

Department of Teaching and Learning Effectiveness Toward Meeting  
COE 2005 Objectives (Jan. 1-Dec. 31, 2005)  
(Objectives keyed to COE Conceptual Framework Goals and Commitments)

The following analysis reflects the progress made in meeting the 2005 goals aligned with each of the four COE Conceptual Framework Goals Commitments and the university strategic themes:

***Commitment 1: Knowledge, Skills, and Dispositions of the Profession***

▪ In preparation for NCATE, each initial and advanced teacher preparation program was revised to align program and learner outcomes with the new NCATE performance standards, including key performance assessments for each program.

*(Academic Distinction)*

▪ Programs were revised to include a stronger emphasis on assessing student learning, as well as strategies for collecting, analyzing, interpreting, and using performance data in P-12 schools to modify one's teaching practices. Advanced programs will need further revision to include a stronger emphasis on assessing student learning, as well as using performance data to make informed decisions about instructional improvements.

*(Academic Distinction, Student Centered)*

▪ Faculty received grants to develop and implement school-based projects in area partner schools, to establish and implement learning communities, to design and offer summer courses to assist teachers in improving instruction in mathematics, science, and literacy. Additional plans are needed to increase the number of faculty members involved in learning communities in the partner schools.

*(Academic Distinction & Public/Private Partnerships)*

▪ Programs were revised to include a greater emphasis on teaching diverse student populations, including children with special needs. Initial and advanced programs need further revision to include a greater emphasis on planning instruction for diverse learners.

*(Academic Distinction, Student Centered)*

▪ The new MAT was developed and will be implemented in the Fall of 2006 in order to meet the Board of Regents requirement that all candidates seeking initial certification in one of the secondary education teaching field have a degree in the discipline prior to enrolling in a teacher preparation program.

*(Academic Distinction)*

### ***Commitment 2: Diversity***

▪ Programs were revised to include a greater emphasis on planning, teaching, and, assessing diverse learners in P-12 schools. This initiative will continue to be strengthened in 2006.

*(Academic Distinction, Student Centered)*

▪ School-based projects were planned and implemented in partner schools emphasizing effective strategies for teaching diverse populations of students in P-12 schools. Additional projects are currently being planned for 2006.

*(Academic Distinction, Student Centered)*

▪ Programs were revised to include increased use of technology to enhance learning among teacher candidates. Plans are in progress to broaden the types of technology in each of the initial and advanced programs.

*(Student Centered, Technological Advancement)*

▪ Plans were made and implemented to offer the ESOL Endorsement to a larger number of teacher candidates. Advanced programs were revised to provide an opportunity for candidates to complete the endorsement as part of the M.Ed. or Ed.S. program.

*(Academic Distinction, Student Centered)*

▪ Opportunities are available for candidates to participate in the student teaching program in the UK. Additional recruitment efforts are in place to encourage more candidates to participate in the program.

*(Academic Distinction, Student Centered, Trans-cultural Opportunities)*

### ***Commitment 3: Technology***

▪ Initial and advanced programs were revised to align program and learner outcomes with the national technology standards. Programs will continue to be revised to include a broader emphasis on multiple technologies.

*(Technological Advancement)*

▪ Additional undergraduate and graduate courses were converted to online courses. Selected courses were revised to include a web-based component. Additional faculty will need to become more involved in developing and implementing technology-based courses over the next year.

*(Technological Advancement)*

▪ Initial and advanced programs implemented the use of TK20 as a vehicle for collecting, analyzing, interpreting, and using candidate performance data to make

**informed decisions about program change. Efforts to refine the use of TK20 will continue in 2006, especially in the advanced programs.**

*(Academic Distinction, Technological Advancement)*

#### ***Commitment 4: Continuous Reflection and Assessment***

▪ **Programs were revised to include a greater emphasis on teaching dispositions, both the integration of dispositions across courses and programs and the development of strategies for assessing the dispositions of teacher candidates. A departmental committee is being formed to develop and implement a dispositions evaluation rubric that will be used at each transition point in each of the initial and graduate programs.**

*(Academic Distinction, Student Centered)*

▪ **Programs were revised to develop and implement a comprehensive performance assessment system for teacher candidates, including a process for collecting, analyzing, interpreting, and using performance data to make informed decisions about program improvements. Central to this process is the use of performance data to assess and reflect on program quality.**

