Symposium, April 11-12, 2007.

  Kathy Davis, PhD, RD. Presentation: Measuring self-efficacy and glucose control in children and adolescents with diabetes; Mississippi Dietetic Association: Original Research Contributions, March 30, 2007

  Haynes, J. Presented 19 posters at the third annual DSU Faculty Scholarship Symposium, April 11-12, 2007. This included five posters of faculty designs and 14 posters of student design projects.


1. One student won first place in the Mohair category for her originally designed mohair coat. She received $450. (This event is attended by over 1000 students from at least 11 states. The design contest is extremely competitive and it is a huge honor to win an award of any kind.)

2. Ten design entries were submitted by six students, and five of the students each had one entry shown on the runway. The acceptance rate for the student design competition is less than 50%.

3. Two students submitted Trend Boards for Cotton, which were shown in the Trend Board Competition.


Taylor, T. Submitted application to present at the 2007 Creating Futures through Technology conference. Title of Presentation: "Overcoming Faculty Frustrations and Resistance to Online Web CT Online Courses." Application was not accepted.
b. **Submissions for Publication**


c. **Accepted for Publication**


3. **Service**

a. **Service to the Profession**

(1) Serving on state, national, regional committees:

Davis, K. Professional Member: American Dietetic Association Diabetes Care and Education Practice Group, 1986-present
Davis, K. Dietetic Educators of Practitioners Practice Group, 2005-present
Davis, K. Member: Juvenile Diabetes Research Foundation, 1999-present
Davis, K. Professional Member: American Diabetes Association, 1989-present
Davis, K. Certified Insulin Pump Trainer (CPT), Medtronic MiniMed, 2006. Professional Member

(2) Holding offices, chairmanships, etc.

Davis, K. Mississippi Dietetic Association: 2006 Chair – Council on Education and Research
Davis, K. Northwest District Dietetic Association: Executive Board Member, 2005-06, Secretary/Treasurer
Haynes, J. Mississippi Association of Family and Consumer Sciences, President-Elect
Haynes, J. Mississippi Association of Family & Consumer Sciences Scholarship Liaison
Haynes, J. Northern District of Mississippi Association of Family and Consumer Sciences, President
McMillen, E. Northern District of Mississippi Association of Family and Consumer Sciences, Vice-President
McMillen, E. Mississippi Association of Family and Consumer Sciences, Member-at-Large

(3) Membership

Davis, K. American Association of Family and Consumer Sciences, 2005-present
Davis, K. Professional Member: Mississippi Association of Family and Consumer Sciences, 2005-present
Haynes, J. American Association of Family & Consumer Sciences
Haynes, J. Mississippi Association of Family & Consumer Sciences
Haynes, J. American Collegiate Retailing Association
Haynes, J. International Textiles and Apparel Association
McMillen, E. American Association of Family & Consumer Sciences
McMillen, E. Mississippi Association of Family & Consumer Sciences
McMillen, E. Rural Sociology Society

b. Service to the University

(1) Service that affects the university

Davis, K. Delta Health and Wellness organizing committee member and exhibitor, 2006-07
Davis, K. “DSU Scholarship Symposium” organizing committee, 2006-07
Davis, Secretary: Merit Pay Committee. Developed a merit plan for all faculty, both tenure-track and non-tenure track and department/division chairs
Participated in “Reaching Out to Mississippi: Education in Action” Faculty Development Conference
Presented 3 “Healthy Living” programs for students (teamed with John Alvarez) September 2006
Davis, Guest speaker: BIO 101, Fall 2006; “Top 10 Food Myths”
Davis, Guest speaker: FCS 355 Community Nutrition, Fall 2006; “Non-Traditional Positions for Registered Dietitians”
Haynes, J., DSU COE Dean Search Committee
Haynes, J., DSU Service-Learning Committee
McMillen, E. DSU Special Programs Committee
Taylor, T. Senator, Faculty Senate
Taylor, T. Contacted contributors to Delta State University to maintain university relations and encourage continued support
Taylor, T. Counseled students and athletes about personal matters unrelated to academics
Taylor, T. Counseled faculty about personal matters without charge
Taylor, T. Played in the Kent Wyatt Golf tournament to raise money for athletic banquet
Taylor, T. Played in the Forest Wyatt Golf tournament to raise money for the athletic department
Taylor, T. Attended the Gulf South Conference Basketball tournament in Tupelo, Ms. 2007

(2) Recruitment
All faculty taught numerous continuing education classes.
Drs. Davis and McMillen taught GST 100, fall 2006.

(3) Taskforces, service groups, champions, etc.
Davis, K. DSU Health and Wellness Committee; pilot program: DSU Health Challenge
Davis, K. Faculty Advisor: DSU Student Dietetic Association
Davis, K. College of Education NCATE Diversity Committee
Haynes, J. Faculty Advisor: Student Association of Family & Consumer Sciences
Haynes, J., NCATE Posters committee
Haynes, J., Gant, L. DSU College of Education Honors Day Luncheon Committee
McMillen, E. Faculty Advisor: Kappa Omicron Nu Honor Society
McMillen, E. College of Education NCATE standards Committee
Gant, L. DSU College of Education NCATE Conceptual Framework Committee
Taylor, T. DSU College of Education NCATE Standards Committee

c. Service to the Community
Davis, K. Director of Twin Lakes Diabetes Camp (1990-present)
Davis, K. Volunteer Dietitian/Diabetes Educator for Tutwiler Family Medical Clinic and Glendora Clinics
Davis, K. Participated in approximately a dozen Health Fairs and Screenings throughout Delta between May 2006 and March 2007, involving students in each event

Gant, L. Founding Board Member of Bright Beginnings Foundation, October 2005
Gant, L. Bright Beginnings Foundation President, 2005-Present
Gant, L. Excel by 5 Coalition member
Gant, L. Coordinated 38th Annual Crosstie Children’s Area, April 21, 2007
Haynes, J. Supervised fashion merchandising majors who worked with Bolivar County Extension Service 4-H agent
Haynes, J. Supervised one fashion merchandising major and two merchandising graduates who coordinated/built costumes for the BPAC Broadway production of *Into the Woods*, June 23-24, 2006

McMillen, E. Bolivar County Habitat for Humanity Board of Directors, President
McMillen, E. Advisory Board, Lower Mississippi Delta Service Corps. Volunteer
McMillen, E. Advisory Board, Lower Mississippi Delta Service Corps. Volunteer Center
McMillen, E. Calvary Episcopal Church Altar Guild, Hospitality Committee, Pastoral Care Committee
McMillen, E. Friends of the Library
McMillen, E. Volunteered at Hayes Cooper Center and Cypress Park Elementary School

Taylor, T. Appointed by Governor Barbour to the Mississippi Juvenile Justice Advisory Committee.
Taylor, T. Elder, First Presbyterian Church.
Taylor, T. Serve on the evangelism committee of First Presbyterian Church, Cleveland, MS
Taylor, T. Evaluating the stress levels of middle school students at Greenville Christian School, Greenville, MS
Taylor, T. Serve on the board of the Fellowship of Christian Athletes

**Service Learning Projects: Child Development**

1. Students in FCS 476 Practicum in Child Development Administration planned and implemented a Dr. Seuss Birthday Bash at four Cleveland elementary schools.
2. Child Development students volunteered at the Crosstie Arts Festival in the children’s area.
3. Students in FCS 330 Infant Development prepared *Healthy Child Tool Kits* for the Healthy Community Partnership in Bolivar County with the Parent Place Center.
4. Students in FCS 377 Methods and Materials of Preschool Programs and 378 Principles and Procedures for Preschool Programs participated in DSU Library’s *Born to Read* Program.
5. Child Development Center participated in Project PREPARE Early Intervention Program.

**Service Learning Projects: Nutrition/Dietetics**

1. Volunteer Dietitian/Diabetes Educator for Tutwiler Family Medical Clinic and Glendora Clinics; students in FCS 350 created posters with 10-minute nutrition lessons for use by nurses and health educators at the clinics.
2. Faculty participated in approximately a dozen Health Fairs and Screenings throughout the Delta between May 2006 and March 2007, involving students in each event.
3. Certified Insulin Pump Trainer (CPT), Medtronic MiniMed, 2006. Collaborating with local dietitian, nurse, and Nutrition/Dietetics students, Dr. Davis provided several insulin pump training workshops, thus introducing students to the use of insulin pumps in the management of diabetes and involving them in the use of a variety of methodologies to instruct patients with a broad range of literacy levels.

4. GST 100 class painted playground equipment and planted sweet potatoes with students at Naylor Elementary School.

5. FCS 444 Child Nutrition class created 40 Nutrition Tool Kits for 4th & 5th grade classes at all Cleveland Elementary Schools (including Presbyterian Day School and Bayou Academy); each class at Naylor Elementary (1-6) was presented with a Kit.

6. Participated in data collection as a collaborative effort with TEAM MS, principal investigator: Dr. Annette Lowe, UMMC Center for Excellence in Women’s Health, February 2007, Winona, MS. Students conducted 24-hour diet recalls and fitness tests for 20 classes of students in 1st - 4th grades.

Grants and Fund Raisers:

Davis, K. received a $300 research mini-grant for professional travel from the DSU Research Committee.
Davis, K. and McPherson, D. received Delta Health & Wellness Grants totaling $575 (Nutrition Tool Kits).
Gant, L. The Child Development Center sponsored Scholastic Book Fair and received $400 in free classroom books and literacy resources.
Gant, L. The Child Development Center sold cookie dough, raising approximately $4,000 to purchase needed equipment for NAEYC accreditation.
Gant, L. received $500 from the Bryce Griffis Foundation to enhance teaching in the Child Development area.
Haynes, J. received $500 from the Bryce Griffis Foundation to enhance technology for the teaching of Fashion Merchandising.
Haynes, J. received $300 Research mini-grant for professional travel from the DSU Research Committee.
Haynes, J. received $250 Faculty Development grant from Dr. Thornell for the production of a large campus-wide fashion show.
Haynes, J. received $300 from the Student Government Association for the production of a large campus-wide fashion show.
Haynes, J. received $100 from the Planters Bank for the production of a large campus-wide fashion show.
McMillen, E. received $300 Research Mini-grant for professional travel from the DSU Research Committee.
Taylor, T. "A pilot study to determine the extent of stress in 8th grade students in a Mississippi delta middle school" proposal for grant from Delta State University, January 2007.
Taylor, T. Proposal submitted to write the curriculum for a $300,000 grant from the Mississippi Healthy Marriage Initiative, February 2007.
Facilities:
Renovations of the Ada Swindle Mitchell Foods Laboratory, and the Home Management Foods Laboratory, are completed, incorporating donated Viking equipment. This provides state-of-the-art facilities for dietetics students to use for quantity foods classes and for Child Development students in their required food classes.
Utilized new display case for the Ewing first floor hallway to showcase work of Family & Consumer Sciences students
Purchased several dress forms for apparel design use and displays
Continued to work on improving the physical spaces within the Division of Family & Consumer Sciences, both functionally and aesthetically
Requested smart carts and new screens for all classrooms.

C. New Position(s) requested, with justification:
The Division is not requesting any new positions.

D. Recommended change of status:
One faculty member, Dr. Tommy Taylor, was promoted from assistant professor to associate professor.
Ms. Leigh-Anne Gant replaced Ms. Lisa Pinkerton as Instructor in Child Development and Director of Preschool Programs.

E. Degree Program Addition/Deletions and/or Major Curriculum Changes:
No changes

VI. Division/Department Goals for Coming Year:

A. Goal # 1
Increase strategies in upper-level classes to simulate career-related situations.

B. Goal # 2
Continue to enhance and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

C. Goal # 3
The Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals, families, consumers, and the community.
D. **Goal # 4**
The Division of Family & Consumer Sciences will maintain a strong faculty. The faculty will have excellent communication skills and technological capabilities, facilitating productivity. Each faculty member will also have the necessary depth of professional knowledge in a specific area of specialization, and will exhibit above satisfactory performance in the areas of teaching, scholarship and service.

E. **Goal # 5**
Use technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development, required of all Family & Consumer Sciences majors.

F. **Goal # 6**
Identify increased opportunities for participation in local health fairs, and other public and community forums (schools, churches, cooperative extension and Chamber of Commerce programs). Contact industry representatives as a means of communicating availability and willingness to participate as community partners.

G. **Goal # 7**
Utilize new Viking Foods Laboratories for catering and cooking lessons, both of which would be available for donors and their friends of Delta State University as well as the general public.
<table>
<thead>
<tr>
<th>Appendix 1</th>
<th>1- Ineffective, Unacceptable Practice</th>
<th>2- Marginally Acceptable Practice</th>
<th>3- Acceptable, Safe to Practice</th>
<th>4- Outstanding, Effective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
<td>First Assessment</td>
<td>Date</td>
<td>Second Assessment</td>
</tr>
</tbody>
</table>

| Any other comments need to go on the back |

## COMMUNICATION AND INTERACTION
- Uses acceptable written, oral, and nonverbal communication
- Interacts frequently with affection and interest
- Is available and responsive to all children
- Talks and sings with children frequently and reads stories
- Speaks in a positive and courteous manner with appropriate tone of voice

## TEACHING FOR LEARNING
- Displays enthusiasm for teaching and learning
- Uses best practices

## MANAGING THE LEARNING ENVIRONMENT
- Analyzes the environment to enhance relationships, motivation, and learning
- Greets and checks-in everyday and interacts in a friendly, courteous manner

## PROFESSIONALISM AND PARTNERSHIPS
- Accepts constructive criticism in a positive manner
<table>
<thead>
<tr>
<th>Follows school policies and procedures</th>
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</thead>
<tbody>
<tr>
<td>Knows safety measures and how to handle emergency situations</td>
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<tr>
<td>Maintains a high level of competence and integrity in the practice of the profession</td>
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<tr>
<td>Arrives to work on time and avoids absences</td>
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</table>

**Total number of Hours**
# Student Evaluation

**Student’s Name**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5-Superior</th>
<th>Ratings</th>
<th>4-Satisfactory</th>
<th>3- Minimum Acceptable</th>
<th>2- Unsatisfactory</th>
<th>1- Very Unsatisfactory</th>
<th>0- No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Behavior:</strong></td>
<td>Student Arrived on Time</td>
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<tr>
<td></td>
<td>Student Dressed Appropriately</td>
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<tr>
<td><strong>Instruction:</strong></td>
<td>Student Was Prepared for Instruction</td>
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<tr>
<td></td>
<td>Materials/Activities Were Organized</td>
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<tr>
<td></td>
<td>Activities Were Developmentally Appropriate</td>
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<tr>
<td></td>
<td>Student Participated Fully In Presentation of Material</td>
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<td></td>
<td>Student Interacted Well With All Children</td>
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<tr>
<td><strong>Professional:</strong></td>
<td>Student Worked Well With Other Group Members</td>
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<td></td>
<td>Student Demonstrated Positive Attitude</td>
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<td></td>
<td>Student Coordinated With Classroom Teacher</td>
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Signature __________________________  Date __________________________

Turned in Lesson Plan  Date __________________________

Turned In Reflection Piece  Date __________________________

Signature of Supervisor __________________________
## COMMUNICATION AND INTERACTION

<table>
<thead>
<tr>
<th>Description</th>
<th>First Assessment</th>
<th>Date</th>
<th>Second Assessment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses acceptable written, oral, and nonverbal communication</td>
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<tr>
<td>Interacts frequently with affection and interest</td>
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<tr>
<td>Is available and responsive to all children</td>
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<tr>
<td>Encourages both boys and girls to participate in all activities</td>
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<tr>
<td>Sets appropriate limits</td>
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<tr>
<td>Helps children identify and express their feelings</td>
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<tr>
<td>Encourages children to try new activities</td>
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<tr>
<td>Talks and sings with children frequently and reads stories daily</td>
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<tr>
<td>Speaks in a positive and courteous manner with appropriate tone of voice</td>
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<tr>
<td>Acknowledges and accepts each child's family</td>
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<tr>
<td>Listens and responds appropriately</td>
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<tr>
<td>Builds and sustains classroom climate</td>
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</tbody>
</table>

**TEACHING FOR LEARNING**

<p>| Displays knowledge of subject |
| Displays enthusiasm for teaching and learning |
| Uses knowledge of students' understanding and experiences |
| Uses a variety of strategies |
| Provides experiences to accommodate differences |
| Gives directions |
| Provides opportunities for problem-solving and critical thinking |
| Uses community resources |
| Uses best practices |
| Uses indirect instruction |</p>
<table>
<thead>
<tr>
<th>MANAGING THE LEARNING ENVIRONMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses instructional time effectively</td>
<td></td>
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<tr>
<td>Applies classroom management</td>
<td></td>
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<tr>
<td>Analyzes the environment to enhance relationships, motivation, and learning</td>
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</tr>
<tr>
<td>Utilizes responses to pace learning, start new work, and reteach</td>
<td></td>
</tr>
<tr>
<td>Organizes time, space, activities and materials</td>
<td></td>
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<tr>
<td>Plans for students with health care, physical, and/ or communicative needs</td>
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<tr>
<td>Knows when to intervene either to extend the child's play or keep the child safe</td>
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<tr>
<td>Greets and checks-in everyday and interacts in a friendly, courteous manner</td>
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<tr>
<td>Helps maintain an orderly and aesthetically pleasing environment</td>
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<table>
<thead>
<tr>
<th>PROFESSIONALISM AND PARTNERSHIPS</th>
<th></th>
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<tbody>
<tr>
<td>Cooperates and collaborates with colleagues</td>
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<tr>
<td>Accepts constructive criticism in a positive manner</td>
<td></td>
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<tr>
<td>Shares and seeks professional materials and ideas</td>
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<tr>
<td>Follows school policies and procedures</td>
<td></td>
</tr>
<tr>
<td>Knows safety measures and how to handle emergency situations</td>
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<tr>
<td>Exhibits understanding of how to work with parents/ guardians</td>
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<tr>
<td>Maintains a high level of competence and integrity in the practice of the profession</td>
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<tr>
<td>-----------------------------------------------------------------</td>
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<tr>
<td>Self-evaluates and asks for help or clarification as needed</td>
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<tr>
<td>Arrives to work on time and avoids absences</td>
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</table>
NEWSLETTER PROJECT
FCS 476
Spring 2004

As a member of a group you will collectively work to produce a parent newsletter. The group will design a cover page. Create a letter from the director to include in the newsletter. Create a letter from each teacher (infant, toddler, twos, threes, and fours). Add at least one pertinent article (preferably one page) which will be of interest to parents and appropriate for the time of year. You may choose the month you want to do a newsletter for. (article example would be “How to Shop For Toys” would be appropriate for December issue). You may also include quotes, cartoons, brief ideas or helpful hints, fingerplays, recipes, or anything you feel would be informative for the parents.

Each student should be responsible for part of the newsletter. As a group you will decide the format of the newsletter and work together to assemble the newsletter before turning it in to the director.

Grading:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Originality and creativity</td>
<td>5</td>
</tr>
<tr>
<td>Informative and entertaining</td>
<td>10</td>
</tr>
<tr>
<td>Good variety</td>
<td>5</td>
</tr>
<tr>
<td>Completed by due date</td>
<td>10</td>
</tr>
<tr>
<td>Worked cooperatively as a group</td>
<td>10</td>
</tr>
<tr>
<td>Organized, neat, attractive</td>
<td>10</td>
</tr>
</tbody>
</table>

TOTAL: 100 points

93
# Internship Appraisal

**PERFORMANCE TRAITS**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>_____</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>_____</td>
<td></td>
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<tr>
<td>Cooperation</td>
<td>_____</td>
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</tr>
<tr>
<td>Decision-making</td>
<td>_____</td>
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<tr>
<td>Enthusiasm</td>
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<tr>
<td>Flexibility</td>
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<td>Problem-solving</td>
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<tr>
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<tr>
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<tr>
<td>Tactfulness</td>
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</tr>
<tr>
<td>Ability to accept criticism</td>
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</tr>
<tr>
<td>Adherence to company policies</td>
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<td></td>
</tr>
<tr>
<td>Willingness to do tasks assigned</td>
<td>_____</td>
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<tr>
<td>Well groomed with respect to store and/or department standards</td>
<td>_____</td>
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</tr>
<tr>
<td>Courteous to customers and other employees</td>
<td>_____</td>
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</tr>
<tr>
<td>Sincere in dealing with customers and other employees</td>
<td>_____</td>
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</tr>
<tr>
<td>Voice, poise, dignity</td>
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**ATTRIBUTES**

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<tr>
<th>CUSTOMER SERVICE</th>
<th>Code</th>
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<tr>
<td>Prompt approach</td>
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<tr>
<td>Determines needs</td>
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<td>Solves problems</td>
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<tr>
<td>Meets objectives</td>
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<tr>
<td>Courteous close</td>
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</tr>
<tr>
<td>Suggestive selling</td>
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<td>Professional manner</td>
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</tr>
<tr>
<td>Product knowledge</td>
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<tr>
<td>Sales productivity</td>
<td>_____</td>
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<tr>
<td>Ability to learn new tasks quickly</td>
<td>_____</td>
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<tr>
<td>Adaptability to new tasks</td>
<td>_____</td>
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<tr>
<td>Ability to carry out tasks on time</td>
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<tr>
<td>Dependability on follow through</td>
<td>_____</td>
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<tr>
<td>Attention to details</td>
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<tr>
<td>Consistency in quality of work</td>
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<tr>
<td>Consistency in quantity of work</td>
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<tr>
<td>Knowledge of systems and procedures</td>
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<tr>
<td>Ability to handle extra tasks</td>
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<td>Ability to work under pressure</td>
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**QUALITY OF WORK**

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<tr>
<th>INTERPERSONAL RELATIONS</th>
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<th>Description</th>
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<tr>
<td>Ability to inspire confidence</td>
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<tr>
<td>Relationship with supervisors</td>
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<td>Relationship with co-workers</td>
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<tr>
<td>Relationship with customers</td>
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SUMMARY RATING

My overall self performance rating is:

( ) Excellent  ( ) Above Average  ( ) Average  ( ) Below Average

<table>
<thead>
<tr>
<th>Fashion Merchandising</th>
<th>Internship Appraisal</th>
<th>QUALITATIVE REMARKS</th>
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<tr>
<td>Name of Intern ________</td>
<td>Name of Company ________</td>
<td>Name of Company ________</td>
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</table>

AREAS OF PERFORMANCE STRENGTHS

Attributes ________________________________________________________________

Attitude _____________________________________________________________________

Appearance/Manner ___________________________________________________________

Customer Service __________________________________________________________

Quality of Work ____________________________________________________________

Interpersonal Relations ______________________________________________________

AREAS FOR PERFORMANCE IMPROVEMENTS

Attributes ________________________________________________________________

Attitude _____________________________________________________________________

Appearance/Manner ___________________________________________________________

Customer Service __________________________________________________________

Quality of Work ____________________________________________________________

Interpersonal Relations ______________________________________________________

GENERAL COMMENTS_______________________________________________________________________________________

Would you recommend hiring the student intern if an opening existed?  ( ) Yes  ( ) No
Appendix 6 Nutrition/Dietetics

**FCS 477 SUPERVISED PRACTICE PROGRESS ASSESSMENT**

Student Name _________________________    Practice Site ________________________________

Mid-experience Appraisal______             End of Experience Appraisal__________ Experience Date___________

Rating Scale
1 student exceeded entry-level performance
2 student has met entry-level performance
3 student adequately progressing toward entry-level performance
4 student needs improvement to meet entry-level performance
5 student has not been working on key indicators of competency
N/A= not applicable or not observed

<table>
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<th>Comp #</th>
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<tbody>
<tr>
<td>CD1</td>
<td></td>
<td>1. Is accountable as a professional</td>
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<td></td>
<td>CD3</td>
<td>• Maintains professional behavior</td>
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<td></td>
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<td>• Maintains professional appearance</td>
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<td></td>
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<td>• Keeps time commitments</td>
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<td></td>
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<td>• Manages supervised practice time effectively</td>
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<td>• Observes relevant policies/procedures in setting.</td>
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<td>• Maintains confidentiality of information on patients, personnel, etc.</td>
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<td></td>
<td></td>
<td>• Takes initiative for own learning</td>
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<td></td>
<td></td>
<td>• Takes responsibility for self-evaluation</td>
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<td></td>
<td></td>
<td>• Participates in professional activities.</td>
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<td>Comp #</td>
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</table>
| CD6    |         | 2. Integrates research and technology into delivery of optimal nutrition/nutrition services to all persons, within the scope of practice.  
- Plans care for individuals using current research and methods in dietetics.  
- Uses principles and literature to support nutrition diagnosis and treatment.  
- Uses established norms in analyzing data  
- Uses principles of behavior change and counseling in development and revision of care plan.  
- Applies computer and other technologies into practice of dietetics.  
- Uses principles of epidemiology to assess health risks within a community health setting | NA 1 2 3 4 5 |
| CD13   |         | 3. Is skillful in interpersonal and written communication.  
- Interacts effectively with all who impact on dietetic services.  
- Interacts effectively with patients/clients  
- Communicates information to clients orally and in writing  
- Documents nutritional services appropriately  
- Generates written communication specific to task |
<p>| CD2    |         | 4. Refers clients/patients to other dietetics professionals or disciplines when a situation is beyond one’s level or area of competence. |</p>
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<tr>
<td>CD4</td>
<td></td>
<td>5. Performs self-assessment and participate in professional development.</td>
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<tr>
<td>CD11</td>
<td></td>
<td>6. Develops and review education materials for target populations.</td>
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<tr>
<td>CD5</td>
<td></td>
<td>7. Participate in legislative and public policy processes as they affect food, food security, and nutrition.</td>
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<tr>
<td>CD8</td>
<td></td>
<td>8. Provide dietetics education in supervised practice settings (perform).</td>
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<tr>
<td>CD10</td>
<td></td>
<td>9. Demonstrate the ability to supervise education and training for target groups</td>
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<tr>
<td>CD12</td>
<td></td>
<td>10. Participate in the use of mass media for community-based food and nutrition programs.</td>
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<tr>
<td>CD15</td>
<td></td>
<td>11. Develop and measure outcomes for food and nutrition services and practice (perform)</td>
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<tr>
<td>CD32</td>
<td></td>
<td>12. Assess nutritional status of individual patients/clients with complex medical conditions, ie, more complicated health conditions in select populations, eg, renal disease, multi-system organ failure, trauma</td>
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<tr>
<td>CD33</td>
<td></td>
<td>13. Demonstrate the ability to manage the normal nutrition needs of individuals across the lifespan, ie, infants through geriatrics and a diversity of people, cultures, and religions</td>
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<tr>
<td>CD34</td>
<td></td>
<td>14. Design and implement nutrition care plans as indicated by the patient’s/client’s health status (perform)</td>
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<tr>
<td>CD38</td>
<td></td>
<td>15. Coordinate and modify nutrition care activities among caregivers (perform).</td>
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<tr>
<td>CD40</td>
<td></td>
<td>16. Refer patients/clients to appropriate community services for general health and nutrition needs and to other primary care providers as appropriate (perform)</td>
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<tr>
<td>CD41</td>
<td></td>
<td>17. Conduct general health assessment, eg. blood pressure, vital signs (perform)</td>
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<tr>
<td>CD43</td>
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<td>18. Provide nutrition care for population groups across the lifespan, ie, infants through geriatrics, and a diversity of people, cultures, and religions (perform)</td>
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<tr>
<td>CD44</td>
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<td>19. Provide nutrition care for population groups across the lifespan, ie, infants through geriatrics, and a diversity of people, cultures, and religions (perform)</td>
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<tr>
<td>CD45</td>
<td></td>
<td>20. Conduct community-based health promotion/disease prevention programs</td>
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<tr>
<td>CD46</td>
<td></td>
<td>21. Participate in community-based food and nutrition program development and evaluation</td>
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**TOTAL =**

**DIVIDED by 21 =**

*Score for supervised practice experiences*

Strengths

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________
Target Areas for Improvement

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

Student Signature Date Faculty/Supervisor Signature Date
FCS 478 SUPERVISED PRACTICE PROGRESS ASSESSMENT

Student Name _________________________    Practice Site___________________________________
Mid-experience Appraisal______             End of Experience Appraisal__________ Experience Date___________

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<td>CD1</td>
<td></td>
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<td></td>
<td>• Maintains professional behavior&lt;br&gt; • Maintains professional appearance&lt;br&gt; • Keeps time commitments&lt;br&gt; • Manages supervised practice time effectively&lt;br&gt; • Observes relevant policies/procedures in setting.&lt;br&gt; • Maintains confidentiality of information on patients, personnel, etc.&lt;br&gt; • Takes initiative for own learning&lt;br&gt; • Takes responsibility for self-evaluation.&lt;br&gt; • Participates in professional activities.</td>
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  • Applies computer and other technologies into practice of dietetics.  
  • Uses principles of epidemiology to assess health risks within a community health setting |    |    |    |    |    |    |
| CD13   |         |                                 |    |    |    |    |    |    |
| CD2    |         | 3. Is skillful in interpersonal and written communication.  
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<td>CD14</td>
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<td>8. Demonstrate the ability to supervise quality improvement, including systems and customer satisfaction for dietetics service and/or practice.</td>
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<td>CD16</td>
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<td>9. Participate in organizational change and planning and goal-setting processes</td>
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<td>CD17</td>
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<td>10. Participate in business or operating plan development</td>
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<td>CD18</td>
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<td>11. Demonstrate the ability to supervise the collection and processing of financial data</td>
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<td>CD19</td>
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<td>12. Perform marketing function</td>
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<td>CD20</td>
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<td>13. Participate in human resources functions</td>
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<td>CD21</td>
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<td>14. Participate in facility management, including equipment selection and design/redesign of work units</td>
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<td>CD22</td>
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<td>15. Demonstrate the ability to supervise the integration of financial, human, physical, and material resources and services.</td>
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<td>CD23</td>
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<td>16. Demonstrate the ability to supervise production of food that meets nutrition guidelines, cost parameters, and consumer acceptance.</td>
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<td>CD24</td>
<td></td>
<td>17. Demonstrate the ability to supervise development and/or modification of recipes/formulas</td>
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<tr>
<td>CD25</td>
<td></td>
<td>18. Demonstrate the ability to supervise translation of nutrition into foods/menus for target populations</td>
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<tr>
<td>CD26</td>
<td></td>
<td>19. Demonstrate the ability to supervise design of menus as indicated by the patient’s/client’s health status</td>
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<tr>
<td>CD27</td>
<td></td>
<td>20. Participate in applied sensory evaluation of food and nutrition products.</td>
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<td>CD28</td>
<td></td>
<td>21. Demonstrate the ability to supervise procurement, distribution, and service within delivery systems.</td>
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<tr>
<td>CD29</td>
<td></td>
<td>22. Demonstrate the ability to manage safety and sanitation issues related to food and nutrition.</td>
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<tr>
<td>CD47</td>
<td></td>
<td>23. Demonstrate the ability to supervise community-based food and nutrition programs.</td>
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<tr>
<td>FS2</td>
<td></td>
<td>24. Demonstrate the ability to manage menu development for target populations</td>
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<tr>
<td>FS7</td>
<td></td>
<td>25. Demonstrate the ability to manage safety and sanitation issues related to food and nutrition.</td>
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<tr>
<td>BE2</td>
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<td>26. Develop business or operating plan (perform).</td>
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<tr>
<td>BE6</td>
<td></td>
<td>27. Demonstrate the ability to supervise coordination of services.</td>
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<tr>
<td>TOTAL =</td>
<td>DIVIDED by 27 =</td>
<td>Score for supervised practice experiences</td>
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</tbody>
</table>

Strengths

Target Areas for Improvement

Student Signature ___________________________ Date _______ Faculty/Supervisor Signature ___________________________ Date _______
FCS 479 SUPERVISED PRACTICE PROGRESS ASSESSMENT

Student Name _________________________    Practice Site___________________________________

Mid-experience Appraisal______             End of Experience Appraisal__________ Experience Date___________

Rating Scale
1 student exceeded entry-level performance
2 student has met entry-level performance
3 student adequately progressing toward entry-level performance
4 student needs improvement to meet entry-level performance
5 student has not been working on key indicators of competency
N/A= not applicable or not observed

<table>
<thead>
<tr>
<th>Comp #</th>
<th>SP Site</th>
<th>EVALUATION CRITERIA FOR FCS 479</th>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>CD1</td>
<td>CD3</td>
<td>1. Is accountable as a professional</td>
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<td></td>
<td></td>
<td>• Maintains professional behavior</td>
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<td></td>
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<td>• Maintains professional appearance</td>
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<td></td>
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<td>• Keeps time commitments</td>
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<td></td>
<td></td>
<td>• Manages supervised practice time effectively</td>
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<td></td>
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<td>• Observes relevant policies/procedures in setting.</td>
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<td></td>
<td>• Maintains confidentiality of information on patients, personnel, etc.</td>
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<td></td>
<td></td>
<td>• Takes initiative for own learning</td>
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<td></td>
<td></td>
<td>• Takes responsibility for self-evaluation.</td>
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<td></td>
<td></td>
<td>• Participates in professional activities.</td>
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<td>Comp #</td>
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</table>
| CD6    | CD13    | 2. Integrates research and technology into delivery of optimal nutrition/nutrition services to all persons, within the scope of practice.  
• Plans care for individuals using current research and methods in dietetics.  
• Uses principles and literature to support nutrition diagnosis and treatment.  
• Uses established norms in analyzing data  
• Uses principles of behavior change and counseling in development and revision of care plan.  
• Applies computer and other technologies into practice of dietetics.  
• Uses principles of epidemiology to assess health risks within a community health setting. |    |    |    |    |    |    |
| CD2    |         | 3. Is skillful in interpersonal and written communication.  
• Interacts effectively with all who impact on dietetic services.  
• Interacts effectively with patients/clients  
• Communicates information to clients orally and in writing  
• Documents nutritional services appropriately  
• Generates written communication specific to task. |    |    |    |    |    |    |
<p>|        |         | 5. Refers clients/patients to other dietetics professionals or disciplines when a situation is beyond one’s level or area of competence. |    |    |    |    |    |    |</p>
<table>
<thead>
<tr>
<th>Comp #</th>
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<th>EVALUATION CRITERIA FOR FCS 479</th>
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<tbody>
<tr>
<td>CD4</td>
<td></td>
<td>5. Performs self-assessment and participate in professional development.</td>
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<tr>
<td>CD11</td>
<td></td>
<td>6. Develops and review education materials for target populations.</td>
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<tr>
<td>CD7</td>
<td></td>
<td>7. Demonstrate the ability to supervise documentation of nutrition assessment and interventions</td>
</tr>
<tr>
<td>CD8</td>
<td></td>
<td>8. Provide dietetics education in supervised practice settings (perform).</td>
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<tr>
<td>CD9</td>
<td></td>
<td>9. Demonstrate the ability to supervise counseling, education, and/or other interventions in health promotion/disease prevention for patient/clients needing medical nutrition therapy for common conditions, eg, hypertension, obesity, diabetes, and diverticular disease.</td>
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<tr>
<td>CD10</td>
<td></td>
<td>10. Demonstrate the ability to supervise education and training for target groups</td>
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<tr>
<td>CD14</td>
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<td>11. Demonstrate the ability to supervise quality improvement, including systems and customer satisfaction for dietetics service and/or practice.</td>
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<tr>
<td>CD15</td>
<td></td>
<td>12. Develop and measure outcomes for food and nutrition services and practice (perform)</td>
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<tr>
<td>CD18</td>
<td></td>
<td>13. Supervise the collection and processing of financial data</td>
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<tr>
<td>CD19</td>
<td></td>
<td>14. Perform marketing functions</td>
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<tr>
<th>NA</th>
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<tr>
<td>CD20</td>
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<td>15. Participate in human resources functions</td>
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<td>CD26</td>
<td></td>
<td>16. Demonstrate the ability to supervise design of menus as indicated by the patient’s/client’s health status</td>
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<tr>
<td>CD27</td>
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<td>17. Participate in applied sensory evaluation of food and nutrition products.</td>
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<tr>
<td>CD30</td>
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<td>18. Demonstrate the ability to supervise nutrition screening of individual patients/clients.</td>
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<tr>
<td>CD31</td>
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<td>19. Demonstrate the ability to supervise nutrition assessment of individual patients/clients with common medical conditions, eg. hypertension, obesity, diabetes, diverticular disease.</td>
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<tr>
<td>CD32</td>
<td></td>
<td>20. Assess nutritional status of individual patients/clients with complex medical conditions, ie, more complicated health conditions in select populations, eg, renal disease, multi-system organ failure, trauma</td>
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<tr>
<td>CD33</td>
<td></td>
<td>21. Manage the normal nutrition needs of individuals across the lifespan, ie, infants through geriatrics and a diversity of people, cultures, and religions</td>
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<tr>
<td>CD34</td>
<td></td>
<td>22. Design and implement nutrition care plans as indicated by the patient’s/client’s health status (perform)</td>
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<tr>
<td>CD35</td>
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<td>23. Demonstrate the ability to manage monitoring of patients’/clients’ food and/or nutrient intake</td>
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<td>Comp #</td>
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<td>EVALUATION CRITERIA FOR FCS 479</td>
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<tr>
<td>CD36</td>
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<td>24. Select, implement, and evaluate standard enteral and parenteral nutrition regimens, ie, in a medically stable patient to meet nutritional requirements where recommendations/adjustments involve primarily macronutrients (perform)</td>
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<tr>
<td>CD37</td>
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<td>24. Develop and implement transitional feeding plans, ie, conversion from one form of nutrition support to another, eg. total parenteral nutrition to tube feeding to oral diet (perform)</td>
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<tr>
<td>CD38</td>
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<td>25. Coordinate and modify nutrition care activities among caregivers (perform)</td>
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<tr>
<td>CD39</td>
<td></td>
<td>26. Conduct nutrition care component of interdisciplinary team conferences to discuss patient/client treatment and discharge planning</td>
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<tr>
<td>CD40</td>
<td></td>
<td>27. Refer patients/clients to appropriate community services for general health and nutrition needs and to other primary care providers as appropriate (perform)</td>
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<tr>
<td>CD41</td>
<td></td>
<td>28. Conduct general health assessment, eg. blood pressure, vital signs (perform)</td>
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<tr>
<td>CD42</td>
<td></td>
<td>29. Demonstrate the ability to supervise screening of the nutritional status of the population and/or community groups</td>
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<tr>
<td>CD44</td>
<td></td>
<td>30. Provide nutrition care for population groups across the lifespan, ie, infants through geriatrics, and a diversity of people, cultures, and religions (perform)</td>
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<tr>
<td>CD45</td>
<td></td>
<td>31. Conduct community-based health promotion/disease prevention programs</td>
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<tr>
<td>Comp #</td>
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<tr>
<td>CD46</td>
<td>32. Participate in community-based food and nutrition program development and evaluation</td>
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<tr>
<td>CO2</td>
<td>33. Conduct community-based food and nutrition</td>
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<tr>
<td>NT6</td>
<td>34. Conduct counseling and education for patients/clients with complex needs, ie, more complicated health conditions in select populations, eg, renal disease, multi-system organ failure, trauma.</td>
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<tr>
<td>Comp #</td>
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<td>EVALUATION CRITERIA FOR FCS 479</td>
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<tr>
<td>NT10</td>
<td>35. Participate in the care of patients/clients requiring adaptive feeding devices</td>
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<tr>
<td>FS2</td>
<td>36. Demonstrate the ability to manage menu development for target populations</td>
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<tr>
<td>TOTAL</td>
<td>DIVIDED by 36 =</td>
<td>Score for supervised practice experiences</td>
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**Strengths________________________________________________________________________________________________________
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_______________________________________________________________________________________________________________
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**Target Areas for Improvement____________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

111
<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Faculty/Supervisor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>


SUMMARY OF SUPERVISED PRACTICE PROGRESS ASSESSMENTS

Student Name___________________________ Course No.____________ Date____________

Mid-experience Assessment_________ End of Experience Assessment_________

Cumulative Score for All Supervised Practice Experiences in the Course_____________

Strengths:

Improvements Noted:

Target Areas for Improvement:

Target Areas Where Additional Experience is Needed:

Delta State University Instructor:_________________________ Signature ___________________ Date____________

Students Signature____________________________________ Signature ___________________ Date____________

Facility Preceptors for the Course: Facility:
I. Unit Title: Division of Health, Physical Education, and Recreation

School or College: College of Education

Unit Administrator: Darvin E. Barnes, Ed.D.
## Educational Program Learning Outcome Assessment Plan
Learner Outcomes identified for the current year.

