

Augusta State University

Teacher Education Unit Plan FY 2005-2006

Section 1: Purpose Statement

The Teacher Education Unit is committed to excellence in the preparation of teachers' participation in relevant research and other scholarly activities leading to the advancement of knowledge and good practice in the total learning and schooling process of children, and a service mission which provides leadership in the development and dissemination of relevant knowledge to address the wide-range of challenges faced by students, parents, and teachers.

Our department plans to continue to invest in a collaborative of education, arts and sciences, and professional development school faculty to promote stronger content preparation in Early Childhood, Middle Grades, and Secondary Programs. This plan includes our continuous, active pursuit of input from Arts and Sciences Faculty and Professional Development School Faculty who serve on the Teacher Education Council.

Section 2: Summary of Challenges, Goals, and Assessment of Progress Toward Achievement of Goals

Challenge 1: Enhance the quality of all professional preparation programs by developing, incorporating into coursework and fieldwork, and creating assessments for a set of teaching dispositions needed by all candidates in order to positively impact students learning.

Goals:

Our department plans to develop a set of professional teaching dispositions for use in coursework, fieldwork, and program assessment. We will work this year to create a list of dispositions, define each, and begin incorporating the dispositions into each course and program. Further, the department plans to create assessment instruments to measure candidates dispositions and growth towards professionalism.

Assessment of Progress Toward Achievement of Goals:

Our departmental assessment plan includes: (1) evaluation of course/program syllabi attending to specific correlation between conceptual framework principles and required dispositions; (2) the creation of assessment instruments for dispositions that will complement the existing data collection.

Challenge 2: Improve the technology integration and marketing processes for all programs (especially those with critical manpower shortages) and student populations (especially for non-traditional and minority groups).

Goals:

Our department plans to persist in increasing the number of high quality applicants, individuals from minority groups, and those desiring to teach in shortage fields. This plan includes promoting awareness through brochures, visits to schools, advertisements in high school yearbooks, distributing various promotional items, and through Teacher Cadet Programs and professional organizations such as SPAGE. We also plan to continue developing the technology inclusion (such as web enhanced courses) in all programs, providing academic support, offering strong advisement to pre-education majors including readiness for PRAXIS I and other strategies.

Additionally we plan to provide more on-line resources for students to use during their program of study. We also plan to restructure advisement procedures and increase contact with pre-education majors each semester to determine needs for assistance.

In order to increase our service to graduate students, we plan to develop a handbook for our Masters and Ed Specialist programs putting as much information as possible on-line for student use.

Assessment of Progress Toward Achievement of Goals:

Our assessment of progress toward achievement of goals includes: (1) recruit and admit minority students into Teacher Education programs with the annual goal of 5% increase over previously established baseline data; (2) increase enrollment by 5% in such shortage fields as middle grades and secondary science and math (to eliminate the triggers for comprehensive program review); (3); conduct faculty training in advanced technology for course use; (4) publish and distribute graduate handbooks.

Challenge 3: Contribute to the knowledge base of educator preparation and school improvement through concerted focus on publication of departmental work.

Goals:

The Department of Teacher Education faculty is committed to contributing to the knowledge base on a variety of educational issues and increasing the visibility of Augusta State University on a state, regional and national level. The department faculty will participate and present in professional conferences and seek publications in quality professional journals. The department will seek external grants to further the research and other professional development activities within the College of Education.

Assessment of Progress Toward Achievement of Goals:

Monitor the ratio of proposals, prospectus, and articles to acceptance of presentations, research and funded initiatives, and publications. Document categories of products by refereed, local, state, regional, national, and international.

Challenge 4: Incorporate fully the Georgia Performance Standards into the coursework and fieldwork for all programs.

Goals:

Our department plans to continue focusing on fully incorporating the GPS in the programs to help candidates increase P-12 student learning and achievement, in order to demonstrate outcomes of our guarantee. This plan will be enacted through our Professional Development School and Arts and Sciences collaboration. The department will work to provide local area teachers with training and materials to implement the GPS in P-12 classrooms.

Assessment of Progress Toward Achievement of Goals:

Our assessment of progress toward achievement of goals includes: (1) modeling best teaching practices through the Georgia Performance Standards in coursework and fieldwork; (2) providing well-supervised field - placements and ongoing feedback (minimum of 6 visits) to teacher candidates who will demonstrate outcomes of our guarantee; (4) conducting a minimum of 4 PDS building coordinator meetings at ASU to integrate the GPS in field experiences; (5) creating opportunities for PDS teachers to make guest appearances and give performance demonstrations in GPS content/pedagogy courses.

Challenge 5: Improve the success rate of all graduates against a myriad of external assessment measures (Praxis I, Praxis II, Program Retention & Completion, BoR Employer Guarantee, and other Report Cards) and mentoring through induction and verifying the ability of graduates to positively impact student's learning for the first two years.

Goals:

Our department will continue to sustain at least an 80% annual pass rate on PRAXIS II for each reportable demographic group of teacher candidates by 2006, while we make every effort to maintain or increase the number of minority teachers prepared. We also plan to continue to ensure that teacher candidates in critical needs areas are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement at the point of initial recommendation for certification. Moreover, after two years of teaching, program graduates will demonstrate advanced levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning and achievement.

Assessment of Progress Toward Achievement of Goals:

Our assessment of progress toward achievement of goals includes: (1) sustain at least an 80% annual pass rate on PRAXIS II for each reportable demographic group of teacher candidates by 2006, while increasing by 5% the number of minority teachers prepared; (2) teacher candidates in critical needs areas score 3 or better on apprenticeship final assessment instrument and electronic portfolio documentation; (3) after two years of teaching, program graduates are able to demonstrate that their students from diverse groups increase achievement levels.