*(Academic Distinction)*

▪ **New goal-setting procedures were developed and implemented for faculty in order to align faculty teaching, scholarship, and service with the four COE Conceptual Framework Commitments and the goals of the department.**

*(Academic Distinction)*

▪ **A departmental mentoring plan for new and part-time faculty was developed and implemented in order to ensure that new faculty and part-time faculty had the support to ensure that they had a clear understanding of program objectives, the assessment system, the four COE Conceptual Framework Commitments, national standards, and the mission of the university.**

*(Academic Distinction)*

## **Department/Center Summary of Strengths, Weaknesses and Needs (Keyed to COE Conceptual Framework Goals and Commitments)**

### **STRENGTHS**

#### **Faculty/Staff:**

- 1. Faculty continue to be involved in planning and implementing grants focused on school-based curriculum and instructional reform in order to increase student learning in P-12 schools. (C.1, C.2, C.4)**
- 2. Faculty members have increased the number of school-based projects in area partner schools as part of the PRISM grants. (C.1, C.2, C.4)**
- 3. Faculty members have been involved in developing and implementing performance assessments that are aligned with the new NCATE standards. (C.1, C.4)**
- 4. Faculty members continue to refine programs in order to place a greater emphasis on preparing teachers to assess student learning. (C.1)**
- 5. Faculty members continue to serve in leadership roles in professional organizations. (C.1)**
- 6. Faculty have been actively involved in developing and implementing new online courses, as well as technology-based courses. (C.3)**
- 7. Faculty have continued to develop and implement special graduate courses in the summer designed to address the improvement of instruction in mathematics, science, and literacy. (C.1, C.2)**

#### **Program/Center**

- 8. Programs have been revised to reflect a comprehensive alignment with national standards, including an alignment of key performance assessments with the new NCATE standards. (C.1, C.2, C.3, C.4)**
- 9. Programs have increased the number of technology-based courses, including both online courses as well as an increase in technology components within the courses. (C.3)**
- 10. Programs include a systematic process for collecting, analyzing, interpreting performance data each year as well as a system for using performance data for program improvement. (C.1, C.4)**
- 11. The number of candidates enrolling in the ESOL Endorsement has increased, with additional sections scheduled for the summer of 2006. (C.1, C.2)**
- 12. The new MAT program has been scheduled to begin in the summer of 2006. (C.1)**
- 13. The number of candidates entering the Ed.S. in Teaching and Learning has increased by 50% over the past two years. (C.1)**
- 14. The new M.Ed. in Secondary and P-12 Education has been developed and will be implemented in the Fall of 2006. (C.1)**

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## WEAKNESSES

### Faculty/Staff:

1. Additional faculty will need to participate in professional development workshops in order to complete the alignment of the program and learner outcomes with the new GPS standards. (C.1)
2. Additional faculty will need to broaden their use of multiple technologies as part of their instruction in order to ensure that candidates have the most current knowledge and skills needed to integrate the use of technology in their own teaching. (C.3)
3. Involvement of additional faculty in school-based projects—research, grants, school improvement initiatives—will be needed in order to increase the level of involvement in partnership initiatives over the next year. (C.1, C.4)
4. Additional faculty members are needed to become more actively involved in learning communities in the partner schools. (C.1, C.4)
5. Faculty members need to take a more active role in establishing and implementing a recruitment plan for the graduate programs. (C.4)

### Program/Center

8. A plan is needed to develop dual certification programs in Special Education/Early Childhood Education or Special Education/Middle Grades Education. (C.1, C.2, C.4)
9. Refinements in the performance assessments are needed across programs to ensure that candidates have the knowledge and skills needed to assess student learning and to make modifications in their teaching in order to increase learning for all students, including students with special needs and diverse experiences. (C.1, C.2, C.4)
10. Refinements in the performance assessments are needed across programs to ensure that candidates have the knowledge and skills needed to use research-based data to make informed decisions about curriculum and instructional reform. (C.1, C.2, C.4)
11. A greater emphasis on the integration of technology is needed across programs to ensure that candidates have the knowledge and skills needed to select, evaluate, and use multiple technologies as part of their teaching. (C.3)

