

**Georgia Professional Standards Commission
Annual Questionnaire of Educator Preparation
for the Academic Year 2001-2002**

Section I: Step 1 - General Information

Institution:

A. Name of Institution: Georgia Southern University

B. Location of Institution: (check all that apply)

Metropolitan

Suburban

Rural

C. Congressional District in Which Institution is Located: First

D. Type of Institution: (check all that is appropriate)

Public

Private

Religious Affiliation

Historically Black College or University (HBCU)

E. Carnegie Classification of your Institution: Masters I

F. Total Number of Full-time Faculty Employed at your Institution: 625

G. Total Number of Part-time Faculty Employed at your Institution: 92

H. Total Number of Adjunct Faculty Employed at your Institution: 0

I. Total Number of Undergraduate Students Enrolled at your Institution: 12798

J. Total Number of Graduate Students Enrolled at your Institution: 1573

Section I: Step 2 - Institutional Program Information and Praxis Pass Rates Report

Education Unit:

- A. Name of the Education Unit: College of Education
- B. Title of the Unit Head: Dr. Lucindia Chance
- C. Total Number of Full-time Profession Education Faculty: 80
- D. Total Number of Part-time Professional Education Faculty: 14
- E. Total Number of Adjunct Professional Education Faculty: 0
- F. Total Number of Students in all Regular Teacher Preparation Programs: 1209
- G. Total Number of Students in all Alternative Preparation Programs: 68
- H. Total Number of Students in all Education Graduate Programs: 800
- I. Total Number of Students in Preparation Programs for Service Fields: 267
- J. Total Number of Students enrolled in Preparation Programs for Leadership: 190
- K. Total Number of Students enrolled in Advanced Preparation Programs: 126

Section I: Step 3 - Praxis I and Praxis II Pass Rates for Program Completers

The Program Completer Data for this questionnaire includes the students identified who completed one of your programs in 2001-2002. Georgia would like to provide data to meet two definitions of program completer for Title II reporting requirements in keeping with our state's Unicoi agreement. The definitions of program completer used here for Title II reporting purposes is as follows:

U. S. Department of Education Definition:

Program Completer is a student enrolled in your education program who completes all of the requirements for graduation in the academic year 2001-2002.

Georgia Definition: (Reported in Title II as supplementary tables)

Program Completer is a student enrolled in your education program who completes all of the requirements for graduation with the exception of a passing score on the Praxis II test as a requirement, in the academic year 2001-2002.

This section of the institutional questionnaire will include the Praxis I and II Pass Rates in tables for the program completers in 2001-2002 to be reported in the state's report to the U. S. Department of Education. The PSC will prepare and report two sets of tables, one set based the US Department of Education program completer definition and a second set using the Georgia Program Completer definition. The second set will be reported as supplementary information to the U. S. Department of Education.

Section I: Part 3 - Praxis I and Praxis II Pass Rates for Program Completers
(PSC will prepare these tables)

The Praxis I and Praxis II Tables (a total of 8) for each institution will include the following:

U. S. Department of Education Definition:

Table 1a: Single Assessment Institution Level Pass Rate Data Praxis I and Praxis Tests for the Regular Teacher Preparation Program

Table 1b: Single Assessment Institution Level Pass Rate Data Praxis I and Praxis Tests for the Alternative Teacher Preparation Program

Table 2a: Aggregate and Summary Institution-Level Pass-Rate Data for the Regular Teacher Preparation Program

Table 2b: Aggregate and Summary Institution-Level Pass-Rate Data for the Alternative Teacher Preparation Program

Georgia Definition of Program Completer Definition (Reported as supplementary Information)

Table 1a: Single Assessment Institution Level Pass Rate Data Praxis I and Praxis Tests for the Regular Teacher Preparation Program

Table 1b: Single Assessment Institution Level Pass Rate Data Praxis I and Praxis Tests for the Alternative Teacher Preparation Program

Table 2a: Aggregate and Summary Institution-Level Pass-Rate Data for the Regular Teacher Preparation Program

Table 2b: Aggregate and Summary Institution-Level Pass-Rate Data for the Alternative Teacher Preparation Program

Section II: Step 1 - Education Programs – General Information, Faculty Composition, Student Composition, Student Teaching Information for the Academic Year 2001-2002

A. Types of Teacher Education Programs (Check all that apply)

1. Levels of Teacher Preparation

- Initial Preparation - Baccalaureate
- Initial Preparation - Certification Program
- Initial Preparation - Endorsement
- Initial Preparation - MAT or Equivalent
- Advanced Preparation - Masters
- Advanced Preparation - Specialist
- Advanced Preparation - Doctorate

2. Levels Service Preparation

- Initial Preparation - Baccalaureate
- Initial Preparation - Certification Program
- Initial Preparation - Endorsement
- Advanced Preparation - Masters
- Advanced Preparation - Specialist
- Advanced Preparation - Doctorate

3. Levels Leadership Preparation

- Initial Preparation - Baccalaureate
- Initial Preparation - Certification Program
- Initial Preparation - Endorsement
- Advanced Preparation - Masters
- Advanced Preparation - Specialist
- Advanced Preparation - Doctorate

Complete Section II: Approved Programs Spreadsheet for all programs approved by the Professional Standards Commission. Be sure to indicate the classification of approval for each program.

