

**THE RENAISSANCE GROUP
Annual Report for 2002 - 2003**

Presented to

Dr. Leo Pauls, Executive Director

Submitted by

**Dr. Yiping Wan, Dean
Bagwell College of Education
Kennesaw State University**

August 1, 2003

THE RENAISSANCE GROUP

Annual Report for 2002 -2003

Member Institution: Kennesaw State University

Name and title of person
completing report: Dr. Yiping Wan, Dean,
Bagwell College of Education

Strategic Plan. The Board of Governors of the Renaissance Group has decided to relate the annual report from institutions to the organization's Strategic Plan. The Strategic Plan may be read in its entirety at <http://www.emporia.edu/rengroup/strategicplan.htm>. In brief, there are two goals (improve student learning in low performing schools, exemplary practices for preparing educators) and measures of accountability for each goal. The items below track the measures of accountability that apply to institutional members. The Renaissance Group has not defined "low performing school," "sustained Partnership," and the like. Please supply your own definitions of these terms.

Reporting. The completed annual report should be submitted to Dr. Leo W. Pauls, Executive Director of the Renaissance Group at langdona@emporia.edu or at FAX 620.341.6093, or through U.S. Mail to 1200 Commercial Street, Campus Box 4036, Emporia, KS 66801. For additional information, call Dr. Pauls at 620.341.5831.

The report is due August 1, 2003.

1. Does your institution have at least one "sustained partnership" with a "low performing school?" No (circle one). If "yes," please name the building(s) as well as the district(s) in which each such school is located. Briefly describe the indicators that you have at this time that demonstrate that your institution is having "a positive impact on the school(s)."

Kennesaw State University, in its preparation of teachers through the conceptual framework, “*The Collaborative Development of Expertise in Teaching and Learning*”, honors its commitment to accrediting bodies such as NCATE, specialty organizations such as NCSS, Georgia Board of Regents Principles for the Preparation of Educators for the Schools, INTASC, NBPTS, Georgia Professional Standards Commission and the Renaissance Group.

Therefore, Kennesaw State University strongly supports selected formalized partnerships with some low performing schools in the 11 partner school systems. NCATE or other accrediting groups definitions of low performing schools and sustained partnerships have been used in this report. Sustained partnerships with low performing schools exist with graduate and undergraduate programs. For example, a sustained partnership exists with the Secondary Social Studies Program and Osborne High School located in Cobb County School District. The Department of Elementary and Early Childhood Education, according to Interim Chair Dr. Loretta Howell and Interim Assistant Chair Dr. George Hess, also has a sustained partnership with Allatoona Elementary School in Cherokee County School District.

Some of the indicators that Kennesaw State University is having a positive impact on these schools include the following: a special internship implemented at Osborne High School for a member of their faculty, a number of graduates have assumed teaching positions at the partnership schools, and there is a close collaboration between the teachers, department chairs, principals and Kennesaw State University faculty. Next year the Department of Educational Leadership also expects to formalize a partnership with Harmony-Leland Elementary School located in Cobb County School District. For a full discussion of the positive impact made by the institution on partnership schools please consult major reports made available to the public that addresses this question. These reports can be found at <http://www.kennesaw.edu/education/accreditation.html>.

2. During the past two years, has your institution increased the number and/ or percentage of “under-represented” teachers? Administrators? If so, please provide the statistics. (*Example: The number of African-American teachers prepared at this institution increased from 15 in 2001-2002 to 25 in 2002-2003.*) The numbers of under-represented teachers and leaders reported in the Title II Report for 2003, the Department of Educational Leadership and other sources consist of the following:

Initial Program

- Total Number of Students enrolled: 739
- White: 673
- Black: 36
- Hispanic: 9
- Asian: 9
- American Indian: 2
- Other: 10 Specify: multi-racial

Alternative Initial Teacher Preparation Program

- Total Number of Students enrolled: 27
- White: 19
- Black: 1
- Hispanic: 6
- Asian: 1
- American Indian: 0
- Other: 0 Specify: n/a

Advanced Program

- Total number of students enrolled: 235
- White: 224
- Black: 6
- Hispanic: 1
- Asian: 2
- American Indian: 1
- Other: 1

The Professional Teacher Education Unit has an aggressive diversity recruitment plan and a commitment to the recruitment and retention of under-represented faculty and students.

3. You need to make a decision on this. Either or for a recent twelve-month period, what was the number of new, first-time teachers prepared by your institution? The number of newly prepared school administrators?

During the past two years, has your institution increased its production of new teachers? Administrators? If so, please provide statistics. (Example: The number of principals prepared at this institution increased from 52 in 2001-2002 to 65 in 2002-2003.) If not, why?

During the past two years Kennesaw State University has increased its production of new teachers and administrators. During the 2001-2002 academic year 739 total students were enrolled at the initial level (27 at the Alternative Teacher Preparation Level and 235 at the advanced level).

One advanced program, the Department of Educational Leadership, did not have a program two years ago but since its approval, in two years the department has prepared 58 new add-on certification administrators and 21 masters degree candidates. This fall the department will have over 200 candidates admitted in the Educational Leadership Program to prepare future principals and other educational leaders.

Over the last year graduate programs have increased by 42% and some undergraduate programs such as Secondary Social Studies have increased by almost 50%.

While some teacher education programs in Georgia institutions of higher education have experienced limited growth, Kennesaw State University continued to be one of the largest producers of teachers and leaders in Georgia. The Department of Elementary and Early Childhood Education also continues to be one of the largest producers of teachers and, as noted in their Program Report prepared by the department, these graduates earn high scores on PRAXIS and go on to receive such recognition as Teacher of the Year and National Board Certification. For a detailed and comprehensive report of first time teachers and administrators prepared by the institution, see <http://www.Kennesaw.edu/education/accreditation.html> and the KSU Fact Book, Program Reviews, found in the Office of Institutional Effectiveness at <http://ie.kennesaw.edu>

4. In your institution's partner school(s), has your institution been substantially involved during the past two years in activities such increasing the retention of "new and effective teachers"? If so, please describe the activities briefly. What has been the outcome?

