

Detailed Assessment Report  
As of: 10/05/2012 08:40 AM EST  
2011-2012 Elementary Education BS\*

**Mission / Purpose**

The mission of the K-6 Elementary Education (with 7-12 Endorsements) Program in the Department of Curriculum, Instruction, and Special Education is to provide the knowledge, skills, and dispositions to enable teacher candidates to serve as effective educational leaders in a variety of roles in the K-6 setting. Candidates graduating from the University of Southern Mississippi will use the power of knowledge to inform, the power to inspire, the power to transform lives and the ability to empower a community of learners.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Demonstrate content knowledge.**

Teacher candidates will demonstrate an elementary education content knowledge.

**Relevant Associations:**

NCATE/Association for Childhood Education International (ACEI) MDE Process Standards

**Related Measures:**

**M 1: Praxis II: Elementary Education Content Knowledge**

PRAXIS II: Elementary Education (0011), developed and administered by Educational Testing Services (ETS), is the required content knowledge standardized test for attaining Mississippi teacher licensure in Grades K-6. Praxis II: Elementary Education measures teacher candidates' elementary education content knowledge, including reading and language arts, mathematics, science, social studies, arts, health, and physical education.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

Ninety percent (90%) of K-6 teacher candidates will be successful on the PRAXIS II: Elementary Education content knowledge professional examination. This demonstrates the candidates' attainment of the elementary education content knowledge required for state licensure. Both the Mississippi Department of Education (MDE) and NCATE require an 80% pass rate for state teacher education programs.

**Findings (2011-2012) - Target: Partially Met**

Hattiesburg  
Fall 2011  
81/85 (95.29%) passed  
Spring 2012  
64/66 (96.97%) passed  
Total  
145/150 (97.67%) passed

Gulf Coast\*  
Fall 2011  
45/53 (84.91%) passed  
Spring 2012  
24/25 (96%) passed  
Total  
69/78 (88%) passed

Teacher Assistant Program (TAP online)  
Fall 2011  
20/23 (86.96%) passed  
Spring 2012  
16/17 (94.12%) passed  
Total  
36/40 (90%) passed

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Integrate the arts into didactic and clinical experiences.**

*Established in Cycle:* 2010-2011

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

**Review Praxis II sub scores to determine content areas that may need emphasis.**

*Established in Cycle:* 2010-2011

Beginning in 2011, CISE faculty have access to content sub scores for individual teacher candidates for Praxis II: Elementary Edu...

**M 3:Teacher Candidate Performance Evaluation**

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of teacher candidates will receive a rating of mastery (3) or exemplary (4) on the teacher candidacy performance evaluation rubric for the criteria of demonstrating elementary education content knowledge.

**Findings (2011-2012) - Target: Met**

Fall 2011

Hattiesburg

12/40 (30%) scored mastery (3)

28/40 (70%) scored exemplary (4)

Total

40/40 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge (Indicator 1 TCPE)

Fall 2011

Gulf Coast

14/17 (85%) scored mastery (3)

3/17 (15%) scored exemplary (4)

Total

17/17 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge

(Indicator 1 TCPE)

Teacher Assistant Program (online)

9/15 (60%) scored mastery (3)

6/15 (40%) scored exemplary (4)

Total

15/15 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge

(Indicator 1 TCPE)

Spring 2012

Hattiesburg

1/58 (1%) scored marginal (2)

20/58 (34%) scored mastery (3)

37/58 (65%) scored exemplary (4)

Total

57/58 (98%) scored mastery (3) or exemplary (4) on demonstrating content knowledge (Indicator

1 TCPE)

Spring 2012

Gulf Coast

1/16 (3%) scored marginal (2)

13/16 (84%) scored mastery (3)

2/16 (12%) scored exemplary (4)

Total

15/16 (94%) scored mastery (3) or exemplary (4) on demonstrating content knowledge (Indicator

1 TCPE)

Teacher Assistant Program (online)

5/9 (56%) scored mastery (3)

4/9 (44%) scored exemplary (4)

Total

9/9 (100%) scored mastery (3) or exemplary (4) on demonstrating content knowledge (Indicator 1

TCPE)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Integrate the arts into didactic and clinical experiences.**

*Established in Cycle: 2010-2011*

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

**SLO 2: Demonstrate pedagogical knowledge.**

Teacher candidates will demonstrate pedagogical knowledge.

**Relevant Associations:**

NCATE/Association for Childhood Education International(ACEI) MDE Process Standards

**Related Measures:**

**M 2: Praxis II: Principles of Learning and Teaching**

PRAXIS II: Principles of Learning and Teaching (PLT), developed and administered by Educational Testing Services (ETS), is the required pedagogical knowledge standardized test for attaining Mississippi elementary teacher licensure for Grades K-6. The PLT measures the candidates' abilities to apply pedagogical principles and to demonstrate professional knowledge.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

Ninety percent (90%) of K-6 teacher candidates will be successful on the PRAXIS II: Principles of Learning and Teaching (PLT). The PLT measures candidates' pedagogical and professional knowledge at a level required for state licensure. The Mississippi Department of Education (MDE) and NCATE require an 80% pass rate for teacher education programs.

