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SECTION A
OFFICE OF FIELD EXPERIENCES
COLLEGE OF EDUCATION
ANNUAL REPORT FOR 2000
BUDGET REQUEST FOR 2001

I. UNIT TITLE

Office of Field Experiences, College of Education
C. Hines Cronin, Unit Administrator

II. DATA AND INFORMATION FOR DEPARTMENT

Non-Academic Departments

The Office of Field Experiences is an academic department.

Academic Department

An analysis of trends follows:

Teacher Education Program Applications

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>2000 Admitted/Denied</th>
<th>1999 Admitted/Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>2 2</td>
<td>2 2</td>
</tr>
<tr>
<td>Business Education</td>
<td>2 3</td>
<td>5 8</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>78 89</td>
<td>90 91</td>
</tr>
<tr>
<td>English Education</td>
<td>10 8</td>
<td>4 10</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>1 2</td>
<td>0 3</td>
</tr>
<tr>
<td>French Education</td>
<td>0 0</td>
<td>1 0</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>8 25</td>
<td>8 34</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>5 7</td>
<td>8 6</td>
</tr>
<tr>
<td>Music Education</td>
<td>18 19</td>
<td>18 15</td>
</tr>
<tr>
<td>Science Education</td>
<td>3 11</td>
<td>8 3</td>
</tr>
<tr>
<td>Social Science Education</td>
<td>13 30</td>
<td>9 18</td>
</tr>
<tr>
<td>Spanish Education</td>
<td>1 1</td>
<td>0 0</td>
</tr>
<tr>
<td>Special Education</td>
<td>12 23</td>
<td>7 13</td>
</tr>
<tr>
<td>Total</td>
<td>153 220</td>
<td>160 203</td>
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### Student Teaching Placements

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<td>5</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>81</td>
<td>63</td>
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<tr>
<td>English Education</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
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<td>0</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Music Education</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Science Education</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Social Science Education</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Special Education</td>
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<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>138</td>
<td>128</td>
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### Schools Districts Utilized During 2000

- Aberdeen School District
- Amory School District
- Booneville School District
- Chickasaw County School District
- Choctaw County School District
- Clarksdale School District
- Cleveland School District
- Clinton School District
- Coahoma County School District
- Desoto County School District
- Drew School District
- East Tallahatchie School District
- Greenville School District
- Greenwood School District
- Grenada School District
- Humphreys County School District
- Indianola School District
- Kosciusko School District
- Leland School District
- Lowndes County School District
- Madison County School District
- Newton County School District
Oxford School District
Pearl School District
Pontotoc School District
Pontotoc County School District
Poplarville School District
Quitman School District
Rankin County School District
Senatobia School District
Shaw School District
South Delta School District
South Panola School District
South Tippah School District
Sunflower County School District
Tate County School District
Vicksburg Warren School District
West Bolivar School District
Western Line School District
Winona School District
Yazoo City School District
Yazoo County School District

Undergraduate Majors in Education

<table>
<thead>
<tr>
<th>Major</th>
<th>Students</th>
</tr>
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<tr>
<td>Art Education</td>
<td>9</td>
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<tr>
<td>Business Education</td>
<td>21</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>361</td>
</tr>
<tr>
<td>English Education</td>
<td>25</td>
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<tr>
<td>Family and Consumer Sciences</td>
<td>0</td>
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<tr>
<td>Foreign Languages</td>
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<tr>
<td>Health, Physical Education and Recreation</td>
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<tr>
<td>Mathematics Education</td>
<td>11</td>
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<tr>
<td>Music Education</td>
<td>84</td>
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<td>Science Education</td>
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<tr>
<td>Social Science Education</td>
<td>51</td>
</tr>
<tr>
<td>Special Education</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>811</td>
</tr>
</tbody>
</table>

Follow-up of Graduates

See Appendix A2
III. PERSONNEL

C. Hines Cronin, Ed.D., Director
Marie Beckham, Senior Secretary

An upgrade is recommended for the senior secretary's position. Justification: Expanded duties of assigned responsibilities to the Office of Field Experiences. These responsibilities, beginning in 1996, include management of (1) technology for the College of Education, (2) project management for the Center for Teaching and Learning, with funding from SERVE and U S Department of Education, and (3) licensure verification.

The workload has more than doubled. No new positions are requested.

Noteworthy activities and accomplishments include establishment of the Center for Teaching and Learning, increased test data management, and continued escalation of technology in the College of Education.

IV. DEGREE PROGRAM ADDITION/DELETIONS

The unit does not have a degree program.

V. GOALS/STUDENT OUTCOMES ASSESSMENT

Goals/student outcomes and assessments are listed on separate pages.
Unit Goal/Student Outcome 1

Establish a computer information system to process student applications for admission to the Teacher Education Program and student teaching, implement a monitoring procedure for student progress, and communicate student progress/failure to appropriate faculty members.

Institutional Goal

6. Optimize the effective use of technology in support of the education process.

Expected Results

Improved communication system for information dissemination to appropriate faculty members and Teacher Education Council.

Improved monitoring procedures of student progress.

Initiate IHL - Title II reporting through the state and USDOE.

Assessment Procedures

Feedback from the faculty and Teacher Education Council members.

An audit of student records each year by a state assessment team.

Report card published by the state.

Actual Results

Analysis of information processing reveals that distribution of student data improves timely decision-making by the Teacher Education Council and faculty members when advising students.
Procedures for recording new standardized test data include utilizing computer capabilities to process information.

The first report card is expected during the 2000-2001 school year.

Use of Results

Application of the information is responsive to new State and NCATE requirements. Faculty will use the information for program improvement. The Office of Field Experiences will use the information to improve services.
Unit Goal/Student Outcome 2

Provide effective and early placement of student teachers who meet Teacher Education Council’s requirements for student teaching leading to licensure and job placement/graduate school.

Institutional Goal

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results

Extended on-the-job experiences with cooperating teachers for preparation to enter the workforce.

Integration of classroom preparation for student teaching with specific placement conditions for each student.

Program completers obtain Mississippi licensure and a firm job offer or acceptance into graduate school.