Some of the activities that have been engaged in with partner schools consist of the following:

Secondary Social Studies Programs:

- A very successful all-day workshop is held annually for social studies teachers throughout the area. Free teaching materials are provided to participating teachers. The workshop provides extensive opportunities for networking and collaboration of teachers and university faculty.
- The KSU Teacher Resource and Activities Center (TRAC) offers a variety of workshops and seminars for KSU candidates, alumni, and area teachers. Retired social studies teachers act as mentors for pre-service and new teachers.
- Surveys of program participants, collaborating teachers, administrators and alumni are conducted systematically. These surveys provide valuable feedback as to the effectiveness of the SSED program's components and activities.
- Partnership meetings in Fulton County, Paulding County, and Cobb County during the past school year have highlighted the strengths and needs of the SSED program. These have then provided a foundation for the changes that have been implemented in the program.
- Outcomes have included increased and more in-depth collaboration among the program's participants. Another outcome has been the programmatic changes that have resulted from the feedback received. Changes in course requirements and field experience procedures and assessments have been implemented.

Elementary and Early Childhood Education:

- Administrators and faculty from partnership schools teach Kennesaw State University students on-site and on campus.
- Partnership schools often employ Kennesaw State University elementary education graduates and other program area graduates.
- Fall 2003 proposal to provide laptop computers to support partnership schools including Allatoona Elementary School.

- One of the largest producers of elementary teachers in the state of Georgia.

Department of Educational Leadership:

- While the department does not have a formal partnership agreement, the department has an exciting collaboration with the Georgia Teacher Center. Beginning Fall 2003 a cohort will have each candidate write a school improvement project that will be funded up to \$1,000.00. One cohort had its degree costs paid. The new pilot cohort will have \$250.00 per semester paid plus the \$1,000.00 school improvement fund.
- Kennesaw State University Educational Leadership graduates are often employed by partnership schools.

The Center for Field Experiences and Partnerships:

- The Center for Field Experiences and Partnership has established a formalized program of induction for beginning teachers in 11 partnership school systems up to two years following completion of the program. Principal #2 of the Georgia Board of Regents Principles for the Preparation of Educators for Schools states that an institution must guarantee any teacher that it prepares. In summary, principals of partnership schools provide feedback regarding the benefit of the program to participating schools and the Center for Field Experiences and Partnerships. Some induction programs have included:
 - Conference on Learning Engagement that consist of one day training for high school teachers, middle school teachers, and one day for elementary school teachers. The conference was held in Spring 2002 with 490 teachers in attendance.
 - ESOL conference is designed for one day at KSU and one day of a similar program in Dalton, Georgia. The conference held in Spring 2002 consisted of 3381 participants.
 - Overall outcomes have resulted in stronger school partnerships.
 - Program improvement.
 - Individualized approach to teacher induction.
 - Induction program has serviced over 1,249% over YTD May 2001.
 - Placement of students in diverse school settings.
 - Positive impact on P-12 learners and teacher and educational leaders.

Finally, a comprehensive discussion of the Kennesaw State University's activities with partner schools is described below based on information prepared by Dr. Vicki McLain for the Board of Regents Report, as follows:

II A (6) Principle: Institutions focus partner schools (or approved alternative) on

- Increasing P-12 student learning and achievement,
- Mentoring beginning teachers,
- Providing field-placements for teacher candidates to demonstrate outcomes of guarantee,
- Collaborating in the preparation and development of teachers, and

- Increasing the amount of school-based research on improvement of schools and on teacher preparation and development programs (2001)

Rating 4. Evidence of impact of partner schools (or approved alternative) on P-12 students, pre-service and in-service teachers.

Evidence of the Impact

Levels 1 through 3 of Rubric

Overview of Partnership Plan (for providing field-placements for teacher candidates to demonstrate outcomes of guarantee; collaboration with partnership schools for preparation and development of teachers)

The Kennesaw State University teacher education program works with eleven school systems in collaborating efforts including providing field placements for candidates to demonstrate outcomes of the Board of Regent’s guarantee, implementing the beginning and experienced teacher induction plan, and school-based research. The “Three-Tiered Developmental Partnership Plan” includes a strategy with specific developmental steps addressing the Board of Regents Principle II A(6) and guiding the development of a full-network of partnership schools (See Plan in Appendix II A(6)). To address the plan, KSU’s teacher education program has signed agreements with eleven (11) school systems that are renewed on a three-year cycle. Although these agreements are at the school administration level, the Center for Field Experiences and Partnerships (CFEP) meets with each Superintendent and/or Assistant Superintendent to assure the collaborative partnership is supported at the administrative level.

Implementation of the Partnership Plan – Providing field-placements for teacher candidates to demonstrate outcomes of Board of Regent’s Guarantee

The two unit level courses, EDUC 2201 *Teaching and Schools in a Changing Society* and EXC 3304 *Education of Exceptional Students* are all in partnership schools where agreements are signed at the individual school level. This second tier is titled “collaborative partnerships” and is characterized by joint work between and among school and university faculty with an emphasis on building learning communities. As collaborating partners, the school system and university:

1. Share responsibility for preparation of new teachers.
2. Share resources, knowledge, experiences, ideas, and training.
3. Share decision making in some areas which directly/indirectly affect the mission of the teacher education preparation program and the collaborative partnership schools.
4. Provide opportunities candidates to develop knowledge, skills, and dispositions related to working with diverse students with a focus on increasing P-12 student learning and achievement.

In addition, each program area identifies partnership schools to be used for both Teaching of Specific Subjects (TOSS methods courses) and student teaching with agreements signed at the school and/or system level depending on the agreement. Some of these agreements are at the first tier level and ensure that the school will provide a quality field placement for a specific course and may include input from faculty or the placement coordinator at Kennesaw State University.