**Findings (2011-2012) - Target: Partially Met**

Hattiesburg

Fall 2011

81/87 (93.10%) passed

Spring 2012

56/64 (87.50%) passed

Total

137/151 (91%) passed

Gulf Coast\*

Fall 2011

50/53 (94.34%) passed

Spring 2012

27/28 (96.43%) passed

Total

77/81 (95%) passed

Teacher Assistant Program (TAP online)

Fall 2011

21/24 (87.50%) passed

14/17 (82.35%) passed

Total

35/41 (85%) passed

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Integrate the arts into didactic and clinical experiences.**

*Established in Cycle: 2010-2011*

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

**Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.**

*Established in Cycle: 2010-2011*

Beginning, in 2011, CISE faculty have access to subscores on the Praxis II: PLT for individual teacher candidates. Analysis of ...

**Develop a plan for a year-long student teaching experience.**

*Established in Cycle: 2011-2012*

CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE...

**M 3:Teacher Candidate Performance Evaluation**

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The

scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of teacher candidates will receive a rating of mastery (3) or exemplary(4) on the TCPE evaluation rubric for teacher candidacy on the criteria of demonstrating pedagogical knowledge.

**Findings (2011-2012) - Target: Partially Met**

Fall 2011

Hattiesburg

16/40 (39%) scored mastery (3)

24/40 (61%) scored exemplary (4)

Total

40/40 (100%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Fall 2011

Gulf Coast

11/17 (65%) scored mastery (3)

6/17 (35%) scored exemplary (4)

Total

17/17 (100%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Teacher Assistant Program (online)

9/15 (57%) scored mastery (3)

6/15 (43%) scored exemplary (4)

Total

15/15 (100%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Spring 2012

Hattiesburg

1/58 (1%) scored marginal (2)

21/58 (37%) scored mastery (3)

36/58 (62%) scored exemplary (4)

Total

57/58 (98%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Spring 2012 Gulf Coast

1/16 (11%) scored marginal (2)

8/16(47%) scored mastery (3)

7/16 (42%) scored exemplary (4)

Total

15/16 (93%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge (Indicator 2 TCPE)

Teacher Assistant Program (online)  
3/9 (36%) scored mastery (3)  
6/9 (64%) scored exemplary (4)  
Total  
9/9 (100%) scored mastery (3) or exemplary (4) on demonstrating pedagogical knowledge  
(Indicator 2 TCPE)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.**

*Established in Cycle:* 2010-2011

Beginning, in 2011, CISE faculty have access to subscores on the Praxis II: PLT for individual teacher candidates. Analysis of ...

**Team teach CISE 403 and CIR 412 to provide authentic experience for using assessment information to differentiate learning.**

*Established in Cycle:* 2010-2011

The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, a...

**Develop a plan for a year-long student teaching experience.**

*Established in Cycle:* 2011-2012

CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE...

**Incorporate national common core state standards into coursework.**

*Established in Cycle:* 2011-2012

Beginning in 2011-2012, CISE faculty have attended professional development sessions and worked in content area groups to develo...

**SLO 3:Use assessment information for differentiated learning.**

Teacher candidates will use assessment information to plan differentiated experiences that accommodate differences in developmental and/or educational needs.

**Relevant Associations:**

NCATE/Association for Childhood Education International/MDE Process Standards

**Related Measures:**

**M 3:Teacher Candidate Performance Evaluation**

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A) *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of teacher candidates will receive a rating of (3)mastery or (4)exemplary on the TCPE evaluation rubric for teacher candidacy on the criteria of using assessment information to plan differentiated learning.

**Findings (2011-2012) - Target: Met**

Fall 2011

Hattiesburg

5/40 (12%) scored mastery (3)

35/40 (88%) scored exemplary (4)

Total

40/40 (100%) scored 3 or 4 on using assessment information for differentiated learning (Indicator C3 TCPE)

Fall 2011

Gulf Coast

4/17(24%) scored mastery (3)

13/17 (76%) scored exemplary (4)

Total

17/17 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C3 TCPE)

Teacher Assistant Program (online)

3/15(20%) scored mastery (3)

12/15 (80%) scored exemplary (4)

Total

15/15 (100%) scored (3) mastery or (4)exemplary on using assessment information for differentiated learning (Indicator C3 TCPE)

Spring 2012

Hattiesburg

6/58 (10%) scored mastery (3)

52/58 (90%) scored exemplary (4)

Total

58/58 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C3 TCPE)

Spring 2012

Gulf Coast

7/16 (44%) scored mastery (3)

9/16 (56%) scored exemplary (4)

Total

16/16 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator C3 TCPE)

Teacher Assistant Program (online)

9/9 (100%) scored exemplary (4)

Total

9/9 (100%) scored exemplary (4) on using assessment information for differentiated learning (Indicator C3 TCPE)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.**

*Established in Cycle: 2010-2011*

Beginning, in 2011, CISE faculty have access to subscores on the Praxis II: PLT for individual teacher candidates. Analysis of ...

