

GEORGIA SOUTHERN UNIVERSITY
College of Education

Year 2002-2003

Overview

Georgia Southern University has a long and distinguished history of preparing educators for schools throughout the region. In the early 1920s, this campus was one of only three normal schools in the state. By the end of that decade, the institution became a four-year college and was renamed South Georgia Teachers College, and later became Georgia Teachers College earning the distinction as the statewide college for teacher education.

The College of Education enrolls 1,356 undergraduate and 1,010 graduate students and has gained a national reputation for graduating high-quality and well-prepared educators. According to a 2003 survey of beginning teachers conducted by the Georgia Professional Standard Commissions, Georgia Southern had the highest percentage of teachers (98.4%) who reported overall readiness to teach (in comparison to all other state university graduates).

As schools face challenges related to the shortage of qualified school personnel and persistent student achievement gaps, the College's enrollment and outreach efforts are expanding. The College of Education seeks active partnerships with neighboring communities and their schools to help meet the challenges. The College also aspires to offer the highest quality preparation for educators in Georgia through programs that emphasize leadership, practical application, and collaboration with schools and community agencies.

The College of Education has 75 full-time professional education faculty. The unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and all certification programs are approved by the Georgia Professional Standards Commission. The College offers exceptional programs that encompass a wide variety of disciplines and specialties including teacher preparation programs in 19 fields, 20 Master's degrees, and 17 Education Specialist degrees. Additionally, the College offers two Doctor of Education programs - the only doctoral programs offered by the University. The programs delivered by the College include:

- Undergraduate B.S.Ed. Programs
 - Art Education
 - Early Childhood Education
 - Foreign Language Education (French, German, Spanish)
 - Health and Physical Education
 - Middle Grades Education
 - Secondary Education

- Biology
- Business
- Chemistry
 - English
 - Family and Consumer Sciences
 - Geography
- History
- Mathematics
- Physics
- Political Science
- Technology

- Graduate M.Ed. Programs
 - Art Education
 - Business Education
 - Counselor Education
 - Community Counseling
 - School Counseling
 - Student Services in Higher Education
 - Early Childhood Education
 - Educational Leadership
 - Higher Education Administration
 - School Leadership
 - English Education
 - French Education
 - Health and Physical Education
 - Instructional Technology
 - Mathematics Education
 - Middle Grades Education
 - Music Education (alternative)
 - Reading Education
 - School Psychology
 - Science Education
 - Social Science Education
 - Spanish Education
 - Special Education

- Technology
- Graduate Ed.S. Programs
 - Art Education
 - Counselor Education
 - Early Childhood Education
 - Educational Leadership
 - English Education
 - Health and Physical Education
 - Instructional Technology
 - Mathematics Education
 - Middle Grades Education
 - Music Education
 - Reading Education
 - School Psychology
 - Science Education
 - Social Science Education
 - Special Education
 - Technology Education
- Graduate Ed.D. Programs
 - Curriculum Studies
 - Education Administration

The Department of Early Childhood and Reading is committed to the concept of learning as a lifelong pursuit, always striving to develop reflective educators who are capable of making informed decisions and who are mindful of the physical, cognitive, emotional, and social characteristics of the student whom they serve. It is the intent of the program to assist the candidates in developing an awareness of the diverse learning styles and abilities of all students, thus recognizing their responsibilities to, and the rights and needs of, all students. Within this model, teachers develop proficiency in four general areas of competence: 1) knowledge of subject matter, 2) knowledge about learning and human behavior, 3) knowledge about instruction, and 4) knowledge of professional responsibilities. These competencies provide teachers with tools necessary to make and implement professional judgments and decisions as reflective educators. Programs in the department focus on strategies for fostering certain carefully delineated characteristics in teachers: 1) a teacher who is capable of reflective practice, 2) a teacher who plans instruction to meet well-articulated instructional goals that take into account issues of culture, diversity, and equity, 3) a teacher who is aware of the issue of developmentally appropriate practice, 4) a teacher whose attitudes toward life and learning serves as a positive model for students, 5) a teacher who recognizes how individual differences in culture and experience influence how students perceive the

world, how they work and learn, and how much they value school, 6) a teacher who enhances communication among all users of education in the school, 7) a teacher who is knowledgeable about the content to be taught and selects effective methods for teaching it, and 8) a teacher who incorporates a variety of media into instruction in order to enhance student learning. The programs, therefore, emphasize the importance of ensuring that all educators acknowledge the multifaceted nature of their work and engage in an informed pedagogy that both recognizes and celebrates the diversities of contemporary life.