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
</table>
| **What should a graduate in the BSE-PE major know, value, or be able to do at graduation and beyond?** | 1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?  
2. Describe how the data from these tools and/or methods will be/have been collected.  
3. Explain the procedure to analyze the data. | What were the findings of the analysis? | 1. List any specific recommendations.  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process. |
| Plan and implement a quality unit of instruction in physical education, giving attention to diversity, standards, and effective content progression. | PER 487 requires a written unit of instruction aligned with the Student Teacher Assessment Instrument. The unit plan is fully implemented in CUR 498 Directed Teaching.  
Single lesson plans, used in peer teaching and field experiences, are included in PER 314, PER 315, PER 386, PER 455, and HSE 439.  
The STAI or a rubric based on the STAI is used to assess the assignments above.  
Instructors develop a rubric specifically related to the assignments in each class. The | Exceeds Expectations: 2%  
Target: 60%  
Acceptable: 35%  
Unacceptable: 3% | Revisions will be studied and possibly implemented for: presentation techniques used in class discussions and practice materials and learning activities related to this outcome. |
format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart. The Student Teacher Evaluation Instrument is shown in Appendix B.

| Write a statement of philosophy related to personal beliefs and values which will impact quality physical education instruction | Written philosophy assignments are included in PER 386, PER 391, PER 487, & HSE 439. Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart. | Exceeds Expectation: 0%
Target: 95%
Acceptable: 5%
Unacceptable: 0% | Assignments designed for practice related to this outcome may be revised to enhance performance improvement. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Demonstrate acceptable content knowledge related to physical activity and its affect on healthy lifestyles</td>
<td>Praxis II Content Knowledge Test 0091</td>
<td>No rubric is established for the Praxis Exam. All program completers recorded a passing score.</td>
<td>Plans have been implemented to schedule study sessions for students prior to the Praxis exam.</td>
</tr>
<tr>
<td>A. Learning Outcome</td>
<td>B. Data Collection and Analysis</td>
<td>C. Results of Evaluation</td>
<td>D. Use of Evaluation Results</td>
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</tr>
<tr>
<td>What should a graduate in the BS-HPER-HPE major know, value, or be able to do at graduation and beyond?</td>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?</td>
<td>1. List any specific recommendations.</td>
<td>Revisions will be studied and possibly implemented for: presentation techniques used in class discussions and practice materials and learning activities related to this outcome.</td>
</tr>
<tr>
<td></td>
<td>2. Describe how the data from these tools and/or methods will be/have been collected.</td>
<td>2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</td>
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<tr>
<td></td>
<td>3. Explain the procedure to analyze the data.</td>
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<tr>
<td>Plan and implement a quality unit of instruction in physical education, giving attention to diversity, standards, and effective content progression</td>
<td>PER 487 requires a written unit of instruction aligned with the Student Teacher Assessment Instrument. The unit plan is fully implemented in CUR 498 Directed Teaching.</td>
<td>Exceeds Expectations: 5%</td>
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<tr>
<td></td>
<td>Single lesson plans, used in peer teaching and field experiences, are included in PER 314, PER 315, PER 386, PER 455, and HSE 439.</td>
<td>Target: 60%</td>
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<tr>
<td></td>
<td>The STAI or a rubric based on the STAI is used to assess the assignments above.</td>
<td>Acceptable: 30%</td>
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<tr>
<td></td>
<td>Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in</td>
<td>Unacceptable: 5%</td>
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<tr>
<td>Write a statement of philosophy related to personal beliefs and values which will impact quality physical education instruction and/or physical activity leadership</td>
<td>Written philosophy assignments are included in PER 386, PER 391, PER 487, &amp; HSE 439. Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectation: 0% Target: 90% Acceptable: 10% Unacceptable:</td>
<td>Practice drills may be revised to allow improvements throughout the course.</td>
</tr>
<tr>
<td>Demonstrate acceptable content knowledge related to physical activity and its affect on healthy lifestyles</td>
<td>Assignments and examinations in required content courses Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectations: 5% Target: 60% Acceptable: 30% Unacceptable: 5%</td>
<td>Presentation methods and materials, as well as course assessment techniques were reviewed. Some revisions were implemented.</td>
</tr>
<tr>
<td>A. Learning Outcome</td>
<td>B. Data Collection and Analysis</td>
<td>C. Results of Evaluation</td>
<td>D. Use of Evaluation Results</td>
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<tr>
<td>What should a graduate in the BS-HPER-Exercise Science major know, value, or be able to do at graduation and beyond?</td>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis?</td>
<td>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process.</td>
</tr>
<tr>
<td>Assess, interpret, and develop appropriate exercise programs for the general population</td>
<td>PER 461 Project – Client profile with developed programs for Cardio-Respiratory fitness, muscle fitness, flexibility, and body composition The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectations: 5% Target: 15% Acceptable: 75% Unacceptable: 5%</td>
<td>Students did not perform as well as expected on this outcome. Inadequate math skills seemed to be a factor. Skill development activities related to this outcome were reviewed and revised. Opportunities for tutoring in math were investigated.</td>
</tr>
<tr>
<td>Demonstrate competence in group exercise leadership</td>
<td>PER 361 assignment – Plan, choreograph, and implement a group exercise class The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in</td>
<td>Exceeds Expectations: 30% Target: 50% Acceptable: 15% Unacceptable: 5%</td>
<td>Learning activities and demonstration opportunities were reviewed for improvement. Observation sessions, in which students can study professionals at work, were implemented.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Exceeds Expectations:</td>
<td>Target:</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Demonstrate acceptable content knowledge related to exercise testing</td>
<td>Assignments and exams in required content courses</td>
<td>15%</td>
<td>45%</td>
</tr>
<tr>
<td>and prescription, as well as the health benefits of physical activity</td>
<td>The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PER 360 Practical Exam – Measuring cardio-respiratory endurance, body</td>
<td>The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td>composition, muscular strength, flexibility, muscle endurance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Learning Outcome</td>
<td>B. Data Collection and Analysis</td>
<td>C. Results of Evaluation</td>
<td>D. Use of Evaluation Results</td>
</tr>
<tr>
<td>---------------------</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>What should a graduate in the BS-HPER-Sports Management major know, value, or be able to do at graduation and beyond?</td>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/ have been collected. 3. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis?</td>
<td>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</td>
</tr>
<tr>
<td>Write a statement of philosophy related to competitive sports, including sportsmanship, team play, winning vs. losing, behavior of players, coaches, and fans.</td>
<td>PER 470 – Sports Administration, PER 471 – Sports Management, and PER 442 – Philosophy and Psychology of Coaching require students to prepare a statement of philosophy. The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td>Exceeds Expectations: 0% Target: 90% Acceptable: 10% Unacceptable: 0%</td>
<td>Learning activities were deemed satisfactory. Revisions were made to enhance student achievement.</td>
</tr>
<tr>
<td>Assignments and projects in PER 343- Methods of Coaching Football, PER 346 – Methods of Coaching Basketball, PER 347 – Methods of Coaching Baseball, and PER 349 – Methods of Coaching Swimming are designed to develop knowledge</td>
<td>Exceeds Expectations: 5% Target: 75% Acceptable: 15% Unacceptable: 5%</td>
<td>Presentation techniques and materials were reviewed. Some revisions were made.</td>
<td></td>
</tr>
</tbody>
</table>
and skills needed to be successful as a coach of competitive sports.

Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.

| Demonstrate acceptable skills and content knowledge in the business aspects of sports organization and administration | Assignments and projects in business courses required for the Sports Management Concentration. | Exceeds Expectations: 10%  
Target: 60%  
Acceptable: 30%  
Unacceptable: 5% | Grades in business courses will be monitored. A committee will review to determine which courses best serve the purposes of the degree program.  
The screening process used to select professionals to serve as intern supervisors is continuously reviewed.  
Training materials, including a study of the evaluation rubric, were updated. |
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</thead>
<tbody>
<tr>
<td>Assigned duties and responsibilities during PER 475 – Internship.</td>
<td>Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Learning Outcome</td>
<td>B. Data Collection and Analysis</td>
<td>C. Results of Evaluation</td>
<td>D. Use of Evaluation Results</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| What should a graduate in the BS-HPER-Sports Information major know, value, or be able to do at graduation and beyond? | 1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?  
2. Describe how the data from these tools and/or methods will be/ have been collected.  
3. Explain the procedure to analyze the data. | What were the findings of the analysis? | 1. List any specific recommendations.  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process. |
| Write a statement of philosophy related to competitive sports, including sportsmanship, team play, winning vs. losing, behavior of players, coaches, and fans. | PER 470 – Sports Administration, PER 471 – Sports Management, and PER 442 – Philosophy and Psychology of Coaching require students to prepare a statement of philosophy.  
The instructor developed a rubric specifically related to the class assignments. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart. | Exceeds Expectations: 5%  
Target: 85%  
Acceptable: 10%  
Unacceptable: 0% | Learning activities were deemed satisfactory.  
Revisions were made to enhance student achievement  
The components to be included in the philosophy statement will be reviewed to ensure that material is current. |
| Develop acceptable skills and content knowledge related to techniques of coaching competitive sports. | Assignments and projects in PER 343- Methods of Coaching Football, PER 346 – Methods of Coaching Basketball, PER 347 – Methods of Coaching Baseball, and PER 349 – Methods of Coaching Swimming are designed to develop knowledge | Exceeds Expectations: 5%  
Target: 60%  
Acceptable: 30%  
Unacceptable: 5% | Content and requirements will be reviewed to ensure that all material is current. |
and skills needed to be successful as a coach of competitive sports.

Instructors develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart.

| Demonstrate acceptable skills and content knowledge in writing and reporting techniques, including interviewing, news reporting, print layout and design, and photojournalism | Assignments and projects in JOU 201 – Writing for the Mass Media, JOU 202 – News Reporting, JOU 203 - Photojournalism, JOU 302 – Print Layout and Design, and JOU 305 – Sports Writing are requirements for this concentration and are designed to develop knowledge and skill related to writing and reporting. | Exceeds Expectations: 5%
Target: 75%
Acceptable: 15%
Unacceptable: 5% |
| --- | --- | --- |

Grades in journalism courses will continue to be monitored. A committee will review to determine which courses best serve the purposes of the degree program.
| Demonstrate and practice acceptable skills in the management of sports information, including: journalism skills and sport statistics, | Duties and responsibilities in PER 475 – Internship
Instructors, with assistance from the DSU Intern Supervisor, develop a rubric specifically related to the assignments in each class. The format for the rubric is shown in Appendix A. A summary of the evaluations is shown in column 3 of the chart | Exceeds Expectations: 5%
Target: 65%
Acceptable: 30%
Unacceptable: 0% | The screening process used to select professionals to serve as intern supervisors is continuously reviewed. Training materials, including a study of the evaluation rubric, were updated. |
<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should a graduate in the BS-Athletic Training major know, value, or be able to do at graduation and beyond?</td>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis?</td>
<td>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process.</td>
</tr>
<tr>
<td>Demonstrate an acceptable level competency in the National Athletic Trainers’ Association Education Councils Educational Competencies</td>
<td>The assessment of the National Athletic Trainers’ Association Education Councils Educational Competencies occurs in all athletic training education program didactic courses; HSE 253, HSE 254, HSE 256, HSE 258, HSE 354, HSE 355, HSE 356, HSE 357, HSE 451, and HSE 458.</td>
<td>Exceeds Expectations: 0% Target: 75% Acceptable: 25% Unacceptable: 0%</td>
<td>Instruction strategies were revised to allow for various learning styles based on current educational research related to teaching and learning.</td>
</tr>
<tr>
<td>Demonstrate an acceptable level competency in the National Athletic Trainers’ Association Education Councils Educational Proficiencies</td>
<td>The assessment of the National Athletic Trainers’ Association Education Councils Educational Proficiencies occurs in all athletic training education program clinical courses; HSE 250, HSE 251, HSE 350, HSE 351, and HSE 450</td>
<td>Exceeds Expectations: 0% Target: 50% Acceptable: 50% Unacceptable: 0%</td>
<td>Clinical manuals are being revised to allow for easier explanations of proficiencies and easier evaluations by ACI staff. Clinical hours are being reviewed to ensure quality clinical experiences.</td>
</tr>
<tr>
<td>Demonstrate an acceptable disposition in relation to the profession of athletic training.</td>
<td>Senior exit evaluation.</td>
<td>Exceeds Expectations: 100% Target: 0% Acceptable: 0% Unacceptable: 0%</td>
<td>Evaluations were deemed acceptable.</td>
</tr>
</tbody>
</table>
A. Learning Outcome
What should a graduate in the
BS-HPER-Recreation
major know, value, or be able to do at
graduation and beyond?

B. Data Collection and
Analysis
1. What assessment tools and/or
methods will you use to determine
achievement of the learning outcome?
2. Describe how the data from these
tools and/or methods will be/have
been collected.
3. Explain the procedure to analyze
the data.

C. Results of Evaluation
What were the findings of the analysis?

D. Use of Evaluation
Results
1. List any specific
recommendations.
2. Describe changes in curriculum,
courses, or procedures that are
proposed or were made/are being
made as a result of the program
learning outcome assessment
process.

This degree program is current
inactive.
A committee in the Division of
HPER is working on revisions.

II. Division/Department Goals for the Current Year
(This is a report on progress towards goals for the current year. These are operational goals for the unit that are NOT tied directly
to student learning outcomes which are reported in the table above. An example might be implementation of a development
campaign in conjunction with the DSU Foundation to raise monies for faculty research and travel)

A. Goal # 1: Each faculty member will engage in some form of scholarly activity.

1. Institutional Goal which was supported by this goal:
   SP Goal # _3_ or QEP Goal # ___:
   [The university community will benefit from better communication, effective operational and administrative systems,
an optimal work environment, and a performance-responsive reward structure.]

2. Evaluation Procedure(s):
   < Faculty Evaluations
     - chair
     - self

3. Actual Results of Evaluation:
   < 6 of 9 were successful in activities including research, grants, presentations, and publications
4. Use of Evaluation Results:
   < Activity was rewarded through the merit-pay procedures.
   < Faculty discussion highlighted achievement and encouragement was offered for next year.

B. Goal #2: Faculty use of technology for classes and scholarly activity will increase.

1. Institutional Goal which was supported by this goal:
   SP Goal # _2_ or QEP Goal # _2_
   [Delta State University will enhance student engagement through increased use of technology and web-based communication in classroom activities and assignments.]

2. Evaluation Procedure(s):
   < Observation
   < Documentation
   < Faculty Evaluations

3. Actual Results of Evaluation:
   < All faculty engaged in the use of technology, including e-mail, Power Point, and web-based class work

4. Use of Evaluation Results:
   < Faculty efforts were acknowledged.
   < Faculty discussion highlighted achievement and encouragement was offered for next year.
   < Faculty were encouraged to include the use of technology in their personal goals.

C. Goal #3: The HPER website will be improved and expanded to include all HPER personnel, programs, and activities.

1. Institutional Goal which was supported by this goal
   SP Goal # _4_ or QEP Goal # _4_
   [Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.]
2. Evaluation Procedure(s):
   < Observation
   < Documentation

3. Actual Results of Evaluation:
   < A web master was named.
   < The website was updated to include additional information about program requirements.

4. Use of Evaluation Results:
   < Improvements were acknowledged.
   < Planning meetings were scheduled to continue improvements.

D. Goal #4: Collaboration projects with area schools and agencies will be continued.

1. Institutional Goal which was supported by this goal
   SP Goal # 5 or QEP Goal # __:
   [The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.]

2. Evaluation Procedure(s):
   < Documentation of projects, grants, etc.
   < Faculty evaluations

3. Actual Results of Evaluation:
   < 89% of the faculty were engaged in collaborative activities
   < Activities included research projects, staff development sessions, and grant proposals.

4. Use of Evaluation Results:
   < Successful activities were acknowledged.
   < Suggestions and encouragement were offered for inclusion in personal goals.
E. Goal #5: Recruiting efforts for HPER majors will be improved and expanded.

1. Institutional Goal which was supported by this goal
   SP Goal # __ or QEP Goal # __:
   [Students will enroll in greater numbers and a larger percentage will persist to graduation.]

2. Evaluation Procedure(s):
   < Documentation of activities.
   < Faculty evaluations

3. Actual Results of Evaluation:
   < Faculty members participated in at least one recruiting activity.
   < New recruiting brochures were developed.

4. Use of Evaluation Results:
   < Successful activities were acknowledged.
   < Suggestions and encouragement were offered for including recruiting activities in personal goals.

III. Data and information for department: (include narrative of programmatic scope; data)

A. Enrollment by Major  (Discipline)

<table>
<thead>
<tr>
<th></th>
<th>FALL ‘06</th>
<th>SPRING ‘07</th>
<th>SUMMER I ‘07</th>
<th>SUMMER II ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UGR</td>
<td>GR</td>
<td>UGR</td>
<td>GR</td>
</tr>
<tr>
<td>HSE</td>
<td>214</td>
<td>11</td>
<td>303</td>
<td>11</td>
</tr>
<tr>
<td>PER</td>
<td>1434</td>
<td>56</td>
<td>1071</td>
<td>69</td>
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</tbody>
</table>

* Early Registration Enrollment
B. Credit Hour Production

<table>
<thead>
<tr>
<th></th>
<th>FALL ‘06</th>
<th>SPRING ‘07</th>
<th>SUMMER I ‘07</th>
<th>SUMMER II ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UGR</td>
<td>GR</td>
<td>UGR</td>
<td>GR</td>
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<tr>
<td>HSE</td>
<td>473</td>
<td>33</td>
<td>795</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>18*</td>
<td>21*</td>
<td>75*</td>
<td>0*</td>
</tr>
<tr>
<td>PER</td>
<td>2356</td>
<td>166</td>
<td>1630</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>193*</td>
<td>3*</td>
<td>24*</td>
<td>18*</td>
</tr>
</tbody>
</table>

* Early Registration Enrollment

C. Number of Declared Majors by Degree Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Spring, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed.</td>
<td>39</td>
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<tr>
<td>B.S.E.</td>
<td>70</td>
</tr>
<tr>
<td>BS – AT</td>
<td>28</td>
</tr>
<tr>
<td>BS-HPER - Exercise .Science</td>
<td>30</td>
</tr>
<tr>
<td>BS-HPER - Sports Management</td>
<td>4</td>
</tr>
<tr>
<td>BS-HPER - Sports Information</td>
<td>5</td>
</tr>
<tr>
<td>BS-HPER - Health &amp; PE</td>
<td>36</td>
</tr>
<tr>
<td>BS-HPER - Recreation</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>212</td>
</tr>
</tbody>
</table>
V. Personnel:

A. List of Faculty and Staff

**Full Time Faculty**
- Dr. John Alvarez, 1999
- Dr. Darvin Barnes, 1990
- Mr. Tim Colbert, 2000
- Mrs. Julia Hobby, 1968
- Dr. Wayne Lee, 2000
- Mr. Bill Marchant, 1988
- Mr. Hunter Moore, 2003
- Dr. Ken Vanderpool, 1989
- Dr. Milton Wilder, 1982

**Adjunct Faculty**
- Mr. Rodney Batts
- Mrs. Scottie Batts
- Mr. Ray Bridges
- Mr. Jeffery Farris
- Dr. Randy Grierson
- Dr. Pete Walker

**Support Staff**
- Mrs Debi Ingram, 1988
<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>DEGREE / UNIVERSITY</th>
<th>FACULTY RANK</th>
<th>EXPERIENCE</th>
<th>EXPERTISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Alvarez</td>
<td>Ph.D., University of Mississippi</td>
<td>Associate Professor</td>
<td>9 years Higher Educ.</td>
<td>Exercise Physiology</td>
</tr>
<tr>
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<td></td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Human Performance</td>
</tr>
<tr>
<td>Darvin Barnes</td>
<td>Ed.D., University of Arkansas</td>
<td>Professor Division Chair</td>
<td>6 years K-12 30 years Higher Educ. 11 years Educ. Admin.</td>
<td>Pedagogy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Administration Teaching Strategies</td>
</tr>
<tr>
<td>Tim Colbert</td>
<td>M.Ed. Ed.D candidate, DSU</td>
<td>Instructor Director: ATEP</td>
<td>10 years Higher Educ.</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Julia Hobby</td>
<td>M.S.E., Northwestern State University / Adv. Study, UNC-Greensboro</td>
<td>Assistant Professor</td>
<td>38 years Higher Educ.</td>
<td>Pedagogy</td>
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<td>Dance</td>
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<td></td>
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<td></td>
<td>Motor Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Motor Learning</td>
</tr>
<tr>
<td>Wayne Lee</td>
<td>Ed.D., University of Southern Mississippi</td>
<td>Visiting Professor</td>
<td>8 years 9-12 38 years Higher Educ.</td>
<td>Administration / Measurement &amp; Eval. Assessment</td>
</tr>
<tr>
<td>Bill Marchant</td>
<td>M.Ed., Livingston University</td>
<td>Assistant Professor</td>
<td>18 years 9-12 1 year Comm. College 19 years Higher Educ.</td>
<td>Coaching / Health Administration Foundations</td>
</tr>
<tr>
<td>Hunter Moore</td>
<td>M.Ed. DSU</td>
<td>Instructor</td>
<td>2 years K-12 4 years Higher Educ.</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Ken Vanderpool</td>
<td>Ed.D., Temple University</td>
<td>Professor</td>
<td>40 years Higher Educ.</td>
<td>Anatomy &amp; Physiology</td>
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<td></td>
<td>Kinesiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exer. Phys. / Health</td>
</tr>
<tr>
<td>Milton Wilder</td>
<td>Ed.D., University of Alabama</td>
<td>Professor</td>
<td>4.5 years K-12 32 years Higher Educ. 18 years Educ. Admin.</td>
<td>Pedagogy</td>
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<td>Health</td>
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<td></td>
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<td></td>
<td>Teaching Strategies</td>
</tr>
</tbody>
</table>
B. Noteworthy activities and accomplishments: (In addition to an overview or mention of specific achievements/awards, you could also reference appendices that include Faculty Activity Reports)
< Faculty Activity Reports are shown in Appendix C.

Teaching:  All faculty received favorable evaluations from students.
           Two faculty members participated in team-teaching.
           Technology use was increased significantly.

Scholarship:  1 research study
             12 presentations
             1 grant

Service:  15 community activities and presentations
          18 campus activities and presentations
          4 service positions in professional organizations

New position(s) requested, with justification:

   No Requests

Recommended change of status

   No Requests

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year:

   No Requests
Recommended changes for the coming year(s):

For the M.Ed. Program:
Change the entrance requirement GPA from (2.50 or 2.75 on last 64 hours) to 2.75 or 3.0 on last 64 hours).

VII. Division/Department Goals for Coming Year
(This is a statement of goals for the coming year. These are operational goals for the units that are NOT tied directly to student learning outcomes. These goals may be repeated ones from current year, in addition to any your unit may have determined necessary for the future.)

A. Goal #1: Content and assessment procedures for all programs will adhere to university, state, and national standards.

1. Institutional Goal(s) supported by this goal:
   SP Goal # ___. Or QEP Goal # ___:
   [Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.]

2. Expected Results:
   < The BSE and ATEP programs will maintain accredited status.
   < Other programs will meet established program goals.

3. Evaluation Procedure(s):
   < Content and assessment procedures will be consistently monitored by designated faculty committees.

4. Use of Evaluation Results:
   < Results will indicate needed improvements.

B. Goal #2: Faculty will use technology to enhance communication and instruction.
   < Special emphasis will be placed on the use of e-mail, Web-CT, and Task Stream.

1. Institutional Goal(s) supported by this goal:
   SP Goal # ___. Or QEP Goal # ___.
   [SP-3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.]
[QEP-1: Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.]

[QEP-2: Delta State University will enhance student engagement through increased use of technology and web-based communication in classroom activities and assignments.]

[QEP-3: Delta State University students will grow in the knowledge and practice of a variety of communication skills by having these skills reinforced.]

[QEP-4: Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.]

2. Expected Results:
   < With training and adequate equipment, all faculty will meet the goal.
   < Personal goals of faculty members will support this division goal.

3. Evaluation Procedure(s):
   < Frequent faculty discussion related to progress with the goal.
   < Annual faculty evaluations.
   < Required assessment of technology skills for students.

4. Use of Evaluation Results:
   < Results will indicate strengths and weaknesses.
   < Strengths will be acknowledged.
   < Weaknesses will be addressed in faculty conferences.

C. Goal #3: All faculty will engage in scholarly activities, collaborative projects, and recruiting efforts.
   < Scholarly activities include research, publications, and professional presentations.
   < Collaborative projects are those which involve schools, agencies, and businesses in the community.
   < Recruiting efforts might be initiated by the Division, the College of Education, or the University.
1. Institutional Goal(s) supported by this goal:
   SP Goal # _2, 4, 5_ Or QEP Goal # __:
   [SP-2:  Students will enroll in greater numbers and a larger percentage will persist to graduation.]
   [SP-4:  Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.]
   [SP-5:  The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.]

2. Expected Results:
   <  All faculty will meet the goal.

3. Evaluation Procedure(s):
   < Faculty evaluations
     < Chair
     < Self

4. Use of Evaluation Results:
   < Results will indicate needed improvements.
APPENDIX A

Evaluation Rubric for Assessment of Performance Outcomes  
in the HPER  
Annual Report

**Exceeds Expectations:**  
Student performance is excellent. Student work samples merit use as examples to others.

**Target:**  
Student performance is above average. Knowledge, attitudes, and skills indicate high potential as a physical educator and/or sports and exercise professional.

**Acceptable:**  
Student Performance is satisfactory. Knowledge, attitudes, and skills are sufficient for a favorable recommendation as a physical educator and/or sports and exercise professional.

**Unacceptable:**  
Student performance is unsatisfactory.
I. PLANNING AND PREPARATION (PORTFOLIO)*

1. Specifies or selects learner objectives for lessons. (IN 1, 7)
   Well-planned objectives guide student learning and are aligned with curriculum goals. Objectives should be written in specific behavioral terms. One purpose for writing objectives in specific behavioral terms is to be able to assess with precision whether the instruction has resulted in the desired behavior. Effective teaching reflects careful planning. The objectives should be appropriate for the lessons.
   1. No objectives are present or are not stated as performance outcomes.
   2. Objectives are stated as performance outcomes, but are out of sequence.
   3. Objectives are stated in performance outcomes and are properly sequenced.
   4. In addition to 3, objectives are planned for different instructional levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).

2. Specifies or selects procedures for lessons. (IN 1, 7)
   Instructional procedures are the various ways in which teachers can structure learning activities. These activities can involve students in large groups, small groups, or individually, and are designed to foster student involvement and enhance the learning experience.
   Activities range from teacher directed to student initiated.
   1. No procedures are included, or procedures are not referenced to objectives.
   2. Procedures are referenced to objectives, but are inappropriate for learners.
   3. Procedures are referenced to objectives and are appropriate for learners.
   4. In addition to 3, procedures are both learner-centered and student teacher-centered.
3. Specifies or selects content materials and media for lessons. (IN 1, 7)
   Instructional materials are concrete resources that students use to learn the content of the lesson. Materials need not be elaborate or expensive. Teachers should be able to incorporate into their lessons relevant materials that students may bring to class. Materials and resources must be appropriate to the students. In a diverse classroom, this will require the use of a variety of types of materials.
   1. No supplementary material is specified or is limited to textbooks and worksheets.
   2. Supplementary materials other than textbooks and worksheets are specified and are related to procedures. (For example - two instances in a plan.)
   3. Extensive use of materials other than textbooks and worksheets is specified and related to procedures. (For example - four or more instances in a plan.)
   4. In addition to 3, student teacher shows initiative and creativity in developing original materials.

4. Specifies or selects materials and procedures for assessing learner progress. (IN 1, 7)
   Assessment is an integral part of an ongoing educational process. In order to effectively assess how students are progressing, teachers must plan the means of assessment. The teachers may create evaluation strategies or select them from instructional materials. For certain objectives, tests may be less appropriate than other strategies such as observation of student performance. Whatever the strategy, the evaluation must provide the teachers with useful information about the extent to which the instructional goals have been met.
   1. No assessment procedures are specified in the plans or are inappropriate for learners or not matched to objective.
   2. Assessment procedures are included which are related to the objectives and appropriate for learners.
   3. Multiple assessment procedures are included (four or more).
   4. In addition to 3, attitudes of learners toward content and method of instruction are assessed.

5. Uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs. (IN 2,7)
   The teacher plans instruction and activities at multiple levels to meet the developmental and individual needs of diverse learners. A variety of teaching techniques and learning experiences accommodates differences such as learning styles, multiple intelligences, and special education/gifted education needs.
   1. Planning does not address developmental or individual needs.
   2. Planning addresses the developmental and individual needs of some students.
   3. Planning addresses the developmental and individual needs of most students.
4. Planning addresses the developmental and individual needs of all students in the classroom.

6. **Uses knowledge of students' needs, interests, and experiences.** (IN 2, 5)
   Teachers need to be aware of student interests and experiences based on information they gather by talking with students, listening to student discussions, and using interest surveys. This acknowledgment should be evident in the presentation of lessons.
   1. Student teacher lacks familiarity with the students' background interests and experiences.
   2. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, but does not use this knowledge in developing learning experiences.
   3. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, and sometimes uses this knowledge in developing learning experiences.
   4. Student teacher demonstrates a thorough understanding of students' background experiences, interests, and needs, and consistently uses this knowledge in developing learning experiences.

7. **Plans lessons that integrate knowledge from several subject areas.** (IN 1, 7)
   Teachers develop instruction to engage students and enhance learning. When lessons integrate knowledge from several subject areas, the information presented gains a sense of cohesiveness and provides structure to student learning, avoiding the piece-meal approach that might otherwise occur. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.
   1. Student teacher provides instruction that relates only to one subject and focuses on specific skills.
   2. Student teacher maintains a discipline-centered focus and offers limited assistance in helping students make connections across disciplines.
   3. Student teacher maintains a discipline-centered focus and frequently attempts to help students make connections across disciplines.
   4. Student teacher designs discipline-centered tasks which require students to integrate multiple disciplines where possible (e.g., primary level). Student teacher assumes responsibility for more than one discipline and assists students in realizing the natural connections across disciplines.
8. **Incorporates multiculturalism and diversity in lessons. (IN 3)**

Cultural differences present both opportunities and challenges for teachers. To maximize learning opportunities, teachers must learn about the cultures represented in their classrooms, then translate this knowledge into instructional practice. Teachers who lack sensitivity to cultural differences may misinterpret the behavior of minority students in ways that may lead to underestimating the academic potential of these pupils. To work successfully and effectively with children of diverse backgrounds, teachers must develop special skills that include the following:

- Promoting cross-cultural competency and inter-group understanding and collegiality in the classroom and in the larger community
- Communicating positively with each student and parent/guardian
- Establishing a classroom climate in which each student feels he or she can learn and wants to learn
- Maintaining high expectations for each student
- Involving students in a democratic classroom environment in which they are encouraged to understand and make important decisions about their own learning
- Personalizing learning and assessment for each student, and using knowledge about the culture and family background of each to develop a culturally relevant learning environment
- Teaching using a variety of strategies which match the students' strengths, interests, cultures, and learning styles
- Using techniques that emphasize cooperative learning and de-emphasize competitive learning
- Integrating multicultural content into the curriculum so that the experiences, beliefs, and perspectives of various cultural groups are represented

1. Student teacher seldom incorporates an awareness of cultural differences in lessons.
2. Student teacher superficially acknowledges differences within the class.
3. Student teacher often plans opportunities for students to share their diversities and cultural heritage.
4. In addition to 3, sensitivity and awareness are consistently evident.

* These items may be assessed by interviewing and reviewing data.

II. **COMMUNICATION AND INTERACTION**

9. **Uses acceptable written, oral, and nonverbal communication with students. (IN 6)**

The teacher appropriately models verbal and nonverbal communication. This includes the use of correct grammatical structures, subject-verb agreement, and proper tense, etc. Spelling is correct in written work. Written materials are easily read, including work on chalkboards, handouts, transparencies, and comments on student work. Nonverbal communications are appropriate and meaningful.
1. Student teacher frequently demonstrates inappropriate use of written and/or oral language. Appropriate nonverbal communication is not apparent.

2. Student teacher usually demonstrates appropriate use of written and oral language. Appropriate nonverbal communication is limited.

3. Student teacher frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate.

4. Student teacher consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate.

10. Communicates high expectations for learning to all students. (IN 3)
Research substantiates that student achievement and behavior conform closely to the teacher’s expectations. Students for whom teachers hold high expectations give more correct answers and achieve higher average scores on year-end standardized tests than do students for whom the teacher holds low expectations. If students feel their efforts will produce results in schools, and if the teachers and school are supportive of their efforts, they are more likely to succeed.

1. Student teacher communicates to individuals, groups, or the class as a whole that they are incapable of learning.

2. Student teacher communicates to a few students that they are capable of meeting learning expectations.

3. Student teacher encourages most students to meet challenging learning expectations.

4. Student teacher actively encourages all students to meet challenging learning expectations.

11. Demonstrates communication skills which show sensitivity to diversity. (IN 3, 6)
Teachers should seek to gain an understanding of the various cultural, ethnic, socio-economic, gender, and special population groups represented in the classroom. They should become familiar with and sensitive to the background experiences of their students, and demonstrate, through words and actions, their respect for a range of student diversity. To work successfully with students of diverse backgrounds, teachers must build the learning around the students’ individual learning styles, communicate positively with students, establish a classroom climate in which students want to learn, hold and maintain high expectations for each student, involve students in understanding and in making important decisions about their own learning, personalize learning for each student, provide learning activities adapted to individual students’ skill levels, teach to individuals by using a variety of strategies, and use techniques that emphasize cooperative learning and that de-emphasize competitive learning.
1. Student teacher seldom recognizes diversity within the classroom.
2. Student teacher is aware of diversity within the classroom, but seldom adjusts communications and actions.
3. Student teacher is aware of diversity within the classroom and often adjusts communications and actions to demonstrate sensitivity to the various cultures.
4. Student teacher is aware of and celebrates diversity, encourages appreciation of diversity, and demonstrates sensitivity through communications and actions.

12. Listens to students and demonstrates interest in what they are saying by responding appropriately. (IN 2, 6)
Listening is an important aspect of the learning environment. Effective teachers make time to listen to individual students and show a sincere interest in what they are saying. They also demonstrate active listening skills, listening carefully and attentively to gain information that students share.
1. Student teacher does not respond to student comments.
2. Student teacher is inconsistent in responding to what students are saying.
3. Student teacher looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing.
4. Student teacher responds to students with appropriate nonverbal feedback and by summarizing what students have shared.

13. Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness, and risk-taking. (IN 6)
Without a classroom climate that encourages inquiry and risk-taking, little critical, creative, or higher-level thinking can take place. The effective teacher builds a climate of openness where students feel free to express and try out ideas. Such a climate promotes mutual respect and acceptance and is free of ridicule and sarcasm. Students’ efforts are recognized and encouraged.
1. Student teacher has limited rapport with students, rarely encourages inquisitiveness, and discourages interaction and questioning.
2. Student teacher establishes rapport with students, or develops an atmosphere of limited inquiry.
3. Student teacher establishes rapport with students and often encourages inquiry.
4. In addition to 3, the student teacher accepts students' ideas and fosters academic risk-taking.
14. Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning. (IN 2, 5, 6)
Student-to-student communication promotes achievement. It can be effectively used to allow students to practice and extend language skills, share ideas, feel part of the classroom community, and think responsibly and independently. Effective teachers encourage such communications by allotting time for student interaction, making physical arrangements which promote communication among students, planning appropriate group tasks, and facilitating the sharing of group results.
1. Student teacher does not involve the students in any type of interactive activities.
2. Student teacher provides occasional opportunities for student-to-student communication.
3. Students regularly participate in interactive activities planned by the student teacher.
4. Students frequently work together, not only on student teacher planned activities, but also on self-selected projects.

15. Establishes relationships with parents and guardians. * (IN 10)
Research strongly supports the significance of involving families in their children's education because such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increasing communications with parents and guardians, helping them to assist their children in learning at home, and encouraging their participation at school.
1. Student teacher does not communicate with parents and guardians or attempt to establish relationships.
2. Relationships are established only in response to problems that occur or to parental and guardian requests.
3. Student teacher initiates communication and relationships with parents and guardians.
4. In addition to 3, student teacher builds and sustains relationships with parents and guardians for a variety of purposes.
* These items may be assessed interviewing and reviewing data.
III. TEACHING FOR LEARNING

16. Displays knowledge of the subject being taught. (IN 1)
   Knowledge of the subject being taught is the foundation of effective teaching.
   1. Student teacher does not demonstrate basic knowledge of the subject being taught.
   2. Student teacher demonstrates limited knowledge of the subject being taught.
   3. Student teacher displays an adequate knowledge base of the subject being taught.
   4. Student teacher displays extensive knowledge of the subject being taught.

17. Projects enthusiasm for teaching and learning. (IN 5)
   Teachers who excel in this area create an atmosphere of enthusiasm about the importance of learning and the significance of the content. They care deeply about their subjects and invite students to share the journey of learning. Students are intrinsically motivated due to the way teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect. The work is real and significant and becomes important to students as well as to teachers.

   This indicator includes verbal and nonverbal teacher behaviors that stimulate students' attention, interaction, and participation. Skills include physical movement, voice, pacing, and body language (i.e., gestures, posture, facial expression, and eye contact).
   1. Student teacher does not exhibit enthusiasm about the topic being taught.
   2. Student teacher shows limited enthusiasm for the topic being taught.
   3. Student teacher usually conveys enthusiasm for the topic being taught.
   4. Student teacher consistently shows enthusiasm for teaching and learning in a variety of ways.

18. Uses knowledge of students' prior understandings and experiences to make instruction relevant and meaningful. * (IN 1, 3, 7)
   For any topic of study, students have prior knowledge that provides a foundation for new learning. Teachers assess and value this knowledge, select and use instructional materials that are relevant to students' cultural experiences, and facilitate students' sharing through a variety of communication modes. Teachers build students' motivation and achievement by gaining knowledge of their interests, experiences, and characteristics to make instruction meaningful.
   1. Student teacher makes little effort to assess, or seldom connects, learning to students' interests and experiences.
   2. Student teacher attempts to make learning relevant, but is unsure of students' interests and understandings, or student teacher assesses but does not use information in lesson preparation.
3. Student teacher assesses the students' interests and knowledge, often connecting assessment results to instruction.
4. Student teacher assesses students' interest, characteristics, and knowledge, consistently connecting the lesson to students' interests.

19. **Uses a variety of appropriate teaching strategies. (IN 4)**
   To accommodate student diversity and differences in subject matter, a variety of teaching strategies is necessary. Teaching strategies may include, but are not limited to, cooperative learning, direct instruction, discovery learning, demonstration, discussion, inquiry, simulation, independent study, and student research.
   1. Student teacher varies teaching strategies, but none are used effectively.
   2. Student teacher uses one strategy effectively.
   3. Student teacher uses a limited number (2 or 3) of teaching strategies effectively.
   4. Student teacher uses a variety (4+) of teaching strategies effectively.

20. **Provides learning experiences that accommodate differences in developmental and individual needs. (IN 2, 3, 4)**
    The effective teacher plans and conducts activities at multiple levels to meet the developmental and individual needs of diverse students. A variety of teaching techniques and learning experiences accommodate different learning styles and performance modes, multiple intelligences, and special education/gifted education needs.
    1. Instruction does not accommodate developmental or individual needs.
    2. Instruction accommodates the developmental and individual needs of some students.
    3. Instruction accommodates the developmental and individual needs of most students.
    4. Instruction accommodates the developmental and individual needs of all students.

21. **Relates concepts using language that is understood by the students. (IN 4, 6)**
    Effective teachers use appropriate expressions, demonstrations, vocabulary, and illustrations to communicate concepts.
    1. Student teacher communicates using language that is developmentally inappropriate.
    2. Student teacher communicates using language that students seldom understand, and rarely adjusts concept presentation when students misunderstand.
    3. Student teacher communicates using language that students understand and adjusts communication to enhance learning.
4. Student teacher consistently communicates using language students understand, is aware of students' misunderstandings, and skillfully adjusts language.

22. **Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary. (IN 4)**
   This indicator focuses on the initial directions and explanations given at the beginning of the lesson and/or each activity within the lesson. The teacher should give clear, direct instructions. Additional clarifications that are needed by individuals should be handled separately so the entire group is not delayed. The teacher should also model the task when appropriate.
   1. Student teacher's instructions are seldom understood by students.
   2. Student teacher provides incomplete or vague instructions, occasionally attempting To clarify or provide examples.
   3. Student teacher usually provides complete instructions for carrying out instructional activities.
   4. Student teacher consistently provides complete instructions for carrying out instructional activities and uses concrete examples for clarification when necessary.

23. **Incorporates a variety of technology and resources into instruction. *(IN 6,)*
   When teachers efficiently and appropriately incorporate technology and other appropriate resources into instruction, students' motivation, understandings, and skills improve.
   1. Student teacher seldom uses available technology or resources.
   2. Student teacher sometimes ineffectively uses available technology or resources, or technology or resources do not fit the planned lessons.
   3. Student teacher uses lesson-appropriate technology or resources.
   4. Student teacher demonstrates skillful and creative use of technology or resources at appropriate times, and effectively uses available resources and student teacher made and other original materials.

24. **Provides opportunities for students to apply concepts in problem-solving and critical thinking. (IN 4, 6)**
   Critical thinking refers to students' abilities to recognize, identify, and understand problems and discrepancies, to propose and test solutions, to arrive at tentative conclusions based on the data collected, and to evaluate conclusions. Problem solving is not a teaching strategy, but a high-order intellectual behavior that facilitates learning. In order to ensure that this process is effective, students' must
complete the entire cycle. The cycle includes a step-by-step process: recognizing, identifying, and understanding problems, proposing solutions, testing solutions, and arriving at tentative conclusions.

1. Student teacher seldom provides opportunities for students to apply concepts in problem-solving and critical thinking, or student teacher provides solution.
2. Students are given opportunities to recognize and identify problems and to propose, test, or evaluate solutions.
3. Students are given opportunities to recognize and identify problems and to propose solutions. However, students never actually test solutions, arrive at tentative conclusions, or evaluate solutions.
4. Students are given opportunities to complete the critical thinking/problem solving cycle.

25. Uses questioning to identify misconceptions or confusion and to monitor student work. (IN 6)
Questioning is a vital part of classroom interactions. Teachers' questions are used to explore and build student understanding, identify student confusion, and monitor students' work. Sometimes a series of related questions are needed to clarify student misconceptions. Teachers assess student understanding by asking specific questions related to the topic.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions to check for understanding, but does not attempt to clarify misconceptions.
3. Student teacher uses questioning to check for misconceptions and sometimes uses this information to clarify concepts.
4. Student teacher consistently uses questioning to clarify misconceptions and monitor student work.

26. Uses higher-order questions to engage students in original, creative, and evaluative thinking. (IN 4, 6)
Independent, life-long learners use higher-level thinking to solve problems, analyze components of situations, synthesize or bring together ideas, create and refine new ideas, and make and support judgments. Teachers should structure and sequence questions in a way that is designed to guide students to higher levels of thinking. Appropriate and purposeful questions at a variety of levels should be used.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions at the lowest level – gathering and recalling information. (knowledge, comprehension)
3. Student teacher asks intermediate level questions which are designed to apply knowledge of cause and effect, analyze, summarize, compare/contrast, or classify data. (application, analysis)
4. Student teacher asks high level questions which encourage students to think intuitively, creatively, and hypothetically; to use their imaginations; to identify a value system; or to evaluate judgments. (synthesis, evaluation)

27. Uses community resources to enhance student learning. *(IN 10)*
Any community has resources that teachers may use to enhance learning. Settings as diverse as city halls, fire stations, parks, businesses, and service agencies enhance students' understanding and appreciation of local resources and the knowledge and skills of people in the community. Persons representing a variety of professions, trades, and avocations might visit the classroom to share their expertise, enthusiasm, and values. Students' family members are often positive resource persons who can build appreciation of diverse talents and interests.
1. Student teacher does not use community resources.
2. Student teacher has limited use of community resources.
3. Student teacher effectively uses community resources.
4. In addition to 3, students use community resources.

28. Adjusts strategies in response to learner feedback and encourages students to expand on and support their responses. *(IN 4, 6)*
Feedback facilitates learning because it guides students and expresses recognition/appreciation for their efforts. Feedback may include praise as well as guidance about incorrect and incomplete responses. It may also prompt students to extend or support their responses or to react to others' answers.
1. Student teacher seldom makes an attempt to determine whether students are understanding and gives little or no feedback. Or, student teacher uses negative words or actions to discourage students from giving responses or asking questions.
2. Student teacher passively accepts student responses. Or, student teacher does not call on students in an equitable manner.
3. Student teacher asks for and responds to student input during the lesson. Student teacher seeks to have student extend their answers or explanations by asking
probing questions.
4. Student teacher incorporates student responses in current and/or subsequent lessons or activities.

29. Uses adequate wait time for responses in order to encourage high-level, reflective thinking. (IN 2, 4)
Research has shown the effectiveness of wait time in terms of gaining more learning, longer student responses, high-level responses, and student-to-student responses. After asking thought-provoking higher-level questions, teachers should provide students with adequate time to think.
1. Student teacher gives inappropriate wait time.
2. Student teacher allows appropriate wait time of 3 to 5 seconds.
3. In addition to 2, student teacher elicits higher-level, reflective thinking.
4. In addition to 3, student teacher allows appropriate wait time after student responses.

30. Gives timely feedback on academic performance and discusses corrective procedures to be taken. * (IN 8)
Effective feedback based on informal assessment addresses standards of academic or cognitive performance, students' progress, and corrective procedures. The feedback should be immediate and ongoing. Reinforcement, praise, and criticism are purposeful. Students' metacognitive abilities should be developed so they can provide their own feedback.
1. Student teacher seldom provides timely feedback on performance.
2. Student teacher provides limited use of feedback, reinforcement, and praise.
3. Student teacher demonstrates adequate feedback and purposefully uses reinforcement and praise.
4. In addition to 3, students use metacognitive strategies to provide their own feedback.
* These items may be assessed by interviewing and reviewing data.

IV. MANAGING THE LEARNING ENVIRONMENT

31. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (IN 5)
Effective teachers are usually perceived by students as being fair and supportive. They are consistent and equitable in their treatment of and interactions with students. Such teachers relate well to each student and create a classroom climate that motivates and facilitates learning.

1. Student teacher is not always fair in the treatment of students.
2. Student teacher is fair in the treatment of students, but does not promote a positive and interactive learning environment.
3. Student teacher is fair in the treatment of students and actively encourages fairness among students.
4. Student teacher successfully creates a positive, interactive environment and establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

32. Uses instructional time effectively. (IN 5)
An important aspect of using time effectively is pacing the lesson in ways that are appropriate for the students. Using time effectively also implies making sure that time spent on necessary, but non-instructional processes, is minimized. Students should be engaged in meaningful learning experiences throughout the class period. Transitions from one method or lesson to another should be smooth.

