

Jackson State University

Documentation of the Teachers for a New Era Learning Network

June 2009

INTRODUCTION

The Academy for Educational Development (AED) sent a research team to Jackson State University (JSU) on October 13-14, 2008 to conduct interviews with individuals who play important roles in the university's teacher preparation program (see Appendix A). These interviews, along with additional documentation provided by JSU and identified by the AED research team, provide the basis for this case study.

The Teachers for A New Era (TNE) Learning Network was established in 2005 with a grant from the Annenberg Foundation and additional support from Carnegie Corporation of New York (CCNY). Its purpose is to broaden and deepen the profession's understanding of how the Teachers for a New Era design principles could contribute to the reform of teacher education, and to encourage the institutions of higher education that belong to the Learning Network to reach out to others with similar interests. Like Teachers for a New Era (TNE)¹, launched in 2001 by CCNY, with additional support from the Ford and Annenberg Foundations, the Learning Network promotes the TNE design principles: (a) grounding teacher education on sound evidence, including measurement of pupil learning; (b) engaging the arts and sciences disciplines; and (c) understanding teaching as an academically taught clinical practice profession. Thirty colleges and universities, selected through a competitive invitational process, belong to the TNE Learning Network.

This case study is one of nine prepared by AED to document evidence of *institutional change in teacher preparation* at nine of the 30 universities that took part in the TNE Learning Network. AED selected the nine universities based upon a variety of factors, including their degree of engagement in the Learning Network, and their willingness to specify a program objective and indicator(s) of change that reflected important work underway and would serve as the focus of this case study.

1) The goal of TNE was to strengthen K-12 teaching by developing state-of-the-art teacher education programs at selected colleges and universities through a focus on the three design principles. The 11 institutions participating in the TNE initiative are Bank Street College of Education; Boston College; California State University, Northridge; Florida A&M University; Michigan State University; Stanford University; University of Connecticut; University of Texas at El Paso; University of Virginia; University of Washington; and University of Wisconsin, Milwaukee. Most are completing the 5-7 year process of institutional change under TNE.

Institutional change, for the purposes of this study, means change that goes beyond adjusting course curricula, or degree requirements, or even holding meetings across university departments. It means change that transforms a teacher education program’s organizational structure, culture, external relationships, and ways of assessing the outcomes of its work. Such change is often based on research evidence, involves sustained partnerships with school districts and personnel, establishes cross-college and cross-departmental pathways for work and communication, increases the quality and length of time that candidates spend in school settings, and assesses its teacher candidates on their effectiveness in the classroom. Institutional change is not change for change’s sake, but a mission-driven effort to refocus the activities of the teacher education program on the effectiveness of their graduates in helping pupils learn.

Based upon the nine case studies, the AED research team will prepare a cross-case study that will document and analyze evidence with bearing on four broad research questions:

1. Is there evidence of institutional change along the lines of the TNE design principles in the preparation of teachers at these institutions?
2. What are the primary categories of change being undertaken on each campus?
3. What are the indicators of these institutional changes?
4. What aspects of the Learning Network, if any, are reported to have triggered or enhanced the occurrence of change or supported its continuation?

The cross-case study will be issued as part of a major publication, also funded by the Annenberg Foundation, which will serve as a final report and recommend next steps for the TNE Learning Network.

DETERMINING THE FOCUS FOR THIS CASE STUDY

University-based teacher preparation is a complex enterprise with many elements and many players, and this is especially true for universities attempting fundamental change. To provide a manageable focus for these case studies, AED staff asked the TNE Learning Network universities to select one program objective by which they would wish to document their progress (see Appendix B). AED asked that this objective (1) reflect an important aspect of teacher preparation at their institution, (2) address one or more of the TNE principles, and (3) logically connect to pupil success. They were also asked to specify indicators that the change sought was occurring.

The authors of the JSU statement selected as their objective:

Develop an induction program for teacher candidates and novice teachers that provides mentoring, on-going support and supervision, and taped records of practice. The program is designed as a three year program of support that begins with clinical practice (student teaching) and ends with best practices designed to diminish the theory to practice phenomenon.

This objective addresses the third TNE principle, “Teaching as an academically taught clinical profession.”

The authors of the JSU statement proposed as their indicators of change:

Collaborate with school district personnel, arts and sciences faculty, teacher education faculty, and National Board Certified teachers and retirees, to develop, implement, and monitor success of the induction program. Use data collected to improve components of teacher education program.

