

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
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MEMORANDUM

To: Academic Vice Presidents, Education Deans, and Arts and Sciences Deans
University System Institutions that Prepare Teachers

From: Jan Kettlewell

Re: **Due May 18, 2001: Institutional Reports of Progress Towards Meetings the Regents' 1998 Principles and Actions for the Preparation of Educators for the Schools**

Date: January 25, 2001

Your institutional reports of progress toward meeting the Regents' Principles and Actions for the Preparation of Educators for the Schools are due in my office by May 18, 2001. The rating scales devised last year will be used again this year to prepare feedback to institutions and to the Board. The rating scales include one change: Section I.H--Admission Requirements--is new.

A rating of "four" was used last year when an institution met the intent of an aspect of the Regents' Principles. No information is needed this year for those items on which you already received a rating of "four" or "five". Your 2001 institutional report should include evidence of progress toward meeting the remaining Regents' Principles, those for which you have not yet received a rating of "four".

Copies of the revised rating scales and the new section of the policy on Admission Requirements are enclosed. Questions may be directed to Dorothy Zinsmeister, Sheila Jones, or Jan Kettlewell.

Thank you.

cc: Dan Papp, Senior Vice Chancellor for Academic and Fiscal Affairs
Dorothy Zinsmeister, Senior Associate in Academic Affairs (Phone: 404-651-5342;
E-mail: dzinsmei@mail.regents.peachnet.edu)
Sheila Jones, Executive Director of P-16 Programs (Phone: 404-657-1493);
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Enclosures

May 16, 2001

Dr. Jan Kettlewell
Associate Chancellor for Academic Affairs
Board of Regents, University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334-1450

Dear Dr. Kettlewell:

Enclosed is our third annual progress report describing the State University of West Georgia's progress toward meeting the Board of Regents' Principles and Action for the Preparation of Educators in the Schools. This report identifies some of our faculty and administrative efforts to improve the ways in which Georgia's students learn.

The report reflects our efforts to date to meet the Principles. We highlight the accomplishments of the past year of the functional unit (section 1); the work in the collaborative (partner) schools (section 2), and the programs (section 4). The faculty of West Georgia took seriously the notion of reform and rethinking our programs, particularly with regard to the subject matter content. Many faculty groups continued the work of aligning state and national standards with our programs.

Great strides have been made by our colleagues in Arts and Sciences, Business, and Education. As a result of earlier efforts, some disagreements about how to improve processes for preparing teachers have given way to new foci on our shared commitment to guiding student learning. Even as we note that much progress remains, we take pride in the progress already made. We have made enormous strides in 2001.

Sincerely,

Thomas J. Hynes
Vice President for Academic Affairs

**Board of Regents' Principles and Actions for the
Preparation of Educators for the Schools**

Third Annual Progress Report

**State University of West Georgia
May 18, 2001**

I. Inputs

I A. Shared Responsibility for the Preparation of Educators

0 = Insufficient evidence provided to make a judgment

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

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

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

4 = Equitable representation, responsibility, and authority for the preparation of educators among education, arts and science, and school partners, and other academic units as appropriate

5 = Plans in place to monitor the effectiveness of the model for shared responsibility for the preparation of educators

The Teacher Education Advisory Committee has evolved to provide equitable representation, responsibility, and authority for programs for the preparation of educators among education, arts and sciences, business and school partners .

While the Committee continues to discuss the precise relationship between its faculty role of academic leadership, and the role of the Dean of the College of Education as the primary spokesperson for the institutions teacher preparation programs, several elements of Committee activity have been clarified over the last 12 months.

Membership Terms: Members of TEAC (at the request of the VPAA) are appointed by their respective deans, in consultation with department chairs. Members serve for three years and one-third of the membership is replaced each year. The co-chairs from two different Colleges (Education, Arts and Sciences, and Business), who are elected by the membership, serve for two years, with one chair replaced each year. Selection as a co-chair requires one year's prior service as a member of TEAC. Members and co-chairs are eligible for reappointment. The three public school representatives are nominated by TEAC members and appointed by the Vice President for Academic Affairs.

Structure of TEAC: The present composition of TEAC is equitable and balanced. The committee consists of nine members from the College of Education, eight from Arts and Sciences, one from the Richards College of Business, and three representatives from the public schools.

Role of TEAC: As is the case for all faculty groups, the greatest authority given the faculty in TEAC is the ability to affect the composition of all programs for the preparation of teachers. Program proposals require TEAC review as a condition of University approval—see form at <http://www.westga.edu/~vpaa/course-request.pdf>. TEAC's role is to verify that programs have been

reviewed by TEAC, and recommend approval or disapproval of programs. Both TEAC co-chairs sign the program action forms and forward the materials to the appropriate Dean(s).

Similar to the functioning of other agents of faculty governance, TEAC is an advisory body to the Dean of the College of Education. In addition, TEAC committees provide the framework for recommendations of university-wide approaches to meeting the Regents' Principles. Over the last year it has played a substantial role in the review of Secondary Education Preparation Programs. TEAC continues to review its current by-laws with an eye to clarifying further the relationship between NCATE guidelines of dean leadership in Teacher Preparation, and TEAC's university-wide involvement for the preparation of teachers.