Others are at the second tier (described above) or the third tier, the “professional development partnerships” which includes the same four characteristics as listed above for the second tier, plus an educational climate that facilitates the learning and achievement of all P-12 students, pre-service and in-service teachers, university and school system faculty, administrators, and staff. Collaboration and commitment are the core elements that shape the operating principles of professional development partnerships. As professional development partnerships, the school system and university:

1. Share responsibility for preparation of new teachers.
2. Share resources, knowledge, experiences, ideas, and training.
3. Share decision making in some areas which directly/indirectly affect the mission of the teacher education preparation program and the collaborative partnership schools.
4. Provide opportunities candidates to develop knowledge, skills, and dispositions related to working with diverse students with a focus on increasing P-12 student learning and achievement.
5. Share expertise in the theory and practice of teaching and learning.
6. Engage in joint efforts to improve/inform practice.
7. Integrate pre-service and in-service teachers learning into school programs and teaching practice.
8. Conduct and promote research producing changes that foster student learning, enhance teaching, and that improve the organizational environment.

The elementary and early childhood program area (the second largest in the state) uses partnership schools for all Teaching of Specific Subjects (TOSS) and the majority of student teaching placements. Their Center Complexes are designed with four to six elementary schools where one school is designated as the Center Site. Currently, they have three Center Complexes, one in South Cobb County, one in Paulding County and one in Bartow County. Each represents a different diversity (See Appendix II A(6) “Diversity Statement for Field Placements” for the guidelines used to identify diverse field experiences). The South Cobb Complex is made up of eight ethnically diverse schools. Bartow County represents socio-economic diversity and Paulding County represents rural as well as socio-economic diversity (See Diversity Plan in Appendix II A(6)). Faculty are involved in additional collaborative initiatives with the elementary and early childhood partnership schools. An example of one initiative is described below:

In 2001, the Georgia Educational Technology Training Centers were awarded the Wide Networking Field Experiences Grant in excess of \$450,000. The goals of this grant are designed to increase the technology competencies of educators within partnership schools and other areas where Colleges of Education place student’s for field experiences. The KSU Educational Technology Training Center’s allotment for participation in this grant was approximately \$42,000 in year 1, and \$38,000 in year 2. Allocations for year 3 have not yet been announced.

During year’s 1 and 2 of the KSU project, extensive connections were established with the Department of Elementary and Early Childhood’s South Cobb Complex. This project was selected on the basis of the collaborative strength within the graduate program and the identified partnerships within the South Cobb Complex. In addition, these schools were identified as high

risk, highly diverse, and the percentage of educators within these schools had not yet met the PSC Special Technology Requirement for Re-certification.

The schools within the South Cobb Cluster include:

- Clarkdale Elementary
- Compton Elementary
- Austell Elementary
- Sky View Elementary
- Mableton Elementary
- Harmony Leland Elementary
- Riverside Elementary
- Bryant Intermediate

The grant was presented to the Principals of the South Cobb Cluster Schools during the Fall of 2002, and it was decided that Clarkdale Elementary would serve as the training host for the InTech and AdmInTech classes.

Semester	Class	# of participants
Fall 2001	InTech (ECE Graduate)	40
Summer 2002	InTech (ECE Graduate)	75
Fall 2002	InTech (Clarkdale)	11
Spring 2003	InTech (Clarkdale)	21
Spring 2003	AdmInTech	9
Summer 2003	InTech (Graduate)	31
Total		187

If funding continues at approximately the same level, more InTech and AdmInTech sessions are expected to be scheduled at Clarkdale Elementary in Fall 2003 & Spring 2004.

Middle Grades Education is currently developing their network of partner schools for field placements. They are planning to work with one school addressing all dimensions stated in the Principles while identifying additional middle grades schools for placements and future development. With the size of their program and the limited number of faculty, this is a plan that works best for their program area. Secondary and P-12 program areas are at different stages in their development of partnership schools. Mathematics education has a network of partnership schools while other secondary areas partner with groups of content area teachers within schools. Since they are content specific, this works best for their program areas to identify effective collaborating teachers in high schools. P-12 faculty has identified specific teachers that model best practices and use those teachers each semester for clinical placements.

Numerous collaborating teachers are Kennesaw State University adjunct faculty under our Supervising Master Teacher (SMT) program (See Appendix II A (6) for list of SMT's). These teachers serve as both the collaborating teacher and university supervisor for our candidates during student teaching. They model best practices and are fully trained to supervise candidates. The Secondary and P-12 program areas use SMT's for many of their placements. Our goal is to

continue the development of additional schools for our full network of partnership schools in our eleven partnership school systems. This will continue to address each of the components (bullets) of II A (6) (See Appendix II A (6) for additional information on partnership school development). We see the development of partnership schools as a continuous and evolving process.

Mentoring Beginning Teachers

CFEP ran a pilot Mentor Support Program in one of our major school systems as part of the Induction Program during Spring Semester 2002. The purpose of the mentor support program was to provide direct assistance to the mentors of new teachers, which may include mentor training, and to provide direct support and assistance to new teachers in the classroom. We are continuing this program as well as increasing the size of this program in Fall Semester 2003 (See Narrative II A(5), "A Framework for a Support Position for Novice Teachers" for a complete description of the program).

The Center for Field Experiences and Partnerships recognizes the vast need for strong teacher induction that make a positive difference in student learning. To help support and retain new teachers, the Center employs both an individualized induction delivery model, working collaboratively with each system to custom design innovative programs based on needs, and an inter-system partnership model, involving on-campus conferences in which all systems participate. Our overall goal is to create innovative induction programs, through a variety of delivery models, to enhance teacher performance and impact student learning.

In addition to individual system workshops and inter-system conferences, the Center's induction program includes a newsletter, website, online resource/discussion board, and e-list. The Center is also conducting a pilot mentor support program and employs the "Teacher of the Year" Initiative and the "Project Respect" program as part of its Induction efforts.