In defining the logical connection between their program objective and student success, JSU first defined student success with reference to their teacher candidates, but ultimately made the connection to pupil (K-12) success as well.

Student success refers to teacher candidates (fourth year college students) proficiently completing the teacher preparation program that includes an embedded support component designed to provide guidance and assistance. In their roles as effective teachers, our graduates will remain in the profession to produce successful students (K-12) who experience continuous growth as measured by performance instruments. The logical connection is competent, effective teachers are more capable of increasing student learning using intellectually engaging and motivating procedures.

HISTORY OF INNOVATION

JSU was one of thirty universities selected by the Annenberg Foundation and Carnegie Corporation of New York to take part in the TNE Learning Network, whose most basic purpose was to encourage a broader circle of universities to adopt the three principles of Teachers for a New Era as the guiding directions for their work. From the point of view of JSU's Dean of the College of Education and Human Development (COEHD), the TNE Learning Network offered an opportunity to enter and connect with "the new wave of education," one that reflected directions the college was already contemplating.

For more than 130 years, Jackson State University has prepared African American teachers. Located in Jackson, Mississippi, JSU is currently the leading producer of African Americans earning undergraduate degrees in education. JSU is also the leading supplier of black teachers, principals, and superintendents for the state of Mississippi. Teacher preparation is the largest undergraduate program on campus, with 350 teacher candidates on average in the program, and 25-40 candidates graduating each year. The primary place of employment for these graduates is the Jackson Public Schools (JPS) district, where 85 percent find their first positions.

In many senses, Jackson State's teacher preparation program operated along traditional lines of practice until relatively recently. The program underwent some turmoil in the past decade, having seen ten different deans in thirteen years. The arrival of Dean Daniel Watkins from the superintendency of Yazoo City, Mississippi in 2006 seems to have brought both stability and a new vision. His summary of the college's mission for its newsletter reflects a commitment to the ideas embodied in the three principles of Teachers for a New Era: "Our efforts concentrate on empirical evidence to guide student learning, the engagement of the arts and sciences, detailed clinical and field experiences that involve collaboration and induction, quality preparation for teachers and school leaders, and quantitative and qualitative research."²

²) COEHD Newsletter, (September 2008) Edition One, Issue One. Jackson, MS: Jackson State University.

Changes at the state level have also supported the college's shift toward a vision that reflects the TNE principles. The State of Mississippi convened the Blue Ribbon Committee for the Redesign of Teacher Preparation (BRC) in November 2006 with a mission "to increase the quality and quantity of teachers in Mississippi by improving teacher preparation and recruitment programs." JSU's dean of education and human development was one of the 36 members of the BRC, which included educators, business/industry leaders, legislators, and parents. After months of deliberation, the BRC produced a number of recommended changes in seven critical issue areas: field experience, subject content preparation, differentiating instruction, accountability, partnerships, classroom management, and recruitment/retention. Once the BRC recommendations become law, no institution will be able to grant certification unless the teacher preparation program reflects the recommendations, a circumstance that leaves JSU "ahead of the game," the dean believes.

HISTORY OF SCHOOL PARTNERSHIPS

Jackson State University (JSU) has an evolving relationship with the Jackson Public Schools, the primary place of employment for teacher candidates graduating from JSU. The school district enrolls 31,000 students in what is both the second largest and only urban school district in Mississippi. Although the university and the school district had worked cooperatively in the past, their collaborative partnership moved to a more complex and challenging level with the establishment of the Mississippi Learning Institute (MLI) in 2001, a multi-year effort intended to change literacy instruction and outcomes in both the public schools and the university. MLI was organized and administered through the collaborative efforts of four partners: JSU, JPS, the Mississippi State Department of Education, and the Barksdale Reading Institute, which provided funding and guidance.

The purpose of MLI is to improve reading and literacy instruction and outcomes by addressing teaching and learning (1) at JSU with the COEHD faculty and teacher candidates and (2) in the JPS among P-12 teachers and pupils. MLI forged closer ties between the university and the school system, both of which acknowledged major responsibility for the formal teaching and learning process for their community by making this institutional commitment to MLI. In addition to promoting change in how teachers are trained in literacy at JSU, MLI involves an academy of five schools in one feeder pattern—three elementary schools, a middle school, and a high school—together called the Mississippi Learning Academy (MLA).

