Report:	Assessment Plan Details for: Elementary 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

Elementary Education Unit Goals

1. To improve retention and graduation rates

To work to improve retention and graduation rates

Improved advisement

During the 2010-2011 academic year, 85% (555) of the students in the department will see their advisors to update curriculum sheets, determine course schedule, and receive pin numbers. 100% of the students with GPA's below 2.50 who have been admitted to teacher education will see their advisors at least three times per semester. This number should be very small since students must maintain a 2.50 or better GPA to stay in teacher education. Through improved advisement, the retention and graduation rates should improve.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.5.2.,
- UNC Tomorrow: 4.1.1, 4.2.6,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Measures & Findings

Advisor communicates with advisees
Program level; Indirect - Other

Details/Description: Details/Description: Data will be collected on the number of advisors who have been communicated with advisees via telephone or email concerning departmental policies, procedures and updates. Benchmarks of current student graduation rates will be reviewed to determine improvement

Acceptable Target:

Implementation Plan (timeline): June 30, 2011

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Advisor communicates with advisees

Summary of Findings: Midyear Results

Currently we are on target for this objective. Faulty posted extended hours for academic advisement during the first semester. Distant learning students were contacted via email or telephone. Evidence: Advisement verification forms, sign up sheets and emails. At least five (5) students received Success Plans.

Acceptable Target Achievement: Met

Recommendations : Continue advising students periodically to make sure that they are staying on task.

Reflections/Notes : It appears that more students will require Student Success Palns next semester because they are not completing classes with passing grades.

Substantiating Evidence:

2. To reduce DWF's in elementary and B-K classes

To reduce the number of DWF's in the elementary and B-K classes. By providing additional mentoring to students and giving them an opportunity to earn better grades will reduce the number of drop outs and increase the graduation rates.

2% decrease in DFWs

The D, F, or W's in 2010 -2011 will

Measures & Findings

decrease by 2% based on the 2009-2010 data. Emphasis being placed on providing students with extra help in classes will improve retention and graduation rates.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Reduce Number of D, W, F's

Course level; Indirect - Other

Details/Description: Details/Description: Data will be collected on the number of students who have utilized academic support services to improve their GPA's. Students will also be encouraged to see their faculty advisors at least three times a semester to see how they are during in their classes and what services they have utilized. Data will be collected to see if there is a relationship between number of services utilized and decrease in D, W. F's.

Acceptable Target:

Implementation Plan (timeline): June 30, 2011

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Reduce Number of D, W, F's

Summary of Findings: Midyear Results:

At this time, we do not have the DWF's rate for last semester.

Acceptable Target Achievement: Not Met

Recommendations : Review the rates when they become available.

Reflections/Notes :

Substantiating Evidence:

3. To improve teaching and provide academic support

To improve teaching and provide academic support for students.

Faculty will revise syllabi

During the 2010-2011 academic year, (6 out of 7) of the faculty will revise all syllabi, develop rubrics for assignments in each class, and use a variety of teaching strategies in teaching. Revised syllabi with emphasis on student learning outcomes will improve content learning of students.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.6.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Faculty will revise syllabi

Indirect - Other

Details/Description: Faculty will revise syllabi for classes they are teaching and include course strategies to develop better critical and analytical skills.

Acceptable Target:

Implementation Plan (timeline): September 2010 and February 2011

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Faculty will revise syllabi

Summary of Findings: Midyear Results:

On Target: Syllabi semester for all courses offered during the Fall 2010 semester were revised and available on the Departments' website. Rubrics were completed for major assignments and included in Taskstream. Faculty will continue the discussion about other areas that are appropriate for common rubrics, such as field observations and bulletin board.
New sullabi will be posted by February for spring 2011.

Acceptable Target Achievement: Met

Recommendations : More practice is needed in assessing the artifacts in the six evidences.

Reflections/Notes : Students completed Content Knowledge Research Project and the Unit Plan based on professional leadership standards. during the first semester. This will be continued.

Substantiating Evidence:

Use of case studies and research assignments
Indirect - Other

Details/Description: Faculty will increase the use of case studies and research assignments in classes and collect data. The use of a variety of teaching strategies to improve student learning will be collected.