Following is an explanation of each of these induction approaches:

- **Individualized Delivery Model:** The Center works collaboratively with the major school systems we serve to custom design induction programs based on the expressed needs of the new teachers. Our goal is to create innovative induction programs, through a variety of delivery models, to enhance teacher performance and impact student learning. See "Implementation Activities" below for examples.
- **Inter-system Partnership Model:** In addition, the Center offers two on-campus training conferences to which all systems are invited to participate and to attend. Each of the nine system served by the Center are represented as session leaders, including master teachers, "Teachers of the Year," NBPTS teachers, system-level administrators, principals, Instructional Lead Teachers, and superintendents, along with KSU faculty. Examples of these conferences include the following:
 - ✓ "Students First: Engaging All Learners" Conference (9 school systems participating) - Day One (High School Teachers); Day Two (Middle School); Day Three (Elementary) - 490 total in attendance
 - ✓ ESOL Conference "Meeting the Needs of Culturally and Linguistically Diverse Students" - Day One (Delivered on-campus at KSU); Same Program on Day Two (delivered off-campus in Dalton City Schools) - 381 total in attendance

Teachers Served through Induction Workshops/Events:

- By employing the individualized approach to teacher induction and through our global partnership development with our two teacher conferences, the total number of teachers reached Year-to-Date May, 2002 is **1,249%** over Y.T.D. May, 2001. The increase for Year-to-Day May, 2003 is even greater.

Following is a comparison of the 2000-2001 (Prior to CFEP) Academic Year, the 2001-2002 Academic Year, as of May 2002 (CFEP) and the 2002-2003 Academic Year, as of May 2003 (CFEP):

Induction Workshop Attendance	Y.T.D. May 2001	Y.T.D. May 2002	Y.T.D. May 2003
Total Served	113	1412	1640
Cobb	42	467	454
Cherokee	14	43	186
Bartow	28	22	26
Marietta City	4	182	56
Paulding	19	180	177
Cartersville City	5	26	70
Fulton County	0	80	52
Gordon County	0	2	11
Private/Other	1	102	145
Systems TOTAL	113	1104	1250
Preservice Teachers	0	308	390
GRAND TOTAL	113	1412	1640

- A strong component of our individualized model is that each induction activity is based on the expressed needs of the particular system and are tied to the school/systems goals. For example, in Cobb County Schools, their Staff Development Program is based on the Charlotte Danielson Model. We work collaboratively with them to base our session on the domains of that model. As another example, Paulding County Schools believes strongly in the learning focused classroom model. Again, we plan our induction collaboratives with Paulding to reflect that emphasis. This individualization increases the strength and success of the partnership, thus impacting the success of our collaborative induction programs.
- In our inter-system partnership conference model, we include all the systems we serve as contributors as session leaders who are working together to build a global partnership to enhance teacher performance and impact student learning. Therefore, ownership is increased and all systems become accountable for the overall success of the program.

Conference Highlights (See Appendices II A (2) and II A (5) for Sample Conference Programs)

- Including the presenters, there were over 530 participants from nine different school systems at the “Students First: Engaging All Learners” Conference. The total conference involved over 50 sessions, along with a different keynote address each day. The speakers represented 8 different schools systems and 7 departments on the KSU campus.
- Including the presenters, there were over 409 participants from over 14 different school systems at the “ESOL: Meeting the Needs of Culturally and Linguistically Diverse Students” Conference. The conference involved 38 sessions in addition to the keynote and closing address each day. The speakers represented 5 departments on the KSU campus and three school systems. The keynote address was delivered by a faculty member of the University of Florida. The conference was offered locally at the KSU Center and in the Dalton City School System, which is a community outside the Center’s service area but with high ESOL needs.

The Center’s induction efforts have been inter-department, involving 8 different Kennesaw State University departments as speakers, contributors to our newsletter, session leaders, etc.

Additional Induction Tools:

The Center newsletter, IMPACT (Improving Practice and Classroom Teaching), is an important induction tool, which is delivered to over 2000 new teachers in the nine systems we serve, four times a year. Each issue centers on one theme and includes articles written by KSU faculty, master teachers, administrators, “Teachers of Year,” NBPTS teachers, all of whom represent the systems we serve. (See Appendices II A(2) and II A(5) for sample newsletters)

Center Newsletter Highlights:

The Center newsletter, IMPACT, is an important induction tool and was issued four times during the academic year (twice during Fall, 2001, and twice during Spring, 2002). As a highlight, instructional lead teachers and principals have asked permission to reproduce portions of the newsletter or its entirety for all their teachers. Each newsletter has a theme that is aligned with our Induction programs. The two spring semester issues were a two-part series on diversity, focusing on working with linguistically diverse and culturally diverse students. Each issue of IMPACT reaches over 1750 new teachers (and their superintendents) in the following system

Cobb
 Cherokee
 Bartow
 Cartersville City
 Marietta City
 Paulding
 Dalton City
 Gordon
 Douglas
 Fulton (Northern)
 Atlanta City

5. How do (a) the curriculum and (b) the field experiences at your institution assure that all teacher candidates are prepared to work effectively in low-performing schools?

Content courses and professional education courses and field experiences provide candidates at the initial and advanced levels with knowledge, skills, and dispositions needed to teach and make a positive impact on student learning in P-12 schools. See the SSED curriculum in the Advisement Checklist as one program's example. Candidates in secondary education social studies, for example, work with students in a variety of academic and performance levels.

