

## Institutional Effectiveness Report

School of Education

2020-2021

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### Program Mission Statement

Francis Marion University's School of Education 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 (2 Main PLOs with 7 Sub PLO Goals (a,b,c, etc...) 2 Main PLOs that match our mission.)**

The School of Education's **mission** is to prepare:

- a. Competent teachers (PLO 1); and
- b. Caring teachers (PLO 2).

#### **I. PLO 1: 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.

This year has continued to be marked by disruption as the faculty and staff have had to put in the time to address accreditation requirements from the Council for the Accreditation of Educator Programs (CAEP). This process includes being formally recognized by Specialty Professional Associations (SPAs) in each program, or in the event that there is no SPA (as is the case with the Elementary Education program since the Association for Childhood Education (now known as Childhood Education International, or CEI, dropped its function as an accrediting body and its affiliation with CAEP professionally) to be recognized by the State of South Carolina. Formal recognition by each SPA and South Carolina is the result of a separate and lengthy process for each of the individual programs. And while the process for both SPA recognition and CAEP accreditation involve years of data and record keeping, the writing, data, reports, and evidence required by these agencies has occupied many hours of professional time by each faculty member this past academic year. The responsibility for assuring that the SOE is in good standing with each of these agencies, including CAEP, falls on the shoulders of the faculty whose responsibility it is to also prepare, deliver, and assess high quality instruction for their students.

The pandemic created by the COVID 19 virus continued to be a source of disruption for the beginning of Fall semester for the 2020-2021 academic year. Faculty and students staggered back onto campus through mid-Fall 2020 through Spring 2021. University COVID guidelines moved classes to larger areas, reduced in person class sizes and moved from complete online instruction back to face-to-face instruction during this academic school year. Faculty and students and administration all worked diligently and tirelessly to ensure that students were able to complete their semester course work, and this involved moving online instruction back to face-to-face instruction. It is clearly understood that the SOE was not the only department affected by this pandemic. It is also understood that students themselves had to adapt significantly to course expectations, content learning, and assignment requirements as they continued to deal with this pandemic. Information provided in this report has been impacted by these events.

Candidates for teacher licensure must pass the professional licensure exams in addition to the coursework offered by the SOE, and thus our completers will always have done so, with very few exceptions, at which time there are none.

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 included in this report. While there is always room for improvement in the SOEs ability to prepare competent and

caring professionals, we remain pleased with our programs' abilities to turn out highly qualified teachers.

### **Student Learning Outcomes (SLOs)**

**SLO 1:** School of Education candidates will exemplify proficiency in content knowledge (Praxis II); with at least an 80% passing rate. (PLO 1: *Competent teachers*)

**SLO 2:** School of Education candidates will be able to reflect on how he or she will balance the required grade level standards with the students' needs, abilities, and developmental levels with at least a 2.0 on a 3.0 scale. (PLO 1: *Competent teachers*) (PLO 2: *Caring teachers*)

**SLO 3:** 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 2: *Caring teachers*)

**SLO 4:** School of Education completers will perform at a level that is satisfactory to their employers. (PLO 1: *Competent teachers*)

### **Assessment Methods**

**Direct:** *Praxis II Exam, Teacher Candidate SLO Project*

**Indirect:** *Dispositions Ratings, Surveys*

1. **Praxis II Exam:** SLO 1: School of Education candidates will exemplify proficiency in content knowledge.
  - Praxis II Content Mastery Exam is required for all programs leading to initial teacher licensure. It is the goal that students achieve at least an 80% passing rate.
2. **Teacher Candidate SLO Project:** SLO 2: School of Education candidates will be able to reflect on how he or she will balance the required grade level standards with the students' needs, abilities, and developmental levels.
  - The Teacher Candidate SLO Project 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.
3. **Dispositions Ratings:** SLO 3: 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; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric for mastery.
4. **Surveys:** SLO 4: School of Education completers will perform at a level that is satisfactory to their employers.
  - Surveys are administered to employers of first-year program completers.

## Results

**SLO 1:** School of Education candidates will exemplify proficiency in content knowledge (Praxis II).  
(PLO a: *Competent teachers*)

