

Institutional Effectiveness Report

School of Education

2018-2019

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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's mission is to prepare:

- a. Competent teachers (PLO 1); and
 - b. Caring teachers (PLO 2).
- I. Competent teachers
 - a. Possess knowledge of content in their area of teaching;
 - b. professional knowledge and skills as measured by their ability to
 1. plan instruction
 2. apply skill and knowledge in a clinical setting
 3. cause learning in P-12 students
 4. assess learning and learners
 5. work with children of poverty
 6. use technology
 - II. Caring teachers possess professional dispositions that demonstrate
 - a. professional attributes;
 - b. respect for the **learning process** in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds;
 - c. they uphold **ethical and professional** standards
 - d. **respect** for families, cultures, and communities;
 - e. **respect** for colleagues, P-12 students, faculty and staff

Executive Summary of Report

For the purposes of this report, it is necessary to distinguish between *completers* and *candidates*. Completers are former students who graduated from one of the programs offered by the School of Education (SOE). Candidates are students who are currently enrolled in one of the programs in the SOE.

The School of Education (SOE) is pleased with the performance of candidates who intend to be teachers in South Carolina. Completers from the SOE programs demonstrate knowledge of theory and practice through the standardized exams they are required to take, and the mean scores of our completers exceeded the minimum scores for every program-specific exam by more than 5 points. Our candidates are demonstrating proficiency in reflecting on the needs of P-12 students through planning and

assessment. Candidates are also demonstrating proficiency in working with various professionals both within the university classroom and the P-12 classrooms. Finally, employers have indicated that our completers are doing well in their schools as indicated by survey responses (see Appendix 1 for survey results, Employer Survey on Graduates, 2017-2018). While there is always room for improvement in the SOEs ability to prepare competent and caring professionals, we are pleased with our programs' abilities to turn out highly qualified teachers.

Student Learning Outcomes (SLOs)

1. School of Education candidates will exemplify proficiency in content knowledge at or above the state mean (Praxis II); at least a 2.0 on a 3.0 scale (Capstone Project); or at least 80% on the Content Mastery Exam. (PLO a: *Competent teachers*)
2. School of Education candidates will be able to reflect on the needs of P-12 students with at least a 2.0 on a 3.0 scale. (PLO a: *Competent teachers*)
3. School of Education candidates will be able to assess P-12 student learning with at least a 2.0 on a 3.0 scale. (PLO a: *Competent teachers*)
4. School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on a 3.0 scale. (PLO b: *Caring teachers*)

Assessment Methods

Direct: Praxis II Exam, Content Mastery Exam, Capstone Project, Teacher Candidate Work Sample, Case Study

Indirect: Dispositions Rating, Surveys

1. Praxis II exam, Content Mastery Exam, and Capstone Project: SLO 1: School of Education candidates will be able to exemplify proficiency in content knowledge of education courses.
 - Praxis II is a nationally normed exam in which our students are compared to others taking the exam. For that reason, it is the goal that our students achieve at least the state mean on those exams.
 - Content Mastery Exam is unique to the M.A.T. and M.Ed. Learning Disabilities programs. It is the goal that students achieve at least 80% mastery on that exam.
 - The Capstone Project is unique to the M.Ed. Instructional Accommodation program. The rubric is designed based on a 3.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric for mastery.
2. Teacher Candidate Work Sample, Capstone, and Case Study: SLO 2: School of Education candidates will be able to reflect on the needs of P-12 students.
 - The Teacher Candidate Work Sample, Capstone, and Case Study are all designed based on a 3.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric for mastery.
3. Teacher Candidate Work Sample, Capstone, and Case Study: SLO 3: School of Education candidates will be able to assess P-12 student learning.
 - The Teacher Candidate Work Sample, Capstone, and Case Study are all designed based on a 3.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric for mastery.
4. Dispositions Rating: SLO 4: School of Education candidates will be able to successfully and positively collaborate with various educational professionals.

