



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

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N/A

Accreditation Visit to:

DALTON STATE
COLLEGE

213 North College Drive
Dalton, GA 30720
February 20-24, 2010

Type of Visit:

First visit - Initial Teacher Preparation

Board of Examiners Report

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

Institution:

Dalton State College

Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Not Applicable
2. Assessment System and Unit Evaluation	Standard Met	Not Applicable
3. Field Experiences and Clinical Practice	Standard Met	Not Applicable
4. Diversity	Standard Met	Not Applicable
5. Faculty Qualifications, Performance, and Development	Standard Met	Not Applicable
6. Unit Governance and Resources	Standard Met	Not Applicable

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

1. Provide a brief overview of the institution and the unit.

Dalton State College (DSC) began as Dalton Junior College as part of the Board of Regents of the University System of Georgia in 1963. In 1973 the college was selected to develop a technical and vocational education unit offering a variety of certificate and applied science associate degree programs in addition to pre-baccalaureate program offerings. In 1996 several health programs were added to the curriculum. In 1998 the college was renamed Dalton State College, and in 1999, the college received permission to develop its first bachelor's degrees.

The teacher education program developed from a partnership between West Georgia College (now the University of West Georgia) and Dalton Junior College (now Dalton State College) in 1983 to offer a teacher education program in early childhood education designated as the Dalton External Degree Program. In 2005-06, the teacher education baccalaureate program became solely DSC's responsibility. The 1998 West Georgia conceptual framework model that was adopted and implemented was modified by the education faculty in 2006. Dalton State College received developmental approval from the Georgia Professional Standard Commission for the early childhood program and ESOL endorsement in March 2007. There are plans, currently in the developmental stage, to expand teacher education programs to include secondary specializations in English, history, mathematics, biology and chemistry.

Currently, there are fifteen full-time and seven part-time faculty within the unit, which currently is defined as the School of Education faculty. There are currently 168 candidates enrolled in the B.S. early childhood education program or the ESOL endorsement or both. No candidates are enrolled in the secondary specializations at this time, and under Georgia PSC direction, these programs are not considered within the purview of this review.

2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The visit is a concurrent visit with the Georgia Professional Standards Commission (PSC). With this state partnership model, NCATE supplies four team members and the Georgia PSC supplies three team members. All seven team members jointly vote on standards. The Georgia PSC team additionally reports on Georgia Standards 7-8 and reports issues to the NCATE team regarding state-approved programs.

3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

There are no off-campus programs or programs offered by distance learning.

4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There are no reported unusual circumstances.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit's conceptual framework was adopted and submitted in its current form in spring 2009, as the result of a thorough process involving the entire faculty. The faculty conducted research about best practices, defined the unit's mission, philosophy and vision, and articulated a concise conceptual framework that would serve as the basis for the unit's teaching, learning, and assessment. Input was also gathered from other stakeholders, including school partners and faculty from the Schools of Liberal Arts and Sciences and Mathematics. There is an annual process whereby the faculty realigns programs and assessments with the conceptual framework and simultaneously revisits the framework itself to make sure it continues to reflect the values and beliefs of the unit faculty.

At its core, the conceptual framework consists of four professional outcomes that guide the unit's work in preparing teachers:

- **Competence:** candidates have a strong content and pedagogical knowledge base and are flexible in how they use this knowledge to reach a diverse student population. This knowledge base includes teaching with technology, differentiating instruction, and teaching in diverse classrooms.
- **Caring:** candidates are prepared to teach with compassion and match their teaching to the needs of

diverse students. Candidates are prepared to create connections with students and to treat them all fairly. The unit believes that caring for and connecting with students is equally important as content or pedagogical knowledge.

- Collaborative: candidates see teaching as a team effort involving multiple stakeholders and are prepared to take a collective ownership for the learning of all students in their schools. Candidates are encouraged to work within a professional community.
- Reflective: candidates think critically about their work and use self-assessment to continually and systematically improve their practice.

The conceptual framework provides the foundation for the knowledge, skills, and dispositions that are at the core of the unit curriculum. The conceptual framework is aligned with the ten INTASC principles. These include elements related to teaching to diverse populations and using technology as a tool for learning. All assignments and assessments are rooted in one or more of the professional outcomes outlined in the conceptual framework and this connection is consistently articulated to unit candidates. Candidates are well aware of the conceptual framework and see it as the core of their entire program of study.

The conceptual framework is aligned with the mission and philosophy of the unit, as stated in the Institutional Report. This alignment is evident in the curriculum and articulated by faculty and candidates. The unit's mission is rooted in the belief that all students are unique and can learn within the context of a safe and collaborative learning environment. The unit's philosophy favors a constructivist approach to teaching and learning.

There is ample evidence that the conceptual framework drives the assessment system. Each assessment is built around the four outcomes of competence, caring, collaboration, and reflection. In the Teacher Candidate Observation Instrument (TCOI), for example, candidates are evaluated on competence in terms of how they plan and deliver instruction. They are assessed on caring in terms of how they treat each student fairly and equitably. They are assessed on collaboration by looking at the degree to which they have fostered and maintained a functional relationship with their cooperating teacher. The TCOI also includes a self-assessment, which targets candidates' ability to reflect. The unit has also aligned its Assessment of Professional Behaviors and Dispositions (APBD) around the four professional outcomes, as well as the INTASC principles.

Faculty members are also assessed on outcomes that are based on the conceptual framework with regard to their instruction and supervision of candidates. The conceptual framework also extends to scholarship and service activities performed by the faculty. Expected activities in both areas are articulated to the faculty, who are assessed by the degree to which they perform such activities. There is ample evidence that the faculty is not only familiar with the conceptual framework, but they use it as the basis by which they consider programmatic changes and improvement.

The conceptual framework is reflected throughout the Student Teacher Handbook. Candidates are very familiar with the four professional outcomes outlined in the conceptual framework and can articulate how their coursework and field experiences are aligned with the framework. It is apparent that unit faculty members use it as a unifying theme for all instruction and assessment.

In short, it is clear that the conceptual framework reflects the mission, philosophy, and beliefs of the unit and is truly at the core of the teaching and learning.

III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

The Georgia Professional Standards Commission team review indicates that the Dalton State College early childhood education program is acceptable with no areas for improvement.

Program candidates know the content that they plan to teach and can explain and apply the principles in the applicable state, institution, and professional standards. The Georgia Assessments for Certification of Educators (GACE) is the state licensure examination. Candidates in the early childhood education program have a 100 percent pass rate on the GACE when factoring teacher candidates who were exempt from taking GACE Basic Skills (20/24%) and those who took the exam (67/76%) for spring 2009. Candidates in the early childhood education program have a 99 percent pass rate on the GACE Basic Skills exam for spring 2009.

The unit requires an overall GPA of 2.7 for program entry and a minimum grade of “C” on relevant coursework; data indicate that in spring 2009, the 87 candidates earned an average 3.32 GPA for Block IV (final semester). Interviews with candidates at various stages in the program confirm that candidates are aware of standards and use them in their course assignments; program graduates cite standard knowledge and application to practice as a strength when compared to colleagues.