	Classification of Approval	Teacher Preparation Fields							Leadership and Service Fields				
		Initial Prep				Advanced Prep			Initial Prep		Advanced Prep		
		Baccalaureate	Certification Program	Endorsement	MAT or Equivalent	Masters	Specialist	Doctorate	Baccalaureate	Certification Program	Masters	Specialist	Doctorate
**Sample **	PSC Unit Approved	x		x	x		x				x		
Agriculture													
Art		X	X			X	X						
Behavior Disorders (BD)			X			X	X						
Biology		X	X										
Broad Field Science		X	X		X	X	X						
Broad Field Social Science		X	X		X	X	X						
Business		X	X			X							
Career Exploration													
Chemistry		X	X			X							
Coordinated Vocational Academic Education (CVAE)				X									
Dance													
Director of Special Education				X									
Director of Vocational Education													
Diversified Cooperative Training (DCT)													
Early Childhood Education (ECE)		X	X			X	X						
Earth/Space Science													
Economics													
Educational Leadership				X		X	X	X					
English		X	X		X	X	X						
English to Speakers of Other Languages (ESOL)				X									
Family and Consumer Science		X	X										
French		X	X		X	X							

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Geography		X	X										
German		X	X		X								
Gifted In-Field				X									
Health and Physical Education		X	X			X	X						
Health Education													
Health Occupations													
Hearing Impaired													
History		X	X										
Instructional Supervision				X									
Interrelated Special Education		X	X		X	X	X						
Interrelated Special Education/ECE													
Latin													
Learning Disabilities			X			X	X						
Marketing Education													
Mathematics		X	X		X	X	X						
Media Specialist			X			X	X						
Mental Retardation			X			X	X						
Middle Grades		X	X		X	X	X						
Music		X	X		X	X	X						
Physics		X	X										
Political Science		X	X										
PreSchool Special Education				X									
Reading *			X	X		X	X						
Related Vocational Instruction (RVI)				X									
School Counselor						X	X						
School Nutrition Director													
School Psychology						X	X						
School Social Work													
Spanish		X	X		X	X	X						
Speech Language Pathology													
Technology Education		X	X			X	X						
Trade and Industrial Education													

Section II: Step 1 - Education Programs – General Information, Faculty Composition, Student Composition, Student Teaching Information for the Academic Year 2001-2002

B. Current Accreditation/Approval Status (Check all that apply)

1. Type of accreditation/approval for the education unit:

PSC Unit Approval or
 NCATE Unit Accredited

2. Status of Unit Accreditation/Approval

Accredited/Approved
 Accredited/Approved with Stipulations
 Accredited/Approval with Provisos
 Accredited/Approval with Probation
 Provisional Approval for the Education Unit and Programs

**Attach a list of programs approved by the Professional Standards Commission and indicate beside each program level its classification of approval.

C. Faculty Composition for the Education Unit

1. Gender of full-time, part-time, and adjunct faculty in the Education Unit:

a. 38 Number of male faculty members
b. 56 Number of female faculty members

2. Race of full-time, part-time, and adjunct faculty in the Education Unit:

a. 85 Number of White faculty members
b. 6 Number of Black faculty members
c. 0 Number of Hispanic faculty members
d. 2 Number of Asian faculty members
e. 0 Number of American Indian faculty members
f. 1 Other (*specify*) multiracial

3. Degree Status of Faculty in the Education Unit:

a. 70 Total number of faculty with terminal degrees in their areas of assignment
b. 24 Total number of faculty without terminal degrees in their areas of assignment

Section II: Step 2 - Education Programs – General Information, Faculty Composition, Student Composition, Student Teaching Information for the Academic Year 2001-2002

D. Student Composition

Regular Initial Teacher Preparation Program

1. Regular Program Student Classification:

- a. 301 Total number of seniors in education who are admitted to education;
- b. 89 Total number of juniors in education who are admitted to education;
- c. 302 Total number of sophomores in education classes who have declared a major or interest in education;
- d. 266 Total number of freshman who have declared a major or interest in education;
- e. 68 Total number of Master's of Arts (MAT) students admitted to education.