Assessment Procedures

Surveys of student teachers immediately prior to graduation and after one year of service.

State survey of educational graduates at the end of the first year of teaching.
Actual Results

The surveys verified effectiveness of extended on-the-job experiences with cooperating teachers and integration of specific needs into block classes taught during the semester when students are enrolled in student teaching. Procedures were verified as best practice in preparation of students to enter the workforce.

All students who completed student teaching received Mississippi licenses, except one who did not apply.

All students who completed student teaching were offered positions as teachers or were accepted into a graduate program.

Use of Results

Results confirmed that effective and early placement verifies the quality of practice - 100% achieved job offers (except one) or acceptance into graduate school.
Unit Goal/Student Outcome 3

Provide field experience opportunities for students in multiple educational environments in preparation for professional service after graduation.

Institutional Goal

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results

Students experience the school environment of professional educators by classroom visitation, interactions with educators, and teaching selected lessons.

Students experience teaching and learning in the classroom through observation, performing routine tasks in schools, and actually teaching.

Assessment Procedures
The number of faculty members' requests for field experiences for students.

The percent of students who complete 30 hours of field experiences in introductory courses for admission to Teacher Education Program.

Faculty members monitoring of field experiences provided qualitative information.

Actual Results

The number of field experiences is increasing with strong faculty support.
Use of Results

The faculty uses the results to identify and address the changing workforce conditions now present in the schools and classrooms. Curriculum changes are made to reflect changing conditions.

Students use knowledge gained through field experiences for portfolio and resume preparation.
Unit Goal/Student Outcome 4

Coordinate assessment of student performance on state mandated exams and first-year graduates through survey instruments to determine effectiveness of the teacher preparation program.

Institutional Goal

7. Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

Expected Results

Improve curriculum by faculty use of information and data on student performance.

Use of teacher licensure information by students and practicing educators to prepare for and obtain teacher licensure appropriate for first year placement.

Assessment Procedures

Annual survey of education graduates and employers during their first year of employment.

Analysis of student performance on the standardized tests.

Actual Results

First year graduates reported excellent preparation with a weakness in dealing with special education issues and classroom management.

Use of Results

The results are used to improve curriculum and processes for supervising field experiences and student teaching. Faculty use the results to assess student performance
### VI. UNIT BUDGET PLAN

<table>
<thead>
<tr>
<th>Account</th>
<th>Previous Request</th>
<th>Current Budget</th>
<th>New Budget</th>
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<td>13320</td>
<td>14000</td>
<td>15000</td>
<td>1</td>
</tr>
<tr>
<td>75210 Postage</td>
<td>1250</td>
<td>1250</td>
<td>1250</td>
<td>3</td>
</tr>
<tr>
<td>75220 Telephone LS</td>
<td>1260</td>
<td>1024</td>
<td>1128</td>
<td>4</td>
</tr>
<tr>
<td>75230 Telephone LDS</td>
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<td>1500</td>
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<tr>
<td>75530 Rental of Office Equip.</td>
<td>1975</td>
<td>1975</td>
<td>1975</td>
<td>6</td>
</tr>
<tr>
<td>75660 Maintenance Cont. Equip.</td>
<td>1100</td>
<td>525</td>
<td>525</td>
<td>7</td>
</tr>
<tr>
<td>75780 Consultant Expense</td>
<td>1200</td>
<td>1200</td>
<td>1200</td>
<td>10</td>
</tr>
<tr>
<td>75790 Other Prof. Fees/Services</td>
<td>6100</td>
<td>6100</td>
<td>7000</td>
<td>8</td>
</tr>
<tr>
<td>75820 Dues</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>9</td>
</tr>
<tr>
<td>7600 Commodities</td>
<td>3019</td>
<td>3019</td>
<td>4019</td>
<td>2</td>
</tr>
</tbody>
</table>
Justifications

1. 7400 Travel -- Supervisors are being required to travel greater distances. The reimbursement rate for faculty travel has increased.

2. 75220 Telephone LS -- To cover addition of telephone in Center for Teaching and Learning.

3. 75790 Other Prof. Fees/Services -- To provide contract payment for an estimated 140 student teachers, an increase of 18 student teachers over the current year.

4. 7600 Commodities -- To cover costs of paper and printer supplies for the Center for Teaching and Learning.
APPENDIX A1
The Mississippi Department of Education changed all test requirements for students to enter teacher education programs and obtain licenses to teach in the State of Mississippi. The NTE core battery was replaced with the Praxis Series consisting of (1) PPST and Computer-Based Test (CBT) exams to measure reading, writing, and mathematics, (2) PLT exam to measure principles of learning and teaching, and (3) Specialty exams to measure academic preparation.

ETS reports data in score intervals. The data presented are based on the interval values containing passing scores for Mississippi, not specific scores.

Information on the Praxis I: PPST and CBT (From ETS)

<table>
<thead>
<tr>
<th>Area</th>
<th>National Data</th>
<th>DSU Data</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Median</td>
</tr>
<tr>
<td>PPST Reading</td>
<td>49,516</td>
<td>178(51%)</td>
</tr>
<tr>
<td>CBT Reading</td>
<td>52,113</td>
<td>329(41%)</td>
</tr>
<tr>
<td>PPST Writing</td>
<td>50,488</td>
<td>175(50%)</td>
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<tr>
<td>CBT Writing</td>
<td>53,475</td>
<td>323(45%)</td>
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<tr>
<td>PPST Math</td>
<td>52,616</td>
<td>177(47%)</td>
</tr>
<tr>
<td>CBT Math</td>
<td>56,083</td>
<td>324(46%)</td>
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</table>

Information on Praxis II: Principles of Learning and Teaching

<table>
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<th>Area</th>
<th>National Data</th>
<th>DSU Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Median</td>
</tr>
<tr>
<td>Principles of Learning and Teaching</td>
<td>15,479</td>
<td>176(42%)</td>
</tr>
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</table>
APPENDIX A2
The 2000 graduates completed an extensive questionnaire regarding their preparation for teaching as a profession. They completed this questionnaire at the end of their student teaching experience and again during their first year of teaching.

