

**GEORGIA SOUTHERN UNIVERSITY**  
**FY 2004 Institutional Report of Progress Toward Meeting the**  
**Regents' Principles and Actions for the Preparation of Educators for the Schools**  
**June 2004**

**Part 1: TEACHERS: Self-assessments and evidence for items rated below "4" in FY 2003**

**I: Inputs**

**I D. Stronger content preparation – high school teachers and those teaching all grades (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Programs do not meet requirements for an academic major in any single discipline or broad-field certification program
- 2 = Programs meet requirements for an academic major in some single discipline certification fields, and/or broad-fields
- 3 = Programs meet requirements for an academic major in each single discipline certification fields, and if broad-field science and/or social studies is offered, they meet requirements for a major in one academic (content) discipline and at least a 12-15 semester hour concentration in each of the three other fields included under broad field certification**
- 4 = Programs lead to a BS or BA degree with a major in an academic (content) discipline in each single discipline certification field offered plus teacher certification, and if broad-field science and/or social studies is offered, they lead to a BS or BA degree with a major in one academic (content) discipline for broad-field certification, and have at least a minor in each subject included under broad-field certification

Each of the BSEd programs in secondary and P-12 education teaching fields continue to offer a content preparation that is equal to or exceeds an academic major in the various academic departments. For example, with the replacement of secondary broad fields science and social science with discipline-specific teaching fields, there was an increased number of content courses in each of the fields of history, political science, geography, physics, chemistry, and biology. These programs now equal the number of semester hours in an academic major.

For the past three years STEP committees have functioned to facilitate ongoing alignment of public school QCC/GPS objectives, program standards, PRAXIS II objectives and national content standards. A portion of each Teacher Education Council (TEC) meeting is devoted to ongoing reporting and discussions related to curriculum alignment. Faculty from the College of Education, various academic departments and public high school partners have worked via the STEP and TEC structures to accomplish this goal. Additionally, the COE Associate Deans for Undergraduate and Graduate Teacher Education and the Chairperson of Teaching and Learning have begun to meet with the Deans/Chairs of the Colleges of Liberal Arts/ Social Sciences and Science and Technology to discuss course content alignment with national content standards and PRAXIS I and II objectives. Within this structure discussions continue regarding the viability of moving the current B.S.Ed. to a BS/BA degrees or MA in Teaching. While we do not currently offer these degrees, our B.S.Ed. programs meet all national and state standards.

## **II: Performance – Institutions**

### **II A (2) Institutions increase the number of high quality applicants, individuals from minority groups, and those desiring to teach in shortage fields through programs in shortage fields, strong academic support and advisement to pre-education majors including readiness for PRAXIS I, and other strategies (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Partial recruitment plan in place

2 = Plan implemented that includes baseline data, recruitment goals, timeline, strategies, and assessments for increasing the numbers of: students passing PRAXIS I, high achieving freshmen and sophomores, minorities, and students choosing shortage fields

3 = Evidence of progress toward reaching recruitment goals set for all targeted groups of students

**4 = Evidence confirms continuous progress toward reaching recruitment goals set for all targeted groups of students**

The College of Education currently actively seeks to increase the number of high quality applicants from minority groups and career path changers to teach in shortage fields through two program initiatives: Career Path Changers (initial teaching certifications sought by individuals holding undergraduate degrees in related content areas) for Special, Middle Grades, and Secondary Education), and Paraprofessional Track to Teaching (Special Education). Recruitment into these programs is based on an original needs assessment done with high needs counties and ongoing input from the CPC/PTT advisory group (comprised of partner county personnel directors). In both programs candidates are provided the support of a career counselor and a teacher induction specialist. Based on input from the needs assessment and the advisory committee, the CPC program recruits 20-25 candidates each year and the PTT program has recruited two cohorts (with MGC and EGC two-year partners) of 20 at each site. (See website: [www.coe.georgiasouthern.edu/pos\\_DestinationTeaching.html](http://www.coe.georgiasouthern.edu/pos_DestinationTeaching.html))

We are progressing with several activities identified on our February 2003 Recruitment Plan (attached). We are developing alternative delivery methods for the Special Education PTT cohorts, including a combination of distance learning, web-based and cross-site instruction. We are meeting with District One RESA superintendents regularly to do continuous assessment of their needs. We have offered a Day on Campus experience in which over 200 partner school students participated. Finally, we have met with campus Freshman Interest Groups (FIG) to provide information regarding our Teacher Education Programs. We are currently in discussions regarding two additional initiatives: cadet teaching partnerships with partner schools, and provision of field experience opportunities for “pure” math and science majors.

In addition to College of Education recruitment activities, the math and literature education faculty from the Colleges of Liberal Arts/Social Sciences and Science and Technology conduct review workshops for PRAXIS I test takers. Through STEP Committee and TEC discussions regarding PRAXIS scores, faculty in other colleges who teach pre-education and education majors are showing more interest in developing such workshops and developing other ways to facilitate greater student success on PRAXIS tests (see attached TEC recommendations).

**II A (5) In collaboration with the schools, institutions mentor graduates during their first two years of teaching on all dimensions of the guarantee (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Partial plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching only for graduates identified by school district as “struggling”

2 = Partial plan in place to provide some support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching to all graduates, with a primary focus on “struggling” teachers

3 = Partial plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching for all graduates teaching in region served by institution

**4 = Full plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching for all graduates teaching in Georgia public schools**

There is a two-year mentoring program attached to our CPC and PTT programs that features the support of a Career Counselor and Teacher Induction Specialist. We are field-testing this model and gathering feedback data (surveys and focus group) from program participants regarding this component of the CPC and PTT programs.

(See website: [www.coe.georgiasouthern.edu/pos\\_DestinationTeaching.html](http://www.coe.georgiasouthern.edu/pos_DestinationTeaching.html))

Currently our COE Teacher Induction Plan developed several years ago is being updated. The centerpiece of this plan is (a) a web site that will feature online mentoring done by College of Education faculty and designated partner school faculty, and (b) bi-annual drive-in workshops for recent graduates. The website is being built this summer (2004) and plans are underway for a Fall 2004 drive-in workshop. (See website: <http://coe.georgiasouthern.edu/ute/>)

**II A (6) Institutions focus partner schools (or approved alternative) on:**

- **Increasing P-12 student learning and achievement,**
- **Mentoring beginning teachers,**
- **Providing field-placements for teacher candidates to demonstrate outcomes of guarantee,**
- **Collaborating in the preparation and development of teachers, and**
- **Increasing the amount of school-based research on improvement of schools and on teacher preparation and development programs (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Partner school (or approved alternative) model under development that focuses on all dimensions stated in the Principle

2 = Partner school (or approved alternative) model that focuses on all dimensions stated in the Principle implemented in some schools

3 = Full network of partner schools (or approved alternative) in place that focuses on all dimensions stated in the Principle; all field experiences confined to partner schools; all have contractual agreements

**4 = Evidence of impact of partner schools (or approved alternative) on P-12 students, pre-service and in-service teachers**

The Professional Development District (PDD) partnership began in January 2004 (see attached FIPSE Grant Proposed Activities and Timeline). It has a twofold focus: closing the achievement gap and developing a school-site-based collaborative action research agenda. Currently partners are conducting needs assessments at elementary middle and high school levels. This data will (a) provide the baseline for assessing growth across time among students,

school faculty, and teacher education candidates and (b) provide information to make adjustments and improvements in our teacher education program content and delivery. One goal of the PDD is to provide a model of this comprehensive approach to shared educational renewal for our other 12 school-university partnerships. It is anticipated that within a year, when we begin to have additional data to compare to our baseline data, we will then have both a model and at least early data to support its efficacy for students, candidates and faculty.