2. Race:

- a. 938 Total Number of students who are White
- b. 245 Total Number of students who are Black
- c. 8 Total Number of students who are Hispanic
- d. 3 Total Number of students who are Asian
- e. 3 Total Number of students who are American Indian
- f. 12 Other (*specify*) multiracial

3. Gender:

- a. 265 Total number of males
- b. 944 Total number of females

Alternative Initial Teacher Preparation Program

1. Race:

- a. 58 Total Number of students who are White
- b. 9 Total Number of students who are Black
- c. 0 Total Number of students who are Hispanic
- d. 0 Total Number of students who are Asian
- e. 0 Total Number of students who are American Indian
- f. 1 Other (*specify*) multiracial

2. Gender:

- a. 18 Total number of males
- b. 50 Total number of females

Section II: Step 3 - Education Programs – General Information, Faculty Composition, Student Composition, Student Teaching Information for the Academic Year 2001-2002

E. Student Teacher Information for 2001-2002

1. List the top Georgia five school systems, in terms of number of student teachers placed and most frequent use, in which your teacher candidates student teach.
 - a. Bulloch County
 - b. Screven County
 - c. Effingham County
 - d. Evans County
 - e. Emanuel County

2. Do you have a partnership collaborative school with any of these school five systems?
 Yes No

3. Supervision of Student Teaching:
 - a. 225 Total number of students (regular and alternative teacher preparation programs) in supervised student teaching during 2001-2002;
 - b. 102 Total number of students in service programs who received supervision in internship programs;
 - c. 59 Total number of students in leadership programs who received supervision in internship programs;
 - d. 31 Total number of all faculty who supervised student teachers in the fall and spring of for the 2001-2002 program;
 - e. 20 Total number of supervising faculty (appointed full-time in professional education-who works full-time in an education unit and spends at least part time of the time supervising student teachers);
 - f. 6 Total number of supervising part-time faculty (appointed part-time in professional education and full-time in the institution);
 - g. 5 Total number of part-time faculty not otherwise employed by the institution-may be part-time university faculty, P-12 teachers. (do not include teachers who receive capstone money);
 - h. 216 Total number of supervising teachers who receive Capstone funds each year for student teaching.

Section II: Step 3 - Education Programs – General Information, Faculty Composition, Student Composition, Student Teaching Information for the Academic Year 2001-2002

4. The student faculty ratio for supervising student teachers:

7:1 Ratio (Total number of students in student teaching/total number of supervising faculty)

5. Total number of weeks required for student teaching: 15

6. What is the maximum amount of semester hours of the student teaching period that student teachers spend teaching in the P-12 classroom 9

Contextual Information

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

Mission of Institution

Georgia Southern University is a predominantly undergraduate university devoted to “teaching first.” As a University granting professionally-oriented doctoral degrees in education and an array of master’s and education specialist’s degrees designed to meet the needs of the region, Georgia Southern is cultivating a resident cadre of leaders with advanced education in critically-needed professions. The University’s mission is rooted in South Georgia, a large rural region. The quest is to uplift the region’s educational attainment, cultural opportunities, economic growth, environmental quality, scientific and technological progress, and social and personal well-being. Georgia Southern’s hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all that is done to those in the region.

Mission of Teacher Education

The mission of the College of Education is to provide the highest quality education to its students by offering content-rich preparation and extensive and meaningful field experiences. As its focus, the College of Education is devoted to preparing “Reflective Educators for Diverse Learners.” This mission is enhanced by its collaborations with colleagues in other colleges at Georgia Southern and with local schools and P-12 educators. As a dynamic network of professionals, the College anchors its work in university-school partnerships for the improvement of teaching and learning at all levels.

Notable Features:

Focus on Preparing “Reflective Educators for Diverse Learners”

Georgia Southern University’s College of Education has adopted *Reflective Educators for Diverse Learners* as the theme for its conceptual framework. Based on a strong research base that is linked with practice, we facilitate the growth of our students as informed and reflective practitioners, problem posers, and problem solvers. We foster collaboration across academic fields and prepare our graduates to support and promote positive change. We prepare educators who are knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development on the educational process. This is coupled with a strong subject-matter knowledge base that is grounded on a firm ethical foundation. Using this knowledge, our graduates are able to create and evaluate personal guidelines for decision making in a professional context. They are also have to recognize their responsibilities to, and the rights and needs of, all students. Therefore, we assure that our graduates are able to enhance students’ learning by addressing diverse learning styles and abilities and taking into account each individual’s physical, cognitive, emotional, and social development.

High Standards for Admission and Retention in the Teacher Education Program

TEP admission is required for all students wishing to pursue a degree in any program that results in initial teacher certification. Students must make formal application for admission into the TEP which includes a TEP folio review process. Typically the folio review occurs during enrollment in the Pre-Professional Block, a set of four two-hour courses and a one-credit hour field experience course, taken concurrently during the second semester of the sophomore year. The TEP admissions folio review process is designed to evaluate applicants during the PPB semester to determine their level of performance on the following characteristics of teacher behavior: Domain #1 Personal (including Intrapersonal and Interpersonal skills); Domain #2 Communication (including Oral Communication and Written Communication skills); and Domain #3 Professionalism. Because the COE believes the development of these behaviors is essential to success as a professional educator, several people in different settings and situations participate in the evaluation, including each student's PPB instructors and supervising Demonstration Teacher. To be retained in the program, a set of criteria must be met and periodic review by faculty is conducted to assure that the student is meeting program benchmarks.

