NCATE
The Standard of Excellence
in Teacher Preparation

2004 NCATE Annual Report
(Part C of the AACTE Annual Report)

Section 1 - Institutional Information:

NCATE ID:	10219
AACTE SID:	773
Institution:	Columbus State University
Unit:	College of Education
Next Accreditation Visit:	S05
Last Accreditation Visit	F98
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<u>Section 3</u> - NCATE Standards Categories & Weaknesses Section

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Special Notice to the Person Completing the Form:

Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

Since our last NCATE visit in 1998, the College of Education at Columbus State University has facilitated numerous discussions relating to the COE Conceptual Framework and its role in decision-making processes. These discussions involved a number of key stakeholders including university faculty members and staff, P-12 classroom teachers, and CSU students. As a result of these discussions, it became clear that the existing Conceptual Framework needed to be simplified and refined to better reflect and communicate the shared vision of the faculty and other stakeholders. During AY 2002-2003, the Conceptual Framework Committee met frequently to discuss, modify, and refine the existing framework. The revised Conceptual Framework was shared with the faculty in Fall 2003 at a First Tuesday Forum. Following the forum, faculty had an opportunity to provide additional input on the framework. After the revisions were finalized, faculty voted on the revisions, and they were unanimously approved.

During AY 2003-2004, the COE revised syllabi, assessments, brochures, web sites, and other COE documents to reflect the revised Conceptual Framework. Unit and departmental goals as well as the assessment system were aligned with the three key themes of the framework. The new framework was shared with faculty in other colleges, P-12 partners, and CSU students. First Tuesday Forums continued to address issues related to the Conceptual Framework and educator preparation.

The COE continued the implementation and refinement of the performance assessment plan, the Model of Appropriate Practice (MAP), for all undergraduate programs in the College of Education. Additionally, an undergraduate dispositions assessment was implemented in Fall 2003. During AY 2003-2004, a graduate performance assessment plan and a graduate dispositions assessment instrument were developed for implementation in Fall 2004. The implementation and refinement of these various assessments have served to better align all COE programs with the Conceptual Framework.

Conceptual framework Areas for Improvement cited as a result of the last NCATE review:
The conceptual framework has not been integrated across the unit's programs.

The unit made significant efforts to both clarify and integrate its conceptual framework through the revision process described above and through the following ongoing activities:

   use of a handbook for adjunct faculty including orientation to the conceptual framework

   utilization of junior/senior teacher candidates (Student Services Committee) to introduce students in their initial professional course to the conceptual framework and INTASC Principles

   faculty forums that address NCATE-related topics, best practices, ways to better use the conceptual framework, and so forth

   emphasis on conceptual framework (INTASC) during implementation and evaluation of the performance assessment plan (MAP) for undergraduate teacher preparation programs

   emphasis on conceptual framework (NBPTS) during the development of the graduate performance assessment plan (GMAP) for graduate teacher preparation programs

   distribution of the conceptual framework brochure to cooperating teachers, new faculty, students and other members of the professional community

   use of a bulletin board in a high-traffic area emphasizing components of the Conceptual Framework

   logo and synopsis of the Conceptual Framework posted in classrooms in the College of Education

   use of a performance assessment handbook for faculty and students which includes a synopsis of the conceptual framework and correlation of the performance assessment plan with INTASC Standards.

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Please describe the unit's plans for and progress in meeting this standard.
In AY 2003-2004, the Candidate Knowledge, Skills, and Dispositions Committee provided leadership in the development of frameworks for assessing students enrolled in COE graduate programs. Frameworks were developed for teacher education, counseling, and educational leadership. These frameworks focus on providing opportunities for graduate students to develop and demonstrate expertise and leadership consistent with their professional responsibilities and duties. These frameworks were implemented in Fall 2004.

The undergraduate Dispositions Rubric and evaluation instrument developed in AY 2002-2003 were infused into all undergraduate COE programs in AY 2003-2004. The instrument enables the COE to better instruct, mentor, and assess candidates in the area of dispositions. Development of a graduate dispositions assessment began and was implemented in Fall 2004.