Each of the graduate programs extends the professional preparation of educators in order to provide opportunities to develop the knowledge, skills, and dispositions to serve as educational leaders, researchers, and change agents. Each graduate program provides opportunities for educators to identify key areas of interest for further study, with an emphasis on school-based action research and projects that serve as school reform initiatives. The graduate programs continue to emphasize the state and national content standards that guide one's specific teaching field and level of certification. Graduate candidates are challenged to explore in more depth key issues and trends in education, as well as refine existing content and pedagogy knowledge and skills embedded in one's discipline.

Institutional Effectiveness Plan

The College of Education has an assessment system that collects and analyzes data on student (candidate) qualifications, candidate and graduate performance, and unit (college) operations to evaluate and improve the unit and its programs. It is essential that our candidates possess adequate knowledge of their disciplines, including a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state and institutional standards. Professional standards and the College's conceptual framework guide the unit assessment system and each program's ongoing assessment and revision efforts.

The unit's assessment system uses multiple information sources for the purpose of assessing the College's effectiveness in preparing educators and fulfilling its expectations for students as stated in its conceptual framework. The Dean of the College of Education and the Teacher Education Advisor Council (TEAC) are primarily responsible for reviewing the data on a regular basis and evaluating the unit. Recommendations for improvement are provided to the Dean and the various program areas by TEAC as a result of the unit assessment.

Program assessment plans use data and other evaluative information provided from various sources (multiple measures) for the purpose of assessing program effectiveness and bringing about continual program improvement. Program Action Teams (PATs made up of program faculty, public school practitioners, and when appropriate, arts and sciences faculty) are key contributors of evaluative information. PATs play an additional key role in program assessment: they are responsible for reviewing the various evaluative information annually and recommending changes to support program improvement. Program faculty identifies key indicators of program success and identify benchmarks upon which success can be measured. Performance-based assessments of student success in meeting outcomes (based on standards and the conceptual framework) are primary components considered in program assessments.

The College of Education expects both programmatic and student outcomes are assessed at the department and college (unit) levels. Overarching programmatic outcomes for the College of Education include the following. Programs will:

1. Enhance our capacity to communicate and collaborate at all levels (local, regional, national and international).
2. Increase technical and support services for faculty, staff, and students.
3. Enhance our reputation as an academically distinguished regional leader in higher education by providing enriched opportunities for student learning.
4. Recruit and retain quality, diverse students, staff, faculty, and administrators.

Overarching student outcomes for the College of Education include the following. Graduates will:

1. Demonstrate sufficient depth of knowledge in their fields as evidenced on the required certification examination or other required exit assessment.
2. Evaluate favorably their readiness to meet the expectations of their professional roles and responsibilities
3. Compare favorably with graduates from other institutions in their professional performance.

These college program and student outcomes provide a foundation for assessing both candidate performance in the Department of Early Childhood and Reading, as well as determining future directions for program development and renewal. Specific learning outcomes, as well as program outcomes, in the department are assessed through a range of performance-based outcomes that are integrated throughout the program, as well as data collected from the knowledge of representative stakeholders including teachers, administrators, and college and university faculty involved in the preparation of teacher candidates. Both quantitative and qualitative data is used to determine the extent to which teacher candidates are successful in meeting these outcomes. Assessment of candidates and programs are aligned with state and national teacher education standards, the college Conceptual Framework, and the mission of the College of Education and the university. An analysis of these outcomes provide determining whether or not outcomes are achieved as well as the direction that needs to be taken to identify and initiate program improvement initiatives. An analysis of learning outcomes and program outcomes in the Department of Early Childhood and Reading are guided by performance data that reflects the following central learning outcomes and program outcomes:

1. To develop practitioners who understand that teaching involves a commitment to learners and their learning.
2. To develop practitioners who are reflective decision-makers regarding teaching strategies, curricular issues, and policies.
3. To develop practitioners who exhibit a personal interest in learning and perceive the importance of learning as a lifelong practice.
4. To develop practitioners who collaborate with other professionals.
5. To develop practitioners who demonstrate attitudes that foster learning and positive human relationships within the educational setting.
6. To develop practitioners who plan instruction and take into account critical issues of cultural diversity



Mission and Conceptual Framework

The mission of Georgia Southern University is to meet the needs of the region through its commitment to “teaching first” and promoting student growth and success through a curriculum that offers excellent instruction, strengthened by research and service. This institutional focus on academic distinction is supported by the five major commitments of the College of Education’s mission and reflects its vision to become a regional leader in the professional preparation and continuing development of educators for school and communities.

A Commitment to Academic Distinction in Undergraduate and Graduate Education:

Our first responsibility is to our students. We shall build upon our tradition of preparing exemplary professionals to work in schools. Our pursuit of academic distinction will be deliberate, decisive, and designed to cultivate a cadre of educated and thoughtful learners. We will provide a rigorous academic environment and a student-centered pedagogy that ensure high standards. We are committed to the integration of emerging technologies that enhance instructional delivery, program development, and student learning.

