

School of Education CASAA Report

2013-2014

1. What are the Student Learning Outcomes (SLOs) for your unit?

Candidates (students) completing a degree in the School of Education must be able to demonstrate the five strands of the Conceptual Framework (the underlying structure in the School of Education that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) which includes Knowledge, Diversity, Pedagogy, Professionalism, and Technology. The successful candidate (student) must be able to demonstrate the following outcomes:

Knowledge

- Teacher candidates (students) in initial licensure programs of study will develop and extensive content knowledge base in order to reach and teach all learners in a diverse society.
- Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.

Pedagogy

- Teacher candidates (students) in initial licensure programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.
- Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.

Diversity

- Teacher candidates (students) in initial licensure programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the great society they serve to improve teaching and learning.
- Educators and other school personnel in advanced programs of study will serve as role models by actively promoting a school climate and culture that values difference among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.

Professionalism

- Teacher candidates (students) in initial licensure programs of study will demonstrate professionalism as they interact with student, parents, colleagues, and others.
- Educators and other school personnel in advanced programs of study will be role models for fairness and integrity in working with their colleagues, students, families, and the community at large.

Technology

- Teacher candidates (students) in initial programs of study will utilize multiple classroom technology resources and tools to improve teaching and learning.
- Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will make available the necessary resources to acquire the latest technology tools.

Unit goals can be found by visiting <http://www.uamont.edu/education/PDFs/UnitGoals.pdf>

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The School of Education has been NCATE accredited since 1968 and will seek continuing accreditation in October of 2015; however, NCATE has now become the Council for Accreditation of Educator Preparation (CAEP). The School of Education must seek reaccreditation every seven years. The NCATE Reaccreditation Letter can be found by visiting <http://www.uamont.edu/education/pdf/NCATE%20Letter.pdf>

1a. How do you inform the public and other stakeholders (students, potential students, the community about your SLOs?

The School of Education informs the public and other stakeholders about the student learning outcomes by placing them on the [School of Education website](#), [School of Education Annual Reports](#), on recruitment materials, and in the [School of Education Conceptual Framework](#).

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

The School of Education seeks to fulfill the university mission through the following student learning outcomes. The outcomes are aligned to state and national standard and are a direct reflection of the UAM mission.

Knowledge

The SLOs indicated below reflect the School of Education's efforts to enhance and share knowledge, to preserve and promote the intellectual content society, and to educate people for critical thought, which is a component of the UAM mission.

- Teacher candidates (students) in initial licensure programs of study will develop and extensive content knowledge base in order to reach and teach all learners in a diverse society.
- Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.

Pedagogy

The SLOs indicated below reflect the School of Education's efforts to ensure opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, which is a component of the UAM mission.

- Teacher candidates (students) in initial licensure programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.
- Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.

Diversity

The SLOs indicated below reflect the School of Education's enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures, which is a component of the UAM mission.

- Teacher candidates (students) in initial licensure programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the great society they serve to improve teaching and learning.
- Educators and other school personnel in advanced programs of study will serve as role models by actively promoting a school climate and culture that values difference among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.

Professionalism

The SLOs indicated below reflect the School of Education's efforts to ensure opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development, which is a component of the UAM mission

- Teacher candidates (students) in initial licensure programs of study will demonstrate professionalism as the interact with student, parents, colleagues, and others.
- Educators and other school personnel in advanced programs of study will be role models for fairness and integrity in working with their colleagues, students, families, and the community at large.

Technology

The SLOs indicated below reflect the School of Education's enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures, which is a component of the UAM mission.

- Teacher candidates (students) in initial program of study will utilize multiple classroom technology resources and tools to improve teaching and learning.
- Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will make available the necessary resources to acquire the latest technology tools.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

The School of Education has carefully aligned the five strands of the conceptual framework to state and national standards, the Danielson Framework for Teaching model for all initial and advanced programs to provide validity to all programs. Specific assessments, identified as signature assessments, have been aligned with these standards to provide School of Education with the data necessary to determine if candidates (students) are meeting the unit goals. There are seventeen major assessments that are considered undergraduate unit assessments for the School of Education. The seventeen assessments are completed by all undergraduate teacher education candidates (students) seeking a teaching licensure regardless of their program of study. The School of Education collects and analyses data longitudinally to determine progress over time. Based on the data in Appendix A the School of Education was able to conduct in-depth analyses of the overall performance data in each of the programs based on the same assessment and same standard, thus enabling the School of Education to answer the question "Are our candidates (students) learning?"

As demonstrated in the following analysis, the School of Education used the Chi Square test to determine if the differences in scoring distributions were significant or if the differences could have happened randomly and, therefore, would be considered of no significance.