A Model of Shared Responsibility

A model of shared responsibility has been adopted as a result of the University's commitment to P-16 co-reform. New structures have been created that provide avenues for collaboration at the program, school, college, and regional levels. For example, Program Action Teams (PATs) have been created by each program area and include both University and P-12 educators. Each PAT meets on a regular basis to review programs and recommend improvements. The Teacher Education Advisory Council (TEAC) is a standing committee that includes representatives from every department on campus involved in educator preparation as well as Demonstration Teacher representatives.

Strong Field Components and the Demonstration Teacher Program

Field experiences are critical and are designed to provide meaningful opportunities for candidates to engage in reflection and design instruction for diverse populations of learners. Currently every teacher preparation program provides approximately 1,000 contact hours in school settings. Initial field experience occurs in the Pre-Professional Block during the sophomore year and entails approximately 50 hours of structured experiences with a supervising Demonstration Teacher. After a sequence of field experiences offered by the various programs, a 15-week capstone experience occurs in student teaching. To support the extensive field experiences in schools, a cohort of approximately 250 master Demonstration Teachers is selected through a collaborative process annually. Demonstration Teachers must possess (a) clear evidence of service as an exemplary teacher, (b) evidence of knowledge, attitude, and skills as a supervising teacher, and (c) commitment as a partner in teacher preparation and induction through program planning, implementation, and evaluation. The Demonstration Teacher program differs from the traditional supervising teacher model in the quality of supervision, the additional areas of service open to Demonstration Teachers, and a different view of field experiences in general to support teaching and learning at all levels.

National Network for School Renewal (NNER), the Holmes Group, and School Partnerships

Georgia Southern University is a member of NNER and the Holmes Group and is actively engaged with schools and school systems in education reform initiatives. The University has a unique partnership with the Screven County School System toward this end. Additionally, the University continues to provide strong field components in its teacher preparation programs and support individual school improvement efforts through its Partner School relationships with 14 schools located in 4 neighboring school districts. Based on the shared purpose of *collaboration to improve learning for all* three areas of focus are identified: mutual renewal, professional development, and initial teacher preparation. Each Partner School has a Clinical Associate (school liaison), a Field Associate (University faculty liaison), and a cohort of Demonstration Teachers. The adopted model promotes inquiry-informed mutual renewal, need-based, on-going professional development, and collaborative initial teacher preparation that is informed

by research and practice. This work is extended and strengthened in the Screven County Professional Development District across schools and community agencies.

Certification

I certify that, to the best of my knowledge, the knowledge in this report is accurate, 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. Electronic signatures are acceptable.

_____ Signature (Name of unit head for educator preparation)

Dean, College of Education Title

Certification of review of submission:

_____ Signature

Vaughn Vandegrift Name of President/Chief Executive (or designee)

Provost & VPAA Title

Section III: Regular Program Information - Students in the Regular Initial Teacher Preparation Program for 2001-2002

1. State of Origin:

- a. 1145 Total Number of Students from GA
- b. 64 Total Number of Students not from GA
- c. 612 Total Number of Students Attending on HOPE Scholarship Money

2. Attendance Status:

- a. 90 Percent of full-time students
- b. 10 Percent of part-time students

3. Admission Policy to the Teacher Education Program: (check all that apply)

- Open-Door
- Selective (minimum SAT/ACT (List minimum scores for SAT _____, ACT _____))
- Passing Score on Praxis I
- Other (*specify*) Performance assessment in Pre-professional Block with faculty and P-12 teacher assessors, 2.5 GPA and 2.75 GPA in Areas A & F of the Core Curriculum combined

4. Average Age of Students: 21

5. Academic Profile of the **2001-2002** Class of Regular Program Completers:

- a. 987 Average SAT Scores (Provide a separate list of SAT Scores)
- b. _____ Average ACT Scores (Provide a separate list of ACT Scores)
- c. 3.28 Average GPA for entry into teacher education (Provide a separate list of GPAs)

6. Academic Profile of the **2002-2003** Class of Regular Program Completers:

- a. 1001 Average SAT Scores (Provide a separate list of SAT Scores)
- b. _____ Average ACT Scores (Provide a separate list of ACT Scores)
- c. 3.29 Average GPA for entry into teacher education (Provide a separate list of GPAs)

7. Student Advisement:

- Through Advisement Centers
- By Certification Officer
- Assigned Faculty Member
- Other (Specify) _____

Section III: Regular Program Information - Students in the Regular Initial Teacher Preparation Program for 2001-2002

8. Most frequently selected certification field for teacher preparation

- a. For Females Early Childhood Education
- b. For Males Health and Physical Education

9. Basis for Curriculum Decisions on Content for the Certification Field

- Alignment with national learned society content standards
- Alignment with PSC content specific state standards
- Alignment with the Quality Core Curriculum (QCC) guidelines
- Alignment with the appropriate Praxis II test objectives
- Other

10. Exit Requirement Policy:

- Portfolio review/evaluation*
- Pass Score on Praxis II test (When is it required for program completion?) _____
- Exit Interview*
- Exit Examination
- Technology Training (Type: Satisfactory performance in required course work that infuses technology requirements)
- Other Performance rubric assessment,* successful performance in required internship and all related requirements

