



The Standard of Excellence
in Teacher Preparation



(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:	S10
Last Accreditation Visit:	S05
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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:

There were no changes made to the unit's conceptual framework in 2005-2006.

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.

In AY 2005-2006, educator preparation candidates continued to demonstrate the knowledge, skills, and dispositions necessary to help all students learn. At the initial preparation level, the average GPA at admission to the Teacher Education Program ranged, by program, from 3.22 to 3.82. The range of average SAT and ACT scores was 720-1290 and 16-25, respectively. Average GPA at program exit ranged from 3.17 to 3.73.

In Fall 2005, 58 students participated in the student teaching program. Fifty-six students (97%) met or exceeded expectations on all components of the Model of Appropriate Practice (MAP) and Dispositions evaluations. Two students did not meet expectations and withdrew from the program due to unsatisfactory performance. One of these students returned to student teaching in Spring 2006 after completing a remediation

plan. The other student withdrew from the teacher certification program.

In Spring 2006, there were 85 students in the student teaching program. Eighty students (94%) met or exceeded expectations on all components of the MAP and Dispositions evaluations. Five student teachers did not meet expectations. One student who did not meet expectations received an incomplete due to medical reasons and is currently student teaching in order to complete program requirements. Another student is currently student teaching with ADA accommodations, and three students were allowed an opportunity to extend or to repeat student teaching after each completed a remediation plan.

During student teaching, candidates documented their impact on student learning. Data used included student achievement documentation from a total of 2908 P-12 students with 1711 from the elementary schools, 783 from the middle schools, and 414 from the high school. Data were analyzed using the t-test for paired samples to show value added achievement from the pre to the posttest. There were significant differences in pre and posttest means in elementary, middle, and high school and in the total student population.

The Praxis II pass rate for the unit continues to be above 80%. In 2005-2006, 143 of the 166 (86%) Praxis II scores reported by COE program completers met the state passing score requirement.

At the advanced preparation level, the average GPA at admission to graduate programs ranged from 3.00 to 3.71. Average GRE scores ranged from 820 to 1030. The minimum score required for regular graduate admission is 800 for the MEd programs and 900 for the EdS programs. Average GPA at exit from the programs ranged from 3.57 to 4.0.

Data from GMAP and Dispositions evaluations will provide additional evidence of candidates' knowledge, skills, and dispositions. As of Fall 2006, all evaluation forms are available online, and summary reports can be generated quickly after the data are entered. In AY 2006-2007, data from GMAP, Dispositions, and other performance evaluations will be collected at the end of each semester by department chairs.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

(Initial teacher preparation) Candidates in Art Education and Biology do not demonstrate content mastery.

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

In 2005-2006, four Praxis II scores were reported by Art Education program completers. Three (75%) of those scores met the required state passing score. The new Art Education program coordinator who started work at CSU in Fall 2006, will be examining the program of study and making recommendations to help achieve the 80% pass rate on the Praxis II exams.

The Praxis II pass rate for Biology was 100% (3 out of 3). A new science program coordinator was hired for 2005-2006, and she will continue to monitor the pass rate for Biology and make recommendations regarding the program of study and candidates' preparation.

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 COE Assessment Plan provides a system for collecting, aggregating, and analyzing data on candidates and the unit. The assessment plan itself required no changes in AY 2005-2006. However, as the plan continues to be implemented, refinements to online forms and reports have been necessary to better facilitate data collection and analysis. The Assessment Committee recommended ongoing changes/refinements to the online forms and reports to assist with program review and improvement. These refinements and additions will continue during 2006-2007.

In 2005-2006, the COE Reporting Menu was updated to include online undergraduate MAP and Dispositions evaluation forms. The menu also includes summary reports from these evaluations. A pilot was conducted with these forms during Spring 2006 and faculty provided feedback. Refinements and additions to the menu, forms, and analytical capabilities will be taking place during the summer and fall terms.

Improvements to the unit and its programs in 2005-2006 included the following:

- ? addition of new faculty to meet demands of enrollment and program changes;
- ? purchase of new technology and upgrades of existing technology to enhance teaching and learning;
- ? development and implementation of online performance assessments to facilitate data collection, aggregation, and analysis;
- ? continued development and enhancement of model classrooms for Early Childhood and Middle/Secondary Education programs to provide appropriate teaching and learning environments for teacher candidates;
- ? submission of a proposal to add a M.Ed. program in School Library Media to meet the need for School Library Media specialists;
- ? alignment of teacher preparation programs with the new Georgia Performance Standards to prepare teacher candidates to implement the new standards;
- ? implementation of a new non-degree graduate admission policy to meet the needs of prospective graduate students and inservice teachers seeking recertification;
- ? provision of a study room, study materials, and workshops for candidates preparing to take the Praxis I exams.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

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:

The College of Education worked through the Partner School Network (PSN) to provide placements for teacher candidates for field experiences and clinical practice. The 2005-2006 academic year was the first year of full implementation of the PSN which included 16 P-12 schools. In addition to education majors, Counseling and Educational Leadership students were placed in schools within the Partner School Network. Due to an increase in the number of school placements needed, two elementary schools were added to the Network.