Acceptable Target:

Implementation Plan (timeline): Junne 30, 2011

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Use of case studies and research assignments

Summary of Findings: Midyear Results:

Research assignments were included in the methods courses during the fall semester. THose placed in TaskStream still require a thorough review.

Acceptable Target Achievement: Not Met

Recommendations : Review the research papers and case studies.

Reflections/Notes : Using the rubric in Taskstream required a great deal of time. If faculty do not spend time reiveiwing thoroughly, there will be some repercussions. Process will be complete by June.

Substantiating Evidence:

95% of M.Ed. Reading Ed candidates at target levels

At least 95% of the M.Ed. Reading Education candidates will perform at target levels using a wide variety of instructional practices to plan and evaluate effective reading instruction. Providing candidates with more reading teaching strategies will enhance the learning outcomes of P-12 students.

Mapped to:

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

Measures & Findings

Faculty will observe students as they make presentations.

Details/Description: Faculty will observe students as they make presentations. A descriptive checklist will be used to assess products

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Faculty will observe students as they make presentations.

Summary of Findings: Midyear Results:

Students involved in student teaching prepared portfolios which were reviewed by faculty member, students, and public school personnel during the fall.

Acceptable Target Achievement: Met

Recommendations : Continue using several persons to evaluate documents included in portfolio.

Reflections/Notes : Students in the capstone course did a great job in putting together documents for their portfolios. We will continue during the spring semester.

Substantiating Evidence:

Use of First draft

Details/Description: First draft of case studies will be evaluated in conference with the instructor; candidates will rewrite the case studies as needed after feedback is given.

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: Faculty

Supporting Attachments:

Findings for Use of First draft

Summary of Findings: Midyear Results:

No information has been provided for the objective yet.

Acceptable Target Achievement: Not Met

Recommendations : Talk with faculty to see if this objective is being met.

Reflections/Notes :

Substantiating Evidence:

M.Ed. Reading Ed will view prof dev as career-long

Measures & Findings

100% of the M.Ed. Reading Education candidates will view professional development as a career-long effort and responsibility. Providing candidates with professional development activities will serve to meet program objectives.

Mapped to:

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

M. Ed. candidates will participate in SOE institute

Details/Description: M. Ed. candidates will participate in SOE institute and mini-institute and present on the professional organizations, detailing benefits of their professional participation. Candidates will also attend regional and national IRA conferences.

Acceptable Target:

Implementation Plan (timeline): May 2011

Key/Responsible Personnel: Faculty

Supporting Attachments:

Findings for M. Ed. candidates will participate in SOE institute

Summary of Findings: Midyear Results:

The Institute is being planned for the spring. A committe has been organized to plan the Institute.

Acceptable Target Achievement: Not Met

Recommendations : Make sure the committee adheres to the plans for allowing master sudents to engage in professional development activities and become leaders.

Reflections/Notes : Review program from last year and make changes where necessary to make the Institute more successful.

Substantiating Evidence:

Students reflections in portfolio

Details/Description: Students write their reflections on the importance of being members of their professional reading association; reflection to be included in their professional portfolio.

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: Dr. Priscilla Manarino-Leggett

Supporting Attachments:

Findings for Students reflections in portfolio

Summary of Findings: Midyear Results:

First semester students submitted their portfolios to their instructor.

Acceptable Target Achievement: Met

Recommendations : Continue to use portfolios to enhance program objectives.

Reflections/Notes : All students did did good or excellent portfolios. They are in the office of the Faculty and will remind for one semester.

Substantiating Evidence:

100% Elem Ed and B-K majors proficient in content knowledge

100 % of the Elementary Education and B-K Teaching majors will have content knowledge projects at the proficient or accomplished level required for K-6 or B-K students in reading, language arts, mathematics, science, social studies, and classroom management, based on the Standard Course of Study, the NCDPI Professional Teaching Standards and the FSU Conceptual Framework themes. This will serve to achieve program objectives and produce excellent teachers.

Mapped to:

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

Measures & Findings

Lessons assessed using a rubric

Details/Description: Lessons taught to K-6 students by the candidates will be assessed using a rubric to determine level of proficiency in content knowledge.