## ENVIRONMENTAL/EXTERNAL FACTORS

### Faculty/Staff:

1. With the PSC/NCATE requirement to have a data collection system for performance data, faculty will need to continue to refine their knowledge and skills in using TK20. (C.3)
2. The Board of Regent's emphasis on work in schools and the establishment of learning communities will require that faculty continue to be involved in partner school initiatives as well as learning communities. (C.1, C.2, C.4)
3. In order to ensure that programs meet the national technology standards, faculty will continue to be involved in professional development activities focused on the identification and use of multiple technologies as part of their instruction. (C.3)

4. The Board of Regents emphasis on program productivity will have an impact on recruitment efforts of faculty.
5. In order to provide an opportunity for candidates to complete graduate programs, additional online courses will be needed to ensure that candidates living in remote locations can complete a program. (C.2)
6. With the mandate to offer undergraduate programs in Early Childhood Education and Middle Grades Education in Dublin, additional faculty members to support the Dublin programs are needed.

**Program/Center**

8. As a result of the changes in Area F, each of the undergraduate teacher preparation programs will need to be revised to address these changes before the Fall of 2007. (C.1, C.4)
9. With the PSC/NCATE requirement to have a data collection system for performance data, programs will need to continue to use TK20 for each of the key performance assessments in the programs. (C.3)
10. In order to ensure that programs meet the national technology standards, programs will need to continue to be refined in order to increase the knowledge and skills of candidates in the identification, selection, and use of multiple technologies. (C.3)
11. Additional online or technology-based courses in the graduate programs will be needed to meet the needs of candidates living in remote locations. (C.3)
12. Programs with dual certification, certification programs in ESOL, and programs in Birth-to-Five will need to be developed in order to address the state's emphasis on preparing teachers to meet critical field areas in the state. (C.2)
13. The MAT program will need to be revised to remove the program in Broad Fields Social Science and replace this program with programs in History, Geography, Political Science, and Economics in response to the Professional Standards Commission's plan to eliminate broad fields certification in Social Science. (C.1)
14. Additional field sites in all programs will need to be identified in order to prevent overloading the existing field sites for the various practicum courses and student teaching. (C.1, C.4)

**OBJECTIVES FOR 2006**  
**Using Georgia Southern University's EBDM Model**  
**(Keyed to COE Conceptual Framework Goals and Commitments)**

**Faculty/Staff:**

- 1. To plan and implement summer institutes that focus on increasing student performance in mathematics, science, and literacy in P-12 schools. (C.1, C.2)**
- 2. To plan and implement additional learning communities in partner schools. (C.2, C.4)**
- 3. To increase the level of participation in training workshops that will assist faculty in planning and implementing a broader use of multiple technologies as part their instruction. (C.3)**
- 4. To participate in workshops that will assist faculty in aligning program and learner outcomes with the new GPS standards. (C.1)**
- 5. To refine the process for collecting, analyzing, interpreting, and using performance data to include data analysis of each of the elements in the key performance assessments rather than an analysis of the overall performance scores. (C.1, C.4)**

**Program/Center**

- 8. To plan and develop dual certification programs in special education and early childhood education or special education and middle grades education. (C.1, C.2)**
- 9. To modify programs to accommodate the new Area F curriculum. (C.1)**
- 10. To plan and develop a new ESOL certification program. (C.1, C.2)**
- 11. To broaden and increase the use of multiple technologies as part of the program and learner outcomes in each of the undergraduate teacher preparation programs. (C.3)**
- 12. To align the program and learner outcomes with the new GPS standards. (C.1)**
- 13. To refine undergraduate teacher preparation programs in order to ensure diversity of placements of field work across each program. (C.2)**
- 14. To revise undergraduate and graduate programs to ensure that candidates are prepared to assess student learning and modify instruction in order to increase student learning for all students. (C.1, C.2)**
- 15. To revise graduate programs to include a stronger emphasis on using research in best practices to make informed decisions about improving school programs, instruction, and assessment of student learning. (C.1, C.2)**
- 16. To develop and implement key performance assessments for the new MAT. (C.1, C.4)**
- 17. To refine the initial teacher preparation programs in Dublin in order to ensure that candidates receive the same quality programs as those enrolled on campus, including diverse placements for field experiences; courses taught by qualified faculty who are engaged in professional development, scholarship, and service; increased candidate access to appropriate resources including multiple technologies; more comprehensive advisement and counseling services; and faculty involvement in schools in the Dublin area. (C.1, C.2, C.3, C.4)**