PROGRAM REQUIREMENTS Secondary Education / Social Science
MAJOR IN SOCIAL SCIENCE EDUCATION

		Credit Hours
General Education		45
Specific General Education Requirement		
Students Should Take ECON 2100 in AREA C		
Lower Division Major Requirements (Area F)		18
EDUC 2201	Teaching and Schools in a Changing Society	3
EDUC 2204	Human Growth, Development and Learning	3
GEOG 1101	Introduction to Geography	3
HIST 2111	American to 1890	3
HIST 2206	Origins of Great Traditions	3
HIST 2275	Local History Research	3
Teaching Field (Courses to be chosen with Advisor)		
American History (Choose two)		6
HIST 4410	Colonial America to 1789	

33

HIST 4411	United States to 1873
HIST 4451	Civil War & Reconstruction
HIST 4461	Gilded Age & Progressive Era
HIST 4471	Recent U.S. History
HIST 3304	History of Georgia
HIST 3311	The New South
HIST 3315	History of the American West
HIST 3321	Diplomatic History of the U.S.
HIST 3331	History of Religion in U.S.
HIST 3332	U.S. Social and Cultural History
HIST 3335	African American History Since 1865
HIST 3340	U.S. Military Experience
HIST 3341	Women in U.S. History and Culture
HIST 3345	Business and Economic History of U.S.
HIST 4490	Special Topics Course (as appropriate)

European History (Choose One)

3

HIST 3337	Greek and Roman History
HIST 3350	England to 1688
HIST 3351	Modern England
HIST 3360	Russian Empire to 1917
HIST 3376	Problems & Philosophies in World History (may be used as Area Studies)
HIST 3377	History of Science
HIST 4440	Medieval Europe
HIST 4444	Renaissance & Reformation
HIST 4445	Age of Enlightenment
HIST 4454	20 th Century Europe
HIST 4455	20 th Century Russia
HIST 4456	World War II
HIST 4490	Special Topics Course (as appropriate)

Area Studies (Choose One)

3

HIST 3334	Africans in Diaspora
HIST 3366	History of Mexico and Central America
HIST 3367	History of Brazil
HIST 3373	Modern India & Southeast Asia
HIST 3374	Modern China & Japan
HIST 3376	Problems & Philosophies in World History (may be used as European Choice, as well)
HIST 3382	North Africa and the Middle East in Modern Time
HIST 3391	History of West Africa
HIST 3392	History of Southern, Eastern, and Central Africa

HIST 4475	War and Revolution in Southeast Asia	
World History (Required)		3
HIST 3305	The World Since 1945	
Political Science (Choose Two)		6
POLS 3315	American Constitutional Law: Federalism <u>OR</u>	
POLS 4415	Civil Liberties	
AND:		
POLS 3334	Comparative Politics <u>OR</u>	
POLS 3350	American Foreign Policy <u>OR</u>	
POLS 4435	Comparative Foreign Policy	
Anthropology/Sociology/Psychology		3
ANTH 3301	Human Origins or	
SOCI 2201	Principles of Sociology or	
PSYC 2201	General Psychology	
Geography (Choose Two)		6
GEOG 3310	Historical Geography	
GEOG 3330	Economic Geography	
GEOG 3300	Urban Geography	
GEOG 3320	Political Geography	
GEOG 3340	Cultural Geography	
GEOG 3312	Geography of Europe	
GEOG 3360	Geography of China	
GEOG 3700	Intro to Environmental Studies	
GEOG 4490	Special Topics	
Economics		3
ECON 2200	Principles of Economics-Macro	
PROFESSIONAL EDUCATION (7-12) REQUIREMENTS		27
(Must be formally admitted to teacher education program before taking these courses)		
EXC 3304	Education of Exceptional Students	3
EDUC 3308	Learning, Motivation, and Classroom Management	3
EDUC 3310	Multicultural Perspectives	2
SSED 4413	Teaching Social Sciences (Prerequisite EDUC 3308)	7

PROGRAM TOTAL: 123

P-12 programs are aligned with program outcomes, state and national standards such as INTAS, NBPTS, and Georgia Board of Regents Principles.

The Candidate Performance Instrument (CPI) has been approved for use in undergraduate practicum experiences, student teaching and advance program experiences to assess candidate performances on proficiencies needed to serve as effective teachers in low-performing schools. Please see <http://www.Kennesaw.edu/education/accreditation.html> to examine Candidate Performance Instruments.

6. Does your institution evaluate the effect on student (P-12) learning accomplished by your recent program completers while they are “on the job”? Yes No (Circle one.)
If yes, please explain briefly how this evaluation is conducted. What are some recent outcome measures?

The candidate in P-12 student learning is evaluated using a variety of assessment instruments included in the unit assessment system that includes undergraduate portfolio instrument, candidate portfolios, impact on student learning rubric and candidate performance instrument. Another example, as listed below, of the way candidates effect on student learning is evaluated and illustrated during Field Experiences of Secondary Social Studies candidates described by Dr. Nancy Stroud, Coordinator of Secondary Social Studies program as follows:

Recent outcomes and a description of how this evaluation is conducted are shown below.

The purpose of the impact on student learning assignment is to ensure that every candidate analyzes and reflects on the impact on every student’s learning from one lesson, skill, activity, or unit, etc. The use of a common rubric will ensure consistent reporting of data across program areas. There is a separate "Impact on Student Learning" rubric for undergraduate and graduate.

Directions for Use of the "Impact on Student Learning" Rubric:

1. Please have each candidate (TOSS, Student Teaching, and all Graduate Programs) analyze the impact of every student’s learning on a lesson, activity, unit, or skill, etc. that he/she has taught this semester or plans to teach this semester. The analysis can include qualitative or quantitative data collection (or both).
2. In the analysis, have each candidate reflect on the impact on every student’s learning on that particular lesson, activity, unit, or skill. In the reflection, the

candidate will want to consider how the differences that every student brings to the classroom setting may have influenced learning (see definition of "every student" at the top of attached rubric). The candidate will also want to reflect on his/her performance as a teacher and link his/her performance to the student learning results, along with identifying future actions for improved practice and professional growth.

