Report:	Assessment Plan Details for: Middle Grades, Secondary, Special Education
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2010-11Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Thursday, February 10, 2011

Measures and Findings

To assess learning of initial and advanced teaching licensure candidates.

Content Project

Licensure-seeking candidates will complete a depth of knowledge content project.

Content Project

80% of license-seeking candidates assigned to select evidence-based courses will complete the content project with "proficient" level competency on each indicator to move these students closer to graduation and prepare knowledgable teachers.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- SACS-Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Content Project
Program level; Direct - Student Artifact

Details/Description:

Acceptable Target: 80% of license-seeking candidates assigned to select evidence-based courses will complete the content project with "proficient" level competency on each indicator.

Implementation Plan (timeline): By June 30, 2011

Key/Responsible Personnel: Evidence-based course Instructor

Supporting Attachments:

Findings for Content Project

Summary of Findings: Mid-Year Findings: The content project has only been completed in SPED 515 (Fall 2010). Eight (8) students completed the SPED 515 D1 content project during Fall 2010. The average score for the Group was 2.61/4.0. Of the eight students, four (4) or 50% require a corrective action plan to address indicators that received a score of less than 3 on the Content Project Rubric. The fall 2010 average group score on the Content Project fell within the “Developing” level on the NC Professional Teaching Candidate Evaluation Rubric. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the Proficient Candidate level on each element and on each standard of the rubric, under the re-visioned licensure guidelines. The SPED candidates’ scores reflect on average, below-target status on this assignment. Four students would not be recommended for licensure according to the re-visioned program requirements, as shown in the attached. The content project will not be completed in a Middle Grades nor Secondary course until the end of Fall 2011 in the EDMG 498.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Content Project--SPED 515 (Adobe Acrobat Document)

Unit Plan

License-seeking candidates will complete a Unit Plan, or long-range planning document.

Unit Plan

80% of license-

Measures & Findings

seeking candidates assigned to select evidence-based courses will complete the unit plan with "proficient" level competency on each indicator to move these students closer to graduation and prepare knowledgable and reflective teachers.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- SACS-Comprehensive Standards (Section 3): 3.3.1.1

Unit Plan

Program level; Direct - Student Artifact

Details/Description:

Acceptable Target: 80% of license-seeking candidates assigned to select evidence-based courses will complete the unit plan with "proficient" level competency on each indicator.

Implementation Plan (timeline): By June 30, 2011

Key/Responsible Personnel: Evidence-based course Instructor

Supporting Attachments:

Findings for Unit Plan

Summary of Findings: Mid-Year Findings: Five (5) students completed the Unit Plan, which was assigned to both SPED 460 and SPED 465 during Fall 2010. The average score for the Group was 1.52. Of the five students, 100% will require a corrective action plan to address indicators that received a score of less than 3 on the Unit Plan Rubric. The fall 2010 average group score on the Unit Plan fell within the “Emerging” level on the NC Professional Teaching Candidate Evaluation Rubric. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the Proficient Candidate level on each element and on each standard of the rubric, under the re-visioned licensure guidelines. The SPED candidates’ scores reflect on average, below-target status on this assignment. Five students would not be recommended for licensure according to the re-visioned program requirements.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Unit_Plan_fall_2010_Ward_Report.pdf (Adobe Acrobat Document)

Unit_Plan_fall_2010_Ward_Report2.docx.pdf (Adobe Acrobat Document)

Certification of Teaching Capacity or Exit Criteria

License-seeking candidates are required to obtain a signed Certification of Teaching Capacity form or other instrument which certifies quality.

Certification of Teaching Capacity or Exit Criteria

80% of license-seeking candidates assigned to select evidence-based courses will submit the signed Certification of Teaching Capacity form (or other required form) with "proficient" level competency on each indicator to move these students closer to graduation and prepare knowledgable and highly qualified teachers.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- SACS-Comprehensive Standards

Measures & Findings

Certification of Teaching Capacity Form or Exit Criteria Form

Program level; Direct - Other

Details/Description:

Acceptable Target: 80% of license-seeking candidates assigned to select evidence-based courses will submit the signed Certification of Teaching Capacity form (or other required form) with "proficient" level competency on each indicator.

Implementation Plan (timeline): By June 30, 2011

Key/Responsible Personnel: Evidence-based course Instructor

Supporting Attachments:

Findings for Certification of Teaching Capacity Form or Exit Criteria Form

Summary of Findings: Mid-Year Findings: The department of MGSSE had 5 student teachers who were enrolled in EDMG 470 Student Teaching for the Middle Grades during the Fall 2010 semester. The following are combined results for all 5 areas that were graded on their Exit Criteria Form:
62% at the Accomplished level on some of the areas
25% at the Proficient level on some of the areas
12% at the Developing level on some of the areas
1% at the Emerging level on one of the areas

The department of MGSSE had 10 student teachers who were enrolled in EDUC 480 Student Teaching in Secondary Schools and EDUC 697 Advanced Product of Learning (Internship) during the Fall 2010. The following are combined results for all 5 areas that were graded on their Exit Criteria Form:
64% at the Accomplished level on some of the areas
27% at the Proficient level on some of the areas
8% at the Developing level on some of the areas
1% at the Emerging level on some of the areas

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Exit Criteria Student Teaching Form.pdf (Adobe Acrobat Document)

(Section 3): 3.3.1.1

Exit Criteria summary fall 2010 middle grades.pdf (Adobe Acrobat Document)

Exit Criteria summary fall 2010 secondary grades.pdf (Adobe Acrobat Document)

Case Study

License-seeking students will complete the Case Study.