Additionally, on an ongoing basis our 13 other partner schools are collaboratively responding to needs assessments within the partner schools and the university. According to those identified needs, partnerships are setting goals related to increasing P-12 student learning and achievement in various academic areas, mentoring beginning teachers, providing field-placements for teacher candidates to demonstrate outcomes of our guarantee, collaborating in the preparation and development of teachers, and increasing the amount of school-based research on improvement of schools and on teacher preparation and development programs.

## **II A (8) Institutions support and recognize faculty for participation in teacher preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Faculty reward system under study for teacher preparation faculty in education

2 = Faculty reward system under study for teacher preparation faculty in education and the arts and sciences

3 = Teacher preparation faculty in education and the arts and sciences supported and recognized in reward system

**4 = Evidence that the success of teacher preparation faculty in promotion, tenure, merit salary increases, and post-tenure review is comparable to that of non-teacher preparation faculty**

The following three significant activities have occurred that directly address the issues of institutional support and recognition of faculty for participation in teacher preparation and school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources. First, the university has completed an exhaustive report of faculty roles and rewards which characterized current faculty roles, identifies any disconnections in the institution's roles and rewards systems, and recommends a model for faculty effort assignment. Second, the College of Education completed a revision of its by-laws that included the institutionalization of a new set of committees, of which the flagship is the Faculty Executive Committee. Chief among the FEC's responsibilities is to be the primary vehicle to coordinate the fulfillment of Faculty responsibilities in areas such as curriculum, tenure and promotion. Third, the University Provost has proposed a clarified Faculty Workload Policy. While this document states that the standard teaching load for full-time faculty is 15 hours, the College of Education full-time faculty members maintain a standard load of 12 hours, in keeping with NCATE guidelines. In this regard, our College of Education Dean has sought to protect our faculty members' load requirement, recognizing that the majority of our faculty also maintain a heavy supervision load and many are heavily invested in school-university partnerships.

With the completion of the Faculty Roles and Rewards report in early Fall 2004 and the completion of the Provost's Faculty Workload Policy clarification, it is expected that our College of Education Tenure and Promotion Committee will update our COE Tenure and Promotion Guidelines. With all the changes in policies, the College of Education continues to provide

ample opportunities for faculty to do supported work (through federal/state grant and SFI funding) in the schools. Finally, the most recent report on university-wide tenure and promotion decisions reflects that College of Education faculty have equal success in the tenure and promotion process when compared to their colleagues in other colleges on campus. Indeed, our Provost has a history of following the tenure and promotions recommendations of the College except in very rare, extenuating circumstances.

## **II B (2) Teacher candidates set high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for teaching in standards-based schools

2 = Assessments in place to monitor the extent to which teacher candidates set high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can set high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards

**4 = Evidence confirms that teacher candidates recommended for certification are able to set high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards**

Teacher preparation programs in early childhood education, middle grades, secondary, and P-12 teaching fields include program performance outcomes that are aligned with INTASC, NBPTS, and the standards from the various learned societies. Teacher candidates are required to demonstrate that they can organize curriculum, instruction, and assessment around these standards within each of the pedagogy courses and field experiences in the program. Performance outcomes within the programs have been developed in order to monitor student progress throughout the programs, as well as in student teaching. These performance outcomes are assessed in each of the courses in curriculum and methods, course content, and each of the field experiences. Candidates must be successful in these areas of competency during the required field experiences and methods courses in order to be retained in the program. All programs have developed a unit formats and other assignments that emphasize organizing curriculum, instruction, and assessment around national and state standards. The unit format and other similar assignments are introduced as candidates enter the programs and are integrated throughout course work and field experiences. See evidence materials attached to 2000-01 report.

The College of Education has developed a candidate performance assessment framework that is based on a revision of the COE Teacher Education Program (TEP) Standards (see attached sample Middle Grades documents). This assessment framework is grounded in the conceptual framework and aligned with INTASC principles and articulated knowledge, skills and dispositions. This will provide the framework for a revised TEP candidate performance assessment system that will be used by all of the teacher preparation programs. Using this system, programs will require students to maintain online work samples across courses (program portfolio) to be evaluated at four checkpoints. These online work samples (e.g., lesson plans and related supervisor observations/post conference information) and related evaluation rubrics will provide individual data that will be aggregated by our Campus Tools Data Management System (TK20) to provide information regarding our candidates' demonstrated abilities to set high learning standards for all students and organize curriculum, instruction, and assessment around the standards.

**II B (3) Teacher candidates customize instruction for individual students or groups of P-12 students that reflect students' own experiences, learning styles, interests, cultures, and special needs (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for customizing instruction

2 = Assessments in place to monitor the extent to which teacher candidates customize instruction for individual students or groups of P-12 students that reflect students' own experiences, learning styles, interests, cultures, and special needs

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can customize instruction for individual students or groups of P-12 students that reflect students' own experiences, learning styles, interests, cultures, and special needs

**4 = Evidence confirms that teacher candidates recommended for certification are able to customize instruction for individual students or groups of P-12 students that reflect students' own experiences, learning styles, interests, cultures, and special needs**

All programs use a lesson plan and unit format that require candidates to demonstrate their ability to customize instruction of individual students or groups of P-12 students that reflect students' own experiences, learning styles, interests, cultures, and special needs. Ecological inventories, community setting inventories and student pre-assessments are examples of candidate work samples that reflect the candidates' abilities to successfully individualize instruction based on factors such as learning styles, interests, culture, and special needs. With the inception of the portfolio assessment component of the College of Education's Campus Tools data management system, individual candidate work sample data will be aggregated in order to demonstrate that programs have been successful in preparing candidates to customize instruction to meet the needs of all students.

**II B (5) Teacher candidates use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for using data on P-12 student learning and achievement to set benchmarks and to monitor student progress

2 = Assessments in place to monitor the extent to which teacher candidates are able to use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

**4 = Evidence confirms that teacher candidates recommended for certification are able to use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks**

Well-designed assignments are given in the teacher preparation programs that are coordinated throughout courses and experiences from program entry to exit. These assignments include units of instruction (student work samples) and learning plans that require candidates to collect assessment data, analyze the data, and reflect upon student learning. Candidates are required to demonstrate how they assess student learning using pre-post test information, student products, reflections on student learning and how instruction is modified to address learning needs, and how resources are selected to enhance student learning. Benchmarking is a critical component of the planning-teaching-reflecting-planning

process. To better support evaluation of the assignments, rubrics and other assessment tools used by faculty have been restructured to include how teacher candidates show evidence of student learning.