III. Admission Requirements—Takes Effect Fall 2001

0 = Insufficient evidence provided to make a judgment

1 = Students admitted meet none of the following criteria: Have cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed PRAXIS I

2 = Students admitted meet one of the following criteria: Have cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed PRAXIS I

3 = Students admitted meet two of the following criteria: Have cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed PRAXIS I

4 = Students admitted meet all of the following criteria: Have cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed PRAXIS I

5 = Admission policy exceeds requirements

Requirements for admission to the various teacher education programs meet and/or exceed requirements. Admission to teacher education is a prerequisite to enrollment in professional education courses, and eligibility requirements for admission to teacher education for undergraduate programs include the following:

- Completion of the core requirements for Areas A, B, C, D, and E.
- Overall minimum GPA.
 1. For physical education majors, a grade point average of 2.5 overall in academic work completed.
 2. For early childhood, middle grades, secondary, art, music, foreign language, and special education-mental retardation majors, a grade point average of 2.7 overall in academic work completed. (This GPA of 2.7 is applied to early childhood and special education-mental retardation candidates admitted under the 1996-97 and later Undergraduate Catalogs. This GPA of 2.7 is applied to middle grades, secondary, art, music and foreign language candidates admitted under the 1997-98 and later Undergraduate Catalogs. All candidates admitted prior to the 1996-97 Undergraduate Catalog must demonstrate at least a GPA of 2.5 on all core requirements (70 hours minimum). Transfer and certification candidates must use the catalog in effect during their first academic enrollment at State University of West Georgia.
 3. For speech language pathology majors, a grade point average of 3.0 overall (70 hours minimum) in academic work completed. [This GPA of 3.0 is applied to students under the 1996-97 and later Undergraduate catalogs. Candidates admitted prior to the 1996-97 Undergraduate Catalogs must demonstrate at least a GPA of 2.5 on all core requirements (70 hours minimum). Transfer and

certification candidates must use the catalog in effect during their first academic enrollment at State University of West Georgia.

- Proficiency in writing as demonstrated by writing samples and/or a grade of C or better in ENGL 1101 (English Composition I).
- Proficiency in oral communication as demonstrated by a grade of C or better in COMM 1110 (Public Speaking) and/or other means determined by the department, e.g., interviews or tapes of oral communication.
- Satisfactory completion of the Regents' Exam.
- Satisfactory completion of the Praxis I: Pre-Professional Skills Test, which is required of all candidates admitted to teacher education after July 1, 1997. Candidates admitted to teacher education before July 1, 1997 must post a passing score on Praxis I when applying for an initial Georgia educator certificate on or after March 1, 1999.
- Successful completion with a grade of C or better: CEPD 2101 (Childhood Development) or CEPD 2102 (Developmental Psychology); ECED 2271 (Introduction to Early Childhood/ Elementary Education), MGED 2271 (Introduction to Middle Grades Education), SEED 2271 (Introduction to Secondary Education), PHED 2602 (Introduction to Physical Education), or SPED 2704 (Foundations of Special Education); and SPED 2706 (Introduction to Special Education).
- Completion of any other additional requirements specified by individual departments, e.g., a departmental interview.

II A. Performance—Institutions

II A (1). In Collaboration with the Schools, Institutions Provide Support, Assistance, and Professional Development to all Graduates During Their First Two-Years of Teaching

0 = Insufficient evidence provided to make a judgment

1 = Plan in place to provide support, assistance, and professional development for first two years of teaching only for graduates identified by school district as “struggling”

2 = Plan in place to provide some support, assistance, and professional development for first two years of teaching to all graduates, with a primary focus on “struggling” teachers

3 = Plan in place to provide support, assistance, and professional development for first two years of teaching for all graduates teaching in region served by institution

4 = Plan in place to provide support, assistance, and professional development for first two years of teaching to all graduates teaching in Georgia public schools

5 = Plan in place that connects work in partner schools with the institution’s responsibility for support, assistance, and professional development of all graduates during their first two-years of teaching

A planning model for teacher induction and mentoring is in place to provide support, assistance, and professional development for teacher candidates during their first two years of teaching in Georgia public schools. The model will be expanded across our service area based on the results of our two system programs currently being implemented. A major focus of the model is to provide support for beginning teachers and increase their opportunity for success as well as bring all students to high levels of achievement. The plan to provide support and increase retention of new teacher includes the following:

- Additional Teacher Support Specialist (TSS)-endorsed mentors to work closely with beginning teachers. To pilot this initiative two P-12 school systems (Carrollton City and Carroll County School Systems) will identify TSS candidates for mentorship training and UWG will identify university faculty for TSS Teacher Training Workshop Leaders. Criteria for selection of TSS candidates and university faculty workshop leaders include: 1) evidence of successful teaching experience; 2)

excellent communication skills; 3) proponent of the philosophy of mentorship/protégé relationship; 4) commitment of time and energy required to be an effective mentor; and, 5) endorsement by the local P-12 school system and the university.

- Professional development opportunities to enhance competency and effectiveness of new teachers and university faculty. This component will involve observation and analyses of effective teaching, review and advising, testing and retrial , coaching, and workshop experiences. Workshop experiences will include content that will emphasize: 1) culture and diversity issues, 2) expectation and vision, 3) classroom management, 4) strategies, lesson planning, assessment, 5) time and stress management, and 6) program evaluation.
- Collaboration among P-12 teachers and university faculty who recognize the need for continuous learning and to promote a “community of learners”. A wide variety of collaborative school programs have begun, and more are anticipated. An example of this type of collaboration is the project to strengthen the physical science program in Douglas County. The overall goal(s) is to improve student performance in physical science and to increase scores on the High School Graduation Test. P-12 teachers and university faculty worked cooperatively on curriculum design, software module selection , and sharing experiences and new visions.
- Increase student success through teacher success. By facilitating and continuing the growth of the beginning teacher towards the highest level of professional and personal development, and through increase retention, students will be the prime beneficiary.
- Assist in establishing a climate of positive accountability and high expectation for teachers and students. The induction process is expected to raise the levels of expectations for both teachers and students, and the assessment procedures will provide evidence regarding increase retention of new teachers, expanded collaboration among teachers and university faculty, and student success. These will be high benchmarks of program accountability.