Responses to items on the questionnaire are given by marking one of five ratings: very good, good, fair, poor, or very poor. The summary of results for the 2000 graduates are similar to those from earlier graduates. These graduates feel they were well prepared for student teaching and subsequently for teaching. The majority of responses rated their teacher education preparation as good or very good. Fewer than 10 percent responded with a poor or very poor rating.

Responses to the six questions requiring written responses indicated support for the continuation of the level of teacher education preparation received at Delta State. These graduates were most supportive of the field experiences, and the planning and implementation skills required for the first year teacher's MTAI evaluation. They also felt prepared to manage their students and classrooms.

Principals employing the first year teacher completed an Employer/Supervisor questionnaire. Ratings were given in four categories: personal qualities, teaching techniques, classroom management, and professional/social traits. The majority of principals expressed satisfaction with the performance and training of the first year teachers. The principals' comments indicated strong support for the teacher education program at Delta State. These results are consistent with results from earlier years where ratings of fair or below are rare.
APPENDIX A3
The attached HEA—Title II report is included in the Mississippi Department of Education's report to the U.S. Office of Education. This is the first year for universities and state departments to prepare HEA—Title II reports.
| Institution Name: Delta State University |  |
| Academic year: 1999-2000 |  |
| Number of program completers: 125 |  |

<table>
<thead>
<tr>
<th>Type of Assessment †</th>
<th>Assessment Code Number</th>
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<th># passing assess.</th>
<th>Institut. pass rate</th>
<th>Statewide pass rate</th>
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<tbody>
<tr>
<td>Basic Skills</td>
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</tr>
<tr>
<td>Assessment 1</td>
<td></td>
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<td>Assessment 2</td>
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<td>Professional Knowledge</td>
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<td>99%</td>
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<td>100%</td>
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<td>Academic Content Areas (math, English, biology etc.)</td>
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<td>96%</td>
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<td>Music:Content Knowledge</td>
<td>113</td>
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<td>Other Content Areas (elementary education, career/technical education, health education, etc.)</td>
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<tr>
<td>Physical Education</td>
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<td>94%</td>
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<tr>
<td>Art Content Knowledge</td>
<td>133</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
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<td>Teaching Special Populations (special education, ESL etc.)</td>
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<td>Special Education</td>
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<td>5</td>
<td>100%</td>
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<td>Assessment 2</td>
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<td>Performance Assessments</td>
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</table>

† See appendix E for a list of teacher assessments by skill and knowledge categories
Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

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<tr>
<th>Institution Name: Delta State University</th>
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<tbody>
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<td>Academic year: 1999-2000</td>
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<tr>
<td>Total number of program completers: 125</td>
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<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th># taking assess</th>
<th># passing assess</th>
<th>Institut. pass rate</th>
<th>Statewide pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate: Basic Skills*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate: Professional Knowledge*</td>
<td>125</td>
<td>125</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Aggregate: Academic Content Areas (math, English, biology etc.)*</td>
<td>20</td>
<td>20</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</td>
<td>81</td>
<td>81</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Aggregate: Teaching Special Populations (special education, ESL...)*</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Performance Assessments*

Summary of Individual Assessments**

*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).

† See appendix E for a list of teacher assessments by skill and knowledge categories
Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers: the update will reflect scores reported after the test closure date. See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported: for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000 including all areas of specialization.

Total number of students enrolled during 1999-2000: 222

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 22

3. Please provide the numbers of supervising faculty who were:

Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 12

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3:)

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 12. The total number of hours required is 480 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
7. Is your teacher preparation program currently under a designation as “low-performing” by the state as per section 208 (a) of the HEA of 1998?  

   Yes  No

NOTE. See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation programs. You may also attach information to this questionnaire.

Section IV. Certification.

I certify that to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

(Signature)

E.E. Gaston, Ed.D. Name of responsible institutional representative for teacher preparation program

Dean, College of Title

Education Certification or review of submission:

(Signature)

David L. Potter, Ph.D. Name of President/Chief Executive (or designee)

President, ISU Title
SECTION B
I. UNIT TITLE

Office of Field Experiences, College of Education
C. Hines Cronin, Unit Administrator

II. DATA AND INFORMATION FOR DEPARTMENT

Non-Academic Departments

The Office of Field Experiences is an academic department responsible for educational technology in the College of Education.

Academic Department

A Center for Teaching and Learning serves all education majors with the following inventory:

Computers with multimedia capability, all mobile for use in multiple locations
Laptop computers for faculty use
LCD projectors
Digital cameras
Digital camcorders
Laser and inkjet printers
Scanners
Videoconferencing cameras
Telecast packets of digital cameras and connections with two schools in the Cleveland School District by cable, and telecast connections to six classrooms by cable
Training for faculty and students in the following areas:

Windows 95 for the desktops
Word processing in Microsoft Word and Works
PowerPoint for presentations
Excel for spreadsheet applications
Access for database applications
SuperLink for multimedia presentations
Internet for accessing information sources
Digital cameras and camcorder for photography
LCD projector for presentations
Laser and color printers for document preparations
Scanner for copying information and computer applications
Desktop videoconferencing using CU-SeeMe applications
Classroom applications of technology

Training provided workshops and on-site assistance depending on need and desire for training. All faculty members who teach graduate and undergraduate students in education were encouraged to participate. Training was extensive and included all areas listed above. Training was a cooperative effort between the College of Education and the College of Business.

III. PERSONNEL

C. Hines Cronin, Ed.D., Director
Marie Beckham, Senior Secretary

The senior secretary position is recommended to be upgraded.

IV. DEGREE PROGRAM ADDITION/DELETION

The unit does not have a degree program.

V. GOALS /STUDENT OUTCOMES ASSESSMENT

Goals/student outcomes and assessments are listed on separate pages.
Unit Goal/Student Outcome 1

Create a technology literate educational workforce by providing training to raise the level of computer competencies in three broad categories: fundamental skill building in the use of computers; infusion of technology into the educational process; and general knowledge of technology and ethical/legal issues.

Institutional Goal

3. Improve computer literacy for all students by making computer services available and by facilitating the use of appropriate software packages in courses throughout the curriculum.