Again, with the inception of the portfolio assessment component of the College of Education's Campus Tools data management system, individual candidate work sample data will be aggregated in order to demonstrate that programs have been successful in preparing candidates to use data on student learning and achievement to set benchmarks and to monitor student progress toward meeting those benchmarks.

### **III A Teacher candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement at point of initial recommendation for certification (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for bringing P-12 students from diverse groups to high levels of learning and achievement

2 = Assessments in place to monitor the extent to which teacher candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement

3 = Teacher candidates have opportunities during field-placements to demonstrate that they are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement

**4 = Evidence confirms that teacher candidates recommended for certification are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement**

Successful candidates demonstrate through reflection on pre-assessment, lesson plan development, and post-assessment activities, that they are able to provide instruction that enables all students to learn. Candidates assess, plan, implement (monitor and adjust), and again, assess to meet the instructional/learning needs of all students. Results of units of study developed and, in some cases, taught during Methods Block field experiences, and results of units and other lesson plans developed and taught during student teaching, as seen in candidate portfolios, give evidence that teacher candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement. Again, with the inception of the portfolio assessment component of the College of Education's Campus Tools data management system, individual candidate work sample data will be aggregated in order to demonstrate that programs have been successful in preparing candidates bring P-12 students from diverse groups to high levels of learning and achievement.

### **III B. After two years of teaching, program graduates show advanced levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning and achievement (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Plan in place to track graduates who move into teaching positions in Georgia schools within two-years of graduation

2 = Plan in place to gather baseline data on student learning and achievement in Georgia schools where new graduates teach

3 = Plan in place in all programs for induction and mentoring of teachers during the first two years of teaching

**4 = Evidence confirms that graduates show higher levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning and achievement after two years of teaching as compared to impact at time of graduation**

Our Campus Tools data management system is currently being built. One of the functions of this system is to track our graduates two to three years beyond graduation via surveys. We are also building in survey points throughout our candidates' programs. This plan will facilitate the gathering of evidence confirming our graduates' effectiveness in bringing diverse P-12 students to high levels of learning and achievement.

According to the "2002 Beginning Teacher Survey: A Report on the Readiness of First-Year Teachers in Georgia Public Schools," Principals rated Georgia Southern University candidates' overall teacher readiness at 98.4% "Ready" (n=62) (See attached excerpted sections).

### **III C. Experienced teachers completing graduate programs are accomplished in the five core principles of the National Board for Professional Teaching Standards (NBPTS) (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes the five core principles of the National Board for Professional Teaching Standards (NBPTS)

2 = Assessments in place to measure the extent to which teachers in graduate programs meet the five core principles of NBPTS

3 = Teachers in graduate programs have opportunities as part of their programs to demonstrate that they can meet the National Board Standards

**4 = Evidence confirms that teachers who complete graduate programs meet the five core principles of NBPTS**

All graduate teacher preparation programs have developed objectives and assessment rubrics that reflect NBPTS Core Principles. Programs provide course activities such as descriptive and analytical writing, analyzing student work, and videotaping, that give teachers the opportunity to demonstrate they can meet National Board Standards. The College of Education's systematic assessment process, currently being developed, requires all graduate program completers to provide evidence of meeting the five Core Principles. With the inception of the portfolio assessment component of the College of Education's Campus Tools data management system, individual candidate work sample data will be aggregated in order to demonstrate that candidates who complete graduate teacher education programs meet the five core principles of NBPTS.

### **III D. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Plan in place to measure extent to which P-12 students from diverse groups who attend partner schools (or approved alternative) are learning and achieving at high levels

2 = Plan implemented in some partner schools (or approved alternative)

**3 = Plan implemented in all partner schools (or approved alternative)**

4 = Evidence confirms that P-12 students from diverse groups who attend partner schools (or approved alternative) are learning and achieving at high levels

Partnerships continue to focus on the goal of raising learning and achievement levels of all P-12 students, utilizing specific activities to address this goal. Depending on the identified needs at each partner school, activities include curriculum selection and development, instructional strategy building, classroom management strategy development, collaborative teaching, teacher induction, and mentor training. Partnership self-studies show evidence of a clear plan to measure growth in achievement and learning of students and some partnerships are beginning to report efficacy data.

The Professional Development District (PDD) partnership began in January 2004. It has a twofold focus: closing the achievement gap and developing a school-site-based collaborative action research agenda. Currently partners are conducting needs assessments at elementary middle and high school levels. This data will (a) provide the baseline for assessing growth across time among students, school faculty, and teacher education candidates and (b) provide information to make adjustments and improvements in our teacher education program content and delivery. One goal of the PDD is to provide a model of this comprehensive approach to shared educational renewal for our other 12 school-university partnerships. It is anticipated that within a year, when we begin to have additional data to compare to our baseline data, we will then have both a model and at least early data to support its efficacy for students, candidates and faculty.

**Part 2: TEACHERS: Self-assessment and evidence requested for the following items: IJ;IK;IL;IIA (7).**

**I J. Early Childhood Teachers, Area F compliance (2003)**

1 = Area F in the early childhood education program does not conform to the guidelines approved by EPAAC  
4 = Area F in the early childhood education program meets the guidelines approved by EPAAC

**I K. Middle Grades/Area F compliance (2003)**

1 = Area F in the early childhood education program does not conform to the guidelines approved by EPAAC  
4 = Area F in the early childhood education program meets the guidelines approved by EPAAC

**I L. High School teachers/Area F compliance (2003)**

1 = Area F in the early childhood education program does not conform to the guidelines approved by EPAAC  
4 = Area F in the early childhood education program meets the guidelines approved by EPAAC

The attached samples of programs of study for Early Childhood, Middle Grades, and High School reflect that these programs are in compliance with Area F requirements, as approved by EPAAC.

**II A (7). Institutions have at least an 80% annual pass rate on PRAXIS II for each reportable demographic group of teacher candidates by 2006,<sup>1</sup> while maintaining or increasing the number of minority teachers prepared;**

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<sup>1</sup> Reportable group is defined as any demographic group with 10 or more students.