* required by some programs

Section IV: Alternative Program Information - Students in the Alternative Initial Teacher Preparation Program for 2001-2002

1. State of Origin:

- a. 61 Total Number of students from GA
- b. 7 Total Number of students not from GA

2. Attendance Status:

- a. 22 Percent of full-time students
- b. 78 Percent of part-time students

3. Admission Policy: (check one)

- Open-Door
- Selective (minimum SAT/ACT (List minimum scores SAT _____, ACT _____))
- Passing Score on Praxis I
- Other (*specify*) interview, 2.5 GPA, acceptable grades in English composition and college algebra courses, acceptable GRE/MAT if chooses to pursue MEd

4. Average Age of Students 36

5. Academic Profile of the **2001-2002** Class of Alternative Program Completers

- a. 1089 Average SAT Scores (Provide a separate list of SAT Scores)
- b. _____ Average ACT Scores (Provide a separate list of ACT Scores)
- c. 3.16 Average GPA for entry into teacher education (Provide a separate list of GPAs)

6. Academic Profile of the **2002-2003** Class of Potential Alternative Program Completers

- a. 1022 Average SAT Scores (Provide a separate list of SAT Scores or GRE scores)
- b. _____ Average ACT Scores (Provide a separate list of ACT Scores)
- c. 3.41 Average GPA for entry into teacher education (Provide a separate list of GPAs)

7. Student Advisement:

- Through Advisement Centers
- By Certification Officer
- Assigned Faculty Member
- Other (Specify) _____

8. Most frequently selected certification field for teacher preparation

- a. For Females Middle Grades Education
- b. For Males Mathematics Education

Section IV: Alternative Program Information - Students in the Alternative Initial Teacher Preparation Program for 2001-2002

9. Basis for Approving Content for the Certification Field (Check all apply)

- Passing of the Praxis II Test in the Appropriate Field
- Completion of a degree in the major or concentration
- Analysis of the Student Transcripts
- Application of Work Experience
- Other

10. Exit Requirement Policy:

- Portfolio review/evaluation
- Pass Score on Praxis II test (When is it required for program completion?) _____
- Exit Interview
- Exit Examination
- Technology training (Type: Satisfactory performance in required course work that infuses technology requirements)
- Other Successful performance in required internship and all related requirements, e.g. portfolio

Section V: Advanced Program Information – Graduate Students in Advanced Preparation Programs for 2001-2002

1. 36 Average Age of Students
2. 900 Minimum GRE Required for Entry
3. 2.50 GPA Required for Entry (3.25 for EdS programs)
4. Most frequently selected area of study
 - a. For Females Educational Leadership
 - b. For Males Educational Leadership

5. Graduate Student Advisement:

- Through Advisement Centers
- By Certification Officer
- X Assigned Faculty Member
- Other (Specify) _____

6. Curriculum Decisions on Content for the Certification Field

- X Alignment with national learned society content standards
- X Alignment with PSC content specific state standards
- X Alignment with the appropriate Praxis II test objectives
- X Other

7. Exit Policy:

Which of the following are part of your unit's exit requirement of its candidates?

- Portfolio review/evaluation *
- Passing Score on Praxis II test (When is it required for program completion?) * Prior to graduation and certification recommendation (Educational Leadership only)
- Exit Interview
- X Exit Examination, Type of Examination Program-specific exit examination (written and/or oral)
- Technology Training (Type _____)*
- Other _____

* required by some programs
Ed.S. programs require field project with oral defense

Section VI: Collaborative Educational Efforts Between Institutions and School Systems

1. List five collaborative efforts going on in the local schools between your unit and the local K-12 schools.

Collaborative Effort 1:

Type:

Research Beginning Teacher Programs
 Professional Development Induction Programs

Program Title/Activity: National Network for Educational Renewal
Source of Funding, if any: Georgia Southern University
Names of Lead Faculty: Dr. Mark Kostin, Secondary Education, Dean Cindi Chance
Duration of the Project:: Fall 2000 to present
Name of School Systems: Bulloch, Screven

Brief Description of the Purpose, Nature and status of Project:

Georgia Southern University was awarded membership in the National Network for Educational Renewal. Members of a tripartite leadership team engaged education and arts and sciences faculty in professional development. Discussions were held with P-12 partners on issues related to collaborative educational renewal. The focus of the NNER initiative is to promote the Agenda for Education in a Democracy and the four Moral Dimensions of Teaching which support the Agenda. Membership in NNER was a result of the active participation in the Leadership Institute project.