Expected Results

Extensive use of computer-based technology in the Center for Teaching and Learning and classrooms by faculty and students.

Assessment Procedures

Survey results to determine extent of training requested by faculty and extent of training provided.

Feedback from faculty, students, and staff development participants.

Actual Results

Two lab sections for public access and training with full multimedia capabilities in the Center for Teaching and Learning.

Responded to training needs through scheduled workshops and on-site assistance.

Provided on-site program and networking support for multiple program applications, training, and individual use.
Creation of Center for Teaching and Learning provided adequate space for training and general student use, with a full-time coordinator and technology specialists.

Use of Results

Identified through surveys a need for faculty and student training on computers, peripheral equipment, and software programs.

Submitted and received funding for faculty and student training through a U.S. Department of Education grant.

The faculty infused computer skills into the classroom and assignments of student work.
Unit Goal/Student Outcome 2

Establish a full-service Center for Teaching and Learning to meet technology service needs for DSU faculty members and students and staff development for teachers.

Institutional Goal

3. Improve computer literacy for all students by making computer services available and by facilitating the use of appropriate software packages in courses throughout the curriculum.

Expected Results

Compliance with NCATE standards for teacher education programs.

Creation of state-of-the-art Center for Teaching and Learning to serve DSU faculty members and students, the Mississippi Department of Education, and school districts.

Escalate the use of technology by faculty members and students.

Assessment Procedures

Performance assessment based on NCATE standards.

Performance assessment of equipment utilization based on extent of use.

Feedback from faculty members and students

Actual Results

Established a Center for Teaching and Learning with full capability to meet initial technology needs of the College of Education and to provide staff development for DSU faculty members not in the College of Education and school districts.
Over 1200 students per month use the Center's services. Over 90 percent of the faculty are regular computer users and approximately 40 percent use multiple media level software programs.

Use of Results

Document compliance with NCATE standards.

Demonstrate a model technology application for others to replicate.
VI. UNIT BUDGET FOR TECHNOLOGY

The following budget is to maintain the Center for Learning and Teaching.

<table>
<thead>
<tr>
<th>Account</th>
<th>Previous Request</th>
<th>Current Budget</th>
<th>New Budget Request</th>
<th>Priority Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Computers for Currency (20 x $2,500)</td>
<td>$50,000</td>
<td>$0</td>
<td>$50,000</td>
<td>1</td>
</tr>
<tr>
<td>Peripheral equipment</td>
<td>3,000</td>
<td>0</td>
<td>10,000</td>
<td>1</td>
</tr>
<tr>
<td>Support person with Novell expertise (CNA)</td>
<td>40,000</td>
<td>0</td>
<td>50,000</td>
<td>1</td>
</tr>
<tr>
<td>Supplies</td>
<td>3,000</td>
<td>0</td>
<td>3,000</td>
<td>1</td>
</tr>
<tr>
<td>Novell server within the Center</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
<td>2</td>
</tr>
<tr>
<td>Clerical Assistant for inventory control and participant assistance</td>
<td>15,000</td>
<td>0</td>
<td>15,000</td>
<td>3</td>
</tr>
<tr>
<td>Training for computer application and networking and trainer development</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$121,000</strong></td>
<td><strong>$0</strong></td>
<td><strong>$138,000</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Justification**

The establishment of a technology budget is required to assure continued service when grant funds are not adequate. Presently funds are available from the Delta Initiative.
APPENDIX B1
The College of Education, Delta State University adopted three major objectives in 1995 for the implementation of technology applications:

1. To create a technology literate educational work force by providing training to raise the level of computer competencies in three broad categories: fundamental skill building in the use of computers, infusion technology into the educational process, and general knowledge of technology and ethical/legal issues.

2. To establish a Center for Learning and Teaching with full service computer-based resources: drill and practice programs, computer-assisted testing, multimedia programs that permit non-programmers to combine text, color graphics, picture images, music, voice, motion video, animation and simulation; access to the University's infrastructure with Internet; and classrooms with full technology support through the Center's server.

3. To meet the International Society for Technology in Education (ISTE) recommendations to the National Council for Accreditation of Teacher Education (NCATE).

**Progress**

- All faculty members are trained in basic skills application on the computer, and most routinely require use of computer-based applications in assignments. Since January 1997 all faculty members have participated in training and Center services.

- The Center for Teaching and Learning is established in Ewing Hall. The Center has a training lab and an open
access lab for students, Internet connection on each computer, access to large databases, connection to the University's infrastructure, and all classrooms and the auditorium wired for full technology support.

- ISTE standards are being met through collaborative alliances with the College of Business, College of Arts and Sciences, and the University's Information and Technology Services for training and technical support. Through University financial support and federal funds, each faculty member has a desktop multimedia computer with connection to a laser printer, the University's infrastructure, and Internet.
APPENDIX B2
NCATE TECHNOLOGY STANDARDS

The National Council for Accreditation of Teacher Education (NCATE) accepted the International Society for Technology in Education (ISTE) recommended guidelines for programs in educational computing and teacher preparation programs. These recommendations are listed as standards for planning and implementing technology in the College of Education:

Demonstrate ability to operate a computer system in order to successfully utilize software.

Evaluate and use computers and related technologies to support the instructional process.

Apply current instructional principles, research, and appropriate assessment practices for the use of computers and related technologies.

Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.

Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.

Evaluate, select and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade level.

Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.

Demonstrate skill in using productivity tools for professional and personal use, including word-processing, database, spreadsheet, and print/graphic utilities.
Demonstrate knowledge of equity, ethical, legal and human issues of computing and technology use as they relate to society and model appropriate behaviors.

Identify resources for staying current in applications of computing and related technologies in education. Use of computer-based technologies to access information to enhance personal and professional productivity.

Apply computers and related technologies to facilitate emerging roles of the learner and the educator.
ANNUAL REPORT

OFFICE OF FIELD EXPERIENCES

2000 SCHOOL YEAR
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SECTION A
I. UNIT TITLE

Office of Field Experiences, College of Education
C. Hines Cronin, Unit Administrator

II. DATA AND INFORMATION FOR DEPARTMENT

Non-Academic Departments

The Office of Field Experiences is an academic department.