Our greatest challenge concerns the Board of Regents’ charge that we monitor the impact our graduates have on student learning at the conclusion of the second year of teaching. We have no current authority to require submission of assessment data on student learning in our candidates’ classrooms at the end of two years. The plans for structures supporting the monitoring and mentoring of new teachers are within our current plans. The certification official in the College of Education has established a database of information provided by graduates regarding the location of their employment as an educator after completion of a UWG teacher education program. We will need assistance from either the Georgia Department of Education, the PSC, or some other group that can provide either rules or financial incentives for graduates to participate in data gathering after two years of graduation. Without a state level decision, we will be strained to develop a workable plan for assessment two years after completion of our program. As part of our mentoring plan, we will provide teachers with a structured plan to document their impact on student learning (which will be based on the action research/reflective teaching project conducted during the teaching internship) at the beginning of their second year of teaching; then we will require that each teacher submit a report to the university with the understanding that the university will provide the state and district information regarding: (1) compliance with this requirement and (2) whether or not the report submitted provides sufficient evidence of positive impact on student learning.

II A (2). Institutions Guarantee Their Graduates and Provide Additional Training when Needed (the “Take Back”)

0 = Insufficient evidence provided to make a judgment

1 = Partial plan in place for how school districts in the region may invoke “take back” provision of Guarantee

2 = Partial plan in place as to how school districts may invoke “take back” provision of Guarantee regardless of where graduates are teaching in Georgia

3 = Complete plan in place for school districts statewide to invoke “take back” provision

4 = Complete plan in place for school districts statewide to invoke “take back” provision with roles and responsibilities clearly delineated

5 = Plans in place for using data from the “take back” provision for program improvement

The following plan to provide graduates additional training when needed was developed in consultation with school districts in our region. Within the plan, roles and responsibilities are clearly delineated.

The "guarantee" is in effect when the following conditions have been met by the novice teacher, media specialist, counselor, or administrator (herein after referred to as novice) as exit requirements of the University or entry requirements of the profession:

- The novice completed an approved teacher education program or other certification program and was recommended by UWG for a clear renewable certificate.
- The novice's competence upon completing the UWG program was documented by:
 1. A successful final field experience evaluation - Field experience evaluation is a critical part of the student teacher summative assessment. If specific levels of performance to determine teaching competency were established by the state those performance indicators would be incorporated into the currently utilized documents. Issues of inter-personal skills are still being discussed.
 2. Completion of a portfolio demonstrating competencies outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) principles (for undergraduate students) or the National Board for Professional Teaching Standards (NBPTS) propositions (for graduate students), and
 3. A passing score on the Praxis II in the area of certification.
- The novice secured clear, renewable certification within one year of graduation. (The University is responsible only after the candidate has been recommended for clear, renewable certification in an approved program.)
- The novice began the professional position within two years of being recommended for initial clear, renewable certification.
- The novice is still in the "induction phase" of the profession (1-3 years after graduation and entry into the field).
- The novice has a position in the State of Georgia.
- The novice is functioning in an institution that requires professional certification.
- The novice is functioning in an "in field" context in an appropriate environment to the field of certification.
- The novice is functioning in a school environment that is similar to the preponderance of the education/training activities of the initial academic program.

- The novice has received appropriate initial induction experiences and continued documented guidance or mentoring from the school principal and staff development personnel of the district and the University.
- The novice is in a collaborative school with communication between the University and the school.
- The problems associated with the unsuccessful experience are directly related to the academic development or the field training experiences of the novice.

Invoking the Guarantee for an Unsuccessful Experience

- The employing school district has in place a specified staff person to assess/document the novice's difficulties. This person is responsible for handling the "guarantee" process and following published procedural guides to assist the novice and then to invoke the process of the guarantee.
- The University has in place a specified staff person to handle the "guarantee" process and a published procedural guide to invoke the process.

The district procedures should include the following:

- Determination of an unsuccessful experience must be based upon clear documentation of significant problems over a period of time during the induction period.
- The process may be initiated by the novice or the principal or other administrative supervisor, professional peers, Department Chairs, or parents. All referrals must progress through the process as established by the District.
- Evidence must be shown that the problems were an impediment to pupil learning and that removal from the learning environment is the best alternative for the District.
- Documentation must show that the district made all reasonable attempts to remediate the situation through staff development, mentoring, or other appropriate avenues of intervention.
- The documentation of problems must be specific enough so that it can lead to further remediation activities.
- The remediation plan must be agreed upon by the novice and the District so that both parties are willing participants in the development.

Implementing the Guarantee

- The University staff person processing the returning novice must assemble an appropriate panel to diagnose, prescribe, plan, and implement an appropriate remedial program (called the Redevelopment Plan).
- The Redevelopment Plan must be agreed upon by the novice, the district, and the University.
- The Redevelopment Plan must set specific criteria for completion.
- The Redevelopment Plan must not place unreasonable demands upon the faculty or staff involved with the redevelopment. Credit (both credit hours and for Service) must be given for faculty involvement.
- Remedial activities for Redevelopment must be completed within 2 years of initiation.
- Remedial activities may not produce credit hours or experience that may be used for any other certifications or endorsements.
- Each phase of the Redevelopment Plan must be completed in sequence.
- The panel proposing the Redevelopment Plan must "certify" that the plan has been completed successfully.
- The novice will receive a re-endorsement attesting to competence.