Collaborative Effort 2:

Type:

Research Beginning Teacher Programs
 Professional Development Induction Programs

Program Title/Activity: Professional Development District
Source of Funding, if any: Board of Regents (BOR) and Georgia Southern University and P-12 School Budgets
Names of Lead Faculty: Ms. Pat Reinheimer, P-16 Coordinator; Dr. Mark Kostin, Secondary Education, Dean Cindi Chance
Duration of the Project: Fall 2001 to present
Name of School Systems: Screven

The Professional Development District was in its first, formative year during 2001-02 and plans were developed that tied the PDDs work to system, school, and teacher preparation goals. Partner school and other collaborative efforts, including research projects, have strong annual evaluation components that, in most cases, examine impact on P-12 student learning. Beginning teacher programs are reviewed annually using data at entry, at benchmarks in the program, and at exit. Professional development activities is typically linked to school improvement and student learning goals, especially with the professional development related to ongoing partnership work. Induction work is still in its early stages but the data is reviewed with the four partnering school systems to determine impact on collaborative efforts to help beginning teachers and school leaders experience success and continue in their jobs.

Collaborative Effort 3:

Type:

Research Beginning Teacher Programs
 Professional Development Induction Programs

Program Title/Activity: Partner Schools (14)
Source of Funding, if any: Board of Regents (BOR) P-16 and Title II Grants and Georgia Southern University and P-12 School Budgets
Names of Lead Faculty: Ms. Pat Reinheimer, P-16 Coordinator; Dr. Jennie Rakestraw, Associate Dean Partner School-Demonstration Teacher Council University Field Associates--see <http://www2.gasou.edu/coe/learn.htm>
Duration of the Project: January 1999 to present
Name of School Systems: Bulloch, Effingham, Evans, Screven
Brief Description of the Purpose, Nature and Status of Project:

Fourteen Partner Schools are actively engaged for the shared purpose of *collaboration to improve learning for all*. Three goals are pursued: (a) to improve the quality of teaching by program graduates/beginning teachers, (b) to improve the quality of teaching by practicing teachers, and (c) to improve student learning in the Partner Schools. To fulfill this commitment, three areas of focus are identified: mutual renewal, professional development, and initial teacher preparation. The Partner School-Demonstration Teacher Council, made up of education, arts and sciences and P-12 faculty, coordinates the work of the established Partner Schools. Each Partner School has a Clinical Associate (school liaison), a Field Associate (University faculty liaison), and a cohort of Demonstration Teachers. The adopted model promotes inquiry-informed mutual renewal, need-based, on-going professional development, and collaborative initial teacher preparation that are informed by research and practice. Specific examples of collaborative efforts in each of the Partner Schools are available that identify teacher preparation, professional development, induction, research, and school improvement activities.

Collaborative Effort 4:

Type:

Research Beginning Teacher Programs
 Professional Development Induction Programs

Program Title/Activity: Standards-Based Teacher Education Programs (STEP)
Source of Funding, if any: Board of Regents (BOR) Title II Grant and Georgia Southern University
Names of Lead Faculty: Dr. Jennie Rakestraw, Associate Dean, Dr. Diane Zigo and Dr. Gregory Chamblee,
Department of Middle Grades and Secondary Education
Name of School Systems: Bulloch, Effingham, Screven
Duration of the Project: Fall 1999 to present
Brief Description of the Purpose, Nature and status of Project:

STEP is a national project that is guided by the Council for Basic Education and the American Association of Colleges for Teacher Education. The purpose of the STEP project is to use content standards to link what teacher candidates learn at the university to what they will teach in the classroom as new teachers. STEP initiative at Georgia Southern University is conducting institutional analyses of its teacher preparation program and making necessary program changes in order to: (a) provide a firm foundation in the arts and sciences, (b) ensure thorough knowledge of the subjects new teachers will teach, and (c) guarantee that a future teacher's college studies in the content lead to competency in the classroom. Under the coordination of the Teacher Education Advisory Council, a task force of education faculty, arts and sciences faculty, and P-12 teachers, conducted analyses of English and Mathematics preparation programs during the 2000-01 academic year and offered recommendations for program revision and performance

assessment. Task force members participate in state and national meetings and help inform the process for other program areas.

Collaborative Effort 5:

Type:

Research

Professional Development

Beginning Teacher Programs

Induction Programs

Program Title/Activity: Demonstration Teacher Program

Source of Funding, if any: Georgia Southern University and BOR Special Initiatives Funding

Names of Lead Faculty: Pat Reinheimer, P-16 Coordinator, Partner School-Demonstration Teacher Council

Duration of the Project: Fall 1998 to present

Name of School Systems: Bryan, Bulloch, Candler, Chandler, Effingham, Emanuel, Evans, Jenkins, Liberty, Screven, Tatnall, Vidalia City

Brief Description of the Purpose, Nature and status of Project:

The Demonstration Teacher program supports the approximately 1,000 hours of field work in schools that is required of every teacher candidate. The program offers a unique opportunity for the University to involve exemplary P-12 teachers as partners in teacher preparation. Annually about 250 master teachers are selected through a collaborative process to serve as Demonstration Teachers, and for their ongoing involvement receive a stipend, technology support for their classrooms, and opportunities for professional development. Demonstration Teachers must possess (a) clear evidence of service as an exemplary teacher, (b) evidence of knowledge, attitude, and skills as a supervising teacher, and (c) commitment as a partner in teacher preparation and induction through program planning, implementation, and evaluation. The shared focus, commitment, and decision-making required of Demonstration Teachers and University faculty members are producing a teacher education program that continues to improve the teaching and learning at all levels.