Academic Department

An analysis of trends follows:

Teacher Education Program Applications

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>2000 Admitted/Denied</th>
<th>1999 Admitted/Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>2 2</td>
<td>2 2</td>
</tr>
<tr>
<td>Business Education</td>
<td>2 3</td>
<td>5 8</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>78 89</td>
<td>90 91</td>
</tr>
<tr>
<td>English Education</td>
<td>10 8</td>
<td>4 10</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>1 2</td>
<td>0 3</td>
</tr>
<tr>
<td>French Education</td>
<td>0 0</td>
<td>1 0</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>8 25</td>
<td>8 34</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>5 7</td>
<td>8 6</td>
</tr>
<tr>
<td>Music Education</td>
<td>18 19</td>
<td>18 15</td>
</tr>
<tr>
<td>Science Education</td>
<td>3 11</td>
<td>8 3</td>
</tr>
<tr>
<td>Social Science Education</td>
<td>13 30</td>
<td>9 18</td>
</tr>
<tr>
<td>Spanish Education</td>
<td>1 1</td>
<td>0 0</td>
</tr>
<tr>
<td>Special Education</td>
<td>12 23</td>
<td>7 13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>153 220</strong></td>
<td><strong>160 203</strong></td>
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</table>
Student Teaching Placements

<table>
<thead>
<tr>
<th>MAJOR</th>
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<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Business Education</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>81</td>
<td>63</td>
</tr>
<tr>
<td>English Education</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Music Education</td>
<td>16</td>
<td>19</td>
</tr>
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<td>Science Education</td>
<td>3</td>
<td>10</td>
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<tr>
<td>Social Science Education</td>
<td>9</td>
<td>5</td>
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<tr>
<td>Special Education</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>128</td>
</tr>
</tbody>
</table>

Schools Districts Utilized During 2000

Aberdeen School District
Amory School District
Booneville School District
Chickasaw County School District
Choctaw County School District
Clarksdale School District
Cleveland School District
Clinton School District
Coahoma County School District
Desoto County School District
Drew School District
East Tallahatchie School District
Greenville School District
Greenwood School District
Grenada School District
Humphreys County School District
Indianola School District
Kosciusko School District
Leland School District
Lowndes County School District
Madison County School District
Newton County School District
Oxford School District
Pearl School District
Pontotoc School District
Pontotoc County School District
Poplarville School District
Quitman School District
Rankin County School District
Senatobia School District
Shaw School District
South Delta School District
South Panola School District
South Tippah School District
Sunflower County School District
Tate County School District
Vicksburg Warren School District
West Bolivar School District
Western Line School District
Winona School District
Yazoo City School District
Yazoo County School District

Undergraduate Majors in Education

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<thead>
<tr>
<th>Major</th>
<th>Count</th>
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<tr>
<td>Art Education</td>
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<tr>
<td>Business Education</td>
<td>21</td>
</tr>
<tr>
<td>Elementary Education</td>
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<td>English Education</td>
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<td>Family and Consumer Sciences</td>
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<tr>
<td>Foreign Languages</td>
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<td>Health, Physical Education and Recreation</td>
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<td>11</td>
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<tr>
<td>Music Education</td>
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<tr>
<td>Total</td>
<td>811</td>
</tr>
</tbody>
</table>

Follow-up of Graduates

See Appendix A2
III. PERSONNEL

C. Hines Cronin, Ed.D., Director
Marie Beckham, Senior Secretary

An upgrade is recommended for the senior secretary's position. Justification: Expanded duties of assigned responsibilities to the Office of Field Experiences. These responsibilities, beginning in 1996, include management of (1) technology for the College of Education, (2) project management for the Center for Teaching and Learning, with funding from SERVE and U S Department of Education, and (3) licensure verification.

The workload has more than doubled. No new positions are requested.

Noteworthy activities and accomplishments include establishment of the Center for Teaching and Learning, increased test data management, and continued escalation of technology in the College of Education.

IV. DEGREE PROGRAM ADDITION/DELETIONS

The unit does not have a degree program.

V. GOALS/STUDENT OUTCOMES ASSESSMENT

Goals/student outcomes and assessments are listed on separate pages.
Unit Goal/Student Outcome 1

Establish a computer information system to process student applications for admission to the Teacher Education Program and student teaching, implement a monitoring procedure for student progress, and communicate student progress/failure to appropriate faculty members.

Institutional Goal

6. Optimize the effective use of technology in support of the education process.

Expected Results

Improved communication system for information dissemination to appropriate faculty members and Teacher Education Council.

Improved monitoring procedures of student progress.

Initiate IHL - Title II reporting through the state and USDOE.

Assessment Procedures

Feedback from the faculty and Teacher Education Council members.

An audit of student records each year by a state assessment team.

Report card published by the state.

Actual Results

Analysis of information processing reveals that distribution of student data improves timely decision-making by the Teacher Education Council and faculty members when advising students.
Procedures for recording new standardized test data include utilizing computer capabilities to process information.

The first report card is expected during the 2000-2001 school year.

**Use of Results**

Application of the information is responsive to new State and NCATE requirements. Faculty will use the information for program improvement. The Office of Field Experiences will use the information to improve services.
Unit Goal/Student Outcome 2

Provide effective and early placement of student teachers who meet Teacher Education Council’s requirements for student teaching leading to licensure and job placement/graduate school.

Institutional Goal

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results

Extended on-the-job experiences with cooperating teachers for preparation to enter the workforce.

Integration of classroom preparation for student teaching with specific placement conditions for each student.

Program completers obtain Mississippi licensure and a firm job offer or acceptance into graduate school.

Assessment Procedures

Surveys of student teachers immediately prior to graduation and after one year of service.

State survey of educational graduates at the end of the first year of teaching.
Actual Results

The surveys verified effectiveness of extended on-the-job experiences with cooperating teachers and integration of specific needs into block classes taught during the semester when students are enrolled in student teaching. Procedures were verified as best practice in preparation of students to enter the workforce.

All students who completed student teaching received Mississippi licenses, except one who did not apply.