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: Methods Faculty

Supporting Attachments:

Findings for Lessons assessed using a rubric

Summary of Findings: Midyear Results:

Students in methods courses are required to write lesson plans using a rubric found in TaskStream. (See Lesson Planning Design in TaskStream)

Acceptable Target Achievement: Met

Recommendations : Continue helping students to understand and follow rubrics when planning lessons.

Reflections/Notes : Students must pay specific attention to each part of the rubric so that they can develop approprate lesson plans based on the NCCOS,

Substantiating Evidence:

Rubrics

Details/Description: Rubrics will be used to assess unit plans, lesson plans, classroom presentations, and written assessments in the methods classes to determine content knowledge.

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: Methods Faculty

Supporting Attachments:

Findings for Rubrics

Summary of Findings: Midyear Results:

Rubrics were used in methods classes to assess units and lesson plans in the content areas. The rubrics show that 90% of students in the methods classes successfully complete assignments using the rubric in TaskStream.

Acceptable Target Achievement: Met

Recommendations : Continue to strengthen the program through the use of rubrics that are aligned to the conceptual framework, state standards and the NCSCOS.

Reflections/Notes : Each semester the faculty continues to refine information of using rubrics which helps each group to improve use of rubrics.

Substantiating Evidence:

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90 % candidates use wide range of instructional practices

90% of candidates will use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading, language arts, science, mathematics, social studies, health, music and art, and classroom management for K-6 students. Providing a variety of teaching strategies will prepare candidates so that as teachers they will have the skills required to improve P-6 student learning. This will show the quality of our program.

Mapped to:

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

Measures & Findings

Certification of Teaching Capacity Evaluation Form

Details/Description: University Supervisors and Cooperating Teachers will collaborate to assess candidates' performance during student teaching. Evaluations will be documented using the Certification of Teaching Capacity Evaluation Form, which is aligned to the NCDPI Teaching Standards and which is required for licensure application.

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: University Supervisors and Cooperating Teachers

Supporting Attachments:

Findings for Certification of Teaching Capacity Evaluation Form

Summary of Findings: Midyear results:

The Teaching Capacity Evaluation Form was completed on all student teachers this semester.

Acceptable Target Achievement: Met

Recommendations : Continue the use of Teaching Capacity Evaluation which is mandated by the state.

Reflections/Notes : All student teachers were successful in completing the internship during the fall semester.

Substantiating Evidence:

FSU Observation of Candidate Performance Rubric LEA/IHE

Details/Description: FSU Observation of Candidate Performance Rubric LEA/IHE

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: University Supervisors and Cooperating Teachers

Supporting Attachments:

Findings for FSU Observation of Candidate Performance Rubric LEA/IHE

Summary of Findings: Midyear Results:

Based on the teaching Capacity Evaluation Instrument, students in the internship were able to use a variety of teaching strategies in their classrooms.

Acceptable Target Achievement: Met

Recommendations : Continue providing students with a variety of teaching strategies during course work.

Reflections/Notes : All of the student interns (22) did a good job using multiple strategies.

Substantiating Evidence:

Increase satisfaction w critical thinking from 3.14 to 3.24

Measures & Findings

To increase the number of students who are satisfied with their experiences in developing critical and analytical skills from 3.14 to 3.24 in keeping with FSU's average. Providing more opportunities to increase critical thinking skills will improve program outcomes.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.5.1.

Faculty summary of critical thinking strategies.

Details/Description: Departmental faculty will provide a summary of the strategies used in their courses and the effect on critical thinking.

Acceptable Target: Each faculty member will utilize at least one strategy in each course to increase critical and analytical skills.

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Faculty summary of critical thinking strategies.

Summary of Findings: Midyear Results:

No information has been received on this objective at this time.

Acceptable Target Achievement: Not Met

Recommendations : Ask faculty to respond before the end of the year.

Reflections/Notes : Make sure this is evaluated before the end of the semester.

Substantiating Evidence:

NSSE Critical Thinking Scores
Indirect - Survey

Details/Description: University will administer the NSSE survey and supply the department with results.