3. Using the common "Impact on Student Learning" Rubric (see attached), rate each candidate's analysis.

4. Tally the results of the "Impact on Student Learning" Rubric by simply counting how many L1-L4 on each of the proficiencies on the rubric.

IMPACT ON STUDENT LEARNING SUMMARY
N=17
SPRING SEMESTER 2003
SOCIAL SCIENCE EDUCATION (SSED)

RATING INDICATOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
1.3	1		6	10
2.2		4	7	6
2.4	1	1	4	11
2.5	1	2	5	9
2.4		1	9	7
2.5		2	10	5
3.1		3	11	3

Please also see Partnership information under item #4 described above by Dr. Vicki McLain, Director of the Center for Field Experiences and Partnerships).

7. Does your institution evaluate measures of teacher effectiveness other than student learning (e.g. improved student behavior) accomplished by your recent program completion while they are “on the job?” YES NO (Circle one.) If yes, please explain briefly how this evaluation is conducted. What are some outcomes/measures?

Assessment instruments have been created and refined for EDUC 2201, EXC 3304 and all Induction events. Two semesters of data have been collected on KSU student performance/feedback for EDUC 2201. Three semesters of data have been collected on KSU Candidate performance Feedback for EXC 3304, and all Induction Programs. The data have been analyzed and summarized and used by CFEP to make changes/adaptations in the following:

* EDUC 2201

- Creation of Principal’s packet (CFEP)
- Updated teacher’s packet (MGE)
- KSU student orientation session on Conceptual Framework, requirements of FE, and professionalism (CFEP)
- KSU Student field experience packet (CFEP)

* EXC 3304

- Principal’s packet (CFEP)
- Candidate orientation session on requirements of FE and professionalism (CFEP)
- Candidate field experience packet (CFEP)
- Modifications to Reflection instrument (CFEP)
- Service-learning field component removed from EXC 3304, based on assessment (Dept. of Exceptional Children & CFEP)

*Teacher Induction (see I-Drive for specific changes based on assessment)

- All induction events based on needs expressed through assessment, such as:
 1. ESOL training and ESOL conference
 2. Guided reading
 3. Behavior Management
 4. Teacher modeling
- Scheduled sessions for longer periods of time when appropriate
- Increased publicity of events and methods of communication
- Work to ensure material delivered reflects topic and is appropriate for the experience level of the participants.
- Offered two collaborative professional conferences and seventeen collaborative induction events that actively engaged KSU faculty, school-based faculty, and system level personnel in dialogue, design, and delivery of instructional programs for induction and for candidates.
- Actively engaged a KSU faculty member in a Mentor Support Position to provide direct assistance to the mentors of new teachers.

- Aligned induction programming with the Conceptual Framework, providing training in each domain, based on expressed needs of the systems served by CFEP and based on assessment.

Other examples of impact on student learning has also been reported in the recent Board of Regents Report as follows:

**Regents Principles Documentation
Undergraduate Education
Spring 2003
KSU**

Con

Directions: For each proficiency, indicate the course(s) that support(s) candidates' development in a meaningful way. If assessments occur in more than one course, complete all columns for that course and assessment. Keep all information for each course/assessment aligned horizontally across page.

Undergraduate Proficiency	Where is it evident in the curriculum? (course prefix, number and title)	Describe <u>briefly</u> the nature of the assignment(s) by which candidates' are assessed in relation to proficiency. How often is this assignment made?	What opportunity do candidates have in field placements to demonstrate principle? <u>Briefly</u> describe.	What were the results from the assessment(s)? (Provide summary data from <u>at least</u> one semester; indicate the inclusive semesters)
ENGLISH				
2.5 ¹ (for BOR III A)	ENED 4475	Lesson Plans and follow-up reflections. Student Impact Analysis must show that they have addressed the needs of diverse students.	Teach 10 weeks full time. Reflect daily and debrief with cooperating teacher on weekly form to assure that they address the learning of all students. The Student Impact assignment addresses this.	Summary of <u>Impact on Student Learning Analysis</u> . Summary of CPIs on each student teacher.
FLED				
2.5 (for BOR III A)	FLED 4413	Give a written reflection on the cultural differences found between the two schools in which the student has been placed. (once)	Observation of K-12 foreign language classroom; several opportunities to teach mini-lessons.	Students are able to recognize diverse cultures and their impact on student learning. (Fall, 2001). Candidate work sample: Lesson plan with reflection on impact on student learning. (Spring, 2003)
	FLED 4480	Student is responsible for assuming full teaching load for 8-10 weeks and for assessing his/her students' progress. (daily)	Daily teaching in K-12 foreign language classroom.	Candidate Performance Instrument shows that students are successful in all aspects of teaching.
HPE				
2.5 (for BOR III A)	HPS 4410	Candidates teach children during practicum	Candidates are in field for the course.	Data from CPI/PST for Fall 02 & Spring 03 for candidates in diverse schools = L3 minimum
	HPS 4850	<i>Impact on student learning assignment:</i>	<i>Conducted during student teaching.</i>	<i>Data for Spring 03: 5 candidates at L4</i>

¹ KSU: Candidate utilizes a variety of assessments to evaluate student learning and uses the results to improve the quality of instruction that is differentiated to accommodate students' diversities