II A (3). Institutions Increase the Number, Raise the Caliber, and Expand the Diversity of Teacher Candidates and Balance Teacher Supply and Demand

- 0 = Insufficient evidence provided to make a judgment
- 1 = List of recruitment activities developed
- 2 = List of recruitment activities developed targeted toward raising quality of applicant pool, increasing minority representation, and increasing number of teachers in shortage fields
- 3 = Over-all recruitment goals in place with milestones established as to number of students targeted and strategies identified for reaching goals
- 4 = Plan includes recruitment goals, milestones as to numbers targeted by quality, ethnicity, field, identified strategies for reaching goal for each targeted group, and assessment procedures for how progress will be evaluated
- 5 = In addition to items in # 4, plan includes setting higher goals, strategies, and evaluation once original goals are reached

A variety of strategies have been implemented to increase the number, raise the caliber, and expand the diversity of teacher candidates and balance teacher supply and demand.

Undergraduate candidates in teacher education programs will be of a higher caliber because the entire pool from which the candidates will be selected have been admitted under more stringent entrance requirements. The average SAT of new Freshmen has risen from 964 to 980 (Fall 2000). Because of the higher entrance requirements, to date 800 applicants have been denied admission for 2001-2002. Within one year the developmental studies program will be eliminated. At the present time a very small percentage of students are eligible for development studies.

Requirements for admission to all teacher education programs have been raised. Physical education students must have a cumulative GPA of 2.5 on all attempted Praxis I. Early childhood, middle grades, secondary, art, music, foreign language, and special education-mental retardation students must have a cumulative GPA of 2.7 on all attempted core course work in areas A – F; have passed the Regents’ Test; and have passed or exempted Praxis I. Speech-language pathology must have a cumulative GPA of 3.0 on all attempted core course work in areas A – F; have passed the Regents’ Test; and have passed Praxis I.

An attempt to recruit higher caliber graduate students is demonstrated by the raising of GRE scores deemed acceptable for admission to graduate programs in the COE. Likewise, many programs have initiated requiring interviews and/or on-site writing samples of applicants to the graduate programs.

For the past year the total percentage of minority students in undergraduate programs was 23.9%. Of those 20.8% were African American, 0.9% Multiracial, 0.2% American Indian. The target recruitment of minority students and the retention of minority students are facilitated through activities/services such as the Minority Advisement Program and the expansion of the responsibilities of the minority recruitment officer.

A concerted effort to recruit minority students is evidenced by targeting traditionally black institutions of higher education as sources of potential graduate students. During the past fall semester (2000) 81% (249) of all minority students (307) who were enrolled in graduate programs were students in the College of Education. The total number from each ethnic/racial group for the fall semester (2000) was: 6 Asian/Pacific Islander, 228 African American, 8 Hispanic, 2 Native American, and 5 Multiracial.

II A (4). Institutions increase by 10% the Number of Students with HOPE Promise Scholarships

- 0 = Insufficient evidence provided to make a judgment

- 1 = List of recruitment activities developed
- 2 = List of recruitment activities developed with timeline in place
- 3 = Over-all recruitment goals in place with timeline and milestones established as to number of students targeted and strategies identified for reaching goals
- 4 = Plan includes baseline data, recruitment goals, timeline, milestones as to numbers targeted, strategies for reaching goals, and how progress is to be evaluated
- 5 = In addition to items in # 4, plan includes setting higher goals, strategies, and evaluation once 10% increase is reached

The College of Education has implemented a variety of strategies to promote HOPE Promise scholarships including setting higher goals and evaluating progress after reaching an increase greater than 10%.

During the Fiscal Year 2000, 29 students attended UWG on HOPE Promise scholarships. During Fiscal Year 2001, 76 students attended UWG on HOPE Promise Scholarships indicating a 41% increase (data secured from Office of Financial Aid).

Lists are generated by the College of Education of eligible sophomore level students (with the required GPA who have been admitted into Teacher Education) and junior level students (with the required GPA who have been admitted into Teacher Education and who are not receiving HOPE Promise). A letter is sent to each student encouraging him or her to apply for HOPE Promise, and a HOPE Promise Scholarship brochure and application are enclosed in the letter.

Applications and brochures also are sent to the Financial Aid office on campus, and posters with appropriate information regarding HOPE Promise are displayed in the Financial Aid office. Brochures and applications also are placed in conspicuous designated areas of the Education Center and Education Annex so that students can easily access them. Additionally, brochures are sent to faculty who distribute them to students, discuss with them the criteria for the scholarship, and encourage eligible students to apply.

A database has been created to track HOPE Promise scholarship activity that will allow us to provide definitive information on the number of new HOPE Promise scholarships awarded to our students each year vs. the number of students receiving HOPE Promise funds as a renewal.

II B. Performance—Teacher Candidates

II B (1). Teacher Candidates—Sufficient Content Knowledge in all Subjects Included Under Certification to help Students Reach High Levels of Learning

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum in place listing what content courses teacher candidates will take
- 2 = Curriculum in place showing that courses listed cover the content students are expected to know to pass PRAXIS II
- 3 = Curriculum in place showing that courses listed cover the content teacher candidates are expected to know to pass PRAXIS II and the content teachers will be expected to teach in schools
- 4 = Curriculum in place showing that courses are consistent with content required to pass PRAXIS, with course content teachers will be expected to teach; assessment plans in place to monitor whether teacher candidate's content knowledge is sufficient to bring students from diverse groups to high levels of learning

5 = Data from assessments in #4 are used consistently to guide changes in teacher preparation program

As required in the 1998 Principles and Actions, the professional education curriculum and syllabi in both Early Childhood Education, Middle Grades Education, and Secondary Education programs have been revised to integrate content knowledge from the core curriculum in order to enhance students' passing rate for PRAXIS II and to ensure the inclusion of content students will be expected to teach in order to bring students from diverse groups to high levels of learning. In each program, content has been modified to assure preparation for QCC course standards. Also, professors in the professional education courses assess teacher candidates' knowledge of the content areas both in on-campus courses and field experience presentations (see sample evaluation/observation instruments in Appendix). Concentrations in Early Childhood and Middle Grades now include a minimum of 12 credit hours of course work, at least 9 of which are taught by Arts and Sciences faculty.