The Teacher Candidate Observation Instrument (TCOI) is used by clinical faculty (unit faculty who supervise candidates in field experiences and clinical practice) to evaluate candidate performance in a P-5 classroom four times during field experiences and four times during clinical practice. TCOI results

indicate that 10 percent and 88 percent of candidates were rated by faculty supervisors on “Subject-specific content /concepts” as Adequate (rating of 3) and Effective (rating of 4), respectively. Interviews with P-12 administrators, faculty, graduates, and candidates confirm adequate content knowledge among candidates and graduates. Although the number was small (seven responses), the content and curriculum section of the employer survey (three items) conducted by the state of Georgia indicate that employers of graduates of the program agreed (28.6%) or strongly agreed (71.4%) that graduates are competent in content knowledge. These results are more favorable than are those for the average responses for the state (34.7% agreed and 61.3% strongly agreed). Interviews with candidates, classroom observations, and candidate work samples confirm candidate understanding of state, professional, and institutional standards.

Summary of Findings for Advanced Teacher Preparation:

Not Applicable

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Program candidates demonstrate their pedagogical content knowledge and skills through teaching, evaluation, and reflection during field experiences and clinical practice, as well as tutoring project units with individual students, Sheltered Instruction Observation Protocol, and Adaptive Lesson Plans. Faculty supervisors’ ratings on section IB of the TCOI for spring 2009 indicate that candidates’ pedagogical content knowledge (Instructional Methods) are Adequate (10%) or Effective (89%); the spring 2008 data indicate 11 percent are Adequate and 81 percent are Effective. Additionally, the TCOI, section VC (Instructional Strategies) ratings for spring 2008 indicate that candidates’ are Adequate (18%) or Effective (81%). Results of the Assessment of Professional Behaviors and Dispositions (APBD) indicate that 14 percent of candidates Meet Expectations and 84 percent Exceed Expectations on the “Prepares thoroughly and Consistently” section items.

Survey results from program graduates indicate that program graduates in their first year of teaching Agree (35%) or Strongly Agree (61.3%) with the four items in section V (Planning and Instruction). These results are similar to those of employers of first-year program graduates who Agree (35.7%) or Strongly Agree (64.3%) with the four items in this section. Classroom observations, candidate presentations at the poster session, and review of candidate work samples confirm that candidates are able to present their knowledge in clear and meaningful ways.

A review of course syllabi and examples of critical assignments required in program courses reveals integration of technology as well as a broad and cross-curricular knowledge of effective instructional strategies. Interviews with candidates, faculty, graduates, and P-12 administrators further support the candidates’ knowledge of pedagogical content to help all students learn, as well as their ability to integrate technology into lessons. Faculty evaluate candidate presentations, which require the incorporation of technology, and the candidates’ ability to incorporate technology in lesson plans. TCOI, section VF (Resources and Technology) ratings indicate that candidates are Adequate (14%) or

Effective (85%) in their use of technology with classroom instruction.

Summary of Findings for Advanced Teacher Preparation:

Not Applicable

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Program candidates apply professional and pedagogical knowledge and skills in field experiences and in clinical practice. They consider student background, the school and community context, and reflect upon their instructional practices. Spring 2009 data from the TCOI sections IB (Instructional Methods) (10% Adequate; 89% Effective), IIC (Students' Development) (8% Adequate; 91% Effective), VB (Lesson Plan and Instruction) (17% Adequate; 82% Effective), and VID (Reflection) (9% Adequate; 91% Effective) indicate that candidates know and can apply this knowledge in the field. These data are corroborated by the data from the APBD items 14 ("fair treatment for all students") (14% Meet Expectations; 86% Exceed Expectations) and 17 ("reflects upon own behavior, instruction, and student learning") (15% Meet Expectations; 85% Exceed Expectations). Additionally, the employer survey and the graduate survey results indicate that both groups agree that candidates have the necessary skills and abilities in this area; interviews, course syllabi, classroom observations, and candidate work samples confirm this.

Program candidates know major educational schools of thought and are able to analyze research. Review of course syllabi, candidate work samples, and interviews reveal explanations of major theories, as well as their application in candidate instructional practices. Research of others, as well as action research conducted by the candidates in the field, are analyzed and utilized to inform and improve practice in field experiences, clinical practice, and in graduates' classrooms.

Summary of Findings for Advanced Teacher Preparation:

Not Applicable

1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	Acceptable
Student Learning for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Candidates in the early childhood education program assess and analyze student learning in their field experiences and clinical practice, use these assessments to adjust instruction, and develop meaningful learning experiences for students in their teaching units (minimum of eight evaluated examples), tutoring projects, Sheltered Instruction Observation Protocols, and Adaptive Lesson Plans. Candidate presentations at the poster session confirm the variety and depth of these experiences. The DSC site supervisor evaluations of the Block IV Teaching Unit in spring 2009 reveal two percent of candidates are at the Beginning level, 77 percent are Developing, and 21 percent are Accomplished. Faculty, candidates, and graduates are able to explain multiple examples of these abilities. Scores on the TCOI, section IVC (Assessment) in spring 2008 show that 20 percent of candidates are Adequate and 76 percent are Effective; for section IIC (Students' Development) 17 percent are Adequate and 72 percent are Effective; and for section VD (Monitoring and Adjustments) 18 percent are Adequate and 81 percent are Effective. Ratings from the spring 2009 employer survey corroborate these findings; 30.6 percent agreed and 69.4 percent strongly agreed with the seven items in the Knowledge of Students, Teaching, and Learning section.

Summary of Findings for Advanced Teacher Preparation:

Not Applicable

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals

Not Applicable ▼

Summary of Findings for the Preparation of Other School Professionals:

Not Applicable

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals

Not Applicable ▼

Summary of Findings for the Preparation of Other School Professionals:

Not Applicable

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation

Acceptable ▼

Professional Dispositions for All Candidates – Advanced Preparation

Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Program candidates are familiar with and demonstrate classroom behaviors consistent with the

professional dispositions delineated by appropriate standards. Interviews with candidates at various points in the program indicate their knowledge of professional dispositions in state, institutional, and professional standards. In interviews, program graduates cite their ability to use these standards in their practice as a strength when compared to colleagues who attended other institutions. Candidates are first exposed to the APBD on the unit website, in the Teacher Education Student Handbook, and in their Block I (first semester after program entry) field experience. The APBD is administered a minimum of six times by school-based faculty during field experiences and clinical practice. Candidates who score a 1, “Does Not Meet Expectations,” are placed on a Professional Growth Plan and assigned a faculty mentor to work with them until they improve or exit the program unsuccessfully.

Example items from the APBD data include: “fair treatment of all students” (14% Meet Expectations; 86% Exceed Expectations); “belief that all students can learn” (22% Meet Expectations; 78% Exceed Expectations); “treats others with courtesy, respect, empathy, and open mindedness” (17% Meet Expectations; 83% Exceed Expectations); and “interacts appropriately and positively with others” (12% Meet Expectations; 86% Exceed Expectations). Section VI of the TCOI (Professionalism) ratings indicate that candidates’ behaviors in the classroom are Adequate (9%) or Effective (91%).

The employer survey, section VI indicates that 28.5 percent Agreed with the eight items in this section and 71.4 percent Strongly Agreed. Interviews with candidates confirm that they are “held to a higher standard than those in other programs” and are “role models to their students even in the grocery store.” These dispositions are reflected in the candidates’ volunteer work related to education and in their discussions about their students and families.