**institutions set annual goals toward the 80% threshold between 2002-2006  
(2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial plan in place
- 2 = Plan in place for each program that includes baseline data, annual goals, timeline, milestones as to numbers targeted, strategies for reaching goals, and how progress is to be evaluated
- 3 = Less than an 80% annual pass rates on PRAXIS II for all reportable demographic groups within each field in which the institution prepares teachers, while maintaining or increasing the number of minority teachers prepared**
- 4 = At least an 80% annual pass rate on PRAXIS II for all reportable demographic groups within each field in which the institution prepares teachers, while maintaining or increasing the number of minority teachers prepared

While we are maintaining pass rates exceeding 80% in many areas, our PRAXIS II pass rate has dropped, particularly in some P-12 areas. We are addressing this issue in the following ways. STEP committees continue to meet to review curriculum alignment. TEC developed a set of recommended interventions designed to be used by individual programs to facilitate continuous improvement on PRAXIS scores. The Associate Dean for Undergraduate Teacher Education/Accreditation and the TEC chairperson have met with faculty members, chairs and deans from the other Colleges to problem solve possible interventions and share the TEC recommendations. Follow-up sessions will be conducted with the other Colleges and discussion will continue in TEC during Fall 2004.

Attached is the PRAXIS II score handout provided to TEC and the other Colleges that help prepare our candidates. This is designed to show trends across a few years and is helpful in depicting our concern. Included with the TEC Recommendations handout (also attached) is a sample portion of two syllabi, showing (a) how the PRAXIS II objectives can be included in a literature course and (b) how TEP standards can be addressed in a syllabus. These ideas were also shared as we met with folks from the other colleges.

## **SECTION II: EDUCATIONAL LEADERS**

### **I. Inputs**

#### **I A. Responsibility for leader preparation programs vested in a collaborative of education, other academic units, and school partners (2001)**

3 = Equitable representation among 3 groups, responsible for aspects of leader preparation, but no authority over programs

The Teacher Education Committee (formerly TEAC), with equitable representation of COE, A&S and P-12 educators, is responsible for all educator preparation programs; however, the primary focus of TEC has been on teacher preparation. The Educational Leadership program has a seat on the Teacher Education Committee and it is also involved in Georgia Southern's P-16 Initiative. The TEC recommends revisions to programs related to teacher education and leader preparation. They consider issues related to overall operating policies and procedures. The Council coordinates governance of educator and leader preparation throughout the College of Education and University. It provides a strong communication function by keeping various and diverse groups involved with leader preparation and focused on the ever-changing field of educational administration.

The College of Education Faculty Executive Committee is composed of faculty representatives from each of the department of the College. A faculty member from Educational Leadership is a member of the committee and provides two-way communication from the committee and from the Educational Leadership program. This committee links the College and the Educational Leadership program in disseminating, communicating, and recommending revisions for program offerings associated with the preparation of school and system leaders that address school improvement, student achievement, high expectations for all students, school based decision making, school based research, P-16 initiatives, Partner Schools, and results based standards (ISLLC).

The Educational Leadership Program Action Team (PAT) meets twice a year (Fall/Spring). This 24-member body is made up of representatives from P-12 school systems, technical colleges, RESA, other 4 year institutions, program faculty, and the Dean of the College of Education. This advisory committee reviews enrollment data, program offerings, survey data on school improvement, alignment of course content with ISLLC Standards, and data on regional program opportunities for off campus cohorts.

The Educational Leadership Program collaborates with partner school staff members to make recommendations related to the educational leadership preparation program. The collaboration with partner school staff members provides a direct link and feedback from practicing administrators. This collaborative effort enhances all facets of the preparation program.

Documentation: TEAC website (<http://coe.georgiasouthern.edu/teac/teacmain.htm>); COE Bylaws (<http://coe.georgiasouthern.edu/coe/pdfs/bylaws.pdf>), p. 11; PAT membership & minutes (attached)

**I B. Active practitioner-based advisory committee in place to provide ongoing feedback as to the success of graduates in meeting the outcomes of the guarantee and to suggest strategies for continuous improvement (2002)**

4 = Advisory committee meets regularly and relies on extent to which graduates meet the performance and results outcomes of the guarantee as measures of success; advisory committee recommends strategies for continuous improvement of the program based upon the data

An Educational Leadership Program Action Team (PAT) meets twice a year (Fall/Spring). This 24-member body is made up of representatives from P-12 school systems, technical colleges, RESA, other 4 year institutions, program faculty, and the Dean of the College of Education. This advisory committee reviews enrollment data, program offerings, survey data on school improvement, alignment of course content with ISLLC Standards, and data on regional program opportunities for off campus cohorts.

The Teacher Education Committee (TEC) also serves as an advisory committee for the program by providing recommendations for revisions to the Educational Leadership program related to school and system leaders preparation and certification. (See IA. in Teacher Preparation section).

The Educational Leadership Program is currently conducting an evaluation of its graduates and is surveying the First District RESA and our partner school staff members for input regarding the strengths and weaknesses of graduates. The data are used to facilitate program improvement.

Documentation: PAT membership & minutes (attached); TEAC website (<http://coe.georgiasouthern.edu/teac/teacmain.htm>); survey (attached)

**I C. Field-experiences (at least 150 contact hours) well integrated into courses (2001)**

4 = Students complete at least 150 clock hours of field experiences in schools in each program and they are well integrated into courses

All L5 and Master's level Educational Leadership courses require 10 contact hours in the schools. This ensures that students complete a minimum of 50 contact hours prior to a more intensive experience during the program. Two courses (6 credit hours) during the program will consist of a minimum of 150 contact hours designed for each student to experience the opening and closing of school. The course work and experiences are based on ISLLC standards of knowledge, dispositions, and performance.

Documentation: Master's, L-5 Programs of Study

**I D. Admission requirements comparable to those of other graduate programs within the institution (2002)**

4 = Students admitted to leader preparation programs have cumulative GPAs and score(s) on test(s) required for admission that are within the institution's range of GPAs and test scores for graduate students

Admission requirements into the initial preparation program (the M.Ed. Educational Leadership program) include that students must present a GPA of 2.50 or higher on all undergraduate course work and present a score of no less than 450 on the verbal subtest and a score of no less than 450 on either the quantitative or analytical subtest of the GRE, or a score of no less than 44 on the MAT. Provisional admission criteria are also identified. The Ed.S. program requires a MAT of 49 and a minimum GPA of 3.25 as well as a minimum of two years experience in school work. The admissions review process ensures that those admitted into the Educational Leadership programs meet the criteria. The admission criteria is comparable, if not higher, than those for other graduate programs at the University and are within the institution's range of GPAs and test scores for graduate students admitted.

Documentation: Georgia Southern Catalog (<http://www.collegesource.org/cat209/103985.pdf>) p. 241, p 250-251

## **II A. Performance (Institutions)**

### **II A (1). Institutions 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 (2001)**

4 = Full plan in place to invoke "take back" provision statewide

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 leaders. (See II.A.(1) in Teacher Preparation section).

Documentation: PAQ (<http://coe.georgiasouthern.edu/teac/paq.pdf>); Dean's letter & brochure (attached)

### **II A (2). Institutions increase the numbers of high quality applicants from majority and minority groups (201)**

2 = Plan in place that includes baseline data, recruitment goals, timeline, strategies, and assessments for increasing the number of high quality applicants from majority and minority groups

Active recruitment is underway serving a large region of the state. Recruitment has focused on high quality candidates from various racial and cultural backgrounds. The existing recruitment plan involves working collaboratively with school systems and with other universities in the system (Armstrong Atlantic State University and Augusta State University) to form cohort

groups to deliver Educational Leadership programs at off-campus sites that are more convenient to students. There are

The College of Education Associate Dean for Graduate Programs duties include recruitment and retention. This position positively impacts the Educational Leadership programs by recruitment of high quality applicants from majority and minority groups.