1. Substantial instructional time is spent in non-instructional activities or time is wasted during transitions.
2. There are some unnecessary delays, undesirable digressions from the topic, or ineffective transitions between activities.
3. Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.
4. Pacing is appropriate, transactions are smooth, and there are no unnecessary delays or undesirable digressions.

33. Monitors students' participation and interpersonal interactions in learning activities. (IN 5)
The teacher must monitor participation in learning activities while teaching and as students work. The teacher should observe and support student interaction in learning activities and refocus students to tasks if necessary. Clear, established procedures will help keep students on task.

1. Student teacher seldom monitors students' interactions.
2. Student teacher passively monitors students' interactions, but makes no attempt to redirect student learning.
3. Student teacher monitors student learning by moving among the students and refocusing students to tasks as necessary.
4. In addition to 3, students are given opportunities to self-monitor.

34. Establishes efficient routines for procedural tasks and delegates to students.  
(IN 5)
To maximize learning time, routine procedural tasks are handled smoothly in the classroom. These procedural matters may or may not be directly related to instruction (bookkeeping, distribution and collection of materials, collecting lunch money, etc.). When students are involved in handling routine tasks, the teachers are able to attend to other matters and student responsibility is enhanced.
1. Student teacher seldom attends to or delegates routine tasks.
2. Student teacher or students attend to routine tasks in a disruptive or inefficient manner.
3. Student teacher and students jointly handle routine tasks efficiently.
4. In addition to 3, the student teacher delegates appropriate responsibilities to students who consistently complete these tasks efficiently.

35. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning.  (IN 5)
Without rules and standards for behavior, learning seldom takes place. Effective teachers establish and consistently enforce classroom rules and standards so that possibilities for learning are maximized. Teachers foster respect and develop self-respect in students by modeling and positively reinforcing appropriate classroom behavior.
1. Student teacher does not apply the principles of effective classroom management.
2. Student teacher attempts to apply the principles of effective classroom management.
3. Student teacher consistently applies the principles of effective classroom management.
4. Student teacher consistently applies the principles of effective classroom management and uses a range of strategies to promote cooperation and learning.

36. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation, and learning.  * (IN 5, 6, 7)
Drawing on knowledge of psychology and sociology, the teacher should study and analyze classroom interactions/environment to develop strategies for organizing and supporting individual and group learning. The teacher should promote students' intrinsic motivation, positive attitudes toward school, cooperation in the classroom, and learning.
1. Student teacher seldom uses knowledge of social relationships and motivational strategies within the classroom to affect learning.
2. Student teacher demonstrates an awareness of the social relationships and motivational strategies within the classroom, but is unable to make adjustments to enhance learning.
3. Student teacher makes adjustments that are usually effective in enhancing student motivation and learning.
4. Student teacher continually makes adjustments that are effective in enhancing student motivation and learning.

37. Utilizes individual and group responses to pace learning, proceed with new work, or reteach unclear parts of the lesson. (IN 2, 4)
Effective teachers constantly take cues from students. They use these cues to adjust and determine the pace of lessons. They recognize the level of students' understanding, the need for clarification and reteaching, and the direction for subsequent lessons.
1. Student teacher seldom utilizes students' responses to adjust lessons.
2. Student teacher occasionally utilizes students' responses to adjust lessons.
3. Student teacher usually uses students' responses to adjust lessons.
4. Student teacher consistently uses students' responses to adjust lessons and takes advantage of teachable moments.

38. Attends to organizing time, space, activities, and materials to provide equitable engagement of students in productive tasks. (IN 5)
Learning is facilitated and maximized in well-organized classrooms. Teachers must make numerous decisions concerning the organization of time to provide for efficient use of classroom time and space (arrangement of desks, tables, displays, learning centers, etc.). They must develop procedures for easy access to materials and equipment so that lessons flow smoothly with few interruptions.
1. Student teacher demonstrates no evidence of organization.
2. Student teacher demonstrates limited organization.
3. Student teacher demonstrates organization. Materials are easily accessible so that there are no interruptions in the flow of instruction.
4. Student teacher consistently demonstrates exemplary organization, and students are engaged in productive tasks.
* These items may be assessed by interviewing and reviewing data.
V. ASSESSMENT OF STUDENT LEARNING*

39. Communicates assessment criteria and performance standards to the students. (IN 8)
Evaluating students is critical to the learning process. Effective teachers inform students of standards and assessment criteria before they begin assignments and tasks. Teachers clarify these criteria and standards with examples, models, verbal clarifications, and other means.
1. Student teacher seldom informs students of performance standards or assessment criteria.
2. Student teacher informs students they will be assessed on the information presented in class, but does not elaborate on details of assessment.
3. Student teacher verbally informs students about performance standards and assessment criteria.
4. Student teacher assures student understanding of assessment criteria and performance standards through the use of examples and models.

40. Develops and uses a variety of formal and informal performance assessments. (IN 8)
Assessment, the process of gathering information about student progress, should be multifaceted. Teachers must use a variety of methods to evaluate students, especially in cross-cultural classroom settings. When a variety of assessment approaches is used, students have opportunities to display and document their knowledge and skills in different ways. Thus, a broad picture of students' diverse needs, strengths, and interests is developed. Assessment should be appropriate for students' levels and styles, as well as for content subject matter. Assessments may include, but are not limited to, portfolios, performance tasks, written work and tests, journals, videotapes, anecdotal records, teacher narratives, artistic products, analysis, simulations, rubrics, student self-assessments, observations, and checklists.
1. Student teacher seldom uses assessment.
2. Student teacher uses only one type of assessment.
3. Student teacher develops and uses more than one type of assessment appropriately.
4. Student teacher develops and uses a variety of assessments appropriately.

41. Encourages students to assume responsibility for learning and to engage in self evaluation. (IN 8)
The teacher should use assessment strategies to involve students in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
1. Student teacher does not expect students to take the initiative in their learning and does not help students develop self-evaluation processes.
2. Student teacher offers limited opportunities for students to expand their learning.
3. Student teacher provides numerous opportunities for students to expand their learning and engage in self-evaluation.
4. Student teacher consistently provides opportunities for students to expand their learning and engage in self-evaluation.

42. Maintains records of student work and performance and communicates student progress to students, parents, guardians, and colleagues. (IN 8)
The teacher should develop and use appropriate methods for recording students' work and performance.
1. Student teacher does not maintain samples of student work or performance.
2. Student teacher maintains a limited amount of student work samples and performance.
3. Student teacher maintains adequate records of student progress.
4. In addition to 3, the student teacher communicates student progress to students, parents, guardians, and colleagues.

VI. PROFESSIONALISM AND PARTNERSHIP (IN 9, 10)
* Assessed Using Dispositions Rating Scale

Strong points of teaching performance and effectiveness:

Weaknesses of teaching performance and effectiveness:

Recommended for teaching _____ With reservations _____ Not recommended _____
APPENDIX C

NOTEWORTHY ACTIVITIES OF HPER FACULTY
Faculty Activity Report  
Division of HPER

Faculty Member: __Bill Marchant______  Academic Year:  2006-2007

Teaching
1. Teach (6) classes totaling 12 semester hours each fall
2. Teach (4) classes totaling 12 semester hours each spring
3. Receive outstanding evaluations from my student evaluations each semester
4. Receive very good evaluations from my HPER Division chair yearly, with the exception of the area concerning scholarship
5. Use a variety of teaching methods including: lecture, class discussion, hand outs, use of crossword puzzles, showing films, buzz groups, problem solving sessions, internet exploration for weekly outside reading assignments and term paper research, require students to work an athletic event in some capacity in my PER 391 class, require students to actually observe and report on (5) different coaching techniques in my PER 442 class, and in the HSE 140 classes, the students are required to actually record what they eat for a (7) day period and analysis their calories, fat, and salt intake
6. Syllabi in each class are given to the students that include: Conceptual Framework with an explanation, course objectives, material to be covered, calendar for all assignments due, a detailed explanation of each part of how the student’s grade is derived, explanation of a absence policy, explanation of the grading policy, statement and explanation how a student with diagnosed disabilities can be helped, statement and explanation of how cheating will be not be tolerated and how it will be handled, and study guides for each test are included
7. Students are encouraged to ask questions or add to the class discussions or lectures, any time
8. I review my teaching material each summer to make sure that all materials are current
9. I revise my tests each summer to reflect new material presented
10. Attended College of Education professional meetings concerning Task Stream, NCATE Standards and Elements, the Conceptual Framework, the Learning Curve, and Capstone Experiences

Scholarship
1. Participated in a research project the spring semester of 2006, which looked at “Lateral Transfer”. This involved pre-testing grip strength in both hands and a two time a week grip strength testing using only the student’s dominant hand. After three weeks, it was found that the student’s grip strength not only improved in their dominant hand, but their non-dominant hand as well.
2. Revised correspondence course for HSE 460 Drug Use & Abuse

Service

1. Member of MAPHERD since 1996.
2. Coordinator of DSU Sports Hall of Fame
3. Chair (2) selection committee meetings per year for Sports Hall of Fame
4. Plan and organize Sports Hall of Fame Reception & Banquet yearly
5. Coordinator of DSU Alumni Coaches Hall of Fame
6. Organize selection process for Coaches Hall of Fame yearly
7. Plan reception & induction ceremonies at Pig Pickin’ yearly
8. Coordinator of DSU Athletic Alumni since 1998
9. Co-chair (2) Athletic Alumni meetings yearly
10. Organize (2) fund raising golf tournaments for Athletic Alumni yearly
11. Organize a fund raising telethon for Athletic Alumni each February
12. Organize an M-Club reunion each Homecoming
13. Organize a reunion for an outstanding former athletic team each Homecoming
14. Presently serve on DSU Health & Wellness Committee
15. Presently serve on DSU Beautification Committee
16. Presently serve on NCATE Diversification, explicitly concerning standard #4
17. Served (2) terms on Cleveland Noon Lions Club Board of Directors
18. Served (3) terms as a Deacon at First Baptist Church in Cleveland, MS
19. Motivational Speaking Engagements:
   a. Fellowship of Christian Athletes Group
   b. Brotherhood First Baptist Church Cleveland, MS
   c. Youth Group First Baptist Church Cleveland, MS
   d. Brotherhood First Baptist Church Skene, MS
   e. Brotherhood First Methodist Church Indianola, MS
   f. Sportsman Outreach United Methodist Cleveland, MS 2005
   g. Fellowship of Christian Athletes Cruise to Cozumel, Mexico 2006
Faculty Activity Report
Division of HPER

Faculty Member: Hunter Moore

I. TEACHING –

Exert from a syllabus showing creative teaching methods and use of technology.

HSE 356 Evaluation and Rehabilitation of the Upper Extremity:

Presentations: Each student will participate in two presentations, to be given either during class or during the lab. Presentations will be given by groups of students and will focus on different rehabilitation techniques. Topics, group members and due date will be assigned by the instructor. The presentation will be presented in class using Microsoft Power Point.

Outside Coursework:
1. The portfolio will be turned in on e-mail (hmoore@deltastate.edu). The portfolio must be in Microsoft Word and sent as an attachment. It will consist of outlines of each chapter, anatomical pictures, muscular origins and insertions, rehabilitation information for each joint, injuries discussed and any other significant information or information requested by the instructor. This portfolio should be used to assist in you in studying for your BOC Exam. Each chapter outline is due before the chapter is covered in class, see course outline for dates. The first outline, on the shoulder and upper arm, is due on January 16, 2006
2. The case studies will consist of 1 distinct upper extremity case. All cases must be approved by the instructor. They will be presented in class using a Microsoft Power Point presentation. They should include all of the relative aspects of the case including the history of the injury including the MOI, the course of treatment, any surgical procedures, any x-rays or diagnostic imaging available, an accurate course of rehabilitation that includes indications and contraindications and return to play guidelines. A written outline of the case study will be turned in to the instructor.

The use of peer and faculty evaluations are effective ways of classroom testing. These testing techniques produce instant feedback to the students.
This laboratory section of this course is broken down in 4 week increments (16 weeks/semester). There will be weekly peer evaluations and practical exams that cover the NATA Education Council’s Clinical Proficiencies throughout the course broken down into four week increments. 1 peer evaluation must be completed for each NATA Education Council’s Clinical Proficiency and turned into an ACI before testing on that clinical proficiency can occur. The final will be practical and comprehensive.

II. SCHOLARSHIP

  Attended the 2007 National Athletic Trainers Educators Conference
  Attended the Mississippi Athletic Trainers 2006 Educational Symposium

III. SERVICE

  Member of the National Athletic Trainers Association
  Member of the Mississippi Athletic Trainers Association
  Mississippi Sports Medicine duties at high school athletic events
## Faculty Activity Report
### Division of HPER

**Faculty Member:** John Alvarez  
**Academic Year:** 2006-2007

### Teaching

DO NOT Currently know the status of Recent Student Evaluations

- Implemented Web-ct into 5 classes
- Changed internship where there is weekly interaction between the student and the DSU Internship director
- Procured new laboratory equipment
- Developed new lab experiences utilizing new lab equipment
- Implementing service learning opportunities/students will fitness test in the community
- Team taught in Family and Consumer Science Division (FCS 343)
- Attending ACSM’s Health and Fitness Summit on March 22-25, 2007 for faculty development
- Implemented new Course (PER 102 jogging for fitness)
- Implemented Web-ct into my classes
- Taught a full load with three one hour overloads in the fall
  - Taught a full load with one three hour overload
  - Procured new laboratory equipment
- Developed new lab experiences utilizing new lab equipment
- Implementing service learning opportunities/students will fitness test in the community
<table>
<thead>
<tr>
<th>Scholarly Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarez, J. (2007) Study Skills Workshop: Hey, Didn’t I Learn that in Class Last Semester? Delta State University, Cleveland, MS.</td>
</tr>
<tr>
<td>Alvarez, John In progress NSF Grant for Laboratory Improvement</td>
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<tr>
<td><strong>Service</strong></td>
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<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Chair, University Wellness Committee</td>
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<tr>
<td>Member, DSU Year of Wellness Committee</td>
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<tr>
<td>Member DSU Health and Wellness Day Committee</td>
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<tr>
<td>Member Faculty Senate</td>
</tr>
<tr>
<td>Advisor P.E. Majors Club</td>
</tr>
<tr>
<td>Campus Ministry for 1st Presbyterian Church</td>
</tr>
<tr>
<td>Member Faculty Retention Taskforce</td>
</tr>
<tr>
<td>Member Research Committee</td>
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<tr>
<td>Member Research Symposium Committee</td>
</tr>
<tr>
<td>Member division undergraduate and graduate curriculum committees</td>
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<tr>
<td>Member Search Committee for Division Chair</td>
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<tr>
<td>Member MAHPERD</td>
</tr>
<tr>
<td>Affiliate Member ACSM</td>
</tr>
<tr>
<td>Fitness Tested for Sunflower Co. Schools</td>
</tr>
<tr>
<td>Coordinate DSU Health Challenge</td>
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<tr>
<td>Coordinate campus Fitness Testing</td>
</tr>
<tr>
<td>Consultant for Physical Education Teachers in Ruleville Central Elementary and High Schools.</td>
</tr>
<tr>
<td>Spring Fitness Testing at Cypress Park Elementary School (planned for April)</td>
</tr>
<tr>
<td>Spring Fitness Testing at Ruleville (planned for April)</td>
</tr>
</tbody>
</table>
Faculty Activity Report  
Division of HPER

Faculty Member: __JULIA HOBBY______  Academic Year:  2006-2007

IV. TEACHING --- SUMMARY

OVERVIEW
- Enjoy teaching and learning (minus unrelated paper work)
- Work to provide learning activities that are fun, challenging, and allows for success of the student
- Student ratings are above average

PLANNING/PREPARATION
- Ongoing review of current information for use in the different classes
- Regular review of new books, professional internet web sites of national professional organizations, and other publications (professional journals)
- Rework course syllabi to incorporate the latest appropriate information for the different classes taught
- Design objectives/outcomes to meet appropriate course content (national standards/accreditation standards) and the knowledge and needs of the student
- Ongoing reflection of class presentations for improving selection of content information, teaching strategies, behaviors, and expectations of student knowledge and understanding for meeting needs for the present and future
- Designed/planned a new course: PER 381. Health and Physical Education for the Elementary Schools (elementary education majors)
- Redesigned/reworked old course (due to new course – PER 381): PER 382. Physical Education in the Elementary School (for physical education majors)
- Attended/participated in several professional meetings/workshops for current information to use in course revisions and teaching enrichment; very motivational for me to interact with professionals in my teaching area

CLASS TEACHING
- Demonstrate flexibility and adaptability in lecture/lab activities/physical activities
- Use teaching and learning strategies appropriate for course objectives/outcomes
- Present lecture/class activity variations and modifications needed for the diversity of individuals
• (in selected courses) provide opportunities for students to teach physical activities to others (in class and local elementary school) (“hands-on”)
• Provide opportunities for students to be responsible for their learning (presentations, small group work, assignments requiring library research or reading current articles from professional journals, professional internet sites, etc.)
• Require assignments for students to use internet, current books, and other professional publications
• Encourage and motivate students to work hard in their studies
• Work to provide a positive and supportive learning environment
• Use teacher designed power point and professionally prepared internet material for selected topics in class lecture/activity presentations
• Use different media types for class presentations (videos, DVDs, music CDs/tapes, transparencies, posters, bulletin boards, etc.)
• Work to provide a positive and supportive learning environment
• Review/remind students of professional behavior: what is acceptable and not acceptable in a learning environment
• Provide collected information for students preparing for Physical Education Praxis Tests

ASSESSMENT

• Use a variety of knowledge and skill assessments: knowledge tests, skill tests, special projects/assignments, lesson planning, and teaching in class and in local schools, etc. (rubrics/check sheets are available for selected evaluations)

PROFESSIONAL DEVELOPMENT

• Memberships

American Alliance for Health, Physical Education, Recreation and Dance
National Association for Sport and Physical Education
National Dance Association

Southern District of the American Alliance for Health, Physical Education, Recreation and Dance

Mississippi Association of Health, Physical Education, Recreation and Dance
Meetings/Conferences/Training/Workshops (off-campus)

Mississippi State Department of Education Training
  Healthy Schools: Wellness Policy Implementation and Physical Education
  Framework Training

Mississippi Association of Health, Physical Education, Recreation and Dance Convention
  Meetings on fitness (dance motion & fitness gram, health, elementary physical education, dance and “Ms Walking” (state focus)

Southern District of Health, Physical Education, Recreation, and Dance Convention
  Physical Education Curriculum Analysis Tool Workshop (PECAT)
  Health Standards and Strategies
  Physical Education Workshop (2 sessions)
  Professional Dance Production
  Convention General Professional Session (guest speaker about wellness and fitness)
  Other selected meetings on health, physical education and dance

****Partial funding by Wyatt Fund

Meetings/Conferences/Training/Workshops (on-campus)

ROMEA – “Frame work for Success”
NCATE Faculty Update meeting
NCATE Faculty Retreat
NCATE Orientation
NCATE Meeting with members of NCATE VISITING TEAM
V. SCHOLARSHIP

VI. SERVICE

Collegiate Assignments/Committees
- President’s Appreciative Inquiry Group (marketing focus for DSU)
- Student Activities Committee (University)
- NCATE Committees (College of Education)
- COE Honors Committee (College of Education)
- Library Representative (Division of HPER)
- NASPE Accreditation Committee (Division of HPER)
- Undergraduate Curriculum Committee (Division of HPER)
- Academic Advisor: 25 – 30 Undergraduate students
- Search Committee for new HPER Division Chair

Other Activities
- Attended Fall and Spring Career Day
- Attended Teacher Recruitment Day (Fall & Spring)
- Designed physical fitness activity series for 9/11 at Nailor Elementary Schools (worked with Delta Center for Culture and Learning)
- Planned and supervised opportunities for physical education majors to work with elementary children and special education children in local schools (Fall & Spring)
- Participated in Fall Student Recruitment Day
- Attended merit pay meeting
- Attended Delta Health and Wellness
- Provided study materials for students taking Physical Education Praxis test
- Summer Transfer Orientation Advisement
- Attended the dedication ceremony for Thad Cochran Center for Rural School Leadership and Research
- Represented the Mississippi Association of Health, Physical Education, Recreation and Dance as a Delegate for Representative Assembly to Southern District of the American Alliance for Health, Physical Education, Recreation and Dance
Faculty Activity Report  
Division of HPER

Faculty Member: Ken Vanderpool       Academic Year: 2006-2007

VII. TEACHING

- Currently completing 40 years of teaching in higher education and consistently receive high marks on my student evaluations.
- Maintain membership in the American Alliance for HPERD.

VIII. SCHOLARSHIP

- In Fall, 2006, completed a 4-credit graduate course in biology.

IX. SERVICE

- Maintain membership in the Cleveland Friends of the Library, donated books to this organization, and participated in activities they sponsored.
- Chair of Division of HPER Credentials Committee
- Service on other Division and University Committees as requested
Faculty Activity Report  
Division of HPER  

Faculty Member: Milton R. Wilder  
Academic Year: 2006-2007  

X. TEACHING  

1) Began using Task Stream computer technology for all graduate classes starting with the spring term of '06. 1 class summer '06, 2 classes spring '07, 1 class summer '07  
2) Revised course syllabi for PER 611 to add a clinical practice and scoring rubric for the practice. Writing assignments submitted on Task Stream. Summer '06, Spring '07  
3) Revised course syllabus for PER 684 to include a scoring rubric for the major course project, the devising of a curriculum for K-12 physical education. Curriculum assignments submitted on Task Stream. Spring '07, Summer '07  
4) Began requiring e-mail submissions of class projects prior to the actual presentation by the student in the class. This allowed me to give the student feedback related to their projects in time for them to revise them prior to the actual class presentation. Spring '07  
5) Beginning with the spring term of '06, I am requiring all students in my graduate classes to complete the Computer Competency Program as a course requirement for all my graduate classes. 1 class summer '06, 2 classes spring '07, 1 class summer '07  
6) In order to encourage our physical education majors to engage in professional development activities outside of the classroom, beginning with the spring term of '06, I have added a professional development activity requirement to the course grading grid. Students must acquire 50 professional development points, that can be acquired from approximately 20 various possible professional development activities, in order to receive credit for that 5% of their final grade. Students who acquire less than 50 professional development points during the term are graded based on the % of the points that they acquire. 2 classes (PER 314 & HSE 439) Fall '06 and 2 classes (PER 315 & HSE 439) Spring '07  

XI. SCHOLARSHIP  
Papers Presented at Professional Meetings  
Wilder, M.R. (2006). Quality daily physical education, What is involved and what is required by the State of Mississippi. Delta State University, Division of HPER Annual Drive-in
Conference for K-12 teachers, Cleveland, MS.

Review Activities
Review board, Journal of Physical Education, Recreation and Dance (JOPERD), 1996-present
Peer reviewed national journal for the American Alliance for Health, Physical Education, Recreation and Dance.
Grant reviewer, La Board of Regents, 2006. Grant totaling $287,000 over three year period

XII. SERVICE
Service to the University
Delta State University
Member, Dean of Education Search Committee 2006-07
Freshman Orientation Leaders Selection Committee, ’06-07
Student Hall of Fame Selection Committee, ‘07

College of Education
Chair, Graduate NCATE Accreditation Committee 2005-07

Division of Health, Physical Education and Recreation
Principle writer and coordinator of Division NASPE Advanced program
Coordinator of Division Graduate Programs. 1988-present
Chair, Graduate Curriculum Committee, 2000-present
Chair, Division Tenure and Promotion Committee, 2000-present

Services/Honors in Health, Physical Education, Recreation and Dance and Other Recognitions
National: American Alliance for Health, Physical Education, Recreation and Dance:
Constitution and By-Laws Committee 2006-09
Delegate to the Alliance Assembly (as Pres-Elect from Southern District) 2007-08,
District: Southern District of the American Alliance for HPERD:
President-Elect 2007-08
Board of Directors ’07-‘10
Delegate for the General Division to the Representative Assembly ‘07
**MS Association for Health, Physical Education, Recreation and Dance:**
Parliamentarian, 2005-08
Chair, Constitution and By-Laws Committee 2005-08,
Delegate, from Mississippi, to Southern District. Leadership Conference, Summer’06.

**Professional Development/Consultant Activities**
Curriculum Consultant from DSU Division of HPER to Sunflower County Schools ($100,000) for the John D. Bower Foundation Physical Activity Improvement Grant.
Curriculum Consultant from DSU Division of HPER to West Bolivar Schools ($100,000) for the John D. Bower Foundation Physical Activity Improvement Grant.

**Public Service in Health Education**
Mississippi Alliance for School Health (MASH). Vice-President 2001-Present
Board of Directors 1995-Present, Conference planning committee 2001-Present
Prevention 2000 Advisory Board, Mississippi State Department of Health, 1994-present.

**Mississippi State Department of Education**
Site Coordinator, Regional Training workshop for public school physical educators on how to use the MS. Physical Education Curriculum Framework Jan. ’07

**Community Service**
Rotary International, District 6800, Assistant-District Governor 2005-08
Member, Margaret Green Middle School (Cleveland School District), School Health Advisory Council 2005-07
Member, Sunflower County School Health Advisory Council 2005-07
Incorporated technology in all of our ATEP courses including but not limited to videos, instructional CD’s, interactive web sites, and power point presentations
Incorporated Okra Mail in the ATEP
Taught a writing intensive course in the ATEP
Achieved accreditation for the ATEP through the Commission on the Accreditation of Athletic Training Education
Made suggested curricular changes to the ATEP to meet accreditation guidelines
Academic advisor to all athletic training majors
Provided clinical coordination for the ATEP that included securing clinical sites and making regular visits to the clinical sites
Secured signed affiliated site agreements for all venues used for clinical instruction in the ATEP
Trained all ATEP faculty, volunteers and part time instructors as Approved Clinical Instructors (ACI’s)
Instructor for CPR/AED for the Professional Rescuer
Required ATEP to utilize the Roberts-Laforge Library in each course in the ATEP
Required the ATS’s to present a case study or PowerPoint presentation in each ATEP course
Taught a clinical or laboratory course each semester in which ATS’s treated patients under my direct supervision
Accompanied ATS’s who attended a professional meeting of athletic trainers
Conducted exit interviews with each student in the ATEP at the end of each semester to provide them with an evaluation of their performance in the ATEP

XIV. SCHOLARSHIP

Maintained BOC Certification as a certified athletic trainer
Maintained Mississippi State Licensure as a certified athletic trainer
Attended 2006 Mississippi Athletic Trainers’ Educational Symposium
Attended 2007 National Athletic Trainers’ Association Educators’ Conference
Speaker at Mississippi Sports Medicine and Orthopaedic Center on Legal and Ethical Issues in Athletic Training
Advisory Board for the Delta Medical Digest
Presented a lecture and PowerPoint presentation at the 2006 Mississippi Athletic Trainers’ Educational Symposium entitled ATEP Curriculum and Computer Based Exam Update
Completed 15 hours towards my terminal degree and I am currently enrolled in six semester hours this spring

XV. SERVICE

- Provided service to the athletic department and community as an athletic trainer during clinical duties for the ATEP
- Attended the 2007 NCAA National Championships of Swimming and Diving
- Currently on the Bolivar Medical Center Board of Trustees
- Served as an athletic trainer for the Magnolia Grid Iron Classic College All-star Game
- Mississippi Athletic Trainers’ Association officer of Professional Development
- Writing across the Curriculum Committee
- ATEP Curriculum Committee
- Health and Wellness Committee
- Proxy to the faculty senate
- Selected as a delegate from Mississippi to attend the National Athletic Trainers’ Association Day on Capital Hill in Washington, DC
- Assists Mississippi Sports Medicine and Orthopaedic Center during their orthopaedic clinic on the Delta State University campus
- Routinely evaluate faculty, staff, and private patients for treatment and referral
- Treated faculty, staff, and private patients free of charge in the athletic training facilities
Faculty Activity Report  
Division of HPER 

Faculty Member: Wayne Lee  
Academic Year: 2006-2007 

Teaching 

• I Teach Five Classes During Each Fall Semester at Delta State University. 
• I Teach Six Classes During Each Spring Semester at Delta State University. 
• I get reasonably good evaluations from the Undergraduate Students at DSU. 
• I get good evaluations from the two Graduate Classes at DSU. 
• I think I have received good evaluations from the HPER Division Chair. 
• In my Undergraduate Management / Organization and Administration of Health and Physical Activity Class, I use the Various Computer Laboratories on the DSU Campus and require the students to use the many Electronic Data Bases in locating and keeping current on Sport / Physical Activity issues. 
• In All Management and Organization of Physical Activity Classes, I require the Student to Use WESTLAW and Other Legal Data Bases to keep current on the Legal Aspects of Sport, Entertainment, and Physical Activity. 
• All Students are required to submit Article Summaries, State / Federal Court Cases and Legal Opinions using WESTLAW – This would include cases from the State Courts; U.S. District Courts; U.S. Courts of Appeal; and the U.S. Supreme Court. 
• The undergraduate and graduate students in my Measurement and Evaluation of Sport and Physical Activity classes are required to use SPSS in data analysis and making decisions regarding any collected physical activity data. 
• I have purchased Seven (7) SPSS Disks and encourage all students in the M/E Classes to place this data analysis package on their personal computers in their dorms, offices, and home. 
• I have attended all required College of Education Faculty Professional Meetings and Workshops such as Task-stream, NCATE Standards and Elements, the Learning Curve, the Delta Education Model, and Capstone Experiences.
Scholarship

- Speaker at the Sportsman Outreach Ministry at the Cleveland United Methodist Church.

Service

- Member of the Delta State University Athletic Alumni Board of Directors.
- President of the Delta State University Athletic Alumni Association.
- Member of the Delta State University Alumni Association.
- Member of the Delta State University Alumni Board of Directors.
- Member of the Delta State University Coaches Hall of Fame Committee.
- Member of the Delta State University Sports Hall of Fame Committee.
- Member of the Delta State University Health and Wellness Committee.
- Member and Originator of the Annual “Ole Delta State University Graduate’s Alumni Gathering” Committee @ J.P.C.S.P.
- Member of the DSU College of Education N.C.A.T.E. Standards Committee on Diversity.
- Member of the Sports and Recreation Law Association.
- Member of the Mississippi Alliance of Health, Physical Education, Recreation, and Dance.
I. **Unit Title:** Thad Cochran Center for Rural School Leadership and Research

**Division or School/College:** College of Education

**Unit Administrator:** Lynn W. Varner, Ph.D.
### Educational Program Learning Outcome Assessment Plan

**Master of Education in Educational Leadership**

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
</table>
| **What should a graduate in Master of Education in Educational Leadership Program Major know, value, or be able to do at graduation and beyond?** | **1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?**  
2. Describe how the data from these tools and/or methods will be/have been collected.  
3. Explain the procedure to analyze the data. | **What were the findings of the analysis?** | **1. List any specific recommendations.**  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process. |

**Note:** The College of Education has been accredited by the National Council for Accreditation of Teacher Education since 1954. As a part of the ongoing accompanying self-study, this newly formed division has continuously engaged in program evaluation and improvement even as this division was previously a part of another division. We have recently developed several new instruments in order to formalize data collection and analysis. Also note that all coursework for the master’s degree is numbered at the 600 level, indicating the required
<table>
<thead>
<tr>
<th>level of rigor above that of undergraduate courses.</th>
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</thead>
<tbody>
<tr>
<td>Develop and articulate a school vision of learning</td>
</tr>
<tr>
<td>School Leaders Licensure Assessment (SLLA)(^1)</td>
</tr>
<tr>
<td>Comprehensive Examination(^3)</td>
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<tr>
<td>Manage a school’s operation and resources</td>
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<tr>
<td>School Leaders Licensure Assessment (SLLA)¹</td>
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<tr>
<td>--------------------------------------------</td>
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<tr>
<td>Continued 100% Pass Rate for our students (summer 06)</td>
</tr>
<tr>
<td><strong>Collaborate with families and other P-12 community members</strong></td>
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<tr>
<td>School Leaders Licensure Assessment (SLLA)</td>
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<tr>
<td><strong>Act with integrity and ethically within a school context in a professional manner</strong></td>
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<tr>
<td>Dispositions Rating Scale Faculty Evaluation(^7)</td>
</tr>
<tr>
<td><strong>Understand the larger educational context including cultural differences and legal ramifications for school leaders</strong></td>
</tr>
<tr>
<td>Educational Leadership Preparation Programs Questionnaire (ELPPQ)</td>
</tr>
</tbody>
</table>

**Notes:**

1. The SLLA is a national examination which our Master’s level students take near the completion of the program. It is published by Education Testing Service and is based upon the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders and a passing score of at least 154 is required by the state of Mississippi in order to be eligible for a School Administrators License.
2. The ISSLC standards are parallel to the Educational Leadership Constituent Council (ELCC) standards and are attached (see Attachment A).
3. The Comprehensive Examination is taken during the last semester of the program and is modeled after the SLLA (see Attachment B). It is a written individual assessment designed to demonstrate the student’s knowledge and understanding as well as analyze, apply, and synthesize information from the entire program of study.
4. The ELPPQ is a questionnaire based upon the ISSLC standards which is given to a sample of current students, graduates, employers, and other community stakeholders anonymously (see Attachment C).
5. The Internship Mentor (Site Supervisor) Evaluations are completed by the mentor 6 weeks into each internship (Internship Mid-Term Feedback form) and at the end of each 12 week internship (Internship Performance Assessment form). Please see Attachment D.
6. The Growth Portfolio is a cumulative product consisting of student work samples and projects that assess the student’s ability related to the ISLLC standards including self analysis of strengths/weaknesses, and plans for continued growth. Although the student collects work throughout the program, the final portfolio is presented near the end of the program.
7. The Dispositions Rating Scale (see Attachment E) is given to all students as a self-evaluation during the required, core class, ELR 605 (Educational Research and Statistics) and is intended to ensure that all students understand our expectations for them ethically and professionally. Faculty feedback is given throughout the entire program in the form of placement of flags for deficient or exemplary behavior in the student’s file, student/faculty conferences, improvement plans when necessary, and faculty review for all students upon application for comprehensive examinations (see Attachment F for the protocol which is followed).
8. The Openness to Diversity and Challenge Survey is given to all students during the required core class, EPY 601 (Psychology of Learning) (see Attachment G).
# B. Educational Program Learning Outcome Assessment Plan

## Educational Specialist Degree in Educational Administration and Supervision (Educational Leadership)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
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</thead>
<tbody>
<tr>
<td>What should a graduate in Educational Specialist Degree in Educational Administration and Supervision (Educational Leadership) know, value, or be able to do at graduation and beyond?</td>
<td>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td>What were the findings of the Analysis Team? List any specific recommendations.</td>
<td>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
</tr>
</tbody>
</table>

**Note:** The College of Education has been accredited by the National Council for Accreditation of Teacher Education since 1954. As a part of the ongoing accompanying self-study, this newly formed division has continuously engaged in program evaluation and improvement even as this division was previously a part of another division. We have recently developed several new instruments in order to formalize data collection and analysis. Also note that all coursework for the specialist degree is numbered at the 700 level, indicating the required degree of rigor above that of master’s level courses.
<table>
<thead>
<tr>
<th>Develop and articulate a school vision of learning</th>
<th>Comprehensive Examination$^1$</th>
<th>Comprehensive examinations have always been given for this program and have been similar to the SLLA for at least four years. Coursework and comprehensive examinations have a higher degree of difficulty in the specialist program than in the master’s. For example, the comprehensive exam at the master’s level is allotted 2 hours and at the specialist level it is allotted 3 hours. Ninety-three percent of students have successfully passed the examination (is a requirement for graduation) with approximately 11% requiring two attempts to be successful. 27 took exam and 25 passed; 3 of those had follow-up interviews in order to verify adequate knowledge base. Two students are still in the re-take process.</th>
<th>Continue examination based upon SLLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership Preparation Programs Questionnaire (ELPPQ)$^3$</td>
<td>This survey represents an attempt to gather more consistent quantitative data: we have always collected feedback from stakeholders in informal interviews, advisory meetings, and personal contact. Telephone</td>
<td>Have continued the advisory board, the School Leadership Council, to facilitate the formal feedback process from a sample of all stakeholders including</td>
<td></td>
</tr>
</tbody>
</table>
interviews were conducted with a sample of graduates and employers. Sixty percent of respondents marked Above Expected at This Level on question number 1 (vision); 80% marked either Above Expected at This Level or Average for Experience on questions number 2 (culture), and 4 (community). 100% marked either Above Expected at This Level or Average for Experience on questions number 3 (management) 5 (ethics) and on question number 6 (larger context).

students, faculty, P-12 teachers and administrators, and community leaders. This group meets each semester and corresponds more frequently via e-mail. Will discuss at fall faculty meetings and continue collecting data.

| Manage a school’s operation and resources | Practicum Projects⁴ | Results for fall 2006 consisted of 33% receiving a rating of “exceeds expectations” and 8% “meets expectations” and 25% “below expectations.” These grades were taken from the four action research projects completed for each course. | We have required more variety in the project sites and given more direct instructions about the type of acceptable projects. We will pursue avenues to decrease the percent of students who are unable to complete the course in one semester (mainly through advisement and initial instructor course explanations). Because an Incomplete is computed into the overall GPA as an F, students are motivated to finish the course quickly or they are placed on academic probation. Those who have seen |
93% of students have successfully passed the examination (a requirement for graduation) with approximately 11% requiring two attempts to be successful. 27 took exam and 25 passed; 3 of those had follow-up interviews in order to verify adequate knowledge base. Two students are still in the re-take process.

Telephone interviews were conducted with a sample of students to verify adequate knowledge base. Two students are still in the re-take process.

Continue examination based upon SLLA.

Educational Leadership

Collaborate with families and other P-12 community members.

Continued examination based upon SLLA.

Will discuss at fall faculty meeting.

93% of students have successfully passed the examination (a requirement for graduation) with approximately 11% requiring two attempts to be successful. 27 took exam and 25 passed; 3 of those had follow-up interviews in order to verify adequate knowledge base. Two students are still in the re-take process.

Telephone interviews were conducted with a sample of students to verify adequate knowledge base. Two students are still in the re-take process.

Continue examination based upon SLLA.

93% of students have successfully passed the examination (a requirement for graduation) with approximately 11% requiring two attempts to be successful. 27 took exam and 25 passed; 3 of those had follow-up interviews in order to verify adequate knowledge base. Two students are still in the re-take process.

Telephone interviews were conducted with a sample of students to verify adequate knowledge base. Two students are still in the re-take process.

Continue examination based upon SLLA.

Will discuss at fall faculty meeting.

93% of students have successfully passed the examination (a requirement for graduation) with approximately 11% requiring two attempts to be successful. 27 took exam and 25 passed; 3 of those had follow-up interviews in order to verify adequate knowledge base. Two students are still in the re-take process.

Telephone interviews were conducted with a sample of students to verify adequate knowledge base. Two students are still in the re-take process.

Continue examination based upon SLLA.

That the course is more demanding than they anticipated have dropped the course to re-take another semester.
<table>
<thead>
<tr>
<th>Act with integrity and ethically within a school context in a professional manner</th>
<th>Dispositions Rating Scale Self-Evaluation⁵</th>
<th>Given to all students in ELR 702 in February. Students scored themselves highest in sensitivity (question 8.2), life-long learning (question 15.1) and ethics (questions 16.2, 16.3, &amp; 16.6). They scored lowest in poise and confidence (question 5.3) and creativity (question 13.1).</th>
<th>By administering the scale to the students, we are defining concretely expected dispositional behaviors. We expect that the class discussions and self-evaluations will improve our students’ dispositions. These will be continuously addressed by faculty by use of the flag system for exemplary or problem behavior and all students must have successful scores in order to take comprehensive examinations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Programs Questionnaire (ELPPQ)³</td>
<td>graduates and employers. Sixty percent of respondents marked Above Expected at This Level on question number 1 (vision); 80% marked either Above Expected at This Level or Average for Experience on questions number 2 (culture), and 4 (community). On hundred percent marked either Above Expected at This Level or Average for Experience on questions number 3 (management) 5 (ethics) and on question number 6 (larger context).</td>
<td>meetings</td>
<td>---</td>
</tr>
</tbody>
</table>
**Understand the larger educational context including cultural differences and legal ramifications for school leaders**

| Openness to Diversity and Challenge Survey<sup>6</sup> | Given to all EdS students in spring 2007. The lowest mean score was number 5 (I enjoy taking courses that challenge my beliefs and values). The highest mean score was question 8 (I enjoy taking classes which are intellectually challenging). The mean score for summer, 2006 (92.6) was up from the mean for spring, 2006 (88.4) after the instructor posted an exemplary paper for the students. | Will address in fall faculty meetings. Possibly advanced students have well-established beliefs and values and do not enjoy challenging those. Will give an example paper of excellence to students when make assignment next time. Will emphasize APA and written expression more when give the assignment. |

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<sup>1</sup>The Comprehensive Examination is taken during the last semester of the program and is modeled after the School Leaders Licensure Assessment (SLLA) (see Attachment A). It is a written individual assessment designed to demonstrate the student’s knowledge and understanding as well as analyze, apply, and synthesize information from the entire program of study. The SLLA is a national examination which our students take prior to licensure as a state administrator (most of our students have already passed the SLLA before they begin the specialist program). It is published by Education Testing Service and is based upon the Interstate School Leaders Licensure Consortium (ISLLC)<sup>2</sup> Standards for School Leaders and a passing score of at least 154 is required by the state of Mississippi in order to be eligible for a School Administrators License.

<sup>2</sup>The ISSLC standards are parallel to the Educational Leadership Constituent Council (ELCC) standards and are attached (see Attachment B).

<sup>3</sup>The Educational Leadership Preparation Programs Questionnaire (ELPPQ) is a questionnaire based upon the ISSLC standards which is given to a sample of current students, graduates, employers, and other community stakeholders anonymously (see Attachment C).

<sup>4</sup>Students take six hours of Practicum coursework which requires eight projects (action research) in area schools or districts (excluding where they are currently working) and requiring a minimum of 160 hours of work. Please see Attachment H for Course Directions and Attachment I for an example of the Contract Form the students complete.

<sup>5</sup>The Dispositions Rating Scale (see Attachment E) is given to all students as a self-evaluation during the required core class, ELR 702 (Educational Research Design) and is intended to ensure that all students understand our expectations for them ethically and professionally. Faculty feedback is given throughout the entire program in the form of placement of flags for deficient or exemplary behavior in the
student’s file, student/faculty conferences, improvement plans when necessary, and faculty review for all students upon application for comprehensive examinations (see Attachment F for the protocol which is followed).

6 The Openness to Diversity and Challenge Survey is given to all students during the required core class, CUR 701 (Philosophy of Education) (see Attachment G).

