Institutional Effectiveness Report
Academic Year (2010-2011)
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 <u>all</u> <u>students</u> <u>can</u> <u>learn</u> regardless of their backgrounds.
    c. Upholds Ethical and Professional Standards
    d. Shows respect for families, cultures and communities and demonstrates a <u>sense of fairness</u> and respect to all participants within each group.
    e. Shows respect for colleagues, P -12 students, faculty and staff

Goals

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

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

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

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

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

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

Measurement and Assessment Activities

The School of Education uses a number of assessment tools to assess the above goals. These tools include: (1) standardized assessments such as Praxis I and II; (2) a series of assignments, complete with common rubrics to assess the assignments, and (4) state of South Carolina teacher evaluation tool, Assisting, Developing, Evaluating Professional Teaching (ADEPT).

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

Outcomes

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

Program	Percent of Candidates Passing Praxis II Specialty Area Exam 2010-11	Change from 2009-10	Average GPA in Education Courses of Candidates 2010-11	Change from 2009-10
Early Childhood	100% N=22	0.00	3.015	-.418
Elementary	70% N=30	0.00	3.200	-.300
Middle Level	83% N=12	+3.00	3.123	-.480
Secondary	73% N=26	0.00	3.424	+.076
MAT-Learning Disabilities	82% N=17	+15.00	3.782	+.221

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

Program	Average GPA from Core Courses
Instructional Accommodation	3.97
Learning Disabilities (M.Ed.)	3.61

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

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

Results: In the initial certification programs, the percentage of students passing Praxis 2 on the **first** attempt remained the same or increased in all areas. However, there was an overall trend of decreasing GPAs of students in education programs.

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

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

Criteria	Mean Score from EDUC 490 and EDUC 770 Teacher Candidate Work Sample on a Scale of 1-3 *2010-2011 Academic Year*
Reflect and plan for the needs of P-12 students (CF I.b.1)	2.16
Reflect on and apply skills learned in a clinical setting (CF I.b.2)	2.25
Reflect on the needs of children of poverty (CF I.b.5)	2.29

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

Criteria	Mean Score from EDUC 769 Case Study and EDUC 794 Capstone on a Scale of 1-3 *2010-11 Academic Year*
Reflect and plan for the needs of P-12 students (CF I.b.1)	2.38
Reflect on and apply skills learned in a clinical setting (CF I.b.2)	2.71
Reflect on the needs of children of poverty (CF I.b.5)	3.0

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

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

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

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

Results: The final mean scores ranged from 2.16-2.29. Overall, this goal was met by initial certification teacher candidates.

In the Fall 2010 and Spring 2011, graduate candidates in the M.Ed. Instructional Accommodation and Learning Disabilities programs met the goal by maintaining at least a mean of 2.0, Partially Met, on the Case Study and Capstone Projects (Table 4).

Goal 3: Assessment Skills

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

Criteria	Mean Score from EDUC 490 and EDUC 770 Teacher Candidate Work Sample on a Scale of 1-3 *2010-11 Academic Year*
Ability to assess learners and learning (CF 1.b.4)	1.99
Ability to cause P-12 student learning (CF 1.b.3)	2.21

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

Criteria	Mean Score from EDUC 769 Case Study and EDUC 794 Capstone on a Scale of 1-3 *2010-11 Academic Year*
Ability to assess learners and learning (CF 1.b.4)	2.63
Ability to cause P-12 student learning (CF 1.b.3)	3.0

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

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

Results: For the academic year 2010-11, the goal was met in all initial certification programs (undergraduate and M.A.T. LD.) The mean fell slightly below 2.0, with a mean score of 1.99 in conceptual framework standard I.b.4. (Table 5.)

For the academic year 2010-11, graduate candidates in the M.Ed. Instructional Accommodation and Learning Disabilities programs met the goal by maintaining at least a mean of 2.0, Partially Met, on the Case Study and Capstone Projects (Table 6).