The Educational Leadership Program has a recruitment plan designed to recruit high quality applicants from both majority and minority groups is based on an analysis of existing data that includes goals, timeline, strategies, and evaluation components. Enrollment in Doctoral cohorts has shown a steady increase in women and minorities.

	White Male Number/%	White Female Number/%	Black Male Number/%	Black Female Number/%	Other Number/%
2000-01	17/27	31/49	6/10	9/14	0/0
2001-02	36/36	43/43	4/4	16/16	1/1
2002-03	28/24	58/50	4/3	25/22	1/1
2003-04	31/23	68/52	6/5	25/19	1/1

Documentation: COE Recruitment Plan (see Section I – Teachers)

**II A (3). In collaboration with the schools, institutions mentor graduates on all dimensions of the guarantee during their first two-years of practice as newly certified educational leaders in Georgia (2001)**

4 = Full plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of practice as newly certified leaders for all graduates practicing in Georgia public schools

The Mentoring Administrators Program (MAP) provides two years of support, assistance, and professional development for newly certified leaders. The MAP program serves school systems in the region with Educational Leadership faculty. This program offers on-site, in-service opportunities that are specifically pertinent to the participants, school, and personal needs in impacting school improvement and student success. Additionally, TK-20 Campus Tools will be used to facilitate this continuing support of graduates who assume leadership roles in schools.

Documentation: MAP (attached); TK-20 Campus Tools information (attached)

**II A (4). Institutions focus partner schools (or approved alternative) on:**

- § **Increasing P-12 student learning and achievement,**
- § **Mentoring beginning leaders,**
- § **Seeking nominations of potential leaders for admission into preparation programs,**
- § **Providing field-placements for leader candidates to demonstrate outcomes of guarantee,**
- § **Collaborating in the preparation and development of leaders,**

- § **Encouraging practitioner research by providing appropriate training in research on school improvement, and**
- § **Increasing the amount of school-based research on improvement of schools and on leader preparation and development programs (2001)**

3 = Full network of partner schools (or approved alternative) in place that focuses on all dimensions stated in the Principle; all field-placements confined to partner schools; all have contractual agreements

Educational leadership faculty are involved in the development of the PDD in Screven County. Screven County Schools was the initial partner with Educational Leadership in the MAP mentoring program. The model for this partnership will address the dimensions stated in the Principle and will be a natural extension of the work to date with Educational Leadership and Georgia Southern's partner school initiative. From this PDD model in Screven County, other PDD districts will be established to further address the components of the Principle.

The Educational Leadership faculty provides extensive in-depth diagnosis for individual schools through the Intensive Assistance for School Improvement program. The faculty worked with regional P-12 schools, diagnosing school practices for student achievement, teacher and administrator practices for school improvement, teacher instructional practices, and provided recommendations for addressing specific objectives for student learning and teacher practices to assure appropriate student learning.

This process of monitoring and adjusting the program is an ongoing procedure so course content is built on school improvement, ISLLC Standards, and student achievement.

The Educational Leadership Program uses partner schools for mentoring placement of all supervised field experience students (EDLD 7737).

Documentation: PDD (attached); Partner school mentoring contacts (attached)

**II A (5). Institutions have at least an annual 80% pass rate on certification exam(s) for each reportable demographic group of leader candidates by 2006,<sup>1</sup> while maintaining or increasing the number of minority leaders prepared; institutions set annual goals toward the 80% threshold between 2002-2006 (2001)**

4 = At least an 80% annual pass rate on certification exam(s) for all reportable demographic groups, while maintaining or increasing the number of minority leaders prepared

Pass rates on Praxis II for Educational Leadership graduates exceeds the 80% annual rate goal (see below). The number of minority leaders both attempting and passing the PRAXIS II increased from the previous year.

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2003/04 PRAXIS II	Attempted	Passed	Percent Passing
Educational Leadership	52	47	90%
Black	15	12	80%
White	37	35	95%

**II A (6). Institutions support and recognize faculty for participation in leader preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources (2001)**

4 = Evidence that the success of leader preparation faculty in promotion, tenure, merit salary increases, and post-tenure review is comparable to that of non-leader preparation faculty

The University and College of Education policies support faculty participation in teacher preparation and school improvement efforts and these activities are recognized in promotion, tenure, merit increase, and post-tenure review processes. During the Program Review process, the University recommended the Educational Leadership programs for enhancement.

Beginning in Fall 03, a faculty was designated to be responsible for clinical supervision for the practicum courses. This experience has increased from three semester hours to six semester hours. This faculty member is responsible to provide the culminating experience for school leaders that addresses all areas of the BOR principles and the ISLLC Standards. The faculty member builds on the individual course field-experiences of students ascertaining that ISLLC or BOR principles that have not been addressed will be met and included in the student's culminating portfolio. This faculty member works in conjunction with all other Educational Leadership faculty and other College faculty necessary for the student to meet all qualifications to attain certification and impact school improvement at his/her individual school.

In the past year there have been no applications for tenure or promotion by Educational Leadership faculty. Educational leadership faculty have received comparable merit salary increases and their work in schools is considered during the annual review process when the increases are recommended.

Documentation: LTHD Evaluation policy (attached)

**II B. Performance—Leader Candidates**

**II B (1). Leader candidates set high expectations for all students in the school or system and organize curriculum, instruction, and assessment around the high expectations (2001)**

3 = Leader candidates have opportunities in field-placements to demonstrate that they can set high expectations for all students in the school or system and organize curriculum,

instruction, and assessment around the high expectations

Courses leading to the culminating two month field-experience are based on the ISLLC Standards (at all levels), the ELCC Standards, and the BOR principles. The field-experience include modules on setting high expectations for all students; development, organization, and implementation of strategies for curriculum, instruction, and assessment; and the relationship of curriculum, instruction, and assessment and student success. Each candidate is required to provide documented activities that he/she experienced in this BOR principle providing assessment on performance of the principle, ISLLC Standards, and ELCC Standards.

Documentation: EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (2). Leader candidates use data on student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use data on student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

All Educational Leadership courses include competencies related to the development of school improvement plans addressed in the ISLLC Standards. Building from prerequisite course content, courses contain content for assessing, developing, and implementing an in depth school improvement plan addressing student learning. The candidate has multiple experiences in the use of student data on achievement and the setting of benchmarks for student improvement. The candidate is required to develop a school improvement plan that addresses all aspects of continuous improvement of a school. A school leader must have the capability to develop and implement a school improvement plan that is based on school data that is viewed realistically and openly. The Educational Leadership faculty emphasize that candidates be capable of developing a school improvement plan that addresses the true needs of all students to achieve at a high level. To do that, the candidate must be able to understand and use student achievement data and set appropriate benchmarks for reaching goals. This must be done not just by the school leader, but by all members of the learning community so that continuous improvement for student achievement will be realized. The candidate must understand this monitoring of student progress and he/she must have the ability to choose strategies that will be appropriate to address the individual needs of students and stakeholders.

Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (3). Leader candidates use technology to meet the individual learning needs of students, teachers, and administrators (2001)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use technology effectively to meet individual learning needs of students, teachers, and administrators

A technology course is required in each of the educational leadership programs. These courses are based on the new Georgia Technology Standards for Educators, using the Performance Descriptors for Certified School Leaders and delivered by Instructional Technology faculty.

In each of the courses leading to the field-experience culminating work, Educational Leadership faculty require 20% of each course devoted to the use of technology as a component of the course. This requirement prepares the candidate in the use of the internet for research, networking, and improving technical skills in technology. This preliminary use of technology provides the foundation for the in depth use of technology and its usefulness as a tool for the practicing school leader. The field-experience components expand technology use to include data analysis, research of programs, curriculum, and instruction; issues and trends in leadership; resource opportunities; technical applications; and various other important uses that technology provides for the school leader. It is important that candidates understand the multitude of uses that technology plays in the daily operations of today's school and system. All courses are designed to address technology use, the ISLLC Standards, and the Georgia Technology Standards for Educators.

Documentation: Programs of Study (attached)

**II B (4). Leader candidates lead schools using standards-based objectives, results-based performance management, and continuous improvement (2002)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use standards-based objectives, results-based performance management, and continuous improvement

Course work is designed for students to use strategies for leading standard-based schools through development and the implementation of in depth school improvement plans focused on student learning and achievement. Candidates demonstrate that they can use standards based objectives by performing an in-depth needs assessment of their school, addressing student data, climate data, demographic data, teacher performance, and any other data that are pertinent to developing a results-based school improvement plan. Candidates include in the development and implementation of this plan all applicable stakeholders. They understand the individual components of the plan and relationship to one another and that the plan is a living breathing document that addresses continuous improvement of the school. Assessment will be based on documentation of the use of ISLLC Standards.

Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (5). Leader candidates raise perceptions of all parties that the school or system can do better (2001)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can raise perceptions of all parties that a school or system can do better

Course work is designed to develop an in depth needs assessment addressing all areas of school improvement including all stakeholders within the learning community. Within each course, the appropriate use of stakeholders in development and implementation of the school improvement plan is addressed. Each candidate understands the power of empowering the learning community as it relates to high expectations and student achievement. Coursework emphasizes that school leaders have the ability to work with all constituents and understand how to include all stakeholders in attaining school improvement through high expectations for all the learning community and that all students can learn. As the school leader, candidates understand that as the leader, he/she sets the tone for school improvement. Course components are based on the ISLLC Standards and field-experiences are assessed by portfolio entries.

Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

## **II B (6). Leader candidates develop a school or system plan for improvement (2002)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can develop a school or system plan for improvement

Courses prior to the field-experience involve students in the designing, researching, writing, implementing, and evaluating a school improvement plan for their schools. Within each course candidates demonstrate that they can perform an in depth needs assessment of a school listing the strengths and weaknesses of the school through the use of researched data on student progress, climate, school demographics, etc.; development of a vision and mission of the school; using data to develop a school action plan that includes measurable goals and objectives based on the needs assessment; action plans including resource allocation and timelines; professional development needs of the faculty aligned with the needs assessment and research data; inclusion of all programs within the school that are related to student achievement; school budget; and evaluation of the school improvement plan components. Upon completion of the program, the candidate is appropriately prepared to develop and implement a school improvement plan focused on that school's student achievement and continuous improvement. All courses have a research based focus on school improvement and the ISLLC Standards.

Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

## **II B (7). Leader candidates help teachers customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs (2002)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can help teachers customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs

Candidates receive course content that addresses the curriculum issues involved in customizing instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs. Individual course content addresses special education requirements, law, and procedures that school leaders must possess to be knowledgeable about special education practices and placement. Course content also addresses student learning styles, interests, cultural diversity, and customization of instruction for students. The emphasis is on preparing school leaders who are instructional leaders of a diverse student and faculty organization. Components of all courses are based on ISLLC Standards and emphasize the needs of all learners.

Educational Leadership Program students work with their mentors during field experiences to assist teachers to customize instruction for individual students based on students' learning styles and interests.

Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (8). Leader candidates provide students with the resources they need to achieve high learning standards through a comprehensive program of student support services (2001)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can provide students with the resources they need to achieve high learning standards through a comprehensive program of student support services

In each course, candidates gain an understanding of the resources (time, money, and materials) and the varied support services available to them in leading their school to continuous improvement. The candidates are knowledgeable of what constitutes high learning standards, appropriate selection of student support services, and their relationship to a comprehensive program of student achievement. Components of all courses are based on the ISLLC Standards and assessed through portfolio artifacts and field-experience documentation.

Educational Leadership Program students work with their mentors during field experiences to become knowledgeable about a comprehensive program of student support services that will facilitate high learning standards.

Documentation: Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (9). Leader candidates increase student learning-time as needed, using flexible schedules, structures, and technology (2002)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can increase student learning-time as needed through use of flexible schedules, structures, and technology

Candidates address the use, development, and implementation of flexible schedules, learning structures, building structures, classroom placement, student movement patterns, and building use for improved and sustained student achievement. Candidates are required to assess, develop, and implement a school technology plan that addresses technology needs, budgets, resources necessary for implementation and projection for future needs and use. This inclusive plan will be used as a component of the school improvement plan addressing student achievement and learner centered objectives. The ISLLC Standards and Georgia Technology Standards are used as the foundation of the modules.

Educational Leadership Program students are presented opportunities during the Principalship Class (EDLD 7337) or during supervised Field Experience II (EDLD 7738) to demonstrate that flexible scheduling and technology can be used to increase student learning time.

Documentation: Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (10). Leader candidates establish a safe and orderly environment that supports reaching the goals of the improvement plan (2001)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can establish a safe and orderly environment that supports reaching goals of the school or system improvement plan

Candidates are responsible for assessing, developing, and implementing a safe and orderly environment plan that is a part of the school improvement plan. Candidates research various options to safe school environment that include legal requirements and ramifications. Candidates develop a plan based on the research and this plan is used as a component of the school improvement plan. Candidates base their activities on the ISLLC Standards and Georgia regulations.

Educational Leadership Program students are presented opportunities during the Principalship Class (EDLD 7337) or during supervised Field Experience II (EDLD 7738) to demonstrate how to establish a safe and orderly school environment.

Documentation: Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (11). Leader candidates lead the school or system in accordance with school law and professional ethics (2002)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can lead a school or system in accordance with school law and professional ethics

Candidates demonstrate during field-experiences an understanding of school law that impacts all aspects of the school and their actions. Candidates address the ethical issues that are an integral

part of the operations and culture of the school. These activities are based in the ISLLC Standards and the Georgia Code of Ethics.