II B (3). Teacher Candidates are Able to Manage Classrooms Effectively

0 = Insufficient evidence provided to make a judgment

1 = Classroom management is covered in the curriculum

2 = Classroom management strategies are consistent with skills teachers need in schools

3 = Plans in place for developing assessments for measuring extent to which teacher candidates manage a classroom effectively

4 = Assessments in place for measuring extent to which teacher candidates manage a classroom effectively

5 = Data from assessments in #4 are used consistently to guide changes in teacher preparation program

The early childhood, middle grades, secondary, and special education programs have assessments in place to measure the extent to which students are able to effectively manage classrooms. As required in the 1998 Principles and Actions, a classroom management course has been included in the early childhood education and middle grades education programs. The secondary education professional sequence of courses integrated classroom management theory and practices within the courses. assessment of the teacher candidates' ability to manage a classroom effectively is included in the field experience evaluation instruments (see Appendix 1).

The special education programs also have made modifications to incorporate the principle regarding the management of classrooms. Special education programs require that undergraduate students, Nondegree Initial Certification students, and Master of Education students complete a course in Behavior Modification or Behavior Management. During these courses as well as during practica, students in these programs must:

1. Identify a student's behavior that requires changing.
2. Collect baseline data to determine the frequency of the stated behavior prior to intervention.
3. Outline the intervention procedure that will be followed to bring about changed behavior.
4. Begin the intervention phase of the behavior change project.
5. Collect data during the intervention phase.
6. Graph the preintervention data, intervention data, and postintervention data.
7. Present the data in a written report to the instructor.

In addition, behavior management strategies are assessed during the pre-internship and internship phases of the undergraduate program. The observation/evaluation form is used to determine an individual candidate's performance is included in Appendix 1.

II B (4). Teacher Candidates in Early Childhood Education Can Diagnose Difficulties in Reading and Mathematics and Know What to Do About Them

0 = Insufficient evidence provided to make a judgment

1 = Curriculum in place that includes requisite number of courses in reading and mathematics

2 = Courses in reading and mathematics in place showing that courses cover the content they will be expected to teach in schools

3 = Plans in place for developing assessments for measuring extent to which teacher candidates can diagnose difficulties in reading and mathematics and know what to do about them

4 = Assessments in place for measuring extent to which teacher candidates can diagnose difficulties in reading and mathematics and know what to do about them

5 = Data from assessments in #4 are used consistently to guide changes in teacher preparation program

Course work, field experiences, and assessments have been developed and will be implemented in the fall 2001 semester which will enable early childhood teacher candidates to effectively diagnose and remediate difficulties in reading and mathematics. University faculty and classroom supervisors will review the results of these experiences to further refine the experiences provided during future semesters.

Candidates in the early childhood program take two courses to prepare them to assess student learning and document their impact on student learning. These courses are ECED 4251 Assessment and Correction in Mathematics and ECED 4251 Assessment and Correction in Reading. In these courses candidates will:

- Demonstrate ability in the following types to diagnosis: physical and sensory, intellectual and cognitive, perceptual, social and emotional, and academic
- Demonstrate knowledge in classroom remedial techniques
- Demonstrate knowledge in assessment techniques
- Demonstrate knowledge in classroom-based research techniques
- Demonstrate competence in communicating the results of diagnosis and instruction to students, parents, teachers, and other educators
- Demonstrate familiarity with current theory, research, and practice in completion of course requirements

Candidates will gain this knowledge through:

- Intragroup journals consisting of reflections to assigned readings will be shared during class. Each group member will write their name, topic, and reflection on index cards to be discussed weekly within groups.
- A diagnostic report for a child or adolescent with academic problems will be completed. The case study will help you understand assessment, diagnostic procedures, and instructional planning. Students will administer a series of tests, analyze the results, research the literature for remediation strategies, implement remediation strategies and report your conclusions in a report format.
- Group presentations will demonstrate development of an expertise in academic diagnosis, assessment, and remediation for diverse student populations.
- An academic assessment kit will be completed that includes the following: informal assessments, effective teaching strategies, articles related to assessment and portfolio assessments, ideas for technology, etc.
- Two short (2-3 pages) reaction papers will be completed concerning current articles on assessment that you select. The first page will summarize the articles and the second page will describe how the articles effect teaching pedagogy or instruction.

III. Results

III A. Teacher Candidates are Accomplished in Helping P-12 Students from Diverse Groups to Learn at High Levels

- 0 = Insufficient evidence provided to make a judgment
- 1 = Teacher preparation curriculum includes courses for teaching students from diverse groups
- 2 = Curriculum includes courses for teaching students from diverse groups and some of the field experiences for teacher candidates are in diverse settings
- 3 = Plans in place for developing assessments for measuring extent to which teacher candidates are accomplished in helping P-12 students from diverse groups to learn at high levels
- 4 = Assessments in place for measuring extent to which teacher candidates are accomplished in helping P-12 students from diverse groups to learn at high levels
- 5 = Data from the assessments in # 4 used consistently to guide changes in teacher preparation program

Plans are in place for developing assessments for candidate success in helping all P-12 students learn.