Acceptable Target: Criteria for success will be an average rating on the NSSE item - 11e of 3.24.

Implementation Plan (timeline): Fall, 2011

Key/Responsible Personnel: University personnel will supply departments with results

Supporting Attachments:

No Findings Added to NSSE Critical Thinking Scores

95% of candidates earn 3 out of 4

100 % of the candidates who are preparing to be admitted to student teaching will be interviewed to determine communication skills and content knowledge. 95% of the students will earn a rating of 3 or better based on a range of 1-4. Since the Program is designed to prepare exceptional teachers, a rating of 3 or above will prove the quality of Program.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1, 3.3.1.3

Measures & Findings

Rubric

Details/Description: A rubric will be used to assess candidates' content knowledge, oral, and written communication skills.

Acceptable Target:

Implementation Plan (timeline): Each semester

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Rubric

Summary of Findings: Midyear Results:

All faculty members use TaskStream to evaluate student success in content knowledge in the methods courses.

Acceptable Target Achievement: Met

Recommendations : Faculty must continue to give feedback to students on materials.

Reflections/Notes : Students are beginng to get accustomed to using a rubric when preparing lessons.

Substantiating Evidence:

Students will participate in mock interviews

Details/Description: Students will participate in mock interviews during enrollment in methods courses in preparation for the required student teaching interviews. Mock interviews will be also coordinated through Career Services and Professional Development School, and the SOE Alumni Chapter

Acceptable Target:

Implementation Plan (timeline): Each Semester

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Students will participate in mock interviews

Summary of Findings: Midyear Results:

All students who were admitted to Teacher Education and Student Teaching after August 2010 have been given mock interviews to determine content knowledge and pedagogy.

Acceptable Target Achievement: Met

Recommendations : The questions for the Teacher Education mock interview were revised to include more content information.

Reflections/Notes : The new questions are more useful in determining content. All but two students passed the interview the first time. Two students were asked to retake the interview and one was asked to submit another writing sample.

Substantiating Evidence:

4. To attract and retain highly-qualified faculty and staff

To attract and retain highly-qualified faculty and staff by improving working conditions and providing faculty and staff development.

Hire faculty with licensure in B-K and Elem Ed

Based on the SCH (11.88) generated faculty positions, there is a need to increase faculty in the department. Based on the budget constraints, 2 position numbers will be requested so that two qualified full time faculty members, one with licensure in B-K and one in K-6 will be hired as soon as possible after August 2011. Additional faculty is need to make sure that all candidates received expertise in all areas of development (i.e. instruction, advising, mentoring, etc.).

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.0.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Measures & Findings

Hiring of New Faculty
Program level; Indirect - Interview

Details/Description: Based on the SCH (11.88) generated faculty positions, there is a need to increase faculty in the department; therefore, two qualified full time faculty members, one with licensure in B-K and one in K-6 will be hired by August, 2011. Additional faculty is need to make sure that all candidates receive exptertise in all areas of development (i.e. instruction, advising, mentoring, etc).

Acceptable Target:

Implementation Plan (timeline): August 2011

Key/Responsible Personnel: Elementary Education Review Committee

Supporting Attachments:

Findings for Hiring of New Faculty

Summary of Findings: Midyear Results:

The department faculty have been reviewing applications for the new position. Interviews will be set up beginning in February.

Acceptable Target Achievement: Not Met

Recommendations : To bring in a new faculty memeber to help with the delivery of classes.

Reflections/Notes : Faculty members are teaching more than 12 hours per semester in order to improve the graduation rate.

Substantiating Evidence:

5. To improve student/customer services

To continue to improve student/customer services

80% of students satisfied

At least 80% of the students in the

Measures & Findings

department will report satisfaction on the Student Satisfaction Survey. Better customer services will increase retention and graduation rates.

Mapped to:

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

Data will be collected from letters, emails, and telephone messages

Indirect - Other

Details/Description: Data will be collected from letters, emails, and telephone messages in which customers express satisfaction in services rendered.