Case Study

80% of license-seeking candidates assigned to select evidence-based courses will complete the Case Study with "proficient" level competency on each indicator to graduation and prepare knowledgable and reflective teachers.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- SACS-Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Case Study
Program level; Direct - Student Artifact

Details/Description:

Acceptable Target: 80% of license-seeking candidates assigned to select evidence-based courses will complete the Case Study with "proficient" level competency on each indicator.

Implementation Plan (timeline): By June 30, 2011

Key/Responsible Personnel: Evidence-based course Instructor

Supporting Attachments:

Findings for Case Study

Summary of Findings: Mid-Year Findings: The Case Study project was field tested in SPED 460 during the Summer 2010 session. One student completed and received a score on the Case Study assignment. The student received an average score of 2.75 on this assignment, which falls within the “Developing” level of the NC Professional Teaching Candidate Evaluation. Four of 8 indicators were scored less than 3 to include Positive Impact on Student Learning and Data Collection. The student who received a score on the Case Study rubric will require a corrective action plan to address 50% of the rubric’s indicators.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

CASE_STUDY_summer_2010_mcneill.pdf (Adobe Acrobat Document)

Advanced Level Evidences

Program Blueprints to Document Advanced Level Evidences

Advanced Level Evidences

Measures & Findings

100% of programs will develop a blueprint to detail advanced level evidence(s) that will be approved by DPI.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Advanced Level Evidences

Program level; Direct - Other

Details/Description: 100% of programs will develop a blueprint to detail advanced level evidence(s) that will be approved by DPI.

Acceptable Target: 100% of programs will develop a blueprint to detail advanced level evidence(s) that will be approved by DPI.

Implementation Plan (timeline): By the end of the Fall 2010 semester

Key/Responsible Personnel: Dr. Kimberly Smith Burton, Dr. Charlotte Boger and Dr. Virginia Dickens

Supporting Attachments:

Findings for Advanced Level Evidences

Summary of Findings: Mid-Year Findings: 100% of programs have developed and submitted blueprints to detail advanced level evidence(s) that were approved by DPI on November 9, 2010.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

- Biology_Education.doc (Microsoft Word)
- DPI Graduate Revision Approval Letter_11-9-10.pdf (Adobe Acrobat Document)
- English_Education.doc (Microsoft Word)
- History_Education.doc (Microsoft Word)
- Math_Education.doc (Microsoft Word)
- Middle_Grades_Language_Arts.doc (Microsoft Word)
- Middle_Grades_Math.doc (Microsoft Word)
- Middle_Grades_Science.doc (Microsoft Word)
- Middle_Grades_Social_Studies.doc (Microsoft Word)
- Political_Science_Education.doc (Microsoft Word)
- Sociology_Education.doc (Microsoft Word)
- SPED_Graduate_Revisioning_Blueprint_9.22.10.doc (Microsoft Word)

Advanced Level Evidence Rubrics

Rubric Evaluations will be conducted in each advanced level program.

Advanced Level Evidence Rubrics

100% of programs will develop advanced level evidence rubric(s) by December 15, 2010.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Advanced Level Evidence Rubrics

Program level; Direct - Other

Details/Description: Rubric Evaluations will be conducted in each advanced level program.

Acceptable Target: 100% of programs will develop advanced level evidence rubric(s) by December 15, 2010.

Implementation Plan (timeline): By the June 30, 2011.

Key/Responsible Personnel: Dr. Kimberly Smith Burton, Dr. Charlotte Boger and Dr. Virginia Dickens

Supporting Attachments:

Findings for Advanced Level Evidence Rubrics

Summary of Findings: Mid-Year Findings: The Graduate Revisioning Committee is continuing to develop and critique the Advanced Level Evidence Rubrics.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Develop learning outcome matrices.

Learning outcome matrices that outline and match the MGSSE learning outcomes with courses, assessment tools and evidences.

Develop learning outcome matrices.

Mapped to:

Measures & Findings

Develop learning outcome matrices.

Program level; Direct - Other

Findings for Develop learning outcome matrices.

Summary of Findings: Mid-Year Findings: Middle Grades faculty made suggestions for minor wording changes to some of the learning outcomes that were submitted for the

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- SACS-Comprehensive Standards (Section 3): 3.3.1.1

Details/Description: Learning outcome matrices that outline and match the MGSSE learning outcomes with courses, assessment tools and evidences.

