Institutional Effectiveness Report
Academic Year 2013-2014
School of Education

Dr. Shirley Carr Bausmith
Dean, School of Education

Compiled by:
Dr. Tracy Meetze
Associate Dean, School of Education

July 1, 2014

Mission

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, and the processes of reflection, assessment, collaboration, and critical thinking.

Conceptual Framework

The School of Education prepares competent and caring teachers.

I.   Competent teachers possess

  A. Knowledge of content in their area of teaching

  B. Professional knowledge and skills

      1. Ability to plan instruction
      2. Ability to apply skills and knowledge in a clinical setting
      3. Ability to cause learning in P -12 students
      4. Ability to assess learning and learners
      5. Ability to work with children of poverty
      6. Ability to use technology

II. Caring teachers possess

  Professional Dispositions

      A. Exhibits professional attributes
      B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that <u>all</u> <u>students</u> <u>can</u> <u>learn</u> regardless of their backgrounds.
      C. Upholds Ethical and Professional Standards
      D. Shows respect for families, cultures and communities and demonstrates a <u>sense of fairness</u> and respect to all participants within each group.
      E. Shows respect for colleagues, P -12 students, faculty and staff

Goals
From the mission statement and conceptual framework, there are several primary goals that can be outlined for the School of Education. These goals are aligned with the Knowledge, Skills, and Dispositions outlined by NCATE:

1. School of Education candidates will be able to exemplify proficiency in content knowledge of education courses. (*Knowledge)*

2. School of Education candidates will be able to reflect on the needs of P-12 students. *(Skill)*

3. School of Education candidates will be able to assess P-12 student learning. *(Skill)*

4. School of Education candidates will be able to successfully and positively collaborate with various educational professionals. *(Dispositions)*

5. School of Education faculty will excel in teaching, scholarship, and service.

Measurement and Assessment Activities
The School of Education uses a number of assessment tools to assess the above goals. These tools include: (1) standardized assessments such as Praxis I and II; (2) a series of assignments, complete with common rubrics to assess the assignments, and (3) state of South Carolina teacher evaluation tool, Assisting, Developing, Evaluating Professional Teaching (ADEPT).

Please note that candidates' assignments are aligned with the Conceptual Framework as required by NCATE, the School of Education's accrediting body. These assignments are scored using common rubrics in designated courses in the respective programs.

Outcomes

Goal 1: Content Knowledge
Table 1. *First Attempt* Praxis II Results and for Initial Certification Programs in the School of Education

Program	Percent of Candidates Passing Praxis II Specialty Area Exam 2013-14	Change from 2012-13
Early Childhood	100% N=30	+4%
Elementary	95% N=20	+2%
Middle Level	91% N=9	+2%
Secondary	88% N=7	-12%
MAT-Learning Disabilities	90% N=11	+3%

Table 2. Average GPA from Core Specialty Courses (Graduate Programs Only)

Program	Average GPA from Core Courses
Instructional Accommodation	3.905
Learning Disabilities (M.Ed.)	3.805

Benchmark: Candidates must earn a passing score on the Praxis II standardized assessment in Content Area in their area of specialization as well as the Principles of Learning and Teaching (PLT). This must be accomplished prior to student teaching, which is a pre-requisite to graduating with South Carolina teacher certification. Undergraduate students must also obtain a grade point average (GPA) of at least 2.5 in all courses in the School of Education to remain in the program. Additional checkpoints include recommendations from EDUC 305 professors and cooperating P-12 teachers to gain admission into the program and Praxis II scores, an outside measure of content knowledge to enter student teaching.

In graduate programs that are not initial certification programs (M.Ed. Learning Disabilities and M.Ed. Instructional Accommodation), candidates will maintain a GPA of at least 3.0 in all core specialty courses for the program.

Results: In the initial certification programs, the percentage of students passing Praxis 2 on the **first** attempt increased in all areas except Secondary, thus meaning four of the five programs saw an overall pass rate on first attempt of 90% or more.

The mean GPA in all Core Specialty Courses in M.Ed. Learning Disabilities and Instructional Accommodation was above 3.0 (Table 2).