Candidates are evaluated six times by the cooperating teacher and university supervisor during Internship I and Internship II for a total of twelve times during the yearlong internship using the Teacher Candidate Rating Instrument. The number of observations provided the School of Education an excellent opportunity to examine growth over time with the same candidates utilizing the same evaluation instrument and same evaluators.

The School of Education collected and analyzed data on three sets of interns starting in January of 2013. Internship I cooperating teacher and university supervisor scores for interns entering during the spring semester of 2013 were analyzed first. Comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99

with the average calculated Chi Square value of 3.69 indicated that the difference between the scoring distributions of the first score of Internship I and the last score of Internship I completed by the cooperating teacher was not significant. The lack of significance indicated that there was little growth from the beginning of Internship I to the end of Internship I as it was scored by the cooperating teacher. This was also consistent with what the data indicated in Internship II. However, comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 6.46 indicated that the difference between the scoring distributions of the first score of Internship I and the last score of Internship II completed by the cooperating teacher was significant. Therefore, the data indicated that there was **significant growth** in candidate (student) performance during the yearlong internship as it was scored by the cooperating teacher.

Comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 2.59 indicated that the difference between the scoring distributions of the first score of Internship I and the last score of Internship I completed by the university supervisor was not significant. The lack of significance indicated that there was little growth from the beginning of Internship I to the end of Internship I as it was scored by the university supervisor. This was also consistent with what the data indicated in Internship II. However, comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 11.85 indicated that the difference between the scoring distributions of the first score of Internship I and the last score of Internship II completed by the university supervisor was significant. Therefore, the data indicated that there was **significant growth** in candidate (student) performance during the yearlong internship as it was scored by the university supervisor.

Internship I cooperating teacher and university supervisor scores for interns entering during the fall semester of 2013 were analyzed secondly. Comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 2.84 indicated that the difference between the scoring distributions of the first score of Internship I and the last score of Internship I completed by the cooperating teacher was not significant. The lack of significance indicated that there was little growth from the beginning of Internship I to the end of Internship I as it was scored by the university supervisor. This was also consistent with what the data indicated in Internship II. However, comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 20.57 indicated that the difference between the scoring distributions of the first score of Internship I and the last score of Internship II completed by the cooperating teacher was significant. Therefore, the data indicated that there was **significant growth** in candidate (student) performance during the yearlong internship as it was scored by the cooperating teacher.

Comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 2.59 indicated that the difference between the scoring distributions of the first score of Internship I and the last

score of Internship I completed by the university supervisor was not significant. The lack of significance indicated that there was little growth from the beginning of Internship I to the end of Internship I as it was scored by the cooperating teacher. This was also consistent with what the data indicated in Internship II. However, comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 6.01 indicated that the difference between the scoring distributions of the first score of Internship I and the last score of Internship II completed by the university supervisor was significant. Therefore, the data indicated that there was **significant growth** in candidate (student) performance during the yearlong internship as it was scored by the university supervisor.

The third group of interns evaluated had only been evaluated one semester at the time of this report. The data generated from that semester was consistent with the first semesters of the previous internships. Using previous data the School of Education is confident that significant growth will be seen again with this group of interns.

Master of Arts in Teaching candidates (students) are scored twice during the program by a university supervisor using the Teacher Candidate Rating Instrument. The School of Education collected and analyzed data on two sets of candidates (students) starting in fall of 2012. Data from candidates in the 2012-2013 cohort were analyzed and comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 14.94 indicated that the difference between the scoring distributions of Internship I and of Internship II completed by the university supervisor was significant. Therefore, the data indicated that there was **significant growth** in candidate (student) performance during the yearlong internship as it was scored by the university supervisor.

The data from the 2013-2014 cohort were also analyzed and comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99 with the average calculated Chi Square value of 16.25 indicated that the difference between the scoring distributions of Internship I and of Internship II completed by the university supervisor was significant. Therefore, the data indicated that there was **significant growth** in candidate (student) performance during the yearlong internship as it was scored by the university supervisor.

The School of Education reviewed data (Appendix A) from the signature assessments for each program and completed critical analysis of the data from January 2011-Dec 2014 to determine the standards that candidates (students) demonstrated the most significant growth and the standards that the data indicated that growth was less significant.

The Master of Education in Educational Leadership program is aligned to the School of Education Conceptual Framework and the Educational Leadership Constituent Council (ELCC) standards. The School of Education has carefully aligned the ELCC standards to the Conceptual Framework (SLOs); therefore, if the ELCC standards are being met the School of Education can with strong confidence state that the SLOs for the unit are being met.