Acceptable Target: 100% of MGSSE will be linked to departmental learning outcomes.

Implementation Plan (timeline): Spring 2011

Key/Responsible Personnel: MGSSE Faculty

Supporting Attachments:

department this past Summer (2010). They developed a matrix for the undergraduate and graduate programs to show how and when the learning outcomes should be addressed and assessed. This matrix is very valuable in the process of determining exactly which courses will obtain the key evidences. The Middle Grades faculty will continue to work on this matrix and add to it the levels (Emergent, Developing and Proficient) that are emphasized in each course. We will also detail which rubrics are to be used for assessment. We will continue to work on the matrices through the Spring 2011 semester.

The area of Special Education faculty present at the MGSSE faculty meeting on January 4, 2011 met as a group to discuss Special Education Learning Outcomes. At this and in subsequent online communications, the following actions have occurred:
1) The SPED group present voted to replace the previous SPED assessment transition points with the current Initial and Advanced Licensure Evidences. Specifically, the current Initial and Advanced SPED Licensure Evidences would replace the portions cited in red on the attached Thumbnail of SPED Program Assessments (for the Initial Post baccalaureate program: Special Education Assessment Plan with Additional Assessments for Transition Point 2; for the MAT program: Specialty Area Methods Courses Performance Based Products;
for the MEd program: Special Education Assessment Plan with Additional Assessments for Transition Point 2).

2) The SPED group worked on completing the two Special Education Learning Outcomes Matrices (attached), one for Initial Licensure Outcomes and one for Advanced Licensure Outcomes. [The area of SPED did not address the University College General Education Learning Outcomes, as there is no SPED undergraduate degree program.] As a result of this on-going activity and previous related activities, the following information is evident.

What we know at the end of the first semester with regard to assessment of the SPED area learning outcomes:
• Revisioned Evidences for all SPED programs have been approved.
• Revisioned Rubrics for Initial Licensure SPED programs have been developed, approved and field tested.
• Revisioned Rubrics for Advanced Licensure SPED programs have been developed and field tested.
• A list of courses providing Emerging and Developing support for the development of Proficiency on Evidences for Initial and Advanced Licensure SPED programs has been identified, drafted and submitted to SPED faculty on matrices for review and addition of assessment tools used in courses to assess Emerging and Developing support for Evidences to the matrices (attached).
• SPED Learning Outcomes have been added to many of the SPED course syllabi, as has designation that the syllabi support Evidences at the Emerging or Developing levels.
• Field testing of placement of Evidences for Initial and Advanced Licensure SPED programs onto Taskstream has been implemented.
• Field testing of evaluation of Evidences for Initial and Advanced Licensure SPED programs using rubrics in Taskstream has been implemented.
• Assessment outcomes resulting from Taskstream field testing have shown that the following concerns exist:
a. The method of assuring completion of the necessary two evaluations of student products in Taskstream needs to be improved
b. The method of assuring fidelity/reliability between evaluators of the same Taskstream products needs to be improved
c. The instructions provided to students completing Taskstream Evidences and the rubrics used to assess Evidences need to be highly related so that Evidence products can be assessed reliably with the rubrics. [Currently there appears to be a disconnect between student products and rubrics, resulting in lowered student performance and lowered reliability between evaluator ratings.]
d. Decisions need to be made regarding how failure to complete Evidences at the Proficient Level (with a need for an Action Plan) relates to a final grade in courses (i.e., Will I grades be given? Could a student pass a course with an Action Plan? Who will follow up?)
e. Decisions need to be made about how successful completion of Evidences will be tracked for students and by whom? (This is especially critical for students who may have “missed” an Evidence by taking a course before the Evidence was implemented—a temporary problem.)
f. Efforts need to be made to ensure that all faculty (those directly responsible for Evidences and those not) are fully informed and knowledgeable of the SPED program assessment process and are involved in the process.

Acceptable Target Achievement:

Recommendations : What the next steps are for addressing issues or concerns regarding the SPED learning outcomes:
• Revisioned Rubrics for Advanced Licensure SPED (and other) programs need to be approved by SOE and DPI.
• The SPED matrices listing courses providing Emerging and Developing support for the development of Proficiency on Evidences for Initial and Advanced Licensure SPED programs, which have been begun, need to be completed by SPED faculty for review and