A Commitment to Collaboration:

We shall create, maintain, and refine focused and well-chosen external collaborations. Successful change requires us to engage in sustained long-term relationships that will link the College of Education, schools, and community agencies as sources for ideas, support, and assistance. Alliances with P-12 colleagues through partner school and professional development school initiatives and further linkages with our regional community through campus and community internships and additional collaborations will be key attributes of our learning paradigm. Collaboration among all Georgia Southern University colleges will be invited, sustained, and nurtured. We will be the initiators who develop a collaborative culture that really works.

A Commitment to Diversity:

It is imperative that we prepare our students for work in diverse settings from classrooms to clinics and from computer labs to community agencies. It is essential for the College of Education to ensure that embracing diversity in its many dimensions becomes an important theme under girding and informing our programs. All of our graduates must function successfully in communities that are challenged by expanding and emerging technology and large shifts in population. We shall continue to define, devise, and develop ways to achieve greater diversity in undergraduate, graduate, and terminal degree programs through recruitment, admission, and retention policies that are sensitive to the differences, needs, and strengths of our students and the communities they represent. We shall, congruent with the vision and mission of the University, continue to engage in affirmative recruitment and retention of women and minorities among our faculty and staff.

A Commitment to Professional Development

We shall continue to initiate and sustain opportunities for faculty to grow professionally and to become more expert so that their influence in theory and practice is enhanced. Programs that create a context for collaboration and reduce the artificial boundaries of program and department will be maintained, refined, and valued. We are committed to refining our processes and protocols to ensure that service and scholarship are respected and rewarded. We shall continue to promote faculty competence in using and encouraging technology, and we shall continue to refine and develop strategies to encourage and provide incentives for positive change.

A Commitment to Regional Service

We shall develop practical strategies that meet the challenge of being a truly regional College of Education by carefully selecting programs that promote contemporary practices and emergent technologies for meeting the needs of stakeholders across our entire area of service. We shall also have clearly defined strategies and well articulated priorities for expanding our service and our influence. Instructional opportunities in new sites are important elements of our regional orientation and have clear and significant implications for faculty recruitment, strategic planning and enrollment management. These realities require that we be focused and united in our approaches to managing our resources and serving the needs of our region.

The College of Education has adopted the theme “*reflective educators for diverse learners*,” which represents its conceptual framework, the beliefs that guide the College’s curriculum and endeavors. The College of Education is responsible for the preparation and continuing development of present and future educators. We believe in the inclusive nature of the term *educator* as it refers to all students in all programs of the College of Education who work in schools or other educational agencies or settings. We understand our work affects both the students we have in our programs and the individuals with whom they work. Toward that end, our conceptual framework extends beyond the traditional boundaries of the College. The College of Education professional community commits to frame its work on the ideas that follow. The College of Education’s professional community frames its work on the beliefs described below. This conceptual framework is embedded in the competencies in all programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate’s program.

We believe it essential to present a strong research base, linked with practice that will facilitate the growth of our students as informed and reflective practitioners, problem posers, and problem solvers. This represents the wide spectrum of educational activities in the College of Education and recognizes the dynamic nature of the work environments in which our students are or will be engaged. We intend to foster collaboration across academic fields and to prepare our graduates to support and promote positive change. Indeed, we believe that it is of utmost importance that our students work with change both proactively and reactively and recognize its implications on the future of individuals and groups with which they work. This change is found in all the facets of the educational process.

Toward that end, reflective educators evaluate the results of past actions and use the information to anticipate or plan for the future. They have the ability to define and frame a problem, to consider reasoned courses of action, to act, and, finally, to reflect on the appropriateness of their actions. We strive to develop in all our students both an awareness of their surroundings and the consequences of their actions, with the hope they will foster the same in the individuals with whom they work.

We believe that educators must be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development on the educational process, coupled with a strong subject-matter knowledge base grounded on a firm ethical foundation. Educators must have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context. We believe in the necessity of a strong historical understanding of one's profession and the willingness to view knowledge as a personal construction affected by one's cultural beliefs.

We believe that educators must also recognize their responsibilities to, and the rights and needs of, all students. We believe educators must be able to enhance students' learning by addressing diverse learning styles and abilities and taking into account each individual's physical, cognitive, emotional, and social development.

We believe that educators must understand the interrelatedness of individuals, small groups, and society, both locally and globally. Educators must be active in working with issues of culture, diversity, and equity; understand the political nature of education; and have the skills to effect change. Educators must be cognizant of the ideological, economic, and special interest pressures exerted on the institution of education at all levels. We believe educators must be able to enhance communication among all users of education in the school, community, home, and industry.

We believe that educators must understand how human emotions interact with the education process, both in terms of the student and the educator. Educators must understand how personal perceptions of self, work, and professional relationships affect the daily decision-making process. Educators must be sensitive to prejudice and the effect it has on educational environments.

