

**GEORGIA SOUTHERN UNIVERSITY**  
**FY 2005 Institutional Report of Progress Toward Meeting the**  
**Regents' Principles and Actions for the Preparation of Educators for the Schools**  
**June 2005**

**SECTION I: TEACHERS**

**I. Results**

**I 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)**

1 = Evidence shows that some candidates recommended for certification do not bring students from diverse groups to high levels of learning

4 = **The institution verifies that during the student teaching or the internships all teacher candidates recommended for certification can bring students from diverse groups to high levels of learning.**

**Evidence: Attachment IA.**

1. Secondary Education Student Teaching/Internship Unit 2 Assessment Rubric
2. Table 1 – Pass Rate of Student Teachers/Interns
3. Table 2 – Quality Indicators of “Pass” for Student Teachers

**Supporting Comments:**

The Secondary Education Student Teaching/Internship Unit 2 Assessment Rubric is an example of a program-level instrument that assesses our teacher candidates' ability to take students from diverse groups to high levels of learning.

A candidate must score a “satisfactory” or higher on each competency in order to successfully complete Student Teaching. Therefore all students who successfully complete Student Teaching or an equivalent internship will, by doing so, have passed this assessment. Please see data table below.

Because a candidate cannot successfully complete Student Teaching or an equivalent internship without passing this assessment, we currently use the Student Teaching/Internship completion data as evidence. This Spring 2005 semester undergraduate teacher preparation programs began computer-based evaluation of candidates' units using our electronic data collection and assessment tool, Tk20 Campus Tools-Higher Ed. Faculty members are currently beginning to complete item analyses of candidates' unit assessments. Beginning with Fall 2005, faculty will have report formats that will enable them to analyze and report disaggregated, item-by-item analysis on this assessment. The following I A.-Table 1 shows that during the 2004-2005 academic year, 100% of candidates who did not withdraw (n=7) or require an extended experience (n=2) successfully completed this assessment. Candidates who are doing extended experiences will be reported with next year's data. I A.-Table 2 shows the quality or level of their

**I A – Table 1 - Student Teaching /Internship pass rates as evidence principle is met.**

	Fall 2004	Spring 2005
Passed Assessment	110/9	151/8
Did not Pass		1
Withdrew	1/	6/
*In Progress		(2)
Total Completers	111/9	160/8

\*Indicates Student Teacher needed extended experience.

passing Student Teaching, as another indicator that the candidates we recommend for certification have demonstrated that they can bring students from diverse groups to high levels of learning. This data shows that of the 260 Student Teachers who earned a “Pass” across Fall 2004 and Spring 2005, 75.4% of our Student Teachers earned a qualitative rating of “Consistently exceeded program competencies”; 19.6% earned a qualitative rating of “Consistently met all program competencies”; and 1.5% earned a qualitative rating of “Met all program competencies at a minimally acceptable level”. These qualitative ratings as assigned collaboratively by the University Supervisor and the Clinical Supervisor (Cooperating Teacher).

**I A. – Table 2 - Student Teaching pass level quality indicators; numbers/percentages in each**

	Fall 2004 (n=111)	Spring 2005 (n=160)	2004-2005 Totals (n=271)
Consistently exceeded program competencies	82 (79.6%)**	114 (72.6%***)	196 (75.4%)
Consistently met all program competencies	20 (19.4%)**	31 (19.7%***)	51 (19.6%)
Met all program competencies at a minimally acceptable level	1	3 (1.9%***)	4 (1.5%)
In Progress*		2 (1.27%***)	2 (.7%)
Failure		1	1
Withdrew	1	6 (3.8%***)	7 (2.7%)
Assessment data not available	7	3 (1.9%***)	10 (3.8%)

\*Indicates student teacher/intern needed extended experience to meet all competencies.

\*\* Based on available assessment data on 103 candidates.

\*\*\*Based on available assessment data on 157 candidates.

\*\*\*\*Based on available assessment data on total of 260 candidates.

**I 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)**

1 = Evidence shows that program graduates do not show advanced levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning

4 = The institution verifies that 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.

**Evidence: Attachments I B.**

1. Data tables on 6 partner schools containing the following information:

- a. Statewide assessment (CRCT or GHSGT) for 6 schools that hire (proportionally to total number of hires within the schools, 2000-2003) the greatest number of our graduates.
  - b. Measures of Adequate Yearly Progress (AYP) within those schools.
2. Follow-up Surveys sent to graduates and employers

**Supporting Comments:**

Two of the six schools have not met Adequate Yearly Progress (AYP), one due to attendance and the other due to an inadequate number of students with disabilities being included in the tested population. Chronic attendance problems certainly impact a student’s ability/opportunity to achieve; and exclusion of students with disabilities from the testing experience is a violation of a right to equitable educational opportunity. Although we have not done research to determine the root causes of the attendance and exclusion issues in these buildings, it may be that these particular problems may reflect systemic, school-wide issues rather than being an individual teacher’s instructional issues. The problem of attendance is being addressed by our teachers and administrators (also graduates of our programs) at Portal Elementary by the use of various attendance motivational strategies. The issue of exclusion of students with disabilities from the testing experience is being addressed by our teachers and administrators at Langston Chapel Middle School through increased team teaching of general education and special education teachers in inclusion classroom settings. The majority of special education teachers in this building are graduates of our initial and graduate special education programs. Two of our COE Special Education faculty members are assisting the Langston Chapel Middle School teachers in addressing this issue.