University of West Georgia's plan for ensuring that teacher candidates successfully demonstrate their ability to impact the learning of students revolves around developing in the candidates the ability to function as reflective practitioners and to implement action research. Candidates will receive training in the content, strategies, and dispositions enabling them to effectively identify and solve classroom-based problems, to use knowledge gained through study and active reflection to utilize best/most promising teaching practices and optimize the learning and performance of their students.

Teacher Education candidates will be introduced to the principles and practices of action research and reflective teaching at the beginning of their field experiences. They will acquire the skills necessary to (1) elicit high levels of learning and (2) measure these increases in learning. New course components in professional education courses will include instruction on ways to gather and evaluate student baseline data, to locate and implement appropriate instructional strategies based on student weaknesses, and to evaluate the effectiveness of these instructional strategies.

Coursework, field experiences, and support activities will be differentially incorporated into specific preparation programs in order to meet the needs of candidates preparing to teach various subjects at various levels. Plans of study and syllabi reflect program-specific content focusing on understanding of the philosophical and ethical foundations of education; awareness of student characteristics, needs and differences, and of subsequent implications for instruction; study of subject matter and of instructional design and pedagogy; and evaluation of student performance, both initial assessment and ongoing collection of evaluation data using various types of measures. The general model, however, involves providing candidates with the information and activities necessary to move them from serving in an assistive role in provision of instruction in the public school classroom to taking responsibility for evaluation of students, identification of effective instructional strategies, implementation of quality instruction, and measurement of student performance, with modification where necessary to enhance student achievement. All candidates will engage in at least two major demonstrations (reflective teaching/action research projects) of their ability to impact the achievement of their students across at

least two different semesters and field placements, thus providing documentation of their ability to work with diverse groups. In most programs, these two major projects will be implemented during Block III (or equivalent), the group of courses accompanying the field experience implemented just prior to internship, and during the student teaching internship itself.

Candidates will prepare a written report for each of the reflective teaching/action research projects which will be evaluated by program faculty using program-specific standards and grading criteria. Although exact requirements and format may vary from program to program, general content of the report will include (a) description of the student(s) involved; (b) baseline assessment data, potentially from a variety of sources; (c) description of instructional strategies utilized; (d) subsequent assessment data used to track and evaluate student performance; and (e) evaluation of the nature and outcome of the project, emphasizing student performance and candidate reflection. As a requirement for proceeding on to the student teaching internship, candidates will be required to establish a satisfactory level of performance on the project implemented in Block III (or its equivalent). As a requirement for successfully exiting the student teaching internship, candidates will be required to establish a satisfactory level of performance on the project implemented in the student teaching internship itself. The written reports will be included in the portfolios (or other vehicles employed by individual programs) used to document candidates' achievement of program standards.

The extent of candidates' accomplishments in helping students achieve at high levels therefore will be assessed through (a) examination of teaching and associated skills, as documented during advanced field experiences and the student teaching internship by the supervising teacher and university supervisor, using program-specific evaluation instruments (Field Experience Evaluation forms) already in place for assessment of candidates in public school settings; (b) evaluation of written reports of a minimum of two reflective teaching/action research projects by course instructors; and (c) evaluation of the portfolio (or other vehicle employed by specific programs) by program faculty in order to assess candidates' achievement of program (training) standards. Diversity will be reflected in the requirement for participation in different settings in the advanced field experience and student teaching internship placements; in addition, specific programs may require additional demonstrations of diversity across, for example, age levels or levels of academic ability.

During the first two years of implementation, UWG's plan for ensuring that teacher candidates are accomplished in helping P-12 students learn at high levels will be evaluated to:

- determine the strengths and weaknesses of the model,
- evaluate the effectiveness of our instruction and of specific aspects of program delivery on the performance of our candidates,
- determine if there are barriers impeding the success of our teacher candidates, and
- assess the impact our model is having on both our teacher candidates and their students.

The focus of the evaluation will be on formative assessment to ensure that our model has been implemented effectively. After fine tuning the model, we will focus on summative assessment so that we may evaluate the model's effect on our teacher candidates, our program graduates, and the students they are teaching. Both pieces of information will be used to guide consideration of the need for future changes in the nature and delivery of our teacher training programs.

III B. Experienced Teachers Completing Graduate Programs are Accomplished in all Five Principles of the National Board for Professional Teaching Standards

0 = Insufficient evidence provided to make a judgment

- 1 = Curriculum in graduate programs for teachers includes “coverage” of some of the five core principles of the National Board for Professional Teaching Standards (NBPTS)
- 2 = Curriculum in graduate programs for teachers includes “coverage” of the five core principles of the National Board for Professional Teaching Standards (NBPTS)
- 3 = Plans in place for developing assessments for measuring extent to which teachers completing graduate programs are accomplished in the five core principles of NBPTS
- 4 = Assessments in place for measuring extent to which teachers completing graduate programs are accomplished in the five core principles of NBPTS
- 5 = Data from the assessments in # 4 used consistently to guide changes in graduate programs for teachers

Assessments are in place in the early childhood and reading education graduate programs for measuring the extent to which teachers completing these graduate programs are accomplished in the principles of NBPTS. Rubrics representing these assessments are included in Appendix 2.

The other graduate programs are in the process of developing rubrics describing assessments evidencing the accomplishment of the principles of NBPTS. These will be in place for the Fall, 2001.