All students who completed student teaching were offered positions as teachers or were accepted into a graduate program.

Use of Results

Results confirmed that effective and early placement verifies the quality of practice - 100% achieved job offers (except one) or acceptance into graduate school.
Unit Goal/Student Outcome 3

Provide field experience opportunities for students in multiple educational environments in preparation for professional service after graduation.

Institutional Goal

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results

Students experience the school environment of professional educators by classroom visitation, interactions with educators, and teaching selected lessons.

Students experience teaching and learning in the classroom through observation, performing routine tasks in schools, and actually teaching.

Assessment Procedures
The number of faculty members' requests for field experiences for students.

The percent of students who complete 30 hours of field experiences in introductory courses for admission to Teacher Education Program.

Faculty members monitoring of field experiences provided qualitative information.

Actual Results

The number of field experiences is increasing with strong faculty support.
Use of Results

The faculty uses the results to identify and address the changing workforce conditions now present in the schools and classrooms. Curriculum changes are made to reflect changing conditions.

Students use knowledge gained through field experiences for portfolio and resume preparation.
Unit Goal/Student Outcome 4

Coordinate assessment of student performance on state mandated exams and first-year graduates through survey instruments to determine effectiveness of the teacher preparation program.

Institutional Goal

7. Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

Expected Results

Improve curriculum by faculty use of information and data on student performance.

Use of teacher licensure information by students and practicing educators to prepare for and obtain teacher licensure appropriate for first year placement.

Assessment Procedures

Annual survey of education graduates and employers during their first year of employment.

Analysis of student performance on the standardized tests.

Actual Results

First year graduates reported excellent preparation with a weakness in dealing with special education issues and classroom management.

Use of Results

The results are used to improve curriculum and processes for supervising field experiences and student teaching. Faculty use the results to assess student performance.
### VI. UNIT BUDGET PLAN

<table>
<thead>
<tr>
<th>Account</th>
<th>Previous Request</th>
<th>Current Budget</th>
<th>New Budget</th>
<th>Priority</th>
</tr>
</thead>
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<td>1250</td>
<td>1250</td>
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</tr>
<tr>
<td>75220 Telephone LS</td>
<td>1260</td>
<td>1024</td>
<td>1128</td>
<td>4</td>
</tr>
<tr>
<td>75230 Telephone LDS</td>
<td>1340</td>
<td>1500</td>
<td>1500</td>
<td>5</td>
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<tr>
<td>75530 Rental of Office Equip.</td>
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<td>1975</td>
<td>1975</td>
<td>6</td>
</tr>
<tr>
<td>75660 Maintenance</td>
<td>1100</td>
<td>525</td>
<td>525</td>
<td>7</td>
</tr>
<tr>
<td>Cont. Equip.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75780 Consultant Expense</td>
<td>1200</td>
<td>1200</td>
<td>1200</td>
<td>10</td>
</tr>
<tr>
<td>75790 Other Prof. Fees/Services</td>
<td>6100</td>
<td>6100</td>
<td>7000</td>
<td>8</td>
</tr>
<tr>
<td>75820 Dues</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>9</td>
</tr>
<tr>
<td>7600 Commodities</td>
<td>3019</td>
<td>3019</td>
<td>4019</td>
<td>2</td>
</tr>
</tbody>
</table>
Justifications

1. 7400 Travel -- Supervisors are being required to travel greater distances. The reimbursement rate for faculty travel has increased.

2. 75220 Telephone LS -- To cover addition of telephone in Center for Teaching and Learning.

3. 75790 Other Prof. Fees/Services -- To provide contract payment for an estimated 140 student teachers, an increase of 18 student teachers over the current year.

4. 7600 Commodities -- To cover costs of paper and printer supplies for the Center for Teaching and Learning.
APPENDIX A1
STUDENT TEST INFORMATION
COLLEGE OF EDUCATION
SCHOOL YEAR 2000

The Mississippi Department of Education changed all test requirements for students to enter teacher education programs and obtain licenses to teach in the State of Mississippi. The NTE core battery was replaced with the Praxis Series consisting of (1) PPST and Computer-Based Test (CBT) exams to measure reading, writing, and mathematics, (2) PLT exam to measure principles of learning and teaching, and (3) Specialty exams to measure academic preparation.

ETS reports data in score intervals. The data presented are based on the interval values containing passing scores for Mississippi, not specific scores.

Information on the Praxis I: PPST and CBT (From ETS)

<table>
<thead>
<tr>
<th>Area</th>
<th>National Data N</th>
<th>Median</th>
<th>DSU Data N</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST Reading</td>
<td>49,516</td>
<td>178(51%)</td>
<td>121</td>
<td>173(22%)</td>
</tr>
<tr>
<td>CBT Reading</td>
<td>52,113</td>
<td>329(41%)</td>
<td>134</td>
<td>325(24%)</td>
</tr>
<tr>
<td>PPST Writing</td>
<td>50,488</td>
<td>175(50%)</td>
<td>136</td>
<td>172(23%)</td>
</tr>
<tr>
<td>CBT Writing</td>
<td>53,475</td>
<td>323(45%)</td>
<td>154</td>
<td>319(20%)</td>
</tr>
<tr>
<td>PPST Math</td>
<td>52,616</td>
<td>177(47%)</td>
<td>131</td>
<td>169(20%)</td>
</tr>
<tr>
<td>CBT Math</td>
<td>56,083</td>
<td>324(46%)</td>
<td>150</td>
<td>317(18%)</td>
</tr>
</tbody>
</table>

Information on Praxis II: Principles of Learning and Teaching

<table>
<thead>
<tr>
<th>Area</th>
<th>National Data N</th>
<th>Median</th>
<th>DSU Data N</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Learning and Teaching</td>
<td>15,479</td>
<td>176(42%)</td>
<td>163</td>
<td>168(23%)</td>
</tr>
</tbody>
</table>
APPENDIX A2
TEACHER EDUCATION FOLLOW-UP REPORT
2000 TEACHER EDUCATION GRADUATES
AN EXECUTIVE SUMMARY

The 2000 graduates completed an extensive questionnaire regarding their preparation for teaching as a profession. They completed this questionnaire at the end of their student teaching experience and again during their first year of teaching.