To direct MLI, a collaborative structure consisting of the Executive Team and the Collaborative Growth Team was established. This structure ultimately assumed the leadership for the new induction program as well, enabling the initiative to build upon the collaborative history that the university and the district had developed around MLI. The Executive Committee is responsible for providing overall leadership and strategic direction, setting the mission, policy, and ensuring resources, and includes the superintendent of JPS and president of JSU among its seven members. The Collaborative Growth Team, which reports to the school board, handles the details of the work, and its thirteen members include JPS principals and an associate superintendent of JPS, the Dean of COEHD, and JSU faculty from education and from arts and sciences.

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The Collaborative Growth Team in particular is viewed as the heart of the collaborative and the location for dialogue and for trust building around complex issues. By bringing principals and JSU faculty together, it promotes open communication around real and difficult issues, such as weaknesses in teacher candidate preparation and turf issues. The collaboration with K-12 teachers and administrators was of substantial benefit in helping COEHD faculty understand the Mississippi frameworks and the district's aligning standards, as well as the daily experiences of those working in the public schools. One member of the team thought that recent efforts to address "simple miscommunication issues" had been very positive in clarifying confusion about the nuances of language and commonly used terms, such as "service learning" and "clinical placement," for example.

Jackson Public Schools hired a new superintendent in August 2008. Conversations between the superintendent and the dean of COEHD were underway at the time of AED's October 2008 site visit. The superintendent is very interested in a "grow your own teachers" program, a concept that fits with JSU's history of providing teachers to the school district, and with the university's recent decision to decentralize its recruiting, providing the dean with a potential source of funds for such recruiting efforts.

INTRA-UNIVERSITY PARTNERSHIPS

The commitment to inclusion of arts and sciences faculty members in teacher preparation remains a priority for the COEHD as well as a challenge. At the time of the AED site visit, the COEHD had twice convened liberal arts department chairs and instructors (in math, English, chemistry, and physics, among departments) to identify needs and discuss areas in which the college seeks to improve its preparation of teachers. Among the members of the six committees established under the induction initiative were ten faculty members from arts and sciences, and one of the committees was explicitly charged with focusing on the arts and sciences. A few faculty members from arts and sciences also participated in the New Teacher Center induction training, a first step toward engaging faculty from these departments as mentors for new teachers under the new induction program. Several individual faculty members—from math, English, and cultural studies—appear to have made an ongoing commitment to engagement in teacher preparation. It is especially critical to COEHD to persuade science faculty to become involved, because of the importance of these preparation areas, because of the shortage of mentors in science, and because science and technology are highly respected departments within the university: "They carry the university—we have to prove this is worth their time," noted one COEHD administrator.

PLANNING AND IMPLEMENTING A COMPREHENSIVE INDUCTION PROGRAM

The "New Teacher Induction Program" envisioned by JSU is ambitiously conceived as a program that would provide three years of structured support from preservice through the first two years of teaching for new teachers in the JPS, enabling these teachers "to advance their skills and knowledge as beginning practitioners to improve student achievement." Both school district and university personnel will be providing that support, through "distinctive, yet collaborative roles and responsibilities."³

3) Daniel Watkins, *New Teacher Induction Program: A Collaborative Program for Preservice and Novice Teachers*. Jackson, MS: Jackson State University, 2008.

The broad conception of the New Teacher Induction Program specifies six key elements of support:

1. *Mentors and Master Teachers*: National board certified teachers, retired teachers, and university professors will work with teachers;
2. *Plan of action*: Through scheduled study groups, planning meetings, and work sessions, mentors and master teachers will work with preservice and novice teachers to study, understand, and develop relevant materials;
3. *Collaborations*: Crossing departmental lines and district lines to promote reciprocal working relations for coaching and mentoring that will foster high-quality performances in the classroom;
4. *Professional Standards*: The Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS) offer benchmarks for accomplished teaching;
5. *Professional Development*: INTASC and NBPTS sanction the use of videotaping to record the practices of pre-service and novice teachers as points of discussion; and
6. *Data Collection and Analysis*: Data will be collected using surveys, questionnaires, and entrance and exit interviews to assess candidate preparedness and measure competency levels of novice teachers.

The impetus for the induction initiative came from a variety of directions, according to those involved. The college is dissatisfied with the support that it has been able to provide to preservice candidates, asserting that the university clinical supervisor's observation visits can only be too brief and too infrequent. They indicate that there is a similar gap in terms of the support that the school system has been able to provide to its new teachers.