Goal 2: Reflection
Table 3. Initial Certification Candidates' abilities to a) reflect and plan for the needs of P-12 students, b) reflect on and apply skills learned in a clinical setting, and c) reflect on the needs of children of poverty

Criteria	Mean Score from EDUC 490 and EDUC 770 Teacher Candidate Work Sample on a Scale of 1-3 *2013-14 Academic Year*
Reflect and plan for the needs of P-12 students (CF I.b.1)	2.256
Reflect on and apply skills learned in a clinical setting (CF I.b.2)	2.085
Reflect on the needs of children of poverty (CF I.b.5)	2.440

Table 4. Graduate Candidates' abilities to a) reflect and plan for the needs of P-12 students, b) reflect on and apply skills learned in a clinical setting, and c) reflect on the needs of children of poverty

Criteria	Mean Score from EDUC 769 Case Study and EDUC 794 Capstone on a Scale of 1-3 *2013-14 Academic Year*
Reflect and plan for the needs of P-12 students (CF I.b.1)	3.0
Reflect on and apply skills learned in a clinical setting (CF I.b.2)	3.0
Reflect on the needs of children of poverty (CF I.b.5)	3.0

Benchmark: Candidates will be able to a) reflect and plan for the needs of P-12 students, b) reflect on and apply skills learned in a clinical setting, and c) reflect on the needs of children of poverty by achieving at least a 2, Partially Met, on the scoring rubric.

The Conceptual Framework for the School of Education addresses each of these parts. Every assignment input into the School of Education's assessment system must be aligned with the parts of this Conceptual Framework. Some assignments within programs are designed to be aligned with all of the components of the Conceptual Framework. These assignments are at the end of programs, so that it can be determined if candidates have met these requirements prior to graduation.

In the initial certification programs, the Teacher Candidate Work Sample is completed by all undergraduate teacher candidates in Early Childhood, Elementary, Middle, and Secondary programs during the EDUC 490 student teaching block. Students in the M.A.T. Learning Disabilities program complete the Teacher Candidate Work Sample in the EDUC 770 student teaching block.

In the Instructional Accommodation graduate program, candidates complete a Capstone Project in EDUC 794. Candidates in the M.Ed. Learning Disabilities program complete a Case Study in EDUC 769.

Results: The final mean scores ranged from 2.085-2.440. Overall, this goal was not met by initial certification teacher candidates. This is an increase from last year, as some of the scores were below 2.0 for the year 2012-2013.

In the Fall 2013 and Spring 2014, graduate candidates in the M.Ed. Instructional Accommodation and Learning Disabilities programs met the goal by maintaining at least a mean of 2.0, Partially Met, on the measured portions of the Conceptual Framework (Table 4).

Goal 3: Assessment Skills

Table 5. Initial Certification Candidates' Abilities to Assess P-12 Student Learning

Criteria	Mean Score from EDUC 490 and EDUC 770 Teacher Candidate Work Sample on a Scale of 1-3 *2013-14 Academic Year*
Ability to assess learners and learning (CF 1.b.4)	1.606
Ability to cause P-12 student learning (CF 1.b.3)	2.335

Table 6. Graduate Candidates' Ability to Assess P-12 Student Learning

Criteria	Mean Score from EDUC 769 Case Study and EDUC 794 Capstone on a Scale of 1-3 *2013-14 Academic Year*
Ability to assess learners and learning (CF 1.b.4)	3.0
Ability to cause P-12 student learning (CF 1.b.3)	3.0

Benchmark: Candidates in the School of Education will be able to assess P-12 student learning by achieving at least a 2, Partially Met, on the scoring rubric.

The Conceptual Framework for the School of Education addresses each of these parts. Every assignment input into the School of Education's assessment system must be aligned with the parts of this Conceptual Framework. Some assignments within programs are designed to be aligned with all of the components of the Conceptual Framework. These assignments are at the end of programs, so that it can be determined if candidates have met these requirements prior to graduation.

In the initial certification programs, the Teacher Candidate Work Sample is completed by all undergraduate teacher candidates in Early Childhood, Elementary, and Secondary programs during the EDUC 490 student teaching block. Students in the M.A.T. Learning Disabilities program complete the Teacher Candidate Work Sample in the EDUC 770 student teaching block.

In the Instructional Accommodation graduate program, candidates complete a Capstone Project in EDUC 794. Candidates in the M.Ed. Learning Disabilities program complete a Case Study in EDUC 769.

Results: For the academic year 2013-14, the goal was not met in all initial certification programs (undergraduate and M.A.T. LD.) The mean fell below 2.0, with a mean score of 1.606 in conceptual framework standard I.b.4, ability to assess learners and learning (Table 5.) This was a decrease from a mean of 1.7 from last academic year 2012-13.

For the academic year 2012-13, graduate candidates in the M.Ed. Instructional Accommodation and Learning Disabilities programs met the goal by maintaining at least a mean of 2.0, Partially Met, on the measured portions of the Conceptual Framework (Table 6).