7 The Philosophy Statement is a written statement of the student’s personal philosophy of education as it relates to the philosophies studied and the student’s educational practice (aims of education, morality/ethics, curriculum, instructional methods, and role of the teacher and school leader).
C. Educational Program Learning Outcome Assessment Plan

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Doctor of Education Degree in Professional Studies</em>&lt;br&gt;What should a graduate in <em>Doctor of Education Degree in Professional Studies</em> Major know, value, or be able to do at graduation and beyond?</td>
<td><em>Data Collection and Analysis</em>&lt;br&gt;What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td><em>Results of Evaluation</em>&lt;br&gt;What were the findings of the Analysis Team? List any specific recommendations.</td>
<td><em>Use of Evaluation Results</em>&lt;br&gt;What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
</tr>
</tbody>
</table>

Note: The College of Education has been accredited by the National Council for Accreditation of Teacher Education since 1954. As a part of the ongoing accompanying self-study, this newly formed division has continuously engaged in program evaluation and improvement even as this division was previously a part of another division. We have recently developed several new instruments in order to formalize data collection and analysis. Also note that all coursework for the specialist degree is numbered at the 800 level (with a few 700 level...
Develop and articulate a school vision of learning

<table>
<thead>
<tr>
<th>Educational Leadership Preparation Programs Questionnaire (ELPPQ)(^3)</th>
<th>Comprehensive Examination(^1)</th>
<th>This survey represents an attempt to gather more consistent quantitative data: we</th>
</tr>
</thead>
</table>
| Coursework and comprehensive examinations have a higher degree of difficulty and complexity in the doctoral program than in the specialist. For example, the comprehensive exam at the specialist level is allotted 3 hours and at the specialist level it is allotted 8 hours. The exam is scored in separate sections and students may re-take just the section(s) they did not pass. 10 students passed all sections on the first attempt; 3 passed on the second attempt; 1 is still in the process of re-taking. | Continued use of the Doctoral Admission and Curriculum Council, a group of faculty and staff from across the university, to help with decision making for the program. Earlier analysis revealed that our comprehensive examination was not demanding enough and that our students were weak in the area of research. We have added a required research course, strengthened our comprehensive exam, and added study courses and tutoring for our students who are retaking sections of the comprehensive exam. We have seen an increase in our pass rate on the Research section of the Comprehensive Examination. | Have continued the advisory board, the School Leadership Council, to facilitate the formal
| Manage a school’s operation and resources | Practicum Projects<sup>4</sup> | Results for fall 2006 consisted of 33% receiving a rating of “exceeds expectations” and 8% “meets expectations” and 25% “below expectations.” These grades were taken from the four action research projects completed for each course. | We have required more variety in the project sites and given more direct instructions about the type of acceptable projects. We will pursue avenues to decrease the percent of students who are unable to complete the course in one semester (mainly through advisement and initial instructor course explanations). |

have always collected feedback from stakeholders in informal interviews, advisory meetings, and personal contact. Telephone interviews were conducted with a sample of graduates and employers. Sixty percent of respondents marked Above Expected at This Level on question number 1 (vision); 80% marked either Above Expected at This Level or Average for Experience on questions number 2 (culture), and 4 (community). On hundred percent marked either Above Expected at This Level or Average for Experience on questions number 3 (management), 5 (ethics), and on question number 6 (larger context). Feedback process from a sample of all stakeholders including students, faculty, P-12 teachers and administrators, and community leaders. This group meets each semester and corresponds more frequently via e-mail. Will discuss at fall faculty meetings and continue collecting data.
<table>
<thead>
<tr>
<th>Comprehensive Examination</th>
<th>Ten students passed all sections on the first attempt; 3 passed on the second attempt; 1 is still in the process of re-taking.</th>
<th>Because an Incomplete is computed into the overall GPA as an F, students are motivated to finish the course quickly or they are placed on academic probation. Those who have seen that the course is more demanding than they anticipated have dropped the course to re-take another semester. Earlier analysis revealed that our comprehensive examination was not demanding enough and that our students were weak in the area of research. We have added a required research course, strengthened our comprehensive exam, and added study courses and tutoring for our students who are retaking sections of the comprehensive exam. We have seen an increase in our pass rate on the Research section of the Comprehensive Examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with families and other P-12 community members</td>
<td>Dissertation&lt;sup&gt;3&lt;/sup&gt;</td>
<td>One student graduated this year; title: The Impact of Facilitating Coaches on</td>
</tr>
<tr>
<td>Comprehensive Examination¹</td>
<td>Teachers’ Instructional Practices and Students’ Reading Achievement During Reading Improvement Initiatives</td>
<td>students. We have offered training for dissertation chairs and committee members and developed a new dissertation manual and a new program student handbook. We have changed the minimum number of hours for the dissertation from 9 to 12 to more realistically reflect the typical timeframe for completion of the dissertation. Earlier analysis revealed that our comprehensive examination was not demanding enough and that our students were weak in the area of research. We have added a required research course, strengthened our comprehensive exam, and added study courses and tutoring for our students who are retaking sections of the comprehensive exam. We have seen an increase in our pass rate on the Research section of the comprehensive examination.</td>
</tr>
</tbody>
</table>

<p>|  | Ten students passed all sections on the first attempt; 3 passed on the second attempt; 1 is still in the process of retaking. |  |</p>
<table>
<thead>
<tr>
<th><strong>Act with integrity and ethically within a school context in a professional manner</strong></th>
<th>Dispositions Rating Scale Self-evaluation(^6)</th>
<th>Given to all students in ELR 702 in February. Students scored themselves highest in dependability (question number 4.1), sensitivity (questions 8.2 &amp; 8.3), attitude (question 9.1), and ethics (question 16.4). They scored lowest in punctuality (question 3.1), maturity and judgment (questions 6.1 &amp; 6.2), enthusiasm (question 12.1), and collaboration (question 14.1).</th>
<th>By administering the scale to the students, we are defining concretely expected dispositional behaviors. We expect that the class discussions and self-evaluations will improve our students’ dispositions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dispositions Rating Scale Faculty Evaluation(^5)</td>
<td>There were no major faculty/student differences in scores.</td>
<td>These will be continuously addressed by faculty by use of the flag system for exemplary or problem behavior and all students must have successful scores in order to take comprehensive examinations.</td>
</tr>
<tr>
<td><strong>Understand the larger educational context including cultural differences and legal ramifications for school leaders</strong></td>
<td>Openness to Diversity and Challenge Survey(^7)</td>
<td>Given to EdD students in spring 2006. Seventy-three percent or greater scored a 4 or 5 on every item except item number 5 (I enjoy taking courses that challenge my beliefs and values). Sixty-four percent scored a 4 or 5 on that item.</td>
<td>Will address in fall faculty meetings and continue to address diversity issues in courses. Possibly advanced students have well-established beliefs and values and do not enjoy challenging those.</td>
</tr>
<tr>
<td></td>
<td>Educational Leadership</td>
<td>Telephone interviews were</td>
<td>Will discuss at fall faculty</td>
</tr>
</tbody>
</table>
Preparation Programs Questionnaire (ELPPQ)\(^3\) conducted with a sample of graduates and employers. Sixty percent of respondents marked Above Expected at This Level on question number 1 (vision), 80% marked either Above Expected at This Level or Average for Experience on questions number 2 (culture) and 4 (community). 100% marked either Above Expected at This Level or Average for Experience on questions number 3 (management), 5 (ethics), and on question number 6 (larger context).

Notes:
\(^1\)The Comprehensive Examination is taken during the semester before Dissertation Seminar, covers academic areas from the program, and is based upon the School Leaders Licensure Assessment (SLLA) (see Attachment A). It is a written individual assessment designed to demonstrate the student’s knowledge and understanding as well as analyze, apply, and synthesize information from the entire program of study. The SLLA is a national examination which our students take prior to licensure as a state administrator (most of our students have already passed the SLLA before they begin the doctoral program). It is published by Education Testing Service and is based upon the Interstate School Leaders Licensure Consortium (ISLLC)\(^2\) Standards for School Leaders and a passing score of at least 154 is required by the state of Mississippi in order to be eligible for a School Administrators License.
\(^2\)The ISSLC standards are parallel to the Educational Leadership Constituent Council (ELCC) standards and are attached (see Attachment B).
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\(^4\)Students take six hours of Practicum coursework which requires eight projects (action research) in area schools or districts (excluding where they are currently working) and requiring a minimum of 160 hours of work. Please see Attachment H for Course Directions and Attachment I for an example of the Contract Form the students complete.
\(^5\)All Doctor of Education students are required to complete a Dissertation before graduation. The doctoral dissertation is the written record of the candidate’s individual, original research and scholarship and successfully advances the limits of human knowledge. The topic must be appropriate to and significant in the academic field, require a mastery and exhaustive exercise of research techniques, and demonstrate
critical thought and facility of expression. The dissertation must, in the professional opinion of the graduate faculty, make an original contribution, and it must demonstrate the candidate’s fitness to continue the advancement of knowledge in the student’s competency.

6The Dispositions Rating Scale (see Attachment E) is given to all students as a self-evaluation during the required, core class, ELR 702 (Educational Research Design) and is intended to ensure that all students understand our expectations for them ethically and professionally. Faculty feedback is given throughout the entire program in the form of placement of flags for deficient or exemplary behavior in the student’s file, student/faculty conferences, improvement plans when necessary, and faculty review for all students upon application for comprehensive examinations (see Attachment F for the protocol which is followed).

7The Openness to Diversity and Challenge Survey is given to all students during the required core class, SUP 831 (Supervisory Techniques) (see Attachment G).

III. Division/Department/Unit Goals for the Current Year (2006-2007)

A. Goal 1: Division will continue curricular development, sequencing, and analyzing leadership courses (1 year).
   1. Institutional Goal which was supported by this goal: SP # 1
   2. Expected Results: Curriculum will be better defined and aligned.
   3. Evaluation Procedures: Faculty will evaluate course syllabi, program curricula, and programs of study.
   4. Actual Results of Evaluation: Faculty have been working on this; all syllabi have been revised. Programs were reviewed at annual faculty retreat with an in-depth review of course objectives and activities. Overlaps and duplication were eliminated and gaps were filled.
   5. Use of Evaluation Results: Will continue to develop syllabi and curriculum matrices.

B. Goal 2: Accreditation reports will be submitted for Educational Leadership (ELCC) and College of Education (NCATE) (1 year).
   1. Institutional Goal which was supported by this goal: SP # 1
   2. Expected Results: Programs will be strengthened.
   3. Evaluation Procedures: Reports will be submitted for national review.
   4. Actual Results of Evaluation: Report from national reviewers indicated all standards met and no conditions. NCATE requested to use our report on its national website as the example of a well-written report.
   5. Use of Evaluation Results: Will continue to strive for improvement.

C. Goal 3: An orientation workshop will be offered for all EdD students to positively impact student retention (1 year).
   1. Institutional Goal which was supported by this goal: SP # 2
   2. Expected Results: Students will be better informed about changes in the program and expectations.
3. **Evaluation Procedures:** Ensure that the orientation is held and attended.

4. **Actual Results of Evaluation:** Was held on 10/14/06; event was well attended and student feedback was very positive. This year the focus was expanded to include all EdS students in addition to all EdD students.

5. **Use of Evaluation Results:** Will continue to update information for annual orientation; focus will be on new doctoral students and those nearing the end of their coursework and on all specialist students also.

**D. Goal 4:** Student scholarships will be increased to augment enrollment (1 year).

1. **Institutional Goal which was supported by this goal:** SP # 2
2. **Expected Results:** Quality students will be rewarded and encouraged to continue their education.
3. **Evaluation Procedures:** Look at the number of scholarships awarded.
4. **Actual Results of Evaluation:** Increased the amount of the Master’s level student scholarship to $23,000.00; four of these were awarded. Also, increased the number of Specialist and Doctoral level student scholarships to 10. A total of $97,000.00 was awarded to leadership students for academic scholarships.
5. **Use of Evaluation Results:** Will continue to raise the scholarship commitment as long as funds are available and attempt to identify future funding sources.

**E. Goal 5:** On-line and alternative-schedule courses will be continued to increase student appeal (1 year).

1. **Institutional Goal which was supported by this goal:** SP # 2
2. **Expected Results:** Students will have more convenient access to courses.
3. **Evaluation Procedures:** Compare number of courses to last year.
4. **Actual Results of Evaluation:** These numbers have increased. See table below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Courses</td>
<td>Enrollment</td>
<td>Number of Courses</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Online</td>
<td>4</td>
<td>91</td>
<td>7</td>
<td>101</td>
</tr>
<tr>
<td>Video Conference</td>
<td>4</td>
<td>92</td>
<td>5</td>
<td>122</td>
</tr>
<tr>
<td>Weekend</td>
<td>6</td>
<td>83</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>1week/Intersession</td>
<td>1</td>
<td>9</td>
<td>7</td>
<td>155</td>
</tr>
<tr>
<td>Originated Off-campus</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>283</strong></td>
<td><strong>29</strong></td>
<td><strong>519</strong></td>
</tr>
</tbody>
</table>
5. **Use of Evaluation Results:** Students have been receptive and complimentary. Will continue these course offerings to the degree possible.

**F. Goal 6:** Dissertation committees for current EdD students who are and will become ABD will be coordinated to spur graduation rates (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 2
2. **Expected Results:** The students and faculty will be aware of committee makeup and inactive students will either become active or be dropped.
3. **Evaluation Procedures:** Look at the assignments.
4. **Actual Results of Evaluation:** This is being done continuously.
5. **Use of Evaluation Results:** Committee lists will continue to be updated.

**G. Goal 7:** Regular e-mail, faculty meetings, and a faculty training session on e-mail folders and organization will address communication concerns and possible solutions (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 3
2. **Expected Results:** Communication will flow freely; people will have the information they need.
3. **Evaluation Procedures:** Minutes and agendas from faculty meetings, e-mails, and an agenda from the training will be available.
4. **Actual Results of Evaluation:** E-mail training session was held for division faculty on 2/20/07 by OIT. Regular e-mail, faculty meetings, and faculty retreats have been held. Agendas and minutes are kept form each meeting.
5. **Use of Evaluation Results:** Will offer more e-mail training sessions if required and adjust the faculty meeting schedule if faculty see the need.

**H. Goal 8:** A public Grand Opening celebration for the Center for Rural School Leadership and Research will be held (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 4
2. **Expected Results:** Stakeholder awareness of the new Center will be enhanced.
3. **Evaluation Procedures:** Ensure activity is held.
4. **Actual Results of Evaluation:** The Thad Cochran Center for Rural School Leadership and Research was dedicated on October 9, 2006.
5. **Use of Evaluation Results:** Held the Grand Opening on October 9, 2006 with Senator Thad Cochran present.

**I. Goal 9:** The webpage for the Center for Rural School Leadership and Research will be updated (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 4
2. **Expected Results:** Communication will be enhanced and correct information will be available quickly to students.
3. **Evaluation Procedures:** Visual evaluation of website.
4. **Actual Results of Evaluation:** Division secretary has kept information current including Conceptual Framework, each semester’s class schedules, application information, handbooks and manuals, announcements, Center vision and mission, and the Stanford study.
5. **Use of Evaluation Results:** Will continue to update information on site and add documents and information to the site.

**J. Goal 10:** Faculty will make presentations during at least two regional professional meetings during the 2006-2007 academic year (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 5
2. **Expected Results:** Enhanced professionalism and visibility in the professional community.
3. **Evaluation Procedures:** Count the number of publications and presentations listed on end of year faculty activity reports.
4. **Actual Results of Evaluation:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Publications</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Professional Publications Submitted</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Professional Presentations:</td>
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<tr>
<td>International</td>
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<td>2</td>
</tr>
<tr>
<td>National</td>
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<tr>
<td>Workshops/Professional Development</td>
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<td>Student Dissertations:</td>
<td></td>
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<tr>
<td>Chairs</td>
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<td>20</td>
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<tr>
<td>Committees</td>
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<td>21</td>
</tr>
<tr>
<td>Editorial Boards</td>
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<td>6</td>
</tr>
<tr>
<td>Professional Boards &amp; Officers</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>

5. **Use of Evaluation Results:** Will continue to encourage faculty involvement and collaboration.

**K. Goal 11:** Partnership with DAAIS will continue (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 5
2. **Expected Results:** Collaboration and communication will continue.
3. **Evaluation Procedures:** Observe opportunities for partnership.
4. **Actual Results of Evaluation:** Collaboration and communication is continuing through meetings and trainings.
5. **Use of Evaluation Results:** Will continue partnerships.

L. **Goal 12:** MEd student internships will continue (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 5
2. **Expected Results:** Excellence in field experiences and clinical practice will continue. Collaboration with schools district personnel will continue.
3. **Evaluation Procedures:** Observe the number and quality of internship placements.
4. **Actual Results of Evaluation:** Internship placements have continued; faculty visits and supervision in the filed have increased.
5. **Use of Evaluation Results:** Will continue internship placements.

M. **Goal 13:** All student dissertations will support the regional mission of Delta State University (1 year).
1. **Institutional Goal which was supported by this goal:** SP # 5
2. **Expected Results:** Knowledge of current issues important to the region will be increased.
3. **Evaluation Procedures:** Review of dissertations.
4. **Actual Results of Evaluation:** Debra Petty’s title: The Impact of Facilitating Coaches on Teachers’ Instructional Practices and Students’ Reading Achievement During Reading Improvement Initiatives
5. **Use of Evaluation Results:** Dissertations will be published and students will be encouraged to write additional articles and make presentations on their topics.

IV. **Data and information for department:**
- Enrollment by Major – Table 1
- Graduates by Major – Table 2
- Credit Hour Production by Discipline – Table 3
- Enrollment by Major, Comparison of 2004 – 2005 – Table 4
Table 1

<table>
<thead>
<tr>
<th>Major</th>
<th>Spring 2006</th>
<th>Summer 2006</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Administration</td>
<td>81</td>
<td>70</td>
<td>69</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>55</td>
<td>24</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>136</strong></td>
<td><strong>94</strong></td>
<td><strong>121</strong></td>
</tr>
</tbody>
</table>

*Some courses not included by Inst. Res. (continuing education, CUR, CML)

Table 2

<table>
<thead>
<tr>
<th>Major</th>
<th>May 2006</th>
<th>December 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd-Educational Leadership</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Educational Leadership Specialist</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Professional Studies Doctoral</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

* from Graduation Bulletins
### Table 3

Credit Hour Production by Discipline*

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Summer 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED</td>
<td>279</td>
<td>402</td>
<td>222</td>
</tr>
<tr>
<td>CAD</td>
<td>138</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>CUR</td>
<td>306</td>
<td>285</td>
<td>234</td>
</tr>
<tr>
<td>EDL</td>
<td>156</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>ELR</td>
<td>1098</td>
<td>977</td>
<td>781</td>
</tr>
</tbody>
</table>

*from Banner enrollment numbers

### Table 4

Comparison of 2005 and 2006 Enrollment by Major*

(*from 2005-06 Annual Report & Insti. Res.-some courses omitted)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th></th>
<th>2006</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>70</td>
<td>58</td>
<td>61</td>
<td>81</td>
<td>70</td>
<td>69</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>73</td>
<td>58</td>
<td>67</td>
<td>55</td>
<td>24</td>
<td>52</td>
</tr>
</tbody>
</table>
V. Personnel:

A. Faculty for the Division, 2006-2007

Full time:
Dr. Kathleen Jenkins (20% salary from DHA grant)
Dr. Randy Lane (100% salary from DHA grant)
Dr. Dan McFall (50% salary from DHA grant)
Dr. Lynn Varner (17% salary from DHA grant)
Dr. Jenetta Waddell

Part time:
Dr. Arthur Cartlidge (100% salary from DHA grant)
Dr. Eurmon Hervey (100% salary from DHA grant)
Dr. Ann Harland Webster (100% salary from DHA grant)

Staff:
Rogan Jackson (senior secretary)
Linda Lane (research assistant) (100% salary from DHA grant)

Adjunct Faculty for 2006-2007:

<table>
<thead>
<tr>
<th>Summer 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tommy Taylor (2)</td>
<td>Dr. Margie Pulley</td>
<td>Ms. Linda Lane</td>
</tr>
<tr>
<td>Dr. Jim Nicholson</td>
<td>Ms. Linda Lane</td>
<td></td>
</tr>
<tr>
<td>Dr. Frank McArthur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Brad Teague</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Noteworthy activities and accomplishments:
B. Other Noteworthy Division Activities and Accomplishments:

1. Teaching
   - Participated in the review and redesign of the conceptual framework and the assessment plan for the college
   - Revised syllabi to appropriately reflect the conceptual framework as well as national standards
   - Submitted national program report for ELCC
   - Received National Recognition with all conditions met and no recommendations from national review team
   - NCATE requested that our ELCC report be used on their national website as the leadership program example of excellence
   - Made appropriate preparations, revisions, and hosted team for NCATE national team site visit
   - Revised and expanded the assessment practices and system
   - Hosted the dedication event for the Thad Cochran Center for Rural School Leadership and Research
   - Continued participation in the Delta Education Initiative to expend carryover funds
   - Transitioned to the Delta Health Alliance grant under HRSA
   - Participated in the Stanford study on school leadership
   - Continued 100% passing rate on the SLLA licensure examination for administrators
   - Hosted the Leadership Celebration with Dr. Margaret Barber (Stanford University) as keynote speaker
   - Hosted the Superintendents Academy
   - Continued the advisory School Leadership Council
   - Continued the Doctoral Admission and Curriculum Council
   - Continued collaboration with the Mississippi Private School Association
   - College of Education Faculty Award for Outstanding Teaching, Service, and Research (2005 – 2006)
   - Innovative practices in teaching: Creative Scheduling (weekends; alternatives in summer); Technology: WebCT Courses (completely on-line and enhanced), Video Conference Courses, PowerPoint Presentations (instructors and students), E-mail and Faxes; Variety in Instructional Methods: Problem Based Learning, Role Plays, Small Group Work, Student Presentations, Writing Editing, Lecture (some), Case Studies, Data Analysis, Guest Speakers, Student Reflection, Peer Feedback, Portfolios, Action Research Projects
   - Two student/faculty presentations at national and state professional conferences
   - Attended Mississippi Educational Leaders Conference at Harvard University
   - Faculty portfolios (1 for tenure and promotion; 1 for 4 year pre-tenure; and 2 for 2 year pre-tenure)


2. Scholarship

Scholarship Summary

Professional Publications 3
Professional Publications (Submitted) 5
Professional Presentations
   International 2
   National 3
   Regional/State 13
   Workshops/Professional Development 19

Student Dissertations
   Chairs 20
   Committees 21

Editorial Boards 6
Professional Boards & Officers 7

Thad Cochran Center for Rural School Leadership and Research
Faculty Scholarship
2006-2007


Jenkins, K.B., & Webster. A.H. (2007, April) The Mississippi school administrator sabbatical program: An investment in today and tomorrow. Poster session presented at the annual Faculty Research and Scholarship Symposium, Cleveland, MS


Jenkins, K. B. (2006). An exemplary educational leadership program. Poster session presentation at the ROMEA Faculty Development conference, Delta State University, Cleveland, MS


McFall, D. & Lane, R. (2007). Perceived factors that hinder rural school districts from achieving the NCLB mandate of highly qualified teachers. Presentation at the Research and Scholarship Symposium, Delta State University.

McFall, D. (2006). Characteristics and perceptions of graduate school distance learners. Presentation at the Faculty Research and Scholarship Symposium, Delta State University, Cleveland, MS.


Webster. A.H., & Jenkins, K.B. (2007, April) The Mississippi school administrator sabbatical program: An investment in today and tomorrow. Poster session presented at the annual Faculty Research and Scholarship Symposium, Cleveland, MS.
P.D. Workshops presented

Waddell:
Co-Teaching with Special Education Students: Humphreys County School District, July 2006
Co-Teaching with Special Education Students: DAAIS, Jacob Center, February 2007
Creating a High Performance Learning Culture: Riverside High School, May 2006
Creating a High Performance Learning Culture: Humphreys County School District, July 2006
Creating a High Performance Learning Culture: DAAIS, Jacob Center, February 2007

Varner:
Success in Graduate School at DSU 501: Introduction to Graduate Studies, DSU, March 2007
Multiple NCATE Training sessions for DSU faculty, students, staff, graduates, and community members
Interviewing skills: DSU Education student teachers

Webster:
Three Tier Reading Intervention Model .MDE Regional training for North Mississippi Education Consortium. Cleveland, MS. November 1, 2006.
Classroom Management. Professional development training for Humphreys County School District. Belzoni, MS. July 12, 2006
Classroom Management. Professional development training for West Bolivar School District, February, 2006. (2 days)

McFall:
APA workshops for DSU faculty and students
SPSS workshops for DSU faculty and students
Research workshop for DSU faulty and students
Jenkins:
District expectations for student teachers: DSU student teacher candidates

3. Service
- Served on the Mississippi Rural Educators Association Executive Board
- Educational Leadership Program Council Secretary and 3 faculty on the council
- Mississippi Board of Examiners for Accreditation
- ELCC national program review training (3 faculty)
- NISL leadership training (6 faculty)
- SRCEA, MSERA, and DEJ – Editorial Boards
- Served on Executive Board for the National Dropout Prevention Center/Network
- Institutional Review Board Chair and executive committee
- Provided professional development to area school district teachers and administrators
- Utilized a core of area administrators as clinical faculty in the Educational Leadership Program
- Provided judges for regional spelling bee, academic quintathlon, and reading fair
- Accompanied a group of students to the annual meeting of the American Association of School Administrators in New Orleans
- Accompanied a group of students to the state legislature and the MDE
- Accompanied a group of students to two state MASA conventions and sponsored luncheon
- Met with area school administrators to discuss pertinent issues
- Multiple committees across the University
- Multiple community committees and service activities

4. Other
- Hired 1 full-time faculty, secretary, research assistant, adjuncts, and consultants
- Enhanced website including EdD application procedures, portfolio rubrics, class schedules, announcements, etc.
- Creative scheduling—video, online, off campus, weekends, etc.
- Faculty retreat: reviewed vision, mission, goals, curriculum analysis and improvement
- Mentored new faculty and secretary
- NCATE Coordinator: Assessments, syllabi, conceptual framework, reports, training
- College of Education Administrative Council
- Writing assignment for division…consistent early assignment, rubric, feedback
Continued collaboration with MPSA
Faculty reviews/semester, grades
Surveys: graduates, current students, employers, stakeholders
Reports: NCATE, strategic plan, DEI, annual reports, learner outcomes, program
New brochures for all programs, website upgrade, attendance & networking @ state and national meetings
Comps…MEd, EdS, and EdD; revamped, administered, scored, remediated
Annual performance reviews for faculty and staff

New position(s) requested, with justification:
Will be replacing Dr. Jenetta Waddell who will become chair of Teacher Education and Assessment Director and Dr. Randy Lane who will be leaving DSU. Requesting to continue the movement of personnel from the federal grant to the regular budget as much as funds will allow. Move Dr. Dan McFall into regular budget. Approximately half of the division’s total salary paid from DHA grant; the grant will not continue indefinitely.

Add an Outreach Coordinator/Faculty member. Courses are currently being taught in Desoto County, Jackson, Grenada, Clarksdale, Greenville, and Yazoo County. There is a great potential for specialist and doctoral program growth in these outlying areas. An instructor, recruiter, adjunct coordinator, and contact for the students in the outreach courses is needed.

Recommended change of status:
Dr. Randy Lane (4 year), Dr. Dan McFall (2 year), and Dr. Kathleen Jenkins (2 year) submitted pre-tenure review portfolios. Dr. Lynn Varner received promotion from assistant to associate professor and the tenure decision is pending IHL approval.

VI. Division/Department Goals for Coming Year (2006-2007)

A. Goal 1: Division will continue curricular development, sequencing, and analyzing leadership courses (1 year).
   1. Institutional Goal which was supported by this goal: SP # 1
   2. Expected Results: Curriculum will be better defined and aligned.
   3. Evaluation Procedures: Faculty will evaluate course syllabi, program curricula, and programs of study.
   4. Actual Results of Evaluation:
   5. Use of Evaluation Results: Will continue to develop syllabi and curriculum matrices.
B. Goal 2: An orientation workshop will be offered for all EdD students to positively impact student retention (1 year).
1. **Institutional Goal which was supported by this goal: SP # 2**
2. **Expected Results:** Students will be better informed about changes in the program and expectations.
3. **Evaluation Procedures:** Ensure that the orientation is held and attended.
4. **Actual Results of Evaluation:**
5. **Use of Evaluation Results:** Will continue to update information for annual orientation; focus will be on new doctoral students and those nearing the end of their coursework.

C. Goal 3: On-line and alternative-schedule courses will be continued to increase student appeal (1 year).
1. **Institutional Goal which was supported by this goal: SP # 2**
2. **Expected Results:** Students will have more convenient access to courses.
3. **Evaluation Procedures:** Compare number of courses to several years ago.
4. **Actual Results of Evaluation:**
5. **Use of Evaluation Results:** Students have been receptive and complementary. Will continue these course offerings as much as possible.

D. Goal 4: Dissertation committees for current EdD students who are and will become ABD will be coordinated to spur graduation rates (1 year).
1. **Institutional Goal which was supported by this goal: SP # 2**
2. **Expected Results:** The students and faculty will be aware of committee makeup and inactive students will either become active or be dropped.
3. **Evaluation Procedures:** Look at the assignments.
4. **Actual Results of Evaluation:**
5. **Use of Evaluation Results:** Committee lists will continue to be updated.

E. Goal 5: Regular email, faculty meetings, and a faculty training session on email folders and organization will address communication concerns and possible solutions (1 year).
1. **Institutional Goal which was supported by this goal: SP # 3**
2. **Expected Results:** Communication will flow freely; people will have the information they need.
3. **Evaluation Procedures:** Minutes and agendas from faculty meetings, emails, and an agenda from the training will be available.
4. **Actual Results of Evaluation:**
5. **Use of Evaluation Results:** Will offer more email training sessions if required and adjust the faculty meeting schedule if faculty see the need.
F. Goal 6: The webpage for the Center for Rural School Leadership and Research will be updated (1 year).
   1. Institutional Goal which was supported by this goal: SP # 4
   2. Expected Results: Communication will be enhanced and correct information will be available quickly to students.
   4. Actual Results of Evaluation:
   5. Use of Evaluation Results: Will continue to update information on site and add documents and information to the site.

G. Goal 7: Faculty will make presentations during at least two regional professional meetings during the 2007-2008 academic year (1 year).
   1. Institutional Goal which was supported by this goal: SP # 5
   2. Expected Results: Enhanced professionalism and visibility in the professional community.
   3. Evaluation Procedures: Count the number of publications and presentations listed on end of year faculty activity reports.
   4. Actual Results of Evaluation:
   5. Use of Evaluation Results: Will continue to encourage faculty involvement and collaboration.

H. Goal 8: Partnership with DAAIS will continue (1 year).
   1. Institutional Goal which was supported by this goal: SP # 5
   2. Expected Results: Collaboration and communication will continue.
   4. Actual Results of Evaluation:
   5. Use of Evaluation Results: Will continue partnerships.

I. Goal 9: MEd student internships will continue (1 year).
   1. Institutional Goal which was supported by this goal: SP # 5
   2. Expected Results: Excellence in field experiences and clinical practice will continue. Collaboration with schools district personnel will continue.
   3. Evaluation Procedures: Observe the number and quality of internship placements.
   4. Actual Results of Evaluation:
   5. Use of Evaluation Results: Will continue internship placements.

J. Goal 10: All student dissertations will support the regional mission of Delta State University (1 year).
   1. Institutional Goal which was supported by this goal: SP # 5
   2. Expected Results: Knowledge of current issues important to the region will be increased.
4. **Actual Results of Evaluation:**

5. **Use of Evaluation Results:** Dissertations will be published and students will be encouraged to write additional articles and make presentations on their topics.
**Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

**Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Standard 3.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Standard 6.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Standard 7.0:** Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
The School Leaders Licensure Assessment

The School Leaders Licensure Assessment (SLLA) measures whether entry-level principals and other school leaders have the standards-relevant knowledge believed necessary for competent professional practice.

The six-hour assessment is divided into four sections:

**Evaluation of Actions I** (1 hour) - Ten short vignettes covering situations a principal might encounter. Candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.

**Evaluation of Actions II** (1 hour) - Six longer vignettes. Each presents a dilemma based on typical school issues. Candidates analyze the circumstances and respond to a focused analytical question that requires prioritizing action steps or articulating the relevant issues.

**Synthesis of Information and Problem Solving** (2 hours) - Two case studies involving teaching and learning issues. In each case, candidates propose a course of action to address a complex problem, referring to a set of documents, and a short scenario describing a school and its community.

**Analysis of Information and Decision Making** (2 hours) - Seven documents that relate to teaching and learning issues. Candidates answer two questions about each document.

The School Leaders Licensure Assessment (SLLA) consists of 25 constructed-response questions, ranging from short vignettes requiring a brief response to much longer case study exercises.
Delta State University  
College of Education  
Center for Rural School Leadership and Research

Educational Leadership Preparation Programs Questionnaire

Thank you for taking the time to complete this short survey. Your input is crucial to us as we continuously seek ways to improve our programs. We welcome any additional information you would like to supply; the contact information is at the end of the survey. Thank you again.

Please respond to each question by marking the appropriate box.

<table>
<thead>
<tr>
<th>Question: Please base response on graduates' amount of work experience at the time of your contact with them.</th>
<th>Above expected at this level</th>
<th>Average for experience</th>
<th>Below expected at this level</th>
<th>Need Extreme Improvement</th>
<th>Unable to Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates can facilitate the development, articulation, implementation, and stewardship of a school vision of learning supported by a school community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Graduates can promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive growth plans for staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Graduates can manage the organization, operations, and resources of a school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graduates can collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Graduates act with integrity, fairly, and ethically.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Graduates can understand, respond to and influence the larger context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. During the internships/practicum courses/field experiences students are able to apply the above skills and knowledge to an appropriate degree for his/her stage in the degree program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Experiences during internships/practicum courses/field experiences are designed to accommodate the students’ individual needs.

9. In your opinion, what are the greatest strengths of the DSU educational leadership programs?

10. In what ways could the DSU educational leadership programs be improved?

11. Please make any additional comments here:

Please mark all of the following that describe you.

Graduate of leadership program: MEd _____ EdS _____ EdD _____
Current student: MEd _____ EdS _____ EdD _____
Employer of graduate(s) from leadership program: MEd _____ EdS _____ EdD _____
Parent of leadership student: MEd _____ EdS _____ EdD _____
Community/business member: ______
Consultant/adjunct/faculty: _____
MS Department of Education: _____

<table>
<thead>
<tr>
<th>experience at the time of your contact with them.</th>
<th>expected at this level</th>
<th>experience expected at this level</th>
<th>Improvement</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
(Attachment D)

Delta State University
College of Education
Center for Rural School Leadership and Research

Internship Mid-Term Feedback

Mentor ____________________________________________________________

Administrative Intern ____________________________________________

Date ____________________________________________________________

1. On a scale of 1 – 5, with 5 being the highest, please rate the intern’s performance to date and support your rating with a brief explanation: ____________________________________________________________

2. In what ways has the intern shown initiative and /or leadership potential? ____________________________________________________________

3. What is the intern’s strength to date? ____________________________________________________________

4. What are your concerns about this intern? ____________________________________________________________

5. Do you need an immediate visit or contact? ____________________________________________________________

6. Have you discussed this information with the intern? ____________________________________________________________

Please return to Kathleen B. Jenkins, P. O. Box 3217, DSU, Cleveland, MS 38733 by September 11, 2006.
Question: Please base response on graduates’ amount of work experience at the time of your contact with them.

<table>
<thead>
<tr>
<th>Question</th>
<th>Above expected at this level</th>
<th>Average for experience</th>
<th>Below expected at this level</th>
<th>Need Extreme Improvement</th>
<th>Unable to Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates can facilitate the development, articulation, implementation, and stewardship of a school vision of learning supported by a school community.</td>
<td></td>
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<td>2. Graduates can promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive growth plans for staff.</td>
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<td>3. Graduates can manage the organization, operations, and resources of a school.</td>
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<tr>
<td>4. Graduates can collaborate with families and other community members, respond to community interests and needs, and mobilize community resources.</td>
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<tr>
<td>7. During the internships/practicum courses/field experiences students are able to apply the above skills and knowledge to an appropriate degree for his/her stage in the degree program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Experiences during internships/practicum courses/field experiences are designed to accommodate the students’ individual needs.

9. In your opinion, what are the greatest strengths of the DSU educational leadership programs?

10. In what ways could the DSU educational leadership programs be improved?

11. Please make any additional comments here:

Please use the checklist below to assess the performance of the cohort member who has interned in your school.

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
<th>Unable to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate attire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to organize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to perform tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Problem analysis</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Decisiveness</td>
<td></td>
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<td>Ability to use supervision</td>
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<td>Ability to delegate</td>
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<td>Personal motivation</td>
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<td>Tact in dealing with stressful situations</td>
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<td>Interpersonal relations</td>
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<td>Ability to work with support</td>
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<td>Ability to cope with stress</td>
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<td>Ability to communicate with</td>
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<td>Ability to relate to students</td>
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<tr>
<td>Sensitivity to diversity issues</td>
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<td>Quality of final project</td>
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<td>Overall leadership</td>
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<td>performance</td>
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What areas would you recommend for the intern to concentrate on in his/her continued professional development?

Please comment on any other aspect of the intern’s performance. You may use the back of the sheet for additional comments.
# Dispositions Rating Scale

Delta State University  
Center for Rural School Leadership and Research  

Student Name:____________________________   Rater:_____________________________  Date:_________

Degree Program: ____________________________________

## Appraisal Scale:

- 1 – Does not meet expectations  
- 2 – Meets a few expectations but not sufficient  
- 3 – Meets expectations  
- 4 – Exceeds expectations  
- N/O – No opportunity to observe

<table>
<thead>
<tr>
<th>Characteristic (Disposition)</th>
<th>Rating</th>
<th>Evidence for a 1 or 2 Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flexibility:</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 responds promptly and effectively to unexpected occurrences in the classroom and to the needs of colleagues and administration</td>
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<tr>
<td>1.2 adapts willingly to change and contributes positively to the needs of the workplace</td>
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<tr>
<td><strong>Attendance and Participation:</strong></td>
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<tr>
<td>2.1 attends all expected classes, meetings, and trainings Required</td>
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<tr>
<td>2.2 contributes meaningfully to meetings and does not just “show up”</td>
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<tr>
<td><strong>Punctuality:</strong></td>
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<tr>
<td>3.1 arrives to all expected classes, meetings, and trainings required on or before expected start time</td>
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<tr>
<td>3.2 completes assignments on or before due dates</td>
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<tr>
<td><strong>Dependability:</strong></td>
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<tr>
<td>4.1 behaves in a consistent and professional manner that contributes positively to the environment</td>
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<tr>
<td>4.2 shows responsibility in all aspects of professional Functioning</td>
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<thead>
<tr>
<th><strong>Poise and Confidence:</strong></th>
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<tbody>
<tr>
<td>5.1 handles self professionally in actions and speech</td>
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<tr>
<td>5.2 carries self with self-assurance without feeling threatened by others’ accomplishments or abilities</td>
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<tr>
<td>5.3 realistically appraises own abilities and the ability to risk despite perceived weaknesses</td>
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<table>
<thead>
<tr>
<th><strong>Characteristic (Disposition) continued</strong></th>
<th>Rating</th>
<th>Evidence for a 1 or 2 Rating</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Maturity and Judgment:</strong></th>
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<tbody>
<tr>
<td>6.1 accurately assesses the context of complex situations (in the workplace) and responds appropriately</td>
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<tr>
<td>6.2 consults with colleagues and administrators as needed and acts independently within the scope of training</td>
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<tr>
<td>6.3 avoids personalizing conflict in emotionally-charged Situations</td>
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<tr>
<td>6.4 effectively demonstrates knowledge of safety measures and the handling of emergencies</td>
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<thead>
<tr>
<th><strong>Grooming and Appearance:</strong></th>
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<tbody>
<tr>
<td>7.1 appears well groomed, attending to both neatness and personal hygiene</td>
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<tr>
<td>7.2 selects attire that does not detract from professional functioning and is consistent with other professionals within the workplace</td>
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</table>
### Sensitivity

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<tbody>
<tr>
<td>8.1</td>
<td>effectively demonstrates empathy and compassion toward others within the professional context while maintaining learning expectations</td>
</tr>
<tr>
<td>8.2</td>
<td>maintains confidentiality of sensitive student and colleague information</td>
</tr>
<tr>
<td>8.3</td>
<td>effectively demonstrates acceptance of diversity (e.g., exceptionalities, gender, race, SES)</td>
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### Attitude:

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<tbody>
<tr>
<td>9.1</td>
<td>conveys a positive (helpful, upbeat) disposition in the Workplace</td>
</tr>
<tr>
<td>9.2</td>
<td>takes responsibility for emotional states and behavior and adjusts when needed</td>
</tr>
<tr>
<td>9.3</td>
<td>hears and responds appropriately to feedback from peers and supervisors without becoming defensive</td>
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</table>

### Initiative:

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<tbody>
<tr>
<td>10.1</td>
<td>is proactive and anticipates what a situation calls for and responds appropriately</td>
</tr>
<tr>
<td>10.2</td>
<td>consults with others when necessary</td>
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<tr>
<td>10.3</td>
<td>asks for feedback about the impact of work</td>
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### Resourcefulness:

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<tbody>
<tr>
<td>11.1</td>
<td>uses materials appropriately in the classroom and other professional settings</td>
</tr>
<tr>
<td>11.2</td>
<td>employs multiple technologies to aid the teaching Process</td>
</tr>
<tr>
<td>11.3</td>
<td>responds with flexibility</td>
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<tr>
<td>Characteristics (Disposition) continued</td>
<td>Rating</td>
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<tr>
<td><strong>Enthusiasm:</strong></td>
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<tr>
<td>12.1 generates excitement, passion, and interest within students and colleagues</td>
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<tr>
<td>12.2 motivates self to perform well in spite of circumstances that are not optimal</td>
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<tr>
<td><strong>Creativity:</strong></td>
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<tr>
<td>13.1 is inventive</td>
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<tr>
<td>13.2 recognizes and uses personal talents to facilitate professional functioning</td>
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<tr>
<td><strong>Collaboration:</strong></td>
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<tr>
<td>14.1 engages in successful home-school partnerships</td>
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<td>14.2 works effectively with community and social services Agencies</td>
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<tr>
<td>14.3 collaborates appropriately with professional colleagues, as appropriate</td>
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<tr>
<td><strong>Professional Growth:</strong></td>
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<tr>
<td>15.1 demonstrates value of lifelong learning</td>
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<td>15.2 engages in self-reflection for continuous Improvement</td>
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<td>15.3 takes advantage of opportunities for professional Development</td>
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<tr>
<td><strong>Ethics:</strong></td>
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<tr>
<td>16.1 fulfills legal and contractual obligations while applying laws and procedures fairly</td>
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<tr>
<td>16.2 expects school community to demonstrate integrity and exercise ethical behavior</td>
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<tr>
<td>Disposition</td>
<td>Signature</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>16.3 protects the rights of faculty, staff, and students</td>
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<td>16.4 treats people fairly, equitably, and with dignity and Respect</td>
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<tr>
<td>16.5 accepts responsibility for school operations and recognizes the impact of administrative decisions of others</td>
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<tr>
<td>16.6 models strong values, beliefs, and a professional code of ethics</td>
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My signature below indicates that the dispositions assessment system was explained to me by the faculty of the Center for Rural School Leadership and Research and that I received a copy for my reference. I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Candidate’s Signature:_________________________________________  Date:___________________
1. Candidates will complete the Dispositions Rating Scale during ELR 605 and ELR 702 as a self-assessment.

2. Flag forms will be placed in each candidate’s folder: Yellow for warning, red for deficiency, and green for exemplary.

3. Faculty who note evidence of deficiencies or exemplary practices in a candidate relevant to a disposition area enter this information on the appropriate flag form, provide details related to the reason for concern or commendation, and hold a conference with the candidate regarding concerns.

4. Based upon the number and severity of dispositional deficiencies, faculty will refer the candidate to the advisor or to a faculty committee for counseling. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate’s file. The plan will specify how and when the improvement will occur.

5. Upon application for comprehensive examinations, faculty will meet to review each candidate in light of the dispositions. The Dispositions Rating Scale must be completed on all candidates at these two assessment points.