addition of assessment tools used in courses to assess Emerging and Developing support for Evidences. The matrices also need to be submitted to any faculty responsible for EDUC supporting courses for review and completion of assessment tools.
• All SPED course syllabi need to be reviewed to ensure that appropriate SPED Learning Outcomes have been added and that course content has been altered to ensure support for Evidences at the Emerging or Developing levels.
• The process of evaluating student products on Taskstream needs to be reviewed and revised in the following ways to ensure successful student outcomes:
a. The department of MGSSE/SOE need to develop and implement an efficient method of completing the necessary two evaluations of student products in Taskstream, such as assigning faculty assessment pairs.
b. The department of MGSSE/SOE need to assure fidelity/reliability between evaluators of the same Taskstream products by holding training sessions related to evaluation of specific Taskstream products.
c. The department of MGSSE/SOE need to review/revise the instructions provided to students completing Taskstream Evidences and the rubrics used to assess Evidences to ensure that they are highly related to each other and there is no disconnect between student products and rubrics, resulting in lowered student performance and lowered reliability between evaluator ratings.
d. The department of MGSSE/SOE need to make decisions and provide clear guidelines to faculty and students regarding how failure to complete Evidences at the Proficient Level (with a need for an Action Plan) relates to a final grade in courses (responding to such questions as, Will I grades be given? Could a student pass a course with an Action Plan? Who will follow up?).
e. The department of MGSSE/SOE need to make decisions about how successful completion of Evidences will be tracked for students and by whom? (This is especially critical for students who may have “missed” an Evidence from taking a course before the Evidence was implemented—a temporary problem.)
f. The department of MGSSE/SOE need to ensure that all faculty (those directly responsible for Evidences and those not) are fully informed and knowledgeable of the SPED program assessment process and are involved in the process (such as through assessment workshops, assigning evaluator pairs, etc.).

Reflections/Notes :

Substantiating Evidence:

Middle_Grades_Learning_Outcomes_Graduate_Spring_2011.doc (Microsoft Word)

Middle_Grades_Learning_Outcomes_Matrix__Undergraduate_Spring_2011.doc (Microsoft Word)

Special_Education_Learning_Outcomes_(Advanced_Licensure).doc (Microsoft Word)

Special_Education_Learning_Outcomes_(Initial_Licensure).doc (Microsoft Word)

To increase recruitment, enrollment, retention and graduation rates in MGSSE.

Review and revise faculty advisement procedures.

Review departmental procedures related to advisement of MGSSE students.

1. Identify new MGSSE majors

Based on the 2009-2010 OPAR findings

Measures & Findings

the MGSSE department decided to collaborate with SOEAARC in 2010-2011 to identify new MGSSE majors and process declaration of majors within 10 business days of a student's declaration.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.5.2.,
- UNC Tomorrow: 4.1.1,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

MGSSE collaboration with SOEAARC to identify new MGSSE majors

Direct - Other

Details/Description: In 2010-2011 the MGSSE will collaborate with SOEAARC to identify new MGSSE majors and process declaration of majors within 10 business days of a students declaration.

Acceptable Target: 80% of new MGSSE majors will be identified and processed within 3 business days of declaration of major.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton, Shari Willis and Sharon Boose

Supporting Attachments:

Findings for MGSSE collaboration with SOEAARC to identify new MGSSE majors

Summary of Findings: Mid-Year Findings: Since September 2010 the MGSSE has process 24 declarations of major and assigned advisors to all 24 students with in 10 business days.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

2. Assign MGSSE Advisors

Based on the 2009-2010 OPAR findings the Department of MGSSE decided to revamp its 2010-2011 advisement procedures. Once a student has been admitted to Teacher Education the MGSSE department chair will assign an advisor in the department within 10 business days of admission to Teacher Education. Students will be advised by the SOEAARC and MGSSE department chair until student is officially admitted to Teacher Education.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.2., 1.1.5.,
- UNC Tomorrow: 4.1.1,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Measures & Findings

MGSSE revamping of advisor/advisee assignment procedures in Fall 2010

Direct - Other

Details/Description: In 2010-2011 the MGSSE will revamp its advisor assignment procedures. Once a student has been admitted to Teacher Education the MGSSE department chair will assign an advisor in the department within 10 business days of admission to Teacher Education. Students will be advised by the SOEAARC and MGSSE department chair until student is officially admitted to Teacher Education.

Acceptable Target: 80% of MGSSE new majors will be assigned an advisor within 10 business days of admission to Teacher Education or Graduate Degree program.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton, Shari Willis and Sharon Boose

Supporting Attachments:

Findings for MGSSE revamping of advisor/advisee assignment procedures in Fall 2010

Summary of Findings: Mid-Year Findings: The MGSSE office has revamped it's advisement procedures by making sure that students are provided up-to-date programs of study, assigned an advisor within 10 business days of submitting a declaration of major and being admitted to Teacher Education. All licensure only students are advised by the Department Chair until they are formally admitted to Teacher Education. According to the Advising Survey data advisement satisfaction has increased from 50% (Fall 2009) to 68.3% (Fall 2010) and the response rate increased from 18 (Fall 2009) to 41 (Fall 2010). Using the NSSE data from Fall 2010 the MGSSE has decided to develop an in-house departmental survey of our students. NSSE data revealed:
1) 10 out of 27 Middle Grades Education Seniors responded to the survey. Faculty members need to be made aware of when the survey will be sent to seniors so that they can send out reminders or give incentives for completing the survey and increase our response rate of 37% to the FSU response rate.
2) The response of the students who have participated in a Learning Community should increase from 25% to the University percentage due to the fact that this is only the second year of the Educational Learning community.
3) We noticed that Middle Grades Education Seniors responded that 0% participate in a Culminating Senior Experience, which is not true because every student must enroll in Student Teaching and the Seminar course. Faculty members who teach students in these courses will make sure to put in their syllabi that these are capstone/culminating senior experiences courses and emphasis to students.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Advising_Survey_201060_vs_200960_ShortSOE.xlsx (Excel Workbook (Open XML))