**I B. - Brooklet Elementary School – Title I School (Bulloch Co.) Met AYP**

Subgroups	AY 2005 Assessments						
	95% Test Participation		Met AMO To make AYP		Second Indicator		AYP 2003
	Math	ELA	Math	ELA	Att.	Grad	
All Students	Y	Y	Y	Y	Y	NA	Y
Black	Y	Y	NA	NA	Y	NA	NA
White	Y	Y	NA	NA	Y	NA	Y

**I B. - Langston Chapel Middle School – Title I School (Bulloch Co.) Did not meet AYP**

Subgroups	AY 2005 Assessments						
	95% Test Participation		Met AMO To make AYP		Second Indicator		AYP 2003
	Math	ELA	Math	ELA	Att.	Grad	
All Students	Y	Y	Y	Y	Y	NA	Y
Black	Y	Y	Y	Y	NA	NA	Y
White	Y	Y	Y	Y	NA	NA	Y
Students/Disability	N	N	N	N	Y	NA	N
Economically Disadvantaged	Y	Y	NA	NA	NA	NA	Y

**I B. - Nevils Elementary School – Title I School (Bulloch Co.) Met AYP**

Subgroups	AY 2005 Assessments						
	95% Test Participation		Met AMO To make AYP		Second Indicator		AYP 2003
	Math	ELA	Math	ELA	Att.	Grad	
All Students	Y	Y	Y	Y	Y	NA	Y
Black	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA

**I B. - Portal Elementary School – Title I School (Bulloch Co.) Did not meet AYP**

Subgroups	AY 2005 Assessments						
	95% Test Participation		Met AMO To make AYP		Second Indicator		AYP 2003
	Math	ELA	Math	ELA	Att.	Grad	
All Students	Y	Y	Y	Y	N	NA	N
Black	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA

**I B. - Sallie Zetterower Elementary School – Title I School (Bulloch Co.) Met AYP**

Subgroups	AY 2005 Assessments						
	95% Test Participation		Met AMO To make AYP		Second Indicator		AYP 2003
	Math	ELA	Math	ELA	Att.	Grad	
All Students	Y	Y	Y	Y	Y	NA	Y
Black	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA

**I B. - Southeast Bulloch High School – (Bulloch Co.) Met AYP**

Subgroups	AY 2005 Assessments						
	95% Test Participation		Met AMO To make AYP		Second Indicator		AYP 2003
	GHS GT		GHS GT				
	Math	ELA	Math	ELA	Att.	Grad	
All Students	Y	Y	Y	Y	NA	Y	Y
Black	NA	NA	NA	NA	NA	NA	NA
White	Y	Y	Y	Y	NA	NA	Y
Economically Disadvantaged	Y	Y	NA	NA	NA	NA	Y

In 2004/5 the COE sent follow-up surveys to employers and graduates (see sample letters/surveys and graduate survey results in Attachment I B.). Results of the graduate survey (n=133/517) on items reflecting perceived level of preparation related to our TEP standards and Conceptual Framework commitments indicate that our graduates' preparation was between "Strong" and "Very strong", as seen in mean scores ranging from 4.04 to 4.44. Results of the Employer survey have not been analyzed because

surveys are continuing to be returned. To date 100 (n=178 sent) have been returned. In the future, because our undergraduate candidates purchase the use of Tk20 for 7 years, we will be able to follow our graduates into their first two years of teaching, allowing us an efficient way to continue to track their success with bringing P-12 students from diverse groups to high levels of learning/achievement.

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

1 = Evidence shows that experienced teachers completing graduate programs are not accomplished in achieving the outcomes of the five core areas of NBPTS

**4 = The institution verifies that all experienced teachers completing graduate programs are accomplished in all five core principles of the National Board for Professional Teaching Standards (NBPST)**

**Evidence: Attachment I C.**

1. Assessment System Matrix for M.Ed. in Secondary Education Programs

**Supporting Comments:**

Assessment System Matrix for M.Ed. in Secondary Education Programs is an example of how our advanced level teacher preparation programs have aligned our TEP Standards with program outcomes and NBPTS Standards. From this assessment map, rubrics have been developed to assess and guarantee that our Master's candidates' are accomplished in all five core principles of the NBPTS. Also attached in Attachments IC is analysis of Multiple Assessments, an assessment used in MSED 7131. This is an example of a major assignment on which our middle grades education graduate students demonstrate that they successfully practice all five core principles of the NBPTS Teaching Standards.

A candidate must score an "Acceptable" score (7/10) or higher on the rubric components in order to successfully complete the course. This course, or a similar course in other graduate programs that focuses on NBPTS principles, is a requirement in all advanced teacher preparation programs .

Because a Master's candidate cannot successfully complete the advanced programs without passing this course assessment (or its concomitant assessment in other advanced teacher preparation programs), we are confident that this assessment gives evidence that all experienced teachers completing graduate programs are accomplished in all five core principles of the NBPTS. Please see I C. data table below.

Between Fall 2005 and Summer 2006 our graduate programs will be phasing all graduate candidate assessment instruments and assessment data on Tk20. When this is

accomplished a closer, item analysis-level look at our candidates' competencies will be possible.

I C. Number of teachers in graduate programs who meet this Principle

Number Graduates M.Ed. Teacher Preparation 2004-05 Program Completers	Number/Percent Meeting Principle
n=83	83/100%

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

1 = Evidence shows that some groups of P-12 students who attend partner schools (or approved alternate) are not achieving at high levels.

4 = Evidence demonstrates that P-12 students from diverse groups who attend partner schools (or approved alternate) are achieving at high levels.

**Evidence:**

1. Please see charts of Bulloch County Partner Schools given as evidence under Principle I B.
2. I D. data table below.

**Supporting Comments:**

The data chart below shows that two partner schools (Langston Chapel M.S. and Portal Elementary School) did not meet AYP; however, the aggregate of their students (“All”) met AYP and Annual Measurable Objective (AMO). **The meeting of AMO is very significant.** In the case of Portal, it indicates that progress toward AYP is occurring in all subgroups; and in the case of Langston Chapel M.S. it indicates that progress toward AYP is occurring in all but the SD subgroup. As discussed previously, the serious issues of attendance at Portal and exclusion of the SD group in testing at Langston Chapel M.S. are both being addressed. This should be reflected in future AYP reports.