Goal 4: Collaboration

Table 7. Initial Certification Candidates' Abilities to Successfully and Positively Collaborate with the Necessary Parties

Criteria	Mean Score from Dispositions Rating Scale in EDUC 490 and EDUC 770 (Initial Certification Programs) on a Scale of 1-3 *Academic Year 2013-14*
Professional Attributes (CF II.A)	2.65
Respect for Learning Process (CF II.B)	2.91
Ethical and Professional Standards (CF II.C)	2.79
Respect for Families, Cultures, and Communities (CF II.D)	2.92
Respect for Colleagues, P-12 Students, Faculty, and Staff (CF II.E)	2.61

Table 8. Advanced Candidates' Abilities to Successfully and Positively Collaborate with the Necessary Parties

Criteria	Mean Score from Dispositions Rating Scale in EDUC 795 and EDUC 769 on a Scale of 1-3 *Academic Year 2013-14*
Professional Attributes (CF II.A)	2.988
Respect for Learning Process (CF II.B)	3.0

Ethical and Professional Standards (CF II.C)	3.0
Respect for Families, Cultures, and Communities (CF II.D)	3.0
Respect for Colleagues, P-12 Students, Faculty, and Staff (CF II.E)	3.0

<u>Benchmark</u>: School of Education candidates will successfully and positively collaborate with the necessary parties throughout courses and clinical experiences.

The Conceptual Framework for the School of Education addresses this in Part II. A Dispositions rating has been developed to address the dispositions of candidates at various checkpoints in their respective programs.

In the initial certification programs, the Dispositions rating is completed on all undergraduate teacher candidates in Early Childhood, Elementary, Middle, and Secondary programs during the EDUC 490 student teaching block. Likewise, the rating is completed on students in the M.A.T. Learning Disabilities program in the EDUC 770 student teaching block.

In the graduate Instructional Accommodation graduate program, this form is completed on candidates in EDUC 795. In the M.Ed. Learning Disabilities program, this form is completed on candidates in EDUC 769.

<u>**Results:**</u> Overall, this goal was met in all initial certification and graduate programs for the academic year 2012-13. All means were at least 2.0 or above in all areas.

Goal 5: Faculty Achievement

Table 9. Faculty Excellence in teaching, scholarship, and service

Teaching (N=19)	Scholarship (N=19)	Service (N=19)
Compared to the course evaluations of faculty of the university as a whole, the School of Education faculty continues to score better on all 13 course evaluation items for the Fall 2013 and Spring 2014. 74% of School of Education faculty report participating in activities to enhance their teaching development over the 2013-14 school years. Examples include: revisions of courses to prepare for online delivery	Faculty in the School of Education have accomplished the following in terms of scholarship over the last year: ➢ 32% report having scholarly work published over the academic year. This work was published in the *Teacher Education Journal of South Carolina, Palmetto Administrator, Multicultural Learning and Teaching, Dialog, Reading and Writing Quarterly,* and *The Journal of Teacher Research*. ➢ 79% of SOE faculty members report making presentations at conferences and workshops internationally, nationally, and locally over the course of the last year. ➢ 21% of SOE faculty members report having scholarly works in progress.	Faculty in the School of Education have provided service to the department, university, and community in the following ways over the last year: ➢ One hundred percent of the School of Education faculty serves on at least one committee within the School of Education, with 48% being on 3 or more committees. ➢ The School of Education has representation in shared faculty governance. 32% are members of university committees. ➢ 63% of SOE faculty report providing service to the community at both the local and state levels. Examples of service include membership on various committees at the state level (ITSEA, SICS, CERRA), Sandhills Science Fair Judge, Academic Challenge judge, Gateways, Project Create, REAL grant initiative with Delmae and North Vista. ➢ Francis Marion University School of Education has the largest partnership with the Teacher Cadet program in the state.

		➢ 100% of SOE faculty report participation in the Center of Excellence to Prepare Teachers of Children of Poverty activities, with 16% being heavily involved.

Benchmark: School of Education faculty will participate and excel in teaching, scholarship, and service.

Results: School of Education faculty, in keeping with university expectations, excel in the areas of teaching, scholarship, and service. Examples can be found in Table 9.

Table 10. Technology Use
100% of SOE faculty report using technology in some way in their teaching.

