I. Unit Title: Psychology

School: Education

Unit Administrator: Gene Hamon

II. Data and information for department:

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
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<tr>
<td>Credit hours, undergraduate</td>
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<tr>
<td>Credit hours, graduate</td>
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<td>Number of graduates, BA</td>
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<tr>
<td>Number of majors</td>
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<tr>
<td>Student-Teacher Ratio (Fall only)</td>
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<td>22</td>
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<tr>
<td>Average class size (Fall only)</td>
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<tr>
<td>Upper</td>
<td>25</td>
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</table>

- The number of majors decreased, while the number of graduates did not change.
- The student-teacher ratio declined by one.
- Average class size decreased for lower level classes, but increased for upper level classes.

III. Personnel

Noteworthy activities and accomplishments

- Drs. Carol Hayes and Paul Nicodemus served as program evaluators for Teen Intimate Partner Violence Prevention Program sponsored by the Center for Disease Control and Prevention.
- Dr. Carol Hayes reviewed three textbook manuscripts.
- Dr. Reid Jones served on the National Advisory Board for the American Association of State Colleges and Universities.
- Department members participated in ten faculty development activities.
- Dr. Gene Hamon presented a paper at a regional convention.
- Dr. Reid Jones organized and chaired a symposium at the MidSouth Educational Research Association Annual Conference.
- Dr. Reid Jones presented seven papers at the MidSouth Educational Research Association Annual Conference.
- Dr. Carol Hayes served as co-chair and executive committee member of the Southern Regional Faculty and Instructional Development Consortium.
- Drs. Carol Hayes, Gene Hamon, and Scott Hutchens developed Web-assisted classes.
- Drs. Scott Hutchens and Paul Nicodemus had papers accepted for presentation at the annual meeting of the Southeastern Psychological Association.
• Dr. Scott Hutchens attended a PsychExps Workshop at the University of Mississippi. The purpose of the workshop was to learn how to do research on the Internet.

New positions requested with justification
• None

Recommended change of status (promotion/tenure)
• None

IV. Degree Program Addition/Deletion
• None
V. Department Goals for 1999

A. Goal 1: Encourage faculty to make effective use of new technology both in and outside of the classroom

B. Institutional Goal: Optimize the effective use of technology in support of the education process.

C. Expected Results: All faculty will use a computer classroom for at least one course each semester. Faculty will use the Internet in the classroom and develop Web assisted courses.

D. Assessment Procedures: Survey of faculty.

E. Actual Results: 80% of faculty use a computer classroom for at least one class meeting per semester. Three faculty members have created Web assisted courses and are using the Internet to enhance courses.

F. Use of Results: Faculty using a computer classroom and the Internet will share experiences with the others. As a results other faculty are planning on developing Web assisted courses.
A. **Goal 2:** To reduce the student-teacher ratio, and to reduce average class size.

B. **Institutional Goal:** Provide sufficient faculty in all disciplines to maintain a student-teacher ratio that ensures opportunities for meaningful intellectual interaction between students and faculty.

C. **Expected Results:** The student-teacher ratio for Fall 1999 will be less than it was Fall 1998.

D. **Assessment Procedures:** Analysis of credit hour production and information furnished by the Office of Institutional Research and Planning.

E. **Actual Results:** The student-teacher ratio for Fall 1999 decreased 1 to 21. The average class size for lower level classes decreased by 4 to 30, and the average class size for upper level classes increased by 3 to 23. For Fall 1998, the department student-teacher ratio (22) was the second highest in the university. The university average was 14.

F. **Use of Results:** Student-teacher ratio and class sizes will be monitored. If needed, maximum class size will be decreased.
A. **Goal 3:** To develop a more systematic method of collecting data for program evaluation.

B. **Institutional Goal:** 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.

C. **Expected Results:** Increased effectiveness of program evaluation.

D. **Assessment Procedures:** Examination of current data collection procedures.

E. **Actual Results:** Seventy-six percent of the Spring 1999 graduates took the Major Field test and completed the Senior Survey. Seventy-one percent of the 1999 graduates turned in portfolios.