6. If the deficiency(ies) persists, the faculty will meet to consider whether or not the candidate should continue in the program.
DELTA STATE UNIVERSITY
COLLGE OF EDUCATION

OPENNESS TO DIVERSITY AND CHALLENGE SURVEY*

Name ___________________________ Major ______________ Date_____________
Degree Program ______________________________________

Directions: Respond to the following items concerning diversity by circling the number that most closely reflects your attitude. The numerical scale is as follows:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

1. I enjoy having discussions with people whose ideas and values are different from my own.
2. The real value of a college education lies in being introduced to different values.
3. I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.
4. Learning about people from different cultures is a very important part of my college education.
5. I enjoy taking courses that challenge my beliefs and values.
6. The courses I enjoy the most are those that make me think about things from a different perspective.
7. Contact with individuals whose background (e.g., race/ethnicity, skills/ability, gender, socioeconomic status, language) is different from my own is an essential part of my college education.
8. I enjoy courses that are intellectually challenging.

* Used with permission from the following:

Course Directions

This course consists of completing four projects in the designated area for the course you are taking. AED 636 (Practicum I) is designed for the building level (principals and assistant principals); AED 736 (Practicum II) is designed for the central office level (assistant superintendents, curriculum coordinators, etc.); and AED 737 (Practicum III) is designed for the superintendent level.

You will be completing four projects in a school or district under the supervision of a mentor of your choice (please see Mentor Letter). Each of these projects will require from 20 to 30 hours of YOUR time (not the mentor's). Each mentor may ONLY be used for one of the four projects; you may use a school or district for ONLY one project per course; you may not use your own school for a project.

Before actual work is begun on a project, you will be submitting a contract (see Contract Form) to me via email which explains exactly what you plan to do. Upon my approval you may then begin your work. You will be making short presentations to your classmates after the projects are completed which focus on the decision making process, not the results, of your project.

Please see Syllabus, Topic Ideas, and the Example Contracts for appropriate ideas for your projects. Please read the General Notes for more direction. Submit a Self-reflection assignment after you complete each project. The Rubric will be used to score your projects.

Feel free to email me with any questions at. I'm looking forward to working with each of you. I hope you'll find this to be a very useful and practical course which will add to your confidence as you begin or continue your educational administrative careers.

Although there are three courses taught together in this practicum, you will notice that there are two different levels for the course numbers (600 and 700 levels). This should be an indication to the student of differential expectations of quality of work according to level of course for which the student is registered. Not only are there varied appropriate topics for each course, but also the selection of a mentor with a wider range of experience and responsibilities and a higher quality of final product are expected as the course level increases. This higher level should be reflected in the contracts that the student submits for instructor approval.

Suggested topic ideas:

AED 636: Your focus is on the principal or assistant principal. You might want to focus on scheduling, policy and procedures, discipline, school climate (and people skills), or instructional leadership (improving teachers).

AED 736: Your focus is on the central office staff. Of particular interest to you would be legal issues, curriculum, central office
personnel roles, and regulations.
AED 737: Your focus is on the superintendent or assistant superintendent. Financial issues, leadership (visioning), and those of public relations (dealing with the community and the board) are possibilities for you.

For example, you might consider: District (or school) improvement plans, needs assessment projects, district (or school) curriculum redesign projects, district (or school) based strategic plans, district (or school) simulations, and district (or school) intervention plans.

FYI:

**Verbs that CAN be measured**

The following verbs are good ones to use for your contract objectives: write, label, solve, read, demonstrate, identify, participate, compare, construct, analyze, summarize, differentiate

**Verbs NOT to use**

The following are verbs that CANNOT be measured and therefore should not be used for contract objectives: understand, believe, instill, know, comprehend, foster, appreciate, grasp, enjoy
I. **Unit Title:** Division of Teacher Education

**School or College:** College of Education

**Unit Administrator:** Jenetta R. Waddell, Ed.D.
II. Educational Program Learning Outcome Assessment Plan:
These are Learner Outcomes identified for the current year.

**Bachelor of Science in Elementary Education Degree Program**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should a graduate in this major know, value, or be able to do at graduation and beyond?</td>
<td>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis? List any specific recommendations.</td>
<td>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
</tr>
</tbody>
</table>

# 1 - Demonstrate mastery of the knowledge and skills associated with both the content and pedagogy of the undergraduate degree program in elementary education

Institutional reports and individual score reports for PRAXIS II Content: Elementary Education: Curriculum, Instruction, and Assessment, K-5, and PRAXIS II: Principles of Learning and Teaching, taken by all candidates prior to admission to student teaching, will be analyzed in the aggregate to determine strengths and weaknesses in candidates’ knowledge of content and pedagogy in the field.

Scores from fall 2006 and spring 2007 administrations of the PRAXIS II will be available in summer 2007.

When PRAXIS II scores are received trend data will be reviewed to evaluate the impact of recent program changes that require students in CEL 317, Principles and Techniques of Teaching in Early Childhood, and CEL 318, Principles and Techniques of Teaching in the Middle Grades to plan an integrated unit comprised of lessons in all content areas. The data will also be examined to evaluate the impact of collaboration between elementary and content-area faculty in an attempt to coordinate best practice strategies in the respective content areas.
| # 2 - Demonstrate mastery of the knowledge associated with content in elementary education. | College BASE, a criterion-referenced academic achievement exam (covering mathematics, social studies, science, and English) will be administered in CEL 301/CUR 302, *Introduction to Education*, as a measure of students’ content knowledge. An institutional summary, as well as individual score reports, will provide data. | Score reports for the fall 2006 and the spring 2007 administrations of *College BASE* will be available July 2007. | The program will continue administration of the *College BASE* test in an effort to secure trend data and a larger N. This data will be used to establish a cut score. A decision will also be made as to whether a minimum score on *College BASE* will be required for entry into teacher education, or the test should be used for advisement purposes (or both). Meanwhile, alternate measures of content, such as the Integrated Unit Plan, the *Student Teaching Assessment Instrument (STAI)*, and the *Teacher Work Sample (TWS)*, will continue to be utilized by the faculty as strong measures of content. |

| # 3 - Demonstrate the ability to plan and implement instruction for diverse populations in the elementary school setting that reflects *Interstate New Teacher Assessment and Support Consortium (INTASC) Standards* | Candidates will plan instruction for and teach diverse populations during field experiences in CEL 317, *Principles and Techniques of Teaching in Early Childhood*, and CEL 318, *Principles and Techniques of Teaching in the Middle Grades*, as well as in the student teaching clinical experience. The *STAI (Student Teacher Assessment Instrument)* during the Fall 2006 and Spring 2007 semesters, with no mean scores | Overall, data suggest that candidates are effective in their teaching practices. A large majority of candidates evaluated in field and clinical experiences scored at the acceptable or outstanding level on final evaluations using the *STAI* during the Fall 2006 and Spring 2007 semesters, with no mean scores | Based on results from evaluations of field experiences in CEL 317/CEL 318, the number of field experience hours required in CEL 317 and CEL 318 were increased from 6 to 10 to provide more opportunities to observe K-6 teachers’ practices surrounding the areas of weakness noted on the assessments. Faculty members have made |
Instrument) will be used to collect data on candidates’ performance. The STAI, cross-referenced to Interstate New Teacher Assessment and Support Consortium (INTASC) Standards 1, is an instrument used statewide to measure teacher candidates’ abilities within the following domains: planning and preparation, communication and interaction, teaching and learning, managing the learning environment, assessment of student learning, and professionalism and partnerships. (See Appendix A, Instrument 1 for details of the STAI.)

While overall scores were at the acceptable or outstanding level, in Fall 2006, candidates earned the lowest mean scores on indicators that reflected their abilities to provide a variety of experiences to accommodate differences ($M = 3.20$), adjust strategies in response to learner feedback ($M = 3.15$), and communicate assessment criteria ($M = 3.05$). In Spring 2007, candidates earned the lowest mean scores on indicators that reflected their abilities to communicate with sensitivity to diversity ($M = 3.30$), adjust strategies in response to learner feedback ($M = 3.20$), and incorporate technology and resources ($M = 3.00$).

Additionally, an opportunity for professional development was encouraged during a Spring 2007 campus conference that provided teacher candidates with best practices for working with ELL students.

**# 4 - Demonstrate ability to plan and implement integrated instruction in the elementary school through a collaborative network**

Candidates in CEL 317, Principles and Techniques for Teaching in the Primary Grades, and CEL 318, Principles and Techniques for Teaching in the Middle Grades, will plan and teach integrated units covering all content areas through collaborative groups. Aggregated scores for integrated units in CEL 317 and CEL 318 revealed that all candidates successfully collaborated to plan and teach an integrated unit in the field during the Fall 2006 and Spring 2007 semesters. A comparison of the Spring 2006 and the Fall plans to incorporate more opportunities for candidates to practice accommodating differences among students, adjusting strategies in response to learner feedback, and communicating assessment criteria throughout courses across the program. Faculty members continue to be pleased with the results of the integrated unit planning/teaching experiences in CEL 317/CEL 318. Taking note of the slight decline in candidate performance in the area of planning and implementing differentiated
work. A scoring guide will be used to assess collaborative planning and teaching. (See Appendix A, Rubric 3 for the Integrated Lesson Plan rubric)

2006 data revealed that Fall 2006 candidates scored lower in the area of differentiated instruction ($M = 3.28$) than Spring 2006 candidates ($M = 3.46$). On the other hand, Spring 2007 candidates scored higher in the area of differentiated instruction ($M = 3.65$) than Spring 2006 and Fall 2006 candidates.

For Fall 2006, candidates’ scores at the target level increased from CEL 497, *Diagnosis and Evaluation of Student Achievement in the Elementary School*, to CEL 496, *Directed Teaching*, on 30 of the 40 indicators comprising the *Teacher Work Sample (TWS)*. Program planners suggest that this is the result of having the opportunity to plan a practice *TWS* prior to directed teaching, and the fact that the process is more realistic when embedded in the field experience.

Faculty members continue to find the *Teacher Work Sample* to be a strong methodology for helping candidates to focus and reflect upon their instruction, with much transfer to actual teaching. They continue to also find that candidates still need growth opportunities for reflection and, therefore, plan to incorporate more case studies/field experiences requiring a reflective component throughout the program. Additionally, faculty plan to provide candidates with more opportunities to align

<p>| # 5 - Demonstrate ability to measure impact on student learning in the elementary school setting based on assessment data | The <em>Teacher Work Sample (TWS) Folio</em> is a performance-based assessment that requires teacher candidates to assess their impact on student learning while simultaneously improving their ability to reflect upon practice and make needed improvements. In completing the <em>TWS</em>, candidates gather data, assess, and reflect upon the following eight dimensions related to teaching and learning: Contextual Information, Learning Goals, Assessment Plan, Design for Instruction, | For Fall 2006, candidates’ scores at the target level increased from CEL 497, <em>Diagnosis and Evaluation of Student Achievement in the Elementary School</em>, to CEL 496, <em>Directed Teaching</em>, on 30 of the 40 indicators comprising the <em>Teacher Work Sample (TWS)</em>. Program planners suggest that this is the result of having the opportunity to plan a practice <em>TWS</em> prior to directed teaching, and the fact that the process is more realistic when embedded in the field experience. | Faculty members continue to find the <em>Teacher Work Sample</em> to be a strong methodology for helping candidates to focus and reflect upon their instruction, with much transfer to actual teaching. They continue to also find that candidates still need growth opportunities for reflection and, therefore, plan to incorporate more case studies/field experiences requiring a reflective component throughout the program. Additionally, faculty plan to provide candidates with more opportunities to align |</p>
<table>
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<tr>
<th>Instructional Decision Making, Analysis of Student Learning, Reflection and Self-Evaluation, and Design for Instruction in Elementary Education. Each component has an associated rubric for assessment. In CEL 497, <em>Diagnosis and Evaluation of Student Achievement in the Elementary School</em>, candidates will be required to complete the <em>Teacher Work Sample (TWS)</em> assessment based on hypothetical data in preparation for implementation during CEL 496, <em>Directed Teaching in the Elementary School</em>. For each experience, the teacher candidate will complete a seven-day unit of integrated study according to the <em>Student Teacher Assessment Instrument (STAI)</em> indicators, and develop a corresponding <em>Teacher Work Sample (TWS)</em>. (See Appendix A, Rubric 1 for the TWS rubric)</th>
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<tr>
<td>Overall, assessment data suggest that candidates effectively plan instruction that positively impacts student learning in general. One hundred percent of candidates scored at the acceptable and target levels on the TWS during directed teaching (CEL 496), with only a small percentage of candidates scoring at the unacceptable level on three indicators during the block semester (CEL 497), although slightly lower performance related to the use of technology was noted. Data analysis from Spring 2007 revealed that one hundred percent of candidates scored at the target levels on the TWS during directed teaching (CEL 496), with only a small percentage of candidates scoring at the unacceptable level on three indicators. The indicators that received the unacceptable ratings involved alignment of learning goals with national, state, and local standards (indicator not met=9.09%); implications for professional development learning goals with standards and plan integrated instruction throughout the courses. Faculty have also increased emphasis on the use of instructional technology in CEL 497 (block semester) and make available additional TekPaks (with portable technology devices) for check-out during the student teaching semester.</td>
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<tr>
<td># 6 - Demonstrate ability to diagnose and remediate deficits in reading skills exhibited by diverse elementary students</td>
</tr>
<tr>
<td># 7 - Exhibit dispositions associated with successful teaching in the elementary school</td>
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Instrument) will be used to assess students’ dispositions in CEL 301/CUR 302, *Introduction to Teaching*, and CEL 496, *Directed Teaching*. The scale will also be used to assess individual candidates’ progress toward exhibiting the dispositions throughout the program. The scale contains 15 dispositions and associated indicators correlated with effective teaching research. (See Appendix A, Instrument 2 for details of the Dispositions Rating Scale.)

and CEL 496, *Directed Teaching*, as well as in courses and experiences across the elementary education program and conferenced individually with students/candidates regarding the assessments during the Spring 2006 semester. Overall, they found that candidates have been more responsive to the development of their dispositions as a result of the increased emphasis on dispositions and related conferences.

Data from Fall 2006 revealed that a majority of the candidates received outstanding and acceptable ratings across all components of the Dispositions Rating Scale. Data from Spring 2007 revealed that all candidates were rated by their cooperating teachers as outstanding or acceptable on all components. Twenty of 21 were rated by the DSU supervisors as outstanding or acceptable, with one candidate receiving an unacceptable rating on appropriate use of materials and technology.

While candidates at initial rating Scale central to the system. A comprehensive effort is made to teach and assess appropriate dispositions throughout each semester. Increased focus in faculty study groups on how students rate in the aggregate on individual indicators, as well as how their self-assessments compare with the assessments of faculty/supervisors, in an effort to pinpoint strategies for enhancing dispositions will continue. The disparity between beginning students’ scores and candidates’ scores at the exit point indicates that dispositions can and do change with experiences, and, therefore, may be influenced throughout the elementary education program.
and intermediate points in the program consistently exhibited a range of development with regard to dispositions, candidates in student teaching (CEL 496) during Fall 2006 and Spring 2007 exhibited higher ratings across all components than their peers who are in the initial stages of the program (CEL 310/CUR 302).

| # 8 - Demonstrate ability to synthesize views of education which are commensurate of best practices and professionalism | Each semester, all teacher candidates in CEL 301/CUR 302, *Introduction to Elementary Education*, develop a brief position paper that synthesizes the candidate’s views of education, providing rationale related to beliefs about the purposes of and influences upon education, personal goals, factors associated with the teaching/learning climate, content to be taught and influences upon it, and professional growth expectations and responsibilities. Candidates also refine their philosophies during CEL 496, *Directed Teaching in the Elementary* |
| Because candidates refine their philosophy statements throughout the program, receiving consistent feedback throughout the process, 100% of the candidates at both the introductory and capstone (directed teaching) levels during Fall 2006 scored at the acceptable or outstanding level with the exception of one candidate who scored at the marginal level on two indicators during the capstone experience. Analysis of Spring 2007 data revealed that a majority of the CEL 301/CUR 302 students scored at the outstanding and acceptable ranges while a small percentage of students scored at |
| Although data suggest that candidates are developing appropriate professional behaviors and can articulate them through the philosophy, ratings on ability to relate curricular content areas and professional standards indicate a lower degree of target performance. Though both are stressed throughout the program, faculty are reviewing the curriculum to identify where stronger emphasis could be placed in a more meaningful manner to help candidates more clearly see these connections to their teaching. |
Both philosophies are graded with the same scoring guide. However, scores assigned to candidates in CEL 301 are given with the consideration that they are novices to education and have not yet had an opportunity to attain much of the knowledge and engage in key experiences that are necessary for synthesizing an appropriate view of the teaching/learning interaction. (See Appendix A, Rubric 2 for the Philosophy rubric.)

<p>| 1The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards were developed by the Council of Chief State School Officers and member states to guide teacher preparation programs. | the marginal range in the area of handling self professionally (5.88%), avoiding personalizing conflict (5.88%), and working effectively with community (5.88%). |  |</p>
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<td>What should a graduate in this major know, value, or be able to do at graduation and beyond?</td>
<td>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis? List any specific recommendations.</td>
<td>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
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<td># 1 - Demonstrate understanding of knowledge and skills associated with the content of the M. Ed. degree program in elementary education</td>
<td>A comprehensive examination will be administered each semester and each summer session to candidates in the final course of the M. Ed. A rubric will be used to evaluate the exams. Distribution of scores will be analyzed to assess strengths and weaknesses in the program. The comprehensive examination is linked to both the National Board for Professional Teaching Standards (NBPTS) for the middle childhood/generalist (Standard II, Knowledge of Content and Curriculum), and the early childhood generalist (Standard V, Knowledge of Integrated Curriculum). These standards relate directly to</td>
<td>Data showed that the majority of students enrolled in the program acquired the knowledge and skills associated with its content. A small number of students failed to pass all portions of the exam. Program advisors reviewed inadequate responses in light of the course content and recommended that faculty meet with individual candidates for remediation. Candidates who had problems with composition were referred to the university writing center. (See Appendix B, Table 1 for detailed data analysis.)</td>
<td>The course syllabi in the M. Ed. program have been aligned with the standards of National Board of Professional Teaching Standards (NBPTS). Additionally, plans have been made to further strengthen the comprehensive examination by aligning specific questions with the NBPTS. Also, conferences were held with students failing the comprehensive examination to help them understand their weaknesses and means of remediation.</td>
</tr>
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<td>Knowledge/skills that elementary teachers need in order to understand what needs to be taught. Additionally, the comprehensive examination is linked to Guiding Principle 1 of the Delta State University Conceptual Framework.</td>
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</tr>
<tr>
<td># 2 - Demonstrate ability to plan and support planning at both the lower and upper elementary levels using appropriate professional expertise.</td>
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<tr>
<td>In CEL 610, Effective Instruction, candidates will be required to plan and teach a lesson in an approved elementary school setting. A rubric will be used to assess planning, management, and implementation of the lesson. The rubric is based on the Student Teacher Assessment Instrument (STAI) that serves as a primary guide in the state for assessing teacher performance. In CEL 610 all candidates for Summer 2006 and Spring 2007 received outstanding or acceptable scores.</td>
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<tr>
<td>In CEL 630, Practicum in Elementary Education, candidates will be required to plan and implement a teaching unit. Sections of the Teacher Work Sample (TWS) will be used as a means to demonstrate candidate ability to plan and support planning. Sections to be used are Contextual Factors, Learning Goals, Assessment.</td>
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<tr>
<td>The course instructor met with the candidate who received the unacceptable rating to remediate these limited areas.</td>
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<tr>
<td># 3 - Demonstrate the ability to teach effectively in a field experience/clinical setting</td>
<td>Candidates in <em>CEL 610, Effective Instruction</em>, and <em>CEL 630, Practicum in Elementary Education</em>, will teach lessons that will be evaluated using a rubric and a modified <em>TWS</em> incorporating parts of the <em>STAI</em>. (See Appendix A, Rubric 1 for the <em>TWS</em> rubric and Appendix A, Rubric 5 for the CEL 610 rubric.)</td>
<td>In CEL 610 for Summer 2006 and Spring 2007, all candidates were rated as outstanding or acceptable on lesson plan implementation and classroom management. These data indicate that these graduate students successfully taught well and managed effectively. In CEL 630, Summer 2006, there were only 3 of 47</td>
<td>The course instructor met with the candidates who received the unacceptable rating to remediate these limited areas.</td>
</tr>
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</table>
indicators in which one student was rated at the unacceptable level and 1 on which two students were rated at the unacceptable level. On all other indicators, all candidates scored at the target or acceptable level. These data indicate that the overwhelming majority of candidates successfully completed their field experience/clinical practice. This shows the ability of candidates to implement and teach lessons.

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<tr>
<th># 4 - Demonstrate the ability to have an impact on student learning and support of an environment that supports learning</th>
<th>In <em>CEL 610, Effective Instruction</em>, a rubric rating skills in assessment will be used. The TWS will be used in CEL 630, <em>Practicum in Elementary Education</em>, to collect the data to show that candidates have an impact on student learning and support an environment that supports learning. (See Appendix A, Rubric 1 for the TWS rubric and Appendix A, Rubric 5 for the CEL 610 rubric.)</th>
<th>In CEL 610, Summer 2006 and Spring 2007, all candidates received outstanding or acceptable scores. In CEL 630, Summer 2006, all candidates received outstanding or acceptable scores on 8 of the 9 indicators. One candidate received an unacceptable score on the indicator related to prior student learning.</th>
<th>While summary data definitely indicates that our candidates do indeed positively impact the learning of their students, performance was somewhat lower on indicators dealing specifically with assessment. Course instructors have increased the emphasis on analysis of student data as a result.</th>
</tr>
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<tbody>
<tr>
<td># 5 - Demonstrate appropriate dispositions for candidates who are candidates in the M. Ed. program in elementary</td>
<td>Candidates in the M. Ed. program in elementary</td>
<td>In CEL 610, Summer 2006, all candidates (N = 11) were rated</td>
<td>Candidates for whom the disposition rating scales show</td>
</tr>
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</table>
are working toward the M. Ed. degree in elementary education education will be rated on dispositions during **CEL 610, Effective Instruction**. A rubric will be used to rate them and the information will be filed in their folder for use in advisement. **NBPTS Standard II (Equity, Fairness, and Diversity)** of the early childhood/generalist area is directly related to dispositions. (See Appendix A, Rubric 5 for the CEL 610 rubric.)

<p>| # 6 - Demonstrate an understanding of diversity and the ability to teach diverse populations effectively | Diversity assessments will be carried out in <strong>CEL 610, Effective Instruction</strong>, and <strong>CRD 624, Literacy Instruction in Elementary Education</strong>. In CEL 610 a rubric will be used to collect data. In CRD 624, data will be collected from a final exam essay question. Information pertaining to diversity is directly related to Standard II (Equity, Fairness, and Diversity) of the early childhood/generalist area of the | In CEL 610, Summer 2006 and Spring 2007, data indicated that all candidates demonstrated that they practiced the principles of diversity in their classroom teaching. All candidates scored at the outstanding or acceptable levels. In CRD 624, Summer 2006, 19 of 21 candidates obtained outstanding and acceptable scores on the exam question. Two candidates obtained | The majority of candidates scored at the outstanding or acceptable levels on this assessment of diversity. In CRD 624, Summer 2006, a contributing factor for those candidates scoring at the unacceptable level on this assessment was a misinterpretation of the exam question representing diversity. The exam question was revised for Spring 2007 and data from that exam indicate |</p>
<table>
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<tr>
<th># 7 - To demonstrate the appropriate understanding and use of technology in teaching</th>
<th>Candidates in the M. Ed. program in elementary education will be required to pass a technology assessment in <em>ELR 605, Methods of Educational Research and Statistics</em>. The assessment rates candidate skill in word processing, spreadsheets, telecommunications, and presentations. This assessment relates to Guiding Principle 5 of the College of Education Conceptual Framework.</th>
<th>All candidates (N = 3) passed the technology assessment.</th>
<th>Due to the small N, trend data will continue to be gathered and reviewed.</th>
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<tr>
<td>NBPTS as well as Standard IV (Respect for Diversity) of the middle childhood/generalist area. (See Appendix A, Rubric 5 for the CEL 610 rubric.)</td>
<td>marginal scores. In CRD 624, Spring 2007, 22 of 25 candidates received outstanding or acceptable ratings. Two candidates received a marginal rating 1 candidate received an unacceptable rating. (See Appendix B, Table 2 for detailed data analysis of the CRD 624 exam question.)</td>
<td>that the large majority (88%) of candidates received outstanding and acceptable ratings. Detailed feedback was given to the candidates who received marginal and unacceptable ratings.</td>
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<tr>
<td># 8 – Demonstrate effective teaching in K – 8 educational settings</td>
<td>Interviews of M.Ed. graduates will be conducted during the Summer and Fall of 2006 and Spring 2007 to gain information pertaining to how M. Ed. graduates perceive the effectiveness of this program. Data will include information based on the survey data, graduates perceive the M.Ed. Elementary Education Program as having particular strength in preparation for establishing professional behaviors; teaching literacy; and collaboration with fellow</td>
<td></td>
<td>In order to enhance the ability of M.Ed. candidates to work with students with special needs, in <em>CEL 610, Effective Instruction</em>, emphasis is being placed on the kinds of things needed to achieve this. Also, plans are underway to offer</td>
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on how graduates perceive the effectiveness of their education in the M. Ed. program rated from high satisfaction to low satisfaction. Information will also be obtained from employers of M. Ed. graduates in elementary education. Teachers and the broader educational community. While they felt generally well-to-adequately prepared across all dimensions on the survey, they indicated the lowest level of preparedness in the area of working with special needs students. Another area of concern is managing student behavior.

Data indicates that, overall, employers of M. Ed. graduates were well pleased. However, program planners have noted that there is interest in increasing candidates’ understanding of assessment practices and inquiry-based teaching/learning. (See Appendix B, Tables 3 and 4 for detailed data analysis of the surveys.)

Components of the Teacher Work Sample that support assessment and inquiry-based teaching/learning are being strengthened and emphasized through practicum experiences. The format of CEL 611, *Graduate Classroom Management*, has been changed to include the videotapes by Harry Wong. Additionally, in class examples are being presented which reflect various classroom management behaviors with various age groups. In CEL 610, *Effective Instruction*, emphasis is now being placed on preventive
techniques dealing with minor management problems, and techniques for dealing with major management problems. Candidates are required to teach a lesson and are rated on their management skills. Also, more comprehensive strategies for classroom management are being incorporated through field-based teaching with clinical feedback from supervisors on-site, followed by reflection and classroom discussion.

In Spring 2007, Dr. David Hebert, representative to the Blue Ribbon Committee for the Redesign of Teacher Education in the State of Mississippi, addressed issues related to skills in teaching content areas.

1The National Board for Professional Teaching Standards was established in 1987 to set high and rigorous standards for what accomplished teachers should know and be able to do. It is governed by a board of directors comprised of classroom teachers, school administrators, legislators and others from a cross-section of community, business, and government sectors.
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<tr>
<td>What should a graduate in this major know, value, or be able to do at graduation and beyond?</td>
<td>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis? List any specific recommendations.</td>
<td>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
</tr>
<tr>
<td># 1 - Demonstrate an understanding of the knowledge and skills associated with the content of the S. Ed. degree program in elementary education</td>
<td>A comprehensive examination will be administered each semester to candidates in the final course work of the S. Ed. degree program. A rubric will be used to evaluate the examinations and scores will be analyzed to assess strengths and weaknesses in the program. The assessment data are linked to both the National Board For Professional Teaching Standards (NBPTS)(^1) for the middle childhood/generalist (Standard II, knowledge of Content and Curriculum) and the early childhood generalist (Standard V, Knowledge of Integrated Curriculum). These standards relate directly to knowledge/skills elementary teachers need in order to</td>
<td>During the Summer and Fall 2006 semesters, data showed that all students taking the examination passed. There were no students taking the examination during the spring semester of 2007. Because all students passed the examination, no individual conferences were held for remediation purposes.</td>
<td>A study of the program and comprehensive examination revealed a need for a better developed rubric for grading the examination. At this time work on that rubric is under consideration, with implementation of the new rubric planned for the 2007-08 academic year.</td>
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</table>
Understand what needs to be taught. Assessment data are also linked to Guiding Principle 1 of the Delta State University Conceptual Framework.

| # 2 – Demonstrate the ability to plan and support planning at a level commensurate with the S. Ed. level of expertise | In order to show that candidates in the S. Ed. degree program in elementary education can plan and support planning at an advanced level of expertise, candidates in CEL 705, *Practicum in Early Childhood Education (K-3)*, and CEL 706, *Practicum in Upper Elementary/Middle School (4-8)*, will plan and teach lessons based on a modified *Teacher Work Sample* that incorporates a research component for this advanced level of preparation. CEL 705 is taught the first semester of each academic year and CEL 706 is taught the second. These sections of the *Teacher Work Sample (TWS)* will be used to show the ability to plan and support planning: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, and Design for Instruction in CEL 705, Fall 2006, all candidates (N= 6) met or partially met the requirements for each indicator, therefore, demonstrating the ability to plan and support planning at an acceptable level.

Due to technical difficulties in converting videotaped lessons, data from CEL 706 will not be available until summer 2007.

In CEL 705, the data presented show that candidates demonstrated the ability to plan and support planning. Due to the small N involved in these groups, trend data will be developed with further implementation of the *Teacher Work Sample*. At this advanced level, expectations for high levels of performance are increased, and data support that candidates meet these expectations.
| # 3 - Demonstrate the ability to successfully teach in a field experience/clinical setting | Candidates in CEL 705, *Practicum in Early Childhood (K-3)*, will teach a lesson that will be videotaped and assessed using scoring guide. Additionally, candidates in CEL 706, *Practicum in Upper Elementary/Middle School (4-8)* also will teach a videotaped lesson that will be assessed using a scoring guide. A modification of the TWS incorporating parts of the *Student Teacher Assessment Instrument (STAI)* will be used to collect data. (See Appendix A, Instrument 1 for details of the STAI and the TWS rubric.) | In CEL 705, Fall 2006, 5 of 6 candidates scored at the outstanding or acceptable levels in all categories. In four categories, one candidate scored at the minimal level and no candidates scored at the unacceptable level. This indicates that the majority of specialist candidates in CEL 705 successfully completed their field experiences/clinical practices with the necessary skills for implementing classroom instruction. The data collected gave indications that refinement is needed in the planning of lessons and the videoing process. Plans are currently being made to refine the planning and teaching of the lessons. Plans for program improvement also include the expansion of action research through teacher work sample methodology in future practicum experiences. |
Appendix A, Rubric 1 for the TWS rubric.) will not be available until summer 2007.

# 4 - Demonstrate that candidate’s teaching has an impact on student learning.

Candidates in CEL 705, Practicum in Early Childhood (K-3) CEL 706, Practicum in Upper Elementary/Middle School (4-8) will teach videotaped lessons from which data will be collected using the TWS.

The lesson implementation that will be videotaped and assessed with a rubric in CEL 705 will be used here as documentation of impact on student learning and support of an environment that supports learning. (This rubric is also used in Elementary Education S. Ed. Assessment 3.) The Contextual Factors Section and Analysis of Student Learning sections of the TWS will be used in CEL 706 to collect this data.

This area is directly related to Standard III (Learning Environment) of the middle childhood/generalist standards for the NBPTS. (See Appendix A, Rubric 1 for the TWS rubric.)

In CEL 705, the data indicate that all candidates positively impacted student learning in the different teaching contexts. The large majority of candidates obtained outstanding and acceptable ratings. In no instances were candidates rated at unacceptable levels. On four categories in CEL 705 one candidate received minimal level ratings; these categories included using a variety of strategies, accommodating differences, using higher-order questions, and adjusting strategies in response to learner feedback.

Data from CEL 706 will not be available until summer 2007.

Currently plans are being made to refine the lesson planning, teaching, and videotaping so that more impact on student learning can be demonstrated.

Program planners are currently reviewing models of curriculum design that would enhance candidate understanding related to differentiated instruction, with implementation planned for the 2007-08 academic year.

# 5 - Demonstrate that Candidates will be rated on a For the Spring 2007 semester, Due to a small number of
<table>
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<th>Candidate teaching reflects appropriate dispositions necessary for effective teaching.</th>
<th>Dispositions checklist by the instructor of <em>CEL 706, Practicum in Upper Elementary/Middle School (4-8)</em>. NBPTS Standard II (Equity, Fairness, and Diversity) of the middle childhood/generalist area is directly related to dispositions. (See Appendix A, Rubric 6 for Dispositions rubric.)</th>
<th>All candidates received acceptable ratings of superior, outstanding, or average. Mean scores included the following: lifelong learning (M = 3.88), professional behavior and growth (M = 3.88), professional ethics (M = 3.75), and professional initiative (M = 4.00).</th>
<th>Candidates in the course (N = 8) will continue to review trend data related to professional dispositions.</th>
</tr>
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<tbody>
<tr>
<td># 6 - Demonstrate that candidate teaching reflects teaching and respect for diversity</td>
<td>Candidates in <em>CEL 706, Practicum in Upper Elementary/Middle School (4-8)</em>, will describe a lesson they have taught in which they successfully taught diverse populations. Candidates will also complete a TWS that reflects diversity in the Contextual Factors section. Information pertaining to diversity is directly related to Standard II (Equity, Fairness, and Diversity) of the early childhood/generalist area of the NBPTS as well as Standard IV (Respect for Diversity) of the middle childhood/generalist area. Guiding Principle 3 of the College of Education Conceptual Framework is also directly related to diversity.</td>
<td>Data from CEL 706 will not be available until summer 2007.</td>
<td>Data will be analyzed when they become available.</td>
</tr>
<tr>
<td>#7 - Demonstrate advanced proficiency in the use of technology in teaching in the elementary school</td>
<td>During CUR 701, Philosophy of Education, candidates’ proficiency in technology applications (word processing, spreadsheets, presentations, and telecommunications) will be assessed. In CEL 706, Practicum in Upper Elementary/Middle School (4 – 8), technology use will be assessed in the research-based practice section of the TWS. This assessment relates to Guiding Principle 5 of the College of Education Conceptual Framework. Each course syllabus contains technology objectives; these are reviewed and revised as needed.</td>
<td>In CUR 701, taught Summer 2006 and Spring 2007, all candidates (N = 5) passed the technology exam. Data from CEL 706 will not be available until summer 2007. Data for CEL 706 will be analyzed when they become available.</td>
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<tr>
<td>#8 – Demonstrate teacher leadership in K – 8 educational settings</td>
<td>Interviews of S. Ed. graduates in elementary education will be conducted during the Summer and Fall of 2006 and Spring 2007 to gain information pertaining to how S. Ed. graduates perceive the effectiveness of this program. Data will include information on how graduates perceive the effectiveness of their education in the S. Ed. program rated from high satisfaction to low. Based on the survey data, graduates perceive the S. Ed. in Elementary Education Program as having particular strength in establishing professional behaviors. Among the other strong areas were teaching literacy, teaching content areas, planning and preparation for instruction, assessment of students, and success in student motivation. While they felt generally well-to-adequately.</td>
<td>In order to enhance the ability of S. Ed. candidates to work with students with special needs, informal discussions are being held with the special education faculty to see how elements of the Practicum courses can be changed to help candidates better work with special needs students. Additionally, candidates in the practicum courses at the specialist level complete case</td>
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satisfaction. Information will also be obtained from employers of S. Ed. graduates in elementary education.

prepared across all dimensions on the survey, they indicated the lowest level of preparedness in the area of working with special needs students and collaboration with fellow teachers and the larger educational community.

Data indicate that overall employers of S. Ed. graduates were well pleased. However, program planners have noted that there is interest in increasing candidates’ understanding of assessment practices and interpersonal skills.

(See Appendix B, Table 3 for detailed data analysis of graduates’ responses and Table 5 for employers’ responses.)

studies that enable them to better understand and deal with special needs problems.

In Spring 2007, Dr. David Hebert, representative to the Blue Ribbon Committee for the Redesign of Teacher Education in the State of Mississippi, addressed issues related to skills in teaching content areas.

Because graduates generally indicated that preparation in assessment of students was a strength while some employers indicated it as a weakness, the faculty will continue to review course content focused on assessment.

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1The National Board for Professional Teaching Standards was established in 1987 to set high and rigorous standards for what accomplished teachers should know and be able to do. It is governed by a board of directors comprised of classroom teachers, school administrators, legislators and others from a cross-section of community, business, and government sectors.
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<td>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis? List any specific recommendations.</td>
<td>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</td>
</tr>
<tr>
<td>#1 - Demonstrate proficiency in basic pre-professional and content knowledge the Mississippi Department of Education requires for Alternate - Route Teacher Education candidates through the Master of Arts in Teaching degree program</td>
<td>Data will be collected prior to program admission through scores on <em>PRAXIS I Pre-Professional Skills Assessment (PPST)</em>, a measure of basic skills in reading, writing, and mathematics, and <em>PRAXIS II: Subject Assessments</em>, measures of specific subjects that K-12 educators will teach as well as general and subject-specific teaching skills and knowledge. A minimum undergraduate overall GPA of 2.75 or a 2.75 GPA on the last 60 hours of undergraduate coursework will be required of students prior to admission to the MAT program.</td>
<td>All applicants (N = 7) admitted to the Master of Arts in Teaching (MAT) program have met or exceeded the Mississippi Department of Education’s minimum cut scores. All candidates admitted to the program met the minimum GPA requirement.</td>
<td>A firm application deadline date was created for submitting <em>PRAXIS</em> scores in order to ensure candidates have established mastery before being considered for the program. The MAT application was revised to reflect the firm deadline date. The Master of Arts in Teaching brochure has continued to be used; it provides resources for <em>PRAXIS</em> information. The Master of Arts in Teaching (MAT) Committee will continue to review <em>PRAXIS</em> scores and note trends. A comprehensive examination has been approved for administration in 2007-08. The examination will cover content and pedagogical content knowledge and skills.</td>
</tr>
</tbody>
</table>
#2 - Demonstrate the ability to plan and implement instruction that meets the needs of diverse learners in the classroom setting

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial data will be collected on Master of Arts in Teaching candidates in CSD 632*, CEL/CUR 612*, and CEL/CSD 614* using instructor-created rubrics. During the CEL/CUR 650* fall and spring courses candidates will be evaluated three (3) times each semester by a university supervisor using the Student Teacher Assessment Instrument (STAI). The STAI is an instrument used statewide to measure teacher candidates’ abilities within the following domains: planning and preparation; communication and interaction; teaching and learning; managing the learning environment; assessment of student learning; and professionalism and partnerships. The STAI Domain I: Planning and Preparation (Indicators 1 – 8) and Domain IV: Managing the Learning Environment (Indicators 31 – 38) will be used to assess this learning related to the candidate’s major field.</td>
<td>The methods instructor reported that some candidates had difficulty conceptualizing and developing an understanding of the state frameworks. A review of first semester evaluation data revealed candidates need continuing support in developing lessons that reinforce classroom management procedures. A review of online journals kept in CEL/CUR 650* found that candidates had difficulty with planning for instruction due to concerns with classroom management and time management. In reviewing the third and final observations from Fall 2006 and Spring 2007 it was determined that the average score for all key indicators met expectations because all candidates were rated as outstanding or acceptable. However, indicator 20 (providing experiences that accommodate differences in curriculum)</td>
</tr>
</tbody>
</table>
outcome. In addition, *STAI* indicators 4, 8, 10, 11, 18, 19, and 20 will focus on diversity. The *STAI* is aligned with university, state, and national standards. (See Appendix A, Instrument 1 for details of the *STAI*.)

devisional and individual needs) in Fall 2006 averaged the lowest across all three evaluations completed that semester. In the final evaluation of the Spring 2007 semester all candidates obtained outstanding ratings on indicator 20.

---

#3 - Demonstrate the ability to complete a successful field experience

The Master of Arts in Teaching Program is a year-long experience in the field. As such, instructors in *CEL/CUR 611*, *CEL/CUR 612*, *CEL/CSD 614*, and *CSP 546* (the four pre-teaching or summer courses) will use a variety of case studies, instructional strategies, and resources to help prepare candidates for the field. Data will be collected via online journals candidates will keep during fall 2006 in *CEL/CUR 650*.

The *STAI* domains II – V (communication and interaction, teaching and learning, managing the learning environment, assessment of student learning) will be used to assess this

Qualitative data from candidates’ reflection journals suggested that the majority felt adequately prepared after the first four courses taken during the Summer 2006 term. One recommendation was a stronger orientation that stressed the difficulties of first year teaching and being a graduate student.

In reviewing the Fall 2006 *STAI* observations, it was determined that the average score for all key indicators met expectations. It was determined that the areas of strengths the candidates were

Quantitative data needs to be collected after the first four (4) courses in order to determine how well the pre-teaching courses prepare candidates for their clinical experiences and to ascertain areas of concern. A stronger orientation program has been developed that includes the development of a MAT handbook.

Due to the small $N$ for the *STAI* data, the program coordinator will continue to review trend data related to the completion of a successful field experience.
| #4 - Demonstrate the ability to measure student achievement, employ classroom management, and adjust | During the Fall 2006 CEL/CUR 650* courses candidates will be instructed to submit a completed Teacher | In reviewing the drafts of the TWS submitted during the fall semester it was determined that areas of strengths for | During the CEL/CUR 650* spring course discussions were held and a presentation was given concerning ways to |
| #5 - Demonstrate the ability to identify and develop the professional behaviors associated with an effective teacher. | Each candidate will write a teaching philosophy of education during the fall semester. This assessment will serve as a measure of professional behaviors. A review of fall and spring data suggested that the candidates developed a better understanding of the purpose of education as well as the role of the teacher as a result of the internship instructors/supervisors will review candidate philosophies at the onset of the Fall 2007 internship and use them as points of conversation. | improve wait time as well as subject integration. University supervisors will examine and better understand their roles in supporting MAT candidates through feedback related to the TWS. The program coordinator and supervisors will continue to require that changes be made to all teacher work samples with a final passing TWS being submitted and reviewed during the spring CEL/CUR 650 internship. The program coordinator will explore ways to expand the role of the university supervisors. |

| instruction for maximum impact on student learning | Work Sample (TWS) that has been implemented in their classrooms. Corrections will be cited and final TWSs will be due at the conclusion of the Spring 2007 semester. The TWS assesses candidates’ knowledge, skills, and dispositions related to best practice/reflective thought with respect to candidate impact on student learning. The components include contextual factors associated with learning, the development of learning goals, an assessment plan; a design for instruction, evidence of instructional decision making, analysis of student learning, and reflection and evaluation. The Teacher Work Sample is aligned with university, state, and national standards. (See Appendix A, Rubric 1 for the TWS rubric.) | candidates were: contextual factors, appropriateness for students, modes of approach, and alignment with learning goals; while interpretation of data, evidence of impact on student learning, implications for future teaching and alignment with learning goals were areas of weakness. TWS data from Spring 2007 indicated that all candidates scored at the outstanding level on all indicators. The majority of principals stated that the MAT candidates were performing in an exemplary manner on school evaluations. The principals did state they desired to see more visits by the university supervisors. Conversations have also been held with various school administrators to discuss school based evaluations conducted on the MAT candidates. |
rubric will be used to evaluate the assignment. During the spring semester philosophies will be revised and re-submitted in order to determine if any changes have occurred. reflecting upon their beliefs about teaching and learning. (See the Appendix B, Table 6 for detailed analysis of the Philosophy data.) throughout the clinical visits, culminating in a second assessment of candidates’ dispositions/philosophies at the end of the internship in Spring 2008 in order to note changes over the course of the academic year.

| #6 - Demonstrate the ability to possess the dispositions of an effective educator. | The College of Education Dispositions Rating Scale (DRS) (Domain VI of the Student Teacher Assessment Instrument: Professionalism and Partnerships) will be used to assess candidates’ professional dispositions. The rating scale contains 12 indicators dealing with the candidate’s ability to exhibit professional behaviors associated with effective teaching and collaboration with educational partners. The quantitative data will be collected in CEL/CUR 650 during Fall 2006 and Spring 2007. (See Appendix A, Instrument 2 for details of the Dispositions Rating Scale.) | With the exception of three indicators on which both the candidate self evaluation and the instructor evaluation identified weaknesses, the large majority of ratings fell at the outstanding and acceptable levels. The weaknesses were found in avoiding personalizing conflict in emotionally charged situations; arriving to classes, meetings, and trainings on time; and completing assignments on time. | The program coordinator will explore ways to incorporate the ratings of school administrators and mentors in the measurement of candidates’ dispositions. The instructor reviewed the dispositions data with each candidate and shared concerns, questions, and comments. Dispositions were revisited as needed throughout the internship. Due to the small N for the DRS data, the program coordinator will continue to review trend data related to the development of appropriate dispositions. |
CEL/CUR 612 – Development, Assessment, and Evaluation
CEL/CSD 614 – Methods of Instruction in Elementary/Secondary Schools
CSD 632 – Secondary Curriculum Planning, Theory, Organization and Development
CEL/CUR 650 – Dimensions of Learning/Internship
### Master of Education in Special Education Degree Program

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What should a graduate in this major know, value, or be able to do at graduation and beyond?</strong></td>
<td><strong>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</strong></td>
<td><strong>What were the findings of the analysis? List any specific recommendations.</strong></td>
<td><strong>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</strong></td>
</tr>
</tbody>
</table>

Demonstrate mastery of the content of the M.Ed. degree program in special education, including, but not limited to, history, philosophy, theories, legal and ethical practices, service delivery, curriculum and instruction

In the Master of Education Program in Special Education, content knowledge will be measured in two ways. All candidates must take the PRAXIS specialty area examination, Education of Exceptional Children (0353). All candidates must also take a written comprehensive examination.