**Team teach CISE 403 and CIR 412 to provide authentic experience for using assessment information to differentiate learning.**

*Established in Cycle: 2010-2011*

The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, a...

**M 4:Teacher Intern Assessment Instrument**

The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy. The TIAI scoring rubric is divided into five sections which are as follows: Section 1, Planning and Preparation; Section 2, Communication and Interaction; Section 3, Teaching for Learning; Section 4, Management of the Learning Environment; and Section 5, Assessment of Student Learning. Specific elements and descriptors from sections which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of candidates will receive a rating of (3) mastery or (4) exemplary on the TIAI rubric for the criteria of using assessment information for differentiated learning..

**Findings (2011-2012) - Target: Partially Met**

Fall 2011

Hattiesburg

7/40 (18%) scored mastery (3)

33/40 (82%) scored exemplary (4)

Total

40/40 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator V 32 TIAI)

Fall 2011

Gulf Coast

1/17 (6%) scored unacceptable (1)

1 /17 (6%) scored marginal (2)

9/17 (53%) scored mastery (3)

6/17 (35%) scored exemplary (4)

Total

15/17 (88%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator V 32 TIAI)

Teacher Assistant Program (TAP) online

1/15 (7%) scored unacceptable (1)

1/15 (7%) scored marginal (2)

3/15 (20%) scored mastery (3)

10/15 (67%) scored exemplary (4)

Total

13/15 (87%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator V 32 TIAI)



Spring 2012  
Hattiesburg  
39/57 (68%) scored mastery (3)  
18/57 (32%) scored exemplary (4)  
Total  
57/57 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator V 32 TIAI)

Spring 2012  
Gulf Coast  
1/16 (6%) scored marginal (2)  
6/16 (38%) scored mastery (3)  
9/16 (56%) scored exemplary (4)  
Total  
15/16 (94%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator V 32 TIAI)

Teacher Assistant Online Program (TAP)  
1/9 (11%) scored mastery  
8/9 (89%) scored exemplary on  
Total  
9/9 (100%) scored mastery (3) or exemplary (4) on using assessment information for differentiated learning (Indicator V 32 TIAI)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.**

*Established in Cycle:* 2010-2011

Beginning, in 2011, CISE faculty have access to sub scores on the Praxis II: PLT for individual teacher candidates. Analysis of ...

**Team teach CISE 403 and CIR 412 to provide authentic experience for using assessment information to differentiate learning.**

*Established in Cycle:* 2010-2011

The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, a...

**SLO 4: Integrate technology in instruction.**

Teacher candidates will impact student learning by integrating technology effectively in instruction.

**Relevant Associations:**

NCATE Conceptual Framework/Association for Childhood Education International

**Related Measures:**

**M 3: Teacher Candidate Performance Evaluation**

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, development of higher order thinking skills and integration of technology into instruction.. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on

the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of teacher candidates will receive a rating of (3)mastery or (4)exemplary on the TCPE evaluation rubric for teacher candidacy on the criteria of integrating technological skills.

**Findings (2011-2012) - Target: Partially Met**

Fall 2011

Hattiesburg

24/40 (60%) scored mastery (3)

16/40 (40%) scored exemplary (4)

Total

40/40 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A7 TCPE)

Fall 2011

Gulf Coast

11/17 (65%) scored mastery (3)

6/17 (35%) scored exemplary (4)

Total

17/17 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A7 TCPE)

Teacher Assistant Program (online)

1/15 (7%) scored marginal (2)

3/15(20%) scored mastery (3)

11/15 (73%) scored exemplary (4)

Total

14/15 (93%) scored (3) mastery or (4) exemplary on integrating technology in instruction (Indicator A7 TCPE)

Spring 2012

Hattiesburg

4/58 (7%) scored marginal (2)

24/58 (41%) scored mastery (3)

30/58 (52%) scored exemplary (4)

Total

54/58 (93%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A7 TCPE)

Spring 2012

Gulf Coast

1/16 (6%) scored marginal (2)

3/16 (19%) scored mastery (3)

12/16 (75%) (100%) scored exemplary (4)

Total

15/16 (94%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A7 TCPE)

Teacher Assistant Program (online)

3/9 (33%) scored mastery (3)

6/9 (67%) scored exemplary (4)

Total

9/9 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A7 TCPE)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Collaborate with K-6 faculty in partner schools to assist teacher candidates in integrating interactive technology into lessons.**

*Established in Cycle:* 2010-2011

Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for their...