Summary of Findings for Advanced Teacher Preparation:

Not Applicable

Summary of Findings for the Preparation of Other School Professionals:

Not Applicable

Overall Assessment of Standard

The Dalton State College early childhood education program prepares candidates to work as teachers in P-5 settings. Interviews with candidates at various points in the program, graduates, college faculty, site supervisors, and employers confirm that candidates know and can demonstrate content knowledge, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessment data including spring 2008 and 2009 results for the TCOI, APBD, graduate survey, and employer survey indicate that candidates are meeting the professional, state, and institutional standards. Review of candidate work samples and classroom observations confirm that candidates are well prepared to help all students learn.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 1

Initial Teacher Preparation	Met <input type="text" value="Met"/>
Advanced Preparation	Not Applicable <input type="text" value="Not Applicable"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jn

jn

If your answer is "No" to above question, provide an explanation.

2a. Assessment System



Assessment System – Initial Teacher Preparation	Acceptable
Assessment System – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

The unit has an assessment system that collects and analyzes data on key aspects of the program, including applicant qualifications, candidate and graduate performance, and unit operations. The unit has identified key components taken from its conceptual framework which are used in the unit assessment system. These include INTASC principles, diversity principles, ESOL endorsement proficiencies, technology proficiencies, unit professional outcomes, and Georgia state standards.

The unit has delineated transition points and collects and analyzes data at these transition points. These include program entry, interim (between) semesters, admission to clinical practice, and program completion. Transcripts are used to verify grade point average (2.70 GPA required for entry, maintenance, and exit), as well as completion of the core curriculum and a grade of "C" or above in professional education courses. In addition the Georgia Assessment for the Certification of Educator (GACE) exams are monitored at program entry and exit. These exams are in two parts: the GACE Test of Basic Skills and GACE Content Assessment exam. Other assessments include the Clinical Practice Teaching Unit, the Assessment of Professional Behaviors & Dispositions (APBD), and the Teacher Candidate Observation Instrument (TCOI).

The unit's assessment system was developed in spring 2006 by the unit's division chair, faculty, assessment coordinator, and representatives from the professional community. The systematic evaluation and ongoing improvement of the assessment system is conducted through annual review and analysis of data by the Assessment Committee, Teacher Education Council, and program faculty.

In order to provide accurate, fair and bias-free, and consistent assessment procedures, rubrics are developed through collaboration, assessors and teacher candidates are trained in what is expected, inter-rater reliability is calculated and checked, and alignment with the conceptual framework and state standards is clearly delineated. An alignment matrix for all courses in the early childhood education program and for the early childhood education program with ESOL endorsement was developed to show how course objectives are aligned with the professional outcomes of the conceptual framework and state and national standards. Key assessments (TCOI and APBD) are aligned with professional outcomes from the unit's conceptual framework and national standards and tested for validity. The Assessment of Professional Behaviors and Dispositions instrument was reviewed by a panel of early childhood experts for validity.

Teacher candidates are given training on assessment instruments at the beginning of their professional program so they understand what is expected of them prior to their evaluations. Teacher candidates receive an orientation covering the Teacher Candidate Observation Instrument and the Assessment of Professional Behaviors and Dispositions at the beginning of their professional program. Rubrics have been developed for all critical assignments and any key assessments that require faculty or supervisor evaluation of teacher candidates' performance.

Assessment data for the management and improvement of operation and programs of the unit are collected at regular intervals as part of the ongoing assessment process. These assessments include the assessment of the site supervising teacher, an assessment of advising, school site demographics, and site supervising teacher demographics. Candidates are asked to determine the quality of field experiences at the end of each placement. In addition, college supervisors are trained on use of the TCOI while cooperating teachers are trained on the APBD administration. Similarly, each receives training in inter-

rater reliability. Data are collected in order to determine diversity of placements and the qualifications, experience, and diversity of teachers.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not applicable

2b. Data Collection, Analysis, and Evaluation

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation

Acceptable

Data Collection, Analysis, and Evaluation – Advanced Preparation

Summary of Findings for Initial Teacher Preparation:

The School of Education has developed and implemented a data management system that operates on an annual cycle of data collection, summarization, and analysis of data. The unit currently uses three software programs to report and store this data. These include Microsoft Access and Excel, and a LiveText database. At program entry teacher candidate demographic data are exported from the Banner Student Information System into Microsoft Access. This data gives the unit access to diversity information and transcript information such as grade point average and course sequence and prerequisite completion. Also within the Microsoft Access database, school demographic data, site teacher data, and teacher candidate demographics are monitored. The GACE Basic Skills Test and Content Exam scores of the candidates are kept within Microsoft Excel. Finally, LiveText is used for student artifacts within the e-portfolio assignment and all candidate end-of-program and follow-up surveys.

A unit grievance process exists in order to allow candidates to challenge unit decisions which affect their program completion. This begins with a formal complaint document which is submitted to the dean of education, who mediates the issues which arise. If this is unsuccessful, the candidate may appeal to the vice president for academic affairs. Program admission decisions made by the School of Education may be appealed to an Appeals Committee composed of faculty representation. This decision can also be appealed to the vice president of academic affairs.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not Applicable

2c. Use of Data for Program Improvement

Use of Data for Program Improvement – Initial Teacher Preparation

Acceptable

Use of Data for Program Improvement – Advanced Preparation

Summary of Findings for Initial Teacher Preparation:

The unit regularly and systematically uses data to evaluate the efficacy of its courses, programs, and clinical experiences. Summarized data for teacher candidate assessment, program assessment, and unit assessment are reviewed. Each course is evaluated each semester. The unit meets annually to review

summarized program and unit assessment data, while the Teacher Education Council meets once per semester to review data. In addition, focus groups consisting of public school site teacher representatives and School of Education faculty representatives examine clinical practice assessment instruments and procedures for clinical practice.

The unit has made a series of program changes based upon data. The conceptual framework has been revised to better support the vision of unit faculty. Moreover, changes to program sequence have been made to prevent schedule conflicts. Critical assignments have been made to each education course to ensure compliance with INTASC principles. Several revisions were made to address state standards, while key assessment changes led to the development of the Teacher Candidate Observation Instrument and Assessment of Professional Behaviors and Dispositions.

Summarized candidate assessment data are posted on the School of Education drive and/or shared with faculty annually. Assessment data are also shared with candidates for reflection and improvement. Annual aggregate assessment data and program information are shared with members of the Teacher Education Council and the Assessment Committee.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not applicable

Overall Assessment of Standard

The unit has an assessment system that collects and analyzes data on key aspects of the program, including applicant qualifications, candidate and graduate performance, and unit operations. Transition points have been identified, and data are collected and analyzed data at these transition points.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 2

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jñ

jñ

If your answer is "No" to above question, provide an explanation.

3a. Collaboration between Unit and School Partners

Collaboration between Unit and School Partners – Initial Teacher Preparation	Acceptable
Collaboration between Unit and School Partners – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

The professional education unit works with its school partners and other members of the professional community to design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. This standard is evidenced by the strong relationships that the School of Education has with over 50 schools in nine area school systems. Formal agreements between the schools and the college are signed annually. The dean of the School of Education regularly engages the area P-12 administrators in conversations about how the college can more appropriately benefit the area school systems. Interviews confirm these findings.