Matrices have been developed to depict clearly how the NBPTS propositions are integrated into course work within all of the programs and the extent to which each course/experience in the program includes the proposition(s). Program coordinators meet on a bi-weekly basis to continue work on measuring the extent to which teachers completing the program are accomplished in the five core principles. Matrices for respective programs are included in Appendix 3.

III C. School Leader Candidates are Accomplished in Putting in Place Those Conditions Known to Support Teacher Success in Improving Student Learning

- 0 = Insufficient evidence provided to make a judgment
- 1 = Preparation programs for school leaders include “coverage” of the conditions needed in schools to promote teacher success in improving student learning
- 2 = Preparation programs for school leaders include opportunities for candidates to practice putting in place conditions needed in schools to promote teacher success in improving student learning
- 3 = Plans in place for developing assessments to measure extent to which school leader candidates are accomplished in putting in place in the schools all conditions known to support teacher success in improving student learning
- 4 = Assessments in place for measuring extent to which school leader candidates are accomplished in putting in place in the schools all conditions known to support teacher success in improving student learning
- 5 = Data from the assessments in # 4 used consistently to guide changes in school leader preparation program

The Educational Leadership program has in place assessment for measuring the extent to which school leaders are accomplished in putting in place in the schools all conditions known to support teacher success in improving student learning. The graduate curriculum in Educational Leadership is based on the mission statement of the Department. The curriculum are derived from the Standards for School Leaders of the Interstate School Leaders Licenser Consortium. These Standards are integrated throughout the program and are linked to objectives and outcomes. Current assessments include written examinations, school improvement projects, portfolios, and supervised internships.

The Department of Educational Leadership presently has a variety of assessments for leadership candidates in place. Among these assessments are examinations of the student's level of content mastery of current and validated leadership theory; development of projects related to school improvement; portfolios demonstrating the student's ability to link theory and practice; and a year-long internship. The internship is supervised by a member of the Educational Leadership faculty working in collaboration with a building level administrator. The portfolio includes documentation of observations, consultations, and discussions. The process also includes revisiting our graduates in their current placements to assess their development and consultations with their building administrators. The completion of the portfolio serves candidates a final means to assess the ability to identify and put in place conditions which foster student learning.

III D. School Counselor Candidates are Accomplished in Putting in Place Those Conditions Known to Support Teacher Success in Improving Student Learning

- 0 = Insufficient evidence provided to make a judgment
- 1 = Preparation programs for school counselors include "coverage" of the conditions needed in schools to promote teacher success in improving student learning
- 2 = Preparation programs for school counselors include opportunities for candidates to practice putting in place conditions needed in schools to promote teacher success in improving student learning
- 3 = Plans in place for developing assessments to measure extent to which school counselor candidates are accomplished in putting in place in the schools those conditions known to support teacher success in improving student learning
- 4 = Assessments in place for measuring extent to which school counselor candidates are accomplished in putting in place in the schools all conditions known to support teacher success in improving student learning
- 5 = Data from the assessments in # 4 used consistently to guide changes in school counselor preparation program

Assessments are in place for measuring the extent to which school counselor candidates are accomplished in putting in place in P-12 schools all conditions known to support teacher success in improving student learning.

The M.Ed curriculum in School Counseling is based on the mission statement and the overriding goal to develop counselors who are accomplished in putting in place those conditions known to support teacher success in improving P-12 student learning. The curriculum is accredited by the Council for Accrediting Counseling and Related Educational Programs (CACREP) and further utilizes all the standards of the various bodies that form our benchmarks. With these goals and standards fully integrated throughout the program with objectives, activities, and evaluations clearly linked to one another, assessment is an on-going process (see Appendix 4). Multiple data sources are necessary for a complete picture of professional practice and behavior. Effectiveness of the counselor in training is assessed in light of learner characteristics and identified needs. The assessments used throughout the coursework assess the performance of knowledge, skills, and dispositions of the counselors in training that are important to the development of effective schools. No one assessment measure is sufficient alone. Various means of assessment utilized include (1) observation, (2) rating scales, (3) checklists, (4) paper and pencil content related tests, (5) portfolios or work samples, (6) various student self-evaluations, and (7) supervisory critiques of counseling skills.

The assessment of the internship experience (the culminating field experience) measures the accomplishment of this overarching goal to develop accomplished school counselors capable of putting in place in P-

12 schools all conditions known to support teacher success in improving student learning. CEPD 6186 Internship in School Counseling in combination with the CEPD 6187 Practicum in School Counseling requires a yearlong experience in the school. The internship experience begins with the development of a contract between the student, the university program faculty, the on-site supervisor, and the school site administrator. This contract is an agreement among all parties involved concerning the types of activities in which the intern will participate at the site related to each of the six arenas in State University of West Georgia's Advocacy Achievement Model for preparation of school counselors. These activities are representative of activities that are known to support teacher success in improving P-12 student learning. The evaluations of the internship experience are based the specific internship objectives, The assessment includes evaluation of the quality and quantity of direct and indirect services provided and the level of completion of the internship contract. Evaluations are completed by the on-site supervisor, the university supervisor, and as a self-evaluation by the student (Appendix 5). Portfolio development is required of students to demonstrate competency in each of the arenas of the program preparation model. In addition, the portfolio must include personal and professional information relevant for developing the student's identity as an accomplished school counselor and the effect of that identity on supporting teacher success in improving student learning.