Responses to items on the questionnaire are given by marking one of five ratings: very good, good, fair, poor, or very poor. The summary of results for the 2000 graduates are similar to those from earlier graduates. These graduates feel they were well prepared for student teaching and subsequently for teaching. The majority of responses rated their teacher education preparation as good or very good. Fewer than 10 percent responded with a poor or very poor rating.

Responses to the six questions requiring written responses indicated support for the continuation of the level of teacher education preparation received at Delta State. These graduates were most supportive of the field experiences, and the planning and implementation skills required for the first year teacher's MTAI evaluation. They also felt prepared to manage their students and classrooms.

Principals employing the first year teacher completed an Employer/Supervisor questionnaire. Ratings were given in four categories: personal qualities, teaching techniques, classroom management, and professional/social traits. The majority of principals expressed satisfaction with the performance and training of the first year teachers. The principals' comments indicated strong support for the teacher education program at Delta State. These results are consistent with results from earlier years where ratings of fair or below are rare.
APPENDIX A3
The attached HEA–Title II report is included in the Mississippi Department of Education's report to the U.S. Office of Education. This is the first year for universities and state departments to prepare HEA–Title II reports.
<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Code Number</th>
<th># taking assess.</th>
<th># passing assess.</th>
<th>Institut. pass rate</th>
<th>Statewide pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assessment 1</td>
<td>522</td>
<td>83</td>
<td>83</td>
<td>100%</td>
<td>99%</td>
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<td>Assessment 2</td>
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<td>Assessment 3</td>
<td></td>
<td>524</td>
<td>41</td>
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<td>99%</td>
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<tr>
<td>Professional Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td></td>
<td>520</td>
<td>1</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Assessment 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Content Areas (math, English, biology etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 1</td>
<td>Eng Lang &amp; Lit</td>
<td>040</td>
<td>6</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Math Cont Knowledge</td>
<td>061</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Soc Std. Cont Knowledge</td>
<td>081</td>
<td>2</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>Business Education</td>
<td>100</td>
<td>2</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>Music:Content Knowledge</td>
<td>113</td>
<td>4</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Other Content Areas (elementary education, career/technical education, health education, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 1</td>
<td>Education in Elem School</td>
<td>010</td>
<td>49</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Elem Ed Curr Instruc Assmt</td>
<td>011</td>
<td>18</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Elem Ed: CIA K-5</td>
<td>016</td>
<td>6</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>090</td>
<td>7</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Art Content Knowledge</td>
<td>133</td>
<td>1</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Teaching Special Populations (special education, ESL etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 1</td>
<td>Special Education</td>
<td>350</td>
<td>5</td>
<td>100%</td>
<td>90%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: See appendix E for a list of teacher assessments by skill and knowledge categories.
Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<table>
<thead>
<tr>
<th>Institution Name: Delta State University</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year: 1999-2000</td>
<td></td>
</tr>
<tr>
<td>Total number of program completers: 125</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th># taking assess</th>
<th># passing assess</th>
<th>Institutional pass rate</th>
<th>Statewide pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate: Basic Skills*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate: Professional Knowledge*</td>
<td>125</td>
<td>125</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Aggregate: Academic Content Areas (math, English, biology etc.)*</td>
<td>20</td>
<td>20</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</td>
<td>81</td>
<td>81</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Aggregate: Teaching Special Populations (special education, ESL,...)*</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>90%</td>
</tr>
</tbody>
</table>

| Performance Assessments* |  |

Summary of Individual Assessments**

*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).

† See appendix E for a list of teacher assessments by skill and knowledge categories.
Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 225

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 25

3. Please provide the numbers of supervising faculty who were:

17 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

_____ Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

2 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 19

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3) 6.6:1

5. The average number of hours per week required of student participation in supervised student teaching in these programs was 40 hours. The total number of weeks of supervised student teaching required is 12. The total number of hours required is 480 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
Section III. Contextual Information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

E.E. Caston, Ed.D. Name of responsible institutional representative for teacher preparation program

Dean, College of Title
Education Certification of review of submission:

David L. Potter, Ph.D. Name of President/Chief Executive (or designee)

President, DSU Title
SECTION B
OFFICE OF FIELD EXPERIENCES
COLLEGE OF EDUCATION
TECHNOLOGY

I. UNIT TITLE

Office of Field Experiences, College of Education
C. Hines Cronin, Unit Administrator

II. DATA AND INFORMATION FOR DEPARTMENT

Non-Academic Departments

The Office of Field Experiences is an academic
department responsible for educational technology in
the College of Education.

Academic Department

A Center for Teaching and Learning serves all education
majors with the following inventory:

Computers with multimedia capability, all
mobile for use in multiple locations
Laptop computers for faculty use
LCD projectors
Digital cameras
Digital camcorders
Laser and inkjet printers
Scanners
Videoconferencing cameras
Telecast packets of digital cameras and
connections with two schools in the Cleveland School
District by cable, and telecast connections to six
classrooms by cable
Training for faculty and students in the following areas:

Windows 95 for the desktops
Word processing in Microsoft Word and Works
PowerPoint for presentations
Excel for spreadsheet applications
Access for database applications
SuperLink for multimedia presentations
Internet for accessing information sources
Digital cameras and camcorder for photography
LCD projector for presentations
Laser and color printers for document preparations
Scanner for copying information and computer applications
Desktop videoconferencing using CU-SeeMe applications
Classroom applications of technology

Training provided workshops and on-site assistance depending on need and desire for training. All faculty members who teach graduate and undergraduate students in education were encouraged to participate. Training was extensive and included all areas listed above. Training was a cooperative effort between the College of Education and the College of Business.

III. PERSONNEL

C. Hines Cronin, Ed.D., Director
Marie Beckham, Senior Secretary

The senior secretary position is recommended to be upgraded.

IV. DEGREE PROGRAM ADDITION/DELETION

The unit does not have a degree program.

V. GOALS /STUDENT OUTCOMES ASSESSMENT

Goals/student outcomes and assessments are listed on separate pages.
Unit Goal/Student Outcome 1

Create a technology literate educational workforce by providing training to raise the level of computer competencies in three broad categories: fundamental skill building in the use of computers; infusion of technology into the educational process; and general knowledge of technology and ethical/legal issues.

Institutional Goal

3. Improve computer literacy for all students by making computer services available and by facilitating the use of appropriate software packages in courses throughout the curriculum.

Expected Results

Extensive use of computer-based technology in the Center for Teaching and Learning and classrooms by faculty and students.

Assessment Procedures

Survey results to determine extent of training requested by faculty and extent of training provided.

Feedback from faculty, students, and staff development participants.

Actual Results

Two lab sections for public access and training with full multimedia capabilities in the Center for Teaching and Learning.

Responded to training needs through scheduled workshops and on-site assistance.

Provided on-site program and networking support for multiple program applications, training, and individual use.
Creation of Center for Teaching and Learning provided adequate space for training and general student use, with a full-time coordinator and technology specialists.

Use of Results

Identified through surveys a need for faculty and student training on computers, peripheral equipment, and software programs.

Submitted and received funding for faculty and student training through a U.S. Department of Education grant.

The faculty infused computer skills into the classroom and assignments of student work.
Unit Goal/Student Outcome 2

Establish a full-service Center for Teaching and Learning to meet technology service needs for DSU faculty members and students and staff development for teachers.

Institutional Goal

3. Improve computer literacy for all students by making computer services available and by facilitating the use of appropriate software packages in courses throughout the curriculum.

Expected Results

Compliance with NCATE standards for teacher education programs.

Creation of state-of-the-art Center for Teaching and Learning to serve DSU faculty members and students, the Mississippi Department of Education, and school districts.

Escalate the use of technology by faculty members and students.

Assessment Procedures

Performance assessment based on NCATE standards.

Performance assessment of equipment utilization based on extent of use.

Feedback from faculty members and students

Actual Results

Established a Center for Teaching and Learning with full capability to meet initial technology needs of the College of Education and to provide staff development for DSU faculty members not in the College of Education and school districts.
Over 1200 students per month use the Center's services. Over 90 percent of the faculty are regular computer users and approximately 40 percent use multiple media level software programs.

Use of Results

Document compliance with NCATE standards.

Demonstrate a model technology application for others to replicate.
VI. UNIT BUDGET FOR TECHNOLOGY

The following budget is to maintain the Center for Learning and Teaching.

<table>
<thead>
<tr>
<th>Account</th>
<th>Previous Request</th>
<th>Current Budget</th>
<th>New Budget Request</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Computers for Currency (20 x $2,500)</td>
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<td>$0</td>
<td>$50,000</td>
<td>1</td>
</tr>
<tr>
<td>Peripheral equipment</td>
<td>3,000</td>
<td>0</td>
<td>10,000</td>
<td>1</td>
</tr>
<tr>
<td>Support person with Novell expertise (CNA)</td>
<td>40,000</td>
<td>0</td>
<td>50,000</td>
<td>1</td>
</tr>
<tr>
<td>Supplies</td>
<td>3,000</td>
<td>0</td>
<td>3,000</td>
<td>1</td>
</tr>
<tr>
<td>Novell server within the Center</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
<td>2</td>
</tr>
<tr>
<td>Clerical Assistant for inventory control and participant assistance</td>
<td>15,000</td>
<td>0</td>
<td>15,000</td>
<td>3</td>
</tr>
<tr>
<td>Training for computer application and networking and trainer development</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>$121,000</td>
<td>$0</td>
<td>$138,000</td>
<td></td>
</tr>
</tbody>
</table>

Justification

The establishment of a technology budget is required to assure continued service when grant funds are not adequate. Presently funds are available from the Delta Initiative.
APPENDIX B1
The College of Education, Delta State University adopted three major objectives in 1995 for the implementation of technology applications:

1. To create a technology literate educational work force by providing training to raise the level of computer competencies in three broad categories: fundamental skill building in the use of computers, infusion technology into the educational process, and general knowledge of technology and ethical/legal issues.

2. To establish a Center for Learning and Teaching with full service computer-based resources: drill and practice programs, computer-assisted testing, multimedia programs that permit non-programmers to combine text, color graphics, picture images, music, voice, motion video, animation and simulation; access to the University's infrastructure with Internet; and classrooms with full technology support through the Center's server.

3. To meet the International Society for Technology in Education (ISTE) recommendations to the National Council for Accreditation of Teacher Education (NCATE).

Progress

- All faculty members are trained in basic skills application on the computer, and most routinely require use of computer-based applications in assignments. Since January 1997 all faculty members have participated in training and Center services.

- The Center for Teaching and Learning is established in Ewing Hall. The Center has a training lab and an open
access lab for students, Internet connection on each computer, access to large databases, connection to the University's infrastructure, and all classrooms and the auditorium wired for full technology support.

ISTE standards are being met through collaborative alliances with the College of Business, College of Arts and Sciences, and the University's Information and Technology Services for training and technical support. Through University financial support and federal funds, each faculty member has a desktop multimedia computer with connection to a laser printer, the University's infrastructure, and Internet.
APPENDIX B2
NCATE TECHNOLOGY STANDARDS

The National Council for Accreditation of Teacher Education (NCATE) accepted the International Society for Technology in Education (ISTE) recommended guidelines for programs in educational computing and teacher preparation programs. These recommendations are listed as standards for planning and implementing technology in the College of Education:

Demonstrate ability to operate a computer system in order to successfully utilize software.

Evaluate and use computers and related technologies to support the instructional process.

Apply current instructional principles, research, and appropriate assessment practices for the use of computers and related technologies.

Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.

Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.

Evaluate, select and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade level.

Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.

Demonstrate skill in using productivity tools for professional and personal use, including word-processing, database, spreadsheet, and print/graphic utilities.
Demonstrate knowledge of equity, ethical, legal and human issues of computing and technology use as they relate to society and model appropriate behaviors.

Identify resources for staying current in applications of computing and related technologies in education. Use of computer-based technologies to access information to enhance personal and professional productivity.

Apply computers and related technologies to facilitate emerging roles of the learner and the educator.