We believe that *reflective educators for diverse learners*, as the theme for our conceptual framework, considers all learners and represents a vision of professional practice for undergraduate students, graduate students, and faculty, joining together to form a community of learners. Therefore, we believe that all educators, at all levels, must acknowledge the multifaceted nature of their work and engage in an informed pedagogy that both recognizes and celebrates the diversities of contemporary life.

MISSION: COMPARATIVE ANALYSIS

UNIVERSITY VISION	COLLEGE VISION
<p>Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.</p>	<p>The College of Education will become a regional leader for the professional preparation and continuing development of reflective educators and other stakeholders by creating a transcultural community of public and private partnerships that will facilitate enriched opportunities for student learning.</p>
UNIVERSITY MISSION	COLLEGE MISSION
<p>Georgia Southern University is a predominantly undergraduate university devoted to teaching first, a student-centered residential campus that nurtures a fulfilling college experience and a serving institution strongly identified with the heritage and hopes of its region. Georgia Southern is cultivating a resident cadre of leaders with advanced education in critically needed professions. The institutional mission is supported by six strategic planning themes: (a) academic distinction, (b) student-centered university, (c) technologically advancement, (d) transcultural opportunities, (e) private and public partnerships, and (f) physical environment.</p>	<p>The College of Education's mission is defined by five major commitments that reflect its vision to become a regional leader in the professional preparation and continuing development of educators for school and communities. The College is committed to: (a) collaboration, (b) diversity, (c) professional development, and (d) regional service. These commitments, the College's mission, reflect the institutional focus on academic distinction and closely parallel the strategic themes of the University.</p>



GEORGIA SOUTHERN UNIVERSITY
College of Education
Department of Early Childhood and Reading
Year 2002-2003
Institutional Effectiveness Efforts

UNIT EXPECTED OUTCOME	MEANS FOR ASSESSMENT	BENCHMARK ASSESSMENT CRITERIA	ASSESSMENT OF OUTCOME (Achieved, partially achieved, not achieved)	EVIDENCE OF IMPROVEMENT BASED ON ANALYSIS OF RESULTS IMPROVEMENT/ACTIONS
<p>PROGRAMMATIC OUTCOMES:</p> <p>Enhance our capacity to communicate and collaborate at all levels (local, regional, national and international).</p>	<ul style="list-style-type: none"> • Program Action Team minutes • TEAC minutes • Needs assessment surveys distributed to area schools, including the partner schools • Faculty involvement in state, regional, national, and international professional organizations; education initiatives; and grant activity • Faculty involvement in the International Learning Community initiatives • Faculty involvement in school renewal, 	<p><u>B.S.Ed. , M.Ed., and Ed.S.:</u></p> <p>Increase the number of collaborative projects at all levels by 50%</p>	<p>Partially Achieved</p>	<ul style="list-style-type: none"> ◦ 100% of the faculty are involved in collaborative projects at one or more levels, including: <ul style="list-style-type: none"> the delivery of off-campus graduate programs to meet the needs of teachers in the service region school renewal projects in five area partner schools presentations at state, regional, national, and international professional conferences involvement in state educational renewal projects development and implementation of new graduate courses in environmental science for teachers during the summer successful grants, including an Eisenhower Grant, AACTE/Microsoft Grant, NSF Grant, and an ICAPP Grant partnerships with faculty and administrators in the UK joint research projects with P-12 teachers in five partner schools.

	<p>research, and professional activities with partner school faculty and administrators</p> <ul style="list-style-type: none"> • Collaborative projects between departmental faculty and faculty across the university, teacher candidates, and partner school faculty and administrators. • Surveys of teacher candidates • Focus group discussions involving teacher candidates, P-12 teachers and administrators, and departmental faculty. 			<p><u>Improvement/Actions:</u></p> <p><u>B.S.Ed.:</u></p> <p>Program Action Team and TEAC meetings with departmental faculty and faculty across the academic departments have led to a greater alignment of program content requirements and the Praxis II objectives, as well as state and national content standards. Continued dialogue among departmental faculty and faculty across the academic departments is needed to identify strategies for aligning content courses in math and science with the state standards for the science and math endorsements.</p> <p>Surveys of graduates, P-12 teachers, and administrators resulted in a need to revise the field experiences to include additional preparation in classroom management, technology, and assessment of student learning.</p> <p>Additional dialogue continues between departmental faculty and the international partners in the UK to plan strategies to involve more faculty and teacher candidates in international partnerships as part of the International Learning Community.</p> <p>In addition, the B.S.Ed. in Early Childhood Education is offered at the Dublin Center in order to meet the needs of candidates in the Dublin area.</p> <p><u>Graduate Programs (M.Ed. and Ed.S.):</u></p> <p>Surveys of teachers in the service region indicated a need for alternative delivery systems for graduate courses. Five graduate courses are now offered as online courses in order to meet the needs of graduate candidates in the service region who are attempting to complete their graduate program requirements.</p> <p>As a result of needs assessments in the region, graduate programs are now offered in four off-campus locations.</p>
--	---	--	--	--