Goal 4: Collaboration

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

Criteria	Mean Score from Dispositions Rating Scale in EDUC 490 and EDUC 770 (Initial Certification Programs) on a Scale of 1-3 *Academic Year 2010-11*
Professional Attributes (CF II.A)	2.26
Respect for Learning Process (CF II.B)	2.60
Ethical and Professional Standards (CF II.C)	2.63
Respect for Families, Cultures, and Communities (CF II.D)	2.86
Respect for Colleagues, P-12 Students, Faculty, and Staff (CF II.E)	2.16

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

Criteria	Mean Score from Dispositions Rating Scale in EDUC 795 and EDUC 769 on a Scale of 1-3 *Academic Year 2010-11*
Professional Attributes (CF II.A)	2.81
Respect for Learning Process (CF II.B)	3.0
Ethical and Professional Standards (CF II.C)	3.0
Respect for Families, Cultures, and Communities (CF II.D)	3.0
Respect for Colleagues, P-12 Students, Faculty, and Staff (CF II.E)	2.95

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

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

Results: Overall, this goal was met in all initial certification and graduate programs for the academic year 2010-11. All means were at least 2.0 or above in all areas.

Goal 5: Faculty Achievement

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

Teaching	Scholarship	Service
Compared to the course evaluations of faculty of the university as a whole, the School of Education faculty continues to score better on all 13 course evaluation items for the Fall 2010 and Spring 2011. More than eighty percent (80%) of School of Education faculty report participating in other activities to enhance their teaching development over the 2010-11 year.	Faculty in the School of Education have accomplished the following in terms of scholarship over the last year: ➢ At least half of SOE faculty members report having scholarly work published in the form of peer reviewed articles and textbooks over the course of the year. ➢ More than ¾ of SOE faculty members report making presentations at conferences and workshops internationally, nationally, and locally over the course of the last year. ➢ More than half of SOE faculty members report having scholarly works in progress.	Faculty in the School of Education have provided service to the department, university, and community in the following ways over the last year: ➢ One hundred percent of the School of Education faculty serves on at least one committee within the School of Education. ➢ The School of Education has representation in shared faculty governance. Nine faculty members (45%) are members of university committees. ➢ Fifteen faculty members (75%) report providing service to the community at both the local and state levels. ➢ Francis Marion University School of Education has the largest partnership with the Teacher Cadet program in the state. ➢ Eighty percent (80%) of SOE faculty report participation in the Center of Excellence to Prepare Teachers of Children of Poverty activities. The most participation was in the conference as both participants and presenters and infusion of standards into courses.

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

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

Table 10. Technology Use

Technology Used	Course Used In
➢ Webpage link	➢ Teacher Cadets ➢ Teaching Materials Center
➢ Webpage	➢ Education Alumni Committee Nominations ➢ Teaching Materials Center
➢ Smart Board	➢ Multiple Courses
➢ Blackboard	➢ Multiple Courses
➢ Assistive Technology	➢ Learning Disabilities courses
➢ Alpha Smarts ➢ Office Software ➢ Movie Maker ➢ Handhelds ➢ LiveText ➢ Course Blogs	➢ EDUC 611, CS 150 ➢ Multiple Courses ➢ EDUC 611 ➢ EDUC 312 and 621, CS 150 ➢ All courses ➢ NCATE Reports ➢ Health
➢ Elluminate	➢ Will be used to deliver online instruction starting in Fall 2011

Issues of Concern and Actions Taken 2004-2008

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

Issues and Actions for the 2009-2014 Cycle

Issues of Concern	Actions Taken (2009-2014)
Development of Diversity Standards	Developed a set of standards infused in all courses. Began Fall 2009, Completed Spring 2010
Critically examine graduate programs for revisions	Beginning Fall 2009
Mandatory Implementation of Center of Excellence Standards and Elements	Beginning Fall 2009
Implement an Early Childhood Certification Program for Teacher's Aides in Lake City	Beginning Fall 2010
Develop New Graduate Cohorts	Beginning Fall 2010 Lake City: Fall 2011 Latta: Fall 2011 Teach for America: Fall 2011
Develop New Graduate Programs	Begin Planning Fall 2010 Add-on Poverty Certification by Fall 2012
New Clerical Structure for Undergraduate	Beginning Fall 2010