**I D. Schools' progress - Met Annual Measurable Objective (AMO) toward meeting AYP**

Partner Schools	Met AYP					Met AMO (Math/English Lang. Arts)				
	All	B	W	SD	ED	All	B	W	SD	ED
Brooklet Elementary	Y	NA	Y	NA	NA	Y/Y	NA	Y/Y	NA	NA
Langston Chapel M.S.**	Y	Y	Y	N	Y	Y/Y	Y/Y	Y/Y	N/N	NA
Nevils Elementary	Y	NA	Y	NA	NA	Y/Y	NA	NA	NA	NA
Portal Elementary**	Y	NA	Y	NA	Y	Y/Y	NA	Y/Y	NA	NA
Sallie Zetterower Elem.	Y	NA	NA	NA	NA	Y/Y	NA	Y/Y	NA	NA
Southeast Bulloch H.S.	Y	NA	Y	NA	Y	Y/Y	NA	Y/Y	NA	NA

\*SD=Students with Disabilities; ED=Economically Disadvantaged

## II A. Performance—Teacher Candidates

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

1 = Evidence shows that some candidates recommended for certification cannot set high standards for all students and organize curriculum, instruction, and assessment around the standards.

**4 = The institution verifies that all teacher candidates recommended for certification can set high learning standards for all students and organize curriculum, instruction and assessment around the standards.**

**Evidence:** Attachment(s) II A (2).

1. Instructional Teaching Unit 1 (Early Childhood)
2. Middle Grades Education Program Unit Evaluation Form
3. Data table I A – Tables 1 and 2

### **Supporting Comments:**

All initial certification teacher candidates assess students, plan and teach multiple units of instruction during their programs of study and they must demonstrate success in setting high learning standards for all students and organizing curriculum instruction and assessment around the standards. This is verified in the following evidence.

The Instructional Teaching Unit 1 (Early Childhood) and the Middle Grades Education Program Unit Evaluation Form (used to assess Methods I, Methods II and Student Teaching) both give evidence that our candidates can set high learning standards for all students and organize curriculum, instruction and assessment around the standards. Passing Score expectations are documented on these rubrics and no candidate can successfully complete program transition points without “Acceptable” or higher ratings of their performance on these assessments. Further, no candidate can begin Student Teaching/Internship without having successfully completed assessments that address this Principle.

Data Table I A - Table 1 shows that during the 2004-2005 academic year, 100% of candidates completing initial certification programs (including alternative certification routes) who did not withdraw (n=7) or require an extended experience (n=2) successfully completed this assessment as a prerequisite to completing Student Teaching/Internship. Candidates represented on this chart as doing extended experiences will be reported with next year’s data.

This Spring 2005 semester undergraduate teacher preparation programs began computer based evaluation of candidates’ units using our electronic data collection and assessment tool, Tk20 Campus Tools-Higher Ed. Faculty members are currently beginning to complete item analyses of candidates’ unit assessment. Beginning with Fall 2005, faculty

will have report formats that will enable them to analyze and report disaggregated, item by-item analysis on this assessment and all other undergraduate program assessments. Similar procedures will be implemented for graduate program assessment in Summer/Fall 2006.

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

1 = Evidence shows that some candidates recommended for certification are not able to differentiate instruction in a clinical setting for individual students or groups of students that reflects students' experiences, learning styles, interests, cultures, and special needs

**4 = The institution verifies that all teacher candidates recommended for certification can differentiate instruction in a clinical setting for individual students or groups of students that reflects students' experiences, learning styles, interests, cultures, and special needs.**

**Evidence:** Attachment II A (3)

1. Early Childhood Education Instructional Teaching Unit I
2. See evidence in Attachments I A.

**Supporting Comments:**

Early Childhood Education Instructional Teaching Unit I is an example of a program assessment that assesses our teacher candidates' ability to differentiate instruction for individual students/small groups that reflects students' experiences, learning styles, interests, cultures, and special needs. Beginning with the contextual information and continuing through pre-assessment, formative assessment, post-assessment and reflection, candidates are expected to focus their assessment, planning, and instruction on the unique learning needs of individuals and groups within a particular school setting. Because this key assessment must be completed successfully as a prerequisite for continuation in the program, it is guaranteed that all candidates who successfully complete the degree requirements can differentiate instruction as described in Principle II A (3). Further, this differentiation of instruction is required and practiced during the Student Teaching/Internship experience as well. This can be seen in evidence provided in previous attachments in this report. Therefore, the completion of Student Teaching/Internship gives evidence of meeting this principle. Please see discussion and data tables in I A.

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

1 = Evidence shows that some candidates recommended for certification are not able to use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement.

**4 = The institution verifies that all teacher candidates recommended for certification can use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement**

**Evidence:**

1. See Attachments I A., I A (2)., and II A (3).

**Supporting Comments:**

The rubrics provided in Attachments I A., I A (2)., and II A (3) give evidence that throughout our teacher preparation programs our candidates are assessed on their growing ability to pre-assess, prescribe, implement and evaluate their instruction so that it enables all students to continually improve. A part of this process is ongoing, formative and summative assessment of the growth of their students. Further, completion of all program requirements for certification or completion of initial preparation programs gives evidence that our teacher candidates can use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement. All candidates following a certification-only route also are required to successfully complete the assessments previously described; however, a complete data set for 2004-2005 certification-only completers is not yet available. We are working on a more refined advisement and tracking system for the certification-only subset of our candidates. While we do not have complete certification-only completer data, we can verify that any candidate completing a course of study leading to certification, must successfully complete the same assessments as our traditional route program completers. We can, therefore, verify that the certification only candidates have also met Principle II A (5). Please refer to Student Teaching/Internship Completion data tables in I A.