SOE_NSSE data_Fall 2010.pdf (Adobe Acrobat Document)

3. Revise Advisement Process

In 2010-2011 MGSSE will revise its

Measures & Findings

advisement process by: 1) updating all program and curriculum guides to reflect changes due to the SOE Revisioning Process, and 2) hold an advisee/advisor workshop for faculty and students during Fall 2010 and Spring 2011 semesters.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.2., 1.1.5.,
- UNC Tomorrow: 4.1.1,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Revision of advisement process.
Direct - Other

Details/Description: In 2010-2011 the MGSSE will revise its advisement process by: 1) updating all program and curriculum guides to reflect changes due to the SOE Revisioning Process, 2) hold an advisee/advisor workshop for faculty and students during Fall 2010 and Spring 2011 semesters.

Acceptable Target: 100% of the program and curriculum guides will be updated.
At least one Advisement Workshop will be conducted during 2010-2011 academic year.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton, MGSSE faculty and SOEAARC

Supporting Attachments:

Findings for Revision of advisement process.

Summary of Findings: Mid-Year Findings: All programs of study and curriculum guides have been updated for the 2010-2011 academic year and reflect the changes due to the SOE Revisioning Process. The 3 (Peter Eley, Jane Smith and Cynthia Shamberger) MGSSE new faculty members attended an advisor workshop. Mr. Peter Eley has created a Wikispace for all MGSSE majors, which contains information about program of study, how to apply for teacher education and student teaching, etc. The MGSSE is working to improve Retention by:

1) When students declare a major, they must have a cumulative GPA of 2.5 prior to being admitted into the program the major because that is the GPA requirement to be admitted to Teacher Education.

2) Transfer students that have below a 2.5 may not be admitted into the program, but will be handled on a case by case basis.

3) We will do intervention for students who are in academic trouble.

4) Check demographics and see who is not enrolled and why.

5) Review transcripts to see if the non-attendance is due to academic failure or financial holds.

6) Use 4-question student surveys as a starting point

7) Develop a stages committee to research information with the use of three Stages: Stage1- Research in Banner, Stage 2- Develop Survey and make Contacts, Stage 3- Address issues and make a plan.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Fall_2009_Retention_Data_MGSS2.xlsx (Excel Workbook (Open XML))

Design and implement initiatives/intervention programs.

Design and implement initiatives/intervention programs that will assist with recruitment, retention and graduation rates.

1. Design and implement a targeted recruitment strategy.

Measures & Findings

In 2010-2011 MGSSE will design and implement a targeted recruitment strategy which will involve the following: 1) partnership with SOE PDS Coordinator to offer professional development and courses for Paraprofessionals, 2) partnership with Hoke County to offer MAT, M.Ed. and licensure only courses, 3) develop online MGSSE brochure, 4) update curriculum guides, and 5) disseminate information to SOE student organizations, local high schools and community colleges (Articulation Agreements), Chamber of Commerce, 6) develop recruitment plan and 7) establish International partnerships (China, Virgin Island, Jamaica, etc.).

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.4.1., 1.4.2., 1.4.3., 3.4.2., 5.4.1.,
- UNC Tomorrow: 4.2.1, 4.2.2, 4.3.2, 4.3.5,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Design and implement a low performing student intervention program

Program level; Direct - Other

Details/Description: In 2010-2011 the MGSSE will design and implement a low performing student intervention program which will involve the following: 1) design the intervention program, 1) identify undergraduate students who have a GPA below 2.5, and 3) implement the intervention program.

Acceptable Target: 80% of low performing students will be identified and MGSSE advisors will develop an academic success plan for the students.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton, MGSSE faculty and Adminsitrative Support Associate.

Supporting Attachments:

Findings for Design and implement a low performing student intervention program

Summary of Findings: Mid-Year Findings: The MGSSE has partnerned with the SOE PDS Coordinator to offer EDUC 211 Lab Experience in Area Schools to 5 Paraprofessionals during the first 8-weeks of the Spring 2011 at Seventy-First High School. The MGSSE has partnered with Hoke County Schools along with the SOEAARC to offer MAT. M.Ed. and licensure only courses to lateral entry teachers, paraprofessionals and licensed teachers in Hoke County at East Hoke Middle School. We are currently recruiting for second 8-weeks during the Spring 2011 semester in which we plan to offer EDUC 211 Lab Experience in Area Schools. We are currently developing an online MGSSE brochure. We have revived our Middle Grades Club which met on November 2, 2010 with 10 students in attendance. Dr. Cathy Kosterman has devloped a recruitiment plan for MGSSE.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Fall_2009_Retention_Data_MGSS2.xlsx (Excel Workbook (Open XML))