**Instructional Technology faculty to collaborate with elementary education faculty in integrating technology.**

*Established in Cycle:* 2011-2012

Instructional Technology faculty will collaborate with elementary education faculty in CISE to integrate cutting-edge technology...

**M 4:Teacher Intern Assessment Instrument**

The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy. The TIAI scoring rubric is divided into five sections which are as follows: Section 1, Planning and Preparation; Section 2, Communication and Interaction; Section 3, Teaching for Learning; Section 4, Management of the Learning Environment; and Section 5, Assessment of Student Learning. Specific elements and descriptors from sections which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of candidates will receive a rating of (3) mastery or (4) exemplary on the TIAI rubric for the criteria of integrating technology into instruction.

**Findings (2011-2012) - Target: Partially Met**

Fall 2011

Hattiesburg

17/40 (42%) scored mastery (3)

23/40 (58%) scored exemplary (4)

Total

40/40 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator I 3 TIAI)

Fall 2011

Gulf Coast

1/17 (6%) scored marginal (2)

11/17 (65%) scored mastery (3)

5/17 (29%) scored exemplary (4)

Total

16/17 (94%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator I 3 TIAI)

Teacher Assistant Online Program (TAP)

5/15 (33%) scored marginal (2)

1/15 (7%) scored mastery (3)

9/15 (60%) scored exemplary (4)

Total

10/15 (67%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator I 3 TIAI)

Spring 2012

Hattiesburg

2/57 (4%) scored mastery (3)

55/57 (96%) scored exemplary (4)

Total

57/57 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator I 3 TIAI)

Spring 2012

Gulf Coast

3/16 (19%) scored mastery (3)

13/16 (81%) scored exemplary (4)

Total

16/16 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator I 3 TIAI)

Teacher Assistant Online Program (TAP)

3/9 (33%) scored mastery (3)

6/9 (67%) scored exemplary (4)

Total

9/9 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator I 3 TIAI)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Collaborate with K-6 faculty in partner schools to assist teacher candidates in integrating interactive technology into lessons.**

*Established in Cycle: 2010-2011*

Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for their...

**Instructional Technology faculty to collaborate with elementary education faculty in integrating technology.**

*Established in Cycle: 2011-2012*

Instructional Technology faculty will collaborate with elementary education faculty in CISE to integrate cutting-edge technology...

**SLO 5: Develop higher-order thinking skills.**

Teacher candidates will implement higher-order questioning procedures and teaching activities to engage students in analytic, creative, and critical thinking.

**Relevant Associations:**

ACEI NCATE

**Related Measures:**

**M 3: Teacher Candidate Performance Evaluation**

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching

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Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of elementary education candidates will receive a rating of (3) mastery or (4) exemplary on the TCPE rubric for the criteria of using higher-order questions in lessons.

**Findings (2011-2012) - Target: Partially Met**

Fall 2011

Hattiesburg

17/40 (42%) scored mastery (3)

23/40 (58%) scored exemplary (4)

Total

40/40 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A2-4 TCPE)

Fall 2011

Gulf Coast

15/17 (88%) scored mastery (3)

2/17 (12%) scored exemplary (4)

Total

17/17 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A2-4 TCPE)

Teacher Assistant Program (online)

9/15 (60%) scored mastery (3)

6/15 (40%) scored exemplary (4)

Total

15/15 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A2-4 TCPE)

Spring 2012

Hattiesburg

23/58 (40%) scored mastery (3)

35/58 (60%) scored exemplary (4)

Total

58/58 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A2-4 TCPE)

Spring 2012

Gulf Coast

1/16 (6%) scored marginal (2)

11/16 (69%) scored mastery (3)

4/16 (25%) scored exemplary (4)

Total

15/16 (94%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator A2-4 TCPE)

Teacher Assistant Program (online)  
6/9 (67%) scored mastery (3)  
3/9 (33%) scored exemplary (4)  
Total  
9/9 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills  
(Indicator A2-4 TCPE)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.**

*Established in Cycle:* 2010-2011

Beginning, in 2011, CISE faculty have access to sub scores on the Praxis II: PLT for individual teacher candidates. Analysis of ...

**Incorporate national common core state standards into coursework.**

*Established in Cycle:* 2011-2012

Beginning in 2011-2012, CISE faculty have attended professional development sessions and worked in content area groups to develo...

