

*Institutional Effectiveness Report
Academic Year 2014-15
School of Education*

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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 all students can learn regardless of their backgrounds.
- C. Upholds Ethical and Professional Standards
- D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
- E. Shows respect for colleagues, P -12 students, faculty and staff

The School of Education at Francis Marion University has both initial licensure and advanced programs. The learning outcomes set for the School of Education are such that they assess all programs, while using assessment measures appropriate for the respective programs. For example, the initial licensure candidates complete a project to demonstrate mastery of the learning outcomes during the student teaching experience, while the advanced candidates complete a case study to demonstrate mastery of outcomes. Assessments measure knowledge, skills, and attitudes.

Knowledge is measured by an external Praxis exam at the initial licensure level. At the advanced level, knowledge is measure by a Content Mastery Exam (M.Ed. LD) and a Capstone Project (M.Ed. IA). Skills are measured through the teacher candidate work sample at the initial licensure level and case studies at the advanced level. Attitudes are measured using an instrument developed by a School of Education committee to assess professional dispositions and attitudes.

Learning Outcomes

From the mission statement and conceptual framework, there are several primary learning outcomes that can be outlined for the School of Education. These goals are aligned with the Knowledge, Skills, and Dispositions outlined by the Council of Accreditation for Education Preparation (CAEP):

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. (*Attitudes*)
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 Core and Praxis II; (2) a series of assignments, complete with common rubrics to assess the assignments, (3) state of South Carolina teacher evaluation tool, Assisting, Developing, Evaluating Professional Teaching (ADEPT), and (4) a Professional Dispositions Rubric created by the School of Education faculty.

Initial candidates' assignments are aligned with ADEPT standards as required by the South Carolina Department of Education. These assignments are scored using common rubrics in designated courses in the respective programs.

At the advanced level, assignments are aligned to the School of Education's conceptual framework. These assignments are scored using common rubrics in designated courses in the respective programs.

Outcomes

Goal 1: Content Knowledge

Table 1. Mean Scores on Praxis Exams

Program	Exam	Passing Score	Mean Score of FMU Candidates
Early Childhood N=28	5621 PLT	157	166.5
	5021 Education of Young Children	166	173.8
	5024 Education of Young Children	160	166.7
Elementary N=26	5622 PLT	160	171.1
	5015 Instructional Practice and Applications	161	170.6
	5019 Instructional Practice and Applications	155	167.6
	5002 Reading/ELA Subtest	157	164.6
	5003 Math Subtest	157	165.6
	5004 Social Studies Subtest	155	167
	5005 Science Subtest	159	173.3
Middle Level N=8	5623 PLT	160	175.1
	0089 Middle Level Social Studies	155	156
	5047 Middle Level ELA	164	167.6
	5039 Middle Level ELA Content and Analysis	168	173
	5440 Middle Level Science	150	153.5
	5169 Middle Level Math	165	154
Secondary N=13	5624 PLT	157	170.6
	0622 PLT	160	167
	0623 PLT	160	160
	5135/0135 Art Content and Analysis	161	164.4
	5039 ELA Content and Analysis	168	172.5
	5044/0044 ELA, Literature Composition, Content Analysis	166	169
	5161 Math Content Knowledge	160	163.6
MAT-Learning Disabilities N=21	5621 PLT	157	166
	5622 PLT	160	173
	0623 PLT	160	163.5
	5624 PLT	157	188
	5354 Special Ed: Core Knowledge and Applications	151	175.3
	5383 Special Ed: Teaching Students with Learning Disabilities	151	171.1

Table 2. Content Mastery Exam Results (M.Ed. Learning Disabilities)

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
CEC Standard 1: Foundations (Questions: 1, 2, 12, 16, 18)...	0	1	1	2.500	3.000	0.500
CEC Standard 2: Development and Characteristics of Learners (Questions: 13, 20, 25, 37, 44)...	0	0	2	3.000	3.000	0.000
CEC Standard 3: Individual Learning Differences (Questions: 8, 35, 43, 46, 48)...	0	1	1	2.500	3.000	0.500
CEC Standard 4: Instructional Strategies (Questions: 11, 26, 34, 39, 40)...	0	0	2	3.000	3.000	0.000
CEC Standard 5: Learning Environments and Social Interactions (Questions 5, 24, 30, 41, 50)...	0	0	2	3.000	3.000	0.000
CEC Standard 6: Language (Questions 6, 7, 21, 32, 36)...	0	1	1	2.500	3.000	0.500
CEC Standard 7: Instructional Planning (Questions 14, 15, 38, 45, 47)...	0	1	1	2.500	3.000	0.500
CEC Standard 8: Assessment (Questions 3, 22, 23, 33, 42)...	0	0	2	3.000	3.000	0.000
CEC Standard 9: Professional and Ethical Practice (Questions: 4, 9, 10, 28, 31)...	0	0	2	3.000	3.000	0.000
CEC Standard 10: Collaboration (Questions: 17, 19, 27, 29, 49) ...	0	1	1	2.500	3.000	0.500

Table 3. Capstone Project Results (M.Ed. Instructional Accommodation)

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
A. Knowledge of Community, School, and Classroom Factors, including issues related to poverty and divergence...	0	0	27	3.000	3.000	0.000
B. Knowledge of Characteristics of Students ...	0	0	27	3.000	3.000	0.000
C. Knowledge of Students' Varied Approaches to Learning ...	0	0	27	3.000	3.000	0.000
D. Knowledge of Students' Skills and Prior Learning ...	0	0	26	3.000	3.000	0.000
E. Implications for Instructional Planning and Assessment ...	0	0	25	3.000	3.000	0.000
F. Reflects on Contextual Factors...	0	0	23	3.000	3.000	0.000
1. Creation of original Graphic Organizer that shows interrelationship of graduate courses in IA Program...	0	0	23	3.000	3.000	0.000
2. Valid details are added to the Created Graphic Organizer...	0	0	23	3.000	3.000	0.000
3. Use of Valid Tests of Divergence and Properly Administered...	0	0	23	3.000	3.000	0.000
4. Test Administration on Subjects ...	0	0	24	3.000	3.000	0.000
5. Informed Consent...	0	0	24	3.000	3.000	0.000
6. Pre/Post Teaching Video Analysis...	0	0	24	3.000	3.000	0.000
7. Literature Review...	0	0	23	3.000	3.000	0.000
8. One-on-One Conference With a Person who Deals with the Students in #4 Describing and Explaining Divergence and the tests of Divergence on the students...	0	0	25	3.000	3.000	0.000
9. Presentation and/or Seminar...	0	0	22	3.000	3.000	0.000
10. Verification of Presentation and/or Seminar...	0	0	22	3.000	3.000	0.000
11. Spelling and Grammar...	0	0	23	3.000	3.000	0.000

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 one of the pre-requisites to receiving South Carolina teacher licensure.

In advanced programs that are not initial licensure programs (M.Ed. Learning Disabilities and M.Ed. Instructional Accommodation), candidates will maintain a mean of at least a 2.0 on all items of the Content Mastery Exam and Capstone Project respectively.

Results: In the initial licensure programs, the mean score of students was above passing on the Praxis 2 and PLT exams, except Middle Level Math.

The mean scores on the Content Mastery Exam and Capstone Project were above a 2.0 (Table 2).

Action: Initial licensure students who fail the Praxis II exam have two options. They can either enroll in coursework for add-on licensure while waiting on another attempt to take the exam or they can petition the Bachelor of General Studies committee to allow them to graduate with a BGS in Social Sciences. The School of Education is currently working on a BGS program in education to better serve those students. A representative from the SOE attended a Praxis II workshop offered to add insight as to what content is needed to prepare candidates for the content exam.

Advanced students who do not successfully complete the Content Mastery Exam or Capstone Project will be prohibited from graduating (Checkpoint 3).

Goal 2: Reflection

Table 4. Initial Licensure Candidates' abilities to reflect on the needs of P-12 students

ADEPT Key Indicator	Mean Score (1-3)						
	ECE	ELE	MLE	Eng	Mth	Art	MAT-LD
Key Indicator 1.A: Assesses Student Learning	2.32	2.38	2.72	2.21	2.54	1.45	2.6
Key Indicator 2.A: Aligns Lessons and Units within the Overall Course or Grade Level Structure	2.51	2.62	2.79	2.03	2.45	2.02	2.8
Key Indicator 2.B: Aligns Objectives, Instruction, and Assessment	2.59	2.35	2.75	2.41	2.0	2.0	2.75
Key Indicator 2.C: Connects the students to the Standards and the Objectives	2.54	2.52	3.0	2.44	2.56	1.92	----
Key Indicator 3.A: Provides Appropriate and Relevant Content Knowledge and 21 st Century Skills	2.32	2.47	3.0	2.43	2.61	1.75	2.75
Key Indicator 3.B: Uses Effective Instructional Strategies	2.24	2.22	2.25	2.28	2.33	1.94	3.0

Table 5. Advanced Candidates' abilities reflect on the needs of P-12 students

Criteria	Mean Score from EDUC 769 Case Study on a Scale of 1-3 N=8 <i>2014-15 Academic Year</i>	Mean Score from EDUC 794 Capstone on a Scale of 1-3 N=77 <i>2014-15 Academic Year</i>
Reflect and plan for the needs of P-12 students (CF I.b.1)	3.0	3.0
Reflect on and apply skills learned in a clinical setting (CF I.b.2)	3.0	3.0
Reflect on the needs of children of poverty (CF I.b.5)	3.0	3.0

Benchmark: Candidates will be able to reflect on the needs of P-12 students by achieving at least a 2, Minimally Met, on the scoring rubric.

Initial candidates' assignments are aligned with ADEPT standards as required by the South Carolina Department of Education. These assignments are scored using common rubrics in designated courses in the respective programs.

At the advanced level, assignments are aligned to the School of Education's conceptual framework. These assignments are scored using common rubrics in designated courses in the respective programs.

In the initial licensure programs, the Teacher Candidate Work Sample is completed by all undergraduate teacher candidates in Early Childhood, Elementary, Middle, Secondary Math and English, and Art Education 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 and 795. Candidates in the M.Ed. Learning Disabilities program complete a Case Study in EDUC 769.

Results: Overall, this goal was met by initial licensure teacher candidates, with most means being at or above 2.0. There were a few means slightly below a 2.0 in the Art Education program.

In the Fall 2014 and Spring 2015, advanced candidates in the M.Ed. Instructional Accommodation and Learning Disabilities programs met the goal by maintaining at least a mean of 2.0, Minimally Met, on the measured portions of the Conceptual Framework (Table 4).

Action: The planning course, EDUC 311, will undergo suggested revisions. Additionally, there has been a change of instructors to the course beginning in Fall 2015. This is an effort to provide candidates the essential planning tools they need to be successful teachers. All EDUC 390 courses also now use the new template to bring alignment across programs. The projects are now also closely aligned with what a first year teacher in South Carolina is required to do. Assistance was received from the State Department of Education as well a local school district to assist with this revision. These improvements from last academic year are already improving mastery of learning outcomes.

Goal 3: Assessment Skills

Table 6. Initial Licensure Candidates' Abilities to Plan and Assess P-12 Student Learning

ADEPT Key Indicator	Mean Score						
	ECE	ELE	MLE	Eng	Mth	Art	MAT
<i>Key Indicator 1.D: Impacts Student Learning</i>	2.25	2.33	2.32	2.14	2.47	1.88	----
<i>Key Indicator 2.A: Aligns Lessons and Units within the Overall Course or Grade Level Structure</i>	2.51	2.62	2.79	2.03	2.45	2.02	2.8
<i>Key Indicator 2.C: Connects the students to the Standards and the Objectives</i>	2.54	2.52	3.0	2.44	2.56	1.92	----
<i>Key Indicator 3.A: Provides Appropriate and Relevant Content Knowledge and 21st Century Skills</i>	2.32	2.47	3.0	2.43	2.61	1.75	2.75
<i>Key Indicator 3.B: Uses Effective Instructional Strategies</i>	2.24	2.22	2.25	2.28	2.33	1.94	3.0
<i>Key Indicator 3.C: Facilitates Student Learning</i>	2.36	2.62	3.0	2.18	2.33	1.79	----

Table 7. Advanced Candidates' Ability to Assess P-12 Student Learning

Criteria	Mean Score from EDUC 769 Case Study on a Scale of 1-3 N=8 <i>2014-15 Academic Year</i>	Mean Score from EDUC 794 Capstone on a Scale of 1-3 N=77 <i>2014-15 Academic Year</i>
Ability to assess learners and learning (CF 1.b.4)	3.0	3.0
Ability to cause P-12 student learning (CF 1.b.3)	3.0	3.0

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

Initial candidates' assignments are aligned with ADEPT standards as required by the South Carolina Department of Education. These assignments are scored using common rubrics in designated courses in the respective programs.

At the advanced level, assignments are aligned to the School of Education's conceptual framework. These assignments are scored using common rubrics in designated courses in the respective programs.

In the initial licensure programs, the Teacher Candidate Work Sample is completed by all undergraduate teacher candidates in Early Childhood, Elementary, Middle, Secondary Math and English, and Art Education 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 and 795. Candidates in the M.Ed. Learning Disabilities program complete a Case Study in EDUC 769.

Results: For the academic year 2014-15, the goal was met in most initial licensure programs (undergraduate and M.A.T. LD.) There were a few means slightly below a 2.0 in Art Education.

For the academic year 2014-15, advanced candidates in the M.Ed. Instructional Accommodation and Learning Disabilities programs met the goal by maintaining at least a mean of 2.0, Minimally Met, on the measured portions of the Conceptual Framework (Table 6).

Action: Some of the revisions already made to the program have increased student achievement on the learning outcome related to planning and assessment. Further revisions will hopefully continue to improve candidate performance. The School of Education collaborates each semester with all program coordinators during Leadership Team meetings. During these meetings, the means slightly below a 2.0 can be discussed the program coordinator for Art Education.

Goal 4: Collaboration

Tables . 8-13 Initial Licensure Candidates' Abilities to Successfully and Positively Collaborate with the Necessary Parties (Attitudes and Dispositions)

Table 8. Early Childhood

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes, meetings, etc....	0	4	13	2.765	3.000	0.424
Professional Attribute A2: Candidate follows directions....	1	4	12	2.647	3.000	0.588
Professional Attribute A3: Candidate completes assignments on time. ...	2	3	12	2.588	3.000	0.691
Professional Attribute A4: Candidate dresses and grooms professionally....	0	0	17	3.000	3.000	0.000
Professional Attribute A5: Candidate reflects actively, persistently, and carefully about teaching before, during, and after lesson implementation....	1	2	14	2.765	3.000	0.546
Professional Attribute A6: Candidate actively seeks opportunities to grow professionally....	2	4	11	2.529	3.000	0.696
Professional Attribute A7: Candidate demonstrates professional oral and written communication skills...	1	4	12	2.647	3.000	0.588
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	1	16	2.941	3.000	0.235
Respect for Learning Process B2: Candidate has a positive impact on student learning....	0	2	15	2.882	3.000	0.322
Respect for Learning Process B3: Candidate is flexible and copes with change....	1	0	16	2.882	3.000	0.471
Respect for Learning Process B4: Candidate believes teachers can positively impact student achievement and development....	0	1	16	2.941	3.000	0.235
Respect for Learning Process B5: Candidate is committed to a safe and supportive learning environment....	1	1	15	2.824	3.000	0.513
Respect for Learning Process B6: Candidate believes in establishing high and challenging standards....	0	1	16	2.941	3.000	0.235
Respect for Learning Process B7: Candidate encourages all students to be successful learners....	0	1	16	2.941	3.000	0.235
Ethical Standards C1: Candidate is honest. ...	0	1	16	2.941	3.000	0.235
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	0	17	3.000	3.000	0.000
Ethical Standards C3: Candidate follows and implements school policies....	0	0	17	3.000	3.000	0.000
Ethical Standards C4: Candidate maintains appropriate relationships with students and school personnel....	0	2	15	2.882	3.000	0.322
Ethical Standards C5: Candidate acts as a role model for appropriate choices and decisions....	0	5	12	2.706	3.000	0.456
Ethical Standards C6: Candidate upholds goals and standards of the teaching profession....	0	5	12	2.706	3.000	0.456
Ethical Standards C7: Candidate refrains from choices and/or actions that could bring harm to students....	0	0	17	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D1: Candidate establishes positive rapport and appropriate partnerships with students, families, and the community....	0	2	15	2.882	3.000	0.322
Respect for Families, Cultures, and Communities D2: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	0	17	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D3: Candidate acknowledges and considers the influence of parents/families/guardians on student development....	0	1	16	2.941	3.000	0.235
Respect for Families, Cultures, and Communities D4: Candidate acknowledges the complex characteristics of families and communities....	0	1	16	2.941	3.000	0.235
Respect for Families, Cultures, and Communities D5: Candidate respects diversity....	0	0	17	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D6: Candidate is tolerant of the many aspects of diversity....	0	0	17	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D7: Candidate is fair in dealing with students, families, and the community....	0	0	17	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D8: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	0	17	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D9: Candidate avoids allowing personal bias to impact interaction and/or instruction....	0	2	15	2.882	3.000	0.322
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	1	5	11	2.588	3.000	0.600
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	0	4	13	2.765	3.000	0.424

Table 9. Elementary

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes, meetings, etc....	1	5	14	2.650	3.000	0.572
Professional Attribute A2: Candidate follows directions....	2	6	12	2.500	3.000	0.671
Professional Attribute A3: Candidate completes assignments on time. ...	2	3	15	2.650	3.000	0.654
Professional Attribute A4: Candidate dresses and grooms professionally....	0	1	19	2.950	3.000	0.218
Professional Attribute A5: Candidate reflects actively, persistently, and carefully about teaching before, during, and after lesson implementation....	0	6	14	2.700	3.000	0.458
Professional Attribute A6: Candidate actively seeks opportunities to grow professionally....	2	5	13	2.550	3.000	0.669
Professional Attribute A7: Candidate demonstrates professional oral and written communication skills...	0	9	11	2.550	3.000	0.497
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	3	17	2.850	3.000	0.357
Respect for Learning Process B2: Candidate has a positive impact on student learning....	0	7	13	2.650	3.000	0.477
Respect for Learning Process B3: Candidate is flexible and copes with change....	1	3	16	2.750	3.000	0.536
Respect for Learning Process B4: Candidate believes teachers can positively impact student achievement and development....	0	2	18	2.900	3.000	0.300
Respect for Learning Process B5: Candidate is committed to a safe and supportive learning environment....	0	3	17	2.850	3.000	0.357
Respect for Learning Process B6: Candidate believes in establishing high and challenging standards....	0	4	16	2.800	3.000	0.400
Respect for Learning Process B7: Candidate encourages all students to be successful learners....	0	3	17	2.850	3.000	0.357
Ethical Standards C1: Candidate is honest. ...	0	1	19	2.950	3.000	0.218
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	0	20	3.000	3.000	0.000
Ethical Standards C3: Candidate follows and implements school policies....	0	3	17	2.850	3.000	0.357
Ethical Standards C4: Candidate maintains appropriate relationships with students and school personnel....	0	5	15	2.750	3.000	0.433
Ethical Standards C5: Candidate acts as a role model for appropriate choices and decisions....	1	5	14	2.650	3.000	0.572
Ethical Standards C6: Candidate upholds goals and standards of the teaching profession....	0	5	15	2.750	3.000	0.433
Ethical Standards C7: Candidate refrains from choices and/or actions that could bring harm to students....	0	1	19	2.950	3.000	0.218
Respect for Families, Cultures, and Communities D1: Candidate establishes positive rapport and appropriate partnerships with students, families, and the community....	0	0	20	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D2: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	1	19	2.950	3.000	0.218
Respect for Families, Cultures, and Communities D3: Candidate acknowledges and considers the influence of parents/families/guardians on student development....	0	0	20	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D4: Candidate acknowledges the complex characteristics of families and communities....	0	0	20	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D5: Candidate respects diversity....	0	1	19	2.950	3.000	0.218
Respect for Families, Cultures, and Communities D6: Candidate is tolerant of the many aspects of diversity....	0	0	20	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D7: Candidate is fair in dealing with students, families, and the community....	0	0	20	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D8: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	5	15	2.750	3.000	0.433
Respect for Families, Cultures, and Communities D9: Candidate avoids allowing personal bias to impact interaction and/or instruction....	1	3	16	2.750	3.000	0.536
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	4	1	15	2.550	3.000	0.805
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	1	3	16	2.750	3.000	0.536

Table 10. Middle Level

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes, meetings, etc....	0	1	3	2.750	3.000	0.433
Professional Attribute A2: Candidate follows directions....	0	1	3	2.750	3.000	0.433
Professional Attribute A3: Candidate completes assignments on time. ...	0	1	3	2.750	3.000	0.433
Professional Attribute A4: Candidate dresses and grooms professionally....	0	0	4	3.000	3.000	0.000
Professional Attribute A5: Candidate reflects actively, persistently, and carefully about teaching before, during, and after lesson implementation....	0	1	3	2.750	3.000	0.433
Professional Attribute A6: Candidate actively seeks opportunities to grow professionally....	0	1	3	2.750	3.000	0.433
Professional Attribute A7: Candidate demonstrates professional oral and written communication skills...	1	0	3	2.500	3.000	0.866
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	1	3	2.750	3.000	0.433
Respect for Learning Process B2: Candidate has a positive impact on student learning....	0	1	3	2.750	3.000	0.433
Respect for Learning Process B3: Candidate is flexible and copes with change....	0	1	3	2.750	3.000	0.433
Respect for Learning Process B4: Candidate believes teachers can positively impact student achievement and development....	0	1	3	2.750	3.000	0.433
Respect for Learning Process B5: Candidate is committed to a safe and supportive learning environment....	0	1	3	2.750	3.000	0.433
Respect for Learning Process B6: Candidate believes in establishing high and challenging standards....	0	1	3	2.750	3.000	0.433
Respect for Learning Process B7: Candidate encourages all students to be successful learners....	0	1	3	2.750	3.000	0.433
Ethical Standards C1: Candidate is honest. ...	0	1	3	2.750	3.000	0.433
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	1	3	2.750	3.000	0.433
Ethical Standards C3: Candidate follows and implements school policies....	0	1	3	2.750	3.000	0.433
Ethical Standards C4: Candidate maintains appropriate relationships with students and school personnel....	0	1	3	2.750	3.000	0.433
Ethical Standards C5: Candidate acts as a role model for appropriate choices and decisions....	0	1	3	2.750	3.000	0.433
Ethical Standards C6: Candidate upholds goals and standards of the teaching profession....	0	1	3	2.750	3.000	0.433
Ethical Standards C7: Candidate refrains from choices and/or actions that could bring harm to students....	0	0	4	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D1: Candidate establishes positive rapport and appropriate partnerships with students, families, and the community....	0	1	3	2.750	3.000	0.433
Respect for Families, Cultures, and Communities D2: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	1	3	2.750	3.000	0.433
Respect for Families, Cultures, and Communities D3: Candidate acknowledges and considers the influence of parents/families/guardians on student development....	0	0	4	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D4: Candidate acknowledges the complex characteristics of families and communities....	0	0	4	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D5: Candidate respects diversity....	0	1	3	2.750	3.000	0.433
Respect for Families, Cultures, and Communities D6: Candidate is tolerant of the many aspects of diversity....	0	1	3	2.750	3.000	0.433
Respect for Families, Cultures, and Communities D7: Candidate is fair in dealing with students, families, and the community....	0	1	3	2.750	3.000	0.433
Respect for Families, Cultures, and Communities D8: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	1	3	2.750	3.000	0.433
Respect for Families, Cultures, and Communities D9: Candidate avoids allowing personal bias to impact interaction and/or instruction....	0	0	4	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	0	1	3	2.750	3.000	0.433
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	0	1	3	2.750	3.000	0.433

Table 11. English

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes, meetings, etc....	0	2	0	2.000	2.000	0.000
Professional Attribute A2: Candidate follows directions....	1	1	0	1.500	1.000	0.500
Professional Attribute A3: Candidate completes assignments on time. ...	2	0	0	1.000	1.000	0.000
Professional Attribute A4: Candidate dresses and grooms professionally....	0	0	2	3.000	3.000	0.000
Professional Attribute A5: Candidate reflects actively, persistently, and carefully about teaching before, during, and after lesson implementation....	0	2	0	2.000	2.000	0.000
Professional Attribute A6: Candidate actively seeks opportunities to grow professionally....	2	0	0	1.000	1.000	0.000
Professional Attribute A7: Candidate demonstrates professional oral and written communication skills...	0	1	1	2.500	3.000	0.500
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	2	0	2.000	2.000	0.000
Respect for Learning Process B2: Candidate has a positive impact on student learning....	1	1	0	1.500	1.000	0.500
Respect for Learning Process B3: Candidate is flexible and copes with change....	0	0	2	3.000	3.000	0.000
Respect for Learning Process B4: Candidate believes teachers can positively impact student achievement and development....	0	1	1	2.500	3.000	0.500
Respect for Learning Process B5: Candidate is committed to a safe and supportive learning environment....	0	1	1	2.500	3.000	0.500
Respect for Learning Process B6: Candidate believes in establishing high and challenging standards....	0	1	1	2.500	3.000	0.500
Respect for Learning Process B7: Candidate encourages all students to be successful learners....	1	1	0	1.500	1.000	0.500
Ethical Standards C1: Candidate is honest. ...	0	0	2	3.000	3.000	0.000
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	0	2	3.000	3.000	0.000
Ethical Standards C3: Candidate follows and implements school policies....	0	1	1	2.500	3.000	0.500
Ethical Standards C4: Candidate maintains appropriate relationships with students and school personnel....	1	0	1	2.000	3.000	1.000
Ethical Standards C5: Candidate acts as a role model for appropriate choices and decisions....	1	1	0	1.500	1.000	0.500
Ethical Standards C6: Candidate upholds goals and standards of the teaching profession....	0	2	0	2.000	2.000	0.000
Ethical Standards C7: Candidate refrains from choices and/or actions that could bring harm to students....	0	1	1	2.500	3.000	0.500
Respect for Families, Cultures, and Communities D1: Candidate establishes positive rapport and appropriate partnerships with students, families, and the community....	0	1	1	2.500	3.000	0.500
Respect for Families, Cultures, and Communities D2: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	0	2	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D3: Candidate acknowledges and considers the influence of parents/families/guardians on student development....	0	0	2	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D4: Candidate acknowledges the complex characteristics of families and communities....	0	0	2	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D5: Candidate respects diversity....	0	0	2	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D6: Candidate is tolerant of the many aspects of diversity....	0	1	1	2.500	3.000	0.500
Respect for Families, Cultures, and Communities D7: Candidate is fair in dealing with students, families, and the community....	0	1	1	2.500	3.000	0.500
Respect for Families, Cultures, and Communities D8: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	1	1	2.500	3.000	0.500
Respect for Families, Cultures, and Communities D9: Candidate avoids allowing personal bias to impact interaction and/or instruction....	1	0	1	2.000	3.000	1.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	1	1	0	1.500	1.000	0.500
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	1	0	1	2.000	3.000	1.000

Table 12. Art

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes, meetings, etc....	0	1	0	2.000	2.000	0.000
Professional Attribute A2: Candidate follows directions....	0	1	0	2.000	2.000	0.000
Professional Attribute A3: Candidate completes assignments on time. ...	0	0	1	3.000	3.000	0.000
Professional Attribute A4: Candidate dresses and grooms professionally....	0	0	1	3.000	3.000	0.000
Professional Attribute A5: Candidate reflects actively, persistently, and carefully about teaching before, during, and after lesson implementation....	0	0	1	3.000	3.000	0.000
Professional Attribute A6: Candidate actively seeks opportunities to grow professionally....	1	0	0	1.000	1.000	0.000
Professional Attribute A7: Candidate demonstrates professional oral and written communication skills...	0	0	1	3.000	3.000	0.000
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B2: Candidate has a positive impact on student learning....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B3: Candidate is flexible and copes with change....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B4: Candidate believes teachers can positively impact student achievement and development....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B5: Candidate is committed to a safe and supportive learning environment....	0	1	0	2.000	2.000	0.000
Respect for Learning Process B6: Candidate believes in establishing high and challenging standards....	0	1	0	2.000	2.000	0.000
Respect for Learning Process B7: Candidate encourages all students to be successful learners....	0	0	1	3.000	3.000	0.000
Ethical Standards C1: Candidate is honest. ...	0	0	1	3.000	3.000	0.000
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	0	1	3.000	3.000	0.000
Ethical Standards C3: Candidate follows and implements school policies....	0	0	1	3.000	3.000	0.000
Ethical Standards C4: Candidate maintains appropriate relationships with students and school personnel....	0	0	1	3.000	3.000	0.000
Ethical Standards C5: Candidate acts as a role model for appropriate choices and decisions....	0	1	0	2.000	2.000	0.000
Ethical Standards C6: Candidate upholds goals and standards of the teaching profession....	0	0	1	3.000	3.000	0.000
Ethical Standards C7: Candidate refrains from choices and/or actions that could bring harm to students....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D1: Candidate establishes positive rapport and appropriate partnerships with students, families, and the community....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D2: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D3: Candidate acknowledges and considers the influence of parents/families/guardians on student development....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D4: Candidate acknowledges the complex characteristics of families and communities....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D5: Candidate respects diversity....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D6: Candidate is tolerant of the many aspects of diversity....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D7: Candidate is fair in dealing with students, families, and the community....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D8: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D9: Candidate avoids allowing personal bias to impact interaction and/or instruction....	0	1	0	2.000	2.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	1	0	0	1.000	1.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	0	1	0	2.000	2.000	0.000

Table 13. MAT-LD

	Not Met (1 pts)	Partially Met (2pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes, meetings, etc....	0	0	6	3.000	3.000	0.000
Professional Attribute A2: Candidate follows directions....	0	0	6	3.000	3.000	0.000
Professional Attribute A3: Candidate completes assignments on time. ...	0	0	6	3.000	3.000	0.000
Professional Attribute A4: Candidate dresses and grooms professionally....	0	0	6	3.000	3.000	0.000
Professional Attribute A5: Candidate reflects actively, persistently, and carefully about teaching before, during, and after lesson implementation....	0	0	6	3.000	3.000	0.000
Professional Attribute A6: Candidate actively seeks opportunities to grow professionally....	0	0	6	3.000	3.000	0.000
Professional Attribute A7: Candidate demonstrates professional oral and written communication skills...	0	0	6	3.000	3.000	0.000
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	0	6	3.000	3.000	0.000
Respect for Learning Process B2: Candidate has a positive impact on student learning....	0	0	6	3.000	3.000	0.000
Respect for Learning Process B3: Candidate is flexible and copes with change....	0	0	6	3.000	3.000	0.000
Respect for Learning Process B4: Candidate believes teachers can positively impact student achievement and development....	0	0	6	3.000	3.000	0.000
Respect for Learning Process B5: Candidate is committed to a safe and supportive learning environment....	0	0	6	3.000	3.000	0.000
Respect for Learning Process B6: Candidate believes in establishing high and challenging standards....	0	0	6	3.000	3.000	0.000
Respect for Learning Process B7: Candidate encourages all students to be successful learners....	0	0	6	3.000	3.000	0.000
Ethical Standards C1: Candidate is honest. ...	0	0	6	3.000	3.000	0.000
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	0	6	3.000	3.000	0.000
Ethical Standards C3: Candidate follows and implements school policies....	0	0	6	3.000	3.000	0.000
Ethical Standards C4: Candidate maintains appropriate relationships with students and school personnel....	0	0	6	3.000	3.000	0.000
Ethical Standards C5: Candidate acts as a role model for appropriate choices and decisions....	0	0	6	3.000	3.000	0.000
Ethical Standards C6: Candidate upholds goals and standards of the teaching profession....	0	0	6	3.000	3.000	0.000
Ethical Standards C7: Candidate refrains from choices and/or actions that could bring harm to students....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D1: Candidate establishes positive rapport and appropriate partnerships with students, families, and the community....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D2: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D3: Candidate acknowledges and considers the influence of parents/families/guardians on student development....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D4: Candidate acknowledges the complex characteristics of families and communities....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D5: Candidate respects diversity....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D6: Candidate is tolerant of the many aspects of diversity....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D7: Candidate is fair in dealing with students, families, and the community....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D8: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	0	6	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D9: Candidate avoids allowing personal bias to impact interaction and/or instruction....	0	0	6	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	0	0	6	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	0	0	6	3.000	3.000	0.000

Table 14. M.Ed. IA

	Not Met (1 pts)	Partially Met (2pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes and meetings, turns assignments in on time, etc....	0	0	28	3.000	3.000	0.000
Professional Attribute A2: Candidate dresses and grooms professionally....	0	0	28	3.000	3.000	0.000
Professional Attribute A3: Candidate reflects actively, persistently, and carefully about teaching and learning....	0	0	28	3.000	3.000	0.000
Professional Attribute A4: Candidate actively seeks opportunities to grow professionally....	0	0	28	3.000	3.000	0.000
Professional Attribute A5: Candidate demonstrates professional oral and written communication skills...	0	0	28	3.000	3.000	0.000
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	0	28	3.000	3.000	0.000
Respect for Learning Process B2: Candidate is flexible and copes with change....	0	0	28	3.000	3.000	0.000
Respect for Learning Process B3: Candidate believes teachers can positively impact student achievement, development and success....	0	0	28	3.000	3.000	0.000
Respect for Learning Process B4: Candidate is committed to a safe and supportive learning environment....	0	0	28	3.000	3.000	0.000
Respect for Learning Process B5: Candidate believes in establishing high and challenging standards....	0	0	28	3.000	3.000	0.000
Ethical Standards C1: Candidate is honest. ...	0	0	28	3.000	3.000	0.000
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	0	28	3.000	3.000	0.000
Ethical Standards C3: Candidate upholds goals and standards of the teaching profession....	0	0	28	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D1: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	0	28	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D2: Candidate acknowledges the complex characteristics of families and communities....	0	0	28	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D3: Candidate respects and is tolerant of the many aspects of diversity....	0	0	28	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D4: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	0	28	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	0	0	28	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	0	0	28	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E3: Candidate works collaboratively and appropriately with members of the school community....	0	0	28	3.000	3.000	0.000

Table 15. M.Ed. LD

	Not Met (1 pts)	Partially Met (2 pts)	Met (3 pts)	Mean	Mode	Stdev
Professional Attribute A1: Candidate is reliable in terms of punctuality and attendance for all classes and meetings, turns assignments in on time, etc....	0	0	1	3.000	3.000	0.000
Professional Attribute A2: Candidate dresses and grooms professionally....	0	0	1	3.000	3.000	0.000
Professional Attribute A3: Candidate reflects actively, persistently, and carefully about teaching and learning....	0	0	1	3.000	3.000	0.000
Professional Attribute A4: Candidate actively seeks opportunities to grow professionally....	0	0	1	3.000	3.000	0.000
Professional Attribute A5: Candidate demonstrates professional oral and written communication skills...	0	0	1	3.000	3.000	0.000
Respect for Learning Process B1: Candidate treats all students in a manner that reflects a belief that all students can learn....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B2: Candidate is flexible and copes with change....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B3: Candidate believes teachers can positively impact student achievement, development and success....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B4: Candidate is committed to a safe and supportive learning environment....	0	0	1	3.000	3.000	0.000
Respect for Learning Process B5: Candidate believes in establishing high and challenging standards....	0	0	1	3.000	3.000	0.000
Ethical Standards C1: Candidate is honest. ...	0	0	1	3.000	3.000	0.000
Ethical Standards C2: Candidate maintains confidentiality of students and families....	0	0	1	3.000	3.000	0.000
Ethical Standards C3: Candidate upholds goals and standards of the teaching profession....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D1: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D2: Candidate acknowledges the complex characteristics of families and communities....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D3: Candidate respects and is tolerant of the many aspects of diversity....	0	0	1	3.000	3.000	0.000
Respect for Families, Cultures, and Communities D4: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community)....	0	0	1	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E1: Candidate makes significant contributions to group processes....	0	0	0			
Respect for Colleagues, P-12 Students, Faculty, and Staff E2: Candidate respects the opinions and contributions of others....	0	0	1	3.000	3.000	0.000
Respect for Colleagues, P-12 Students, Faculty, and Staff E3: Candidate works collaboratively and appropriately with members of the school community....	0	0	1	3.000	3.000	0.000

Benchmark: 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 licensure programs, the Dispositions rating is completed by all undergraduate teacher candidates in Early Childhood, Elementary, Middle, Secondary Math and English, and Art Education programs during the EDUC 490 student teaching block and M.A.T. Learning Disabilities in the EDUC 770 student teaching block. The candidate is rated by both the cooperating teacher in the field and the university supervisor.

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

Results: Overall, this goal was met in most areas in the initial licensure programs and all areas in the advanced programs for the academic year 2014-15. The few means that fell below a 2.0 were due to the low number of student, so this data is skewed.

Action: A committee within the School of Education handles attitudes and dispositions issues one on one on an 'as needed' basis with students throughout the school year. Therefore, there are no major issues at this point in the program, as most candidates with dispositional issues have been identified and dealt with prior to this point.

Goal 5: Faculty Achievement

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

Teaching (N=16)	Scholarship (N=16)	Service (N=16)
<p>Compared to the course evaluations of faculty of the university as a whole, 81% of the School of Education faculty continues to score better on all 13 course evaluation items for the Fall 2014 and Spring 2015.</p> <p>Examples include: revisions of courses to prepare for online delivery, infusion of various technology into courses (ie. You Tube, Kahoot)</p>	<p>Faculty in the School of Education have accomplished the following in terms of scholarship over the last year:</p> <ul style="list-style-type: none"> ➤ 19% report having scholarly work published over the academic year. This work was published in journals such as the <i>Teacher Education Journal of South Carolina</i> as well as more prestigious national publications like <i>Reading and Writing Research Quarterly</i>. ➤ Six SOE faculty members are peer reviewers for journals (38%) ➤ One SOE faculty member is an editor of a journal ➤ Presentations by members of the education faculty include: <ul style="list-style-type: none"> 6 national (38%) 4 international (25%) 4 local (25%) 7 state (44%) ➤ 21% of SOE faculty members report having scholarly works in progress. 	<p>Faculty in the School of Education have provided service to the department, university, and community in the following ways over the last year:</p> <ul style="list-style-type: none"> ➤ One hundred percent of the School of Education faculty serves on at least one committee within the School of Education. Most members are on 3-4 committees with some on as many as 9. ➤ The School of Education has representation in shared faculty governance. 50% are members of university committees, with one serving as chair of a university committee. ➤ School of Education faculty provide service locally and beyond, with members serving on state committees such as ADEPT, Senate Teacher Selection Committee, State CEC, ENRICH, and the SCATE board. ➤ Francis Marion University School of Education has the largest partnership with the Teacher Cadet program in the state.

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.

Action: For the first time in several years, there were three faculty members who had mean evaluation scores ranging from a 2.62-3.5. This is higher than what is deemed appropriate in our discipline. Those non-tenured faculty members are assigned mentors and have also been given suggestions by the Dean through the annual review process.

Additionally, each Spring the Dean reviews each faculty member’s performance over the academic year and award a rating of Highly Meritorious, Meritorious, Satisfactory, or Unsatisfactory. Recommendations and suggestions for improvement are also made to the faculty member at that time. The recommendations are based on day to day interactions, student evaluations, and observations.

One of the faculty members who received less than positive ratings resigned May 21, 2015.

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 Fellows
➤ Webpage	➤ Education Alumni Committee
	➤ Nominations
	➤ 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	➤ Multiple Courses
➤ Movie Maker	➤ EDUC 611
➤ LiveText	➤ All courses
➤ iPads	➤ NCATE Reports
	➤ ELE/MLE math class used with local schools
	➤ EDUC 611

Action: An IT grant was written and received by three members of the SOE for a class set of iPads. This is an effort to continue to increase candidate knowledge as to the uses of technology in the classroom. Additionally, there is annual budget money to keep Innovations Place updated.

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 Advanced 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 and 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 Licensure 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 Licensure by Fall 2012-- still in progress; first courses have been offered; Courses are in place for add-on poverty licensure
New Clerical Structure for Undergraduate	Ms. Parks is now in charge of all SOEAS data as well as data responsible for teacher licensure 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 licensure were revised in collaboration with the SC Department of Education in early Spring 2015.
Teaching Fellows	The first cohort of 9 entered in the fall of 2014. We anticipate our second cohort of 10 to enter in the fall of 2015.
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. This effort was launched in late spring of 2015, thus there is no data available. The intent is to have this as an ongoing professional development for faculty.
Online Graduate Courses	All graduate courses in which it is feasible to have online delivery are now 100% online. Some professors are beginning to experiment with the hybrid delivery of undergraduate courses. .
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 have been revised. The new conceptual framework and dispositions has been adopted by the faculty and is expected to be fully implemented in Fall 2015.
Revision of Rubrics to fit CAEP requirements	All rubrics will be revised to meet CAEP standards. This work is expected to continue through the Summer of 2015 and be fully implemented by Fall 2015.
Transition/Alignment to CAEP	With changes to CAEP expectations, the new expected implementation date is Fall 2015.
Read to Succeed Legislation	Courses will be developed and implemented to meet the requirements of the SC Read to Succeed legislation. This is a work still in progress as guidelines have changed slightly. Full implementation of this legislation is required by Fall 2016.
Reorganization of ELE/MLE course structure	Blocks have been reorganized to better prepare student teachers. This will be implemented in Fall 2015.
Creation of BGS in Education	Candidates who need to graduate but have not passed the Praxis II for licensure currently do not have a viable BGS option. The Dean and Associate Dean will work on a degree unique to education students to present to the Bachelor of General Studies committee in Fall 2015.
Middle Level Education	Fall 2015-Spring 2016, look at program to determine if content courses are still appropriate
College and Career Readiness	Standards need to be embedded into programs, begin work Fall 2015