- The Dispositions rating is designed based on a 3.0 scale; it is the goal that students achieve at least a 2.0 on all parts of the rubric for mastery.
5. Surveys: (All SLOs) Surveys are administered to first-year program completers and their employers.

Results

Benchmark: School of Education candidates will exemplify proficiency in content knowledge at or above the passing cut score (Praxis II). at least a 2.0 on a 3.0 scale (Capstone Project); or at least 80% on the Content Mastery Exam. (PLO a: *Competent teachers*)

Table 1. Mean Scores on Praxis Exams

Program (N = number of completers for the individual program in the academic year 2017-2018).	Exam	Passing Score (Benchmark)	Mean Score of Completers
Early Childhood N= 14	5621 PLT	157	166.86
	5024 Education of Young Children	160	167.78
Elementary N= 7	5622 PLT	160	175.42
	5019 Instructional Practice and Applications	155	N/A
	5002 Reading/ELA Subtest	157	163.28
	5003 Math Subtest	157	178.42
	5004 Social Studies Subtest	155	163
	5005 Science Subtest	159	165.85
Middle Level N=3	5623 PLT	160	176
	5089 Middle Level Social Studies	155	181
	5047 Middle Level ELA	164	174
	5440 Middle Level Science	150	N/A
	5169 Middle Level Math (n=1)	165	167
Secondary N=3	5624 PLT	157	169.6
N=2	5135/0135 Art Content and Analysis	161	175.5

N =2	5039 ELA Content and Analysis	168	176
N=0	5161 Math Content Knowledge	160	N/A
MAT-Learning Disabilities N=11	5622 PLT	160	176.63
N=3	5624 PLT	157	169.66
N=16	5354 Special Ed: Core Knowledge and Applications	151	178.25
N = 15	5383 Special Ed: Teaching Students with Learning Disabilities	151	171.13

N=completers who took the exam for their respective professional program

Benchmark: School of Education candidates will be able to reflect on the needs of P-12 students with at least a 2.0 on a 3.0 scale. (PLO a: *Competent teachers*)

Table 2. Reflection on Planning, Clinical (M.Ed.-LD and IA)

	Fall 2018		Spring 2019	
	EDUC 769 Case Study n=22	EDUC 796 Capstone n-8	EDUC 769 Case Study n=8	EDUC 796 Capstone n=8
Planning	2.27	3.0	2.0	3.0
Clinical	2.45	3.0	2.5	3.0

N = candidates in class

Benchmark: School of Education candidates will be able to reflect on the needs of P-12 students with at least a 2.0 on a 3.0 scale. (PLO a: *Competent teachers*)

Table 3. Ability to Assess, all programs

Assessment	Mean	Mean
	Fall2018	Spring2019
Teacher Candidate Student Learning Objective Unit (EDUC 490 and 770)	N=23 2.75	N=28 2.09
Capstone (EDUC 796)	N=8 2.87	N = 5 3.0
Case Study (EDUC 769)	N=8 2.1	N=3 1.167

N=candidates in class

Benchmark: School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on a 3.0 scale. (PLO b: *Caring teachers*)

Table 4. Dispositions Ratings

Course	Measurement	Mean Dispositions Rating	
		Fall 18	Spring 19
EDUC 490/770	Ethical Standards	3	3
	Professional Attributes	3	3
	Respect for Families, Cultures, Communities	3	3
	Respect for Learning Process	3	3
EDUC 796	Ethical Standards	3	3
	Professional Attributes	3	3
	Respect for Families, Cultures, Communities	3	3
	Respect for Learning Process	3	3
EDUC 769	Ethical Standards	3	3
	Professional Attributes	3	3
	Respect for Families, Cultures, Communities	3	3
	Respect for Learning Process	3	3

Benchmark for Completer Surveys: The following link will take the reader to the, “Information About Our Graduates,” which is a survey of completers and principals as to how our completers are performing in their first year of work <https://www.fmarion.edu/education/aboutourgraduates/> . All completers will be performing at a level across all SLOs that is satisfactory to them and to their employers, based on the survey information provided to us.