<p>Increase technical and support services for faculty, staff, and students.</p>	<ul style="list-style-type: none"> • Technology upgrades for faculty • Computer labs for teacher candidates • Technology training available for faculty, including assistance in developing online courses • Advisement satisfaction surveys from teacher candidates • Graduate assistant projects with faculty. 	<p><u>B.S.Ed., M.Ed. & ED.S. :</u></p> <ul style="list-style-type: none"> • Increase funding each year for computer upgrades for faculty,, as well as the purchase of additional software and equipment. • Increase the number of opportunities each year for faculty technology training. • Increase the number of online courses for graduate students by 50%. • Integrate the integration of technology in all courses. • Increase the advisement services for teacher candidates • Increase the number of GSAMS courses for teacher 	<p>Partially Achieved</p>	<p><u>B.S.Ed.:</u></p> <p>The College of Education Advisement Center has expanded the number of hours that advisors are available for assisting undergraduate candidates. A plan has been put into place to provide more collaboration between program faculty and advisors in order to ensure that teacher candidates receive accurate information about program requirements, course options, course schedules, and exit requirements.</p> <p>All the content courses for the math and reading concentrations are delivered through GSAMS for candidates enrolled in the Dublin Center.</p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>100% of the faculty members receive computer upgrades as needed with end-of-year funds.</p> <p>An AACTE/Microsoft Grant has provided an opportunity to purchase additional software and equipment to support faculty and students.</p> <p>The university has expanded its assistance to faculty in developing and implementing online courses.</p> <p>25% of the graduate courses in the department are now offered online.</p> <p>All courses in the undergraduate and graduate programs now have integrated the use of technology to enhance student learning.</p> <p>The departmental web page now includes information for candidates enrolled in the undergraduate and graduate programs, including course rotations, programs of study, advisor telephone numbers and e-mail addresses, admission requirements, and information about exit exams.</p>
--	---	---	---------------------------	--

		<p>candidates in Dublin by 50%</p> <ul style="list-style-type: none"> • Number of graduate assistants engaged in scholarly projects with faculty. 		<p><u>M.Ed.:</u></p> <p>Candidates may now receive the Reading Endorsement online each year.</p> <p><u>Improvement/Actions:</u></p> <p><u>B.S.Ed.:</u></p> <p>Results from the satisfaction survey concerning services to teacher candidates indicated that greater efforts should be made to increase communication between the advisors and the teacher candidates and to extend the times that advisors are available for assistance. As a result of these surveys, the advisement center has expanded the number of hours in which they are available for advisement. They have also begun to use a variety of new communication strategies that will assist candidates in getting the information they need.</p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>Surveys of faculty and teacher candidates indicated a need for additional technology support in order to integrate more technology throughout the programs, to increase the number of online and GSAMS courses for candidates from remote locations in the service region, the need for additional faculty training in developing online courses, and the need for more regular and accurate advisement of undergraduate candidates. As a result of these surveys, additional funds have been made available to provide technology upgrades for faculty. Faculty members continue to convert courses to online formats. Collaboration with faculty in the various academic departments continues to explore the possibilities of increasing the number of GSAMS courses to support the various teaching field courses for candidates in Dublin. .</p>
<p>Enhance our reputation as an academically distinguished regional leader in higher education by providing enriched opportunities for student learning.</p>	<ul style="list-style-type: none"> • Course syllabi • Program requirements • Praxis II exam results • Program satisfaction surveys 	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> • Increase the pass rate on Praxis II each year. 	<p>Partially Achieved</p>	<p><u>B.S.Ed.:</u></p> <p>Praxis II pass rates increased among the Early Childhood candidates, exceeding an 80% pass rate.</p>