Although the concept of the new induction program is that both teacher candidates and new teachers will have mentors, one challenge is to locate and train enough mentors to fill this need. JPS has placed priority on providing mentors to first and second year teachers, while the university is concerned that their preservice candidates need more support than their clinical supervisor is able to provide unaided.

Representatives of JPS note, however, that the school system has a long history of induction support for new teachers, in place before the collaborative team was created. JPS routinely provided some support to first-year teachers, pairing them with master teachers, inviting them to seminars, and ensuring regular contact with their principals. Many of their retired teachers were already mentoring, but they did not have a formal program or training for that role. In the past, JPS offered a "new teacher institute," based on a model created by Teachers College at Columbia University, which had also provided materials and training with support through the district's Title I funding. Through this program JPS held monthly support meetings for new teachers and for mentors, offering stipends and classroom supplies as incentives for attendance. The meetings focused on networking and skills reinforcement.

A year of planning for the new teacher induction program began with a kick-off meeting on November 8, 2007. The collaborative team of 46 members (half from JPS, half from JSU) who gathered that day worked in committees throughout the ensuing year to develop the program and to ensure the ownership of key people and entities. Most of the committees met regularly, five or six times in all,

and issued reports on their work to the larger group. There were a total of six committees: Mentor Professional Development; Collaboration and Communication; Formative Assessment; Professional Teaching Standards; Data Collection and Analysis; and Arts and Science. All the committees included both JPS and JSU members, although most were chaired by JSU faculty members. Of the JSU team members, ten were faculty members from outside the COEHD.

Implementation of the new induction initiative in Jackson Public Schools began with the new school year in September 2008. A “New Teacher Induction Ceremony” was held on September 10, 2008, to denote the official beginning of the program and to recognize both new teachers and their mentors through a “formal induction ceremony.” At the time of the site visit in October, JPS had twenty-four mentors in place, with the goal of reaching fifty mentors by the end of the semester. That year there were 141 first year teachers in the district, far fewer than in 2007, when the district hired 258 new teachers because of retirements.

During the first phase of the program, the mentors are retired K-12 teachers who have received training. Ultimately the plan is that every new teacher will have two mentors, a JSU professor in their content area and a K-12 teacher. JSU’s Dean of COEHD is convinced of the importance of the faculty gaining such experience in K-12 settings and views it as an element of service for faculty involved.

New Teacher Center Professional Development

JSU was among the TNE and Learning Network institutions to receive a grant in 2007 from the New Teacher Center (NTC) to participate in the NTC professional development and training initiative underwritten by CCNY. The award provided for a series of professional development opportunities to collaborative teams from university-based teacher preparation programs and their partner school districts. A collaborative team representing JPS and JSU traveled to the Induction Institute led by NTC in Chicago in May 2007. Professional development sessions were provided by NTC trainers in Jackson on March 4-5 and June 16-17, 2008 and were attended by JSU administrators and faculty (representing education, math, and other arts and sciences) as well as JPS staff. JSU’s goal in this arrangement was to train faculty from across the disciplines to serve as mentors.

School system and university representatives alike reported finding the training as well as the materials productive and rewarding, even “fantastic.” They assessed the NTC presenters as very well prepared, knowledgeable, offering sound guidance and information. Participants also assessed as thorough and useful the materials, software, and videotapes, which covered instructional mentoring, coaching and observation strategies, and analysis of student work. They noted such details as the explication of the observer role, the skills of coaching and mentoring, and how to refrain from criticism or advice or otherwise overbearing commentary. They commented on the value of exploring how to observe, diagnose, and reflect on one’s own practice.

The university’s clinical supervisor noted that it was also useful to have the message reiterated that preparing teachers well requires close collaboration among K-12 schools, colleges of education, and other university colleges as well. One JSU administrator praised the videos of mentors and mentees working together—“it sold us on the induction program.” She noted that they have used all the materials that NTC provided and appreciate not having to reinvent the wheel. The same administrator

would like to see more training in analysis of student work as a subsequent professional development session. Another JSU faculty member thought it would be excellent for NTC to return to perform a diagnostic of the mentors and identify areas in which their performance could be strengthened. NTC materials have been shared at JSU staff meetings.