**II B (2a). Institutions increase the number of high quality candidates from each demographic group represented in the school-age population of the institution's service area.**

1 = Decrease in number of teacher candidates in some demographic groups

2 = Number of high quality teacher candidates for each demographic group remains the same

**3 = An increase in high quality teacher candidates from some demographic groups**

4 = An increase in high quality teacher candidates from each demographic group represented in the school-age population of the institution's service area

**Evidence:** Attachments II B (2a).

1. II B (2a). data table
2. Goizueta Scholars program description

**II B (2a). Three-year comparison of Teacher Preparation Program Seniors, by demographic group**

Year	2002-2003	2003-2004	2004-2005
Total # Seniors	592	660	737
Ethnicity			
Asian or Pacific Islander	1	1	2
Black*	115	125	124
Hispanic**	4	8	7
Am. Indian or Alaskan Native	1	5	4
Multiracial	0	8	9
White*	471	513	591

\*Major demographic represented in our service area; \*\*Growing demographic in our service area.

**Supporting Comments:**

The II B (2a) data reflect a slight downward trend in Black Seniors, and a slight fluctuation in White Seniors. The slight downward trend in numbers of Black Seniors may be due to the added choices in demographic identifiers beginning in 2003-2004. The growth in Hispanic Seniors is noteworthy because it mirrors a growth in this population within our service area (ranging to upwards of 10% in surrounding counties). The COE has a recruitment/retention initiative focused on this demographic group. Please see the II B (2a) attachments for an explanation of the Goizueta Scholars program. We have been minimally successful at increasing the Black demographic (n=2) through our Alternative Preparation (initial certification/track to teaching) programs since 2003.

**II B (2b). Institutions balance supply and demand by increasing the number of high quality teacher candidates desiring to teach in shortage fields.**

- 1 = Decrease in number of teacher candidates desiring to teach in shortage fields
- 2 = Number of high quality teacher candidates desiring to teach in shortage fields remains the same
- 3 = An increase in high quality teacher candidates desiring to teach in some shortage fields
- 4 = An increase in high quality teacher candidates desiring to teach in all identified shortage fields from each demographic group represented in the school-age population of the institution’s service area

**Evidence:** Attachments II B (2b).

- 1. II B (2b) data table
- 2. PRISM recruitment brochures.

**II B (2b). Number of high quality teacher candidates (seniors) desiring to teach in shortage fields**

Year (Total Seniors)	2002-2003 (n=592)		2003-3004 (n=660)		2004-2005 (n=737)	
	All	Demographic: B	All	Demographic: B	All	Demographic: B
Shortage Field						
Mathematics	23	5	35	8	36	6
Science	17	5	26	6	20	4
Special Education	62	7	44	9	49	5

### Supporting Comments:

This data reflect a slight but temporary decrease in number of candidates desiring to teach in shortage fields. In 2004 the College of Education was awarded a subgrant from a Board of Regents NSF grant. This grant (PRISM) is a Partnership for Reform in Science and Mathematics, with the goal to increase science and mathematics achievement for all P-12 students in order to improve their readiness for post secondary education and careers by enhancing teacher quality, raising expectations for all stakeholders, and closing the achievement gaps through the collaboration of P-16 partners.

We also were awarded a PRISM Satellite grant through which we are addressing recruitment and induction of math and science teachers. In April 2005 the College of Education hosted an “Undecided: Have you Thought of Being a Teacher?” activity. In June 2005 we are hosting “Eagle Quest”, a summer institute for math and science education. These two activities are recruitment functions aimed at increasing awareness of science and math teaching as a career. Please see event brochures in II B (2b) Attachments.

In an effort to increase numbers of candidates desiring to teach in special education, we have focused three grants (“Paraprofessional Track to Teaching”, “Transition to Teaching”, and “Teacher Quality Enhancement”) on recruiting and supporting, through scholarships, study supports, and mentoring, the preparation of special education candidates. The result of this initiative (in partnership with MGC and EGC) is that 9 teacher candidates have completed their Associates degrees and are entering our Special Education program in Fall 2005. While this project is beginning its third year, these candidates do not appear on the data chart.

#### **II B (5). In collaboration with the schools, institutions mentor graduates during their first two-years of teaching (1998).**

1 = Mentoring not provided

2 = Institution provides support, assistance, and professional development for first two years of teaching only for graduates teaching in Georgia schools who are identified by school district as “struggling”

3 = Institution provides support, assistance, and professional development for first two years of teaching for all graduates teaching in Georgia schools in their service area.

**4 = Institution provides support, assistance, and professional development for first two years of teaching for all graduates teaching in Georgia schools**

**Evidence:** Attachments IIB (5).

1. Undergraduate Teacher Education “Collaborating School Induction” web site
2. Induction Drive-In Conference, a one-day, Saturday conference brochure

The dimensions of the PAQ (guarantee) are all in place, including a written document And verification letters to hiring agents each fall. Evidence of this activity has been seen

in previous BOR Reports. To date, no hiring agent has requested assistance on behalf of our graduates.

As outlined in our 2004 BOR Report, induction efforts have been redirected to designing a set of activities that are useful and manageable. Last year we began designing our "Collaborating Schools Induction" web site. The site continues to grow. This summer we will be adding links to other Colleges of Education as well as the Teacher's Bridge web site.

Our second, major induction activity was a one-day, Saturday Drive-in Induction Conference addressing topics of concern to new teachers such as Georgia Performance Standards, Meeting the Needs of All Learners in Today's Classrooms, Classroom Management, Strand Maps/Learning Goals/Literacy, and Using the Atlas of Science Literacy. This conference included information/experiences for educational leaders and school counselors as well.