Teacher candidates are regularly evaluated by the college supervisor (who uses the Teacher Candidate Observation Instrument during a lesson taught) and the site supervising teacher (who uses the Assessment of Professional Behaviors and Dispositions to evaluate dispositions). Site supervising teachers also implement the Lesson Verification Form to evaluate the candidates' teaching abilities. These data are shared with the Teacher Education Council, which is an advisory group that meets

biannually. The TEC advises the dean of the School of Education as she and the faculty seek to provide the best preparation for their candidates.

The field placement director works in conjunction with the unit’s school partners to assign candidates’ field placement experiences. The field placement director’s documentation and onsite interviews verified this information. Providing environments in which candidates can receive appropriate learning experiences is a prime concern for the field placement director and the area administrators. The field placement director tracks all of the candidates’ field placement experiences to ensure that each candidate has a variety of experiences.

Affirmed by interviews with the college supervisors, the area P-12 administrators and a site-supervising teacher, the schools and the unit work together to support the candidates’ learning in field experiences and clinical practice. The field placement director works closely with each partner, ensuring that candidates are provided with the expertise they need.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not applicable

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Candidates are required to submit an application for clinical practice. That application is reviewed by the field placement director, and those candidates who have not met the criteria for entering clinical practice (including the completion of a Professional Growth Plan, if necessary) are not allowed to enter the clinical practice phase. However, candidates begin developing as professional educators long before clinical practice. In Blocks I, II, and III, they spend a total of 360 hours observing and practice teaching in both local schools and community centers, tutoring students, and attending a school board meeting. All field experiences and clinical practice reflect the School of Education’s conceptual framework as evidenced by syllabi for the field experience coursework and the Teacher Candidate Observation Instrument (TCOI) and Assessment of Professional Behaviors and Dispositions (APBD) used to evaluate the candidates. In addition, all field experiences provide opportunities for candidates to continue to develop the knowledge, skills, and dispositions expected of educators. Although candidates are provided opportunities to teach P-5 students during the first three semesters of field placements, candidates who are completing clinical practice take full responsibility for their student teaching classroom for two full weeks. For candidates to complete clinical practice, they must meet the guidelines in the Teacher Education Handbook. The results from clinical practice are reviewed to ensure that candidates have met the criteria.

Clinical practice is sufficiently extensive and intensive for candidates to demonstrate the knowledge, skills, and dispositions of an educator. Candidates complete 550 hours in a P-5 setting during clinical practice. They also complete a Teaching Unit, an intensive document in which the candidates are

required to measure their students’ growth as a result of their teaching. P-5 student work, interviews, and portfolios confirm that candidates use a wide variety of technology during clinical practice and all field experiences.

The requirements of site supervising teachers and school systems are published in the Teacher Education Handbook. As evidenced by the requirements and the onsite visit, school faculty are accomplished teachers who are prepared for their roles as mentors to future educators. All clinical faculty use multiple assessments (including the TCOI, the APBD, and the Lesson Verification Form) to determine the candidates’ knowledge, skills, and dispositions. These faculty also provide regular support for the candidates through observations of their teaching, discussions, and e-mail. This is evidenced by the candidate portfolios and the interviews.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not applicable

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	Acceptable
Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Prior to entering clinical practice, candidates complete 360 hours of field experiences. During field experiences, they are assessed using the TCOI, which measures their content and pedagogical knowledge, and the APBD, which measures their dispositions. In addition, candidates must have completed all of their education coursework with a grade of “C” or better. These requirements are outlined in the Teacher Education Handbook. During clinical practice, candidates are required to successfully complete the TCOI with the “Indicators Adequately Demonstrated.” Candidates must also “Meet Expectations” on the ratings in the APBD. The TCOI, as well as the Teaching Unit (another assessment completed during clinical practice) specifically address the candidates’ effects on student learning. As evidenced in the data, all but one candidate in the past three years has successfully completed clinical practice.

The assessments used in clinical practice are tied to the unit’s conceptual framework and the standards, therefore demonstrating that candidates meet professional, state, and unit standards. Candidates regularly reflect upon and evaluate their own performance, as evidenced by the candidates’ demonstration of their work. In addition, clinical faculty systematically assess the candidates in clinical practice through the use of the TCOI and APBD. Particularly through the use of the TCOI and the Teaching Unit, candidates and clinical faculty examine how student learning is affected by the candidates’ instruction and strategies for how the candidates can make improvements. As found during the interviews, the unit is engaging in discussions related to how the candidates’ teaching is impacting P-12 learning. In addition, the unit desires to create partnerships with the local schools to enhance student learning.

In order to ensure that candidates have field placement experiences allowing them to work with students in Title I schools, diverse learners, and students with exceptionalities, the field placement director has created a system for determining each candidate’s set of field experiences, including clinical practice. The field placement director systematically tracks all of the candidates’ experiences as evidenced in the interviews and documentation. The candidates’ experiences provide a variety of opportunities for candidates to demonstrate that they have the knowledge, skills, and dispositions to help all students learn.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not applicable

Overall Assessment of Standard

Candidates in the unit complete over 1100 hours of field placement in a variety of settings. The clinical faculty are accomplished teachers who serve as excellent role models for the candidates as they develop and mature into professionals. As a result of these experiences with highly qualified site supervisors, candidates are well prepared to demonstrate the knowledge, skills, and dispositions of a professional educator when they complete the program.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 3

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No

If your answer is "No" to above question, provide an explanation.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

The School of Education provides opportunities for candidates in the early childhood education program to address the needs of students of varying ages, ethnic, racial and socioeconomic backgrounds, and intellectual, physical and language abilities. Standard 4 exhibits validate information in the Institutional Report. The unit addresses diversity in the design, implementation and evaluation of curriculum and experiences on page 45 of the Institutional Report (IR), which indicate that candidates are expected to develop and demonstrate six diversity-related proficiencies.

Candidates develop proficiencies related to diversity and adapting different learning styles for instruction through required courses for both early childhood education and ESOL programs: EDUC

3101-Teaching Students Who are Exceptional, At-Risk, or Diverse; ESOL 4240-Applied Linguistics for Teachers of English as a Second Language; ESOL 4241 Methods of Teaching ESOL. In addition, EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity) added in 2007 will also be required by fall 2010. Review of the respective syllabi indicates that appropriate knowledge, skills, and dispositions are provided for candidates to successfully understand, demonstrate, and effectively instruct diverse populations in the P-12 school setting. In addition to syllabi, interviews with faculty, candidates, P-12 teachers and administrators, and review of key assessments for the diversity indicators and candidate performance confirm the dedication to diversity.

Additional courses that provide instruction related to diversity are noted in the Institutional Report on page.46. EDUC 3130: Teaching Students Who are Exceptional, At-Risk, or Diverse, specifically guides candidates to basic concepts related to the strategies of teaching and programs and services of special education and the importance of collaboration with colleagues, parents and students. The course, EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts provides a multicultural view for candidates' personal growth, as well as increasing their knowledge base for teaching students in the P-12 school setting.

Evidence indicates that the unit shares the institution's commitment to diversity as evidenced in its mission statement found in the conceptual framework (IR, p. 5). Candidates demonstrate how to connect lessons, instruction, or services to students' experiences and cultures and how to communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences during 1100 hours of field experiences and clinical practice. Evidence is supported through portfolio assignments, coursework assignments, and during interviews with faculty, P-12 administrators and teachers, candidates, and graduates. Supervising teachers, college supervisors, and employers specifically assess these proficiencies using the Teacher Candidate Observation Instrument (TCOI) and the Assessment of Professional Behaviors and Dispositions (APBD), a graduate survey and employer survey.