F. **Use of Results:** PSY 102 (Psychological Tools) was first offered Fall 1998, and any effect the change has will not occur for a few years. The requirement that PSY 490 (Senior Seminar) be taken will be effective Spring 2000 for majors who transferred Fall 1998, and effective for other majors Spring 2002. So until the course is required for all majors, all seniors may not turn in portfolios, complete the survey, or take the test.
A. **Goal 4:** Improve student recruitment.

B. **Institutional Goal:** Attract and retain qualified and diverse students, faculty, and staff.

C. **Expected Results:** It is expected that the number of new majors will increase.

D. **Assessment Procedures:** Comparison of the number of new majors (transfers and new freshman) Fall 1999 with the number for Fall 1998.

E. **Actual Results:** For Fall 1998, there were 89 majors. Of these 10 were transfers and 15 were new freshmen. For Fall 1999 there were 73 majors, including 9 new freshmen and 16 transfers. The decline in number of majors is due to a decrease in the number of Delta State students changing their major to Psychology.

F. **Use of Results:** Using Blackboard.com a departmental information page was placed on the Internet. Prospective majors are given the address to the site. This page contains information on the department, requirements for the Bachelor of Arts Degree in Psychology, suggested minors, and suggested electives. In addition there are links to sites with information on careers in Psychology, graduate school planning, and Psychological organizations. The recruiting efforts will continue. The number of new majors admitted for each fall semester will be monitored.
A. **Goal 5:** Increase funding for commodities.

B. **Institutional Goal:** Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

C. **Expected Results:** Prices have increased for many types of commodities, including paper, copying, supplies, and ETS Major Field Test in Psychology. Current funding is no longer adequate. An increase of $500 is requested for account 7600 (Commodities).

D. **Assessment Procedures:** Examination of 2000 budget.

E. **Actual Results:** Results will be determined after the 2000 budget is released.

F. **Use of Results:** This is not applicable at this time.
A. **Goal 6:** Obtain funds to purchase paper shredder.

B. **Institutional Goal:** Provide the resources, facilities and the physical environment which contribute to the intellectual, cultural, ethical, physical, and social growth and development of the student and of the surrounding community.

C. **Expected Results:** To protect student confidentiality, a paper shredder is required. In order to access confidential information, all that is needed is a person’s social security number. The only way to prevent documents containing social security numbers and other confidential information from being accessible is to shred them. A one time request in the amount of $800 is needed for this equipment.

D. **Assessment Procedures:** Examination of 2000 budget.

E. **Actual Results:** Results will be determined after the 2000 budget is released.

F. **Use of Results:** This is not applicable at this time.
VI. Student Outcomes

**Major:** Psychology  
**Degree:** B.A.

A. **Student Outcome 1:** Students graduating from this program will possess knowledge of Psychology.

B. **Expected Results:** 60 percent of seniors will score above the 50th percentile on the ETS Major Field Test in Psychology.

C. **Assessment Procedures:** Analysis of scores on the ETS Major Field Test in Psychology.

D. **Actual Results:** Twenty-two percent scored above the 50th percentile. This was a slight decrease from the prior year. The correlation between the student's Psychology GPA and test score was +.65. Additional analysis indicated continued adequate performance in two areas (sensory/physiological and memory/thinking), and continued deficiency in clinical/abnormal, measurement/methodology, developmental, and social.

**Date of the most recent evaluation?** April 1999

E. **Use of Results:** In addition to changes previously initiated, the following has been done. Social Cognition was first offered Fall 1998, and 1/3 of the test takers had taken the course. The percentile rank for social was higher than the prior year. Faculty who teach courses in the areas covered by the test developed lists of important terms and concepts. Majors in these course are given the lists and required to define the terms. They are also informed that they are expected to know and understand them and that their knowledge will be assessed in Senior Seminar. PSY 490 (Senior Seminar) was first offered Spring 2000. In this class knowledge of the terms is assessed and deficient areas are reviewed.
Major: Psychology  Degree: B.A.