Development of the web site and a drive-in conference model allows us to offer services to all of our graduates, wherever they may be located.

**II B (6). Institutions utilize a network of partner schools (or Board of Regents' approved alternative) to work with area school systems and their community partners on the following goals:**

- 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)

1 = No partner school network (or approved alternative) in place

2 = A network of partner schools (or approved alternative) is in place that focuses on some goals of the *Principle*

3 = A network of partner schools (or approved alternative) is in place that focuses on some goals stated in the *Principle*; all field placements are within the network

**4 = A network of partner schools (or approved alternative) focuses on all goals stated in the *Principle*; all field placements are within the network**

**Evidence:** II B (6) Attachments

1. Self-Study Matrix (using NCATE PDS Standards)
2. Example of Partner School Self-Study Report
3. Sample agendas and minutes of our Demonstration Teacher/Partner School Council

We currently have partnership agreements with 14 schools across four surrounding county school systems. Because our candidate numbers continue to grow, we must place candidates in many schools in addition to our Partner Schools. In the past year we have worked with our Partnership

Council to redefine the Demonstration Teacher model, newly named “Clinical Supervisor”. This was done to (a) streamline the process of identifying classroom teachers who wish to be Clinical Supervisors and (b) adjust the pay scale for supervision service to more closely reflect the time-intensiveness of the supervision.

After most of our Partner Schools had been operating for a few years, we asked partnerships to do a self-study in order to facilitate (a) more focused work and (b) greater awareness of the PDS Standards. Attached are a Self-Study matrix and a report of the self-study work in one Partner School.

The loss of PSC Capstone funding, BOR Special Funding Initiative monies (funding P-16 activities and activities centered on the BOR Principles), and the loss of faculty members has negatively impacted the work of our Partnerships. With less available time and no funding source to support partnership activities, the level of partnership activities has decreased. While all of these factors are being experienced statewide, the challenge that is perhaps unique to our setting is that we have had three different people in the role of Director of Field Experiences and Partnerships over the last three years. Thus there has been no continuity and no sustained maintenance or development work done with our partnerships at just the time when our partnerships need the most support. Because of the longstanding, strong relationships we have had with our formal and informal partner schools and the continued work of our Partnership Council, we have been able to maintain our collaborative relationships and actually increase the number of school sites available for field placement. Partnership Council agendas/minutes are included in Attachment II B (6). With the July 1, 2005 hiring of what we hope will be a long-term person in this position, our goal for 2005-2006 is to begin to restore and/or renew the work of all viable existing partnerships. We now have as a model the Screven County/Georgia Southern PDD, funded by a FIPSE grant. The PDD is doing the work of a true, NCATE-defied partnership. One of the goals of this work is to develop a viable partnership model, and, rather than having many independently functioning partnerships, develop a network of partnerships that will inform and support each others’ work.

**II B (7). Institutions have at least an 80% annual pass rate on Praxis II for each reportable demographic group<sup>1</sup> of teacher candidates by 2006.**

- 1= More Praxis II pass rates decreased than improved for each reportable demographic group for all the fields in which the institution prepares teachers,  
**2 = More Praxis II pass rates improved than decreased for each reportable demographic group for all the fields in which the institution prepares teachers**  
 3 = All annual pass rates either improved or maintained from the previous year for all reportable demographic groups for all the fields in which the institution prepares teachers but there is <80% pass rate for all reportable demographic groups  
 4 = At least 80% annual pass rate on Praxis II for all reportable demographic groups for all the fields in which the institution prepares teachers

**Evidence:** Attachment II B (7).

1. Data chart II B (7). (see full chart in Attachment II B (7)).
2. TEC Recommended Strategies for PRAXIS II
3. Agenda for day-long PRAXIS Workshop

**II B (7). - Aggregate Praxis II Pass Rate Percentages by demographic group**

Total # of Test Takers /all Test Names	Percent Passed (n=811)	Black (n=133) Percent Passed	White (n=659) Percent Passed
811	84%	66%	87%

Test reporting period 8/1/03 to 1/31/05

\* Scores representing multiple fails of one test taker were removed from the data set.

**Supporting Comments:**

Table II B (7) shows a synopsis of aggregate test taker data including the demographics representative of our service area. A data chart containing data on all test names taken across all reportable demographics is located in Attachment II B (7). The synoptic table about shows that for total test takers(n=811) during this test taking period, the average of percent passed for all test takes in all tests taken\* is 84% (overall pass rate). By comparison, the average of percent passed for all Black test takers (n=133) was 66% and the average of percent passed for all White test takers (n=659) was 87%. The full data chart (see Attachment II B (7).) shows that, with a few exceptions, for test names where the Black percentage was low, the white percentage was low also, suggesting that both demographic groups scored low on many of the same tests. While White percentages fell below 80% in 16 test names, Black percentages fell below 80% in 19 test names.

This data chart represents the latest data available electronically and data was aggregated across a larger testing period in order to capture enough numbers for comparison. While it is not compared with a previous data set, it does provide a baseline for future study and gives evidence that (a) we have not yet met the 80% pass rate required, (b) across our two main demographics all test takers have difficulty passing most of the same tests, and (c) arts and sciences majors experience more difficulty on their essay/application tests as compared to their content knowledge test. This difficulty with the essay/application portions of the test has been discussed and addressed by the math and science education faculty. They have begun to address this in courses by requiring more writing of timed application responses.

We know, from PRAXIS data just received (not yet available for electronic analysis), that due to the attention we have been giving our PRAXIS II pass rates, scores are beginning to improve. Music Education is a prime example of this. As compared to their aggregate scores on the attached chart of 33% for Concepts and Processes, their latest aggregate score in this area has been raised to 80%. We therefore know, although not yet reflected on data tables, that scores of Music Education and others have improved since 1/31/05 data. For this reason we are rating ourselves at a 2. In the following paragraphs we describe some interventions we have used to improve PRAXIS II scores.