## **RESOURCE NEEDS**

### **Materials:**

**Additional technology is needed to increase the level of technology use across programs on the Statesboro campus, as well as in the Dublin Center.**

### **Facilities:**

**Facilities are adequate to deliver the programs.**

### **Personnel:**

**Additional faculty members are needed to support the undergraduate programs in Early Childhood Education and Middle Grades Education in Dublin in order to ensure that off-campus programs are comparable to the campus programs; in order to ensure that major courses are taught by highly-qualified faculty members who are engaged in scholarship and service to the department, college, and university; and in order to ensure that programs in Dublin are coordinated and provide the same services to candidates as those enrolled in the campus programs, including advisement and counseling services.**

**Additional faculty members are needed to support the new MAT program, especially faculty who have professional preparation and experience in the core disciplines of science, mathematics, English, and business education. With the merging of the B.S.Ed. programs in secondary education, the Alternative M.Ed. programs in the various secondary teaching fields, the Alternative M.Ed. in Middle Grades Education, and the TIP programs, additional faculty will be needed to support existing faculty in the supervision of practicum courses and student teaching/internships.**

**Additional faculty members are needed to support the increased enrollments in the B.S.Ed. in Early Childhood Education. In order to recruit new candidates and offer graduate courses in Early Childhood Education, additional faculty members are needed to provide an opportunity for graduate faculty to teach graduate courses on a regular basis.**

## **Faculty/Staff Accomplishments** **(Keyed to COE Conceptual Framework Goals and Commitments)**

### **Teaching Effectiveness**

#### **Commitment 1: Knowledge, Skills, and Dispositions of the Profession:**

- 1. Student evaluations of teaching continue to average 4.3 out of a possible 5.0 across all indicators.**
- 2. Faculty members have increased the number of school-based projects in area partner schools as part of the PRISM grants.**
- 3. Faculty continue to refine courses and programs in order to place a greater emphasis on preparing teachers to assess student learning.**
- 4. Faculty have continued to develop and implement special summer graduate courses in order to address the improvement of mathematics, science, and literacy.**
- 5. Faculty members have been involved in developing and implementing performance assessments that are aligned with the new NCATE standards.**

#### **Commitment 2: Diversity:**

- 1. Faculty have continued to refine course syllabi and programs to place a greater emphasis on preparing teachers to use instructional strategies and assessments to accommodate diverse learners.**
- 2. School-based projects were planned and implemented in partner schools emphasizing effective strategies for teaching diverse populations of students in P-12 schools.**
- 3. Recruitment efforts were implemented in order to increase summer enrollments in the ESOL Endorsement courses.**

#### **Commitment 3: Technology:**

- 1. Initial and advanced programs were revised to align program and learner outcomes with the national technology standards.**
- 2. Additional undergraduate and graduate courses were converted to online courses. Faculty revised existing courses to include web-based components.**
- 3. Faculty participated in training sessions to use TK20 as a vehicle for collecting, analyzing, interpreting, and using candidate performance data to make informed decisions about program change.**
- 4. Faculty continue to revise course syllabi to integrate a broader use of technologies as part of their instruction.**
- 5. Faculty continue to participate in technology workshops in order to increase technology for their own professional growth.**

**Commitment 4: Continuous Reflection and Assessment:**

- 1. Program faculty are involved in refining course syllabi to integrate reflective practices directed toward teaching dispositions.**
- 2. Faculty committees were formed to develop and implement a rubric used to assess candidate reflections and dispositions.**
- 3. Program faculty met to analyze and interpret performance data in each of the programs in order to make informed decisions about program improvement.**
- 4. Faculty complete goal-setting conferences in order to reflect on their own professional accomplishments and plan goals for 2006.**
- 5. Faculty participated in the new departmental mentoring plan for new and part-time faculty.**
- 6. Faculty discussion were help to reflect on how programs, the candidate performance assessment system, and faculty goals and accomplishments are aligned with the mission of the department, college, and university.**
- 7. Faculty discussions were held to identify the characteristics expected of graduates in each of the programs in the department.**