To facilitate collaboration between the COE and its partner schools, three meetings were held in AY 2005-2006 that brought together COE faculty and administrators and teachers from our partner schools. Several outcomes of these meetings were improved orientation sessions for students in field placements, better communication between the partner schools and the COE Office of Student Services and Field Experiences in meeting the needs of teacher candidates in the field, and a plan to increase the visibility of the Partner School Network through banners posted at the partner schools to advertise the COE/P-12 school partnership.

Candidates in basic programs completed a Field Experiences Survey at the end of each semester in which they participated in a field experience. Results of the 2005-2006 survey indicated that the strengths of cooperating teachers include sharing appropriate information, demonstrating respect for others, and accessibility. The areas in which cooperating teachers were rated lowest were in use of technology to deliver lessons and providing adequate feedback. Students rated themselves highest in respect for all students and understanding the need to be a lifelong learner, and lowest in using technology in their lesson plans and requesting feedback on their teaching. One change that is being made to try to address the use of technology in lessons is the revision of the technology course that students take during student teaching.

Cooperating Teachers complete an assessment of each student's performance in every field experience and clinical practice placement, and MAP and dispositions data are collected for every candidate each semester. In 2005-2006, students were rated highest on their reflection on teaching and organizing physical space. Students

were rated lowest on managing student behavior, managing classroom procedures, and engaging students in learning. Discussions about how to better integrate instruction on classroom management throughout the various programs are ongoing.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

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:

Opportunities for teacher candidates to work with diverse faculty increased in the past year. In AY 2005-2006, the Department of Teacher Education conducted six faculty searches. Three of the six new hires for Fall 2006 were minorities. In addition, a male faculty member was hired to work with the Early Childhood program. Overall, the College of Education now has 41 full-time faculty members of which seven (17%) are minorities. This represents an increase in minority faculty since Fall 2005 when there were 36 full-time faculty members in the COE and four (11%) were minorities.

The COE continues to recruit and retain a diverse pool of education candidates at both initial and advanced levels. Among full-time undergraduates, 69% percent (409 out of 596) are white, 24% percent (144 out of 596) are African-American, and the remainder represent other minorities. Among full-time graduate students, 77% percent (116 out of 150) are white, 19% percent (28 out of 150) are African American, and the remainder represent other minorities.

The number of minority teacher candidates completing educator certification programs has also increased. In 2003-2004, the COE implemented a "Double the Numbers, Double the Diversity Plan." The goal is to double the number of teacher candidates recommended by the COE for initial certification and to double the number of minority candidates recommended, by 2010. In 2004, the COE recommended 129 teacher candidates for initial teacher certification of which 20 were minorities. In 2006, the COE surpassed its teacher production targets (145 recommended, 25 minority) and recommended 146 teacher candidates for initial certification of which 34 were minorities.

In addition to increasing the number of minority faculty and teacher candidates in the COE, various activities and events were held to raise awareness of diversity issues. The Diversity Committee organized and sponsored the following activities/events to address diversity issues and to support COE students.

? Organized Project ACE (Avenue for a Culture of Excellence) activities aimed at increasing academic achievement for all students. Committee on Diversity provided two programs to introduce students to the concept of differences.

? Responding to student requests, Project ACE provided a study room (Jordan Hall 201) where students could go to study for the Praxis I exam. Study materials were purchased and made available in the room. Several Praxis I workshops were also conducted.

? A series of three diversity speakers were scheduled throughout the year. They were: Cheryl Renee, morning anchor of WTVM, who spoke to the diversity classes on her videotaping of pieces for One Columbus to explain what the community is doing to bridge the gap in racial and ethnic groups and to celebrate diversity. The second speaker was Rabbi Max Roth, Rabbi of Shearith Israel Synagogue, who spoke about what teachers need to know about Judaism and how they might provide accommodations for Jewish children. The third speaker was Imam Farhad Alifarhani, who spoke to the classes about Islam and what they believe, and how teachers might be able to accommodate Muslim children.

? An alliance was made between the COE Committee on Diversity and One Columbus, the organization established in Columbus to promote unity and diversity in Columbus. Mr. Ken Crooks, Executive Director of

One Columbus has become a member of the COE Committee on Diversity. Also, Ms. Paola Machado, coordinator of the Goizueta Foundation at CSU and recruiter/advisor of the Hispanic organization, "Chispa", is a member of the COE Committee on Diversity, and Dr. Jose Villavicencio is the advisor for Chispa which brings the Hispanic programs to the wider community.

? Members of the Diversity Committee participated in a workshop for Hispanic high school seniors on Writing College Admissions Essays.

? A presentation was made at the National Association of Peace/Anti-Violence Education in Atlanta. The presentation, titled, "Understanding and Encouraging Student Diversity through Community Involvement" outlined the collaboration between the COE efforts in diversity and the Columbus community.

? Members of the Diversity Committee presented a one-day workshop for Latin-American Awareness Week which included a talk on the status of the Latino immigrants in Georgia, presentations on the ESL program at Muscogee County School District and the proposed ESL Certification program, and a student panel discussion about their experiences in the U.S.