Our efforts to improve our candidates' PRAXIS II scores have been ongoing. This work began five years ago when our STEP Program Committees aligned program objectives and content of courses with the Georgia QCCs, SPA standards, and the PRAXIS II content. We have continued this work through TEC, as members of the TEC Executive Committee have met with COE faculty, and chairs and deans of the colleges of arts and sciences to review four years of trend data by program and other demographics.

We continue to encourage and fund our faculty taking their program area tests and providing workshops for our candidates. In addition to meeting with colleges, the full TEC developed a set of strategies to be used by faculty and candidates to improve PRAXIS II scores (see Attachments II B (7) for TEC Recommendations). Finally, this April 2005 our COE Dean sponsored a day-long PRAXIS workshop focused on reviewing data which had been disaggregated and item analyzed by program. Please see agenda reflecting collaborative work in Attachments II B (7). With this data we were able to identify specific problem areas for our candidates. TEC will continue this work in Fall 2005 by revisiting alignment of PRAXIS II content/response format, program objectives, course content/activities, and the new Georgia Performance Standards.

**II B (9). Ensure collaboration in the preparation of teachers, counselors, and leaders that is focused on the interrelated roles of all school personnel in improving student academic success. (2004)**

1 = A collaborative school improvement model for the preparation of all educators is in place

**2 = The collaborative model has been implemented**

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

4 = Evidence confirms that graduates are effective in collaborating with other professionals to develop and implement school improvement plans

**Evidence:** II B (9) Attachments

1. PDD Governance Chart

**Supporting Comments:**

All initial preparation candidates are assessed throughout their teacher preparation programs on professional expectancies, including collaborative behaviors. The Special Education program has a strong focus on collaboration in the initial and advanced programs, using the multi-disciplinary team model. During 2004-2005 a formal collaborative school improvement model was implemented at our PDD in Screven County. The grant is designed to involve classroom teachers, counselors, principals, related COE and arts and sciences faculty, and other community stakeholders in a variety of activities related to improved learning for all students and narrowing the achievement gap across demographic groups. This multidisciplinary approach is reflected in the makeup of the PDD Management Team. This team has focused the first year of activities on (a) understanding possible systemic causes (e.g., addressing poverty and its impact on learning) for the existing achievement gap and (b) implementing strategies (e.g., differentiated instruction) to address differences in learning styles and rates often caused by factors such as a culture of poverty. Our PDD was developed with a school system in which we had three existing partnerships. We anticipate that our PDD will provide the model for our existing partnerships to emulate as we begin the work of partnership renewal during 2005-2006.

TEC, our Teacher Education Council (see Attachment III A) will be renamed PEC (Professional Education Council) in Fall 2005 to reflect our stronger focus on inclusion of educational leaders, psychologists and counselors in the collaborative process of improving teaching and learning for all students, in the schools, university, and the broader community. The committee membership

makeup shown in the TEC Restructuring document (Attachment III A) demonstrates our plan to involve educational leaders and other educational service providers in the collaborative decision-making process.

**II B (10). Through its Continuous Improvement and Accountability System, institutions ensure they are preparing high quality teachers. (2005)**

- 1 = Program does not have full NCATE accreditation and PSC program approval.
- 2 = Program has full NCATE accreditation and PSC program approval but does not meet an overall 80% pass rate for teacher candidates on Praxis II.
- 3 = Program has full NCATE accreditation and PSC program approval and meets overall 80% pass rate for teacher candidates on Praxis II but does not meet all of the Regents' Principles.**
- 4 = Program has full NCATE accreditation and PSC program approval, meets overall 80% pass rate for teacher candidates on Praxis II, and meets all of the Regents' Principles.

**Evidence:** Attachments II B (10)

1. OSA 2003-2004 Annual Report on the Georgia PSC – Georgia Southern Overall PRAXIS II Pass Rate
2. NCATE BOE Report from Spring 2001 continuing visit
3. PSC BOE Report from Spring 2001 continuing visit
4. Subsequent correspondence regarding Provisos
5. Tk20 Campus Tools web page examples

**Supporting Comments:**

As the PSC correspondence suggests, we have worked diligently to demonstrate that we have addressed the provisos. As a result, we have been able to see all but the Music Education provisos removed. As evidenced in the May 13, 2005 PSC correspondence, we are working toward removal of the Music Education provisos as well.

Over the past two years a great deal of our time and attention has been focused on the design and development of our COE Systematic Assessment process and our data management/assessment tool, Tk20 Campus Tools-Higher Ed. Faculty, staff and administrators have worked diligently to put in place a system of continuous candidate, program and unit assessment designed to constantly review and renew our teaching and learning practices. The goal of this work and the evidence we hope to produce is improved teaching and higher levels of learning for all students, K-16. Please see attached screens of our Tk20 Campus Tools in II B (10) Attachments.

**III. Inputs**

**III A. Responsibility for teacher preparation vested in a collaborative of education, arts and sciences, and school faculty (1998).**

- 1 = Controlled by the college of education; arts and science and school roles at input level

2 = Equitable representation among education, arts and sciences and school faculty; advisory to education dean

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

**4 = Equitable representation, responsibility, and authority for the preparation of teachers among education, arts and science, and school partners, and other academic units as appropriate<sup>1</sup>**

**Evidence:** Attachment III A.

1. TEC Restructuring Proposal/Draft

**Supporting Comments:**

Over the past two years our Teacher Education Council (formerly TEAC) has been reconceptualized and remodeled to reflect equitable representation, responsibility and authority for the preparation of teachers (as well as educational leaders and other educational service providers) among education, arts and sciences, and school partners, and other academic units as appropriate. The attached draft proposal reflects two years of collaborative work with TEC (representing the public schools, the arts and sciences colleges, and the College of Education. The general process is outlined on the cover letter to our Dean. After much committee discussion and vetting throughout the colleges and public schools, the model was unanimously supported by TEC and our College of Education Curriculum Committee. On May 27, 2005 our Dean will take the proposal forward to the Deans' Council. This document was developed in the true spirit of collaboration across the College of Education, arts and sciences, and school partners and it reflects our joint desire to maintain that level of collaboration as we make decisions about improved curriculum, instruction and learning for all students.