APBD and TCOI results for spring of 2009 indicate that candidates Meet or Exceed Expectations between 85 percent and 99 percent. Follow-up graduate surveys, a self-assessment, and reflective tool, indicate confidence in content knowledge, skills, and professional dispositions for helping all students learn. Employers rated graduates favorably on similar responses, with fewer overall in the Strongly Agree category.

The TCOI evaluates a lesson being taught by any teacher, regardless of the teacher's level of experience. Indicators were taken from the Georgia Systemic Teacher Education Program (GSTEP) Accomplished Teacher Framework and only utilize those that can be directly observed during a lesson. The assessment data for the TCOI is gathered by the unit and analyzed at mid-term and semester end to indicate candidate proficiencies for each block experience. If a candidate is identified as deficient in an area, he or she is placed on a Professional Growth Plan. Candidates will not be moved into a subsequent block if they do not meet expectations.

Three TCOI indicators that relate to diversity (#4, #14, and #18, on page 47 of the IR), provide evidence that candidates effectively demonstrate these competencies. The percentage of candidates that Exceed Expectations on the indicators range from between 88 percent and 91 percent. Three diversity-related indicators on the APBD also indicate that between 86 percent and 91 percent of the candidates evaluated "exceed expectations."

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Faculty – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation

Candidates within the School of Education have opportunities to interact with faculty from a variety of backgrounds and with varied experiences from other units, and school faculty that are both male and female and from at least two ethnic/racial groups. Understanding the limitations in not having a highly ethnically diverse faculty, the faculty within the unit that candidates work with in professional education classes and clinical practice provide opportunities to help prepare candidates to work with diverse groups of students, teachers, and faculty in alternate settings.

Faculty have increased their understanding of diverse populations through undergraduate and graduate courses that in turn assist in their experiences with candidates, In addition, candidates better understand how to relate to diverse populations. Faculty share their extensive experiences (IR, pp. 52-53) with the candidates and promote their growth and understanding in classes and through campus-sponsored activities and presentations.

The Dalton Latino population has grown in recent years and, in surrounding communities, now constitutes anywhere from 40 percent to 60 percent of the population in some areas. However, demographic data from fall 2008 indicate that the DSC campus has just below one percent (1%) Hispanic or Latino faculty members and an average of three percent (3%) American Indian or Alaska Native, and four percent (4%) Black or African American, non-hispanic faculty. However, in May 2008, following a national search, the unit added a faculty member of Hispanic descent with an international reputation as a teacher and scholar in the field of early childhood education, in bilingual and cultural environments, and with experience facilitating collaboration between academic units and their surrounding communities. In almost a year, this faculty member has begun to change the climate of the campus through personal interaction with candidates and faculty, teaching (EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity in Educational Settings), research, and providing multi-cultural views, presentations, and activities for the benefit and growth of the students and faculty in the unit, institution and community.

The institution and unit continue to recruit and retain diverse faculty through advertising vacancies utilizing the University System of Georgia website and nationally, The Chronicle of Higher Education and InsideHigherEd.com and publications targeting minorities (IR, pp.50-51).

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Candidates – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Candidates have opportunities to interact with both genders and representative ethnic groups in classes, field placements, and participation in recognized student organizations such as Kappa Delta Pi Education Honor Society and the Future Educators Club. The unit does not capture demographic data related to special education services, religion, or disability status. Candidate demographics are available on page 52 of the IR and indicate an 11 percent Hispanic population that represents the largest in the Georgia system. The unit has developed an action plan for creatively recruiting academically qualified African-American, Appalachian, Latino, and international students that includes establishing a target goal for recruiting groups from more heavily diverse P-12 school settings, sponsoring off campus enrollment events with the School of Sciences and Mathematics, working closely with school counselors and hosting Dalton State “lunch” counselor information sessions, and, contingent upon budget, increasing mailing campaigns to parents and potential students. Since the fall of 2008, the Hispanic teacher candidates entering the ECE programs increased from two to 10. The unit diversity percentage is less than the institutional diversity percentage; however, the institutional diversity percentage in relation to the specific Dalton area is higher.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

4d. Experiences Working with Diverse Students in P-12 Schools

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

Through demographic data on P-12 sites and interviews with clinical faculty, P-12 site supervisors, candidates, and graduates, candidates have the opportunity to work with students from diverse backgrounds as much as possible within the area. Field placements and clinical practice are designed to require candidates to gain experiences across elementary, middle school, and high school and then be placed in Block IV for clinical practice with the group they prefer to teach when employed. Block II provides opportunities for candidates to demonstrate and reflect on ESOL competencies. Candidates enrolled in Blocks I, II, and III participate in field experiences associated with methods classes and focus on the particular knowledge and skills addressed in course objectives and in the conceptual framework. Activities are designed to allow the teacher candidate to begin developing teaching competencies. The amount of time required in schools, qualifications of site supervising teachers, and assessment techniques are included in the Teacher Education Handbook. The unit verifies field and clinical hours by requiring that documentation of hours in classrooms be submitted to the School of Education office.

The only sites selected for diverse field experiences are in schools with a 20 percent diversity demographic, most inclusive of ethnically and socioeconomically diverse students. Candidates are also placed in classes where their supervising teacher will have one or more inclusion students, or they can observe a class that is infused with special needs students. There is collaboration for field and clinical experiences with 50 P-12 schools, and efforts continue to expand collaborations with still more diverse sites.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

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Overall Assessment of Standard

The School of Education provides opportunities for candidates in the early childhood education program to address the needs of students of varying ages, ethnic, racial, and socioeconomic backgrounds, and intellectual, physical, and language abilities. Candidates within the School of Education have opportunities to interact with faculty from a variety of backgrounds and with varied experiences from other units, and school faculty that are both male and female and from at least two ethnic/racial groups.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 4

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Not Applicable <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in

the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 5: Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No
jn jn

If your answer is "No" to above question, provide an explanation.

5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	Acceptable
Qualified Faculty – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit has 15 full-time faculty members assigned to the early childhood education programs and utilizes seven part-time faculty members. Twelve full-time faculty hold the terminal degree and the other three hold the education specialist degree. Two of the part-time faculty hold the terminal degree; four hold the education specialist degree, and one holds the master's degree. The three full-time faculty who hold the education specialist degree all have prior teaching experience in the public schools with expertise in their area of teaching and supervision. Thirteen of the full-time faculty serve in a tenure-track position.

An examination of faculty vita indicate that all full-time and part-time faculty members in the early childhood education programs have experience in the public school system, as well as some documented experience for some in the private schools. The seven part-time faculty serve as field experience supervisors in their field of expertise. Documented experience in the public school system includes teaching, assistant principal, principal, assistant superintendent, human resource director, special education teacher, and student services director. In addition, there is experience in the areas of curriculum director, assessment coordinator, staff development director, gifted program coordinator, and Title I and migrant education.

All teachers and school-based supervisors that supervise teacher candidates are licensed in the areas that

they teach, and documentation is updated each year in the office of the dean.