	<p>surveys</p> <ul style="list-style-type: none"> • Exit interviews • Alumni awards • Candidate GPA trends • Reflective journals • State surveys of job performance and job satisfaction during the first year of teaching • Professional opportunities for teacher candidates 	<ul style="list-style-type: none"> • Candidates exceed state averages in job satisfaction and success during their first year of teaching • An increase each year in the number of majors who retain a 2.75 GPA or higher and the number of candidates enrolled in the university honors program. <p><u>M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> • 90% pass rate on the exit exam in each of the M.Ed. and Ed.S. programs. • All candidates graduating with an advanced degree indicate that the program increased their knowledge, skills, and dispositions appropriate for their specific job. 	<p>State surveys completed by employers of our graduates placed Georgia Southern University graduates as first in the state in their preparation for success during their first year of teaching.</p> <p>An analysis of candidate GPA data and those enrolled in the university honors program indicate that 90% of the candidates retained their 2.75 GPA after they enter the B.S.Ed. program/ Over the past year, the number of candidates enrolled in the university honors program has increased by an average of one each year.</p> <p>All faculty and administrators who work with the teacher candidates as part of their professional preparation indicate that teacher candidates and first year teachers are well-prepared for teaching and exceed state expectations.</p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>A review of performance data, artifacts, rubrics, and assessment rubrics indicate that all candidates graduating have demonstrated that they have the knowledge, skills, and dispositions required to meet state and national content and pedagogy standards in their field of study.</p> <p>90% of the teacher candidates indicated in focus group sessions, reflection logs, exit interviews, and program satisfaction surveys that they have the knowledge, skills, and dispositions to be successful in the classroom.</p> <p>All teacher candidates are involved in one or more professional growth initiatives, including community service projects, tutoring, special workshops for teachers, research activities, participation in state and/or national professional organizations and conferences, and participation in an international experience.</p> <p>All faculty course syllabi, field experience requirements, and program requirements are aligned with state and national standards appropriate to the teaching field, including INTASC standards, NBPTS principles, ISTE standards, NCATE standards, standards from the appropriate national</p>
--	--	---	---

		<p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> • Candidates who complete the program demonstrate each of the performance outcomes aligned with state and national content and pedagogy standards • 100% of the course syllabi, field experiences, and program requirements reflect state and national standards as well as the knowledge, skills, and dispositions needed to be a successful teacher • 100% of the teacher candidates are involved in professional growth opportunities • Surveys of teachers and administrators 	<p>professional organization, and the appropriate Praxis II objectives.</p> <p><u>M.Ed. and Ed.S.:</u></p> <p>99% of all candidates in the M.Ed. in Reading exceeded the 80% pass rate on the Praxis II.</p> <p>A review of exit exam results indicate that 90% of all M.Ed. candidates completed the exit exam successfully. 100% of the Ed.S. candidates completed their field study successfully.</p> <p><u>Improvement/Actions:</u></p> <p><u>B.S.Ed.:</u></p> <p>Faculty met to review the recommendations made by teacher candidates, teachers in the partner schools who work with the teacher candidates in the field experiences to revise the curriculum to include additional preparation in assessment of student learning. Practicum courses added a component to ensure that all candidates can demonstrate that they have the knowledge and skills to assess student learning and modify instruction for diverse populations of students in P-5 settings.</p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>Curriculum reviews, surveys completed from teacher candidates and graduates, state reports of first year teachers, focus group sessions with area teachers and administrators, and an analysis of artifacts collected throughout the programs of candidate performances indicate that teacher candidates are well prepared for teaching. As a result of a review of new state and national standards, course syllabi and field experiences were refined to align program outcomes with state and national content standards, Praxis II objectives, and new NCATE standards.</p> <p>Additional professional growth opportunities continue to be identified for candidates, including opportunities for collaborative research and service projects.</p>
--	--	--	--

		<p>in schools in which candidates complete practicum experiences and schools that employ graduates indicate that their performances exceed state and national averages.</p>		<p><u>M.Ed. and Ed.S.:</u></p> <p>A review of surveys completed by candidates completing graduate degrees indicated that they enriched their professional preparation and provided them with additional content knowledge, skills, and dispositions appropriate for their specialized field. In addition, these surveys indicated that the existing comprehensive written exit examinations did not adequately assess what they learned in their graduate programs. As a result, the department is making plans to replace the comprehensive written exam with a portfolio. This change will be implemented in the Fall of 2005.</p>
<p>Recruit and retain quality, diverse students, staff, faculty, and administrators.</p>	<ul style="list-style-type: none"> • Faculty recruitment/ search data • Retention of qualified faculty • Student diversity profile • Student retention rates • Candidate GPA data/Numbers enrolled in university honors programs • Number of candidates graduating with honors • Enrollment data and number of majors 	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> • Increase each year the number of minority teacher candidates • Increase the number of candidates enrolled in the university honors program • Increase the Retention rate of candidates with a 2.75 GPA or higher <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> • Retain all qualified faculty 	<p>Partially Achieved</p>	<p><u>B.S.Ed.:</u></p> <p>One new teacher candidate was enrolled in the university honors program.</p> <p>The department had a 90% retention rate of candidates with a 2.75 GPA or higher.</p> <p>Candidates graduating with honors increased.</p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>100% of the qualified faculty and staff were retained.</p> <p>100% of the faculty was involved in three or more scholarly activities, including professional publications, presentations at state and national conferences, consulting, leadership roles, and school-based research.</p> <p>One new minority faculty member was hired to teach in the B.S.Ed. and M.Ed. in Early Childhood Education programs.</p> <p><u>M.Ed.:</u></p> <p>Enrollments in the M.Ed. programs have increased as a result of the development and implementation of off-campus programs and the increase in online graduate courses.</p>

