

Institutional Effectiveness Report Template

Name of Program:	School of Education
Year:	2017-2018
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Program Mission Statement

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.

Program Learning Outcomes (PLOs)

The School of Education prepares a) competent and b) caring teachers.

Executive Summary of Report (one-page maximum)

Overall, the School of Education is pleased with the progress from changes that have been implemented. While means on content area exams are above the required passing score, tests scores can be volatile with each year, so this will be something that we constantly monitor. The School of Education did recently purchase a tutoring software for the Praxis CORE exams which is free for our students to use. We have also been offering Praxis workshops for students free of charge. We look forward to collecting data on this in the future.

Implementation of the SLO Project, the SC 4.0 Teaching Standards Rubric and the Dispositions Rubric continue to produce favorable results. Feedback confirms that these projects align with the expectations out in the field.

Each spring, programs will review this data to determine necessary steps for improvement.

Student Learning Outcomes (SLOs)

1. SLO 1.0: The School of Education candidates will exemplify proficiency in content knowledge by passing their respective area's exam. (Praxis II). (PLO a)
2. SLO 2.0: The School of Education continued the implementation of the SLO project to determine completer's ability to plan, instruct and assess students based their individual needs. To demonstrate competency, completers of the SLO project will score a minimum of proficient (2.0) on the SLO rubric. (PLO a)
3. SLO 3.0: The School of Education purchased and implemented Chromebooks as an important step in assuring that students remain proficient with the use of technology in the classroom. (PLO a)
4. SLO 4.0: School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on a 4.0 scale. (PLO b)

Assessment Methods

1. SLO 1.0: The School of Education candidates will exemplify proficiency in content knowledge by passing their respective area's exam. (Praxis II). (PLO a)

ASSESSMENT METHOD: Praxis II is a nationally normed exam in which our students are required to pass. For that reason, it is our goal that our students score above that passing score.

2. SLO 2.0: The School of Education continued the implementation of the SLO project to determine completer's ability to plan, instruct and assess students based their individual needs. To demonstrate competency, completers of the SLO project will score a minimum of proficient (2.0) on the SLO rubric. (PLO a)

ASSESSMENT METHOD: The SLO project is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric to score proficient.

3. SLO 3.0: The School of Education purchased and implemented Chromebooks as an important step in assuring that students become proficient with the use of technology in the classroom. (PLO a)

ASSESSMENT METHOD: Assessment results will come from scores on the Classroom Observation Record during student teaching. The "Activities and Materials indicator on the Classroom Observation Rubric will be used to measure use of technology in the classroom. The rubric is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on this indicator to score proficient.

4. SLO 4.0: School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on 4.0 scale. (PLO b)

ASSESSMENT METHOD: Completers will be assessed by our dispositions rubric during student teaching. The dispositions rubric is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric to score proficient.

Assessment Results

SLO 1.0: The School of Education candidates will exemplify proficiency in content knowledge by passing their respective area's exam. (Praxis II). (PLO a)

ASSESSMENT METHOD: Praxis II is a nationally normed exam in which our students are required to pass. For that reason, it is our goal that our students score above that passing score.

ASSESSMENT RESULTS: (Scores from 9/1/2017-8/31/2018 as of 5/2/18)

Program	Exam	Passing Score	Mean Score of FMU Candidates
Early Childhood	5621 PLT	157	162.88
	5024 Education of Young Children	160	166.10
Elementary	5622 PLT	160	172.33
	5002 Reading/ELA Subtest	157	158.50
	5003 Math Subtest	157	162.56
	5004 Social Studies Subtest	155	150.25
	5005 Science Subtest	159	157.85
Middle Level	5623 PLT	160	178.00
	5089 Middle Level Social Studies	155	157.29
	5047 Middle Level ELA	164	150.20
	5440 Middle Level Science	150	n/a (less than 5 took the test)
	5169 Middle Level Math	165	n/a (no tests taken)
Secondary	5624 PLT	157	170.85
	5135/0135 Art Content and Analysis	161	n/a (less than 5 took the test)
	5039 ELA Content and Analysis	168	161.67
	5161 Math Content Knowledge	160	n/a (less than 5 took the test)
Learning Disabilities	5622 PLT	160	172.33
	5624 PLT	157	170.85
	5354 Special Ed: Core Knowledge and Applications	151	174.04
	5383 Special Ed: Teaching Students with Learning Disabilities	151	169.38

Assessment Results (continued...)

SLO 2.0: The School of Education continued the implementation of the SLO project to determine completer's ability to plan, instruct and assess students based their individual needs. To demonstrate competency, completers of the SLO project will score a minimum of proficient (2.0) on the SLO rubric. (PLO a)

ASSESSMENT METHOD: The SLO project is designed on a 4.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric to score proficient.