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Teaching – Advanced Preparation	Not Applicable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Unit faculty members demonstrate a high level of expertise and experience in the content and pedagogy that they teach and reflect the conceptual framework, research theories, and current developments in the teaching field, as evidenced by course syllabi that link course content to the conceptual framework for every class. These links are also reflected as faculty demonstrate and model the four professional outcomes/goals of competence, caring, collaboration, and reflection stated in the conceptual framework. Instructional strategies and assessments are also modeled by faculty by using activities that include, but are not limited to, journaling, debates, role play, case studies, simulations, individual and group presentations, and other activities. Each faculty has identified activities on their faculty template that presents a list of instructional strategies for each class.

Interviews with teacher candidates and unit faculty verified that reflection, critical thinking, problem solving, and professional dispositions are addressed by having the faculty create individual activities to focus on the development of these attributes. In addition faculty have created activities that integrate the synthesis of these attributes by providing singular activities and integrated activities that require teacher candidates to share how the attributes relate to developing mastery of a specific standard such as using debates on current issues and in-class scenarios to resolve future classroom problems. This is also addressed in seminars. Other methods include case studies that lead to the development of an action plan; essay questions that require reflection, problem solving, and critical thinking; and, position papers that show how their beliefs may shape their future classrooms and interactions with other professionals.

All faculty in the unit incorporate the use of technology in their instruction. Teacher candidates in Block IV, recent graduates, and interviews with faculty confirm that examples include, but are not limited to, the use of DSConnect to post PowerPoint information, class notes, study guides, and other activities that allow communication between faculty and teacher candidates. LiveText is used to collect assignments, to generate reports and to house teacher candidate e-portfolios. In addition, document cameras, classroom response systems, UnitedStreaming, WebQuest, and SmartBoard are used.

Unit policy and interviews with the dean and faculty confirm that the dean conducts an annual review conference with each faculty member to review the previous year's accomplishments and to set goals for the upcoming year. This conference is mainly guided by information gained by the completion of the faculty goal setting template and is designed to enhance teaching effectiveness. Information from each question and comments by teacher candidates for each course are utilized for setting individual faculty goals for the following year.

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Scholarship – Advanced Preparation	Not Applicable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Scholarship and/or professional development guidelines are set by the unit and are outlined in the School of Education annual evaluation guidelines. Scholarship expectations fall within two levels: standard and significant - each with their own defining elements. Faculty members are considered to have met the "standard" performance level upon completion of a pre-determined number of criteria; and, are designated "high performance" in the area of scholarship when completing five or more of the criteria with at least one being from the "significant category."

Some examples of elements from the "standard" area are:

- licensure in professional organizations
- revising courses
- attendance at state or regional conference

Some examples of elements from the "significant" area are:

- creation of a new course
- presentation at conference
- publication at various levels

Interviews with unit administrators, the president of the college, and the vice-president for academic affairs confirm that publications and presentations by faculty are gaining importance with the advent of professional programs. Scholarly work has become more important for promotion/tenure decisions and will be expected for entries on the faculty goals on the faculty template. This philosophy has generated an increase in presentations and publications and is an emphasis on decisions concerning new faculty hiring. The following compares only research and presentations over the last three years (with 2009-10 being an incomplete year to date):

Number of faculty Presentations	Publications
2007-08	9 0 0
2008-09	13 3 3
2009-10	15 12 11

Sixty percent of the current full-time faculty in the unit are engaged in scholarship activities with examples of 1) presenting at local, state, national, and international conferences; 2) publishing scholarly articles in referred journals; 3) submitting and reviewing grants; and others that are documented in the unit.

The Teaching and Learning Center attempts to offer a program for faculty participation at least once every two weeks. Evidence provided during interviews with support personnel document a yearly increase in the number of faculty participants, as well as an increase in the number of faculty presentations over the last three years.

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Service – Advanced Preparation	Not Applicable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced

Preparation):

Unit and college level service is well documented for each faculty member, and guidelines are set by the unit with designated committees being "weighted" as A-Level, B-Level, or C-Level, depending on the number of times that the committee meets during the year and the amount of work that is required for the committee members. "Standard" service activities are worth one point each while "significant" service activities are worth two points each. Using this point system for service activities, the accumulation of 10-15 points results in a "standard" performance for service in the School of Education. Accumulation of 16 or more points results in a "high" performance of service.

The unit has a list that includes activities for college-level service, School of Education service, and PK-12 service. Some examples of each are as follows:

College Level Service: strategic planning for DSC; multicultural committee for DSC; diversity committees, first-year experience committee; library committee; and, many others.

School of Education Service: faculty search committee; appeals committee; field placement committee; NCATE committee; promotion and tenure committee; teacher education committee; and many others.

PK-12 Service: Title I program evaluator; freshman art exhibit judge, math/science summer institutes, mentor training for site teachers; working with Latina/o students; co-teaching with public school teachers; and many others.

One hundred percent of the unit faculty are engaged in service activities.

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	Acceptable
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Comprehensive procedures for annual evaluation of faculty are printed in the Dalton State College Faculty Handbook. The unit has developed guidelines for faculty evaluations that enhance the quality of the evaluation by utilizing guidelines for making distinctions between "high" and "standard" performance. Multiple tools are used that include annual faculty reports, faculty goals, productivity in the areas of teaching, student evaluations, research and scholarly activities, and service. Each course is evaluated by the unit during the fall and spring semester, even though the institution requires that only three courses over the two semesters be evaluated. Faculty consistently score at high levels on these evaluations that apply to all faculty teaching courses in the unit. After being evaluated, faculty are provided composite scores and aggregated comments for each course. These results are then utilized by the faculty member to make improvements in content and delivery of a course. Each faculty member meets with the dean for the purpose of discussing goals utilizing results of the evaluation. The annual goals of a faculty member are the result of this discussion.

Each faculty member in a tenure-track position is required to have a pre-tenure review and a post-tenure review at specified time periods of their employment. Faculty evaluations by teacher candidates for spring 2009 indicate that the faculty perform at a high level, with average scores on these evaluations

ranging (for individual classes) from 4.43 to 4.49 with a 5.00 being the highest possible score. Results of the spring 2009 college supervisor evaluations indicate scores at the 92-98 percent satisfaction level for all nine different elements of the instrument. Results of the 2009 advisement evaluation for Block I candidates indicate a satisfactory rate of 26 percent; a very satisfactory rate of 64 percent, while two percent were rated as very un-satisfactory and two percent were rated as un-satisfactory.

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	Acceptable
Unit Facilitation of Professional Development – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit provides opportunities for tenured and for non-tenured faculty to enhance their development of new knowledge and skills related to their professional assignments. Needs identified in faculty goals determined by the meeting with the dean result in planning to accomplish these goals. Various support activities are made available to the faculty to help with this endeavor. Examples are tuition assistance for job-related courses taken in the University System of Georgia, foundation funding for travel and professional development activities, and reassigned time for a faculty member.

The college and unit offer professional development activities for faculty in a variety of areas throughout the year. All of these areas are addressed with activities identified and made available for each as an ongoing service. There is well documented evidence of collaboration on campus for the facilitation of many professional development activities. All faculty members in the unit participate annually at some level in professional development activities that are identified in their faculty template.

Overall Assessment of Standard

The unit has well qualified faculty who model best practices in scholarship, service, and teaching, including the assessment of their own effectiveness. They collaborate with colleagues on campus and in the schools and are systematically evaluated, showing a greater emphasis on professional development.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs:

AFI Number & Text	AFI Rationale

Recommendation for Standard 5

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Not Applicable <input type="button" value="v"/>

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No

If your answer is "No" to above question, provide an explanation.