Action:

SLO 1: Discussion: Our completers have tended to do well on the PRAXIS II exams, as is indicated by their mean scores in all programs. It is apparent to the School of Education that the purchase of tutoring software for PRAXIS and PRAXIS workshops are beneficial. There are teacher candidates who have taken the PRAXIS II and were not successful, yet some have taken it once while others have taken it multiple times, at different stages throughout their major. Trying to track who took this and when, and how many attempts have been made by candidates is very difficult to do, thus we report the average mean

of the PRAXIS II results by our completers only. We will continue to provide any support necessary for our candidates to continue to do well in the future.

SLO 2: Discussion: The SOE conceptual framework uses reflection on planning and clinical settings. All measured indicators were at or above the target level for both semesters in which these classes were taught. Both EDUC 769 and EDUC 796 will not be continued to be taught in the future. Future data on SOE candidates' ability to reflect and plan will be garnished from other classes. At this time, the School of Education has not met to decide which classes will provide this data (See statement for SLO 3, below).

SLO 3: Discussion: All candidates have demonstrated their ability to reflect on the needs of their students at the expected or exceeding expectations level. EDUC 769 and EDUC 796 will no longer be used for these data. In the future both EDUC 769 and EDUC 796 will no longer be taught, thus these data will need to be garnished from other courses yet to be identified. The courses will be identified after consultation with SOE faculty as to where this can best be accomplished. However, we will continue to report these data. We will continue to emphasize the need for professional reflection to analyze the needs of P-12 students through planning and assessment (action for both SLO 2 and SLO 3).

SLO 4: Dispositions at this time are not an issue within the School of Education. While there are generally one or two candidates with whom we must speak regarding professional dispositions during the year, the process that the SOE has in place for resolving problems with dispositions is working as it should be.

SLO 5: At this time, based on the responses received, completers are performing well in all areas (candidates will be able to reflect on the needs of P-12 students; candidates will be able to assess P-12 student learning; candidates will be able to successfully and positively collaborate with various educational professionals). There is evidence that we must better prepare our candidates in preparing lessons for students who are gifted and talented, and whose native language is not English (See Appendix 1 – Employer Survey on Graduates 2017-2018, and Appendix 2 Completer Survey 2017-2018). We will address these concerns through our courses in which lesson planning is taught.

Appendix 1 – Employer Survey on Graduates 2017-2018

	Strongly A	Agree	Disagree	Strongly I	N/A	Weighted Average
Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.	3	8	0	0	0	2.27
Plan instruction incorporating the basic theories of student development appropriate to my students.	5	6	0	0	0	2.45
Deliver instruction incorporating the basic theories of student development appropriate to my students	4	7	0	0	0	2.36
Develop and manage a collaborative classroom in which all students have ownership	2	9	0	0	0	2.18
Implement effective classroom management strategies and procedures in all school areas	2	9	0	0	0	2.18
Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction	3	7	1	0	0	2.18
Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications	4	6	1	0	0	2.27
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS	3	6	2	0	0	2.09
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES	3	6	2	0	0	2.09
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS.	2	7	1	0	1	2.1
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS	3	7	1	0	0	2.18
Use technological tools and a variety of communication strategies to build communities that engage learners	3	8	0	0	0	2.27
Recognize student misconceptions and create experiences to build accurate conceptual understandings	3	7	1	0	0	2.18
Create opportunities for students to learn, practice, and master academic language	3	7	1	0	0	2.18
Use academic language in a way that encourages learners to integrate content areas.	3	7	1	0	0	2.18
Utilize strategies to create learning environments which engage students in individual and collaborative learning	3	7	1	0	0	2.18
Create opportunities for learners to develop diverse social and cultural perspectives	3	6	2	0	0	2.09
Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives.	3	7	1	0	0	2.18
Examine data to understand each learner's progress and learning needs	4	6	1	0	0	2.27
Engage learners in monitoring their own progress	3	6	2	0	0	2.09
Develop supports for literacy development across content areas.	3	7	1	0	0	2.18
Develop flexible learning environments that foster discovery, exploration, and expression	3	7	1	0	0	2.18
Utilize a variety of technological resources to support and promote student learning.	3	7	1	0	0	2.18
Promote students' responsible use of interactive technologies	3	8	0	0	0	2.27
Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs	3	6	2	0	0	2.09
Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs	3	8	0	0	0	2.27
Use formative and summative data to adjust instruction to enhance learning	4	6	1	0	0	2.27
Use a variety of evidence-based practices to differentiate and support learning	4	6	1	0	0	2.27
Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing	4	6	1	0	0	2.27
Align instructional goals and activities with state and district performance standards	5	5	1	0	0	2.36
Use ongoing analysis and reflection to improve planning and practice	4	6	1	0	0	2.27
Seek professional development opportunities to further develop my practice	3	8	0	0	0	2.46
Work collaboratively with colleagues and other professionals	5	6	0	0	0	2.45
Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.	5	6	0	0	0	2.45
Contribute to positive changes in practice and advance the teaching profession.	4	7	0	0	0	2.36