Acceptable Target:

Implementation Plan (timeline): June 30, 2011

Key/Responsible Personnel: Department Chair and Administrative Assistant

Supporting Attachments:

Findings for Data will be collected from letters, emails, and telephone messages

Summary of Findings: Midyear Results:

Data is being collected and will be reviewed by the end of the academic year.

Acceptable Target Achievement:

Recommendations : Review the Student Satisfaction Survey results when they are available.

Reflections/Notes :

Substantiating Evidence:

Student complaints in the department

Indirect - Other

Details/Description: Data will be collected on the number of overall student complaints in the department to see if there is a decreased. Data based on students' assessment of faculty will be collected and used to assess faculty and provide mentoring as deemed necessary.

Acceptable Target:

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Department Chair and Faculty

Supporting Attachments:

Findings for Student complaints in the department

Summary of Findings: Midyear Results:

There have been a few complaints verbalized but nothing has been put in writing. The complaints were primarily concerning courses needed that were not being offered.

Acceptable Target Achievement:

Recommendations : Students are asked to put their complaints in writing. A form has been created to use for complaints.

Reflections/Notes : Some students have been accepted into the university at the last minute and there are no courses available for them to take because they are closed, not offered, need prerequisites, etc.

Substantiating Evidence:

6. To develop partnerships with agencies and schools

To continue to develop partnerships with the community agencies and public schools

100% of the faculty will provide services

At least 100% of the faculty will provide services to public schools and/or community organizations. Faculty involvement in the public schools and community organizations should provide opportunites to recruit students for the Program.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 5.1.1.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.5

Measures & Findings

Faculty Community Activities

Indirect - Other

Details/Description: Community activities in which faculty participate will be documented to see if there is an increase in activities from the data collected in 2009-2010.

Acceptable Target:

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Department faculty

Supporting Attachments:

Findings for Faculty Community Activities

Summary of Findings: Midyear Results:

Faculty members are involved in a variety of activities which have been documented through the Office of School Services and Digital Measures.

Acceptable Target Achievement: Met

Recommendations : Remind faculty to comntinue to update Digital Measures.

Reflections/Notes : Remind faculty to submit community and public school activities to the Office of School Services.

Substantiating Evidence:

Faculty participation in Community and Public School Activities
Indirect - Other

Details/Description: Documentation of faculty participation in community volunteer organizations and public school activities such as orations, science and math fairs, and reading to children will increase by 2%.

Acceptable Target:

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Faculty participation in Community and Public School Activities

Summary of Findings: Midyear Results:

Faculty members have placed community services rendered in Digital Measures.

Acceptable Target Achievement: Met

Recommendations : More services are expected to be completed during the spring semester.

Reflections/Notes : All faculty members have updated Digital Measures.

Substantiating Evidence:

7. To promote leadership and intercultural education

To revise academic programs to promote leadership and intercultural education.

NC DPI will approve proposed changes

The State Department of Public Instruction will review revisions and accept proposed changes for the M.Ed. in Elementary Education and Reading. Ninety percent (90%) of the participants attending the mini conference will provide positive responses to the survey. Revisions will improve programs and increase graduation rates and retention.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 3.1.0.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Data will be collected on intercultural education

Details/Description: Data will also be collected on the mini conference that will be hosted by the department in the spring for continued leadership and intercultural development of students.

Acceptable Target:

Implementation Plan (timeline): April 2011

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Data will be collected on intercultural education

Summary of Findings: The Mini COnference will be held in March 2011.

Acceptable Target Achievement: Met

Recommendations : Committe is working on refining the mini conference.

Reflections/Notes : Using last years surveys to to prepare this year's conference.

Substantiating Evidence:

Revisioning of the MEd. in Reading and Elementary Education

Details/Description: The MEd in Reading and Elementary Education will be revisioned based on the new standards and approve by DPI.

Acceptable Target:

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Department Faculty

Supporting Attachments:

Findings for Revisioning of the MEd. in Reading and Elementary Education

Summary of Findings: Midyear Results:

The NCDPI approved all graduate programs in the Department of Elementary Education.

Acceptable Target Achievement: Met

Recommendations : Begin offering revised programs approved.

Reflections/Notes : Need to keep good records to determine if changed are needed by next year.

Substantiating Evidence: