

**GEORGIA SOUTHERN UNIVERSITY  
COLLEGE OF EDUCATION  
FY 2008 Educator Preparation Report to the Board of Regents**

**Section I: Teachers**

**[Campus Planning Document: Part I](#) - Achieving USG Board of Regents  
Strategic Plan Goal #4: “20,000 X 2020”**

**[Campus Planning Document Part II](#) - Georgia Southern New Teacher  
Targets: Action Plan, Timeline, Benchmarks, and Resource Requirements**

**Section II: Leadership - Not Required**

**[Section III: School Counselors](#)** (Documentation listed is available on request.)

**Achieving USG Board of Regents Strategic Plan Goal #4: “20,000 X 2020”**  
**Campus Planning Document: Part I**  
**GEORGIA SOUTHERN UNIVERSITY**  
**December 1, 2008**

**Situation Analysis:** The First District RESA (FDRESA) school districts, three school districts from the Heart of Georgia RESA (HGRESA), and two school districts from Central Savannah River Area (CSRA) RESA were assigned to Georgia Southern University and, in some cases, other universities. Our August 1 Plan outlined the results of our first collaborative meeting with FDRESA. To date, we have met with FDRESA Superintendents, FDRESA Curriculum Directors/Professional Development group, HDRESA Superintendents, and HDRESA Curriculum Directors. We have also included College of Coastal Georgia, Armstrong Atlantic and Middle Georgia College in these meetings. We have dates to meet with FDRESA Counselor Coalition and two CSRA school systems in early December. The data represented on our *Summary Survey of First District Teacher Needs* (file name *GaSouSummaryofFirstDistrictCountySurveyofNeeds.xlsx*) as well as anecdotal data gathered in our two HGRESA meetings (formal data from HGRESA not returned to date) is reflected in our *Georgia Southern New Teacher Targets: Action Plan, Timeline, Benchmarks, and Resource Requirements Campus Planning Document: Part II* (file name “GaSouCampusPlanningDocumentPartII”).

**Goals & Objectives:** All reporting school systems identified significant needs for new teachers, with areas of greatest need being math, science, early childhood, and special education; several systems reported strong potential for retooled teachers; and smaller, rural HGRESA systems reported needs in recruiting and retaining new teachers. Therefore, eight of the nine strategies/goals of our *Georgia Southern New Teacher Targets: Action Plan, Timeline, Benchmarks, and Resource Requirements Campus Planning Document: Part II* focus on a variety of short- to long-term recruitment strategies and teacher induction/retention strategies. It should be noted that both FDRESA and HGRESA school systems provided several viable strategies for community (grow-your-own) recruitment, as see reflected in Strategies #2 & #6). The ninth and final strategy is aimed at sustaining the joint teacher recruitment and retention activities begun by our Collaborative Members group.

**Action Plans, Timeline and Benchmarks:** Please see the two companion documents, Summary Survey of First District Teacher Needs and Georgia Southern New Teacher Targets: Action Plan, Timeline, Benchmarks, and Resource Requirements Campus Planning Document Part II, for details regarding our action plan, timelines, benchmarks, and resource requirements.

**Overall Summary of Plan:** As a result of our collaborative planning meetings with FDRESA and HGRESA and survey data provided by FDRESA, we together identified our recruitment/retooling/retention goals/strategies and related target numbers to total an

additional **328 new/retooled math, science or special education teachers by 2020**. These, in addition to the projected 350-400 candidates we will prepare annually in our traditional Early Childhood, Special Education, Middle Grades and Secondary programs (approximately 3500 traditionally prepared teachers by 2020), will represent a grand total yield of approximately **3828 new and retooled teachers**, which is well above the projected need of approximately 2246 reported by those counties we were assigned. It is noteworthy that over the short course of our planning, we have seen the school district plans gradually beginning to shift from hiring new teachers to retooling current teachers. This shift, directly related to the current statewide economy, is reflected in our goals. Finally, in addition to the strategies and related new/retooled teacher targets outlined in this plan, Georgia Southern University COE is participating in the online MAT Math/Science Consortium which is targeted at producing large numbers of Math and Science teachers, with first courses being offered Spring 2009.

## Georgia Southern New Teacher Targets: Action Plan, Timeline, Benchmarks, and Resource Requirements Campus Planning Document Part II

**Collaborative Members:** First District RESA and school systems, Georgia Southern, Armstrong, College of Coastal Georgia, Heart of Georgia RESA and school systems, Middle Georgia College.