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

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 some 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; or for second-career individuals seeking to become teachers, verification that teacher candidates have sufficient content knowledge to bring P-12 students from diverse groups to high levels of learning<sup>2</sup>**

**Evidence: Attachment III D.**

1. Graduate Committee Minutes, April 28, 2005.
  - a. MAT Program Revision/New Program Proposal
  - b. Program Admission Requirements
  - c. Approval of MAT in Teaching

**Supporting Comments:**

In order to provide evidence that teacher candidates have sufficient content knowledge to bring P-12 students from diverse groups to high levels of learning, in collaboration with the colleges of arts and sciences, we developed an MAT in Teaching. The MAT in Teaching includes four Study Concentrations/Tracks, one of which is Secondary Education (6-12) for candidates who hold a bachelor's degree in English mathematics, science, social science, or a related field. (Please see Graduate Committee Minutes, April 28, 2005 in Attachment III D for complete program outline and evidence of University Curriculum Committee level approval.)

**FINAL NOTE:** While many of the activities and initiatives outlined in this report clearly reflect our ongoing collaboration with our arts and sciences colleagues as well as our public school and community partners, we offer as final evidence of such collaboration, a recent email transmission from the Chair of our TEC in which she gives very practical feedback and reflections re. our FY2005 BOR draft.

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<sup>2</sup> For P-12 certification programs in physical education, special education, health, and any other P-12 certification field where the academic content for the program is housed in the college of education, the BSED may substitute for the BA or BS.

## SECTION III: SCHOOL COUNSELORS

Note: Georgia Southern Counselor Education faculty has continued to work during the 2004-2005 academic year to make changes in the content, sequencing, and assignments to meet *BOR Principles*. The self-study for CACREP is on-going and we continue to refine assessments and admission processes. Implementation of the TK-20 Campus Tools for graduate programs in the College of Education has been delayed until Fall 2006.

### I. Results

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

3=Candidates are assessed on their effectiveness in increasing P-12 students' social/emotional development and career preparedness.

Objectives within COUN 7431, 7432, 7334, 7336 address the implementation of activities designed to increase students' social/emotional development and career preparedness. The assessment of effectiveness is included in evaluation section of the guidance, group and career units that are implemented in COUN 7738-9. This competency can move to a "4" when the evaluation from the site supervisor has been revised.

Documentation: Syllabi COUN 7431, 7432, 7334, 7336, 7738, 7739 (Tabs 1-6)

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

3=Candidates are assessed on their effectiveness in enhancing P-12 students' academic success.

Objectives within COUN 7431, 7432, 7334, 7336 address the implementation of activities designed to increase students' academic success. However, academic success is highlighted in one of the guidance units developed in COUN 7432 and assessment of effectiveness is covered in COUN 7738-9. This competency can move to a "4" when the evaluation from the site supervisor has been revised.

Documentation: Syllabi COUN 7431, 7432, 7334, 7336, 7738, 7739 (Tabs 1-6)

**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 2006. Baseline data should begin to be collected after Fall 06. A survey was sent to recent graduate employers, but the data are still being collected.

Documentation: TK-20 Campus Tools information (Tab 7); survey (Tab 30)

**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 2006. Baseline data should begin to be collected after Fall 06. A survey was sent to recent graduate employers, but the data are still being collected.

Documentation: TK-20 Campus Tools information (Tab 7) ; survey (Tab 30)

**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 present and are assessed on the advocacy project they present during COUN 7331. This project has a focus on equity and responsiveness to cultural difference in the school setting.

Documentation: Syllabus COUN 7331 (Tab 9)

**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 7331 to present and be assessed on an advocacy project that has as one of its foci on closing the achievement gap among demographic groups

Documentation: Syllabus COUN 7331 (Tab 9)

**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 course is being taught during the summer so that implementation takes place during their internship, COUN 7738-9, and assessed at that time by the site supervisor and instructor. This assessment needs to be specified in the candidate evaluation. When this occurs, it will bring the evaluation to a “4”.

Documentation: Syllabi COUN 7336, 7738-9 (Tabs 4, 5, 6)

**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.

This activity will go to a “4” when the candidate evaluation by the site supervisor more specifically addresses this activity.

Documentation: Syllabi COUN 7738-9 (Tabs 5 and 6)

**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 are assessed by the instructor on this activity. This activity can move to a “4” when candidate evaluation by the site supervisor more specifically addresses this activity.

Documentation: Syllabi COUN 7738-9 (Tabs 5 and 6)

**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. This activity can move to a “4” when candidate evaluation by the site supervisor more specifically addresses this activity.

Documentation: Syllabi COUN 7431, 7737, 7738-9 (Tabs 1, 9, 5, 6)

**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 student’s needs are included in COUN 7431, 7432, 7738-7739. This activity can move to a “4” when candidate evaluation by the site supervisor more specifically addresses this activity.

Documentation: Syllabi COUN 7431, 7432, 7738, 7739 (Tabs 1, 2, 5, 6)

**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 student's 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 (Tabs 1, 2, 5, 6)

**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. We will be able to move to a "4" when we have 100% pass rate on the CPCE and Praxis II. (We are revising the admission process for more selective admissions as well as an orientation to the demands of the program.) We have provided study guides for the Praxis II and specific references for the CPCE.