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The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy. The TIAI scoring rubric is divided into five sections which are as follows: Section 1, Planning and Preparation; Section 2, Communication and Interaction; Section 3, Teaching for Learning; Section 4, Management of the Learning Environment; and Section 5, Assessment of Student Learning. Specific elements and descriptors from sections which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Ninety-five percent (95%) of elementary education candidates will receive a rating of (3) mastery or (4) exemplary on the TIAI rubric for the criteria of using higher-order questions in lessons.

**Findings (2011-2012) - Target: Met**

Fall 2011

Hattiesburg

2 /40 (5% ) scored marginal (2)

22/40 (55%) scored mastery (3)

16/40 (40%) scored exemplary (4)

Total

38/40 (95%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills  
(Indicator III 22 TIAI)

Fall 2011

Gulf Coast

15/17 (88%) scored mastery (3)

2/17 (12%) scored exemplary (4)

Total

17/17 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills  
(Indicator III 22 TIAI)

Fall 2011

Teacher Assistant Online Program

12/15 (80%) scored mastery (3)

3/15 (20%) scored exemplary (4)

Total

15/15 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator III 22 TIAI)

Spring 2012

Hattiesburg

1/57 (2%) scored marginal (2)

18/57 (31%) scored mastery (3)

38/57 (67%) scored exemplary (4)

Total

56/57 (98%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator III 22 TIAI)

Spring 2012

Gulf Coast

10/16 (63%) scored mastery (3)

6/16 (37%) scored exemplary (4)

Total

16/16 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator III 22 TIAI)

Teacher Assistant Online Program

4/9 (44%) scored mastery (3)

5/9 (56%) scored exemplary (4)

Total

9/9 (100%) scored mastery (3) or exemplary (4) on developing higher-order thinking skills (Indicator III 22 TIAI)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Include use of higher order questions in lesson plans.**

*Established in Cycle: 2010-2011*

For each clinical experience (pre student teaching and student teaching) teacher candidates are required to show higher order ...

**Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.**

*Established in Cycle: 2010-2011*

Beginning, in 2011, CISE faculty have access to sub scores on the Praxis II: PLT for individual teacher candidates. Analysis of ...

**Incorporate national common core state standards into coursework.**

*Established in Cycle: 2011-2012*

Beginning in 2011-2012, CISE faculty have attended professional development sessions and worked in content area groups to develo...

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### **Improve assessment skills.**

Intermediate and Senior Block faculty will develop an interdisciplinary approach to assist candidates in the use of assessment to drive instruction.

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** Fall 2008

**Responsible Person/Group:** Intermediate and Senior Block Faculty

### **Collaborate with Instructional Technology faculty.**

Instructional Technology faculty have been reassigned to CISE. This will allow CISE faculty and IT faculty to better collaborate to provide opportunities for teacher candidates to integrate current technology into lesson plans.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** At the beginning of the fall 2011 semester, CISE will have meetings of CISE faculty and former IT faculty to review syllabi to determine how to better integrate current instructional technology into coursework.

**Projected Completion Date:** 08/29/2011

**Responsible Person/Group:** CIE faculty and Instructional Technology faculty

### **Collaborate with K-6 faculty in partner schools to assist teacher candidates in integrating interactive technology into lessons.**

Because K-6 school partners, through grants and through the USM Writing Project, have obtained cutting-edge technology for their schools and have developed innovative technological lesson plans, the CISE faculty have determined that it would be beneficial to invite technology specialists from K-6 schools to provide hands-on technology workshop sessions for teacher candidates prior to student teaching. Additionally, instructional technology faculty have been combined with CISE faculty. This allows for stronger collaboration between CISE elementary education faculty and instructional technology faculty who teach IT 365, which is required for elementary education majors.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Candidate Performance Evaluation | **Outcome/Objective:** Integrate technology in instruction.

**Measure:** Teacher Intern Assessment Instrument | **Outcome/Objective:** Integrate technology in instruction.

**Implementation Description:** Kim Walker, Ed.S, Clinical Coordinator for CISE and Director of the USM Writing Project, coordinates inviting K-6 technology specialists to provide workshops for introductory and intermediate level cohort groups to assist teacher candidates in the use of technology in teaching and learning. CISE faculty are collaborating with IT faculty for IT 365. Professional Development Workshops will be provided during student teaching to enhance technological skills.

**Projected Completion Date:** 05/31/2013

**Responsible Person/Group:** Introductory and Intermediate Cohort Leaders, Clinical Coordinator, CISE Elementary Education faculty, IT faculty teaching IT 365 and Educational Field Experiences



### **Include use of higher order questions in lesson plans.**

For each clinical experience (pre student teaching and student teaching) teacher candidates are required to show higher order thinking questions and activities on lesson plans.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Intern Assessment Instrument | **Outcome/Objective:** Develop higher-order thinking skills.