Ongoing efforts related to candidate knowledge, skills, and dispositions include the evaluation and refinement of the Model of Appropriate Practice (MAP), a systematic performance assessment plan for all undergraduate programs in the College of Education. The MAP is used to instruct, mentor, and assess teacher candidates as they acquire and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. An analysis of MAP data in AY 2003-2004 showed that candidates? ratings on the MAP improved as they progressed through student teaching. All program completers met or exceeded expectations.

Candidates demonstrate their content knowledge by successfully completing required content courses in their academic disciplines. In AY 2003-2004, content requirements were strengthened or enhanced as faculty in the COE, College of Science, and College of Arts and Letters collaborated in the development of BA degrees in all secondary programs with concentrations in the academic discipline and teacher education. Moreover, candidates continue to demonstrate content knowledge on external examinations. An analysis of PRAXIS II scores for program completers revealed that, with few exceptions, the pass rate on all portions of the PRAXIS II for program completers from this unit is better than eighty percent.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:
None.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 2. **Assessment System and Unit Evaluation**
The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard.
The Assessment Committee provided leadership in the refinement of the COE Assessment System. The assessment plan was aligned with the revised Conceptual Framework and used to manage the ongoing collection and analysis of data. Development and refinement of the COE databases and reporting menus continues as we strive to streamline the data collection and analysis process.

Results from the alumni survey and employer survey were tabulated and analyzed. The surveys provided data on the satisfaction of COE alumni with the professional preparation they received from the COE, and data on the satisfaction of supervisors with the preparation received from CSU by the teachers, counselors, and administrators under their supervision.

The COE continued the implementation and refinement of the performance assessment plan, the Model of Appropriate Practice (MAP), for all undergraduate programs in the College of Education. Additionally, an undergraduate dispositions assessment was implemented in Fall 2003. During AY 2003-2004, a graduate performance assessment plan, the Graduate Model of Accomplished Practice (GMAP), and a graduate dispositions assessment instrument were developed for implementation in Fall 2004.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:
None.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Section C. Unit capacity

Standard 3. **Field Experiences and Clinical Practice.**
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.
Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

In AY 2003-2004, the Field Experiences and Clinical Practice Committee continued to refine the procedures for placing teacher candidates in P-12 Partner Schools for their field experiences. In Spring 2004, discussions about decreasing the number of schools in the Partner School Network (PSN) were initiated. The main goal of this action is to help us better determine the impact of our candidates on P-12 student learning. Efforts would be focused on a fewer number of schools and could potentially enhance the collaborative relationships between COE faculty and P-12 practitioners. The new PSN will become effective in Fall 2004 for early childhood education and in Spring 2005 for middle grades and secondary education.

Field placements continue to be made in collaboration with a faculty member from each school who has been designated as a Building Coordinator. Building Coordinators attend annual sessions in which they receive updated information and a handbook outlining all COE course requirements. They disseminate this information to the cooperating teachers who have been chosen to supervise candidates in field experiences. The COE Office of Student Services and Field Experiences (SAFE) continues to use the Field Placement Database to assure diverse placements for each teacher candidate.

Field Experience Surveys, Student Teacher Program Surveys, and Student Teacher Self Assessment Surveys continue to be administered at the end of each semester. The data collected from these surveys is used to improve the procedures for placing teacher candidates in P-12 schools and to enhance the quality of candidates' field experiences.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:
None.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 4. **Diversity**
The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The Diversity Committee, which consists of representatives from the business community, Muscogee County School District, and COE faculty and staff, continues to lead efforts to expand thinking about diversity in the COE. In the summer of 2003, a survey was administered to all faculty, administrators, and staff, and to current students and former students (those who dropped out as well as those who graduated). Recommendations derived from the results of the survey sparked several specific programs to be developed:

1) EDCI 2105 Diversity Education (1 credit hour), was developed and implemented in Fall 2004. This course is required for most undergraduate teacher education candidates. The diversity course is being co-taught by the co-chairs of the Diversity Committee and deals with a variety of situations and problems common to P-12 classrooms. There is a great deal of interchange and writing about personal experiences. Special emphases are placed on teaching the candidates how to develop an inclusive and collaborative classroom. Special assignments provide opportunities for candidates to learn about other cultures as well as teach others about their own. The culminating assignment is to write an essay about how they have made changes in themselves based on what they have learned in the class.