Appendix 2 Completer Survey 2017-2018

	Strongly A	Agree	Disagree	Strongly C	N/A	Weighted
Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.	4	9	0	0	0	2.31
Plan instruction incorporating the basic theories of student development appropriate to my students.	6	7	0	0	0	2.46
Deliver instruction incorporating the basic theories of student development appropriate to my students	6	7	0	0	0	2.46
Develop and manage a collaborative classroom in which all students have ownership	4	7	1	0	1	2.25
Implement effective classroom management strategies and procedures in all school areas	4	4	4	0	1	2
Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction	5	7	1	0	0	2.31
Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications	5	8	0	0	0	2.38
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS	4	7	2	0	0	2.15
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES	6	7	0	0	0	2.46
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS.	1	9	3	0	0	1.85
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS	4	9	0	0	0	2.31
Use technological tools and a variety of communication strategies to build communities that engage learners	6	7	0	0	0	2.46
Recognize student misconceptions and create experiences to build accurate conceptual understandings	4	8	1	0	0	2.23
Create opportunities for students to learn, practice, and master academic language	7	6	0	0	0	2.54
Use academic language in a way that encourages learners to integrate content areas.	7	6	0	0	0	2.54
Utilize strategies to create learning environments which engage students in individual and collaborative learning	6	7	0	0	0	2.46
Create opportunities for learners to develop diverse social and cultural perspectives	4	9	0	0	0	2.31
Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives.	5	7	1	0	0	2.31
Examine data to understand each learner's progress and learning needs	4	9	0	0	0	2.31
Engage learners in monitoring their own progress	3	7	3	0	0	2
Develop supports for literacy development across content areas.	6	7	0	0	0	2.46
Develop flexible learning environments that foster discovery, exploration, and expression	3	9	1	0	0	2.15
Utilize a variety of technological resources to support and promote student learning.	5	8	0	0	0	2.38
Promote students' responsible use of interactive technologies	5	8	0	0	0	2.38
Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs	4	8	1	0	0	2.23
Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs	6	7	0	0	0	2.46
Use formative and summative data to adjust instruction to enhance learning	5	8	0	0	0	2.38
Use a variety of evidence-based practices to differentiate and support learning	5	8	0	0	0	2.38
Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing	5	8	0	0	0	2.38
Align instructional goals and activities with state and district performance standards	5	8	0	0	0	2.38
Use ongoing analysis and reflection to improve planning and practice	5	8	0	0	0	2.38
Seek professional development opportunities to further develop my practice	3	10	0	0	0	2.23
Work collaboratively with colleagues and other professionals	5	8	0	0	0	2.38
Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.	7	6	0	0	0	2.54
Contribute to positive changes in practice and advance the teaching profession.	6	7	0	0	0	2.46