2. Evidence:

What evidence do you cite that these collaborative efforts result in positive changes?

The Professional Development District was in its first, formative year during 2001-02 and plans were developed that tied the PDD's work to system, school, and teacher preparation goals. Partner school and other collaborative efforts, including research projects, have strong annual evaluation components that, in most cases, examine impact on P-12 student learning. Beginning teacher programs are reviewed annually using data at entry, benchmarks in the program, and at exit. Professional development activities is typically linked to school improvement and student learning goals, especially with the professional development related to ongoing partnership work. Induction work is still in its early stages but the data is reviewed with the four partnering school systems to determine impact on collaborative efforts to help beginning teachers and school leaders experience success and continue in their jobs.

Section VII: Follow-up of Graduates

1. Do you have a formal Beginning Teacher Assistance Program?

Yes No

2. If Yes, briefly describe it or provide a brochure to the PSC on it .

Georgia Southern University developed a Partner School Induction Model in collaboration with four partnering school systems (the four systems that are home to the 14 Partner Schools). Material on this program are attached. The program is not fully implemented, although some induction activities are occurring through this collaboration. In addition, Georgia Southern has developed a Program for Assuring Quality (brochure attached) that will be fully implemented beginning Fall 2002.

If No, does your unit maintain contact, even if by phone, with new graduates who are teaching?

Yes No

3. About how many of your graduates does your unit counsel on or help resolve classroom issues per school year? Approximately 20

4. How does your unit maintain contact with its graduates?

 Phone

 X Field Visits

 X Seminars/workshops

 X Other (*specify*) Written surveys of beginning teachers/graduates;

Partner School field associates conduct or arrange for workshops or seminars on identified needs of beginning teachers in the school. Several University field associates observe the teachers in the classroom and counsel with them in providing support. This service is available not only to our graduates but to any beginning teacher in a Partner School. For the PAQ guaranty, University faculty consult with graduates and offer additional support as needed and requested by the employer. To date, no PAQ requests have been made.

Program Completer Data for Service and Leadership

Provide program completer data for students who finished all service and leadership programs in 2001-2002.

1. Table 3a: Single Assessment Institution Level Pass Rate Data Praxis I and Praxis Tests for the Regular of Service and Leadership Preparation Programs
2. Table 3b: Aggregate and Summary Institution-Level Pass-Rate Data for the Certification Only Service and Leadership Preparation Programs

Section VIII: State and National Accreditation/Approval Status - Current Unit Weaknesses:

Institution: Georgia Southern University		
Title of Education Unit: College of Education		
NCATE/PSC Accredited: Yes		
Approval Status: Approval		
Date and Type of Last Review: Continuing Accreditation - March 2001		
Standard Cited	Weakness Cited	Corrective Actions Taken '00-01
<u>III.C. Professional Assignments of Faculty</u>	Faculty loads are not adequately adjusted for direction and supervision of practicum/field-based candidates, student teachers, masters theses, internships, and/or doctoral dissertations.	Proviso removed March 2003 Faculty loads have been examined and a policy implemented that requires a 12/12 teaching load for those teaching and supervising at the undergraduate level; a 12/9 load for faculty teaching and supervising at the undergraduate and graduate levels; and a 9/9 load for faculty teaching and supervising solely at the graduate level. Supervision loads have been reviewed and adjusted and experimentation with new models occurred. With the addition of new Educational Leadership faculty, the faculty loads have been adjusted to better distribute the dissertation direction. Work in continuing in this area as faculty productivity is addressed.

Section IX: State and National Accreditation/Approval Status - Current Program Weakness

Institution: Georgia Southern University		
Name of Approved Program: Business Education		
NCATE/PSC Unit Accredited: Yes		
Approval Status: Approval with Provisos		
Date and Type of Last Review: Continuing Accreditation - March 2001		
Standard Cited	Weakness Cited	Corrective Actions Taken '01-02
<u>IV.A. Governance and Accountability</u>	Insufficient faculty is provided to offer initial and advanced programs.	The BSEd and MEd in Business Education were revised to strengthen the content requirements in each of the programs. Business Education courses taught in the COE were deleted and replaced by courses in the College of Business Administration. This revision provides a shared program responsibility between the COE and COBA. This change will address the issue of having limited faculty to teach the courses required in the programs. Faculty in the COE will continue to teach the methods courses as well as supervise candidates enrolled in student teaching.