III E. Through Partner Schools P-12 Students from Diverse Groups are Learning at High Levels

0 = Insufficient evidence provided to make a judgment

1 = Some partner schools (or proposed alternative) in place, with contractual agreements between the school and university

2 = Plans in place for development of partner schools (or proposed alternative) to work collaboratively on four goals: preparation of new educators, increased learning of P-12 students, professional development of school and university faculty, and a focus on continued improvement of the school and the educator preparation program, and some partner schools with contractual agreements are in place

3 = Plans in place for development of partner schools as defined in # 2 and all field experiences for teacher candidates confined to partner schools, all have contractual agreements

4 = Full network of partner schools in place that focus on preparation of new educators, increased learning of P-12 students, professional development of school and university faculty, and a focus on continued improvement of the school and the educator preparation program

5 = P-12 students from diverse groups who attend the partner schools are learning at high levels

The College of Education has in place contracts with 33 school systems outlining the details regarding all field placements. These contracts are reviewed yearly to ensure the most appropriate placement arrangements for the purpose of continued improvement of the schools and the educator preparation programs.

The contracts as well as documents such as the Teacher Education Policy Handbook and the Internship Handbook include details regarding the roles and the responsibilities of each participant in the supervision of field experiences. The following is a sampling of the responsibilities of the classroom supervisor and the university supervisor as agreed upon by the school systems and the University.

Responsibilities of the Supervising Teacher:

- Serve as a positive role model.
- Maintain open communication necessary for productive teamwork.
- Complete a planning and teaching schedule with the student early in the experience.

- Review lesson plans and provide feedback prior to the teaching of lessons.
- Observe and evaluate a minimum of four (4) lessons taught by the student.
- Assist the student in:
 1. Understanding the comprehensive duties of a teacher
 2. Becoming acquainted with the diversity of the learners in the classroom and planning instruction to meet their needs
 3. Learning about the school facilities
 4. Becoming involved in curricular and professional activities
 5. Assuming classroom responsibility on a gradual basis
 6. Developing an individual teaching style
 7. Making short and long range plans
 8. Developing lessons and activities
 9. Enhancing their creativity and originality
- Communicate regularly with the student and university supervisor.
- Assist university supervisor in evaluation of the field experience.

Responsibilities of the University Supervisor:

- Serve as a resource person for the student, supervising teacher, and principal.
- Represent the entire university.
- Model and interpret Georgia's Code of Ethics and Standards of Conduct for Educators.
- Provide suggestions for classroom management, lesson planning, and instructional strategies.
- Establish and maintain professional and ethical working relationships with the cooperating schools.
- Remain in communication with the principals of schools where students are assigned to ensure satisfactory coordination of the program.
- Confer with the supervising teacher at least once a week – on site visit, phone call, e-mail, etc.
- Provide adequate individual conference time to assist the student.
- Emphasize and model the importance of handling certain problems and school situations with reticence and strictest confidence.
- Observe the student teaching in the classroom; do not rely solely on video.
- Provide written and oral feedback on the student's performance several times throughout the field experience.
- Keep adequate records on each student.
- Collaborate with supervising teacher to jointly complete the final evaluation form for each field placement.
- Schedule and facilitate the three-way evaluation conference.
- Observe and follow the protocol and/or regulations regarding public school visitors – sign in and out, wear appropriate name badge, etc

Contracts are in place with the following school systems:

Atlanta City Schools	Heard County Schools
Bartow County Schools	Henry County Schools
Carroll County Schools	Marietta City Schools
Catoosa County Schools	Meriwether County Schools
Chattooga County Schools	Murray County Schools
Cherokee County Schools	Paulding County Schools
Clayton County Schools	Pickens County Schools
Cobb County Schools	Pike County Schools
Coweta County Schools	Polk School District

Dalton Public Schools
DeKalb County Schools
Douglas County Schools
Fayette County Schools
Floyd County Schools
Gordon County Schools
Griffin-Spalding County Schools
Gwinnett County Schools
Haralson County Schools

Bremen City Schools
Carrollton City Schools
Troup County Schools
Rome City Schools
Whitfield County Schools
Burwell Psychoeducational Program

The College of Education has also developed the P-16 Network Task Force, with collaborative agreements with three P-12 Partner Schools to work toward bringing P-12 students from diverse groups to high levels of learning. The P-16 Network Task Force is made up of partnership arrangements with Carrollton City Schools, Bremen City Schools, Carroll County Schools, and the State University of West Georgia College of Business, College of Education, and College of Arts and Sciences. All partners have confirmed their commitment to strengthen not only the initial preparation of teachers but to provide professional development for established teachers and administrators. Collaborative contractual agreements are in place at these P-12 school systems where many of our College of Education teacher candidates are involved in field experiences.

The Network Task Force committee members reaffirmed that collaboration is the key to creating and keeping quality P-12 teachers and university faculty. The Network Task Force represents a structure of shared responsibility among teacher preparation units at UWG to support collaboration with P-12 school systems in preparing qualified teachers and bringing students to high levels of learning. Areas for collaborative arrangements and shared activities have been identified by the Task Force Committee and are outlined below. Specific actions for each area are being determined through subgroup follow-up arrangements.

- Preparation of new educators
- Increased learning of P-12 students
- Professional development of P-12 school and university faculty
- Focus on continued improvement of the school and educator preparation programs
- Field experiences in action research and reflective teaching practices.

Additionally, the College of Education has provided assistance to Northwest RESA, along with partner school systems in the development of a proposal by RESA for the alternative certification program. Plus, contractual agreements for regional articulation for study in the College of Business has been established between UWG, The Richards College of Business and local P-12 school systems, which include the following:

Carroll County Schools
Carrollton City Schools
Coweta County Schools
Harris County Schools
Meriwether County Schools
Troup County Schools