		<p>and staff members</p> <ul style="list-style-type: none"> • Increase the number of minority faculty as a result of faculty searches. <p><u>M.Ed. & Ed.S.:</u></p> <p>°Increase enrollments in the graduate programs.</p>	<p><u>Improvements/Actions:</u></p> <p><u>B.S.Ed.:</u></p> <p>A review of new candidates admitted to the program indicated an increase in the number of candidates enrolled in the university honors program, an increase in the number of candidates with a GPA of 2.75 or higher. In addition, the number of qualified teacher candidates who completed the program increased. Efforts will continue to recruit additional candidates who are enrolled in the university honors programs, as well as minority candidates. The department has begun to increase recruitment efforts in various cities in the state, including Atlanta, Macon, and Savannah.</p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>A review of faculty and staff retention and recruitment data was completed. A departmental recruitment and retention plan was developed and implemented. No action was taken to make any changes in the departmental recruitment and retention plan since the data did not reveal a need to make improvements in the existing procedures.</p> <p><u>M.Ed. and Ed.S.:</u></p> <p>Program Reviews were completed in each of the graduate programs. As a result of these reviews, the recommendation from the university was to reorganize the Ed.S. programs. The recommendation was made to merge the Ed.S. programs in Instructional Technology, Reading, Early Childhood Education, Special Education, Middle Grades Education, and each of the secondary field Ed.S. degrees into one Ed.S. in Teaching and Learning. A new Ed. S. in Teaching and Learning was developed and approved for the 2003-2004 academic year. This change provided a common core of courses that would be taken by candidates from various disciplines, with an option to identify an area of emphasis in one of the preparation fields that was eliminated. As an alternative, candidates could enroll in nine semester hours of electives in order to broaden their perspectives. This plan</p>
--	--	---	---

				<p>also provided a more efficient use of faculty across program areas.</p>
<p>STUDENT LEARNING OUTCOMES:</p> <p>Demonstrate sufficient depth of knowledge in their fields as evidenced on the required certification examination or other required exit assessment.</p>	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> Praxis II pass rates <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> Performance-based artifacts collected in courses and field experiences Performance rubrics Portfolios GPA in teaching field courses <p><u>M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> Comprehensive Written Exit Exams in the M.Ed. Field Study in the Ed.S. 	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> Increase the pass rate on the Praxis II exam each year. A cumulative GPA of 2.75 or higher in one's teaching field. <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> 100% demonstrated performance on each of the performance outcomes aligned with state and national standards <p><u>M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> A cumulative GPA of 3.0 in the graduate programs An 90% pass rate on the comprehensive exit exams in the M.Ed. and the field study in the Ed.S. 	<p>Partially Achieved</p>	<p><u>B.S.Ed.:</u></p> <p>100% of the candidates completing the B.S.Ed. had a GPA of 2.75 or above in the appropriate teaching field.</p> <p>Candidates exceeded an 80% pass rate on the Praxis II exit exam.</p> <p>95% of the candidates completing the B.S.Ed. in the department demonstrated competency in each of the performance-based learning outcomes that are aligned with state and national standards.</p> <p><u>M.Ed. and Ed.S.:</u></p> <p>Candidates completing the M.Ed. in the various programs had a 95% pass rate on the comprehensive written examination.</p> <p>Candidates completing the Ed.S. in the various programs had a 100% pass rate on the field study.</p> <p>100% of the candidates enrolled in the M.Ed. and Ed.S. retained a 3.00 GPA.</p> <p><u>Improvements/Actions:</u></p> <p><u>B.S.Ed.:</u></p> <p>An analysis of the Praxis II pass rates indicated that no change is needed at this time. Faculty will continue to monitor these exam results in order to determine whether or not modification need to be made in the program content.</p> <p><u>M.Ed.:</u></p> <p>Surveys from candidates in the M.Ed. programs, as well as exit exam results indicated that the existing comprehensive written exam does not adequately assess the candidate's knowledge, skills, and dispositions resulting from the</p>