Middle Grades Club Attendance Roster (11-2-10).pdf (Adobe Acrobat Document)

Design and Implementation Plans for Targeted Recruitment Strategy

Direct - Other

Details/Description: In 2010-2011 the MGSSE will design and implement a targeted recruitment strategy which will involve the following: 1) partnership with SOE PDS Coordinator to offer professional development and courses for Paraprofessionals, 2) partnership with Hoke County and other educational agencies to offer MAT, M.Ed. and licensure only courses, 3) develop online MGSSE brochure, 4) update program sheets, and 5) disseminate information to SOE student organizations, local high schools and community colleges (Articulation Agreements), Chamber of Commerce, and 6) build International partnerships (China, Virgin Islands, Jamaica, etc.).

Acceptable Target: Establish at least 3 partnerships.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton, Shari Willis and MGSSE Faculty

Supporting Attachments:

Findings for Design and Implementation Plans for Targeted Recruitment Strategy

Summary of Findings: Mid-Year Findings: The MGSSE has partnerned with the SOE PDS Coordinator to offer EDUC 211 Lab Experience in Area Schools to 5 Paraprofessionals during the first 8-weeks of the Spring 2011 at Seventy-First High School. The MGSSE has partnered with Hoke County Schools along with the SOEAARC to offer MAT. M.Ed. and licensure only courses to lateral entry teachers, paraprofessionals and licensed teachers in Hoke County at East Hoke Middle School. We are currently recruiting for second 8-weeks during the Spring 2011 semester in which we plan to offer EDUC 211 Lab Experience in Area Schools. We are currently developing an online MGSSE brochure. We have revived our Middle Grades Club which met on November 2, 2010 with 10 students in attendance. Dr. Cathy Kosterman has devloped a recruitiment plan for MGSSE. We are in the process of establishing Dual Enrollment Plan Agreements with Sampson Community College and Fayetteville Technical Community College for their School-Aged Education and our Middle Grades Education Programs.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Dual Enrollment Plan with SampsonCC MIDDLEGRADES2010-11.docx (Word Document (Open XML))

Dual_Enrollment_MG_Sampson.docx (Word Document (Open XML))

Middle Grades Club Attendance Roster (11-2-10).pdf (Adobe Acrobat Document)

Increase MGSSE majors numbers

Increase enrollment of MGSSE majors.

In 2010-2011 the MGSSE will increase enrollment numbers in undergraduate programs (130 students) and graduate programs (133 students) by 10%.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.2., 1.1.5.,
- UNC Tomorrow: 4.2.1, 4.2.2, 4.3.2, 4.3.3,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Enrollment numbers for 2010 -2011 undergraduate and graduate programs
Direct - Other

Details/Description: In 2010-2011 the MGSSE will increase enrollment numbers in undergraduate programs (23 students) and graduate programs (28 students) by 15%.

Acceptable Target: MGSSE enrollment numbers will increase by 15%.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton and MGSSE faculty

Supporting Attachments:

Findings for Enrollment numbers for 2010 -2011 undergraduate and graduate programs

Summary of Findings: Mid-Year Findings: We have admitted the following number of students to our MGSSE programs since August of 2010-January 2011:

Undergraduate MGSSE: 24
Graduate M.Ed. MGSSE: 25
Graduate M.A.T. MGSSE: 26

We have developed and submitted a proposal for a Special Education Certificate Program that will create a 12-semester-hour certificate program in Special Education at the graduate level with two (2) options: Option #1 For Non-Licensed Personnel; Option #2 for Licensed Personnel. The purpose of the program is to allow persons who have completed a baccalaureate degree (with or without a teaching license) to pursue graduate level work whether or not they desire to complete a graduate degree. The program would allow them to take course work in Special Education for professional development purposes. The options would also provide an opportunity for persons to take courses toward either an M.A.T or M.Ed. degree in Special Education, depending upon entering credentials, should they decide to apply and are eligible for degree admission. Up to 12 semester hours of the courses taken prior to degree admission could be applicable toward the degree for qualified persons. The courses in the proposed Certificate Program are already in the course inventory and are offered online.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Certificate_in_SPED_[SUBST_AcademicProposalForm].rtf (Rich Text)

To recruit, support, and retain highly qualified personnel in MGSSE.

Recruit highly qualified personnel.

Recruit highly qualified personnel to serve as full-time and part-time faculty in the department of MGSSE.

1) Provide Welcome Packet for Prospective Faculty

Measures & Findings

In 2010-2011 the MGSSE will develop an interview welcome packet for invited faculty interviewees which will include: Interview Agenda with Time Schedule, Interview Protocol w/Sample Questions, Sample Vita Format, FSU History/Relevant Information, FSU Tenure and Promotion Policies, Fayetteville/Cumberland Co. Relevant Information.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.1.