A. **Student Outcome 2:** Graduating seniors will show a high degree of satisfaction with the Psychology Department.

B. **Expected Results:** The average rating given to the "overall quality of this department" will be "good" or "excellent," and the average rating for "quality of career advising in my major" will also be "good" or "excellent."

C. **Assessment Procedures:** Comparison of Departmental ratings on the 1999 Senior Survey with the 1998 Survey.

D. **Actual Results:** The average rating for quality of department was 1.88 (2 - good, 1 - excellent). The average for 1998 was 1.68. The average rating for quality of career advising was 2.41 (2 - good, 3 - fair). The average for 1998 was 2.11.

**Date of the most recent evaluation?** April 1999

E. **Use of Results:** As a result of the 1995 survey, a unit on career advising was added to the course content of PSY 102, Psychological Tools. Of the students completing the survey, all had taken PSY 102 after the career advising unit was added. The rating decreased somewhat from the prior year. The rating will be monitored to see if the trend continues. In addition a course page was created for PSY 102 using Blackboard.com. This Web page contains information and links to sites containing information on careers and graduate schools in Psychology.
Major: Psychology  
Degree: B.A.

A. **Student Outcome 3:** Each graduate will demonstrate proficiency in statistics and research methods.

B. **Expected Results:** Ninety percent of graduating seniors will demonstrate competent statistical and research skills by making a grade of "C" or better in the Statistics and Research Methods courses. The Department will rank at or above the 30th percentile on the measurement and methodology assessment indicator for the ETS Major Field Test in Psychology.

C. **Assessment Procedures:** Analysis of grades in PSY 200 (Statistics) and PSY 201 (Research Methods) for graduating seniors (N = 18) taking the ETS Major Field Test in Psychology. The percentile rank for measurement and methodology assessment indicator (ETS Major Field Test in Psychology) was also examined.

D. **Actual Results:** Ninety-four percent had grades of C or better in PSY 200. One hundred percent had grades of C or better in PSY 201. The Department ranked at the 9th percentile on the measurement and methodology assessment indicator. This is a decrease from the 1998 rank of 24th percentile.

**Date of the most recent evaluation?** April 1999

E. **Use of Results:** The goal for 1999-2000 remains the same. In addition to changes implemented earlier (majors now must make a minimum grade of C in Statistics and Research Methods), majors in these classes will be given a list of important terms and concepts which they are expected to know and understand. The terms and concepts will be reviewed in PSY 490 (Senior Seminar) which was first scheduled Spring 2000.
VII. Goals for 2000-2001

A. **Goal 1:** Encourage faculty to make effective use of new technology both in and outside the classroom

   1. **University Goal:** Improve the use of instructional technologies.

B. **Goal 2:** To reduce the student-teacher ratio and the average class size to meet the institutional mission of "special attention to small classes."

   1. **University Goal:** Establish an enrollment management program.

C. **Goal 3:** To improve student recruitment and retention.

   1. **University Goal:** Develop a university relations and marketing plan.
   2. **University Goal:** Establish an enrollment management program.

D. **Goal 4:** To develop a more systematic method of collecting data for program evaluation.

   1. **University Goal:** Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.
April 10, 2000

To: Dr. E. E. Caston

From: James W. Nicholson, Jr.

The following is a report on major DAAIS activities for the current year.

DAAIS has a contract with the Mississippi Department of Education to provide a wide array of services to schools in the Second Congressional District of Mississippi through a Regional Service Center. The services provided are primarily professional development and technical assistance. Professional development opportunities are provided to administrative and instructional personnel, and they address school and classroom management, instructional, and technology issues and training. Technical assistance may be provided to a school to address specific issues. The budget for the Service center is $332,970. As of March 30, a total of 1,284 participants have attended 141 days of professional development. Attached is a copy of the third quarter cumulative report that was made to the Mississippi Department of Education regarding the professional development sessions that were conducted through the Regional Service Center.

The Mississippi Lead Teacher Training module was planned, developed, and delivered by DAAIS and North Mississippi Education Consortium (NMEC). This training was a two-day workshop delivered 5 times across the state, where approximately 180 teachers and administrators (approximately 120 of them from the Delta) participated in activities that led to defining a Lead Teacher, identifying the roles and responsibilities of a Lead Teacher, and establishing the concept in schools. The budget for this training was $36,570. Attached is a brochure that explains the Lead teacher Training project.