Documentation: All syllabi (Tabs 1, 2, 3, 4, 5, 6, 8, 9)

**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. (abs 10 and 11)

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

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

A mentoring program is being continued in the Screven PDD in Fall 2005. Other mentoring sites are in Toombs, Chatham, and Bulloch Counties. TK-20 Campus Tools will further assist in mentoring graduates when in place in Fall 2006.

Documentation: PDD, continuation of grant, letters from Toombs and Chatham (Tabs 12, 15, 29, 30)

**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.

**Documentation: PRAXIS II Scores , Overall and by Demographic for 2003-2005**

	Attempted	Passed	Percent Passing
Counselor Education	40	32	80%
Black	7	3	43%
White	33	29	88%

If eventual passers are ignored, the overall passing rate is 86%, with a Black rate of 60%. The Counselor Education faculty has concerns about the performance of some of the students. In response to this concern, one faculty took the exam in the fall of 2004 to see if our curriculum covered the areas tested. She determined that test areas were adequately covered. Additionally, students were provided a list of those eligible to sit for the exam in order to form study groups. Study guides have been purchased for student use and placed in the Instructional Resource Center (IRC) in the Education Building.

Documentation: Data from COE's Student Success Center (above)

**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.

**Demographics Percentages by School Systems and GSU Graduates**

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 AY 02-05	87% (74)	12% (10)	0%	1% (1)
GSU EdS AY 02-05	75% (12)	25% (4)	0%	0%

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 (Tab 14); Graduates (above).

**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.

**Demographics percentages by School Systems and GSU Applicants**

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)

Black applicants constitute a higher percentage than the graduate percentage; however, it is somewhat below the local count student proportions. The College of Graduate Studies is working with the program to establish a detailed plan to increase minority applicants.

Documentation: COE Recruitment Plan (Tab 14); Applicant data (above).

**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, Toombs, Chatham and Bulloch Counties to develop such a model.

Documentation: COUN 7738-9 syllabus (Tabs 5 and 6)

**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 Toombs, Chatham, and Bulloch Counties are underway, but comprehensive plans are still being developed.

Documentation: PDD (Tab 12); Grant to train school counselors (Tab 15); Letters of agreement (Tabs 29)

**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*.**

4 = Evidence confirms that there are sufficient numbers of competent faculty to prepare school counselor candidates to satisfy the *Regents' Principles and Actions for the Preparation of School Counselors*.

A new faculty member was added for the fiscal year 2006. Current faculty is well qualified. All hold doctoral degrees and are nationally certified and/or licensed. Data shows need for additional faculty to conform to CACREP guidelines. The Chair and Dean have requested an additional faculty line and expect the Provost to authorize the additional line for FY 07. In the interim a full-time temporary faculty has been hired for the 2005-6 academic year.

Documentation: Vitae (Tabs 16 through 21)

**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.**

4 = Evidence confirms that faculty are supported and recognized for participation in school counselor preparation and in school improvement efforts.

Counseling faculty is treated equitably with regards to promotion, tenure, recognition, rewards, and resources. Workload has been above that recommended by CACREP because of under manning. A new faculty was hired for the fall 2005 and a full-time temporary faculty has been hired for 2005-6, thus reducing the load to meet CACREP standards. One faculty member was recognized by the College of Education for contributions in Screven County's school improvement efforts and one was nominated for the Jack Miller Outstanding Educator Award,

Documentation: LTHD Evaluation Policy (Tab 22)

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

3 = The institution documents progress toward submission of application for CACREP accreditation.

Faculty has made curricular changes, revised admission policies and set in motion changes to the counselor lab as part of the self study in preparation for applying for CACREP accreditation. The university continues to support these efforts as documented in the COE Strategic Plan.

Documentation: Curriculum Committee minutes  
<http://coe.georgiasouthern.edu/curriculumcomm.html> (Tab 23) and COUN minutes (Tab 24); COE Strategic Plan (Tab 25)  
(<http://services.georgiasouthern.edu/osra/councils/AcadPlanLevIII.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*.**

4 = Evidence confirms that the governance unit has been effective in carrying out its responsibility for meeting *Regents' Principles for the Preparation of School Counselors*.

Over the past two years our Teacher Education Council (formerly TEAC) has been reconceptualized and remodeled to reflect equitable representation, responsibility and authority for the preparation of teachers, school counselors, educational leaders, and other educational service providers among education, arts and sciences, and school partners, and other academic units as appropriate. The attached draft proposal reflects two years of collaborative work with TEC (representing the public schools, the arts and sciences colleges, and the College of Education. The general process is outlined on the cover letter to our Dean. After much committee discussion and vetting throughout the colleges and public schools, the model was unanimously supported by TEC and our College of Education Curriculum Committee. On May 27, 2005 our Dean will take the proposal forward to the Deans' Council. This document was developed in the true spirit of collaboration across the College of Education, arts and sciences, and school partners and it reflects our joint desire to maintain that level of collaboration as we make decisions about improved curriculum, instruction and learning for all students.

Documentation: TEC website (<http://coe.georgiasouthern.edu/teac/index.html>) (Tab 26); TEC Restructuring Draft (Tab 10)

**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.**

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

The School Counselor Program Action Team (PAT) has met irregularly. This eleven member advisory board, consisting of a representative cross section of school partners and students plus program faculty, is scheduled to meet Jun 4, 2005 at 10:00 at the College of Education.

Documentation: PAT letter (Tab 27)

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

4 = Evidence confirms that all graduates have successfully completed 100 clock hours of supervised practicum experience in school counseling followed by 600 clock hours of supervised internship in school counseling.

Supervised field experiences of at least 700 clock hours are required in COUN 7431, 7432, 7737, 7738-7739.

Documentation: Syllabi COUN 7431, 7432, 7737, 7738-9 (Tabs 1,2, 9,5,6)

**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 (Tab 28)