Candidates entering the program may be divided into three categories. One subgroup includes individuals who have completed an undergraduate degree in special education. These candidates have already met the PRAXIS Specialty Area requirement. The second subgroup includes individuals with undergraduate degrees in other areas of education. These candidates submitted PRAXIS scores as part of application for comprehensive examinations in Fall Semester 2006. Two candidates had already completed undergraduate degrees in special education and are already licensed in special education in Mississippi. When they took the specialty area PRAXIS test, Mississippi was using the Special Education (350) PRAXIS Examination, which is no longer available. A passing score on this test was 550. Both candidates passed with scores of 570 and 580 respectively. The third candidate took the current test and scored 150. The cut score for the PRAXIS is 136.
individuals are advised to take the *PRAXIS* exam upon completion of 15-18 hours of coursework. The last subgroup members do not have undergraduate degrees in education. Some have already passed the special education *PRAXIS* exam due to requirements for alternate licensure in Mississippi. Others are full-time students and are advised to take the *PRAXIS* exam upon completion of 15-18 hours of coursework. The *PRAXIS* examination must be passed in order to register for comprehensive examinations.

Candidates will take an essay-type comprehensive examination in the last semester of their program. This exam is a five-hour examination comprised of five broad questions. Each question represents content and skills in each of the following five classes: CSP 546*, CSP 643*, CSP 640*, CSP 686* and CSP 616*. These courses represent a) an overview of special

| Six candidates submitted *PRAXIS* scores in Spring 2007. The scores ranged from 146 to 169, all of which are passing scores. | In Fall Semester 2006, three candidates completed the comprehensive exam. One candidate did not pass. In Spring 2007, six candidates took the comprehensive exam. Four passed, one failed and one is under review. *Fall Results:* Average performance per question ranged from 77% to 81%. Minimum competency is set at 70%. The two candidates who | Student performance has improved from fall to spring. We believe this is due to more rigorous feedback in classes that target comprehensive examination material and a better system of comprehensive examination review. Due to feedback on the special education program report for our national accrediting body, the comprehensive examination |

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| Demonstrate skills associated with the master’s level in special education in planning and implementing instruction | Undergraduate programs at Delta State University will use the STAI (Student Teacher Assessment Instrument) to | Fall results: At present the clinical practice classes (CSP 547/647) are not offered in the Fall Semester. However, data | Faculty members are reworking practicum and field experience components in CSP 643, 686, 547 and 647 to build

| education (CSP 546), b) curriculum, instruction and assessment for early childhood (CSP 640), elementary school (CSP 686) and secondary school (CSP 643) and c) instructional and classroom management (CSP 616). Comprehensive examinations are administered in candidates’ last semester enrolled in the program. This may be the semester in which the candidate is taking remaining coursework or it may be the semester after course completion. Practice comprehensive examinations are embedded in CSP 546*, CSP 616*, CSP 643* and CSP 686*. passed the examination met minimum competency on all questions. Overall candidate performance scores on the exam were 59.9% (a failing score), 80.1% and 95%. Scores were also analyzed on the basis of writing elements scored by the rubric. Scores ranged from 69.4% in organization to 85.5% in content accuracy. Content scores were especially strong with averages of 80.5% in content breadth, 77.7% in content depth and 85.5% in content accuracy. Spring Results. Average performance per question ranged from 78% to 86%. Minimum competency is set at 70%. Overall candidate performance ranged from 69% to 94%. Scores were also analyzed on the basis of writing elements scored by the rubric. Scores ranged from 79% in mechanics to 87% in content accuracy and in organization. Rubric is being expanded to target specific content per course. We will be initiating a system of formative assessment using the revised comprehensive examination rubrics as they become available. |
for individuals with exceptional learning needs in a variety of classroom settings

evaluate student teaching. Because our candidates are enrolled in an initial preparation program, even though it is a graduate program, we have chosen to use the STAI in our assessment of planning and implementation of instruction. The first section of the STAI rates the candidates on planning and preparation for teaching. In CSP 686* and 643* field experiences, we will use a modified form of these indicators that breaks down the skills into subcomponents. (See Appendix A, Instrument 1 for details of the STAI.)

are collected on a formative level on planning in CSP 643 and CSP 686. A sample of 50 candidates in CSP 643 and 686 were rated on basic lesson planning. Data were analyzed for each of the ten STAI indicators for lesson planning. Items were rated on a scale of 1-4 with 3 as a passing score for each indicator. The highest ranked indicator was indicator 3: specifies methods and materials; 70% of the candidates scored 3 or 4 on this indicator. 50% or more of candidates scored 3 or higher on indicators 1: Specifies or selects objectives for lessons, 2: Specifies or selects procedures for lessons, 5: Uses knowledge of students’ needs interests and experiences, and 6: Plan lessons that integrate knowledge from several subject areas. The lowest passing rates were on indicators 4: Specifies or selects materials and procedures for assessing learning progress, 7: Incorporates multiculturalism and diversity in lessons, 8: in more accountability, more varied experiences, and a better feedback loop.

Additionally, because so many candidates do not have a background in education, we have added an instructional planning class to our curriculum. All candidates without an undergraduate degree in education will be required to take this course.
Uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs, 9: Utilizes research supported instructional strategies and practices to meet the needs of individual learners, and 10: Includes the use of direct instruction strategies to teach new skills or concepts. This poor showing reinforces the decisions we have made to change course sequences and to add an instructional planning class for candidates without an undergraduate degree in education.

Spring results: Two groups of candidates were assessed in Spring 2007, those enrolled in CSP 547 (internship) and those enrolled in CSP 647 (practicum). Because this is the capstone course for the program, it is expected that each candidate receive ratings of 3 (meets expectations) or 4 (exceeds expectations) on all indicators. For the CSP 547 group, ten of the fourteen candidates exceeded
expectations on 70% or more of the indicators. The other four candidates met or exceeded expectations on 70% or more of the indicators. Group performance was strong; 79% to 100% of the group met or exceeded expectations on each indicator. Lowest performance was on indicators 2: Specifies or selects procedures (86%), 3: specifies content and materials (79%), 4: Specifies or selects materials and procedures for assessing learning progress (86%), and 8: Accommodating differences (93%). Less emphasis is placed on lesson planning in CSP 647 as it primarily involves field research. Of the eight candidates, seven met expectations on all indicators. The eighth candidate dropped the class after unsuccessful completion of course requirements. Because the scores of this candidate are included, the group scored 87.5% proficiency all indicators.
| Demonstrate skills associated with the master’s level in special education in the measurement of student achievement and adjustment of instruction for maximum impact on student achievement | On the STAI, Section V (Indicators 45-48) is specific to assessment of student progress. These four indicators will be reported separately to demonstrate evidence that the candidate is measuring student progress and is using that information to plan instruction. To successfully complete the clinical practice experience, each candidate must be observed teaching a lesson. The implementation of this lesson is rated on a scale of 1-4 on each indicator. The candidate must score a 3 or 4 on all indicators. This assessment is completed in CSP 547*. (See Appendix A, Instrument 1 for details of the STAI.) | During the Spring 2007 semester, eleven out of fourteen candidates scored above 80% on this measure. Three candidates scores 75% or lower. This is a weak area in our program. Despite two methods classes with field experiences (CSP 643 and CSP 686) and a class in assessment (CSP 545), candidates are not consistent in daily measurement of student progress. | We are not adequately assessing this area. Due to feedback from our national accrediting body, we will be expanding our assessment system for this area. Candidates will be assessed in the fall on projects in CSP 643 and in CSP 545 related to assessment of student progress. In the spring internship, candidates will be assigned a case study that will track an individual student’s progress based on long range planning and implementation of plans. |

*The following titles are provided for referenced courses.
CSP 545 - Special Education Assessment
CSP 547 - Internship in Special Education
CSP 643 - Programming for Individuals with Mild/Moderate Exceptional Learning Needs
CSP 647 - Practicum in Special Education
CSP 686 - Education of Individuals with Mild/Moderate Exceptional Learning Needs
III. Division/Department Goals for the Current Year:
This is a report on progress toward goals for the current year. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above.

A. Goal # 1
Comprehensive program assessment plans will be fully implemented for each degree program within the Division of Teacher Education.

1. Institutional Goal(s) Supported by this Goal:
   SP # 1; QEP #s 2, 4

2. Evaluation Procedure(s):
   Program reports were submitted to specialized professional affiliates prior to the spring 2007 NCATE site visit.

3. Actual Results of Evaluation:
   The Elementary Education Program earned national recognition by the Association for Childhood Education International. The Special Education Program is working on a rejoinder for submission to the Council for Exceptional Children in an effort to earn national recognition as well. The College of Education is also fine-tuning its assessment system to meet the expectations of NCATE Standard 2 dealing with assessment.

4. Use of Evaluation Results:
   Faculty study groups reviewed aggregated results of program assessments and made decisions affecting respective programs based on these results.

B. Goal # 2
The Division of Teacher Education will increase outreach efforts through the development of an enhanced website.

1. Institutional Goal(s) Supported by this Goal:
   SP #s 2, 4, 5; QEP #2

2. Evaluation Procedure(s):
   The Website Enhancement Task Force met regularly with the Division Chair to review progress. Feedback regarding the quality of services provided through the website was solicited from students, alumni, and others accessing the site.
3. **Actual Results of Evaluation:**
   The Division website was updated and enhanced, spotlighting faculty, candidates, and alumni. Many links were added to allow prospective students to access program and planning materials. A Division newsletter was developed and disseminated. There were no significant changes in enrollment.

4. **Use of Evaluation Results:**
   Evaluative information will be used to continually upgrade the website, including the provision of a link to the Division newsletter. Feedback regarding the quality of services provided through the website will continue to be solicited from students, alumni, and others accessing the site.

C. **Goal #3**
   An operational system for managing assessment data across programs within the Division of Teacher Education will be systematized through the utilization of *TaskStream*, an electronic data management system, and other data management tools as designated by a faculty task force.

   1. **Institutional Goal(s) Supported by this Goal:**
      SP # 3; QEP # 2

   2. **Evaluation Procedures:**
      Progress to the goal of institutionalizing the use of *TaskStream* and other data management tools was discussed during faculty meetings/retreats. The Division Chair reviewed *TaskStream* summary reports from faculty/program coordinators.

   3. **Actual Results of Evaluation:**
      Assessment data across the Division have been managed through *TaskSteam*, Excel, and other electronic programs throughout the past year.

   4. **Use of Evaluation Results:**
      Program planners continue to identify sources for improving the efficiency of the management system, as well as to increase their skills in the use of current systems.

D. **Goal #4**
   *Service to the immediate community will be expanded through the development of the Literacy Enhancement Clinic, where area P-12 students will have access to individualized literacy tutoring and a range of literacy experiences.*
1. Institutional Goal(s) Supported by this Goal:
   SP # 5; QEP #s 2, 3, 4

2. Evaluation Procedure(s):
   Teacher education candidates were assessed by course instructors via appropriate assessment guidelines for the tasks performed. Pre- and post-tests were administered to students enrolled in the Literacy Lab. Informal feedback was gathered from faculty, teacher candidates, and teachers/students in P-12 schools receiving services regarding the quality of services provided.

3. Actual Results of Evaluation:
   The *Literacy Enhancement Clinic* was successfully implemented. Five undergraduate and three graduate teacher education candidates worked with 16 students from grades 1 – 10. Summative assessment data will be available in summer 2007.

4. Use of Evaluation Results:
   Assessment data related to teacher candidate performance have been to improve course delivery and the training of candidates related to literacy education. Pre- and post-test data on performance of P-12 students receiving instruction in the Lab will also be used to assess and improve the reading education program, as well as provide opportunities for reflective practice among teacher candidates. Informal feedback from all sources has been used to improve all aspects of operations within the Literacy Lab.

E. Goal #5
   The *Division of Teacher Education* will provide leadership within the broader educational community through involvement in statewide initiatives and the hosting of a training/conference targeting the enhancement of services to English language learners (ELLs).

1. Institutional Goal(s) Supported by this Goal:
   SP #s 4, 5; QEP # 4

2. Evaluation Procedure(s):
   The Division Chair monitored involvement in initiatives, maintained logs of all activities. Faculty received updates through faculty study groups/meetings and determined how best to infuse information into programs, reporting on results through the same medium. The effectiveness of the ELL training was evaluated based on feedback from participants.
3. **Actual Results of Evaluations:**
   The Division faculty continue to serve as representatives to the Higher Education Literacy Council, although the Council has not been particularly active throughout the year. The Division was responsible for organizing a session on English Language Learner Training for area teachers during the Woodall Spring Helping Professionals Conference in 2007, as well as the delivery of a session to all student teachers. Feedback from these sessions indicated that attendees found the information helpful and relevant.

4. **Use of Evaluation Results:**
   Requests from participants in the ELL training were made for future sessions of a longer duration. Faculty are considering these requests in planning other such initiatives.

**F. Goal #6**

*The faculty of the Division of Teacher Education will increase their productivity in areas of targeted weakness through collaboration with one another and professionals from the broader educational community.*

1. **Institutional Goal(s) Supported by this Goal:**
   SP # 3

2. **Evaluation Procedure(s)**
   Goals were established by each faculty member prior to the beginning of the academic year and reviewed in a conference with the Division Chair to determine their appropriateness and determine support needed to accomplish the goals. Progress toward goals was reviewed throughout the year, and a final evaluation of goal attainment was conducted at the conclusion of the year during faculty evaluation conferences (between faculty/Division Chair).

3. **Actual Results of Evaluations:**
   Elementary Education faculty developed a partnership with Bell Elementary to enhance field experiences and candidate contact with P-12 students. To offer candidates more options in course format, faculty in the special education and MAT programs refined distance learning course offerings while faculty in all programs implemented intersession courses. Special education faculty developed action research projects for candidates in one graduate course, with candidates presenting the data at a poster session at the ROMEA conference. Elementary education faculty were involved in the implementation of two grants serving P-12 teachers in the Delta area; faculty across programs presented
nine professional development workshops for P-12 teachers. Finally, faculty across programs presented paper and poster presentations at national, regional, state, and local professional meetings.

4. Use of Evaluation Results:
Evaluation results were used to design measures to ensure that each faculty member continues to grow professionally. They were considered in merit pay decisions and in promotion and tenure decisions for eligible faculty.

G. Goal #7
The Division of Teacher Education will promote increased undergraduate student involvement in professional organizations and service learning simultaneously through the alignment of course outcomes with professional/service learning experiences.

1. Institutional Goal(s) Supported by this Goal:
   SP #1; QEP # 1

2. Evaluation Procedure(s):
   At faculty meetings and retreats, faculty reviewed results of both the faculty assessments and student feedback.

3. Expected Results:
   All students in undergraduate education courses were given the opportunity to be involved in a service learning project. Service learning components were found in elementary education and special education courses. Opportunities were also provided through student organizations. Service learning opportunities have included Bedtime Story Hour, Pajama Performances, Dr. Seuss Birthday Celebration, Crossties Art Council, Born to Read, parent/teacher interviews on inclusion, Very Special Arts Day, and the Literacy Enhancement Clinic.

4. Use of Evaluation Results
   Evaluation results were studied to assist in making future plans for experiences of this nature.

IV. Data and information for department:
The following tables provide data for the Division of Teacher Education.

Table 1: Enrollment by Major

Table 2: Graduates by Major
Table 3: Credit Hour Production by Discipline

Table 4: Comparison of Enrollment by Major

Table 1

<table>
<thead>
<tr>
<th>ENROLLMENT BY MAJOR</th>
<th>Summer 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
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<tr>
<td></td>
<td>UG</td>
<td>GR</td>
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<tr>
<td>Elementary Education</td>
<td>269</td>
<td>72</td>
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<td>Master of Arts in Teaching</td>
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<td>-</td>
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<td>Special Education</td>
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<td>Subtotal</td>
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Table 2

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<th>GRADUATES BY MAJOR</th>
<th>December 2006</th>
<th>May 2007</th>
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<td>Elementary Education, Undergraduate</td>
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<td>Elementary Education, Master’s</td>
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<td>Elementary Education, Ed.S.</td>
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<tr>
<td>Master of Arts in Teaching</td>
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<tr>
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<tr>
<td>Special Education, Graduate, Master’s</td>
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<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>34</td>
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Table 3

CREDIT HOUR PRODUCTION BY DISCIPLINE

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<tr>
<th>Discipline</th>
<th>Summer 2006 UG</th>
<th>GR</th>
<th>Fall 2006 UG</th>
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<th>Spring 2007 UG</th>
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</table>

Table 4

A COMPARISON OF 2004-05 AND 2005-06 ENROLLMENT BY MAJOR

<table>
<thead>
<tr>
<th></th>
<th>'05 Summer</th>
<th>'05 Fall</th>
<th>'06 Spring</th>
<th>'06 Summer</th>
<th>'06 Fall</th>
<th>'06 Spring</th>
<th>'07</th>
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<td>Elementary Education (UG)</td>
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<td>Master of Arts in Teaching</td>
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<tr>
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<tr>
<td>Special Education (GR)</td>
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<td>54</td>
<td>37</td>
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<td>438</td>
<td>205</td>
<td>463</td>
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</table>
V. Personnel:

A. Faculty for the Division, 2006-2007:

Full time:

Dr. Levenia Maxwell-Barnes, *Elementary Education*
Dr. Cheryl Cummins, *Elementary Education*
Dr. Joe Garrison, *Elementary Education*
Dr. Leslie Griffin, *Elementary Education*
Dr. Vicki Hartley, *Special Education*
Dr. Maud Kuykendall, *Special Education*
Ms. Elaine Lambert, *Special Education*
Dr. Sandy Rakes, *Elementary Education*
Dr. Lindon Ratliff, *Elementary/Secondary Education*
Dr. Corlis Snow, *Elementary Education*

Staff:
Ms. Camesha Benson, *Senior Secretary for the Division*

Summary:

10 full-time faculty
1 administrator, (1/2 teaching)
1 staff, secretary

Adjunct Faculty for 2005-2006

<table>
<thead>
<tr>
<th>Summer 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Mayers (2)</td>
<td>Betsy Alexander</td>
<td>Betsy Alexander</td>
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<tr>
<td>Suzanne Potter (2)</td>
<td>Linda Baird</td>
<td>Jane Barr</td>
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<tr>
<td>Linda Russell</td>
<td>Jane Barr (2)</td>
<td>Dorothy Prestwich</td>
</tr>
<tr>
<td>James Smith</td>
<td>Carmen Caldwell (2)</td>
<td>James Smith</td>
</tr>
</tbody>
</table>
Review of Noteworthy Activities and Accomplishments for 2006-2007

The commitment of faculty in the Division of Teacher Education rendered the year extremely rewarding in terms of comprehensive program assessment, data-driven decision making, the implementation of technology, action research opportunities, and outreach to P-12 schools and the community. While engaged in intensive assessment work requiring the development of measurement instruments, course materials, and complex data management systems, the faculty were unwavering in their commitment to teaching while fulfilling myriad services to the College of Education, Delta State University, and the region. They ensured that the integrity of courses within each program remained intact, and that innovative approaches were infused. The breadth and depth of the body of work achieved this past year cannot be captured on paper.

1. **Teaching  
   Professional Growth and Development**
   - Held numerous **retreats** to refine program assessments consistent with National Council for Accreditation of Teacher Education (NCATE) and professional organization standards
   - Attended the following **training** and **informational sessions** related to teaching practices:
     - **American Association of Colleges of Teacher Education** annual meeting, New York, NY (Griffin, Cummins, Ratliff)
     - **Mid-South Educational Research Association** annual meeting, Birmingham, AL (Cummins, Garrison, Griffin, Ratliff, Snow)
     - **Mississippi Reading Association** annual meeting, Biloxi, MS (Griffin, Rakes)
     - **Ninth National New Teacher Center Symposium Institution**, San Jose, California (Rakes Pedersen, Ratliff, Griffin, Cummins)
     - **Arkansas Reading Association** annual meeting, Little Rock, AR (Barnes)
     - **Mississippi Association of Middle Level Education** annual meeting, Philadelphia, MS (Barnes)
     - **Symposium on Educator Dispositions**, Cincinnati, OH (Ratliff)
     - **American Council of Rural Special Education** meeting, Billings, MT (Hartley, Lambert)
     - **WebCT/Blackboard CE6** system training, Delta State University, Cleveland, MS (Kuykendall)
- National Council for the Accreditation of Teacher Education (NCATE) **Board of Examiner Training**, Mississippi Department of Education, Jackson, MS (Cummins, Griffin)
- 2006 **Teacher Work Sample Conference and Training**, Western Oregon University, Portland, OR (Cummins, Griffin)
- LEXILE **National Reading Conference**, Georgia Department of Education, Atlanta, GA (Griffin)

**Curriculum, Program Review and Development, Program Support**
- **Partnered with Bell Elementary School** teaching CRD 326 onsite to facilitate teacher candidates working with P – 12 students to test, diagnose, and remEDIATE reading difficulties. In addition, observation opportunities and modeling/demonstration lessons were provided to teacher candidates.
- Refined comprehensive assessment systems for all programs, requiring faculty to align identified assessments with national standards (those of respective professional organization and NCATE)
- Elementary education and special education programs completed and submitted professional organization reports to seek national recognition
- Revised syllabi to comply with NCATE and professional organization standards
- Refined implementation of **TaskStream**, the College of Education electronic portfolio/information technology system
- Refined implementation of Renaissance **Teacher Work Sample Methodology** in elementary education programs to assess teacher candidates’ impact on student learning in the P-12 school setting
- Refined syllabi, course materials, procedural guidelines, and assessments for the **Master of Arts in Teaching (MAT) Program**
- Refined implementation of distance learning courses, with totally online courses (CEL/CUR 611, Classroom Management; CSP 340, Survey of Special Education; CML 509, Technology in Education; CUR 649, TMI Internship: Dimensions of Learning) and several other courses utilizing web-based components
- Offered intersession courses (CML 509, Technology in Education; CRD 492, Special Topics in Reading Education; CSP 616, Behavior Management), as well as a range of elementary education courses in the SAFE program at GHEC
- The **Literacy Enhancement Clinic** provides clinical experiences for teacher candidates and diagnostic and remedial assistance to P-12 students
- Implemented service learning opportunities for teacher candidates, including these examples: Bedtime Story Hour, Pajama Performances, Dr. Seuss Birthday Celebration, Crossties Art Council, Born to Read, parent/teacher interviews on inclusion, Very Special Arts Day
- Created Delta Area Council for Exceptional Children chapter (Hartley, Lambert, Kuykendall)
• **Special Education Advisory Committee** continued to be active, with membership drawn from Delta area principals, special education directors, teachers, and parents (Hartley, Lambert, Kuykendall)

• **Division website** was developed (Hartley)

• **Division newsletter** was developed (Griffin, Hartley)

• **Participated in** GRE 501: Graduate Recruitment Day

• Developed and implemented **graduate orientation system** for Special Education (Hartley, Kuykendall, Lambert)

• **Collected data** from preservice teachers on their perceptions of inclusion (Kuykendall)

• **Action research** component added to CSP 647, *Practicum in Special Education* (Kuykendall)

• **Developed Blog** in CSP 546, *Advanced Survey in Exceptional Children*, intended to hold culturally responsive discussions within classes and with professionals across the country (Kuykendall)

• **Sponsored teacher candidate action research project**, *Teacher action research in special education*. Poster presentation at the second annual Delta State University Research and Scholarship Symposium, Cleveland, MS (Kuykendall)

• **Sponsored teacher candidate action research project**, *Voices of teachers and families of children with exceptional learning needs*. Poster presentation at the second annual Delta State University Research and Scholarship Symposium, Cleveland, MS (Kuykendall, Lambert)

• **Curriculum and catalog revisions** were made to the graduate special education program (Lambert, Hartley, Kuykendall)

• **Redesigned special education endorsement requirements** for undergraduate elementary education majors (Lambert, Hartley, Kuykendall)

2. **Scholarship**

*Papers/Presentations/Publications*


Griffin, L. (July 2006). *Study guide for Emmett Till Traveling Exhibition*. Capps Archives, Delta State University, Cleveland, MS.

Griffin, L. (November 2006). *Best practices in the preparation of teacher candidates for middle level education*. Paper presented at the National Association of Professors of Middle Level Education (NAPOMLE) at the National Middle School Association (NMSA) Annual Conference, Nashville, TN.


Kuykendall, M., Causey, T., Daniels, J., Exum, G., Gatlin, R., Hunt, L., Jackson, E., Jackson, K., & Thigpen, C. (2007, March). *Action research and the needs of diverse learners*. Paper presented at the 26th annual Delta State University F.E. Woodall Spring Conference for Helping Professions, Cleveland, MS.


Quon, F., Hogyan, S., Rakes-Pedersen, S. & Pinkerton, L (2006, September). *Reading to me: Promoting early literacy.* Poster presentation at the Faculty Development Conference on Teaching in Higher Education, Delta State University, Cleveland, MS.

Rakes, S. & Griffin, L. (2007, January). *Activating prior knowledge and building real world connections to improve comprehension in the content areas (7-12).* Paper presented at the annual meeting of the Mississippi Reading Association, Biloxi, MS.


**Editorial Reviews**

- *Elementary Social Studies Methods,* Wiley Publishing (Rakes Pedersen)
- *School: An Introduction to Education,* Wadsworth Publishing (Rakes Pedersen)

3. **Service and Collaboration**

- *Faculty Senate* as senator, secretary, executive board (Cummins)
- **Chair and co-chair** of NCATE Standard One Committee (Griffin, Garrison)
- **Spelling bee pronouncer/judge**, Presbyterian Day School (Cummins, Garrison, Lambert)
- **Judges** at 2nd Congressional District Reading Fair (all faculty)
- **Coordinator/pronouncer/judges** at Bolivar County Spelling Bee (Griffin, Cummins, Rakes Pedersen, Lambert)
- **Board member** St. Luke Methodist Neighborhood Children’s Program (Cummins, Rakes Pedersen)
- **Coordinator** of St. Luke Methodist Children’s Ministries (Cummins)
- **Member** of Presbyterian Day School Parent Teacher Organization (Cummins)
- **Secretary** of Delta Kappa Gamma (Cummins)
- **Coordinator**, Delta Reading Council (Rakes Pedersen)
- **Coordinator**, Mississippi Geographic Alliance for 17 DSU candidates to attend the pre-service conference (Rakes Pedersen)
- **Coordinator/monitor**, candidate service learning projects (Rakes Pedersen, Snow, Kuykendall)
- **IHL representative** to Mississippi Association of Middle Level Education and Mississippi Professional Educators Association (Barnes)
- **Panel member**, Annual Symposium on Educator Dispositions (Ratliff)
- **Developer/coordinator**, Literacy Enhancement Clinic providing diagnosis and remediation to P-12 students (Griffin, Snow)
- **Advisor**, Mississippi Early Childhood Association (Snow)
- **Community partner**, The Community Partnership Committee for the Cleveland Substance Abuse and Treatment Center (Snow)
- **Coordinator/supervisor**, Bedtime Story Hour for community children aged 2 – 9 (Snow)
- **Presenter**, A to Z Early Childhood Conference, sponsored by the DSU Child Development Center (Snow)
- **Coordinator**, Pajama Performances, literacy and performing arts activities for community children aged 2 – 9 (Snow)
- **Coordinator/participant**, Dr. Martin Luther King, Jr., Day of Service, Cypress Park Elementary, Cleveland, MS (Snow)
- **Presenter**, Christian Education Conference, Vernon Memorial Apostolic Church, Cleveland, MS (Snow)
- **Coordinators**, readings in local schools during Read Across America Celebration (Rakes Pedersen, Snow)
- **Facilitator/co-supervisor**, DSU volunteer candidates at craft booth, Greenville Pilot’s Club Very Special Arts Day (Kuykendall, Lambert)
- **Chair**, NCATE Standard 4 Committee (Kuykendall)
Technical Assistance/Professional Development Services Rendered to Area Schools

- **Teacher Retention Initiative** provides support to beginning teachers and their mentors in school districts served by the Delta Area Association for the Improvement of Schools (Cummins, Garrison, Griffin, Rakes Pedersen, Ratliff)
- **Evaluator**, Even Start Family Literacy program, Humphreys County School District, Belzoni, MS (Griffin)
- **Professional development workshop** on reading comprehension and critical thinking skills at Skyview Elementary, St. Paul, MN (Garrison)
- **Professional development workshop** for high school educators, *PowerPoint for Beginners*, presented through the Delta Area Association for the Improvement of Schools (Ratliff)
- **Coordinated professional development workshop**, Washington School, Greenville, MS (Griffin)
- **Professional development workshop** research-based teaching of handwriting, Presbyterian Day School, Cleveland, MS (Griffin)
- **Professional development workshops** training teacher assistants/paraeducators, beginning teacher mentoring, literacy, classroom management, and specific classroom interventions, Charleston County School District, Charleston, MS (Griffin)
- **Developed and coordinated** *Literacy Across the Curriculum: Institute for Grades 5 – 12*, IHL grant enabling area teachers to obtain *No Child Left Behind* highly qualified status
- **Mentor**, Mississippi Teacher Fellowship Program (Ratliff)
- **Member**, Delta Area Association for the Improvement of Schools Committee on Teacher Mentoring Programs (Ratliff)
- **Co-presenter, professional development workshop** for K-12 teachers, Literacy Enhancement Clinic, Delta State University, *Current research-based practices for literacy, student achievement, and community wellness: Improving literacy skills with nonfiction text.* (Snow)
- **Co-presenter, professional development workshop** for K-12 teachers, Literacy Enhancement Clinic, Delta State University, *Current research-based practices for literacy, student achievement, and community wellness: Improving student achievement* (Snow)
- **Co-presenter, professional development workshop** for K-12 teachers, Literacy Enhancement Clinic, Delta State University, *Current research-based practices for literacy, student achievement, and community wellness: Illiteracy and medication errors* (Snow)
- **Professional development workshops** on inclusion for Canton Public Schools (Hartley)
- **Professional development workshops** on inclusion for Cleveland School District (Hartley)
- **Professional Development workshop** on writing IEPs for Charleston Public Schools (Hartley)
- **Presenter**, *Inclusive practices in early childhood education* for the Coahoma County Council of Early Childhood Association (Kuykendall, Lambert)
Affiliation with/Support of Professional Organizations, University, College, and Division Committees
Faculty members provide extensive service as sponsors, officers, and/or committee members in the following organizations. Additionally, they hold membership in many additional organizations.

National Rural Education Association
Mississippi Rural Education Association
Kappa Delta Pi
Mississippi Department of Education Higher Education Literacy Council
Delta Kappa Gamma
Delta Reading Council
Mississippi Professional Educators
Mississippi Association for Middle Level Education
Mississippi Early Childhood Association
American Council for Rural Special Education
Council for Exceptional Children
American Association for Colleges of Teacher Education
National Middle School Association

Faculty members are highly involved in committee work at the University, College, and Division levels. During the past year, the Division had representation on each of the following:

University
Student Engagement Champions
Library Committee
Tenure and Promotion Appeals Committee
Tenure and Promotion Committee
Courtesy Committee
Health and Wellness Committee
Safety and Environment Committee
Faculty Senate
Merit Pay Appeals Committee
Attendance Appeals Committee
Graduation Committee
Writing Across the Curriculum Committee

College
All NCATE Standards Committees
Tenure/Promotion Committee
Doctoral Advisory Committee
Doctoral Dissertation Committees
Recruitment Task Force
Beautification Task Force
Search Committee for Dean of College of Education
Reviewer, Delta Education Journal

Division
Student Advisory Council
Teacher Education Council
Curriculum Committee
NCATE Committees
Numerous ad hoc committees
Courtesy Committee
New Faculty Mentors

New position(s) requested, with justification: No new positions were requested.

Recommended change of status: Dr. Corlis Snow was named the coordinator of the undergraduate and graduate elementary education program; she replaced Dr. Joe Garrison as coordinator of the graduate elementary education program and Dr. Leslie Griffin as coordinator of the undergraduate elementary education program. Dr. Lindon Ratliff was named the coordinator of the Master of Arts in Teaching program. Dr. Cheryl Cummins will become the Director of the Office of Field Experiences on July 1, but will continue to teach two courses in the elementary education program during the fall and spring semesters. Dr. Jenetta Waddell was named Chair of the Division of Teacher Education, replacing Dr. Leslie Griffin, who was named Dean of the College of Education; Dr. Waddell was also named Assessment Director for the College of Education Unit. Mrs. Dianne Thomas was hired as Assistant Professor of Elementary Education, with employ to begin in the Fall 2007 semester; Mrs. Thomas will complete her doctoral program this summer. The position of Instructor of Teacher Education/Assessment Coordinator is currently being advertised and will be filled for the Fall 2007 semester.
VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year: Course revisions were made for the following: Elementary Education – CRD 326, CRD 492; MAT – CEL/CUR 611, CML 509, CUR 649; Special Education – CSP 340, CSP 616, CSP 647

Recommended changes for the coming year(s): none

VII. Division/Department Goals for Coming Year:

This is a statement of goals for the coming year. These are operational goals for the unit that are NOT tied directly to student learning outcomes.

A. Goal # 1

Review and/or revise the program assessment system for each degree program within the Division of Teacher Education. The data collected in the program assessment systems will be analyzed and used to make program improvements.

1. Institutional Goal(s) Supported by this Goal:
   SP # 1; QEP #s 2, 4

2. Expected Results:
   All programs will implement a comprehensive program assessment system that satisfies guidelines established by their respective professional organizations, as well as the National Council for Accreditation of Teacher Education (NCATE) Standards. Program coordinators will meet with the Division Chair on an individual basis to review the assessment systems and provided progress reports throughout the year.

3. Evaluation Procedure(s):
   The faculty of the undergraduate elementary education program will use ACEI requirements and NCATE standards to review and/or revise the initial candidate program assessment system currently in use. The faculty of the graduate elementary education program will use ACEI requirements, National Board for Professional Teaching Standards (NBPTS), and NCATE standards to review and/or revise the advanced program assessment system currently in use. The Master of Arts in Teaching (MAT) faculty will use the NCATE Standards to review and/or revise the program assessment system currently in use. The special education faculty will revise the program assessment system currently in use to meet CEC requirements.
4. Use of Evaluation Results:
Information detailing the program assessment system for each program will be disseminated to internal and external stakeholders for explanation, review, and comment. The Special Education professional program report containing the revised program assessment system will be resubmitted to CEC. The data collected in the program assessment systems will be analyzed and used to make program improvements.

B. Goal # 2
The information technology system for managing assessment data across programs within the Division of Teacher Education will be refined through the continued utilization of TaskStream and/or other data management tools.

1. Institutional Goal(s) Supported by this Goal:
   SP # 3; QEP # 2

2. Expected Results:
The use of TaskStream and/or other data management systems will become institutionalized by identifying and addressing problems with the systems in order that data may be analyzed regularly and systematically.

3. Evaluation Procedure(s):
   Progress toward this goal will be discussed and verified during faculty meetings/retreats.

4. Use of Evaluation Results:
   Evaluation results will be considered in making decisions regarding information technology systems for managing assessment data.

C. Goal #3
The Division of Teacher Education will increase outreach efforts through the continued upgrading of the enhanced division website, including a link to the Division newsletter. These efforts will be coordinated with the university Office of Recruitment to aid the Division in implementing an effective strategy for outreach and recruitment.

1. Institutional Goal(s) Supported by this Goal:
   SP #s 2, 4, 5; QEP #2
2. Expected Results:
Prospective students will be able to access Division and program information through the enhanced website. Alumni and prospective students, as well as the broad community, will gain updates on Division news through electronic newsletters. Enrollment will increase a minimum of 5%.

3. Evaluation Procedure(s):
The Website Enhancement Task Force will meet regularly with the Division Chair to review progress. Feedback regarding the quality of services provided through the website will be solicited from students, alumni, and others accessing the site.

4. Use of Evaluation Results:
Evaluative information will be used to continually upgrade the website.

D. Goal #4
The Division of Teacher Education will continue to promote increased undergraduate student involvement in professional organizations and service learning simultaneously through the alignment of course outcomes with professional/service learning experiences. Examples of these experiences include the Literacy Enhancement Clinic, Crosstie Arts Council, Born to Read, and Dr. Seuss Day.

1. Institutional Goal(s) Supported by this Goal:
   SP #1; QEP # 1, 3

2. Expected Results:
   All students in undergraduate education courses will have opportunities throughout their programs of study to become involved in service learning projects through a professional affiliation. The project(s) will relate to course outcomes and align with course content within the program. Appropriate rubrics/feedback checklists will be developed for the project(s). Informal feedback related to the usefulness of the experience will also be collected.

3. Evaluation Procedure(s)
   A faculty committee will review results of both the faculty assessments and student feedback.

4. Use of Evaluation Results
   Evaluation results will be studied and inform future planning for experiences of this nature.
E. Goal #5
The faculty of the Division of Teacher Education will increase their productivity in areas of targeted weakness through collaboration with one another and professionals from the broader educational community.

1. Institutional Goal(s) Supported by this Goal:
   SP # 3

2. Expected Results:
   Each faculty member will review past performance, target an area of weakness in teaching, scholarship, or service, and develop a goal/related plan for addressing the weakness. Collaboration and support among faculty within the Division and the broader educational community will increase, with the resulting exchange of information/ideas strengthening the programs within the Division.

3. Evaluation Procedure(s):
   Goals will be established by each faculty member prior to the beginning of the academic year and reviewed in a conference with the Division Chair to determine their appropriateness and determine support needed to accomplish the goals. Progress toward goals will be reviewed throughout the year, and a final evaluation of goal attainment will be conducted at the conclusion of the year during faculty evaluation conferences (between faculty/Division Chair).

4. Use of Evaluation Results:
   Evaluation results will be used to design measures to ensure that each faculty member continues to grow professionally. They will also be considered in promotion and tenure decisions for eligible faculty.

F. Goal #6
Encourage the development of a broad-based learning community made up of faculty, and teacher education students and candidates through the development of Reading Circle opportunities.

1. Institutional Goal(s) Supported by this Goal:
   SP # 1; QEP # 1, 3, 4

2. Expected Results:
   Student-student and faculty-student interactions will increase through dialogue focusing on professional readings.
3. **Evaluation Procedure(s):**
   Data will be gathered through periodic surveys of faculty and students/candidates. Informal anecdotal information may also be gathered during the Reading Circle meetings.

4. **Use of Evaluation Results:**
   Survey data will be used to select future readings and Reading Circle formats.
DIVISION OF TEACHER EDUCATION

2006-07 ANNUAL REPORT APPENDICES
Appendix A – Rubrics and Instruments

Instrument 1 – Student Teacher Assessment Instrument (STAI)
Linked to INTASC (IN) Standards

I. PLANNING AND PREPARATION (PORTFOLIO)*

1. Specifies or selects learner objectives for lessons. (IN 1, 7)
Well-planned objectives guide student learning and are aligned with curriculum goals. Objectives should be written in specific behavioral terms. One purpose for writing objectives in specific behavioral terms is to be able to assess with precision whether the instruction has resulted in the desired behavior. Effective teaching reflects careful planning. The objectives should be appropriate for the lessons.
   1. No objectives are present or are not stated as performance outcomes.
   2. Objectives are stated as performance outcomes, but are out of sequence.
   3. Objectives are stated in performance outcomes and are properly sequenced.
   4. In addition to 3, objectives are planned for different instructional levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).

2. Specifies or selects procedures for lessons. (IN 1, 7)
Instructional procedures are the various ways in which teachers can structure learning activities. These activities can involve students in large groups, small groups, or individually, and are designed to foster student involvement and enhance the learning experience. Activities range from teacher directed to student initiated.
   1. No procedures are included, or procedures are not referenced to objectives.
   2. Procedures are referenced to objectives, but are inappropriate for learners.
   3. Procedures are referenced to objectives and are appropriate for learners.
   4. In addition to 3, procedures are both learner-centered and student teacher-centered.
3. **Specifies or selects content materials and media for lessons. (IN 1, 7)**

Instructional materials are concrete resources that students use to learn the content of the lesson. Materials need not be elaborate or expensive. Teachers should be able to incorporate into their lessons relevant materials that students may bring to class. Materials and resources must be appropriate to the students. In a diverse classroom, this will require the use of a variety of types of materials.

1. No supplementary material is specified or is limited to textbooks and worksheets.
2. Supplementary materials (two or more) other than textbooks and worksheets are specified and are related to procedures.
3. Extensive use of materials (four or more instances in a plan) other than textbooks and worksheets is specified and related to procedures.
4. In addition to 3, student teacher shows initiative and creativity in developing original materials.

4. **Specifies or selects materials and procedures for assessing learner progress. (IN 1, 7)**

Assessment is an integral part of an ongoing educational process. In order to effectively assess how students are progressing, teachers must plan the means of assessment. The teachers may create evaluation strategies or select them from instructional materials. For certain objectives, tests may be less appropriate than other strategies such as observation of student performance. Whatever the strategy, the evaluation must provide the teachers with useful information about the extent to which the instructional goals have been met.

1. No assessment procedures are specified in the plans or are inappropriate for learners or not matched to objective.
2. Assessment procedures are included which are related to the objectives and appropriate for learners.
3. Multiple assessment procedures are included (four or more).
4. In addition to 3, attitudes of learners toward content and method of instruction are assessed.

5. **Uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs. (IN 2, 7)**

The teacher plans instruction and activities at multiple levels to meet the developmental and individual needs of diverse learners. A variety of teaching techniques and learning experiences accommodates differences such as learning styles, multiple intelligences, and special education/gifted education needs.

1. Planning does not address developmental or individual needs.
2. Planning addresses the developmental and individual needs of some students.
3. Planning addresses the developmental and individual needs of most students.
4. Planning addresses the developmental and individual needs of all students in the classroom.

6. Uses knowledge of students' needs, interests, and experiences. (IN 2, 5)

Teachers need to be aware of student interests and experiences based on information they gather by talking with students, listening to student discussions, and using interest surveys. This acknowledgment should be evident in the presentation of lessons.

1. Student teacher lacks familiarity with the students' background interests and experiences.
2. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, but does not use this knowledge in developing learning experiences.
3. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, and sometimes uses this knowledge in developing learning experiences.
4. Student teacher demonstrates a thorough understanding of students' background experiences, interests, and needs, and consistently uses this knowledge in developing learning experiences.

7. Plans lessons that integrate knowledge from several subject areas. (INTASC 1, 7)

Teachers develop instruction to engage students and enhance learning. When lessons integrate knowledge from several subject areas, the information presented gains a sense of cohesiveness and provides structure to student learning, avoiding the piece-meal approach that might otherwise occur. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.

1. Student teacher provides instruction that relates only to one subject and focuses on specific skills.
2. Student teacher maintains a discipline-centered focus and offers limited assistance in helping students make connections across disciplines.
3. Student teacher maintains a discipline-centered focus and frequently attempts to help students to make connections across disciplines.
4. Student teacher designs discipline-centered tasks which require students to integrate multiple disciplines where possible (e.g., primary level). Student teacher assumes responsibility for more than one discipline and assists students in realizing the natural connections across disciplines.
8. **Incorporates multiculturalism and diversity in lessons. (IN 3)**

Cultural differences present both opportunities and challenges for teachers. To maximize learning opportunities, teachers must learn about the cultures represented in their classrooms, then translate this knowledge into instructional practice. Teachers who lack sensitivity to cultural differences may misinterpret the behavior of minority students in ways that may lead to underestimating the academic potential of these pupils. To work successfully and effectively with children of diverse backgrounds, teachers must develop special skills that include the following:

- Promoting cross-cultural competency and inter-group understanding and collegiality in the classroom and in the larger community
- Communicating positively with each student and parent/guardian
- Establishing a classroom climate in which each student feels he or she can learn and wants to learn
- Maintaining high expectations for each student
- Involving students in a democratic classroom environment in which they are encouraged to understand and make important decisions about their own learning
- Personalizing learning and assessment for each student, and using knowledge about the culture and family background of each to develop a culturally relevant learning environment
- Teaching using a variety of strategies which match the students' strengths, interests, cultures, and learning styles
- Using techniques that emphasize cooperative learning and de-emphasize competitive learning
- Integrating multicultural content into the curriculum so that the experiences, beliefs, and perspectives of various cultural groups are represented
  1. Student teacher seldom incorporates an awareness of cultural differences in lessons.
  2. Student teacher superficially acknowledges differences within the class.
  3. Student teacher often plans opportunities for students to share their diversities and cultural heritage.
  4. In addition to 3, sensitivity and awareness are consistently evident.

* These items may be assessed by interviewing and reviewing data.
II. COMMUNICATION AND INTERACTION

9. **Uses acceptable written, oral, and nonverbal communication with students.** (IN 6)

   The teacher appropriately models verbal and nonverbal communication. This includes the use of correct grammatical structures, subject-verb agreement, and proper tense, etc. Spelling is correct in written work. Written materials are easily read, including work on chalkboards, handouts, transparencies, and comments on student work. Nonverbal communications are appropriate and meaningful.
   
   1. Student teacher frequently demonstrates inappropriate use of written and/or oral language. Appropriate nonverbal communication is not apparent.
   2. Student teacher usually demonstrates appropriate use of written and oral language. Appropriate nonverbal communication is limited.
   3. Student teacher frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate.
   4. Student teacher consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate.

10. **Communicates high expectations for learning to all students.** (IN 3)

   Research substantiates that student achievement and behavior conform closely to the teacher’s expectations. Students for whom teachers hold high expectations give more correct answers and achieve higher average scores on year-end standardized tests than do students for whom the teacher holds low expectations. If students feel their efforts will produce results in schools, and if the teachers and school are supportive of their efforts, they are more likely to succeed.
   
   1. Student teacher communicates to individuals, groups, or the class as a whole that they are incapable of learning.
   2. Student teacher communicates to a few students that they are capable of meeting learning expectations.
   3. Student teacher encourages most students to meet challenging learning expectations.
   4. Student teacher actively encourages all students to meet challenging learning expectations.
11. **Demonstrates communication skills which show sensitivity to diversity.** (IN 3, 6)

Teachers should seek to gain an understanding of the various cultural, ethnic, socio-economic, gender, and special population groups represented in the classroom. They should become familiar with and sensitive to the background experiences of their students, and demonstrate, through words and actions, their respect for a range of student diversity. To work successfully with students of diverse backgrounds, teachers must build the learning around the students' individual learning styles, communicate positively with students, establish a classroom climate in which students want to learn, hold and maintain high expectations for each student, involve students in understanding and in making important decisions about their own learning, personalize learning for each student, provide learning activities adapted to individual students' skill levels, teach to individuals by using a variety of strategies, and use techniques that emphasize cooperative learning and that de-emphasize competitive learning.

1. Student teacher seldom recognizes diversity within the classroom.
2. Student teacher is aware of diversity within the classroom, but seldom adjusts communications and actions.
3. Student teacher is aware of diversity within the classroom and often adjusts communications and actions to demonstrate sensitivity to the various cultures.
4. Student teacher is aware of and celebrates diversity, encourages appreciation of diversity, and demonstrates sensitivity through communications and actions.

12. **Listens to students and demonstrates interest in what they are saying by responding appropriately.** (IN 2, 6)

Listening is an important aspect of the learning environment. Effective teachers make time to listen to individual students and show a sincere interest in what they are saying. They also demonstrate active listening skills, listening carefully and attentively to gain information that students share.

1. Student teacher does not respond to student comments.
2. Student teacher is inconsistent in responding to what students are saying.
3. Student teacher looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing.
4. Student teacher responds to students with appropriate nonverbal feedback and by summarizing what students have shared.
13. **Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness, and risk-taking.** (IN 6)

Without a classroom climate that encourages inquiry and risk-taking, little critical, creative, or higher-level thinking can take place. The effective teacher builds a climate of openness where students feel free to express and try out ideas. Such a climate promotes mutual respect and acceptance and is free of ridicule and sarcasm. Students' efforts are recognized and encouraged.

1. Student teacher has limited rapport with students, rarely encourages inquisitiveness, and discourages interaction and questioning.
2. Student teacher establishes rapport with students, or develops an atmosphere of limited inquiry.
3. Student teacher establishes rapport with students and often encourages inquiry.
4. In addition to 3, the student teacher accepts students' ideas and fosters academic risk-taking.

14. **Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning.** (IN 2, 5, 6)

Student-to-student communication promotes achievement. It can be effectively used to allow students to practice and extend language skills, share ideas, feel part of the classroom community, and think responsibly and independently. Effective teachers encourage such communications by allotting time for student interaction, making physical arrangements which promote communication among students, planning appropriate group tasks, and facilitating the sharing of group results.

1. Student teacher does not involve the students in any type of interactive activities.
2. Student teacher provides occasional opportunities for student-to-student communication.
3. Students regularly participate in interactive activities planned by the student teacher.
4. Students frequently work together, not only on student teacher planned activities, but also on self-selected projects.

15. **Establishes relationships with parents and guardians.** * (IN 10)

Research strongly supports the significance of involving families in their children's education because such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increasing communications with parents and guardians, helping them to assist their children in learning at home, and encouraging their participation at school.
4. Student teacher does not communicate with parents and guardians or attempt to establish relationships.
5. Relationships are established only in response to problems that occur or to parental and guardian requests.
6. Student teacher initiates communication and relationships with parents and guardians.
4. In addition to 3, student teacher builds and sustains relationships with parents and guardians for a variety of purposes.

* These items may be assessed interviewing and reviewing data.

III. TEACHING FOR LEARNING

16. Displays knowledge of the subject being taught. (IN 1)

Knowledge of the subject being taught is the foundation of effective teaching.
1. Student teacher does not demonstrate basic knowledge of the subject being taught.
2. Student teacher demonstrates limited knowledge of the subject being taught.
3. Student teacher displays an adequate knowledge base of the subject being taught.
4. Student teacher displays extensive knowledge of the subject being taught.

17. Projects enthusiasm for teaching and learning. (IN 5)

Teachers who excel in this area create an atmosphere of enthusiasm about the importance of learning and the significance of the content. They care deeply about their subjects and invite students to share the journey of learning. Students are intrinsically motivated due to the way teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect. The work is real and significant and becomes important to students as well as to teachers.

This indicator includes verbal and nonverbal teacher behaviors that stimulate students' attention, interaction, and participation. Skills include physical movement, voice, pacing, and body language (i.e., gestures, posture, facial expression, and eye contact).
1. Student teacher does not exhibit enthusiasm about the topic being taught.
2. Student teacher shows limited enthusiasm for the topic being taught.
3. Student teacher usually conveys enthusiasm for the topic being taught.
4. Student teacher consistently shows enthusiasm for teaching and learning in a variety of ways.
18. Uses knowledge of students' prior understandings and experiences to make instruction relevant and meaningful. *(IN 1, 3, 7)*

For any topic of study, students have prior knowledge that provides a foundation for new learning. Teachers assess and value this knowledge, select and use instructional materials that are relevant to students' cultural experiences, and facilitate students' sharing through a variety of communication modes. Teachers build students' motivation and achievement by gaining knowledge of their interests, experiences, and characteristics to make instruction meaningful.

1. Student teacher makes little effort to assess, or seldom connects, learning to students' interests and experiences.
2. Student teacher attempts to make learning relevant, but is unsure of students' interests and understandings, or student teacher assesses but does not use information in lesson preparation.
3. Student teacher assesses the students' interests and knowledge, often connecting assessment results to instruction.
4. Student teacher assesses students' interest, characteristics, and knowledge, consistently connecting the lesson to students' interests.

19. Uses a variety of appropriate teaching strategies. *(IN 4)*

To accommodate student diversity and differences in subject matter, a variety of teaching strategies is necessary. Teaching strategies may include, but are not limited to, cooperative learning, direct instruction, discovery learning, demonstration, discussion, inquiry, simulation, independent study, and student research.

1. Student teacher varies teaching strategies, but none are used effectively.
2. Student teacher uses one strategy effectively.
3. Student teacher uses a limited number (2 or 3) of teaching strategies effectively.
4. Student teacher uses a variety (4+) of teaching strategies effectively.

20. Provides learning experiences that accommodate differences in developmental and individual needs. *(IN 2, 3, 4)*

The effective teacher plans and conducts activities at multiple levels to meet the developmental and individual needs of diverse students. A variety of teaching techniques and learning experiences accommodate different learning styles and performance modes, multiple intelligences, and special education/gifted education needs.

1. Instruction does not accommodate developmental or individual needs.
2. Instruction accommodates the developmental and individual needs of some students.
3. Instruction accommodates the developmental and individual needs of most students.
4. Instruction accommodates the developmental and individual needs of all students.
21. **Relates concepts using language that is understood by the students. (IN 4, 6)**

Effective teachers use appropriate expressions, demonstrations, vocabulary, and illustrations to communicate concepts.
1. Student teacher communicates using language that is developmentally inappropriate.
2. Student teacher communicates using language that students seldom understand, and rarely adjusts concept presentation when students misunderstand.
3. Student teacher communicates using language that students understand and adjusts communication to enhance learning.
4. Student teacher consistently communicates using language students understand, is aware of students' misunderstandings, and skillfully adjusts language.

22. **Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary. (IN 4)**

This indicator focuses on the initial directions and explanations given at the beginning of the lesson and/or each activity within the lesson. The teacher should give clear, direct instructions. Additional clarifications that are needed by individuals should be handled separately so the entire group is not delayed. The teacher should also model the task when appropriate.
1. Student teacher's instructions are seldom understood by students.
2. Student teacher provides incomplete or vague instructions, occasionally attempting to clarify or provide examples.
3. Student teacher usually provides complete instructions for carrying out instructional activities.
4. Student teacher consistently provides complete instructions for carrying out instructional activities and uses concrete examples for clarification when necessary.

23. **Incorporates a variety of technology and resources into instruction. * (IN 6)**

When teachers efficiently and appropriately incorporate technology and other appropriate resources into instruction, students' motivation, understandings, and skills improve.
1. Student teacher seldom uses available technology or resources.
2. Student teacher sometimes ineffectively uses available technology or resources, or technology or resources do not fit the planned lessons.
3. Student teacher uses lesson-appropriate technology or resources.
4. Student teacher demonstrates skillful and creative use of technology or resources at appropriate times, and effectively uses available resources and student teacher made and other original materials.

24. Provides opportunities for students to apply concepts in problem-solving and critical thinking. (IN 4, 6)

Critical thinking refers to students' abilities to recognize, identify, and understand problems and discrepancies, to propose and test solutions, to arrive at tentative conclusions based on the data collected, and to evaluate conclusions. Problem solving is not a teaching strategy, but a high-order intellectual behavior that facilitates learning. In order to ensure that this process is effective, students' must complete the entire cycle. The cycle includes a step-by-step process: recognizing, identifying, and understanding problems, proposing solutions, testing solutions, and arriving at tentative conclusions.

1. Student teacher seldom provides opportunities for students to apply concepts in problem-solving and critical thinking, or student teacher provides solution.
2. Students are given opportunities to recognize and identify problems and to propose, test, or evaluate solutions.
3. Students are given opportunities to recognize and identify problems and to propose solutions. However, students never actually test solutions, arrive at tentative conclusions, or evaluate solutions.
4. Students are given opportunities to complete the critical thinking/problem solving cycle.

25. Uses questioning to identify misconceptions or confusion and to monitor student work. (IN 6)

Questioning is a vital part of classroom interactions. Teachers' questions are used to explore and build student understanding, identify student confusion, and monitor students' work. Sometimes a series of related questions are needed to clarify student misconceptions. Teachers assess student understanding by asking specific questions related to the topic.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions to check for understanding, but does not attempt to clarify misconceptions.
3. Student teacher uses questioning to check for misconceptions and sometimes uses this information to clarify concepts.
4. Student teacher consistently uses questioning to clarify misconceptions and monitor student work.

26. Uses higher-order questions to engage students in original, creative, and evaluative thinking. (IN 4, 6)

Independent, life-long learners use higher-level thinking to solve problems, analyze components of situations, synthesize or bring together ideas, create and refine new ideas, and make and support judgments. Teachers should structure and sequence questions in a way that is designed to guide students to higher levels of thinking. Appropriate and purposeful questions at a variety of levels should be used.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions at the lowest level – gathering and recalling information. (knowledge, comprehension)
3. Student teacher asks intermediate level questions which are designed to apply knowledge of cause and effect, analyze, summarize, compare/contrast, or classify data. (application, analysis)
4. Student teacher asks high level questions which encourage students to think intuitively, creatively, and hypothetically; to use their imaginations; to identify a value system; or to evaluate judgments. (synthesis, evaluation)

27. Uses community resources to enhance student learning. (IN 10)

Any community has resources that teachers may use to enhance learning. Settings as diverse as city halls, fire stations, parks, businesses, and service agencies enhance students' understanding and appreciation of local resources and the knowledge and skills of people in the community. Persons representing a variety of professions, trades, and avocations might visit the classroom to share their expertise, enthusiasm, and values. Students' family members are often positive resource persons who can build appreciation of diverse talents and interests.

1. Student teacher does not use community resources.
2. Student teacher has limited use of community resources.
3. Student teacher effectively uses community resources.
4. In addition to 3, students use community resources.
28. Adjusts strategies in response to learner feedback and encourages students to expand on and support their responses. (IN 4, 6)

Feedback facilitates learning because it guides students and expresses recognition/appreciation for their efforts. Feedback may include praise as well as guidance about incorrect and incomplete responses. It may also prompt students to extend or support their responses or to react to others' answers.

1. Student teacher seldom makes an attempt to determine whether students are understanding and gives little or no feedback. Or, student teacher uses negative words or actions to discourage students from giving responses or asking questions.
2. Student teacher passively accepts student responses. Or, student teacher does not call on students in an equitable manner.
3. Student teacher asks for and responds to student input during the lesson. Student teacher seeks to have student extend their answers or explanations by asking probing questions.
4. Student teacher incorporates student responses in current and/or subsequent lessons or activities.

29. Uses adequate wait time for responses in order to encourage high-level, reflective thinking. (IN 2, 4)

Research has shown the effectiveness of wait time in terms of gaining more learning, longer student responses, high-level responses, and student-to-student responses. After asking thought-provoking higher-level questions, teachers should provide students with adequate time to think.

1. Student teacher gives inappropriate wait time.
2. Student teacher allows appropriate wait time of 3 to 5 seconds.
3. In addition to 2, student teacher elicits higher-level, reflective thinking.
4. In addition to 3, student teacher allows appropriate wait time after student responses.

30. Gives timely feedback on academic performance and discusses corrective procedures to be taken. * (IN 8)

Effective feedback based on informal assessment addresses standards of academic or cognitive performance, students' progress, and corrective procedures. The feedback should be immediate and ongoing. Reinforcement, praise, and criticism are purposeful. Students' metacognitive abilities should be developed so they can provide their own feedback.
1. Student teacher seldom provides timely feedback on performance.
2. Student teacher provides limited use of feedback, reinforcement, and praise.
3. Student teacher demonstrates adequate feedback and purposefully uses reinforcement and praise.
4. In addition to 3, students use metacognitive strategies to provide their own feedback.

* These items may be assessed by interviewing and reviewing data.

**IV. MANAGING THE LEARNING ENVIRONMENT**

31. **Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (IN 5)**

Effective teachers are usually perceived by students as being fair and supportive. They are consistent and equitable in their treatment of and interactions with students. Such teachers relate well to each student and create a classroom climate that motivates and facilitates learning.

1. Student teacher is not always fair in the treatment of students.
2. Student teacher is fair in the treatment of students, but does not promote a positive and interactive learning environment.
3. Student teacher is fair in the treatment of students and actively encourages fairness among students.
4. Student teacher successfully creates a positive, interactive environment and establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

32. **Uses instructional time effectively. (IN 5)**

An important aspect of using time effectively is pacing the lesson in ways that are appropriate for the students. Using time effectively also implies making sure that time spent on necessary, but non-instructional processes, is minimized. Students should be engaged in meaningful learning experiences throughout the class period. Transitions from one method or lesson to another should be smooth.

1. Substantial instructional time is spent in non-instructional activities or time is wasted during transitions.
2. There are some unnecessary delays, undesirable digressions from the topic, or ineffective transitions between activities.
3. Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.
4. Pacing is appropriate, transactions are smooth, and there are no unnecessary delays or undesirable digressions.

33. Monitors students' participation and interpersonal interactions in learning activities. (IN 5)
The teacher must monitor participation in learning activities while teaching and as students work. The teacher should observe and support student interaction in learning activities and refocus students to tasks if necessary. Clear, established procedures will help keep students on task.
   1. Student teacher seldom monitors students' interactions.
   2. Student teacher passively monitors students' interactions, but makes no attempt to redirect student learning.
   3. Student teacher monitors student learning by moving among the students and refocusing students to tasks as necessary.
   4. In addition to 3, students are given opportunities to self-monitor.

34. Establishes efficient routines for procedural tasks and delegates to students. (IN 5)
   To maximize learning time, routine procedural tasks are handled smoothly in the classroom. These procedural matters may or may not be directly related to instruction (bookkeeping, distribution and collection of materials, collecting lunch money, etc.). When students are involved in handling routine tasks, the teachers are able to attend to other matters and student responsibility is enhanced.
   1. Student teacher seldom attends to or delegates routine tasks.
   2. Student teacher or students attend to routine tasks in a disruptive or inefficient manner.
   3. Student teacher and students jointly handle routine tasks efficiently.
   4. In addition to 3, the student teacher delegates appropriate responsibilities to students who consistently complete these tasks efficiently.

35. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning. (IN 5)
   Without rules and standards for behavior, learning seldom takes place. Effective teachers establish and consistently enforce classroom rules and standards so that possibilities for learning are maximized. Teachers foster respect and develop self-respect in students by modeling and positively reinforcing appropriate classroom behavior.
1. Student teacher does not apply the principles of effective classroom management.
2. Student teacher attempts to apply the principles of effective classroom management.
3. Student teacher consistently applies the principles of effective classroom management.
4. Student teacher consistently applies the principles of effective classroom management and uses a range of strategies to promote cooperation and learning.

36. **Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation, and learning.** *(IN 5, 6, 7)*

Drawing on knowledge of psychology and sociology, the teacher should study and analyze classroom interactions/environment to develop strategies for organizing and supporting individual and group learning. The teacher should promote students' intrinsic motivation, positive attitudes toward school, cooperation in the classroom, and learning.

1. Student teacher seldom uses knowledge of social relationships and motivational strategies within the classroom to affect learning.
2. Student teacher demonstrates an awareness of the social relationships and motivational strategies within the classroom, but is unable to make adjustments to enhance learning.
3. Student teacher makes adjustments that are usually effective in enhancing student motivation and learning.
4. Student teacher continually makes adjustments that are effective in enhancing student motivation and learning.

37. **Utilizes individual and group responses to pace learning, proceed with new work, or reteach unclear parts of the lesson.** *(IN 2, 4)*

Effective teachers constantly take cues from students. They use these cues to adjust and determine the pace of lessons. They recognize the level of students' understanding, the need for clarification and reteaching, and the direction for subsequent lessons.

1. Student teacher seldom utilizes students' responses to adjust lessons.
2. Student teacher occasionally utilizes students' responses to adjust lessons.
3. Student teacher usually uses students' responses to adjust lessons.
4. Student teacher consistently uses students' responses to adjust lessons and takes advantage of teachable moments.
38. **Attends to organizing time, space, activities, and materials to provide equitable engagement of students in productive tasks.**

(IN 5)

Learning is facilitated and maximized in well-organized classrooms. Teachers must make numerous decisions concerning the organization of time to provide for efficient use of classroom time and space (arrangement of desks, tables, displays, learning centers, etc.). They must develop procedures for easy access to materials and equipment so that lessons flow smoothly with few interruptions.

1. Student teacher demonstrates no evidence of organization.
2. Student teacher demonstrates limited organization.
3. Student teacher demonstrates organization. Materials are easily accessible so that there are no interruptions in the flow of instruction.
4. Student teacher consistently demonstrates exemplary organization, and students are engaged in productive tasks.

* These items may be assessed by interviewing and reviewing data.

**V. ASSESSMENT OF STUDENT LEARNING***

39. **Communicates assessment criteria and performance standards to the students.**

(IN 8)

Evaluating students is critical to the learning process. Effective teachers inform students of standards and assessment criteria before they begin assignments and tasks. Teachers clarify these criteria and standards with examples, models, verbal clarifications, and other means.

1. Student teacher seldom informs students of performance standards or assessment criteria.
2. Student teacher informs students they will be assessed on the information presented in class, but does not elaborate on details of assessment.
3. Student teacher verbally informs students about performance standards and assessment criteria.
4. Student teacher assures student understanding of assessment criteria and performance standards through the use of examples and models.

40. **Develops and uses a variety of formal and informal performance assessments.**
Assessment, the process of gathering information about student progress, should be multifaceted. Teachers must use a variety of methods to evaluate students, especially in cross-cultural classroom settings. When a variety of assessment approaches is used, students have opportunities to display and document their knowledge and skills in different ways. Thus, a broad picture of students' diverse needs, strengths, and interests is developed. Assessment should be appropriate for students' levels and styles, as well as for content subject matter. Assessments may include, but are not limited to, portfolios, performance tasks, written work and tests, journals, videotapes, anecdotal records, teacher narratives, artistic products, analysis, simulations, rubrics, student self-assessments, observations, and checklists.

1. Student teacher seldom uses assessment.
2. Student teacher uses only one type of assessment.
3. Student teacher develops and uses more than one type of assessment appropriately.
4. Student teacher develops and uses a variety of assessments appropriately.

41. **Encourages students to assume responsibility for learning and to engage in self-evaluation.** (IN 8)

The teacher should use assessment strategies to involve students in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

1. Student teacher does not expect students to take the initiative in their learning and does not help students develop self-evaluation processes.
2. Student teacher offers limited opportunities for students to expand their learning.
3. Student teacher provides numerous opportunities for students to expand their learning and engage in self-evaluation.
4. Student teacher consistently provides opportunities for students to expand their learning and engage in self-evaluation.

42. **Maintains records of student work and performance and communicates student progress to students, parents, guardians, and colleagues.** (IN 8)

The teacher should develop and use appropriate methods for recording students' work and performance.

1. Student teacher does not maintain samples of student work or performance.
2. Student teacher maintains a limited amount of student work samples and performance.
3. Student teacher maintains adequate records of student progress.
4. In addition to 3, the student teacher communicates student progress to students, parents, guardians, and colleagues.
**Instrument 2 – Dispositions Rating Scale (Initial Programs Version)**

Appraisal Scale:
1 – Does not meet expectations  2 – Meets a few expectations but not sufficient  
3 – Meets expectations  4 – Exceeds expectations  N/O – No Opportunity to Observe

<table>
<thead>
<tr>
<th>Characteristic (Disposition)</th>
<th>Rating</th>
<th>Evidence for 1 or 2 Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flexibility:</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 responds promptly and effectively to unexpected occurrences in the classroom and to the needs of colleagues and administrators</td>
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<td></td>
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<tr>
<td>1.2 adapts willingly to change and contributes positively to the needs of the workplace</td>
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<tr>
<td><strong>Poise and Confidence:</strong></td>
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<tr>
<td>2.1 handles self professionally in actions and speech</td>
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<tr>
<td>2.2 carries self with self-assurance without feeling threatened by others’ accomplishments or abilities</td>
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<td></td>
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<tr>
<td>2.3 realistically appraises own abilities and the ability to risk despite perceived weaknesses</td>
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<tr>
<td><strong>Maturity and Judgment:</strong></td>
<td></td>
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<tr>
<td>3.1 accurately assesses the context of complex situations in the workplace and responds appropriately</td>
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<tr>
<td>3.2 consults with colleagues and administrators as needed and acts independently within the scope of training</td>
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<tr>
<td>3.3 avoids personalizing conflict in emotionally charged situations</td>
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<tr>
<td>3.4 knows safety measures and how to handle emergencies</td>
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<td></td>
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<tr>
<td><strong>Attendance and Participation:</strong></td>
<td></td>
<td></td>
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<tr>
<td>4.1 attends all expected classes, meetings, and trainings required</td>
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</table>
4.2 contributes meaningfully to meetings and doesn’t just “show up”

**Punctuality:**

- 5.1 arrives to all expected classes, meetings, and trainings required on or before expected start time
- 5.2 completes assignments on/before due date(s)

**Dependability:**

- 6.1 behaves in a consistent and professional manner that contributes positively to the environment
- 6.2 shows responsibility in all aspects of professional functioning

**Sensitivity:**

- 7.1 effectively demonstrates empathy and compassion toward others within the professional context while maintaining learning expectations
- 7.2 maintains confidentiality of sensitive student and colleague information
- 7.3 effectively demonstrates acceptance of diversity (e.g., exceptionalities, gender, race, SES)

**Enthusiasm:**

- 8.1 generates excitement, passion, and interest within students and colleagues
- 8.2 motivates self to perform well in spite of circumstances that are not optimal

**Grooming and Appearance:**

- 9.1 appears well groomed, attending to both neatness and personal hygiene
- 9.2 selects attire that does not detract from professional functioning and is consistent with other professionals within the workplace

**Attitude:**

- 10.1 conveys a positive (helpful, upbeat) disposition
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>in the workplace</td>
<td></td>
</tr>
<tr>
<td>10.2</td>
<td>takes responsibility for emotional states and behavior and adjusts when needed</td>
</tr>
<tr>
<td>10.3</td>
<td>hears and responds appropriately to feedback from peers and supervisors without becoming defensive</td>
</tr>
</tbody>
</table>

**Initiative:**

| 11.1 | is proactive and anticipates what a situation calls for and responds appropriately |
| 11.2 | consults with others when necessary |
| 11.3 | asks for feedback about the impact of work |

**Creativity:**

| 12.1 | is inventive |
| 12.2 | recognizes and uses personal talents to facilitate professional functioning |

**Resourcefulness:**

| 13.1 | uses materials appropriately in the classroom and other professional settings |
| 13.2 | employs multiple technologies to aid the teaching process |
| 13.3 | responds with flexibility |

**Professional Growth:**

| 14.1 | demonstrates value of lifelong learning |
| 14.2 | engages in self-reflection for continuous Improvement |
| 14.3 | takes advantage of opportunities for professional development |

**Collaboration:**

| 15.1 | engages in successful home-school partnerships |
| 15.2 | works effectively with community and social services agencies |
| 15.3 | collaborates appropriately with professional colleagues, as appropriate |
# Rubric 1 – Teacher Work Samples

## TWS Rating Guide

<table>
<thead>
<tr>
<th>Contextual Factors</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.</td>
<td>Indicator Not Met = 1</td>
<td>Indicator Partially Met = 2</td>
<td>Indicator Met = 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Knowledge of Community, School and Classroom Factors</td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>1.b. Knowledge of Characteristics of Students</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
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</tr>
<tr>
<td>1.c. Knowledge of Students’ Varied Approaches to Learning</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general &amp; specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
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</tr>
<tr>
<td>1.d. Knowledge of Students’ Skills and Prior Learning</td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays general knowledge of students’ skills and prior learning that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of students’ skills and prior learning that may affect learning.</td>
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</tr>
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<td>----------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>1.e. Implications for Instructional Planning and Assessment</td>
<td>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
<td>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
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</tr>
</tbody>
</table>

### Learning Goals

**TWS Standard:** The teacher sets significant, challenging, varied and appropriate learning goals.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.a. Significance, Challenge and Variety</strong></td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging.</td>
<td></td>
</tr>
<tr>
<td><strong>2.b. Clarity</strong></td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>2.c. Appropriateness for Students</strong></td>
<td>Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.</td>
<td>Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
</tr>
</tbody>
</table>
### 2.d. Alignment with National, State or Local Standards

| Goals are not aligned with national, state or local standards. | Some goals are aligned with national, state or local standards. | Most of the goals are explicitly aligned with national, state or local standards. |

### Assessment Plan

**TWS Standard:** *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.a. Alignment with Learning Goals and Instruction</strong></td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td><strong>3.b. Clarity of Criteria and Standards for Performance</strong></td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>3.c. Multiple Modes and Approaches</strong></td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e., they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
</tbody>
</table>
### 3.d. Technical Soundness

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
</tr>
</tbody>
</table>

### 3.e. Adaptations Based on the Individual Needs of Students

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
</tr>
</tbody>
</table>

### Design for Instruction

**TWS Standard:** *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.a. Alignment with Learning Goals</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td><strong>4.b. Accurate Representation of Content</strong></td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td>4.c. Lesson and Unit Structure</td>
<td>The lessons within the unit are not logically organized (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
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<td></td>
</tr>
<tr>
<td>4.d. Use of a Variety of Instructional Strategies, Activities, Assignments and Resources</td>
<td>Little variety in instructional strategies, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets).</td>
<td>Some variety in instructional strategies, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety in instructional strategies across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
<td></td>
</tr>
<tr>
<td>4.e. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td>4.f. Use of Technology</td>
<td>Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.</td>
<td>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.</td>
<td>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Decision-Making

**TWS Standard:** The teacher uses on-going analysis of student learning to make instructional decisions.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>5.a. Sound Professional Practice</strong></td>
<td>Many instructional decisions are inappropriate and not pedagogically sound.</td>
<td>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</td>
<td>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</td>
<td></td>
</tr>
<tr>
<td><strong>5.b. Modifications Based on Analysis of Student Learning</strong></td>
<td>Teacher treats class as “one plan fits all” with no modifications.</td>
<td>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.</td>
<td></td>
</tr>
<tr>
<td><strong>5.c. Congruence Between Modifications and Learning Goals</strong></td>
<td>Modifications in instruction lack congruence with learning goals.</td>
<td>Modifications in instruction are somewhat congruent with learning goals.</td>
<td>Modifications in instruction are congruent with learning goals.</td>
<td></td>
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</tbody>
</table>
## Analysis of Student Learning

**TWS Standard:** *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

<table>
<thead>
<tr>
<th>Rating →</th>
<th>1</th>
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<td>Indicator ↓</td>
<td>Indicator Not Met</td>
<td>Indicator Partially Met</td>
<td>Indicator Met</td>
<td></td>
</tr>
<tr>
<td>6.a. Clarity and Accuracy of Presentation</td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
<td></td>
</tr>
<tr>
<td>6.b. Alignment with Learning Goals</td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
</tr>
<tr>
<td>6.c. Interpretation of Data</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
<td></td>
</tr>
<tr>
<td>6.d. Evidence of Impact on Student Learning</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward each learning goal.</td>
<td></td>
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</tbody>
</table>
**Reflection and Self-Evaluation**

_TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice._

<table>
<thead>
<tr>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.a. Interpretation of Student Learning</td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet earning goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.b. Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.c. Alignment Among Goals, Instruction and Assessment</td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
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<td></td>
</tr>
<tr>
<td>7.d. Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
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</tr>
</tbody>
</table>
### 7.e. Implications for Professional Development

| Provides no professional learning goals or goals that are not related to the insights and experiences described in this section. |
| Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals. |
| Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals. |

### Design for Instruction in Elementary Education

**TWS Standard:** *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in elementary education.*

<table>
<thead>
<tr>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.a. Alignment with Mississippi Curricular Standards</strong></td>
<td>Few lessons are explicitly linked to the Mississippi Curricular Standards.</td>
<td>Most lessons are explicitly linked to the Mississippi Curricular Standards.</td>
<td>All lessons are explicitly linked to the Mississippi Curricular Standards.</td>
<td></td>
</tr>
<tr>
<td><strong>8.b. Selection and Integration of Content</strong></td>
<td>The plans for the unit are generic to the grade level, with little or no connection between the various content areas. Goals for IEPs are absent from the plans.</td>
<td>The plans for the unit are generic to the grade level, with partial integration of language arts/reading, mathematics, science, social studies, the arts, and physical education. Goals from IEPs are minimal or absent from the plans.</td>
<td>The teacher creates plans where all children can learn, integrating the content areas of elementary education (language arts/reading, mathematics, science, social studies, the arts, physical education) and goals from IEPs into daily activities and routines.</td>
<td></td>
</tr>
<tr>
<td><strong>8.c. Language Arts and Reading</strong></td>
<td>The language arts and reading lesson are separate from the other subjects and isolated from other learning experiences.</td>
<td>The lessons provide a limited focus on the various types of language arts and reading purposes and activities.</td>
<td>The lessons provide specific activities that help students identify the various purposes of reading and writing (narrative, expository, technical, and persuasive) and speaking, listening, and viewing.</td>
<td></td>
</tr>
<tr>
<td><strong>8.d. Mathematics and Science</strong></td>
<td>Math and science are taught at the knowledge level with primary focus on memorization of facts.</td>
<td>Memorization of facts is supplemented with isolated problems and application of knowledge.</td>
<td>Describe the use of inquiry in mathematics and science lessons, connecting both to real life situations allowing</td>
<td></td>
</tr>
<tr>
<td>8.e. The Social Sciences</td>
<td>The social sciences are taught incidentally or add on to the classroom activities.</td>
<td>The social sciences are taught as separate aspects of culture with the use of single sources to study relevant events, processes, people, and regions.</td>
<td>Describe how the social sciences connect various elements of culture and the use of resources, data, sources, and tools are used to interpret information.</td>
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<td>-----------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>8.f. The Arts</td>
<td>The arts activities are left to the special area teacher.</td>
<td>The arts activities seem contrived and an add-on to the regular classroom.</td>
<td>The teacher describes the strategies that actively engage students in creating, performing and responding to the arts.</td>
<td></td>
</tr>
<tr>
<td>8.g. Physical Education and Health</td>
<td>The P.E. and movement activities are left to the special area teacher.</td>
<td>The teacher provides for outdoor play and P.E., but doesn’t incorporate information about health and lifestyle.</td>
<td>The teacher describes the activities and strategies for healthy lifestyles that include play and physical activity.</td>
<td></td>
</tr>
<tr>
<td>8.h. Selection of Instructional Materials</td>
<td>Little or no information is provided on how and why reading and curriculum materials were selected.</td>
<td>The teacher describes how they evaluated or why they selected the reading and curriculum materials used in the lesson.</td>
<td>The teacher describes the evaluation procedure and selected the appropriateness of the reading and curriculum materials used in the lessons.</td>
<td></td>
</tr>
</tbody>
</table>
Rubric 2 - Philosophy Statement

Note to Scorer: The overall philosophy should be rated using the following scale. The total score should be recorded in the blank provided. Rating scales are also provided for individual indicators.

**TOTAL SCORE_________________________**

<table>
<thead>
<tr>
<th>Outstanding -4</th>
<th>Acceptable – 3</th>
<th>Marginal – 2</th>
<th>Unacceptable – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 – 60 points with no score below a 3</td>
<td>45 – 55 points with no score below a 3</td>
<td>30 – 44 points or a score below 3 for any indicator</td>
<td>Below 30 or a score of 1 on any indicator</td>
</tr>
</tbody>
</table>

| All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors | All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples); minor composition/mechanical errors | Gaps/omissions in philosophy; composition/mechanical errors, while not unacceptable, are distracting | One or more criteria judged to be unacceptable |

Note to Scorer: Rate each indicator below according to the following scale. Each indicator references a dimension of education or the teaching/learning experience that should be addressed in the philosophy.

<table>
<thead>
<tr>
<th>Outstanding – 4</th>
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<th>Marginal – 2</th>
<th>Unacceptable - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed and honed explanation with superior examples</td>
<td>Clear explanation with rational example</td>
<td>Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak</td>
<td>Explanation is unclear or inappropriate, and lacks appropriate examples</td>
</tr>
</tbody>
</table>

**Teaching Rationale**

___ Purpose of education
___ Influences on education (e.g., societal, cultural, political, economic)
___ Personal goals (as an educator)
Appropriate teaching/learning climate
  ____ Developmental stages of learner
  ____ Student diversity (e.g., gender, race/ethnicity, learning styles)
  ____ Teacher’s role/Student’s role

Content
  ____ Curricular content areas
  ____ Standards (national, state, district)
  ____ Other influences on curriculum (e.g., programs, textbooks, media, resources)

Professionalism
  ____ Professional growth
  ____ Reflection
  ____ Collaboration (e.g., parents, colleagues, community agencies)

Note to scorer: Rate each indicator below according to the following scale. These indicators represent technical aspects of writing, as well as its form.