On February 21, 22, and 23, DAAIS, Delta State University, Mississippi Association of School Superintendents, Mississippi Department of Education, Mississippi School Boards Association, Public Education Forum of Mississippi, SouthEastern Region Vision for Education, and Southeast Comprehensive Assistance Center all collaborated to sponsor the Best Practices Conference at Delta State University. The Best Practices Conference brought school teams from five out-of-state schools where innovative practices are being implemented and are making a positive difference in instruction and student achievement to delta State University for three days. The five out-of-state schools are reflective of student populations in schools in Mississippi. Mississippi schools were represented by 21 teams from Level 2 school districts. Presentations were made in concurrent session format with the Mississippi teams each attending
three of the concurrent sessions. Keynote addresses in general sessions were made by well known educators. Approximately 175 participants, presenters, and leaders were involved in the conference.

The Teacher Induction Program Training was developed by the school of Education at the University of Mississippi, and is being presented this spring in each congressional district in Mississippi. DAAIS is leading the presentation in the Delta. The concept of induction is to provide support to beginning teachers in Mississippi. This is being done in an effort to increase retention of teachers at a time when there is a shortage of teachers, and too many are leaving the classroom after teaching only a short time; to provide new teachers with a smooth transition between college and teaching; and to promote the best possible start in their teaching career. The three-day training is designed for teams made up of the superintendent, personnel director, principal, mentor teacher, and beginning teacher to understand the total concept of teacher induction and to plan a program of induction for their school or district. Approximately 55 participants from 15 Delta school districts are attending this training. The budget for the Teacher Induction program is $20,593.

The Delta State University World Class Teaching Program provides support for teachers seeking National Board Certification. Support is provided in Pre-Candidacy Workshops, Standards Study Workshops, and Mentoring Group Sessions. Approximately 90 teachers have availed themselves of this opportunity. The DSU budget for this program is $75,000. Attached is a recent report on this project.

DAAIS is providing a Beginning Principal Mentorship program for beginning principals in the Delta. This program provides beginning principals with continued and sustained support from a formally assigned mentor principal during their first year. Each beginning principal/mentor pair will log approximately 90 contact hours in one-on-one and peer group sessions. There are eleven beginning principals in the program. The budget for the program is $28,000.
# Office of Academic Education
## Regional Center Desktop Evaluation

**Center:** Delta  
**Congressional District:** 2  
**Completed by:** James W. Nicholson, Jr.  
**Date:** March 31, 2000

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<td>Technology: An Administrators Perspective-Delta State University</td>
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<td>Effective Teacher-Delta State University</td>
<td>September 1, 2</td>
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<td>Structuring a Learner Centered School-Delta State University</td>
<td>September 28</td>
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<td>Building Local Partnerships/Coalitions-Delta State University</td>
<td>November 3</td>
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<td>30</td>
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<td>English As A Second Language-Delta State University</td>
<td>January 25</td>
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<td>30</td>
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<td>Needs Assessment-Delta State University</td>
<td>January 26</td>
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<td>30</td>
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<td>Safe and Drug Free Schools-Delta State University</td>
<td>March 14</td>
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<tr>
<td>Parent/Family Resource Guide-Delta State University</td>
<td>March 16, 17</td>
<td>March 16, 17</td>
<td>30</td>
<td>27</td>
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<td>Special Education &amp; The Law: An Update-Delta State University</td>
<td>March 27, 28</td>
<td>March 27, 28</td>
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<td>Title I School Wide-Delta State University</td>
<td>March 29</td>
<td>March 29</td>
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Total number of workshop days 141

Total number of school personnel attending workshops 1284
Lead Teacher Training

The Mississippi Lead Teacher Training Module was developed and will be delivered by the Delta Area Association for Improvement of Schools (DAAIS) and the North Mississippi Education Consortium (NMEC) for the Mississippi Department of Education. Lead Teacher Training is specifically designed for school personnel serving populations from Kindergarten through Eighth Grade and will prepare teams consisting of the Principal, Lead Teacher or Prospective Lead Teacher, and a Classroom Teacher to understand the total concept of the Lead Teacher, including the important role of the Lead Teacher in achieving instructional improvement.

Audience

School personnel from schools serving Kindergarten through Eighth Grade populations are asked to enroll in the Lead Teacher Training workshops in school teams of three members: the Principal, Lead Teacher or Prospective Lead Teacher, and a classroom teacher. The team concept is vital to quality participation in the Lead Teacher Training since effective instruction requires collaboration among all the members of a school’s instructional staff.

OVERVIEW of Lead Teacher Training

During a two-day workshop, school teams made up of the Principal, Lead Teacher or Prospective Lead Teacher, and a classroom teacher will be immersed in activities that result in defining a Lead Teacher as well as identifying the roles and responsibilities of a highly effective Lead Teacher. Participants will explore the vital relationships between the Lead Teacher and the Principal and between the Lead Teacher and other instructional personnel including classroom teachers. They will examine the criteria for selecting Lead Teachers and design a Lead Teacher job description appropriate to their school setting. Other components of the workshop will provide participants with hands-on experience in using diagnostic/prescriptive data analyses to determine strengths and weaknesses of the school program and how to use the information to make informed decisions in planning and carrying out instruction.

Lead Teacher Training SCHEDULE

All workshops will meet daily from 8:30 a.m. - 4:15 p.m.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
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<tr>
<td>January 13-14, 2000</td>
<td>Starkville</td>
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<tr>
<td>January 18-19, 2000</td>
<td>Yazoo City</td>
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<td>January 20-21, 2000</td>
<td>Clarksdale</td>
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<tr>
<td>January 24-25, 2000</td>
<td>Moorhead</td>
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<tr>
<td>January 27-28, 2000</td>
<td>Brookhaven</td>
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</table>

CEU and SEMI CREDIT

Upon completion of the workshop, teachers participating in the Lead Teacher training may apply for 1.2 CEU credits through Delta State University’s Division of Continuing Education. Participants are responsible for the $10 CEU application fee to be paid on the last day of the workshop. Checks should be made payable to Delta State University. Ten(10) SEMI credits are available for career level administrators who complete the workshop.
Delta State University
World-Class Teaching Program for
National Board Certification

Dr. Gerry Sultan, NBCT
Director

Office: 662-846-4384
Fax: 662-846-4402
gsultan@dsu.deltast.edu

The Delta State University World-Class Teaching Program supports teachers seeking National Board Certification in the following ways:

- **Pre-Candidacy Workshops**
  A series of workshops, in which teachers engage in the accomplished teaching practices required for teaching to the National Standards. They are scheduled for two and one-half hours each on Saturday mornings on the Delta State campus. Attached is the schedule for the spring 2000 offerings.

- **Standards Study Workshop**
  A three-day workshop in which candidates study the high and rigorous standards the National Board has established for what accomplished teachers should know and be able to do, and in which they become familiar with the requirements for National Board Certification in their teaching area. This workshop will be scheduled for three days during the spring and again in the summer of 2000. Participation in a Standards Study Workshop is required for a teacher wishing to become a member of the mentoring group.

- **Mentoring Group Sessions**
  A series of sessions during which the candidates in a particular teaching area meet with a teacher already nationally certified in that area for discussion, response, and planning. These meetings are scheduled for evenings or Saturdays during the months that teachers are working on their portfolios. In 1999, Mississippi’s mentoring program, The World-Class Teaching Program, supported most of Mississippi’s 292 new National Board Certified Teachers.
STANDARDS STUDY WORKSHOP
Preparation for National Board Certification
DSU World-Class Teaching Program

Session 1

Saturday, March 25, 2000—9:00 A.M.-3:30 P.M.
Saturday, April 1, 2000—9:00 A.M.-3:30 P.M.
Saturday, April 8, 2000—9:00 A.M.-3:30 P.M.

Session 2

Saturday, June 3, 2000—9:00 A.M.-3:30 P.M.
Saturday, June 10, 2000—9:00 A.M.-3:30 P.M.
Saturday, June 17, 2000—9:00 A.M.-3:30 P.M.

**Workshops are free.

**Participation in a Standards Study Workshop is required for teachers wishing to become members of the World-Class Teaching Program mentoring group.

Standards Study Workshop Registration Form

Name: ________________________________
School/Grade or Subject ________________________________
Mailing Address ______________________________________

Standards Study Workshop Session: Choose one.
Session 1 ( ) Session 2 ( )

Return this form to Dr. Gerry Sultan, P.O. Box 3333, Delta State University, Cleveland, MS 38733 or Fax 662-846-4402
ACTIVITIES:

MENTORING

- Eleven 1999 candidates met for mentoring with Kathleen Caldwell, NBCT, two times each month in January and February 1999, and three times each month in March and April 1999. (This group had actually been formed and began meeting in October of 1998; they met two times each month in October-December, 1998.)—DeWitt-Wallace Grant

- Of the eleven teachers in the 1998-99 Mentoring group, five certified, a first-time success rate of 45%. Of the six teachers who did not certify, one missed certification by one point, scoring a 274. All six teachers are banking scores and are working toward certification in 2000 as a part of the DSU veteran candidate support group.

- Forty-four 2000 candidates are participating in our 1999-2000 mentoring program. Six NBCTs, including the Director of the DSU World-Class Teaching program are mentors for these teachers—Kathleen Caldwell, June Prator, Cathy Stewart, Wanda Pearcy, John Banks, and Gerry Sultan. The funding for Kathleen Caldwell is provided by the DeWitt-Wallace grant; four of the mentors are funded by an Ole Miss WCTP grant; Gerry Sultan’s services are a part of the DSU program.

- The 1999-2000 mentoring groups meet at various times. Some meet on the 1st and 3rd Thursday evenings; others meet on Monday afternoons. Since becoming director at DSU, Gerry Sultan attends all of the mentoring sessions to facilitate and/or mentor.

- The total number of mentoring sessions at DSU in 1999—22.

STANDARD STUDY WORKSHOPS

- On July 26-29, 1999, 43 teachers attended the first of our 1999 Standards Study Workshops under the direction of Kathleen Caldwell. Approximately 30 of these teachers had been a part of the pre-candidacy program during the spring of 1999. Thirty-three of the teachers who attended the Standards Study Workshop have become 2000 candidates and are presently participating our mentoring group—DeWitt-Wallace grant.

- On August 31-September 2, 10 teachers attended our second Standards Study Workshop. None of these teachers was a part of the 1999 pre-candidacy program. Nine of them have become 2000 candidates and are presently participating in one of our mentoring groups. This session was conducted by Gerry Sultan—DSU budget.
• Two candidates in the DSU mentoring program attended Standards Study Workshops at other WCTP sites.
• Approximately half of the 1999-2000 candidates are minority.

VETERAN SUPPORT
• All six candidates in the DSU program who banked scores in 1999 are receiving veteran support. Candidates have met with mentors two times in December 1999 and will continue to meet regularly in January-April 2000.

PRE-CANDIDACY
• In 1999, a total of 36 teachers met one Saturday per month in January-April for professional development workshops developed to engage teachers in the accomplished practices required for teaching to the National Board Standards. Many of these teachers continued preparing for National Boards by attending the Standards Study Workshop in July 1999—DeWitt-Wallace grant.
• On Saturday, October 2 and November 13, a new pre-candidacy group of teachers (a total of 22) met for an information session and a Multiple Intelligences workshop. These teachers and others will continue to meet one Saturday morning each month January-April 2000, attend the Standard Study Workshop during the summer of 2000 for National Board Candidacy in 2001—DeWitt-Wallace and DSU. See attached calendar.