2) The COE Diversity Committee began a program aimed at providing support to candidates in order to encourage retention until graduation. Statistics revealed that the greatest loss occurs at the end of the sophomore year, and that some candidates felt isolated and unsupported because of their (perceived) differences. This causes them to eventually drop out. "Project ACE" (Avenue for a Culture of Excellence) is a program that was developed to address this issue. It is characterized by a group consisting of a faculty member, upper-class education candidate, a community person or P-12 classroom teacher, and five students. This group forms a team that will get together monthly (or more often as needed) for socializing and studying for exams. Upper freshmen who have declared education as their major and whose GPA falls under 2.75 are targeted. Beginning with upper freshmen should give needed support in time to prevent the downward spiral and feelings of hopelessness during the sophomore year. An orientation/social activity was held at the end of October in order to interest both faculty and candidates in participating.

3) The Committee on Diversity has also, in response to a recommendation from the survey, developed a committee to intervene with disputes that might arise between candidates and faculty. This will provide a venue in the College of Education where students can air complaints and have them resolved prior to going to the CSU mediation committee. The team will consist of teacher candidates and a faculty advisor. They will determine if issues brought to them can be resolved at that level or need to be sent forward.

4) Study Circles: The program, "Bridge Builders" has developed a race relations program using small groups to provide a forum for students, faculty and staff to participate in discussions regarding race relations. The College of Education sponsored several such study circles during the 2003-2004 academic year.

The total student enrollment for the COE in Fall 2004 was 1,451. This number included 1,023 undergraduates and 428 graduates. Among full-time undergraduates, 67.5% were white, 26.2% were African-American, and the remainder represented other minorities. Among full-time graduate students, 72.7% were white, 23.1% were African American, and the remainder represented other minorities. Seventy-five percent of the undergraduate students and 79% of the graduate students were female. The diversity present in the COE provides multiple opportunities for candidates to work with other candidates from diverse backgrounds as they meet together in class, collaborate on assignments or projects, and participate in student organizations such as the Early Childhood Organization, Mathematics Education Student Association, or Counseling Student Association.

 Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

The college has not been successful in recruiting and retaining a diverse faculty.

Please indicate how the unit has addressed these Areas for Improvement (Optional).
The College of Education tenure-track faculty includes males (12) and females (20). Among the faculty are these non-Caucasian racial groups: African-American, African (naturalized US citizen), and Hispanic. Currently, three of the 32 full-time faculty (9.4% percent) in the unit are minority. Searches in the past two

academic years have been handicapped by non-competitive starting salaries and a small applicant pool. Qualified minority applicants were not among those applying for faculty positions for 2004-2005. Three tenure-track positions were filled in the Department of Teacher Education. Similarly, three new faculty joined the Department of Counseling, Leadership, and Professional Studies; two of these were new-hires, and one was a transfer from another department at CSU.

The COE continues to work with University Admissions, Minority Affairs, International and Multicultural Affairs, and other individuals and organizations to achieve a more diverse faculty.