Undergraduate Proficiency	Where is it evident in the curriculum? (course prefix, number and title)	Describe <u>briefly</u> the nature of the assignment(s) by which candidates' are assessed in relation to proficiency. How often is this assignment made?	What opportunity do candidates have in field placements to demonstrate principle? <u>Briefly</u> describe.	What were the results from the assessment(s)? (Provide summary data from <u>at least</u> one semester; indicate the inclusive semesters)
MATH				
2.5 (for BOR III A)	MAED 4475	Lesson Plans and follow-up reflections Student Impact Analysis must show that they have addressed multiple groups of students	Teach 8 –10 weeks fulltime. Reflect daily and debrief with cooperating teacher on weekly form to assure that they address the learning of all students. The Student Impact assignment addresses this.	Summary of <u>Impact on Student Learning Analysis</u> Totals of 2.4 and 2.5 column Also, summary of CPIs on each student teacher – column 2.4 and 2.5
MGE				
2.5 (for BOR III A)	EDMG 4401/2/3/4/5 (TOSS) & EDMG 4475 (student teaching)	<ul style="list-style-type: none"> Lesson Plans, Unit Plans, and follow-up reflections (multiple times in TOSS and student teaching) <i>Impact on Student Achievement Analysis</i> must show that they have done this (once formally in TOSS and student teaching) 	<ul style="list-style-type: none"> In TOSS, candidates teach half days for five weeks. They must teach a minimum of two weeks. In the full semester of student teaching, candidates must teach 8 –10 weeks full school day. In both experiences, candidates reflect weekly and debrief with collaborating teacher to ensure that they are planning, implementing, and adjusting instruction appropriately. 	Summary of <i>Impact on Student Achievement</i> rubrics Summary of CPIs on each student teacher. Samples of candidate lesson plans, unit plans, and <i>Impact on Student Achievement Assignments</i> .
MUSIC				
2.5 BOR III A	MUED 3301: General Methods and Materials MUED 3302, 3303: Choral or Instrumental Methods MUED 3305: Learning and Assessment in Music MUED 3334: Foundations of Music Education MUED 4470: Student Teaching	Lesson Plans, Micro Teaching Projects Conducting, Field Experiences Performances Assessment Projects Service Learning	Total Hours Field Experience: 691 Hours	Documented Positive Assessment Evidence: Portfolios Video Tapes, Performing Projects
SCIENCE				
2.5 (for BOR III A)	SCED 4415 TOSS & 4475	Lesson Plans for TOSS & Student Teaching – technology is integrated in their plans when it is appropriate.	TOSS field experience – 5 weeks & Student teaching opportunities 8- 10 weeks	Summary of CPIs on each student teacher– column 1.2 and 2.4
SOCIAL SCIENCE				
2.5 (for BOR III A)	SSED 4475	Lesson Plans and follow-up reflections Student Impact Analysis must show that they have addressed multiple groups of students	Teach 8 –10 weeks fulltime. Reflect daily and debrief with cooperating teacher on weekly form to assure that they address the learning of all students. The Student Impact assignment addresses this.	Summary of <u>Impact on Student Learning Analysis</u> Totals of 2.4 and 2.5 column Also, summary of CPIs on each student teacher – column 2.4 and 2.5

8. Please give the titles of “documents” and the place where each of these “documents” may be obtained, which demonstrate how your institution demonstrates its effectiveness in preparing pre-service and continuing professional educators. “Documents” refers to paper items as well as web sites, videotapes, etc. “Place” refers to URL’s “office of the Education Dean,” “Office of Institutional Research”, etc. What plans are there to expand/enhance the demonstration of “effectiveness?”

The Department of Health and Physical Education according to Dr. Gail Webster videotapes students and require them to videotape themselves teaching and then analyze their performance. The candidates keep videos of their performance. The department is moving toward making movies and also have purchased equipment that will allow candidates to transfer their videos to a CD. A copy of the CD will be stored in HPS Library.

The Secondary Social Studies Program area according to Dr. Nancy Stroud uses a variety of documents and data have been collected that demonstrate the effectiveness of the SSED program. The following documents are found in the office of Dr. Nancy Stroud, SSED Program Coordinator:

- a) Program Review Report 2001 and Program Review Follow-up Report 2003
- b) National Council for the Social Studies (SPA) Report
- c) Student teaching portfolios and video tapes
- d) Toss portfolios and video tapes are found in the office of Dr. Fred McCaleb, the TOSS instructor.
- e) Other data such as the number of SSED majors and the number of SSED graduates can be found on the KSU websites: (1) KSU Fact Book and (2) Office of Institutional Research.

Major reports prepared by Dr. Beverly Mitchell, Office of the Assistant Dean can be located at: <http://www.kennesaw.edu/education/accreditation.html>

According to Dr. Linda Webb, Program Coordinator of Educational Leadership documents can be found at the following sites:

- a) Impact on Student Learning hard copies and data retained in department office. Summary data on I-drive.
- b) Candidate Performance Instrument in department office.
- c) Candidate portfolios-retained in department office. Rubric information retained in office and I-drive.
- d) Employer and follow-up surveys-will be retained in office and summary data on I-drive.

Admission information coordinated by Ms. Virginia Donovan can be located in the Dr. William D. Impey Teacher Education Advisement Center (TEAC).
Undergraduate Education

- a) Admission Reports (within this report are semester, year and program data on admits, denials, in-completes since '95.
- b) Decision Report (same as "Admission Report" except reported by term with diversity component).
- c) Admitted and Currently Enrolled Report (diversity report for any student admitted and enrolled).

Data related to certification can be located with Mr. David Baugher, Certification Office in TEAC as follows:

- a) Praxis I (Pass Rates)
- b) Praxis II (within directory are reports by year, PTEU and programs), Pass Rates, List of Students, Sub Score Reports.
- c) Program Completer Comparative Data-Undergraduate (within directory are reports by year, PTEU and programs)
- d) Graduate Education (M.Ed., Add-On, Endorsement), Admissions Reports (by semester, year and program) Program Completers (development in progress).

Other sites where major reports and data can be found include the following:

Campus sites: <http://campus.kennesaw.edu>

- a) Academic Affairs
- b) Publications
- c) Comprehensive Program Review Self-Study
- d) Recruiting a Diverse Faculty
- e) Student Learning Outcomes Assessment
- f) Center for Institutional Effectiveness
- g) Fact Book
- h) Faculty Handbook
- i) Advising Information for Advisors

Efforts are underway to develop online data management system to provide technological support for the unit's assessment system.

9. During the past two years, has your institution increased its international and/or intercultural experiences for faculty and/or students in professional education? YES NO (Circle one). If yes, describe briefly what has been accomplished.