WCTP RECEPTION/ON-SITE VISIT
• On September 16, 1999, the DSU WCTP 1999 candidates were honored at a late afternoon reception in the Delta Room of Ewing Building on the DSU campus to celebrate their completion of the National Board process. Approximately 75 guests attended, including Hollee Freeman from the National Board; members of DSU's College of Education; National Board Candidates for 2000; members of the Cleveland/Bolivar County and Greenwood Chambers of Commerce; Superintendents and other central office personnel from several school districts; and family members of the candidates. Following the reception, Ms Freeman attended a mentoring session for the 2000 candidates—DeWitt-Wallace grant.

PROMOTION OF THE WORLD-CLASS TEACHING PROGRAM
Gerry Sultan has spoken to the following groups about National Boards:
• Delta Area Association for Improvement of School Consortium meeting of School Superintendents—August 6, 1999.
• DSU College of Education faculty—August 16, 1999
• DSU Department of Curriculum and Instruction faculty—August 16, 1999
- Greenwood Chamber of Commerce reception for new teachers (with Peggy Swoger)—September 30, 1999
- Dr. Sue Jolly's EDL 620 class to share National Board information and teach a demonstration lesson that meets the Standards for Adolescence/Young Adult English/Language Arts—October 6, 1999
- Rosedale Elementary School faculty—NB information—November 2, 1999
- Dr. Hines Cronin's AED 750 class—NB information—November 3, 1999
- Dr. Jerry Young's CUR 833 class—NB information—November 3, 1999
- McEvans Elementary School, Shaw—NB information—November 4, 1999
- Ruleville Middle School faculty—NB information—November 11, 1999

Visits with Peggy Swoger on September 7, 1999 to invite Principals of 1999 Candidates and others to the reception and to share National Board information
- Cleveland High School
- Margaret Green Jr. High School
- Bolivar District #4 Central Office
- Cleveland/Bolivar County Chamber of Commerce
- Information meeting with Cathy Bishop, Chair of the Cleveland/Bolivar County Chamber of Commerce—September 16, 1999
- Sunflower County Superintendent—December 14, 1999

School visits to 2000 candidates or veteran candidates
- Leflore County, Greenwood (with Peggy Swoger)—October 13, 1999
- Parks Elementary School, Cleveland—November 10, 1999
- Margaret Green Jr. High School, Cleveland—December 10, 1999

MAILINGS
- DSU World-Class Teaching Program information sent to all Superintendents and Principals in the 2nd Congressional District as a part of the Delta Area Association for Improvement of Schools (DAAIS) Professional Development Information packet.
- Additional World-Class Teaching Program information sent to all DAAIS Consortium Superintendents.
- Additional information sent on request to
  - Greenville Public Schools
  - Bolivar District #6 Schools
  - Many individual teachers around the delta
DIRECTOR TRAINING

Gerry Sultan has attended the following training meetings:

- National Board Academy in Las Vegas—August 11-13, 1999—DeWitt-Wallace grant
- Facilitator II Training in Denver—October 8-10, 1999—DeWitt-Wallace grant
- Candidate Subsidy Technical Assistance Meeting—February 25, 2000—State Department of Education. Gerry Sultan will be the administrator for Mississippi’s federal subsidy money for 2000-2001.

RESOURCES

- Two camcorders, two tripods, and a battery-powered microphone—DeWitt-Wallace grant
- Set of Standards booklets for the WCTP office and a CEC Red Book—DSU project
- Scoring Kits for the WCTP office—DeWitt-Wallace

SPRING 2000

During the Spring 2000, the pre-certification sessions have been divided into elementary and secondary groups. The elementary presenters are being paid from the DeWitt-Wallace grant; the secondary ones from the DSU World-Class Teaching budget. See attached schedule.

Gerry Sultan has addressed the regional English conference at MS Delta Community College and a Holmes Community College Tech Prep consortium meeting in February, as well as presented an information session at the MPE conference in March.

The first Standards Study Workshop for the 2000-2001 assessment cycle was scheduled for March 25, April 1, and April 8. We have 25 teachers in this group preparing to become 2000 Candidates.

The second Standards Study Workshop for 2000-2001 is scheduled for June 3, 10, and 17. Although this session has not yet been widely advertised, we have 5 pre-registrations for these meetings. This workshop will be listed in the DAAIS summer bulletin.