Action Plan (Key Strategies – Short- to Long-range Implementation)	Persons/Organization Responsible	Timeline (dates/new teacher target#)			Total	Evaluation Method	Resources Required
		2010-12	2013-15	2016-20			
<b>Short-range Recruitment:</b> <b>#1 - (Alt Prep/Delivery Math/Sci.):</b> Target Retool teachers & Military (other career changers) through online Math/Science MAT and Math/Science Endorsements.	FDRESA Schools/COE & COST	<b>10</b> (Glynn Co.)	<b>20</b>	<b>20</b>	<b>50</b>	Annual PSC Math and Science certification and endorsement records	Teacher Quality Grant; HOPE for Teachers; Fed. TEACH grant; School System Title II funds
<b>#2 -</b> Target smaller county teacher recruitment of GaSou candidates through: (a) sending graduate lists to systems each semester; (b) targeting specific graduates for system visits, and (c) conducting joint, local Recruitment Fairs in collaboration with community agencies. (Target all areas: ECE, SPED, Middle Grades, Secondary)	HGRESA, FDRESA, COE (SSC), COST, school systems, and community groups such as County Chambers. Strategies based on feedback from school systems.  Counties currently employ 68% of our graduates. This strategy will boost that percentage to 82% by 2020.	<b>12</b>  (5% more, to 72%)	<b>24</b>  (10% more, to 77%)	<b>35</b>  (15% more, to 82%)	<b>71</b>	School system hiring records	School system and COE Recruitment funds
<b>Medium-range Recruitment:</b> <b>#3 - (Alt Prep/Delivery SPED):</b> Target Career Changers through Combined online and site delivery of FDRESA/HGRESA cohorts.	FDRESA/HGRESA as fiscal agent to delivery contract courses as distant sites; COE SPED faculty.		<b>20</b>	<b>20</b>	<b>40</b>	Annual PSC SPED certification records	HOPE for Teachers; Fed. TEACH grant; School System Title II funds
<b>#4 -</b> Target smaller county recruitment of our candidates to high needs teaching positions; Target future teachers in hard-to-fill counties through FULL YEAR Residential Program for senior-year candidates.	HGRESA and FDRESA Schools /Georgia Southern COE & COST - SPED and MAT Math/Science programs	<b>5</b> 1 location HGRESA	<b>10</b> 2 locations HGRESA & FDRESA	<b>15</b> 3 locations HGRESA & FDRESA	<b>30</b> (17 SPED; 13 Math or Sci.)	School system hiring records	School systems' recruitment funds
<b>#5 -</b> (Undergrad Math and Science majors) COST recruitment strategy	COST/COE, and School Systems	<b>5</b>	<b>33</b>	<b>28</b>	<b>66</b>	School system hiring records	NSF Grant-funded 2010-2014

Action Plan (Key Strategies – Short- to Long-range Implementation)	Persons/Organization Responsible	Timeline (dates/new teacher target#)			Total	Evaluation Method	Resources Required
		2010-12	2013-15	2016-20			
<b>Long-Range Recruitment #6</b> - (Undergrad-all needs areas): Target early recruits through Middle School/High School Mentoring Program (“Grow our Own”)	FDRESA/HGRESA Schools Counselor Coalition and GaSou Student Success Center (Advisement Office)	<b>10</b>	<b>20</b>	<b>30</b>	<b>60</b>	School system hiring records	School/GaSou share
<b>Short/Long-Range Recruitment #7</b> -Train Behavior Analyst Teachers (retool): Increase number of certified Behavior Specialists in FDRESA School Systems.	FDRESA, GaSou and Armstrong	<b>1</b>	<b>5</b>	<b>5</b>	<b>11</b>	Certification paperwork	School System Title II funds.
<b>Sustained Recruitment #8</b> - Induction: New Teacher Retention: Increase counties’ new –teacher % retention rates through COE On-line Induction collaboration with building principals.	FDRESA/HGRESA and GaSou Educational Leadership Program and Induction Committee (Kelly Tharp, Chris Thompson, Dianne Bath, Pat Parsons)	92%*	92 % retention of teachers hired 210-2012	95% retention of teacher hired 2013-2015		Annual Follow-up survey of districts via FDRESA & HGRESA	Grant-funded, Teacher Quality Grant
<b>Sustaining Our Teacher Supply Work #9</b> - Annual Collaboration Update: Assess the needs of service region to determine if any revision of or additional strategies are needed to address the need for teachers.	First District RESA and school systems, Georgia Southern, Armstrong, College of Coastal Georgia, Heart of Georgia RESA and school systems, Middle Georgia College.	NA	NA	NA	<b>NA</b>	Review and revision of strategies and projected numbers of teachers	Time
<b>*Recruited/New/Retooled Teachers TOTAL</b>		<b>43</b>	<b>122</b>	<b>153</b>	<b>328</b>		

\*Based on published Georgia statewide rates for 1997-98 through 2006-2007 (range of 6.6%-11%, across all general subject areas).