Documentation: Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**II B (12). Leader candidates use state-of-the-art technology practices from business and industry to effectively and efficiently manage resources, planning, record keeping, and evaluation of schools or systems (2002)**

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use state-of-the-art technology practices to plan, manage, keep records, and evaluate schools or systems

In conjunction with the Instructional Technology faculty, the Educational Leadership faculty provide activities that demonstrate that candidates can use technology to plan, manage, keep records, and evaluate schools or systems. The technology use in each course is based on the Georgia Technology Standards and ISLLC Standards. Candidates demonstrate their ability to effectively and properly use technology for managerial and instructional practice for school improvement.

Documentation: Assessment matrix (attached); EDLD 7737/7738 syllabus (attached); Sample Student ISLIC Report (attached)

**III. Results**

**III A. Graduates from educational leadership programs who move immediately into educational leadership positions improve their schools by increasing student learning and achievement within two years of practice as educational leaders (2001)**

3 = Plan in place for induction and mentoring of leaders during their first two years

The Educational leadership program plans to track graduates through the Mentoring Administrators Program that provides two years of support and professional development for new administrators. TK-20 Campus Tools will be used to facilitate this continuing support of graduates who assume leadership roles in schools.

Documentation: MAP (attached); TK-20 Campus Tools information (attached)

**III B. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (2001)**

3 = Plan implemented in all partner schools (or approved alternative)

The Educational leadership faculty is involved in a school partnership program with Screven County school system. Currently the leadership faculty are actively assisting the Screven County Elementary School leadership team in developing, implementing, and evaluating student, faculty, and community surveys to assess strengths, weaknesses, and future needs. The faculty continues to explore other opportunities.

The Mentoring Administrators Program provides new administrators with professional development and support to address in depth school assessment and improvement. Educational Leadership faculty provide workshops and consulting at the district or school instead of new administrators traveling to campus. This on site delivery allows participants the opportunity to gain pertinent information and knowledge within their own district. Participants are a part of the selection process for workshops they actually can use in their daily school leadership roles.

Documentation: PDD (attached); MAP (attached)

### Section III: School Counselors

Note: Georgia Southern Counselor Education faculty have worked during the 2003-2004 academic year to revise the curriculum, including significant course changes, to meet *BOR Principles*. The curriculum will be full in place in Fall 2004. Next steps include refining assessments and data analysis and initiating recruitment and mentoring plans. TK-20 Campus Tools will be developed to support this program during 2004-2005 for Fall 2005 implementation.

#### **I. Results**

##### **IA. Counselor candidates are accomplished in increasing students' social/emotional development and career preparedness.**

2=candidates have the opportunity during field placements to develop and implement activities that are designed to increase students' social/emotional development and career preparedness

Objectives within COUN 7431, 7432, 7738 and 7739 address the implementation of activities designed to increase students' social/emotional development and career preparedness.

Documentation: Syllabi COUN 7431, 7432, 7738, 7739 (attached)

##### **IB. Counselor candidates are accomplished in enhancing students' academic success.**

2=candidates have the opportunity during field placements to development and implement activities that are designed to enhance students' academic success.

Objectives within COUN 7431, 7432, 7738 and 7739 address the implementation of activities designed to increase students' social/emotional development and career preparedness.

Documentation: Syllabi COUN 7431, 7432, 7738, 7739 (attached)

##### **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.

A system is being developed that will utilize data collected by TK-20 Campus Tools to track graduate accomplishment in the field for two years. This system will be fully developed by Summer 2005. Baseline data should begin to be collected after Fall 05.

Documentation: TK-20 Campus Tools information (attached)

**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.

A system is being developed that will utilize data collected by TK-20 Campus Tools to track graduate accomplishment in the field for two years. This system will be fully developed by Summer 2005. Baseline data should begin to be collected after Fall 05.

Documentation: TK-20 Campus Tools information (attached)

**IIA. Performance – Counselor Candidates**

**IIA.1 Advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.**

3 = Candidates are assessed on their effectiveness in advocating for school policies, programs, and services that are equitable and responsive to cultural differences among students.

Students prepare an advocacy project during COUN 7331 that is refined in COUN 7337 and implemented in COUN 7738-7739.

Documentation: Syllabi COUN 7731, 7738-9 (attached)

**IIA.2 Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.**

3 = Candidates are assessed on their effectiveness in advocating for rigorous academic preparation of all students to close the achievement gaps among demographic groups.

Students are required in COUN 7738-7739 to implement a data-based project aimed at increasing academic performance of low achieving groups.

Documentation: Syllabi COUN 7738-9 (attached)

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

1=Curriculum includes the role of school counselors in the coordination of a career transition plan for each student.

COUN 7336 has been revised to include the role of the school counselor in implementing a career transition plan for every student. This course is being taught using this new syllabus for the first time in Summer 2004. Students who take practicum courses subsequent to taking this course will implement a career transition plan.

Documentation: Syllabi COUN 7736, 7738-9 (attached)

**IIA.4 Provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.**

2=Candidates have opportunities during field-placements to practice providing leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.

Activities, such as implementing guidance units in career, personal/social, and academic progress, that provide leadership practice in developing, implementing, evaluating and/or revising a comprehensive school counseling plan are included in COUN 7738-7739.

Documentation: Syllabi COUN 7738-9 (attached)

**IIA.5 Use student outcome data to facilitate student academic success.**

3 = Candidates are assessed on their effectiveness in using student outcome data to facilitate student academic success.

During COUN 7738-7739 students are required to implement a data-based intervention and use the data to plan future interventions.

Documentation: Syllabi COUN 7738-9 (attached)

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

3 = 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 7431 and COUN 7738-7739.

Documentation: Syllabi COUN 7431, 7737, 7738-9 (attached)

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

2=Candidates have opportunities during field-placements to collaborate 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 students needs are included in COUN 7431, 7432, 7738-7739.

Documentation: Syllabi COUN 7431, 7432, 7738, 7739 (attached)

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

3 = Candidates are assessed on their effectiveness in assessing student needs and make appropriate referrals to school and community resources.

Opportunities to assess students needs and make appropriate referrals to school and community resources are included in COUN 7432, 7431, 7738-7739.

Documentation: Syllabi COUN 7431, 7432, 7738, 7739 (attached)

**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.**

3= Candidates are assessed, using multiple measures, on the mastery and application of their content knowledge in eight core areas of counseling recommended by CACREP.

Each course that corresponds to the eight areas has multiple assessments of mastery and application as well as the exit exam, Counselor Education Preparation Examination, and Praxis II.

Documentation: All syllabi (attached)

**IIB. Performance - Institutions**

**IIB.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 additional training.

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).

Documentation: PAQ (<http://coe.georgiasouthern.edu/teac/paq.pdf>); Dean's letter & brochure (attached)

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

1 = A cooperative plan is in place for mentoring graduates during their first two years of practice as newly certified school counselors in Georgia.