**Implementation Description:** Faculty for introductory, intermediate and senior cohort groups will collaborate to develop procedures in didactic and clinical coursework to provide teacher candidates with the knowledge and skills for developing higher order thinking in K-6 students.

**Projected Completion Date:** 05/31/2013

**Responsible Person/Group:** CISE Cohort Faculty and Educational Field Experiences

### **Integrate the arts into didactic and clinical experiences.**

In reviewing data for ACEI, CISE faculty determined that a content area that needed more emphasis was the arts.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Praxis II: Elementary Education Content Knowledge | **Outcome/Objective:** Demonstrate content knowledge.

**Measure:** Praxis II: Principles of Learning and Teaching | **Outcome/Objective:** Demonstrate pedagogical knowledge.

**Measure:** Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate content knowledge.

**Implementation Description:** Workshops have been implemented to demonstrate to teacher candidates how to integrate the arts across the curriculum. This emphasis will continue throughout 2012-2013.

**Projected Completion Date:** 05/31/2013

**Responsible Person/Group:** Supervisor of clinical experiences, Kim Walker, in conjunction with faculty involved with the "whole school" arts initiative in local K-6 schools.

### **Review Praxis II sub scores to determine content areas that may need emphasis.**

Beginning in 2011, CISE faculty have access to content sub scores for individual teacher candidates for Praxis II: Elementary Education Content Knowledge. Analysis of sub scores each year enables faculty to determine if there are elementary education content areas that need further emphasis.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Praxis II: Elementary Education Content Knowledge | **Outcome/Objective:** Demonstrate content knowledge.

**Implementation Description:** Upon receipt of Praxis II sub scores for each examination session, CISE faculty analyze the results to determine which content areas need further emphasis.

**Projected Completion Date:** 08/31/2013

**Responsible Person/Group:** CISE faculty and CISE assessment coordinator.

**Additional Resources Requested:** NCATE office personnel.

**Review Praxis II: Principles of Learning and Teaching to determine pedagogical areas that may need emphasis.**

Beginning, in 2011, CISE faculty have access to sub scores on the Praxis II: PLT for individual teacher candidates. Analysis of sub scores enables CISE faculty to determine if there are categories of pedagogy that need further emphasis in coursework and/or clinical experiences.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Praxis II: Principles of Learning and Teaching | **Outcome/Objective:** Demonstrate pedagogical knowledge.

**Measure:** Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate pedagogical knowledge. | Develop higher-order thinking skills. | Use assessment information for differentiated learning.

**Measure:** Teacher Intern Assessment Instrument | **Outcome/Objective:** Develop higher-order thinking skills. | Use assessment information for differentiated learning.

**Projected Completion Date:** 05/31/2013

**Responsible Person/Group:** CISE faculty and assessment coordinator.

**Additional Resources Requested:** NCATE office personnel.

**Budget Amount Requested:** \$0.00 (no request)

**Team teach CISE 403 and CIR 412 to provide authentic experience for using assessment information to differentiate learning.**

The instructors for CIR 412 and CIR 412L , Assessment and Instruction, and CISE 403, Evaluation of Students with Disabilities, are team-teaching the two courses in the senior cohort to provide authentic experiences in using assessment to differentiate instruction.

**Established in Cycle:** 2010-2011

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate pedagogical knowledge. | Use assessment information for differentiated learning.

**Measure:** Teacher Intern Assessment Instrument | **Outcome/Objective:** Use assessment information for differentiated learning.

**Implementation Description:** Instructors plan and team teach courses in the senior level blocks to ensure that teacher candidates can demonstrate using assessment to differentiate instruction prior to student teaching.

**Projected Completion Date:** 03/31/2013

**Responsible Person/Group:** Instructors for CIR 412L and CISE 403

**Develop a plan for a year-long student teaching experience.**

CISE faculty in conjunction with the Educational Field Experience office are collaborating to develop a plan to merge the CISE senior block experiences with the semester student teaching experience to allow for a student teaching experience that encompasses a full year in K-6 partnering schools.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Praxis II: Principles of Learning and Teaching | **Outcome/Objective:** Demonstrate pedagogical knowledge.

**Measure:** Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate pedagogical knowledge.

**Implementation Description:** Research for this project will be conducted in the schools involving USM didactic and clinical instructors and K-6 faculty beginning in the fall 2012. Additionally, planning meetings will be held to begin the implementation of the full-year clinical experience in fall 2013.

**Projected Completion Date:** 05/15/2013

**Responsible Person/Group:** Dr. Janet Boyce, CISE elementary education faculty, Educational Field Experience staff

**Incorporate national common core state standards into coursework.**

Beginning in 2011-2012, CISE faculty have attended professional development sessions and worked in content area groups to develop plans to incorporate common core standards into all appropriate syllabi and coursework. This process is ongoing and will continue throughout 2012-2013.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate pedagogical knowledge. | Develop higher-order thinking skills.