Institution: Georgia Southern University		
Name of Approved Program: Technology Education		
NCATE/PSC Unit Accredited: Yes		
Approval Status: Approval with Provisos		
Date and Type of Last Review: Continuing Accreditation - March 2001		
Standard Cited	Weakness Cited	Corrective Actions Taken '01-02
<u>IV.A. Governance and Accountability</u>	Insufficient faculty is provided to offer initial and advanced programs.	The EdS in Technology Education was deleted and replaced by the EdS in Teaching and Learning. As a result, courses in the EdS in Teaching and Learning are taught by faculty across the COE, with 9 hours of electives taught by faculty in a selected discipline. This change eliminates the need for the one faculty member in Technology Education to teach all the required courses in the program. In addition, a part-time faculty member was employed to teach half of the undergraduate Technology Education courses in the BSEd Technology Education program. This provided an opportunity for the one full-time faculty member in the program to teach half of the courses in the BSEd and focus more specifically on graduate courses in the M.Ed. in Technology Education.

Professional Standards Commission Annual Questionnaire for Teacher Preparation-2001-2002

Institution: Georgia Southern University		
Name of Approved Program: Music Education		
NCATE/PSC Unit Accredited: Yes		
Approval Status: Approval with Provisos		
Date and Type of Last Review: Continuing Accreditation - March 2001		
Standard Cited	Weakness Cited	Corrective Actions Taken '00-01
<u>I.D. Professional and Pedagogical Studies</u>	Insufficient attention to pedagogical studies in the planned sequence of courses. (Initial)	<p>The planned sequence of courses in the music education curriculum and the pedagogical components included in the courses in this sequence have been reviewed by the music faculty. As a result of this review, the following affirmations and course content alterations are in practice.</p> <p>The inclusion of pedagogical components is consistent throughout lower level required coursework (music theory, group piano, studio applied teaching, and music ensembles). Pedagogy is specifically included in instrumental and vocal techniques classes as well as in choral and instrumental conducting/literature classes.</p> <p>The three music education methods courses (Elementary Methods and Materials in Music, Secondary Choral Methods and Materials, and Secondary Instrumental Methods and Materials) are the focal points of pedagogical assimilation. Revised syllabi (during this past year) in these three courses reflect additional involvement with pedagogical study).</p> <p>The assignment of Seminar in Music Education during this past year to be taken concurrently with the appropriate Methods course greatly increases the pedagogical content of this semester's experiences. Students engage in peer/practice teaching, with planning and review of pedagogy/content skills conducted by both university instructors and Demonstration Teachers. The student teaching semester is the culmination of the application of pedagogical study and practice.</p>
<u>I.E. Integrative Studies</u>	Candidates are not prepared to integrate pedagogical knowledge with professional and content area knowledge. (Initial)	The music education faculty has reviewed the curriculum and practices which integrate pedagogical knowledge with professional and content area knowledge. The pedagogical knowledge collected from the planned sequence of courses

<p><u>II.D. Ensuring Competence</u></p>	<p>Low pass rates on PRAXIS II exam (Initial)</p>	<p>(content and professional) is formally integrated in the Methods courses (Elementary and Secondary Choral or Instrumental).</p> <p>During this past year, Seminar in Music Education has been assigned to be taken concurrently with the appropriate Methods course, to provide additional planning/assessment of the integration of pedagogy/professional/content skills and knowledge. The combination of classroom instruction and actual field experiences creates a highly focused blending of pedagogy and professional/content area knowledge and skills, which serves as excellent preparation for the student teaching experience.</p> <p>In continuing efforts to improve scores/pass rates on the PRAXIS II exam, music faculty provide seminars to discuss test expectations and to provide additional assistance in test preparation. The Education Advisement Center makes material available for test-takers, including Music Education majors, which provides advice on preparation from those who have taken the test. Internet resources for test preparation assistance are available at this center.</p> <p>The PRAXIS II test results which follow reflect the result of these efforts through improved average scores for both the Concepts & Processes and the Content Knowledge areas. (see below)</p>
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Praxis II Scores From 7/1/2001 to 6/30/2002

Test Name	Attempted No Mult Fail	Passed	Percent Passed	Average
Music: Concepts and Processes	7	4	57.14%	143.13
Music: Content Knowledge	6	2	33.33%	151.9

Praxis II Scores From 7/1/2002 to 6/30/2003

Test Name	Attempted No Mult Fail	Passed	Percent Passed	Average
Music: Concepts and Processes	6	3	50.00%	158.33
Music: Content Knowledge	9	6	66.67%	157.2

Institution: Georgia Southern University		
Name of Approved Program: Educational Leadership		
NCATE/PSC Unit Accredited: Yes		
Approval Status: Approved (Provisos removed March 2003)		
Date and Type of Last Review: Continuing Accreditation – March 2001		
Standard Cited	Weakness Cited	Corrective Actions Taken '00-01
<u>III.C. Professional</u>	Faculty workload assignments do	Proviso removed March 2003. See

<u>Assignments of Faculty</u>	not accommodate opportunities for involvement in teaching, scholarship, service, and P-12 engagement.	December 2002 report.
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Certification

I certify that, to the best of my knowledge, the knowledge in Part II of the report is accurate and complete for the education unit and programs. Electronic Signature accepted.

_____Signature (Name of unit head for educator preparation)

Dean, College of Education Title

Certification of review of submission:

_____Signature
_____Name of Unit Head
_____Title