Welcome Packet
Direct - Other

Details/Description: In 2010-2011 the MGSSE will develop an interview welcome packet for invited faculty interviewees which will include: Interview Agenda with Time Schedule, Interview Protocol w/Sample Questions, Sample Vita Format, FSU History/Relevant Information, FSU Tenure and Promotion Policies, Fayetteville/Cumberland Co. Relevant Information.

Acceptable Target:

Implementation Plan (timeline): Fall 2010

Key/Responsible Personnel: MGSSE faculty

Supporting Attachments:

Findings for Welcome Packet

Summary of Findings: Mid-Year Findings: The MGSSE department is still developing a welcome packet for current and prospective faculty with the following information in it: Interview Agenda with Time Schedule, Interview Protocol w/Sample Questions, Sample Vita Format, FSU History/Relevant Information, FSU Tenure and Promotion Policies, Fayetteville/Cumberland Co. relevant information.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Support new MGSSE faculty.

1) Provide a peer mentor for all new faculty

In 2010-2011 MGSSE will provide new faculty with a senior faculty mentor to respond to questions; assist in finding course materials (syllabi, Blackboard access to content, etc.), and provide on-going support and assistance. This will increase student and faculty satisfaction.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.1.,
- UNC Tomorrow: 4.1.1, 4.3.3, 4.7.3,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Measures & Findings

Mentor/Mentee assignment list

Details/Description: In 2010-2011 the MGSSE will provide new faculty with a senior faculty mentor to respond to questions; assist in finding course materials (syllabi, Blackboard access to content, etc.), and provide on-going support and assistance.

Acceptable Target: 100% of new MGSSE faculty will be provided a senior faculty mentor during the Fall 2010 semester.

Implementation Plan (timeline): Fall 2010

Key/Responsible Personnel: Kimberly Smith Burton and MGSSE faculty

Supporting Attachments:

Findings for Mentor/Mentee assignment list

Summary of Findings: Mid-Year Findings: We have paired our new 2010-2011 faculty members with senior faculty members to serve as mentors and assist with questions and on-going support and assistance.

New Faculty ---- Senior Faculty
Dr. Shelton Ford ------ Dr. Kimberly Smith Burton
Dr. Cynthia Shamberger ------ Dr. Virginia Dickens
Dr. Jane Smith --------- Dr. Charlotte Boger
Dr. Peter Eley --------- Dr. Kimberly Smith Burton

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

2) Conduct orientation session(s) for all new faculty.

In 2010-2011 MGSSE will conduct Department level orientation session(s) related regarding department/personnel/procedures/etc. and professional development. This will increase student and faculty satisfaction.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.3., 1.3.4.,
- UNC Tomorrow: 4.1.1, 4.3.3, 4.7.3,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Measures & Findings

Orientation Session Attendance Sheets and departmental minutes
Direct - Other

Details/Description: In 2010-2011 the MGSSE will conduct Department level orientation session(s) related regarding department/personnel/procedures/etc. and professional development.

Acceptable Target: 100% of new faculty will attend orientation sessions.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton and MGSSE Admin. Support Assoc.

Supporting Attachments:

Findings for Orientation Session Attendance Sheets and departmental minutes

Summary of Findings: Mid-Year Findings: All new faculty (Peter Eley, Shelton Ford, Jane Smith and Cynthia Shamberger) in MGSSE department attended faculty departmental meetings (Fall 2010), Dr. Jon Young's New Faculty Development Seminar (Fall 2010) and departmental faculty/student professional development workshops.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

3) Develop a department orientation handbook.

In 2010-2011 the MGSSE will develop an orientation handbook with Department mission statement, goals, etc.; course schedules; load information; vita format; syllabus format; faculty/staff evaluation procedures; registration procedures; Blackboard integration information; technology and other available resources; other faculty/staff expectations and “what to know before class begins” info. This will increase student and faculty satisfaction.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.1.,
- UNC Tomorrow: 4.1.1, 4.3.3, 4.7.3,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Measures & Findings

Orientation Handbook
Direct - Other

Details/Description: In 2010-2011 the MGSSE will develop an orientation handbook with Department mission statement, goals, etc.; course schedules; load information; vita format; syllabus format; faculty/staff evaluation procedures; registration procedures; Blackboard integration information; technology and other available resources; other faculty/staff expectations and “what to know before class begins” info.

Acceptable Target:

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton and MGSSE Amin. Support Assoc.

Supporting Attachments:

Findings for Orientation Handbook

Summary of Findings: Mid-Year Findings: The MGSSE department is still developing an orientation handbook with the following information in it: Departmental mission statement, goals, etc., course schedules, load information, vita format, syllabus format, faculty/staff evaluation procedures, registration procedures, BlackBoard integration information, technology and other available resources, other faculty/staff expectations and "what to know before class begins" info.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Retain new MGSSE faculty.

1) Provide support with TPR policies and procedures.

In 2010-2011 the MGSSE will provide clear and explicit explanation of TPR policies and procedures. Information packet/sessions re: types of personnel actions and related timelines; criteria and procedures for movement through personnel actions; explanation/examples of criteria expected for movement through personnel actions.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.1., 1.3.3., 1.3.4.