A JPS representative noted that the model provided by NTC is “more structured” than that the school district previously offered and gave as an example the two-way structured conversations modeled in the training. The district has revised some of its own materials in response to the NTC training.

EVIDENCE OF INSTITUTIONAL CHANGE

At the outset, this case study described JSU’s proposed program improvement objective, as well as the indicators of change that the authors hoped would show progress toward that objective and the evidence of student success that they hoped would result.

Develop an induction program for teacher candidates and novice teachers that provides mentoring, on-going support and supervision, and taped records of practice. The program is designed as a three-year program of support that begins with clinical practice (student teaching) and ends with best practices designed to diminish the theory to practice phenomenon.

The AED site visit and other background information documented that JSU had engaged in serious and collaborative planning, secured technical assistance from the New Teacher Center, and had taken the first implementation steps toward the achievement of their objective.

Their proposed indicators of change were:

Collaborate with school district personnel, arts and sciences faculty, teacher education faculty, and National Board Certified teachers and retirees, to develop, implement, and monitor success of the induction program. Use data collected to improve components of teacher education program.

Through the Collaborative Growth Team and the committees established to plan the new induction program, JSU successfully engaged these parties—JPS school personnel, arts and science faculty, teacher education faculty, and teachers—in the process of developing and initially implementing the induction program. The challenges that remain are completing implementation, expanding the number of mentors and years of support, monitoring the success of the induction program, and collecting data that can then be used to improve aspects of the teacher education program. To overcome the challenges and record improvement efforts, the teacher preparation program at JSU is seeking the expert involvement of community stakeholders to provide input, recommend modifications, and serve as collaborators.

JSU defined the logical connection between their program objective and student success as follows:

Student success refers to teacher candidates (fourth year college students) proficiently completing the teacher preparation program that includes an embedded support component designed to provide guidance and assistance. In their roles as effective

teachers, our graduates will remain in the profession to produce successful students (K-12) who experience continuous growth as measured by performance instruments. The logical connection is competent, effective teachers are more capable of increasing student learning using intellectually engaging and motivating procedures.

Implicit in this definition is the assumption that the induction program will enable JSU's teacher graduates to become more effective teachers *and* remain in the profession. Although the data that would enable COEHD to measure these outcomes remains out of reach for now, at the time of the AED site visit, the college had begun taking new steps toward enhancing its procedures for evaluating its candidates. JSU conducts an entrance survey and exit survey of its students, and the state conducts an annual survey of first year teachers. The chair of the evaluation committee noted that the college needed to obtain consistent baseline data in order to assess candidate field experiences accurately. The intent is to begin tracking candidates during preservice and continue through the induction years, and ultimately into employment. Students are admitted into teacher education once they have passed Praxis 1, and the university obtains evaluation feedback from mentors, advisors, and cooperating teachers. The mentorship evaluation also includes a log that notes issues relevant to overall program improvement purposes.

ELEMENTS OF LEARNING NETWORK INFLUENCE

A core purpose of the site visits was to document any evidence that participation in the TNE Learning Network contributed to institutional change in teacher preparation at the university. JSU was an active member of the Learning Network, sending teams to all three annual meetings, and taking part in the New Teacher Center professional development opportunity.

Membership

The selection of JSU for membership in the Learning Network enhanced the *credibility* of their work, according to the dean of COEHD. The dean had recently assumed his leadership role in the college and reports that he “leapt” at the opportunity to explore decision-making based on data, partnerships with schools and arts and sciences faculty, and generally to enter what he viewed as “the new wave of education.” Not only did he hope to engage the arts and sciences in teacher preparation, he envisioned involving COEHD in the arts and sciences and in K-12. The opportunity to identify the university with these concepts and a “cutting-edge” and coherent vision of reform in teacher preparation was remarkable because it enabled JSU both to weave TNE principles into its own work and associate with others doing the same.

Culture of Evidence

The dean was especially inspired by the opportunity that the TNE Learning Network offered to bring JSU into association with other university-based teacher preparation programs placing new emphasis on TNE principle one, grounding teacher education on sound evidence. In the dean's words: “I wanted Jackson State to make decisions on data, not on what we felt.”

Annual Meetings

Those interviewed at Jackson State University emphasized the opportunity to talk with and bounce ideas off colleagues from across the country. They valued the opportunity to bring teams that included JPS representatives and JSU arts and science faculty members. They noted the importance of

upper-level administrators indicating the value of this work, the potential of collaborations, and the challenges of partnerships. The sessions on induction at the Denver meeting were crucial for JSU, leading directly to their decision to partner with JPS on a new induction effort and apply for the New Teacher Center professional development opportunity funded through CCNY.