A pilot mentoring program is being implemented in the Screven PDD in Fall 2004. TK-20 Campus Tools will further assist in mentoring graduates when in place in Fall 2005.

Documentation: PDD (attached)

**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.**

3 = The institution assesses candidates' performance on certification exam(s) and makes use of exam results in program review.

Black candidates are not passing the exam at the same rate as white candidates. Beginning in Fall 04, voluntary PRAXIS II reviews will be offered prior to test administration. Additionally, a faculty member will take the exam in Fall 04 to get first-hand information about the exam. This information will guide future test preparation sessions.

Documentation: PRAXIS 2002-2004

	Attempted	Passed	Percent Passing
Counselor Education	19	15	79%
Black	7	3	43%
White	12	12	100%

**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.**

0=Insufficient evidence provided to make a judgment.

County	White	Black	Hispanic	Other
Bulloch	58%	39%	2%	2%
Chatham	29%	66%	2%	3%
Glynn	57%	39%	3%	1%
Screven	43%	57%	0%	0%
GSU MEd				
GSU EdS				

The COE has a recruitment plan for Graduate Programs, although no specific plan is in place for minority recruitment in Counselor Education. The College of Graduate Studies is working with the program to establish a detailed plan to increase minority graduates. The number of Black graduates is relatively high.

Documentation: COE Recruitment Plan (attached)

**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.**

0=Insufficient evidence provided to make a judgment.

County	White	Black	Hispanic	Other
Bulloch	58%	39%	2%	2%
Chatham	29%	66%	2%	3%
Glynn	57%	39%	3%	1%
Screven	43%	57%	0%	0%
GSU MEd	62% (133)	35% (76)	0%	3% (7)
GSU EdS	62% (40)	34% (22)	1% (1)	1% (1)

The number of Black applicants to the program is relatively high. A detailed plan to increase minority applicants will be developed in conjunction with the College of Graduate Studies during 2004-2005.

**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.**

0=Insufficient evidence provided to make a judgment.

A collaborative school improvement model has not been implemented; however, candidates collaborate with teachers and administrators in implementing their advocacy project in COUN 7738-7739. Counselor Education faculty are working in the Screven County PDD to develop such a model.

Documentation: COUN 7738-9 syllabus (attached)

**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.**

1 = 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. Pilot projects in Effingham and Bulloch Counties are underway, but comprehensive plans are still being developed.

Documentation: PDD (attached); Grant to train school counselors (attached)

**IIB.8 Demonstrate that faculty resources are of appropriate quality and sufficiency to satisfy the Regents' Principles and Actions for the Preparation of School Counselors.**

3 = The institution assesses progress toward supporting and recognizing faculty for participation in school counselor preparation and in school improvement efforts.

Current faculty are well qualified. All hold doctoral degrees and are nationally certified and/or licensed. Data shows need for additional faculty to conform to CACREP guidelines. One line that had been filled by a temporary faculty for two years was filled with a tenure-track faculty who begins in FY 05. The Chair and Dean have requested an additional faculty line and expect the Provost to authorize the additional line for FY 06.

Documentation: Vitae (attached)

**IIB.9 Support and recognize faculty for participation in school counselor preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, appropriate workload, professional development, and allocation of resources.**

3 = The institution assesses progress toward supporting and recognizing faculty for participating in school counselor preparation and in school improvement efforts. Counseling faculty are treated equitably with regards to promotion, tenure, recognition, rewards, and resources. Workload is above that recommended by CACREP because of under manning. The Chair and Dean support the additional personnel request and expect the Provost to authorize the additional line for FY 06.

Documentation: LTHD Evaluation Policy (attached)

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

2=The plan has been implemented to seek CACREP accreditation.

The plan was implemented in spring 2004 and is scheduled for completion by Spring 2007. CACREP accreditation aligns with the COE strategic plan and has been endorsed by the Provost as a part of the University's strategic plan..

Documentation: Timeline (attached); COE Strategic Plan (<http://services.georgiasouthern.edu/osra/councils/AcadPlanLevlII.pdf>, Strategy 4, Tactic 1; <http://academics.georgiasouthern.edu/provost/domain/finalplanbytheme.htm>)

**III. Inputs**

**IIIA. A collaborative governance unit of the college of education, other academic units, and school and community partners with responsibility for meeting the *Regents' Principles*.**

3 = The institution documents the effectiveness of the collaborative governance unit in meeting *Regents' Principles for the Preparation of School Counselors*.

The Teacher Education Committee (formerly TEAC), with equitable representation of COE, A&S and P-12 educators, is responsible for all educator preparation programs. The School Counseling program has a seat on the Teacher Education Committee and it is also involved in Georgia Southern's P-16 Initiative. The TEC recommends revisions to programs related to teacher education and leader preparation. They consider issues related to overall operating policies and procedures. The Council coordinates governance of educator and counselor preparation throughout the College of Education and University. It provides a strong communication function by keeping various and diverse groups involved with leader preparation and focused on the ever-changing field of school counseling.

Documentation: TEAC website (<http://coe.georgiasouthern.edu/teac/teacmain.htm>)

**IIIB. Practitioner-based advisory committee to provide ongoing feedback to the governance unit as to the success of graduates in meeting the outcomes of the guarantee; to provide on-going feedback on program design, evaluation, and curriculum development; and to suggest strategies for continuous improvement.**

2= A plan is in place for a practitioner-based advisory committee.

The School Counselor Program Action Team (PAT) has met irregularly. This fourteen member advisory board, consisting of a representative cross section of school partners and students plus program faculty, is being reconstituted and will begin to meet regularly beginning in Fall 04.

Documentation: PAT history (attached)

**IIIC. Supervised field experiences in school counseling of at least 700 clock hours that are well integrated into the curriculum.**

3=The institution documents progress toward meeting the standard that supervised field experiences of at least 700 clock hours in school counseling are well integrated into the curriculum.

Supervised field experiences of at least 700 clock hours are required in COUN 7431, 7432, 7738-7739.

Documentation: Syllabi COUN 7431, 7432, 7738-9 (attached)

**IIID. Admission requirements are comparable to those of other graduate programs in the institution.**

4=Evidence confirms that admission requirements are comparable to those of other graduate programs in the institution and are systematically reviewed.

Admission requirements into the initial preparation program (the M.Ed. Counselor Education program) include that students must present a GPA of 2.50 or higher on all undergraduate course work and present a score of no less than 450 on the verbal subtest and a score of no less than 450 on either the quantitative or analytical subtest of the GRE, or a score of no less than 44 on the MAT. Provisional admission criteria are also identified. The Ed.S. program requires a MAT of 49 and a minimum GPA of 3.25 as well as a minimum of two years experience in school work. Additional materials are required, as well. The admissions review process ensures that those admitted into the Counselor Education programs meet the criteria. The admission criteria is comparable, if not higher, than those for other graduate programs at the University and are within the institution's range of GPAs and test scores for graduate students admitted.

Documentation: Georgia Southern Catalog  
(<http://www.collegesource.org/cat209/103985.pdf>) p 246-248