Measures & Findings

Provide guidance and support of TPR policies and processes
Other level; Direct - Other

Details/Description: In 2010-2011 the MGSSE will provide specific assistance to new MGSSE faculty by interpreting the TPR policies and timelines and sessions with department chair and/or senior faculty.

Acceptable Target: 100% of new faculty will attend working sessions.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton and MGSSE faculty

Supporting Attachments:

Findings for Provide guidance and support of TPR policies and processes

Summary of Findings: Mid-Year Findings: All new faculty have been give a copy of the TPR policies and processes in Dr. Jon Young's New Faculty Development Seminar (Fall 2010). They also meet with and ask questions concerning procedures for TPR with the Department Chair and their Senior Faculty mentor.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

1. Promote teaching, scholarly and service activities.

Measures & Findings

In 2010-2011 MGSSE will provide a collaborative environment for involvement in innovative teaching, scholarly and service activities. Identify and provide specific opportunities to involve new faculty with existing faculty in innovative teaching activities, writing, grantsmanship, conference presentations and other scholarly activities, workshops and service opportunities (examples: establish writing teams for grants/articles; develop collaborative workshops for public schools; etc.)

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.3., 1.3.4., 2.5.3., 5.2.1., 6.4.4.,
- UNC Tomorrow: 4.1.1, 4.3.3, 4.7.3,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.4

Faculty Scholarly Opportunities

Other level; Direct - Other

Details/Description: In 2010-2011 the MGSSE will provide a collaborative environment for involvement in innovative teaching, scholarly and service activities. Identify and provide specific opportunities to involve new faculty with existing faculty in innovative teaching activities, writing, grantsmanship, conference presentations and other scholarly activities and workshops and other service opportunities (examples: establish writing teams for grants/articles; develop collaborative workshops for public schools; etc.)

Acceptable Target: Provide at least 4 scholarly opportunities for faculty involvment.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton and MGSSE Admin. Support Assoc.

Supporting Attachments:

Findings for Faculty Scholarly Opportunities

Summary of Findings: Mid-Year Findings: Six (6) MGSSE faculty have attended conferences/workshops throughout NC and the USA.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Faculty/staff development

Mapped to:

No Mapping

Measures & Findings

No measures specified

2. Provide faculty/staff development activities

In 2010-2011 MGSSE will provide at least 4 faculty/staff development opportunities for new and continuing faculty and staff. Identify funding sources for new faculty conference or other travel opportunities for development purposes (at least 5 faculty members will attend workshops or conferences); provide in-house training in Taskstream, Digital Measures; innovative technology use, etc.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.3.,
- UNC Tomorrow: 4.1.1, 4.3.3, 4.7.3,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Measures & Findings

Hand-outs and Attendance Rosters

Other level; Direct - Other

Details/Description: In 2010-2011 the MGSSE will provide at least 4 faculty/staff development opportunities for new and continuing faculty and staff. Identify funding sources for new faculty conference or other travel opportunities for development purposes; provide in-house training in Taskstream, Scholars; innovative technology use, etc.

Acceptable Target: 70% of faculty will attend faculty development activities.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Kimberly Smith Burton and MGSSE Admin. Support Assoc.

Supporting Attachments:

Findings for Hand-outs and Attendance Rosters

Summary of Findings: Mid-Year Findings: During the Fall 2010 semester the department of MGSSE offered two professional development workshops for faculty and students to attend. During the Fall 2010 interviews for Student Teacher and Teacher Education candidates the MGSSE faculty observed a need to expose and stress elements of the SOE Conceptual Framework that were lacking, to its students and faculty in Diversity of Learners/Learning, Technology and proper interview etiquette. The department offered two workshops in the Fall 2010 semester:
1) "INNOVATIVE TEACHING USING TECHNOLOGY: Social Media" was held on November 16, 2010 and 5 faculty members and 4 students were in attendance.
2) DECONSTRUCTING THE CONCEPTUAL FRAMEWORK: A LOOK AT "RESPECTING DIVERSITY AND INDIVIDUAL WORTH" was held on November 18, 2010 and 5 faculty members and 8 students were in attendance.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Diversity Workhsop Handout_11-18-10.pdf (Adobe Acrobat Document)

Diversity_framework_Wkshp_11-18-10.pptx (PowerPoint Presentation (Open XML))

Diversity_International_Folk_Festival_2010_Wkshp_11-18-10.pptx (PowerPoint Presentation (Open XML))

Diversity_Learning_Styles_Wkshp_11-18-10.pptx (PowerPoint Presentation (Open XML))

Faculty and Student_Tech_Workshop_11-16-10.pptx (PowerPoint Presentation (Open XML))

Sign-In Sheet for Diversity Workshop_11-18-10.pdf (Adobe Acrobat Document)

Sign-In Sheet for Technology Workshop_11-16-10.pdf (Adobe Acrobat Document)