**Measure:** Teacher Intern Assessment Instrument | **Outcome/Objective:** Develop higher-order thinking skills.

**Implementation Description:** CISE didactic and clinical faculty will collaborate to ensure common core standards are included in appropriate coursework and clinical experiences.

**Projected Completion Date:** 05/31/2013

**Responsible Person/Group:** CISE faculty and K-6 faculty

**Instructional Technology faculty to collaborate with elementary education faculty in integrating technology.**

Instructional Technology faculty will collaborate with elementary education faculty in CISE to integrate cutting-edge technology into clinical experiences.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Candidate Performance Evaluation | **Outcome/Objective:** Integrate technology in instruction.

**Measure:** Teacher Intern Assessment Instrument | **Outcome/Objective:** Integrate technology in instruction.

**Implementation Description:** IT faculty will continue "Tech Knows" workshops prior to CISE faculty meetings to provide professional development in cutting edge instructional technology.

**Projected Completion Date:** 07/31/2013

**Responsible Person/Group:** IT faculty

## Analysis Questions and Analysis Answers

### **What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

The Elementary Education (K-6) BS programs on the Hattiesburg campus, the Gulf Coast campus, and the Teacher Assistant Program (TAP- online) showed strengths in performance measures of program objectives in 2011-2012, with all outcome targets being met or partially met. The results obtained from the intensive performance measures required by the Association for Childhood Education International (ACEI), which is the Specialty Professional Association (SPA) that confers national recognition to the CISE elementary education program, indicated that outcomes were being met at the exemplary or mastery level for most measures with improvements from previous results on using assessment information for differentiated instruction and using higher order thinking skills. Additionally, CISE elementary education coursework, pre-student teaching clinical experiences and student teaching are aligned with both MDE framework content standards and national Common Core-State Standards (CC-SS) to ensure that state and national objectives are met. Overall results from 2011-2012 measures indicate that both state and national outcomes are being attained. Performance assessments indicated mastery of content and pedagogical skills with continued progress being made on the integration of current technology into teaching and learning. Both content and pedagogy licensure examination results for all three programs exceeded the 80% pass rate required by the Mississippi Department of Education (MDE).

### **What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

Although candidates in all three programs exceeded the MDE pass rate requirement of 80%, the target of 90% pass rate set by CISE faculty was only partially met In the 2011-2012 cycle for both the Praxis II Elementary Education Content and Praxis II: K-6 Principles of Learning and Teaching. CISE faculty are dedicated to attaining a pass rate of 90% or higher in each program. As recommended by the ACEI National Recognition Report, the subtest scores for each of the Praxis II licensure examinations were requested from Educational Testing Services (ETS) beginning in the fall 2011..As a result of data analyses from the licensure test sub scores, CISE elementary education faculty are placing additional emphasis in didactic and clinical coursework on developing the knowledge and skills for the areas showing the lowest subtest scores. Additionally, teacher candidates are encouraged to wait until the teacher candidacy/student teaching semester to sit for the licensure examinations. Although progress has been shown in the outcome of integrating current technology, continuous attention must be given to this objective because of the rapid advances made in instructional technology. Continued attention will be given to improving higher order thinking skills and the use of assessment to drive differentiated instruction as these are essential areas of concern for teacher education..

## Annual Report Section Responses

### **Program Summary**

The K-6 elementary education program in Curriculum, Instruction, and Special Education (CISE), a program that is historically within the original mission of USM and one of the largest programs on both the Hattiesburg and the Gulf Coast campuses, strives to be a model teacher education program for the state and the region, and is committed to the outstanding preparation of K-6 teachers. During 2011-2012, CISE faculty and staff reviewed the past three years of assessment data and continuous improvement initiatives in preparation for the National Council for Accreditation of Teacher Education (NCATE) accreditation report and site visit. The Association for Childhood Education International (ACEI) Specialty Professional Association (SPA) report was submitted in preparation for the NCATE visit, and the CISE Elementary Education Program received national recognition from ACEI.. The Teacher Assistant Program (TAP), an innovative CISE online program for currently-employed K-6 assistant teachers who wish to attain a B.S. degree and teacher licensure, continues to be a beneficial recruiting tool as well as a service to K-6 schools throughout the state. The entire elementary education program (at both campuses and online) is based on the premise of an active "community of learners" with the teacher candidates, faculty, staff, community members, and school district personnel working together in a partnership to create a dynamic learning community. Through a planned sequential program built on evidence-based didactic course work aligned with authentic clinical experiences and state and national standards, teacher education candidates internalize and value the educational knowledge, skills and dispositions to inform, inspire

and transform self and others including the K-6 students in the classroom.