Standard 5. **Faculty Qualifications, Performance, and Development.**

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

COE faculty with teaching responsibility in professional education programs have either earned doctorates, exceptional expertise, or both. They are well qualified for their respective assignments. As of Fall 2004, among 32 tenure-track faculty in two COE departments, in the Dean's office, and the Office of COE Services and Field Experiences (SAFE), 27 (84.3 percent) have earned doctorates; on the other hand, 5 (15.7 percent) have less than a terminal degree but have extensive and recent experience as classroom teachers and/or specialized training that qualifies them for their teaching assignments. One full-time faculty lacking a terminal degree is enrolled in doctoral study. Two tenure-track faculty in the SAFE Office serve for the most part in managerial rather than teaching roles. Many unit faculty also provide leadership to state, regional, and national professional organizations and continue to be productive in terms of research, publications, and presentations.

With the recent revisions to the COE Conceptual Framework, the faculty's utilization of best-practice methodology has been a special emphasis. Administered by the Dean's Office, 31 full-time and part-time faculty have contributed examples of best-practice strategies from their own courses to a College of Education database. These are available for reference on the College of Education web site [www.coe.colstate.edu]. As a follow-up, the Faculty Qualifications, Performance, and Development Committee has scheduled a midday forum in which selected faculty will describe what they regard as their model teaching practices. As well, Perspectives in Learning, the COE's annual professional journal, frequently publishes articles by faculty and students that highlight best-practice pedagogy.

The Educational Technology Training Center (ETTC), the Columbus Regional Mathematics Collaborative (CRMC), the Science Education Outreach Center, the Coca Cola Space Science Center, the Oxbow Meadows Environmental Learning Center, and the Child Care Resource and Referral Agency of West Central Georgia and Columbus (CCRRA) continue to enhance the unit's ability to affect educational practice in West Central Georgia by providing a variety of resources, training, and professional development activities for surrounding communities. These centers are an integral part of the COE and facilitate the collaboration between university faculty and P-12 teachers, counselors, and administrators. In addition, the ETTC is a major contributor to technology use by faculty. Housed in the College of Education's Jordan Hall, the ETTC is not, technically speaking, a formal part of the COE. Yet its director and staff are integrated into COE activities and responsibilities, and its presence stimulates faculty to learn of and then learn how to use many technological innovations they might not otherwise become acquainted with.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:
None.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 6. **Unit Governance and Resources.**
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:

In AY 2003-2004, the COE continued to provide the leadership, authority, budget, personnel, facilities, and resources to support the preparation of candidates. Ongoing efforts include:

1) Support of the activities of constituent groups including Program Advisory Committees for each academic program and the Educator Preparation Program Council

2) Support for the Partner School Network

3) Support of the Office of COE Services and Field Experiences (SAFE) which provides a variety of services for students.

The COE is currently administering a five year, $375,000 grant from the John S. and James L. Knight Foundation to provide special mentoring to graduates in their first and second years of employment in their teacher certification field. The STEADY Program (Sustained Teacher Education Advisement for the Defining Years) offers support to COE graduates employed in the Partner School Network and across the state of Georgia. The Ophelia Fleming Alsobrook Scholarship program provides scholarship awards and stipends in each of the first two years following graduation to graduates teaching or working in the Talbot County School System.

In 2003, the COE adopted a revised Professional Development Planning Guide drawn from various guiding principles. The COE's Professional Development Planning Guide details a continuous process of professional development and productivity for faculty in various stages of professional development including: recruitment and employment, initial assignment and mentoring, pre-tenure review, tenure review, promotion review, and post tenure review. A structure for professional development is defined to include annual planning, implementation, and a performance review process.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:
The College of Education does not have a written policy covering the governance and facilitation of teacher education programs offered outside of the college.

Please indicate how the unit has addressed these Areas for Improvement (Optional).
The institution and unit now have a suitable written policy regarding the unit's authority over programs nominally housed outside the College of Education (art, music, theatre, French, Spanish, and BA programs in secondary education).

Section 4 - Program Completers

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2003-2004 academic year?   Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2003-2004 academic year. They should include all candidates who completed a program that made them

eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

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Name of the Person Filling Out the Report: Deborah Gober

○ *Draft*   ○ *Deferred*
● *Final*

☐ Exempt