Some international/intercultural experiences for faculty have consisted of the following:

- Faculty from Educational Leadership, Special Education, Secondary and Middle Grades Education, Center for Field Experiences and Partnerships, Early Childhood and Elementary Education, and the Office of the Dean have engaged in exchange programs, as conference presenters or in other activities in some of the following sites: Australia, Europe, Africa, Asia and Belize.
- Conferences such as SINO-American Education 14th Annual Conference.

- A number of history faculty have received stipends and grants for international study and teaching in China, Africa, Italy, India and Sweden.
- Kennesaw State University Diversity's Council and PTEU Diversity Committee sponsored lectures, seminars, presentations and conferences.
- Some students have also engaged in international and intercultural activities through the following:
 - Enrollment in courses such as EDUC 3310 multicultural perspectives
 - Some SSED candidates have been placed in China for their student teaching experience. During spring semester 2003, five of the 25 student teachers were placed at three locations in China.
 - Educational Technology Center trained teacher educators and P-12 teachers from Ghana.
 - Department of Educational Leadership and Elementary and Early Childhood hosted exchange faculty from China and Korea.
- ◆ The STUDENT TEACHING IN CHINA GLOBAL PARTNERSHIP, coordinated by Dr. Dan Paracka, Assistant Director of the International Center in collaboration with Dr. Vicki McLain, Director of Center for Field Experiences and Partnerships, was a major international initiative that benefited students and faculty in teacher education at Kennesaw State University during 2002-2003 academic year.

This past academic year (2002-2003), Kennesaw State University (KSU), Georgia State University (GSU), Nanjing Normal University, Yangzhou University, and Shanghai Institute of Education collaborated in a project aimed at facilitating Student Teaching Abroad Experiences. It has provided invaluable exchange opportunities for both faculty and students. The project has successfully progressed from the planning stages through implementation of the international student teaching experience. A total of 10 student teachers (7 from KSU and 3 from GSU) traveled to China to student teach (Spring Semester 2003). The primary objectives of the project are:

- Identifying university and school supervisor responsibilities in the international student placement context.
- Training university faculty how to supervise and mentor student teachers in cross-cultural and multicultural environments.
- Using data collection instruments to establish, assess and evaluate student teacher performance and effectiveness in the international student teaching experience.

This past year's project began with a visit by campus coordinators, supervising teachers, and administrative officials from China to Georgia. Prior to the Chinese delegation's arrival, KSU and GSU faculty worked together to develop several instruments for evaluating student teachers engaged in international placements. Three instruments evolved: one for general weekly observations for both the collaborating teacher and university supervisors, one for a mid-term evaluation, and

one for the final evaluation. These were presented to the Chinese supervisors during the training session and they suggested changes. Changes were made and the instruments finalized during the weeklong training. The Chinese supervisors used these instruments while observing Georgia student teachers. Both KSU and GSU faculty participants provided support during the experience. A debriefing and summary session occurred at the end of the school visits.

The visiting Chinese education professionals met with a wide range of educators in Georgia. They visited Elementary, Middle and High School Classrooms in urban, suburban, and rural settings to observe American school culture and teaching and learning strategies. They made several presentations during their visit in which they not only introduced and described their own educational system and teacher education programs but also shared information about their well-established support system for hosting visiting international teachers. This promoted confidence among Georgia teacher educators who would be recruiting future participants. The delegation also met with interested students, something that proved invaluable in the recruitment process.

Recruitment began in the spring of 2002. Applications were submitted in the fall of 2002. Students met Chinese delegates/hosts in October. Final selections/appointments were made in November. In December and January, several workshops/programs were organized for the Georgia student teachers planning to travel to China for their student teaching.

Successful lesson plans used by one of our student teachers that had taught in China the previous year were shared with this year's participants and they were encouraged to develop a portfolio for use in China and for future participants. Emphasis was placed on developing strategies for learning about Chinese culture and teaching about American culture. Several handouts were developed for this purpose utilizing a multidisciplinary approach that focused on recognizing diversity within national cultures.

Three Georgia university supervisors traveled to China in March 2003 to visit the host schools, visit and observe the Georgia student teachers, and to learn more about the expectations and practices of the Chinese teacher education programs. None of the three Georgia faculty had traveled previously to China. On-site observations are indispensable for Georgia faculty trying to fully understand and appreciate the teaching environments that the Georgia students are negotiating and to be able to respond constructively to their questions and concerns.

The returned student teachers from China are currently preparing recruitment, orientation, and lesson plan materials to share with future program participants.

It is our intention to further utilize this model to develop additional international student placement opportunities and collaboration with other partner institutions in Ghana and Belize.

- Finally, the Diversity PTEU Committee Plans to ensure that Professional Teacher Education Unit's Diversity Plan is also aligned with University's strategic plan on conferences, recruitment programs, and student and faculty retention issues related to diversity.

- Other: Recruitment and Retention of under-represented students: Kennesaw State University continues to aggressively seek out strategies to recruit and retain diverse faculty, staff students, and administrators. Some of the following outcomes have resulted from these strategies:
 - Recipient of Goizueta Foundation Scholarship that has lead to recruitment of more Hispanic students.
 - Teacher Apprentice Program Coordinator's Partner Group with 10 local school systems to recruit diverse high school students for the teaching profession. Currently planning a collaboration, "Future Educator's On-campus Retreat", at KSU.
 - Prep program designed to recruit minority Middle School students into the teaching profession.
 - Department of Elementary and Early Childhood Education plans on establishing an Advisement and Recruitment of undergraduate/graduate candidates as part of future Candidate and Assessment Support Center. The Center will support the recruitment of Hispanics and Black males.

- The Goizueta Foundation has provided funding to establish an Endowed Chair in Early Childhood Education. This Chair should also attract minority and majority students in Early Childhood Education. Position is expected to be filled on or before Fall 2004.