### Section III: School Counselors

The Georgia Southern University Counselor Education faculty continued to work during the 2007-2008 academic year and fall semester 2008 to make changes in the content, sequencing, and assignments to meet *BOR Principles*. The self-study for CACREP was revised in the spring of 2008 and a site visit was held in fall 2008. In January 2009 the CACREP Board of Directors awarded the school counseling program accreditation for two years with conditions through March 31, 2011.

#### I. Results

##### IC. **Graduates from school counseling programs show advanced levels of accomplishment in increasing students' social/emotional development and career preparedness after two years of service in counseling positions.**

0= Insufficient evidence provided to make a judgment

Currently the program does not have in place a system for tracking the employment of graduates or for gathering baseline data on the students they serve; however, the program did send an employer survey of all counselor education graduates to employers within the university service area in the spring of 2007. Results indicated that all school counseling graduates showed adequate to very strong levels of accomplishment in assessing (Item #1) and meeting (Item #3) students' social/emotional development and career preparedness after two years of service in counseling positions.

The survey is scheduled to be conducted again in spring 2010 in accordance with CACREP standards (Standard VI-C-4 "at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program.").

Recently the Board of Regents BOR P-16 Data Management Office provided an employer survey report which provided the results for our initial teacher preparation program completers. Currently the COE is in discussions with the P-16 Data Management Office to develop and send a similar survey for program completers of all of our educator preparation programs, to include all initial and advanced programs at both the undergraduate and graduate levels. This will provide the follow-up data we need to give evidence of our graduates' levels of accomplishment.

Documentation: 2007 Employer Survey, items #1 and # 3

**ID. Graduates from school counseling programs show advanced levels of accomplishment in enhancing students' academic success after two years of service in counseling positions.**

0= Insufficient evidence provided to make a judgment

As stated previously, currently the program does not have in place a system for tracking the employment of graduates or for gathering baseline data on the students they serve; however, the program did send an employer survey of all counselor education graduates to employers within the university service area in the spring of 2007. Results indicated that all graduates demonstrated adequate to very strong levels of accomplishment in developing effective intervention strategies to meet students' needs (Item #2) after two years of service in counseling positions.

The survey is scheduled to be conducted again in spring 2010 in accordance with CACREP standards (Standard VI-C-4 "at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program.").

Recently the Board of Regents BOR P-16 Data Management Office provided an employer survey report which provided the results for our initial teacher preparation program completers. Currently the COE is in discussions with the P-16 Data Management Office to develop and send a similar survey for program completers of all of our educator preparation programs, to include all initial and advanced programs at both the undergraduate and graduate levels. This will provide the follow-up data we need to give evidence of our graduates' levels of accomplishment.

Documentation: 2007 Employer Survey, item #2

**IIA. Performance – Counselor Candidates**

**IIA.3 Coordinate a school to career transition plan for each student.**

2= Candidates have opportunities during field-placements to practice coordinating a career transition plan for multiple students.

COUN 7336 includes the role of the school counselor in creating and implementing a career transition plan for every student. This plan is to be included as one of the recommended objectives for the student's internship, as outlined in the School Counseling Internship Manual (recommended objective #14). All candidates are required to show evidence of completing the objectives at the end of the internship.

Documentation: Syllabi COUN 7336, 7738-9  
School Counseling Internship Manual (page 10, objective #14)

**IIA.6 Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.**

4= Evidence confirms that candidates are assessed on their effectiveness in providing individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.

Opportunities for individual and group counseling are required in COUN 7737 and COUN 7738-7739. Classroom guidance opportunities are required in COUN 7432 and COUN 7738-7739. Assessment #3 results indicated acceptable or target achievement of implementing guidance lessons for 85% of the candidates. Assessment #8 indicated acceptable or target achievement for 94% of the candidates in implementing a data based individual or group intervention to promote academic success, social/emotional development, or career preparedness. The Site Supervisor Evaluation of Intern indicated “clearly excellent” utilization of individual, and classroom guidance approaches to promote student success in school (Question #6).