				<p>completion of the M.Ed. A graduate faculty committee met and made the decision to eliminate the comprehensive written examination in the M.Ed. programs and replace the exit with an action research study to be completed as part of the culminating seminar. This study will address research strategies, knowledge of learning theories, and a knowledge of one's teaching field. In addition, the study will engage candidates in applying that knowledge to authentic school renewal initiatives—a goal in the M.Ed. programs.</p>
<p>Evaluate favorably their readiness to meet the expectations of their professional roles and responsibilities.</p>	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> Field experience rubrics Surveys from teachers and administrators who work with teacher candidates during their field experiences PSC beginning teacher survey Surveys of employers <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> Exit interviews with teacher candidates Reflection logs 	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> 100% of all teacher candidates will demonstrate readiness of their professional roles and responsibilities in order to complete the program. <p><u>M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> 100% of all candidates enrolled in the graduate programs meet the expectations of their professional roles and responsibilities. 	<p>Achieved</p>	<p><u>B.S.Ed.:</u></p> <p>A review of the PSC beginning teacher survey, reflection logs, surveys of teacher candidates, survey of teachers and administrators who work with teacher candidates during the field experiences, and performance rubrics indicate that candidates demonstrated a readiness to meet the expectations of their roles and responsibilities as a teacher.</p> <p><u>M.Ed. and Ed.S.:</u></p> <p>A review of the comprehensive exit exam results in the M.Ed. programs indicated that candidates were unsuccessful in demonstrating clearly the knowledge, skills, and dispositions appropriate to their program. Further interviews with candidates and a study of test items indicated that the format of the comprehensive written exam did not adequately provide an opportunity for candidates to demonstrate the knowledge, skills, and dispositions they had learned as part of their program. A graduate committee met and made the recommendation to eliminate the written comprehensive exam as an exit requirement for the M.Ed. in Early Childhood and the M.Ed. in Reading. The exist exam for the M.Ed. in Early Childhood will be replaced by a portfolio. Faculty are in the process of developing the requirements for the portfolio. This change will be implemented in the Fall of 2005. The M.Ed. in reading will revise the written comprehensive exam requirements and will implement these changes in the Fall of 2004. A review of the success of candidates on the field study in the Ed.S. programs indicated that no change was needed since the field study provided an opportunity for candidates to apply the knowledge, skills, and dispositions they gained as</p>

				<p>part of their Ed.S. program. Graduate committees will continue to monitor the exit experience results.</p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>A review of reflection logs and performance learning outcomes embedded in the course requirements in the graduate programs indicates that candidates completing an advanced degree demonstrated that they continue to meet the expectations of their roles and responsibilities as teachers.</p> <p>An analysis of performance data, including performance-based artifacts, rubrics, reflection logs, and the GPA in the various teaching fields was completed. As a result, no action was taken to make changes in the program since the results indicated that candidates demonstrated competency on each of the performance-based learning outcomes.</p> <p><u>Improvements/Actions:</u></p> <p><u>B.S.Ed., M.Ed. and Ed.S.:</u></p> <p>Faculty members continue to analyze survey and performance data to determine the extent to which candidates completing teacher preparation programs demonstrate competency in their professional roles and responsibilities. No action is needed at this time based on a review of surveys and performance-based data. Faculty will continue to review data that will provide a profile of graduates.</p>
<p>Compare favorably with graduates from other institutions in their professional performance.</p>	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> • PSC employer surveys • PSC institutional reports on Praxis II pass rates • Employment 	<p><u>B.S.Ed.:</u></p> <ul style="list-style-type: none"> • Candidates exceed state averages on employer surveys 	<p>Partially Achieved</p>	<p><u>B.S.Ed.:</u></p> <p>PSC Employer Survey data indicate that graduates from Georgia Southern University are ranked number 1 in the state on their preparation for teaching.</p> <p>Candidates have a 100% success rate in securing employment upon graduation.</p>

	<p>data of GSU graduates</p> <p><u>M.Ed. and Ed.S.:</u></p> <ul style="list-style-type: none"> ° Reflection logs ° Professional involvement of candidates 	<ul style="list-style-type: none"> • Candidates meet the state averages on Praxis II Pass Rates • Candidates have a 100% success rate in securing employment upon graduation. <p><u>M.Ed. and Ed.S.:</u></p> <p>°Candidates identify how their content, skills, and dispositions have been enhanced as a result of their graduate programs.</p>	<p><u>M.Ed. and Ed.S.:</u></p> <p>Candidate reflection logs and surveys indicate that their professional growth in content preparation, skills, and dispositions have been enriched as a result of their graduate programs.</p> <p><u>Improvements/Actions:</u></p> <p><u>B.S.Ed.:</u></p> <p>A review of PSC Employer Survey results and employment data indicate that graduates are well-prepared for teaching and are employed in school systems across the state.</p> <p>Institutional reports on Praxis II pass rates indicate that teacher candidates compare favorably with other institutions that prepare teachers. Faculty continue to monitor the Praxis II pass rates in order to determine whether or not programs need to be modified .</p> <p><u>M.Ed. and Ed.S.:</u></p> <p>Faculty will continue to explore strategies for refining learner outcomes to include a stronger component that addresses candidate dispositions.</p>
--	---	---	--