The data from the 2011-2014 ELCC signature assessment were analyzed and comparing the critical probability value for 12 Degrees of Freedom (DF) at the .05 alpha level of 21.03 with the average calculated Chi Square value of 37.73 for ELCC standards 1, 2 and 4 indicated that the difference between the scoring distributions over the past three years was significant. However, the data indicated that scoring differences for ELCC standards 3, 5, and 6 were not significant. The data indicated that there was **significant growth** in candidate (student) performance in the areas of school vision, promoting student success, and collaboration with stakeholders. The data indicates that there was less growth in the areas of managing the organization, acting with integrity, and the larger context of the community.

The Special Education program is aligned to the School of Education Conceptual Framework and the Council for Exceptional Children (CEC) standards. The School of Education has carefully aligned the CEC standards to the Conceptual Framework (SLOs); therefore, if the CEC standards are being met the School of Education can with strong confidence state that the SLOs for the unit are being met.

The data from the 2011-2014 CEC signature assessment were analyzed and comparing the critical probability value for 6 Degrees of Freedom (DF) at the .05 alpha level of 12.59 with the average calculated Chi Square value of 26.81 for CEC standards 2, 5, 7, 8 and 9 indicated that the difference between the scoring distributions over the past three years was significant. However, the data indicated that scoring differences for CEC standards 1, 3, 4, 6 and 10 were not significant. The data indicated that there was **significant growth** in candidate (student) performance in the areas of development and characteristics of learners, learning environments and social interactions, instructional planning, assessment and professional and ethical practice. The data indicates that there was less growth in the areas of foundations of special education, individual learning differences, instructional strategies, languages, and collaboration.

The Middle Childhood Education program is aligned to the School of Education Conceptual Framework and the Association of Middle Level Educators (AMLE) standards. The School of Education has carefully aligned the AMLE standards to the Conceptual Framework (SLOs); therefore, if the AMLE standards are being met the School of Education can with strong confidence state that the SLOs for the unit are being met.

The data from the 2011-2014 AMLE signature assessment were analyzed and comparing the critical probability value for 6 Degrees of Freedom (DF) at the .05 alpha level of 12.59 with the average calculated Chi Square value of 21.56 for all five AMLE standards indicating that the difference between the scoring distributions over the past three years was significant. The data indicated that there was **significant growth** in candidate (student) performance in the areas of young adolescent development, middle level curriculum, middle level philosophy and school organization, middle level instruction and assessment, and middle level professional roles.

Based on the data analyzed over the past two to three years it is apparent that there has been significant growth in candidate (student) performance in most areas; therefore, demonstrating that candidates (students) are meeting the intended learning outcomes as defined by the School of Education.

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

Each year faculty review the data collected and analyzed to determine areas of growth and areas of concern. This year the faculty evaluated the data for growth over a period of time to determine the significance of the growth. It was determined that even though there appeared to be significant growth in most areas faculty were concerned about the areas that had less growth.

Faculty felt that even though there was growth in the internship from the first internship to the last internship it would be beneficial to review the scoring consistency between the university supervisor and the cooperating teacher. To determine if there were significant differences in how the university supervisors and cooperating teachers scored pair t-tests were completed.

The results of the paired t-test using the data from January 2013 to December 2013 indicated that the .13 p-value for Internship I and the .156 p-value for Internship II was more than the .05 alpha. This would indicate that there were no significant differences between the university supervisor and cooperating teacher scores on the TCRI for the January 2013 to December 2013 interns.

The results of the paired t-test using the data from August 2013 to May 2014 indicated that the .00079 p-value for Internship I was less than the .05 alpha. This would indicate that there were significant differences between the university supervisor and cooperating teacher score on the TCRI for Internship I. The .0532 p-value for Internship II was more than the .05 alpha. This would indicate that there were no significant differences between the university supervisor and cooperating teacher scores on the TCRI for Internship II.

The results of the paired t-test using the data from January 2014 to May 2014 indicated that the .0071 p-value for Internship I was less than the .05 alpha. This would indicate that there were significant differences between the university supervisor and cooperating teacher score on the TCRI for Internship I. Internship II has not been scored for this group of interns at this time.

Based on the data from the TCRI and the pair t-tests the faculty determined that additional training was needed for both the university supervisors and the cooperating teachers. There has been training on the instrument in the past; however, there have been subtle changes in the wording over the last two years. The wording changes were made to better align the TCRI with the new Arkansas teacher evaluation system. Training will now be mandatory for all university supervisors and cooperating teachers each semester.

Based on the data discussed in question 3 the faculty determined that candidates were learning and growing in most areas. The faculty felt that this was a result of changes that had been made in previous semesters helped to ensure that there was continued student growth.