New Teacher Center

The response from those who took part in the New Teacher Center professional development, both from the university and from the school system, was very positive. JSU representatives identified the opportunity to apply for the NTC grant as a major benefit of their participation in the Learning Network.

OTHER FACTORS CONTRIBUTING TO INSTITUTIONAL CHANGE

Other factors appear to have contributed to the occurrence of institutional change in teacher preparation at Jackson State University.

University commitment to teacher preparation

Like many of the Learning Network institutions, JSU has a long history of preparing teachers. JSU has prepared teachers to serve Mississippi's children for more than 130 years, and is currently the leading producer of African Americans earning undergraduate degrees in education. Hiring and senior appointments also reflect JSU's commitment to teacher preparation: the university has made significant faculty hires with substantial K-12 experience, including the current COEHD dean, whose previous position was as a K-12 superintendent.

Leadership by the university president, provost, or deans

The dean and other key figures in COEHD share a mission-centered vision conducive to reform, and the dean specifically saw in the TNE Learning Network the articulation of needed changes in teacher preparation. These individuals have taken a proactive role in seeking positive change in teacher preparation. The dean also has served at the state level, including the Mississippi Blue Ribbon Commission recently engaged in the redesign of the Mississippi teacher education standards. It is also notable that many key faculty and administrators in COEHD have previous professional experience as P-12 teachers and administrators.

Collaborative working style

The COEHD takes a collaborative approach to the most important initiatives that it is undertaking, seeking to partner both with other departments across the JSU campus, and to build upon the collaboration with the Jackson Public Schools that has already been strengthened by its five years of partnership on the MLI. Moreover, the college and its leadership actively support and promote JSU's participation in collaborative structures, including the Collaborative Growth Team, which has played a key role in the MLI, and the committees that conducted detailed planning for the new induction program.

Commitment to research-based practice

Part of the appeal of engagement with the TNE Learning Network was the commitment to TNE principle 1, grounding teacher education on sound evidence and making data-driven decisions. JSU has begun taking new steps toward enhancing its procedures for evaluating its candidates, with the ultimate goal being to track their candidates from preservice through induction years, and finally into their employment settings.

APPENDIX A

INTERVIEWEES

Amy Burks-Berry, Director of Grants and Special Projects, JSU CEHD

Lennie Little, Director of Leadership Academy, JSU CEHD

Farrah Nicholson, Professional Development Specialist, Jackson Public Schools

Rodney Washington, Chair of Elementary Education and Early Childhood, JSU CEHD

Daniel Watkins, Dean, College of Education and Human Development JSU CEHD

Jianjun Yin, Clinical Supervisor, JSU CEHD

Three student teachers (Kimberly, Anna, Ashanti)

APPENDIX B

LEARNING NETWORK B MEASURING PROGRESS

NAME OF INSTITUTION: Jackson State University

TNE PRINCIPLE BEING ADDRESSED: Teaching as an Academically Taught Clinical Practice Profession

OBJECTIVE RELATED TO PROGRAM IMPROVEMENT:

Develop an induction program for teacher candidates and novice teachers that provides mentoring, on-going support and supervision, and taped records of practice. The program is designed as a three year program of support that begins with clinical practice (student teaching) and ends with best practices designed to diminish the theory to practice phenomenon.

INDICATOR OF CHANGE IN INSTITUTION, PROGRAM, OR FACULTY

Collaborate with school district personnel, arts and sciences faculty, teacher education faculty, and National Board Certified teachers and retirees, to develop, implement, and monitor success of the induction program. Use data collected to improve components of teacher education program.

RELATIONSHIP OF OBJECTIVE AND INDICATOR TO STUDENT SUCCESS

[DESCRIBE LOGICAL CONNECTION OF OBJECTIVE TO STUDENT SUCCESS]

Student success refers to teacher candidates (fourth year college students) proficiently completing the teacher preparation program that includes an embedded support component designed to provide guidance and assistance. In their roles as effective teachers, our graduates will remain in the profession to produce successful students (K-12) who experience continuous growth as measured by performance instruments. The logical connection is competent, effective teachers are more capable of increasing student learning using intellectually engaging and motivating procedures.