Technology Used	Course Used In
➢ Webpage link	➢ Teacher Cadets ➢ Teaching Materials Center ➢ Teaching Fellows
➢ Webpage	➢ Education Alumni Committee Nominations ➢ Teaching Materials Center ➢ SOE News and Announcements
➢ Smart Board	➢ Multiple Courses
➢ Blackboard	➢ Multiple Courses
➢ Blackboard Collaborate	➢ All core graduate courses (EDUC 611, 621, 622, 623, 624, 745, 748) and all IA courses (EDUC 741, 742, 744, 794, and 795)
➢ Blackboard for full online implementation	➢ All core graduate courses (EDUC 611, 621, 622, 623, 624, 745, 748) and all IA courses (EDUC 741, 742, 744, 794, and 795)
➢ Assistive Technology	➢ Learning Disabilities courses
➢ Office Software ➢ Movie Maker ➢ LiveText	➢ Multiple Courses ➢ EDUC 611 ➢ All courses ➢ NCATE Reports
➢ iPads	➢ EDUC 611

Issues of Concern and Actions Taken 2004-2008

Issues of Concern 2004-2008	Actions Taken
Develop an assessment system for collecting and analyzing student data for the purpose of data-driven decision making	Developed an assessment system and adopted Live Text, Fall 2007
Develop a Conceptual Framework that was more reflective of the School of Education's goals	Developed a new Conceptual Framework that was first used in Fall 2007
Revision of Graduate Capstone sequence to reflect more rigor in final research project options	Created a qualitative research course and collapsed the Capstone sequence to two courses, Spring 2008
Develop a middle school program	Completed Fall 2008. Methods courses now developed
Revise Graduate Disposition Rating	Completed Fall 2008
Revise mission and vision statements	Completed Fall 2009

Issues and Actions for the 2009-2014 Cycle

Issues of Concern	Actions Taken (2009-2014)
Development of Diversity Standards	Developed a set of standards infused in all courses. Began Fall 2009, Completed Spring 2010
Critically examine graduate programs for revisions	Piloting the collapse of EDUC 622 an EDUC 623, Hybrid and Online delivery available in all graduate courses beginning Fall 2012
Mandatory Implementation of Center of Excellence Standards and Elements	All COE Elements are fully embedded in undergraduate and graduate courses
Implement an Early Childhood Certification Program for Teacher's Aides in Lake City	Beginning Fall 2010; in progress
Develop New Graduate Cohorts	Beginning Fall 2010 Lake City: Fall 2011; graduated Spring 2013 Latta: Fall 2011; graduated Spring 2013 Teach for America: Fall 2011, in progress; first cohort graduates Summer 2013 Ms. Sturkie has been given the task of a part-time graduate recruiter to further develop these cohorts.
Develop New Graduate Programs	Begin Planning Fall 2010 Add-on Poverty Certification by Fall 2012-- still in progress; first courses have been offered; Courses are in place for add-on poverty certification
New Clerical Structure for Undergraduate	Ms. Parks is now in charge of all SOEAS data as well as data responsible for teacher certification through the SC State Department of Education.
Teaching Fellows Program	Application has been made for the Teaching Fellows Program, Fall 2013; Received honor; first cohort of students entering Fall 2014
Movement from NCATE to CAEP accreditation	Dr. Erik Lowry has been named CAEP coordinator and is working on infusing CAEP and meshing it into existing NCATE standards. Attendance at various workshops is planned.
Adjustment to EDUC 391, 392, 393, 394	Dr. Michele Shamlin, who has worked scoring TCWS, has been charged with teaching these courses, as it is the intent that she will be able to highly train students in the TCWS process and hopefully raise student achievement to the minimum mean of 2.0 on all areas of the assignment; Great progress has been made, but the goal has still not been met

Issues and Actions for the 2014-2019 Cycle

Issues of Concern	Actions Taken (2014-2019)
Teach for America Partnership	The partnership has continued to grow. Course offerings for certification are being revisited
Teaching Fellows	First cohort enters in Fall 2014. The intent is to plan activities unique to them as well as maximize the number we receive each fall.
Poverty Professional Development	With the hiring of new faculty and the retirement of faculty, professional development in the poverty standards and implementation of the same will take place.
Online Graduate Courses	It is the goal for all graduate courses to be completely online.
New Graduate Program(s)	Feasibility studies were completed in Spring 2014 for a M.Ed. in Education Administration and an Ed.S. in Special Education Teacher Leadership.
Revision of Conceptual Framework and Dispositions	In keeping with accreditation standards, the CF and Dispositions will be revised and implemented.
Revision of Rubrics to fit CAEP requirements	All rubrics will be revised to meet CAEP standards.
Transition/Alignment to CAEP	Beginning Fall 2014, CAEP standards will be fully implemented and assessed.
Read to Succeed Legislation	Courses will be developed and implemented to meet the requirements of the SC Read to Succeed legislation
Reorganization of ELE/MLE course structure	Blocks will be reorganized to better prepare student teachers