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	Acceptable <input type="button" value="v"/>
Unit Leadership and Authority – Advanced Preparation	Not Applicable <input type="button" value="v"/>

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The School of Education is defined as the education unit and is composed of the early childhood

education program. Review of documents confirms that the dean of the School of Education has the authority to administer and supervise the work of the School of Education.

A Teacher Education Council, composed of college faculty and support personnel involved in the preparation of professional educators, and a Focus Group, which includes faculty and P-12 partners, exist to provide input into the decision-making process for program improvement. The dean leads regular meetings of the Teacher Education Council and the Focus Group. Documentation shows that meetings are held with members of the professional community, including P-12 practitioners, as a Focus Group to share the design team model and develop a plan for a more in-depth partnership with the public school partners.

Interviews with faculty confirm that changes to the program are the result of needs identified by the faculty and P-12 practitioners who are involved in the preparation of teachers. Minutes from faculty meetings show that evaluation of the unit by the faculty is ongoing and collaborative. Additionally, interviews with support personnel in other units involved in the preparation of professional educators show that the unit receives assistance from the Library and the Educational Technology Center (ETC). Faculty members state that the ETC provides staff development in response to program faculty needs.

Review of documents confirms that the unit adheres to the recruiting and admission policies of the college. A specific recruitment plan has been developed by the School of Education with the goal of attracting diverse candidates. Admissions policies are posted on the college’s website for prospective and current professional education candidates. The unit ensures that candidates have access to student services such as advising and counseling. As stated in the IR (p.75), candidates are assigned an advisor who reviews the teacher education admissions policy and recommends special services such as counseling, tutoring, and financial aid assistance. The unit also publishes advisement information on its website. Program sheets listing required coursework are available on the website and are maintained for individual students admitted to the program in an advising folder on the shared drive on the network.

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	Acceptable
Unit Budget – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The School of Education’s budget for FY 2010 is approximately \$1.4 million, nearly double the 2008 budget of approximately \$839,000. The increase over the last two years is indicative of the unit’s commitment to the continued improvement of the professional education program. The budget is comparable to that of other schools in the college that provide on campus programs and clinical experiences.

The SOE budget supports 15 full-time faculty members who teach classes and supervise candidates and seven part-time faculty members who supervise candidates. The budget has allowed faculty to be added each year to support the growing teacher preparation program. One faculty member is also supported through an endowment from the Goizueta Foundation.

6c. Personnel

Personnel – Initial Teacher Preparation	Acceptable
Personnel – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty workloads for the unit are 12 hours (four courses) for undergraduate teaching each semester (fall and spring). Faculty in their first year are assigned a workload of nine hours (three courses). Faculty members supervise candidates in field experiences and clinical practice. Examination of the schedule for the current semester shows that all faculty are within the established workload policy.

Part-time faculty are also used to supervise candidates in field experiences and clinical practice. There are no advanced degree programs and therefore, there are no graduate assistants. An administrative assistant supports the work of the faculty in the unit. The faculty are used in various roles to assure program coherence and integrity.

Faculty from other units in the college, such as the Library, the Office of Computing and Information Services, enrollment services, and the Teaching and Learning Center assist the unit in preparing candidates to meet the standards. The unit receives support from the Educational Technology Center (ETC), which provides support to faculty and candidates. In separate interviews, faculty and candidates identify the ETC support as being important to the successful integration of technology into teaching. Faculty members cite staff development provided by the ETC that is suited to their immediate needs and candidates cite the availability of ETC staff to answer questions related to technology as important factors in their success in using technology.

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	Acceptable
Unit Facilities – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty offices are all located in the same building on one hallway, making collaboration feasible. Most professional education courses are taught in one building that is well equipped. The classrooms are each equipped with a computer station and multi-media projector system. Some classrooms also have interactive white boards for faculty and candidate use. Interviews with candidates show that faculty members sometimes reserve these rooms for use on occasions when that technology is desired. Internet access is available in classrooms to support faculty and candidates' use of information technology in instruction.

The campus library holds 25 journals related to early childhood education and teaching. In addition to these holdings, faculty and candidates have access to Georgia Library Learning Online (GALILEO), a database indexing thousands of journals available in full text online. An examination of library resources available to candidates in the teacher preparation program shows that teacher's manuals for textbooks, a section of children's books, reading assessment manuals, and other materials specifically for the teacher candidates' use are acquired. These materials are located in an area designated as the Teacher Resource Center (TRC). A large section of books related to teaching and education are available for checkout. In

In addition to the TRC, the library includes 88 computer stations available for use by students.

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	Acceptable
Unit Resources including Technology – Advanced Preparation	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit allocates resources to prepare candidates to meet standards for their field. Other units in the college also allocate resources, including technology, to support the operation of the unit. Examination of electronic documents shows the unit uses LiveText to house assessment data that can be processed electronically by faculty, candidates, and P-12 faculty as they work together to support the preparation of teacher candidates. This system allows the unit to manage, process, and analyze candidate data as they develop and implement the assessment plan.

Faculty and candidates have access to adequate information technology resources to support their success in meeting the standards of the program. Sufficient electronic and print resources are available in the library and online, as described on page 82 in the IR. Resources for distance learning programs are not necessary since the unit does not offer any distance learning programs.

Overall Assessment of Standard

The leadership of the unit makes it possible for the faculty to collaborate with multiple departments that provide the funds, facilities, and resources to meet the needs of candidates. The support personnel who contribute to the success of candidates, including technology staff, acknowledge the role of the unit leadership in facilitating collaborative efforts that enable the unit to produce well-prepared teachers. They all seemed willing to take a personal role in the preparing candidates for teaching and using technology to enhance the teaching and learning process.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

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Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 6

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents Reviewed

Standard 1

1. DSC General Statement of Learning Outcomes
2. DSC Core Curriculum
3. ECE Core Curriculum
4. ECE Professional Program Blocks - I-IV Sheets
5. ECE Post-Baccalaureate Professional Program of Study Sheet
6. ECE B.S. with ESOL Endorsement Program of Study Sheet
7. ECE with ESOL Endorsement Post Baccalaureate Program of Study Sheet
8. Secondary Biology Program Sheet
9. Secondary Chemistry Program of Study Sheet
10. Secondary History Program of Study Sheet
11. Secondary English Program of Study Sheet
12. Secondary Math Program of Study Sheet
13. Teacher Candidate Observation Instrument Manual
14. Teacher Candidate Observation Instrument Form
15. Assessment of Professional Behaviors and Dispositions
16. 1a.2. TCOI, GPA, and GACE Basic Skills data tables

- 17. 1a.4 Employer and Graduate Surveys 2009
- 18. 1b.1 TCOI and APBD Spring 2009
- 19. 1b.3. Employer, Graduate, and Completer Surveys
- 20. 1c.1 TCOI data Spring 2009
- 21. 1c.1. Spring 2009 Data Chart
- 22. 1c.1. PGP Template
- 23. 1c.2 APBD data Spring 2009
- 24. 1c.2 TCOI data Spring 2009
- 25. 1c.2 Employer Survey
- 26. 1c.4 Employer and Survey data Spring 2009
- 27. 1d.1 TCOI Spring 2009
- 28. 1d.1 Block IV Teaching Unit
- 29. 1d.3 Employer and Graduate Surveys
- 30. 1g.2 APBD Spring 2009
- 31. 1g.3 APBD Spring 2009
- 32..1g.4 Employer and Graduate Survey