ASSESSMENT RESULTS:

SLO Rubric Indicator (Range = 0-4) (2.0 or higher is proficient)	Fall 2017 Mean Score (Range 0-4) N=23	Spring 2018 Mean Score (Range 0-4) N=23
1A: The teacher candidate identifies appropriate student information	2.96	2.955
1B: The teacher candidate describes the available academic supports for students.	2.76	2.682
1C: The teacher candidate provides a sound, research based explanation of the relevance of the student information to guiding instruction.	2.60	2.682
2A: The teacher creates a Student Learning Objective that describes what students will be able to do at the end of the SLO Interval.	2.88	2.864
2B: The teacher candidate explains how the Student Learning Objective (SLO) is aligned with grade-level content standards and/or course goals that are most important for students to achieve.	2.64	2.591
2C: The teacher candidate provides a description of the instructional plan for the unit that includes a list of materials and technology based resources that will be used during the unit.	2.60	2.591
2D: The teacher candidate explains how he or she will balance the required grade level standards with the student's needs, abilities and developmental levels.	2.40	2.5
3A: The teacher provides a description of the major course units and goals to be taught during the semester.	2.56	2.591
3B: The teacher candidate provides an official pacing guide to show the instructional units taught during the semester.	2.28	2.409
4A: The teacher candidate provides a research- based description of the "best" practices that will be used during the unit of study to maximize instructional time.	2.52	2.545
4B: The teacher candidate provides a classroom management plan that describes the expectations for students during instructional and non-instructional times.	2.32	2.364
5A (Part 1 of 2) The teacher candidate describes the students' level of knowledge prior to the unit.	2.64	2.591

5A (Part 2 of 2) The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.	2.52	2.591
6A: The teacher candidate describes and attaches the pre and post-assessment that will be used to measure student mastery prior to and after the unit of study.	2.48	2.227
6B: The teacher candidate provides the appropriate grading scale and rubric/key used to score the pre and post assessment(s).	2.32	2.227
6C: The teacher candidate accurately defines validity and reliability and accurately describes how the pre/post assessment is both valid and reliable.	2.40	2.273
7A: The teacher candidate describes the sources of assessment data he or she will collect during the unit to monitor student progress.	2.68	2.864
7B: The teacher candidate describes how grades will be recorded during the unit and semester.	2.52	2.591
7C: The teacher candidate presents a sound explanation of the methods for communicating the assessment information to students and their parents.	2.52	2.591
8B: The teacher candidate provides accurate assessment and growth target information in the table provided.	2.60	2.409
8C: The teacher candidate provides an explanation on how the growth targets were developed appropriately.	2.32	2.545
8D: The teacher candidate describes appropriate instructional modifications that need to be made based on the performance data.	2.44	2.455
8E: (1 of 2) The teacher candidate describes the overall performance of his or her students using the appropriate assessment and growth target data.	2.48	2.455
8E: (2 of 2) The teacher candidate reflects on his or her level of expectations during the unit.	2.56	2.5

SLO 3.0: The School of Education purchased and implemented Chromebooks as an important step in assuring that students become proficient with the use of technology in the classroom. (PLO a)

ASSESSMENT RESULTS:

COR Rubric Indicator that Measures Technology Use in the Classroom	Fall 2017 Mean Grades N=132 observations for 23 students	Spring 2018 Mean Grades N=132 observations for 23 students
Activities and Materials (Range = 0-4) (2.0 or higher is proficient)	3.409	3.606

Assessment Results (continued...)

SLO 4.0: School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on 4.0 scale. (PLO b).

ASSESSMENT RESULTS:

Measurement	Mean Dispositions Rating (Range = 0-4) (2.0 or higher is proficient)	
	Fall 17	Spring 18
Ethical Standards	2.82	2.92
Professional Attributes	2.87	2.82
Respect for Families, Cultures, Communities	2.74	2.92
Respect for Learning Process	2.73	2.86

Action Items

1. Based on the Praxis II data, we will keep an eye on the Middle Level ELA program. A mean below the cut score could just be a statistical anomaly. However, this will be monitored to determine if programmatic change is needed.
2. Assessment results for the SLO project continue to be good. We will continue to monitor this and make adjustment when necessary.
3. The Activities and Materials section of the Classroom Observation Rubric requires candidates to “incorporate multimedia and technology which enhances student learning and thinking. The proficient score on this indication is a score of 2.0. The mean scores for over 100 observations for each group of student teachers shows that they are exceeding this goal. We are pleased with this and will continue to monitor make adjustments when necessary.
4. Our candidates continue to model appropriate dispositions during student teaching in the areas of Ethical Standards, Professional Attributes, Respect for Families, Cultures, Communities and Respect for Learning Process. We monitor students as they progress through the program to ensure they are ready prior to going out into our local schools. We will continue this practice as it is proving effective.