Documentation: Syllabi COUN 7432, 7737, 7738-9  
Site Supervisor Evaluation of Intern question #6  
Assessment #3 rubric and Assessment #3 results  
Assessment #8 rubric and Assessment #8 results

**IIA.7 Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address students needs.**

4=Candidates are assessed on their effectiveness in collaborating with other professionals in the development of staff training, family support, and appropriate community initiatives that address students needs.

Opportunities to collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student’s needs are included in COUN 7431 (a parent, teacher, administrator assessment of student needs) and in 7738-7739. The Site Supervisor Evaluation of Intern indicated “clearly excellent” for all candidates in coordination, collaboration, referrals, and team building with the various stakeholders associated with the school (Question #10) as well as creating and maintaining constructive partnerships to promote student achievement (Question #17).

Documentation: Syllabi COUN 7431 & 7738/7739  
Site Supervisor Evaluation of Intern # 10 and #17

**IIA.8 Assess student needs and make appropriate referrals to school and/or community resources.**

4= Evidence confirms that candidates are assessed on their effectiveness in assessing student needs and making appropriate referrals to school and community resources.

Opportunities to assess student's needs and plan appropriate intervention strategies are included in COUN 7431 & 7432. Opportunities to assess student's needs and make appropriate referrals to school and community resources are included in COUN 7738-7739. The Site Supervisor Evaluation of Intern indicated that 89% of the candidates were "clearly excellent" or "excellent" demonstrating skill in working with various stakeholders when making a referral and developing intervention strategies. (Question #10).

Documentation: Syllabi COUN 7431, 7432, 7738-7739  
Site Supervisor Evaluation of Intern #10

**IIA.9 Demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by CACREP: 1) Professional Identity and Orientation; 2) Social and Cultural Diversity; 3) Human Growth and Development; 4) Career Development; 5) Helping Relationships; 6) Group Work; 7) Assessment and Evaluation; and 8) Research and Program Evaluation.**

4= Evidence confirms that candidates have demonstrated mastery and application of their content knowledge in the eight core areas of counseling recommended by CACREP.

The 2007-2008 Annual Program Assessment Report for the school counseling program indicates that candidates are making excellent achievement in all of the core areas related to knowledge, skill, and dispositions of the school counseling profession. In addition, results of the key assessment in cross-cultural counseling indicate excellent achievement in the area of diversity. Content knowledge in all eight areas also is demonstrated by candidates' scores on the Counselor Preparation Comprehensive Examination (CPCE). In 2007-2008, 85% of the school counseling candidates passed the CPCE by attaining total scores of 85% correct or higher.

Documentation: 2007-2008 Annual Program Assessment Report

**II.B. Performance - Institutions**

**II.B.1 Guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations and provides a plan for any necessary additional training.**

3= The institution assesses employers' satisfaction with graduates in meeting performance expectations and provides a plan for any necessary additional training.

In the spring of 2007, the Counselor Education Program surveyed employers regarding their satisfaction with graduates in meeting performance expectations. On all 11 items on

the employers' survey graduates were rated as adequate to very strong. Added comments from the employers highlighted a very strong knowledge base, training to work with all socioeconomic levels, and success in working with students and parents. The survey is scheduled to be conducted again in spring 2011 in accordance with CACREP standards. Georgia Southern's Program for Assuring Quality for Educator Preparation Programs (PAQ) plan was implemented in Fall 2002 to assure that Spring 2004 graduates meet all expectations. PAQ provides a guarantee that includes educators prepared by all state institutions, including school counselors. (See II.A. (1) in Teacher Preparation section). However, to date, there have been no claims of dissatisfaction with graduates' performance or requests for remediation plans.

Recently the Board of Regents BOR P-16 Data Management Office provided an employer survey report which provided the results for our initial teacher preparation program completers. Currently the COE is in discussions with the P-16 Data Management Office to develop and send a similar survey for program completers of all of our educator preparation programs, to include all initial and advanced programs at both the undergraduate and graduate levels. This follow-up data will give further evidence that our graduates are meeting all the expectations of the school systems that hire them.

Documentation: Program for Assuring Quality for Educator Preparation Programs  
2007 Employer Survey

**IIB.2 Mentor graduates during their first two years of practice as newly certified school counselors in Georgia, in cooperation with the schools.**

2 = Programs have been implemented with cooperating schools to mentor graduates during their first two years of practice as newly certified school counselors in Georgia.