**Table 1. % Passing Scores on Praxis Exams**

Program (N = number of test takers for the individual program in the academic year 2020- 2021).	Exam	Passing Score (Benchmark)	# Pass	% Pass
Early Childhood N= 15	5621 PLT	157	12	80.00%
Early Childhood N=13	5024 Education of Young Children (ECE must have either 5024 or 5025)	160	9	69.23 %
Early Childhood N=9	5025 Early Childhood Education (ECE must have either 5024 or 5025)	156	8	88.89%
Elementary N= 12	5622 PLT	160	10	83.33%
Elementary N = 12	5002 Reading/ELA Subtest	157	6	50.00%
Elementary N = 11	5003 Math Subtest	157	9	81.82%
Elementary N=10	5004 Social Studies Subtest	155	5	50.00%
Elementary N=10	5005 Science Subtest	159	6	60.00%
Middle Level N=2	5623 PLT ("n/a" ...ETS does not report data on less than 5 students)	160	n/a	n/a
Middle Level N=1	5089 Middle Level Social Studies ("n/a" ...ETS does not report data on less than 5 students)	155	n/a	n/a
Middle level ELA N=1	5047 Middle Level ELA ("n/a" ...ETS does not report data on less than 5 students)	164	n/a	n/a
Middle Level Science N=5	5440 Middle Level Science	150	2	40.00%
Middle Level Math N=2	5169 Middle Level Math ("n/a" ...ETS does not report data on less than 5 students)	165	n/a	n/a
Secondary N=8	5624 PLT	157	7	87.50%
Secondary N = 4	5135/0135 Art Content and Analysis ("n/a" ...ETS does not report data on less than 5 students)	161	n/a	n/a

Program (N = number of test takers for the individual program in the academic year 2020- 2021).	Exam	Passing Score (Benchmark)	# Pass	% Pass
Secondary N=5	5039 ELA Content and Analysis	168	0	0.00%
Secondary N=2	5161 Math Content Knowledge ("n/a" ...ETS does not report data on less than 5 students)	160	n/a	n/a
MAT-Learning Disabilities N=15	5354 Special Ed: Core Knowledge and Applications (MAT must have both 5354 and 5383)	151	15	100.00%
MAT-Learning Disabilities N=20	5383 Special Ed: Teaching Students with Learning Disabilities (MAT must have both 5354 and 5383)	151	19	95.00%

**SLO 2:** Benchmark: School of Education candidates will be able to reflect on how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels with at least a 2.0 on a 3.0 scale. (PLO 1: *Competent teachers*) (PLO 2: *Caring teachers*)

**Table 2. Ability to Reflect on Student Needs**

Course	Assessment	Mean Fall 20	Mean Spring 21
EDUC 490	Teacher Candidate Student Learning Objective Unit Item 2D: The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels.	2.3 N = 28	2.3 N = 28
EDUC 770	Teacher Candidate Student Learning Objective Unit Item 2D: The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels.	2.9 N = 7	3.0 N = 10

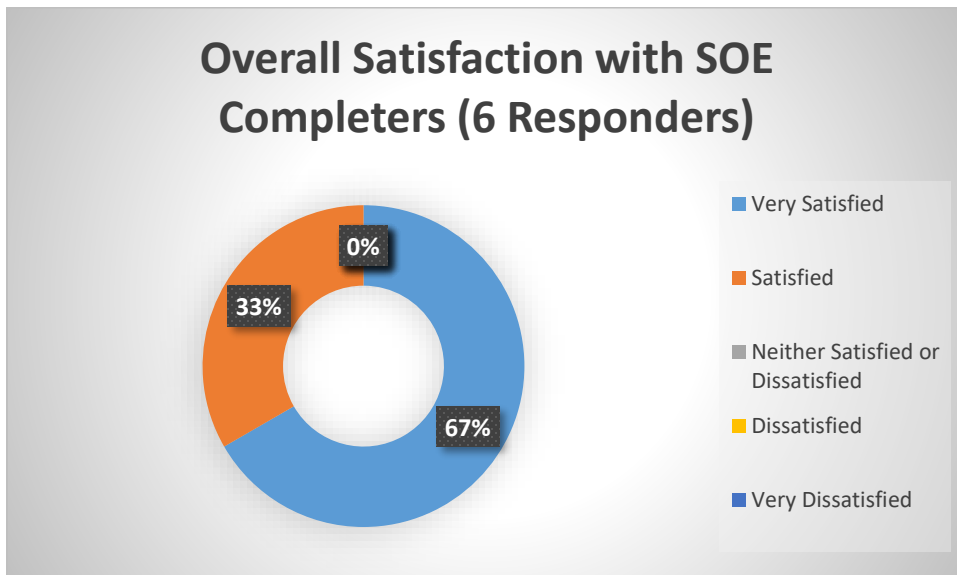
**SLO 3:** School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on a 3.0 scale. (PLO b: *Caring teachers*)

**Table 3. Disposition Ratings**

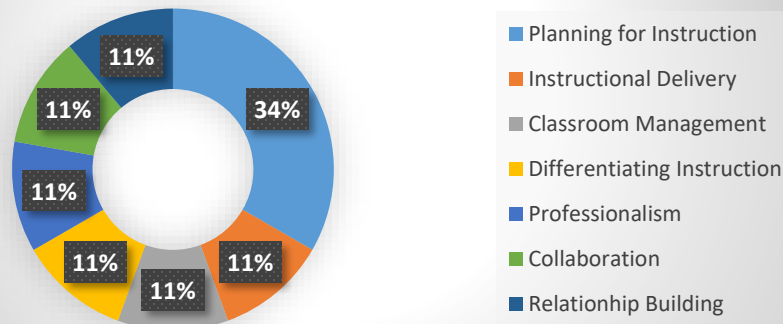
Course	Measurement	EDUC 490 Mean Dispositions Ratings		EDUC 770 Mean Dispositions Ratings	
		Fall 20 N=28	Spring 21 N=28	Fall 20 N=7	Spring 21 N=11
EDUC 490/770	Ethical Standards	2.7	2.9	2.9	2.7
	Professional Attributes	2.6	2.8	2.8	2.8
	Respect for Families, Cultures, Communities	2.7	2.8	2.9	2.6
	Respect for Learning Process	2.6	2.9	2.9	2.7

**SLO 4:** School of Education completers will perform at a level that is satisfactory to their employers. (PLO a: *Competent teachers*)

**Employer Survey Results 2020-2021**



## Strengths of FMU Teacher Prep (4 Responders)



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/>

### Action:

**SLO 1:** The PRAXIS II exam results for those who took the tests in school year 2020-2021 were fairly consistent with the results indicated in the 2019-2020 school year. Scores for the (5662) ELEM PLT indicated that the percentage of passing scores dropped from 87% to 83.33%. For the subtest for ELEM, the ELEM Level Reading/ELA (5002) subtest dropped from 60% to 50%, and the ELEM Social Studies (5004) subtest dropped from 62% to 50%. The Middle Level Science (5440) subtest dropped from 67% to 40%, and the (5624) Secondary PLT dropped from 100% to 87.4%. Finally, the MAT LD (5383) Special Ed: Teaching Students with Learning Disabilities dropped from 100% to 95%.

Although these specific areas were down, it is important to take look at the number of test takers. For the ELEM PLT, student (N=12) took the examination. The number of students (N=2) did not pass the examination. Last year's passing rate was 87%. So, that would convert to 2 out of 16 students did not pass last year. Each year, the same number (N=2) did not pass. The number of students taking the exam last year was simply higher making the percentage passing go down.

Certainly, we will need to take a closer look at our course objectives, instructional procedures, and assessments. It could also be mentioned here that the School of Education has been under pressure

from accreditation agencies, including special program area agencies (SPAs) and the Council for Accreditation of Education Programs (CAEP) to write the reports necessary for those agencies for purposes of being accredited. While all of the programs in the School of Education have been recognized without conditions by the SPAs, CAEP required a separate self-study report that required SOE faculty to meet on various occasions in order to complete this on time and to send it in as a prerequisite for their visit academic year.

When faculty are busy tending to the requirements of accreditation agencies, they cannot be as focused on their students and their own instruction as they otherwise might be. The CAEP Self-Study was submitted over a year-and-a half ago and the SOE is still awaiting the decision for accreditation by the CAEP body. Meanwhile, after the submission, the faculty have written a rejoinder to the self-study and have met with yet another CAEP team as they determine our status. In short, this department continues to spend a lot of time answering to outside agencies that might be more effectively used by focusing on students themselves. As a faculty in the coming 2021-2022 year, we will visit these data in the early Fall, 2021 and determine whether we should be doing anything differently to increase student performance. It should be mentioned that all completers (as opposed to candidates who remain in the SOE) have successfully passed the PRAXIS II exams.

**SLO 2:** For 2020-2021, in EDUC 490, the mean score for students ( $N=28$ ) in the fall was 2.3 and the mean score for students in the spring ( $N=28$ ) was 2.3. (APPENDIX ITEM 1). They were assessed on the following: Teacher Candidate Student Learning Objective Unit Item 2D: The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels on a 3 point scale. These scores were slightly higher than last years fall score 1.7 ( $N=28$ ) and spring score 2.4 ( $N=28$ ).

For 2020-2021, in EDUC 770, the mean score for students ( $N= 7$ ) was 2.9, and the mean score for students in the spring ( $N= 10$ ) was 3. They were assessed on the following: Teacher Candidate Student Learning Objective Unit Item 2D: The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels on the same 3 point scale. These scores were almost the same from year to year with a difference of 3 in both fall and spring of 2019-2020.

All candidates have demonstrated their ability to reflect on the needs of their students at the expected or exceeding expectations level. Data were collected from EDUC 490 and EDUC 770. These courses were used for 2020-2021 data collection. We will continue to emphasize the need for professional reflection to analyze the needs of P-12 students through planning and assessment.

**SLO 3:** 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. Students are continuing to score at or above the expected level. Score averages remain high and fall within the range of 2.6 to 2.9. This is out of a 3.0 scale. 2.0 is the minimum expectation.

**SLO 4:** 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). The ability to plan instruction ( $N=4$ ) was identified as a strength for the SOE completers (35%). Each of the other areas scored 11%. Employers ( $N=6$ ) were either satisfied or very satisfied with SOE program.

Benchmark for Completer Surveys: 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. The following link will take the reader to the, "[Annual Reporting Measures](https://www.fmarion.edu/annual-reporting-measures/)" which includes a survey of completers and principals as to how our completers are performing in their first year of work, along with other data that the reader might find useful <https://www.fmarion.edu/annual-reporting-measures/>.

#### **Appendix Item 1: SLO 2 SAMPLE DATA**



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