<table>
<thead>
<tr>
<th>Outstanding – 4</th>
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<th>Marginal – 2</th>
<th>Unacceptable - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>All indicators met at a high level of proficiency</td>
<td>Deficiency is noted for one or more indicators, but meaning is intact</td>
<td>Deficiencies related to indicators are distracting, though not at an unacceptable level</td>
<td>Excessive deficiencies noted related to descriptors</td>
</tr>
</tbody>
</table>

Composition/Mechanics
  ____ Formal standard English used throughout philosophy
  ____ Paragraphs organized around main ideas and supporting details
  ____ Varied sentences transition and flow to form a cohesive philosophy

*Entry level philosophies are evaluated in light of beginning candidate experiences.*
### Rubric 3 - Integrated Unit Plan

#### Contextual Factors and Class Description

TWS Standard: *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>0 Indicator Not Met (Unacceptable)</th>
<th>1/2 Indicator Partially Met (Acceptable)</th>
<th>1 Indicator Met (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Community, School and classroom Factors</strong></td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Characteristics of Students</strong></td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students' Skills and Prior Learning</strong></td>
<td>Teacher displays little or irrelevant knowledge of students' skills and prior learning.</td>
<td>Teacher displays general knowledge of students' skills and prior learning that may affect learning.</td>
<td>Teacher displays general and specific understanding of students' skills and prior learning that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Instructional Planning and Assessment</strong></td>
<td>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
<td>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td></td>
</tr>
</tbody>
</table>

**Total**
### Learning Goals: Objectives, Concepts, and Skills

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>0 Indicator Not Met (Unacceptable)</th>
<th>1/2 Indicator Partially Met (Acceptable)</th>
<th>1 Indicator Met (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity and Appropriateness for Students</strong></td>
<td>Less than 60% of the goals are not stated clearly and are activities rather than learning outcomes. Less than 60% of the goals are not appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs.</td>
<td>60-94% of the goals are clearly stated as learning outcomes. 60-94% of the goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs.</td>
<td>95% or more of the goals are clearly stated as learning outcomes. 95% or more of the goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment with National, State, or Local Standards</strong></td>
<td>Less than 60% of the goals are not aligned with national, state, or local standards.</td>
<td>60-94% of the goals are aligned with national, state, or local standards.</td>
<td>95% or more of the goals are aligned with national, state, or local standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitates Acquisition of Appropriate Concepts and Skills</strong></td>
<td>Less than 60% of the goals facilitate the acquisition of appropriate concepts and skills.</td>
<td>60-94% of the goals facilitate the acquisition of appropriate concepts and skills.</td>
<td>95% or more of the goals facilitate the acquisition of appropriate concepts and skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

330
<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 1</th>
<th>Marginal 2</th>
<th>Acceptable 3</th>
<th>Outstanding 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives are missing, unclear, or are unrelated to standards.</td>
<td>Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.</td>
<td>Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.</td>
<td>Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.</td>
</tr>
<tr>
<td><strong>Grade Level Appropriateness</strong></td>
<td>Objectives and activities are inappropriate for the intended grade level.</td>
<td>Some, but not all, objectives and activities are appropriate for the intended grade level.</td>
<td>Most objectives and activities are appropriate for the intended grade level.</td>
<td>All objectives and activities are appropriate for the intended grade level.</td>
</tr>
<tr>
<td><strong>Instructional Activities</strong></td>
<td>Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths.</td>
<td>Activities relate peripherally to objectives. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths.</td>
<td>Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength.</td>
<td>Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.</td>
</tr>
<tr>
<td><strong>Differentiated Instruction</strong></td>
<td>No differentiation of instruction is mentioned.</td>
<td>Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs.</td>
<td>Lesson includes some differentiated instruction for gifted students and students with special needs.</td>
<td>Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs.</td>
</tr>
<tr>
<td><strong>Teacher-Created Supporting Materials</strong></td>
<td>No supporting materials are included.</td>
<td>Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.</td>
<td>Supporting materials and student handouts are clear and complete. Materials enhance lesson.</td>
<td>Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is unrelated to objectives and standards.</td>
<td>Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.</td>
<td>Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.</td>
<td>Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Spelling and grammar are unacceptable.</td>
<td>The lesson plan contains many spelling and grammar errors.</td>
<td>The lesson plan contains few spelling and grammar errors.</td>
<td>Spelling and grammar in lesson plan are flawless.</td>
</tr>
<tr>
<td>Integrated Unit Lesson Plan Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts / Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unacceptable 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons do not reflect balanced reading instruction and inappropriately address the language arts modes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marginal 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons inaccurately reflect balanced reading instruction and address no more than two language arts modes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons accurately reflect balanced reading instruction and address three to four language arts modes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outstanding 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons accurately reflect balanced reading instruction and address all language arts modes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Mathematics                       |
| Lessons do not reflect instruction regarding major concepts, procedures, and reasoning processes for mathematics and do not facilitate students’ abilities to represent phenomena, problem solve, and manage data. |
| Lessons reflect inappropriate or poorly developed instruction regarding major concepts, procedures, and reasoning processes for mathematics and inappropriately facilitate students’ abilities to represent phenomena, problem solve, and manage data. |
| Lessons reflect appropriate use of major concepts, procedures, and reasoning processes for math instruction and facilitate students’ abilities to represent phenomena, problem solve, and manage data. |
| Lessons reflect outstanding use of major concepts, procedures, and reasoning processes for math instruction and facilitate students’ abilities to represent phenomena, problem solve, and manage data. |

| Social Studies                    |
| Lessons do not reflect application of major concepts and modes of inquiry to promote students’ social understanding and civic efficacy. |
| Lessons reflect inappropriate application of major concepts and modes of inquiry to promote students’ social understanding and civic efficacy. |
| Lessons reflect appropriate application of major concepts and modes of inquiry to promote students’ social understanding and civic efficacy. |
| Lessons reflect outstanding application of major concepts and modes of inquiry to promote students’ social understanding and civic efficacy. |

| Science                           |
| Lessons do not reflect application of fundamental concepts and do not incorporate the inquiry process. |
| Lessons inappropriately reflect application of fundamental concepts and inappropriately incorporate the inquiry process. |
| Lessons reflect application of fundamental concepts and appropriately incorporate the inquiry process. |
| Lessons reflect outstanding application of fundamental concepts and incorporation of the inquiry process. |

| The Arts                          |
| Lessons do not reflect knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. |
| Lessons inappropriately reflect knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. |
| Lessons reflect knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. |
| Lessons reflect outstanding knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. |

<p>| Health/Physical Education         |
| Lessons do not reflect experiences that promote health and physical movement. |
| Lessons reflect inappropriate experiences that promote health and physical movement. |
| Lessons reflect experiences that promote health and physical movement. |
| Lessons reflect outstanding experiences that promote health and physical movement. |</p>
<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>0 Indicator Not Met (Unacceptable)</th>
<th>1/2 Indicator Partially Met (Acceptable)</th>
<th>1 Indicator Met (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Learning Goals and Instruction with Clarity of Criteria and Standards for Performance</td>
<td>Less than 60% of the content and methods of assessment lack cognitive complexity and congruence with learning goals and/or less than 60% of the assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>60-94% of the content and methods of assessment include cognitive complexity and congruence with learning goals and 60-94% of the assessments contain clear criteria for measuring student performance relative to the learning goals.</td>
<td>95% or more of the content and methods of assessment include cognitive complexity and congruence with learning goals and 95% of the assessments contain clear criteria that are explicitly linked to the learning goals.</td>
<td></td>
</tr>
<tr>
<td>Multiple Modes and Approaches and Technical Soundness</td>
<td>The assessment plan includes only one mode and does not assess students before, during, and after instruction and/or the assessments are not valid due to inaccurate scoring procedures, poorly written prompts, and confusing directions and procedures.</td>
<td>The assessment plan includes some valid measures and multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge skills and reasoning ability.</td>
<td>The assessment plan includes valid, multiple modes of assessments (including performance assessments, reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
<tr>
<td>Adaptations Based on the Individual Needs of Students</td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments but some of the adaptations are inappropriate for meeting the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate for meeting the individual needs of most students.</td>
<td></td>
</tr>
</tbody>
</table>

| Total |       |       |       |       |
# Home-School-Community Connection Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>0</th>
<th>1/2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Indicator Not Met (Unacceptable)</td>
<td>Indicator Partially Met (Acceptable)</td>
<td>Indicator Met (Target)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Builds Family and Community Relationships</strong></td>
<td>Inappropriate or no evidence of attempts to foster and utilize family and community support to facilitate achievement of learning goals.</td>
<td>Evidence of attempts to foster and utilize family and community support to facilitate achievement of learning goals noted but characterized by stereotypical and/or biased assumptions.</td>
<td>Evidence of attempts to foster and utilize family and community support to facilitate achievement of learning goals reveal clear understanding of the value of family and community relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaborates with Families</strong></td>
<td>Ineffective or no attempts to inform or involve families in student learning.</td>
<td>Attempts to inform or involve families in student learning are characterized by lack of understanding about the intellectual, social, emotional, and physical growth of children.</td>
<td>Attempts to inform or involve families in student learning are characterized by full understanding about the intellectual, social, emotional, and physical growth of children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
**Field Experience**  
**Individual Teaching Evaluation**

<table>
<thead>
<tr>
<th>Name(s): ____________________________</th>
<th>Date(s):_________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Outstanding</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Audience cannot understand lesson because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Outstanding</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3</td>
<td>4 5 6</td>
<td>7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>DSU student does not exhibit knowledge of the objective; offers no or inappropriate elaboration</td>
<td>DSU student exhibits little knowledge of the objective; offers little elaboration.</td>
<td>DSU student exhibits adequate knowledge of the objective; offers adequate elaboration.</td>
<td>DSU student exhibits outstanding knowledge of the objective; offers outstanding explanations and elaboration.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Outstanding</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student used no visuals or visuals were of poor quality.</td>
<td>Student occasionally used visuals that rarely support text and skills. Visuals were of minimal, acceptable quality.</td>
<td>Visuals related to text and skills. Visuals were of good quality.</td>
<td>Student used visuals to reinforce text and skills. Visuals were of high quality.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Outstanding</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student's verbal communication was incoherent. Student incorrectly pronounced 3 or more terms. Student used inappropriate language, facial expressions, gestures, and personal interactions.</td>
<td>Student mumbled, incorrectly pronounced 1-2 terms, and communicated with inappropriate language, facial expressions, gestures, and personal interactions.</td>
<td>Student spoke coherently most of time with accurate pronunciation of terms. Student communicated with appropriate language, facial expressions, gestures, and personal interactions.</td>
<td>Student used a clear voice, appropriate intonation, and correct pronunciation of terms.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Outstanding</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total----&gt;</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**
## Reflection and Self-Evaluation Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>0: Indicator Not Met (Unacceptable)</th>
<th>1: Indicator Partially Met (Acceptable)</th>
<th>2: Indicator Met (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development and Implementation through Collaboration</td>
<td>No evidence supports the collaborative development and implementation of the unit.</td>
<td>Provides evidence of collaboration but offers no explanation of its effect on the development and implementation of the unit.</td>
<td>Uses evidence to support the collaboration of the team in development and implementation of the unit and expounds on the effects of the collaborative efforts on the outcome of the unit implementation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpretation of Student Learning</td>
<td>No evidence or reasons provided to support conclusions drawn in &quot;Analysis of Student Learning&quot; section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in &quot;Analysis of Student Learning&quot; section.</td>
<td>Uses evidence to support conclusions drawn in &quot;Analysis of Student Learning&quot; section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alignment along Goals, Instruction and Assessment</td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these changes would improve student learning.</td>
<td></td>
</tr>
</tbody>
</table>
### Rubric 4 – Reading Case Study

<table>
<thead>
<tr>
<th>Implications for Professional Development</th>
<th>Set-up and Appearance of Teaching Station</th>
<th>Behavioral Objective</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
<td></td>
</tr>
</tbody>
</table>

#### I. Set-up and Appearance of Teaching Station

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a. Backboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Skills represented accurately</td>
</tr>
<tr>
<td>2) Objectives</td>
</tr>
<tr>
<td>3) Progress chart maintained</td>
</tr>
</tbody>
</table>

 ACEI 1, 3.1 – 3.5

<table>
<thead>
<tr>
<th>b. Teacher-made materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Accurate, neat</td>
</tr>
<tr>
<td>2) Range of appropriate materials provided</td>
</tr>
</tbody>
</table>

 ACEI 1, 3.1 – 3.5, 4

#### II. Behavioral Objective

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
</tr>
</tbody>
</table>

| a. Specific and appropriate |
| b. Contains appropriate performance, condition, criterion |

#### III. Procedures

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
</tr>
</tbody>
</table>

| a. Introduction/Motivation |
| 1) Purpose and importance of lesson |
| 2) Introductory activity |

 ACEI 1

<table>
<thead>
<tr>
<th>b. Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Content with definitions, examples, etc.</td>
</tr>
<tr>
<td>2) Trade book or other reading material incorporated</td>
</tr>
</tbody>
</table>

 ACEI 1, 2.1, 3.1 – 3.5

<table>
<thead>
<tr>
<th>c. Activities</th>
</tr>
</thead>
</table>

 ACEI 1, 3.1 – 3.5
1) Skills development
2) Appropriateness for student – age, interest, etc.
3) Culmination that summarizes learning
   
   [ACEI 1, 2.1, 3.1 – 3.5, 4]

   d. Follow-up
      1) Evaluate objective
      2) Chart progress

IV. Teaching Reflection
   ___(5)
   a. What I did
   b. Why I did it
   c. What I learned/what I would do differently
      [ACEI 4, 5.2]

V. Teaching of Lesson
   ___(10)
   a. Necessary materials on hand
   b. Lesson transitions handled smoothly
   c. Lesson began/ended on time
   d. Teaching focused on objective
   e. Balance of teacher- and learner-centered activities
      [ACEI 3.1]

Total Points Earned ___(50)
### Rubric 5 – CEL 610 Lesson Plan

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Unacceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Marginal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Outstanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LESSON PLAN

1. **Objectives**

   House/Number: CEL 610

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Unacceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Marginal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Acceptable</td>
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<td></td>
</tr>
<tr>
<td>4 – Outstanding</td>
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</table>

Mean Score

#### 2. Grade Level Appropriateness

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 - Marginal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Acceptable</td>
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<td></td>
</tr>
<tr>
<td>4 – Outstanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean Score

#### 3. Instructional Activities

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>2 - Marginal</td>
<td></td>
<td></td>
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<tr>
<td>3 - Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Outstanding</td>
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</tbody>
</table>

Mean Score

#### 4. Differentiated Instruction
<table>
<thead>
<tr>
<th>Course/Number</th>
<th>CEL 610</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td><strong>Count</strong></td>
</tr>
<tr>
<td>4 – Outstanding</td>
<td></td>
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<tr>
<td>3 – Acceptable</td>
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<td>2 – Marginal</td>
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<tr>
<td>1 - Unacceptable</td>
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</table>

**Mean Score**

5. **Teacher-Created Supporting Materials**

<table>
<thead>
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<th>CEL 610</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td><strong>Count</strong></td>
</tr>
<tr>
<td>4 – Outstanding</td>
<td></td>
</tr>
<tr>
<td>3 – Acceptable</td>
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<td>2 – Marginal</td>
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</tr>
<tr>
<td>1 - Unacceptable</td>
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**Mean Score**

6. **Assessment**

<table>
<thead>
<tr>
<th>Course/Number</th>
<th>CEL 610</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td><strong>Count</strong></td>
</tr>
<tr>
<td>4 – Outstanding</td>
<td></td>
</tr>
<tr>
<td>3 – Acceptable</td>
<td></td>
</tr>
<tr>
<td>2 – Marginal</td>
<td></td>
</tr>
<tr>
<td>1 - Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

**Mean Score**

7. **Mechanics**

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### 8. Classroom Management

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Mean Score

### 9. Implementation of Plan

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1. Candidate demonstrates principles of lifelong learning

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2. Candidate demonstrates professional behavior and growth

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3. Candidate demonstrates professional ethics

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Mean Score
4. Candidate demonstrates professional initiative

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**Mean Score**

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**Rubric 7 – Special Education Comprehensive Exam**

**MECHANICS (SPELLING, GRAMMAR, PUNCTUATION AND USAGE) Weight-3**

1. Spelling, grammar, punctuation or usage errors are frequent and interfere measurably with content, style and clarity
2. Major errors in spelling, grammar, punctuation and usage with no evidence of effort to edit, errors interfere some, but not greatly with content, style and clarity
3. Some errors in spelling, grammar, punctuation and usage, obvious efforts at editing present, errors interfere only slightly with content, style and clarity
4. Few, if any spelling, grammar, punctuation or usage errors, none interfere with content, style or clarity

**CONTENT: BREADTH Weight-5**

1. Addressed only one or two aspects of question, did not address one or more significant aspect directly stated in question
2. Attempted to address most aspects of question, but gaps in information exist
3. Addressed all or most aspects of the question to some extent, did not extend topic to areas indirectly stated, yet relevant
4. Addressed all or most aspects of the question, extended topics to areas indirectly stated but clearly relevant

**CONTENT: DEPTH Weight-5**

1. Insufficient detail, did not define terms, give examples, elaborate on concepts
2. Some effort at detail, but inconsistent in defining terms, giving examples or elaborating on concepts
3. Adequate detail, terms clearly defined, relevant examples given, concepts thoroughly explored
4. Adequate detail, terms clearly defined, relevant examples given, concepts thoroughly explored, terminology specific to the discipline used consistently and well, specific theories and theorists named

**CONTENT: TIMELINESS, ACCURACY, AND APPROPRIATENESS Weight-5**

1. Most of information outdated, irrelevant, inaccurate
2. Some of information outdated, irrelevant, inaccurate
3. Outdated, irrelevant, inaccurate information in some few instances, but other information essentially correct
4. Outdated, irrelevant, inaccurate information rare

**ORGANIZATION (SENTENCE LEVEL, PARAGRAPH LEVEL, ESSAY LEVEL) Weight-4**

1. No clear outline within paragraphs or within essay, no introduction or conclusion
2. Some effort at organization within paragraphs or within essay, introduction and/or conclusion missing or inadequate
3. Organization within paragraphs and within essay, adequate introduction and conclusion
4. Clear outline within paragraphs and within essay, strong introduction and conclusion, obvious main idea and supporting detail throughout
**CLARITY Weight: 3**

1. Imprecise word choices, mangled sentence structure, frequent misplaced modifiers, redundancies, colloquialisms, and/or slang
2. Stale vocabulary, simplistic sentences or some mangled sentences, some misplaced modifiers, redundancies, colloquialisms, and/or slang, overall impression of informal or immature writing
3. Sentences clear, variety of sentence structure, few, if any, misplaced modifiers, redundancies, colloquialisms, and/or slang, overall impression of adequate writing
4. Sentences clear, word choice precise, variety of sentence structure, few, if any, misplaced modifiers, redundancies, colloquialisms, and/or slang, overall impression of mature, professional writing
Appendix B - Data Tables
Table 1 – M.Ed. in Elementary Education Comprehensive Examination Results

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<td>5 pass</td>
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Table 2 - M. Ed. Elementary Education Diversity Assessment from CRD 624

Percentage of candidates performing at each descriptor level for all indicators

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<td>1 (below 70%)</td>
<td>2 (70-83%)</td>
<td>3 (84-93%)</td>
<td>4 (94-100%)</td>
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Exam question: Consider what you have learned this semester about literacy in the elementary school. Thinking about what you learned about guided reading and other aspects of literacy, how can you address diversity in the classroom? Describe how diversity affects lesson planning and delivery of instruction in the classroom. Address issues such as English Language Learners, gender, race, learning styles, and ability in order to best plan for the teaching/learning relationship in the classroom.
### Summer 2006 Results

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### Spring 2007 Results

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Table 3 - Follow-Up Survey for M.Ed. and Ed.S. Elementary Education Graduates

Please indicate your level of preparation in the elementary education undergraduate degree program for the following areas of knowledge, skills, and dispositions associated with teaching in the elementary school. Circle the number that most closely reflects your level of preparation, with 5 indicating strong preparation and 1 indicating weak preparation.

1. **Effective strategies for teaching literacy**
   5  4  3  2  1

   [NCATE 1.3, 1.4; INTASC 1, 2, 4; ACEI 2, 1, 3.c; CF 1 – 4; NBPTS – EC – VI; MC – II, III]
2. **Effective strategies for teaching content areas**
   [NCATE 1.3, 1.4; INTASC 1, 4; ACEI 2, 3.c.; CF 1 - 5; NBPTS – EC – V, VI; MC – VI, VII]

3. **Managing student behavior**
   [NCATE 1.4; INTASC 5; ACEI 3.d.; CF 2, 3; NBPTS – EC – I, II; MC – I, III]

4. **Organizing the classroom environment for instruction**
   [NCATE 1.4; INTASC 5; ACEI 3.d.; CF 2, 3; NBPTS – EC – IV, V; MC – III, VI]

5. **Working with special needs students**
   [NCATE 1.3, 1.4, 1.6, 4.1, 4.4; INTASC 3; ACEI 3.b.; CF 3; NBPTS – EC – I, IV; MC – I, III]

6. **Success in student motivation**
   [NCATE 1.4; INTASC 5, 6; ACEI 3.d., 3.e.; CF 3; NBPTS – EC – I, IV; MC – I, III]

7. **Planning and preparation for instruction**
   [NCATE 1.4, 4.1; INTASC 7; ACEI 3.a.; CF 1 – 4; NBPTS – EC – IV, VI; MC – II, III]

8. **Assessment of students**
   [NCATE 1.3, 1.4, 1.7; INTASC 8; ACEI 4; CF 4; NBPTS – EC – III; MC - VIII]

9. **Establishing professional behaviors**
   [NCATE 1.4, 1.6; INTASC 9; ACEI 5.a., 5.b.; CF 1, 2; NBPTS – EC – VIII, IX; MC – X, XI]

10. **Collaboration with fellow teachers, other education personnel, families of students, and the community**
    [NCATE 1.4, 1.6; INTASC 10; ACEI 5.c., 5.d.; CF 3 – 5; NBPTS – EC – VII; MC – IX]
Raw Data – M.Ed. Follow-Up Survey of Graduates
Numbers Assigned to Graduates
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Comment: Thank you for making my years at DSU very educational and worthwhile.
Raw Data – S. Ed. Follow-Up Survey of Graduates
Numbers Assigned to Graduates
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No comments were given.

Table 4 - Employer Survey for M.Ed. Elementary Education Graduates

The following questionnaire has been developed for use in interviewing principals and/or instructional leaders in schools where Master of Education Degree in Elementary Education graduates have been teaching. Responses will be used to make program improvements.
Please record responses for the following.

1. Please circle the number that indicates how successful you found the Master of Education Degree in Elementary Education teachers to be in your school.

   Highly successful  Somewhat successful  Unsuccessful
   5                4                       3                        2                         1
   (7 responses)     (3 responses)

2. Identify features of the program’s design that you view as particular strengths.
   Content knowledge, excellent overall program, differentiating instruction, writing, reading, well-prepared, field projects, classroom management, clinical experiences, and support after graduation

3. Identify features that you would like to see added or enhanced to strengthen the program.
   Teach for higher expectations, assessment, classroom management, and inquiry-based learning

4. Based upon your experience to this point with a graduate(s) of the program, would you view hiring an M. Ed. in Elementary Education graduate in a favorable light? (Circle one.)

   Yes              No
   (10 responses)

5. Of the following areas related to preparation, which do you feel candidates are most prepared for, least prepared for?

   a. effective strategies for planning and teaching
      (all principals responded that graduates were well prepared)
   b. content knowledge
      (all principals responded that graduates were well prepared)
   c. organization and management
(8 responded that graduates were well prepared and 2 reported that graduates were not as well prepared here as in other areas)

d. assessment of student learning
   (8 responded that graduates were well prepared and 2 reported that graduates were not as well prepared here as in other areas)

e. professional behaviors
   (all principals responded that graduates were well prepared)

Table 5 - Employer Survey for Ed.S. Elementary Education Graduates

1. Please circle the number that indicates how successful you found the Educational Specialist Degree in Elementary Education teachers to be in your school.

   Highly successful  Somewhat successful  Unsuccessful
   5                  4                        3                          2                        1

   (4 responses)  (1 response)

2. Identify features of the program’s design that you view as particular strengths.  
   Ability to teach in the content areas, good communication skills, content knowledge, field experiences, overall good program

3. Identify features that you would like to see added or enhanced to strengthen the program.  
   Interpersonal skills and more information on testing

4. Based upon your experience to this point with a graduate(s) of the program, would you view hiring an Ed. S. in Elementary Education graduate in a favorable light? (Circle one.)

   Yes           No

   (5 responses)
5. Of the following areas related to preparation, which do you feel candidates are most prepared for, least prepared for?

   a. effective strategies for planning and teaching
   b. content knowledge
   c. organization and management
   d. assessment of student learning
   e. professional behaviors

   **All five principals responded that graduates in the S. Ed. program were well prepared in all five areas.**

   Please record additional comments in the space below.

   **No additional comments were given.**

   **Table 6 - MAT Philosophy Statement Assessment**

<table>
<thead>
<tr>
<th>Philosophy Dimensions</th>
<th>Fall 2006 Data</th>
<th>Spring 2007 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Rationale</td>
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<tr>
<td>1. Purpose of education</td>
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### 2. Influences on education (e.g., societal, political, economic, cultural)

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### 3. Personal goals (as an educator)

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### Appropriate teaching/learning climate

### 4. Developmental stages of learner

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### 5. Student diversity (e.g., gender, race/ethnicity, learning styles)

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6. Teacher's role/Student's role

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Content

7. Curricular content areas

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8. Standards (national, state, district)

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### 9. Other influences on curriculum (e.g., programs, textbooks, media, resources)

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### Professionalism

**10. Professional growth**

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### 11. Reflection

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### 12. Collaboration (e.g., parents, colleagues, community agencies)

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**13. Formal standard English used throughout philosophy**

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**14. Paragraphs organized around main ideas and supporting details**

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**15. Varied sentences transition and flow to form a cohesive philosophy**

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DELTA STATE UNIVERSITY: NON-ACADEMIC ANNUAL REPORT
Academic Year 2006-07

I. Unit Title: Department of Recreation Facilities and Aquatics

Division or School/College: Education

Unit Administrator: Ronald Glenn Mayers
II. Educational Program Learning Outcome Assessment Plan
(These are Learner Outcomes identified for the current year. Contents of the table should be very brief. Footnotes may be included for items needing explanation or documentation. Not all units have direct student impact. Those that do should have clear learning outcomes developed. Those with no student contact may indicate that this section is not applicable.)

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
</table>
| What should a student impacted by this program / unit / function know, value, or be able to do at graduation and beyond? | 1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?  
2. Describe how the data from these tools and/or methods will be/have been collected.  
3. Explain the procedure to analyze the data. | What were the findings of the analysis? | 1. List any specific recommendations.  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process. |

N/A | N/A | N/A | N/A |
III. Division/Department/Unit Goals for the Current Year

(This is a report on progress towards goals for the current year. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. An example might be the implementation of a personnel development plan to enhance the skills of the staff in a unit. For each of the goals, be specific about what you actually did or intended to do with each initiative.)

A. Goal # 1: Improved facilities, equipment, and infrastructure
   1. Institutional Goal which was supported by this goal:
      SP Goal # 4 and SP Goal # 5

   2. Evaluation Procedure(s):
      Review of purchase orders and observation of completed projects

   3. Actual Results of Evaluation:
      The following needs were met.
      1) Increased RSE budget by $1,000.00
      2) Painted inside of Wyatt Gym
      3) Purchased six touch pads for pool
      4) Replaced workout pads for Fitness Center
      5) Purchased new bikes for Fitness Center
      6) Purchased new elliptical machines and televisions for Fitness Center

   4. Use of Evaluation Results:
      The purchasing of equipment for the Fitness Center and the provision of additional workers enhanced opportunities for students, faculty, and staff. Funding for ongoing improvements will continue to be sought.

IV. Data and information for department: (include narrative of programmatic scope; data)
   1. Actively engaged with visiting persons for the purpose of marketing the Delta State Aquatic Center and recreational facilities
   2. Organized the teaching of community swimming lessons, with over 300 people of all ages taught
   3. Organized and taught lifeguarding and C.P.R. classes for the community
   4. Provided assistance to the Delta Aquatic Club swimming program
   5. Provided master’s swimming program
6. Marketed and hosted large-scale swim meets—Mississippi Swimming Long Course Championships, Mississippi State North Half Championships, Southern Masters 25 meter Championship, SCAC Conference Championship, NSISC Conference Championships, College Christmas Invitational
7. Marketed and hosted numerous college, age-group, and high school dual meets
8. Hosted the fourteenth annual triathlon
9. Maintained Delta State Aquatic Center and recreational facilities
10. Assisted in supervision of custodial staff, lifeguards, and student workers for the recreational facilities
11. Actively engaged in recruiting students, both athletes and non-athletes, for Delta State University
12. Provided recreational time for students and faculty
13. Provided fitness opportunities for both the surrounding communities as well as the Delta State community (water aerobics, fitness swimming, adult fitness classes, etc.)
14. Through the numerous meets hosted at the aquatic center, positively impacted the economy with about four million dollars of revenue for the Cleveland community
15. Provided space for job fairs, health fairs, reading fairs, and workshops
16. Provided staff, facilities, and equipment for intramurals
17. Provided pool accommodations for other athletic teams for water workouts and rehab
18. Provided space for athletic training
19. Worked to complete new parking lot
20. Facilitated installation of elevator at the aquatic center
21. Facilitated landscaping (on a limited basis)
22. Facilitated repair to tennis courts
23. Facilitated resurfacing of racquet ball courts
24. Purchased new equipment for the fitness center through assessment of student fees
25. Provided assistance in the improvement of the Delta State Athletic website
26. Oversaw the establishment of a new athletic Hall of Fame room
27. Assisted with game day operations
28. Helped establish the first Delta State Bike Show prior to a football game
29. Solicited money for the Green and White Fund
30. Represented Delta State Athletics at alumni meetings
31. Assisted with events for Shumate Saturdays
32. Assisted with Athletic Hall of Fame Banquet
33. Assisted with Kent Wyatt Golf Tournament/Spring Sports Day
34. Assisted with Delta State Athletic Banquet
35. Continue to work to raise funds for the Statesman Park, particularly the tennis complex.

V. Personnel: (note staff positions and functions)

Douglas B. Pinkerton – Assistant Director of Recreational Facilities and Aquatics

Unfilled – Coordinator of Aquatics Operations

Noteworthy activities and accomplishments:

Personnel: Ronnie Mayers

1. Assisted in the supervision of student workers, custodial staff, and lifeguards for the fitness and recreational facilities
2. Served as fitness instructor for two senior adults fitness classes and adding new members each year
3. Maintained and repaired almost all the equipment in the fitness center as a cost-saving effort
4. Continually added new equipment in the fitness center each year
5. Gave numerous tours of the recreational facilities to classes and other groups
6. Assisted numerous student, faculty, and staff with proper training techniques and nutrition to help them reach their goals
7. Assisted in the setup of the new fitness center account, in which money is generated from student fees
8. Added a new padded area in the fitness center for people to stretch and relax while exercising
9. Added two new televisions to add to the entertainment of those in the cardio area
10. Bought three new treadmills, all of which have the new hands-on heart monitoring system
11. Kept the fitness center open at convenient hours for the faculty and staff to use during university holidays
12. Started two new fitness classes called indoor cycling; with support from the Provost, purchased all equipment, and converted an old bathroom in the Wyatt Building into the indoor cycling room (painted, carpeted, sound boards, lighting, etc.)
13. Assist in maintaining the Wyatt Gymnasium recreational facilities, Aquatic Center, and tennis courts
14. Resurfaced racquetball and tennis courts
15. Provided recreational time for student, faculty, and staff, ensuring that the gym was staffed and proper equipment was available for use
16. Designed and put in a one-half-mile grass walking track on the intramural field for students, faculty, and staff to enjoy
17. Actively involved in promoting health and wellness on campus, encouraging! Encouraged student, faculty, and staff to constantly improve on a daily basis
18. Mowed, sprayed, painted, and maintained the intramural fields and walking track throughout the year
19. Implemented two new intramural sports this year – slam dunk contest and the three-point contest which had over 50 participants
20. Hired and trained intramural officials for intramural events
21. Realized the 7th year in a row in which no protest was filed to the intramural office!!!
22. Constantly updated the intramural championship wall of pictures
23. Designed and ordered all intramural championship t-shirts
24. Scheduled and provided space for all events that are held in the Wyatt Gym: camps, health fairs, job fairs, workshops, etc.
25. Worked one-on-one with those organizing the events held in Wyatt to see that things run smoothly and they have what they need
26. Assisted with the class scheduling (room assignments) for HPER classes
27. Ordered all HPER recreational equipment and ensured that the classes had what they needed for class
28. Recruited student athletes for cross country program
29. Served as head cross country coach in charge of all travel, budgeting, and training
30. Actively involved in recruiting students to DSU
31. Acted as Clock Operator for DSU home basketball games
32. Assisted with the numerous swim meets held in Aquatic Center throughout the year
33. Assisted with the Fellowship of Christian Athletes program on campus
34. Assisted with the Delta Aquatic Club as a board member
35. Assisted with the Delta Aquatic Club in organizing and running swim meets held at the Aquatic Center
36. Represented DSU at Alumni meetings
37. Assisted with the planning, organizing, and publicity of the DSU triathlon
38. Constantly maintained a good rapport with the physical plant staff to make sure problems were corrected at the Wyatt facilities in a timely fashion

New position(s) requested, with justification: none

Recommended change of status: none
(such as promotion/tenure/change in responsibilities for various positions; any restructuring. . . )

VI. Division/Department Goals for Coming Year
(This is a report on progress towards goals for the coming year. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. These goals may be repeated ones from current year, in addition to any your unit may have determined necessary for the future. For each of the goals, be specific about what you intend to do with each initiative.)
A. **Goal # 1: Improve facilities, equipment, and infrastructure**

1. **Institutional Goal which is supported by this goal:**
   
   SP Goal #s 4 and 5

2. **Evaluation Procedure(s):**

   Needs will be met.

3. **Expected Results of Evaluation:**

   The following improvements will be made as funds allow.

   1) New timing pads will be provided for the Aquatic Center.
   2) Landscaping improvements will be made.
   3) More RSE money will be secured. ($1,000.00)
   4) Bathrooms in the upstairs Aquatic Center will be finished. ($20,000.00)
   5) A sauna will be installed. ($12,000.00)
   6) A new tile floor will be installed in Wyatt Gym.
   7) Painting will take place inside of Wyatt Gym.
   8) A bulkhead for the Aquatic Center will be installed. ($80,000.00)
   9) Improvements will be made to the acoustics for the Aquatic Center. ($10,000.00)
   10) The sidewalk outside Wyatt Gym will be repaired.
   11) Two water polo goals will be installed for the Aquatic Center. ($6,000.00)
   12) Ten four-row tip and roll bleachers will be purchased. ($18,000.00)
   13) Two touch pads will be purchased. ($1,800.00)
   14) One lifeguard stand will be added. ($2,000.00)
   15) Eight starting blocks will be secured. ($8,000.00)
   16) Underwater speakers will be installed. ($2,000.00)
   17) A surveillance system for security and safety will be installed. ($3,000.00)
   18) A glassed-in press box will be provided. ($5,000.00)
   19) Glass doors will be installed in the racquetball courts. ($4,000.00)
   20) A new tennis net/pole system will be provided in the gym. ($2,500.00)
   21) New furniture (chairs/couches/plants) will be purchased for main entrance to Wyatt. ($10,000.00)
22) A sprinkler system will be purchased for intramural fields. ($5,000.00)
23) Bathrooms and water fountains will be provided for intramural fields. ($10,000.00)
24) Benches will be purchased for intramural fields. ($12,000.00)
25) Lights will be installed on intramural fields. ($50,000.00)
26) Movable fencing will be provided for intramural fields. ($10,000.00)
27) Two new soccer goals will be purchased for intramural fields. ($5,000.00)
28) Cleaning supplies will be provided for the Fitness Center. ($500.00)
29) There will be a pad replacement for the Fitness Center ($1,500.00)
30) Machine maintenance will be provided for the Fitness Center. ($8,000.00)
31) There will be machine and other replacements for the Fitness Center. ($20,000.00)
32) New bikes (recumbent and upright) will be purchased for the Fitness Center. ($8,000.00)
33) New elliptical machines will be purchased for the Fitness Center. ($4,000.00)
34) Two additional televisions will be purchased for the Fitness Center. ($2,000.00)
35) The Fitness Center will be painted a new color.

4. Use of Evaluation Results:

We will be able to provide a rich campus life with a variety of cultural and extracurricular activities and other opportunities for personal development.

We will be able to provide the resources, facilities and physical environment which contribute to intellectual, cultural, ethical, physical, and social growth and development of the student and the surrounding community.
I. Unit Title: Office of Field Experiences
   The Center for Teaching and Learning

Division or School/College: College of Education

Unit Administrator: Susan P. Lee, Ed.S.
II. Educational Program Learning Outcome Assessment Plan

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Outcomes for students who participate in field experiences are referenced by divisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Division/Department/Unit Goals for the Current Year

A. Goal # 1 - Cooperating Teacher Trainings for clinical faculty will be provided in closer proximity to school districts to gain better attendance for training sessions.

1. Institutional Goal(s) supported by this goal:
   Goal 5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Expected Results:
   A larger number of clinical faculty attended training sessions at the DSU campus. A training session for current and potential clinical faculty was held in Madison County, providing training to clinical faculty without their having to miss a day of instructional time to travel to trainings held at Delta State University.

3. Evaluation Procedure(s):
   Sign In sheets documented number of clinical faculty trained

4. Use of Evaluation Results:
   Training of clinical faculty will ensure a better understanding of expectations and goals for candidates.
B. Goal # 2 - Strong collaborative partnerships will continue to be fostered with school districts, colleges at Delta State, other Mississippi Colleges and universities, and the Mississippi Department of Education.

1. Institutional Goal(s) supported by this goal:
   Goal 5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Expected Results:
   Collaboration between state institutions and other partnerships has been strengthened through regularly scheduled meetings, trainings such as the National Institute for School Leaders (NISL), working on assessment teams with faculty and administration from other institutions, and through collaborative efforts with the Mississippi Department of Education.

3. Evaluation Procedure(s):
   Meetings held, sessions attended, and collaborative partnerships begun have been documented.

4. Use of Evaluation Results:
   Collaborative exchanges have allowed growth and the potential for improvement for all stakeholders.

C. Goal # 3 - Creative solutions such as the use of video conferencing and candidate created DVDs of lessons will help defray increasing costs of travel associated with field experiences.

1. Institutional Goal(s) supported by this goal:
   Goal 3 – The university community will benefit from better communication, effective operational and administrative systems, and optimal work environment, and a performance-responsive reward structure.

2. Expected Results:
   Candidates created multimedia presentations of lessons taught. Each candidate has met the requirement of taping a full lesson during his STAI unit. The taped lessons were submitted to the Office of Field Experiences and university supervisors have had the option to use the taped lesson as one of the required visits during the candidate's internship.

3. Evaluation Procedure(s):
   Candidate created DVDs of teaching experiences have been submitted for review.
4. Use of Evaluation Results:

DVDs have served as a means of evaluating candidate progress without having to incur the cost of travel.

IV. Data and information for department:

V. Personnel:

Responsibilities of the Office of Field Experiences

1. Provide licensure advisory for all candidates prior to admission to Teacher Education;
2. Screen and approve all candidates who request enrollment in Teacher Education;
3. Screen and approve all candidates who register for student teaching;
4. Coordinate with P-12 schools in the area for the placement of teacher education candidates, interns in the School Counseling program, graduate students doing practicum work, student interns in Family and Consumer Sciences Nutrition Program, student interns in Child Development, interns in Athletic Training, and for all school visits and observations prior to the capstone student teaching experience;
5. Provide training to include technology expectations associated with TaskStream for clinical faculty;
6. Serve as liaison between the College of Education and constituency groups;
7. Maintain all records associated with field experiences and candidates in teacher education program;
8. Make contacts and plans for clinical and laboratory work for all teacher education requirements which are done off campus for all divisions in the College of Education;
9. Maintain all records and assessments of teacher candidates;
10. Project management for the Center for Teaching and Learning, with funding from U. S. Department of Education;
11. Project management for the E-Learning Program, with funding from the Mississippi legislature and the Mississippi Department of Education;
12. Provide licensure verification for current candidates and alumni of Delta State University;
13. Serve as Certification Officer; and
14. Manage technology for the College of Education.
Data for Field Experiences, Internships, and Practicum Courses for Teacher Education, Student Teaching, Family and Consumer Sciences, Counseling and Psychology, and Athletic Training as shown in Table 1:

**Table 1**
Office of Field Experiences Yearly Placements for 2006-2007

<table>
<thead>
<tr>
<th>Department/Division</th>
<th>Number of Placements</th>
<th>Fall 06</th>
<th>Spring 07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experiences Prior to Student Teaching</td>
<td></td>
<td>635</td>
<td>351</td>
</tr>
<tr>
<td>Student Teaching Internships</td>
<td></td>
<td>42</td>
<td>51</td>
</tr>
<tr>
<td>Dietetics and Nutrition Practicum Experiences</td>
<td></td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Child Development Internships</td>
<td></td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Counseling and Psychology Internships</td>
<td></td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Athletic Training Internships</td>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total Number of Placements Each Semester</td>
<td></td>
<td>725</td>
<td>450</td>
</tr>
<tr>
<td><strong>Total Number of Placements for 2006-2007</strong></td>
<td></td>
<td><strong>1175</strong></td>
<td></td>
</tr>
</tbody>
</table>

Increased lab and equipment used in The Center for Teaching and Learning as shown in Table 2:

**Table 2**
Summary of CTL Usage Data

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Sign Ins – 18,890</td>
<td>Student Sign Ins – 22,017</td>
</tr>
<tr>
<td>Lab Reservations/Participants – 66</td>
<td>Lab Reservations/Participants – 7,260</td>
</tr>
<tr>
<td>Equipment Reservations – 458</td>
<td>Equipment Reservations – 2,175</td>
</tr>
<tr>
<td>Service Calls – 439</td>
<td>Service Calls – 560</td>
</tr>
</tbody>
</table>
Noteworthy activities and accomplishments:

1. Revised the Teacher Education Handbook (Spring 2007) to provide candidates, cooperating teachers, and university supervisors with access to all forms, paperwork, and information vital to the success of field experiences;

2. Updated all teacher candidate surveys, post student teaching surveys, and employer questionnaires to allow candidates and employers to complete documentation in digital format, providing critical information required for the National Council for Accreditation of Teacher Education (NCATE);

3. Hosted cooperating teacher professional development sessions, both on campus and at partnership schools, for teachers from districts accepting DSU student teachers during fall 2006 and spring 2007;

4. Participated in DSU alumni activities on campus and at Delta chapter alumni meetings;

5. Conducted meetings with all education majors at Delta State University and the Greenville Higher Education Center, keeping them informed on updates, deadlines, licensure advisory, and other important information from the Mississippi Department of Education and the Office of Field Experiences;

6. Supported the regional mission of the University, both through preparation of teachers for Delta area schools and through service to the region;

8. Served as TaskStream Coordinator for College of Education helping to develop and publish directed response folios and provide needed data for the NCATE accreditation process;

9. Chaired the state NCATE accreditation team for Belhaven College and served as a team member for the Blue Mountain College state NCATE accreditation visit;

10. Chaired the state Process and Performance Review team for Jackson State University on April 24, 2007;

11. Conducted two summer Technology Training Workshops for teachers in the Cleveland School District;
12. Managed records and dissemination of data for the Basic Technology Exam, an instrument designed to demonstrate candidate proficiency in technology. This exam is a requirement for entrance into Teacher Education and is now also a requirement for advanced programs.

13. Directed the third year of DSU E-learning program between the College of Education and twelve school districts throughout the state, overseeing the interactive teaching of Spanish I and Spanish II classes to fourteen high schools: Biggersville High School, Broad Street High School, Houka Attendance Center, John F. Kennedy Memorial High School, Madison Shannon Palmer High School, Morton High School, Norma C. O'Bannon High School, Okolona High School, Ray Brooks School, Riverside High School, Sebastopol Attendance Center, Simmons High School, West Bolivar High School, and William Sullivan High School. Currently, the E-learning program is offering Spanish I and Spanish II courses; however, the program will expand to include Advanced Placement History and Physics for the 2007-08 academic year with four additional sites as of April 25, 2007.

14. Provided oversight for “The Learning Curve,” in the Center for Teaching and Learning to provide student support for TaskStream, the Technology Assessment, and assistance with program requirements;

15. Expanded the number of Tech Fellows, a cadre of student workers with technology skills to assist students and faculty in the day to day operations of The Center for Teaching and Learning and other technology initiatives;

16. Expanded the number of TEK PAKS to provide needed equipment and support to infuse technology into planning and teaching for all candidates;

17. Provided “Walk Through Workshops”, user friendly manuals, and “just-in-time” student support for TaskStream and WebCT;

18. Conducted technology training for new fellows selected for the MS Teacher Fellowship Program; also mentored two groups throughout their first year of teaching through meetings, e-mail, and regularly scheduled chat sessions;

19. Attended professional meetings and conferences relevant to the Office of Field Experiences and the CTL;

20. Served as Certification Officer for the College of Education;

21. Scholarly activity included the following presentations/publications:
ACCEPTED PRESENTATIONS:


PRESENTATIONS:


Lee, S. (2006, September). The e-learning program at Delta State University. Program presented to Delta Area School Board Meeting, Cleveland, MS.


Lee, S. (2006, May). *The e-learning program at Delta State University.* Program presented to Cleveland Rotary Club, Cleveland, MS.


**PUBLICATIONS:**


23. Professional service to the University included the following:

- NCATE Steering Committee
- NCATE Planning Committee
- NCATE Electronics Exhibit Room Chair
- NCATE Documents Room Chair
- NCATE Standard Three Committee Chair
- College of Education Academic Council
- Adjunct Faculty Training
- Teacher Education Council
- Institutional Technology Governance Committee – Chairman
- Institutional Technology Strategic Planning Committee
- Web Oversight Committee
- Technology Across the Curriculum Committee
- Distance Learning Committee – Policies and Administration
VI. Division/Department Goals for Coming Year

A. Goal # 1: To more closely couple the curricula of educator preparation programs with field experiences through increased collaboration with P-12 school partners and school-site delivery of courses with clinical faculty input and modeling

1. Institutional Goal which is supported by this goal:
   SP Goal # 1, 4, 5; QEP Goal # 1, 4

2. Evaluation Procedure(s): Agendas and minutes from meetings (faculty and partner school meetings, Teacher Education Council, others); review of log noting number and types of field experiences; student, faculty, and clinical faculty feedback/informal evaluations; note syllabi revisions; course evaluations

3. Expected Results of Evaluation: Methods courses will reflect a stronger experiential component as noted in syllabi; the nature, frequency, and duration of field experiences will reflect stronger P-12 school partnerships, focusing on increased collaboration between university faculty and school-based faculty

4. Use of Evaluation Results: Evaluation results will be used to shape programs and experiences in educator preparation/field experiences for the following year.

B. Goal # 2: To foster improved collaboration and cohesiveness between elementary and secondary education programs, ensuring that all candidates in educator preparation programs have optimum experiences and training infused throughout their programs

1. Institutional Goal which is supported by this goal:
   SP Goal # 1, 2, 5   QEP Goal # 1, 3
2. **Evaluation Procedure(s):** Agendas and minutes (faculty, Teacher Education Council, partner schools, others); surveys of candidates; protocols for seminars and faculty and student feedback from same; course evaluations

3. **Expected Results of Evaluation:** A more comprehensive and cohesive curriculum for all educator preparation programs

4. **Use of Evaluation Results:** Evaluation results will be used to plan seminars, make improvements to syllabi and corresponding courses, and plan programs and experiences for the following year

C. **Goal # 3: To identify model programs for study in order to design and implement more effective university/school partnerships**

   1. **Institutional Goal which is supported by this goal:**
   SP Goal # 1, 5        QEP Goal # 4

   2. **Evaluation Procedure(s):** Notes from research findings; minutes from debriefing meetings with stakeholders; notes from meetings and conversations with contact individuals identified in model programs; itineraries and notes from site visits to observe model programs; program planning notes and resulting plans

   3. **Expected Results of Evaluation:** A plan will be developed for an improved partnership model for implementation the Office of Field Experiences and P-12 school partners

   4. **Use of Evaluation Results:** The plan will be implemented in the ensuing year.