Standard 2

- 1. 2a.1 ECE Portfolios – Kassie Cudd and Jennifer Findley
- 2. 2a.1 TCOI Instrument
- 3. 2a.1 APBD Instrument
- 4. 2a.1 ESOL Course Syllabi (3)
- 5. 2a.1 ESOL Critical Assignment Report – Spring 09
- 6. 2a.1 Sample ESOL E-Portfolio
- 7. 2a.1 Sample Teacher Candidate’s INTECH Folder / Portfolio
- 8. 2a.1 Course Syllabi
- 9. 2a.1 Critical Assignment Rubrics
- 10. 2a.1 GA PSC State Standards
- 11. 2a.1 APBD Instrument
- 12. 2a.3 Assessment Committee Agenda / minutes Fall 09
- 13. 2a.3 Teacher Education Council Agenda / Minutes Fall 09
- 14. 2a.4 TCOI Validity Paper
- 15. 2a.4 Teacher Candidate Orientation agendas
- 16. 2a.4 DSC Supervisor Orientation agendas
- 17. 2a.4 Faculty Meeting Agenda / Minutes – Inter-rater training
- 18. 2b.1 Assessment System Flowcharts
- 19. 2b.1 Spring 09 TCOI report
- 20. 2b.1 Spring 09 APBD report
- 21. 2b.1 Spring 09 Advisement Report
- 22. 2b.1 Spring 09 Site Supervisor Evaluation report
- 23. 2b.1 DSC Supervisor Evaluation report
- 24. 2b.1 Spring 09 Employer Survey report
- 25. 2b.1 Spring 09 Graduate Survey report
- 26. 2b.3 Complaint – Grievance Document
- 27. 2c.1 Focus Group Meeting agenda and minutes
- 28. Assessment Manual
- 29. Candidate Demographics F, '08, S, '09
- 30. Employer Survey Results

Standard 3

Persons Interviewed

Persons Interviewed

Block I Students

Paige Holder
Christy Keown
Whitney Smith
Collette Haws
Breanna Kilgore
John (Kevin) Booth
Katie Brock
Thomas Hallman
Iraiz Vigil

Block II Students

Michelle Ackley
Cadi Dotson
Jessica Dillard
Maria A. Ortiz
Veronica Rodriguez
Jason Hobbs
Brittany Griffin
Stephanie McGahey
Jessica Vess
Alejandro Mendez
Burleigh Dighton
Chasidy Hulett
Pete Duzan
Fred Morris
Rocio Gonzalez

Block IV Students

Regina Edds
Catina Sexton
DeNeale Elrod
Eric Howell
Megan Hopkins
Rachel Runyan
Amanda Hill
Anthony McArthur
Candace Lucero
Tim Barrett
Zach Hobbs

Director of Field Placements

Lelia Mullis

DSC Administrative Team Meeting

Dr. John Schwenn
Dr. John Hutcheson

Dr. Jodi Johnson
Scott Bailey

ESOL Endorsement Faculty
Sharon L. Hixon
Clare Hite

Educational Technology Staff
Judy McEntyre
Randy Ware

Faculty Group I
Larry Cooper
Joan Chapman
Lynn Murphy
Orenda Gregory
Sharon L. Hixon
Shannon Coulter

Faculty Group II
Susan Kennedy
Mary Edwards
Carol Pate
Sharon Beavers

Goizueta Foundation Endowed Chair
Lourdes Diaz Soto

SoE Graduates
Jason Armstrong
Allen Lea
Annaliese Cope
Jennifer Findley
Derick Holsonback
Laure Esters
Amanda Weeks
Diane Hodgkins
Marlena Lawrence
Nick Millwood

Public School Administrators
Karey Williams
Rhonda Yim
Don Amonett
Rhonda Yim
Vickie Reed
Danny Dunn
Rodney Thompson

Arts and Sciences Faculty
Dean Turner

Robert Clay
Shannon Coulter
Mary Nielsen
Andy Meyer
Lelia Mullis
Thomas D. Veve
Judy Cornett
Sarah Mergel
Randal Griffus
Barbara Murray
Christy Ayars

Clinical Faculty Supervisors
Minnie Marsh
Joe W. Davis
Connie L. Ward

Site-Supervising Teacher
Megan Miller

Dean, School of Education
Merry Boggs

NCATE Coordinator
Debbie Baxter

Instruction Technologist
Kim McCroskey

Coordinator, Teaching and Learning Center
Barbara Tucker

Library Director
Lydia F. Knight

Director of Admissions
Angela Harris

Area F students
Amy Harrison
James Adams
Johnny Morrow
Brittany Hendon
Danielle Leonhart
Steven Duncan
Jasmin Castro
Heather Thomas
Tyler Payne

Please upload sources of evidence and the list of persons interviewed.

Documents reviewed
Persons Interviewed

See **Attachments** panel below.

(Optional) State Addendum:

November 5, 2010

Dr. John O. Schwenn
President Dalton State
College 650 College
Drive Dalton, GA
30720

Dear Dr. Schwenn:

At its October 19-22, 2010 meeting in Bethesda, Maryland, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the request for accreditation of the Division of Education as the unit that oversees the professional education offerings at Dalton State College. I am pleased to inform you of the Unit Accreditation Board's decision to grant accreditation to the Division of Education at Dalton State College at the initial teacher preparation level. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Special congratulations are in order because the Unit Accreditation Board has cited no areas for improvement relative to any of the standards. Strengths noted in the Board of Examiners report have not been reiterated in this report but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

The next NCATE visit is scheduled for **Spring 2017**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. In addition, your institution will be required to complete the AACTE/NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting any areas for improvement cited in the action report. During the accreditation period, you will be expected to report evaluations and changes related to each of the six standards.

The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration at your institution. Please let us know if there is anything we might do to explain the findings of the Board or to assist you in determining any future courses of action.

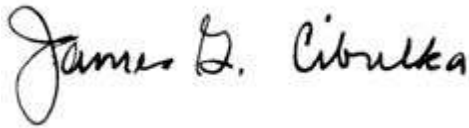
Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state

agency with program approval authority has access to these documents in NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Institutions," then "Resources," then "Press Packet" under the subhead, "Celebrating Accreditation." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because your education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive style with a large, looped initial "J".

James G. Cibulka
President

Enclosures

cc: Dr. John Hutcheson, Division of Education Nichole Potzauf, Division
of Education Dr. Clare Hite, Division of Education Dr. David M. Hill, Georgia
Professional Standards Commission Ms. Penney L. McRoy, Georgia
Professional Standards Commission Board of Examiners Team



Dalton State
College Dalton,
Georgia
November 2010

ACCREDITATION DECISION

Accreditation is granted at the initial teacher preparation level. The next on-site visit will take place in Spring 2017.

Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	n/a
★ 2 Assessment System and Unit Evaluation	Met	n/a
★ 3 Field Experiences and Clinical Practice	Met	n/a
★ 4 Diversity	Met	n/a
★ 5 Faculty Qualifications, Performance, and Development	Met	n/a
★ 6 Unit Governance and Resources	Met	n/a

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit by NCATE. Progress made toward eliminating them should be reported in the unit's annual report to NCATE. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

None.

NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.