Mentoring programs are being conducted in Toombs, Screven, Chatham, and Liberty Counties. We are also looking into creating a blog in order to reach more of our graduates.

Documentation: COUN minutes 9.24.07

**IIB.3 Have at least an 80% annual pass rate on certification exam(s) for school counselor candidates from each reportable demographic group by 2006, and a 95% pass rate by 2010.**

4= Evidence confirms that each reportable demographic group has at least an 80% annual pass rate on certification exam(s).

The results of the GACE II State of Georgia Certification exam in school counseling confirm that 100% of the candidates passed the exam.

Documentation: 2007-2008 Counselor Program Completters (GACE exam data)

**IIB.4 Ensure that the number of school counselor graduates reflects the racial/ethnic diversity represented in the school-age population of the institution’s service area.**

1= A plan is in place to increase the number of school counselor graduates in underrepresented groups.

The table below shows there were significant numbers of non-white Counselor Education Master’s graduates during 2007-2008; however, these non-white graduate numbers are slightly below the averages of the counties within our service area.

**Comparison of County data =2007-08 vs. Graduate data = 2007-08**

County	White	Black	Hispanic	Other
Bulloch	57%	37%	2%	3%
Chatham	26%	66%	4%	4%
Glynn	55%	37%	6%	1%
Screven	44%	55%	0%	0%
COUN Med	64%	32%	0%	4%

The COE has a recruitment plan for recruitment of minority students for Graduate Programs. Although not specific to Counselor Education, it provides action steps to increase minority graduate enrollment. The College of Graduate Studies is working with the program to establish a detailed plan to increase minority graduates.

Documentation: COE Recruitment Plan, Section 3.

**IIB.5 Increase the number of high quality applicants from each demographic group represented in the school-age population of the institution’s service area.**

1= A plan is in place to increase the number of high quality applicants from each demographic group.

The table below shows that our 2007-2008 applicant pool was reasonably reflective of school-age non-white population averages of the counties within our service area.

**Comparison of County data =2007-08 vs. Applicant data = 2008**

County	White	Black	Hispanic	Other
Bulloch	57%	37%	2%	3%
Chatham	26%	66%	4%	4%
Glynn	55%	37%	6%	1%
Screven	44%	55%	0%	0%
COUN Med	54%	46%	0%	0%

The COE has a recruitment plan for recruitment of minority students for Graduate Programs. Although not specific to Counselor Education, it provides action steps to increase minority graduate enrollment. The College of Graduate Studies is working with the program to establish a detailed plan to increase minority graduates.

Documentation: COE Recruitment Plan, Section 3.

**IIB.6 Ensure collaboration in the preparation of counselors, leaders, and teachers that is focused on the interrelated roles of all school personnel in improving student academic success.**

3= The institution assesses candidates' knowledge of school improvement planning and skills in collaborating with other professionals.

Our collaborative school improvement model includes a seminar with school counselor interns in COUN 7738-9 and future leaders in EDLD 7532 held each semester to focus on the interrelated roles of all school personnel in improving student academic success. EDUF 7130, Educational Psychology for Teachers, includes a counselor education faculty in their schedule to address ways to utilize the school counselor in improving student academic success.

Documentation: COUN 7738-9 syllabus  
Memo from Dr. Mallory  
EDLD 7532 DCO

**IIB.7 Utilize a network of partner schools to work with area school systems and their community partners on the following goals: 1) To increase P-12 student academic success and high levels of learning; 2) To mentor beginning school counselors; 3) To provide school counselor candidates with supervised field experiences of at least 700 clock hours, in which candidates demonstrate the outcomes of the Regents' Guarantee; 4) To collaborate in the preparation and development of schools counselors; 5) To encourage practitioner research by providing appropriate training in research on school improvement; and 6) To produce quality school-university partnership research aimed at the improvement of schools and counselor preparation programs.**

2 = A plan is in place to develop a network of partner schools or approved Board of Regents' alternative, that addresses the articulated commitments in *Principle 3*

An agreement with Screven County is in place. Mentoring projects in Liberty, Toombs, and Chatham counties have been started as a first step toward our partner school network.

Documentation: PAR Grant Proposal; Letters of Agreement: Screven, Chatham, and Richmond

**IIB.10 Seek and maintain national accreditation for school counselor program through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).**

4= Evidence confirms that the institution is CACREP accredited.

On January 22, 2009 The CACREP Board of Directors awarded the school counseling program accreditation for a two year period with conditions (Standards D and L.1 &L.2) through March 31, 2011.

Documentation: CACREP Letter 1-22-09