? A series of articles, "Developing Inclusive College Classrooms" was sent to all COE faculty in January, February, March and April, 2006.

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

Candidates have limited opportunities to interact with diverse faculty.

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

Opportunities for teacher candidates to work with diverse faculty increased in the past year. In AY 2005-2006, the Department of Teacher Education conducted six faculty searches. Three of the six new hires for Fall 2006 were minorities. In addition, a male faculty member was hired to work with the Early Childhood program. Overall, the College of Education now has 41 full-time faculty members of which seven (17%) are minorities. This represents an increase in minority faculty since Fall 2005 when there were 36 full-time faculty members in the COE and four (11%) were minorities.

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:

The COE continues to hire and retain a well-qualified faculty. In 2005-2006, 29 of 36 (81%) full-time faculty in the COE had doctoral degrees. All tenure-track faculty with full-time teaching responsibilities hold earned doctorates and display rich P-12 experience.

Many unit faculty provide leadership to state, regional, and national professional organizations. Scholarly activities in 2005 included 49 publications; 74 presentations at local, state, regional, or national/international meetings; six funded external grants with awards ranging from \$500 to \$75,000; and service on editorial boards.

In AY 2005-2006, a number of COE faculty received faculty development funds from the university to pursue research or course development in their fields. Faculty have opportunities to share their research or course enhancements with other faculty at the monthly First Tuesday Forums.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Part-time faculty members are not systematically evaluated.

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

All part-time faculty members are evaluated annually by their immediate supervisors (i.e., program coordinator, director, or department chair). Faculty submit a vita, course evaluations, self-assessments, and other relevant documentation of their performance. Supervisors meet with each faculty member to discuss his/her evaluation. An evaluation summary is completed by the supervisor and kept on file in the department.

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. Please include any changes related to :

1. **The addition or removal of programs**
2. **Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face**
3. **Unit or institutional name changes**
4. **Addition or removal of a level of preparation**
5. **Significant change in physical facilities**
6. **Status of an institution, i.e., merged, separated, etc.**
7. **Significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc**
8. **Significant changes in budget**

The total 2005-2006 state budget for the COE was approximately \$3,793,376, which was used to serve 1055* undergraduate and 309* graduate students during Fall 2005. (*Art, Music, and Theatre Education majors are not counted in these numbers.) Funds were allocated to the departments, support offices, and the Dean's office for the purpose of providing on-campus activities and field work essential for preparation of professional educators.

There were several sources of funding to support travel and professional development for faculty. Each department and office was allocated a certain amount from the annual COE budget for travel and professional development. In addition, there were also funds available to faculty from the CSU Capital Campaign and the CSU Faculty Development fund. Altogether, there was approximately \$35,500 available to COE faculty for professional development in AY 2005-2006.

The COE also administered two grants in AY 2005-2006. Funds awarded from the state-sponsored Partnership for Reform in Science and Mathematics (PRISM) project totaled \$105,654 and supported preservice and inservice teacher preparation and professional development in science and mathematics. A second grant from the Knight Foundation provided funds in the amount of \$76,377 to support a mentoring program for first and second year teachers who are CSU graduates and teaching in the Partner School Network.

In 2005-2006, twenty-nine full-time faculty members served two departments in the COE. Nineteen full-time faculty served the Department of Teacher Education and 10 full-time faculty served the Department of Counseling, Educational Leadership, and Professional Studies. Seven faculty members served primarily in administrative roles in the Dean's Office, SAFE Office, and the two departments.

The departments and offices of the COE were managed by four full-time administrators (Dean, Associate Dean and two Department Chairs) with the aid of seven full-time clerical support personnel, five student assistants, and 13 graduate assistants. In AY 2005-2006, the College of Education completed a successful search for a new dean.

A total of 59 faculty members delivered part-time instruction and/or supervised students in clinical practice. Faculty who provided classroom instruction taught a maximum of 18 credit hours annually. Forty-five part-time instructors served Teacher Education and thirteen provided instruction in Counseling, Educational Leadership, and Professional Studies. One part-time instructor taught courses in both departments.

In AY 2005-2006, approximately \$75,000 was available to the COE for updating and maintaining technology. Jordan Hall room 212 was added in 2005-2006 as a media production lab designed for COE faculty to create, record, and produce video for use in teaching and learning in classroom, conferences, web-streaming, CD-Rom and DVD. The lab contains video camcorders, wireless microphones, stage lighting, backgrounds, including chromakey and teleprompter.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Not all part-time faculty members are adequately trained on assessments used to evaluate candidates.

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

A workshop is held every fall to train new part-time and full-time faculty members on assessments used to evaluate candidates. All full-time faculty and all part-time faculty who use the performance assessment instruments to evaluate candidates, are required to attend the training. A record of attendance is kept on file in the department.

If you have another comments, use the space below:

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2005-2006 academic year?

316

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 2005-2006 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.)

Name of the Person Filling Out the Report: Deborah Gober

Draft *Deferred*
 Final

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