The CISE elementary education program, along with the other teacher education programs at USM, achieved full accreditation from NCATE as a result of the successful seven-year NCATE accreditation report and site visit. Additionally, the USM teacher education programs met the Process and Performance Standards of the Mississippi Department of Education (MDE).. CISE faculty are active researchers, having produced 40 publications in peer-reviewed journals and having received \$4,155,104.00 in external funding in 2011-2012. In regard to service, CISE faculty consult in K-12 schools, serve on state advisory committees and serve as officers for state, regional and national professional organizations.

### **Continuous Improvement Initiatives**

In Curriculum, Instruction, and Special Education (CISE), elementary education continuous improvement initiatives are aligned with the Mississippi Curriculum Frameworks and the Association for Childhood Education International (ACEI) standards for elementary education. Beginning in the 2011-2012 academic year, newly-developed national Common Core State Standards (CCSS) were studied by CISE faculty and mapped to elementary education didactic and clinical courses. Professional development was provided for CISE faculty to assist in adapting syllabi to include the common core standards in the appropriate courses. Educational trends are reviewed and analyzed based upon the knowledge provided by sound educational research. Faculty members provide a variety of experiences that inform elementary education majors about the latest classroom pedagogical innovations and future technology trends. Opportunities to use new technology, such as interactive white boards and other cutting-edge technology, are built into the clinical component of the program as students incorporate delivery formats of the K-6 clinical classrooms into their lesson designs. Collaboration between CISE elementary and special education faculty provides elementary education majors with the opportunity to see effective instruction through co-teaching in inclusion classrooms. The variety of research studies and personnel preparation grants directed by an array of faculty members inform elementary education majors about societal needs and provide students with cutting edge methodology to ensure best practices are used for teaching and learning.. A major continuous improvement initiative for the 2011-2012 academic year and beyond involves the incorporation of the arts into all aspects of the elementary curriculum. This initiative, developed in 2010-2011 and continued through 2011-2012, involved collaboration with K-6 faculty who are involved with the Whole Schools Arts Initiative in local school districts. K-6 faculty members presented workshops for the CISE cohort groups to demonstrate innovative techniques for incorporating the arts throughout the elementary curriculum. Comprehensive arts activities were embedded into content area coursework as a result of this initiative. This action resulted in the ratings on the arts content standards on the Teacher Candidate performance Evaluation (TCPE) receiving a majority of mastery or exemplary ratings.

One of the major assessments for elementary education, the Teacher Intern Assessment Instrument (TIAI) has undergone significant change at the state level in the past two years by representatives from each IHL that provides teacher education. The resulting instrument is closely aligned with the new teacher assessment instrument, the Mississippi Statewide Teacher Appraisal Rubric (MSTAR) that will be used to evaluate all practicing teachers within the state. Beginning in the spring semester of 2013, the new instrument will be used throughout the CISE elementary education program to prepare teacher candidates to be more effective teachers during student teaching and in their full time positions following graduation.

As a result of teacher education redesign in the past three years, stronger partnerships have been developed with the schools in which field experiences are conducted. CISE clinical and didactic faculty work closely with mentor teachers in the schools to provide exemplary field experiences. Schools provide meeting space for clinical students to work with university supervisors on lesson preparation and post-lesson conferencing to further support the field experiences. Additional field experiences have been added to the introductory cohort, and performance assessments for each cohort have been revised to better evaluate knowledge, skills, and dispositions prior to teacher candidacy. Didactic and clinical faculty members meet regularly as a team to discuss the knowledge, skills and dispositions of the candidates as they progress through the cohort groups. Particular attention is given to professional dispositions during the field experiences so that candidates will be better prepared for the teacher internship. Formative assessments administered throughout the program are reviewed for individual candidates who are provided guidance and instruction throughout the program to ensure that each candidate obtains the requisite knowledge, skills, and dispositions to be an effective practitioner.

### **Closing the Loop**

As a means to "close the loop" on actions to better integrate didactic and clinical coursework, CISE cohort faculty developed a "Super Clinical" week each semester. During that week, CISE cohort didactic faculty participate with the CISE clinical faculty, the K-6 mentor teachers, and the teacher candidates at the clinical sites throughout the week. This action has proven to be effective in improving teacher candidate outcomes prior to student teaching. An outcome of the positive results of the "Super Clinical" week was that CISE faculty decided to develop a plan to partner with K-6 schools to develop a full year of student teaching experiences. This plan will be researched and developed throughout 2012-2013 to further close the loop. Additionally, the 2011-2012 resequencing of courses to include classroom management coursework during the more intense clinical experiences of the senior block resulted in improved candidate outcomes for classroom management. Additionally, CISE faculty elementary education faculty have participated in professional development workshops to share and learn about cutting-edge instructional technology.