The School of Education faculty will continue to meet and review the data to determine areas that need to be addressed. During those meetings curriculum alignment and review will continue.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

The School of Education uses multiple strategies and assessments to measure the effectiveness of the unit program quality. These include the analysis of demographic data to ensure that signature assessments are fair, consistent, accurate, and free from bias, the quality of faculty lectures and presentations; the quality and availability of advisors; the quality of assessments; and the variety, quality, and supervision of field and internship experiences. They are assessed using disaggregated data from items included in candidate (student) internship surveys, graduate surveys, and employer surveys.

During the 2011-2012 academic year candidate (student) responses indicated that 70% strongly agreed, 17% moderately agreed, and 13% agreed that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers. Candidate (student) responses for the 2012-2013 academic year indicated that 50% strongly agreed, 25% moderately agreed, 13% agreed, less than 1% disagreed, 3% moderately disagreed, 9% strongly disagreed that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers. The School of Education reviewed the data for the 2012-2013 academic year and based on positive comments on the survey provided by candidates (students) the data may have been skewed. During the 2013-2014 academic year candidate (student) responses indicated that 58% strongly agreed, 16% moderately agreed, 21% agreed, and 5% disagree that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers.

The School of Education faculty realized that 1% of the candidates (students) over the last two years indicated that they disagreed that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers. Areas that candidates (students) indicated lower agreement included use of technology in planning and delivery, and analysis of learning and instruction. This is an area that the faculty had decided to focus on in the coming year. The faculty understand they need to be more proficient in this area if the candidates (students) are going to become more proficient.

Clinical Intern Post-Internship Survey Results

The Teacher Education Program has helped me develop the knowledge and skills to:	Strongly Disagree			Moderately Disagree			Disagree			Agree			Moderately Agree			Strongly Agree			Total # Responses		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Understand the central concepts and processes of inquiry of the subject matter I teach.	0	4	0	0	0	0	0	0	2	5	4	7	9	9	5	31	16	16	45	33	30
Create learning experiences that make subject matter meaningful to students.	0	3	0	0	1	0	0	0	2	6	4	7	6	7	3	33	18	18	45	33	30
Use alternative theoretical perspectives and research to guide instructional decision making and reflection on practice.	0	2	0	0	2	0	0	0	1	7	4	5	7	8	7	31	17	17	45	33	30
Use knowledge about individual differences to plan, deliver, and analyze instruction.	0	3	0	0	1	0	0	0	1	3	4	5	7	9	7	35	15	17	45	33	30
Plan meaningful learning experiences that promote student achievement and engagement in learning.	0	3	0	0	1	1	0	0	1	4	4	4	6	9	5	35	16	19	45	33	30
Use a variety of instructional strategies to promote student achievement and engagement in learning.	0	3	0	0	1	0	0	0	2	4	3	7	8	7	4	33	18	17	45	33	30
Use a variety of formal and informal assessments to evaluate classroom learning and teaching.	0	3	0	0	1	0	0	0	2	5	5	7	8	9	4	32	15	17	45	33	30
Create and maintain a safe and productive learning environment.	0	3	0	0	1	0	0	0	1	5	4	5	7	9	3	33	16	21	45	33	30
Use technology in planning, delivery, and analysis of learning and instruction.	0	3	1	0	1	0	0	0	1	7	5	7	9	7	5	29	17	16	45	33	30
Support and expand student literacy skills.	0	3	1	0	1	0	0	0	1	9	5	6	8	8	5	27	16	17	44	33	30
Model effective communication.	0	3	1	0	0	0	0	1	1	6	4	7	10	8	5	29	17	16	45	33	30
Foster relationships with the home, school, and community to support student learning and well-being.	0	3	0	0	1	1	0	0	1	5	4	6	6	8	5	33	16	17	45	33	30
Display beliefs, values, and behaviors that guide the ethical dimensions of professional practice.	0	3	0	0	0	0	0	1	0	7	4	7	8	8	4	30	17	19	45	33	30
TOTAL	0	39	3	0	11	2	0	2	17	73	54	80	99	106	62	411	214	227	584	429	390

During the 2011-2012 academic year candidate (student) responses indicated that 67% strongly agreed, 18% moderately agreed, and 15% agreed that the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically. Candidate (student) responses for the 2012-2013 academic year indicated that 51% strongly agreed, 25% moderately agreed, 13% agreed, 2% moderately disagreed, 9% strongly disagreed that the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically. During the 2013-2014 academic year candidate (student) responses indicated that 61% strongly agreed, 17% moderately agreed, 18% agreed, and 4% disagreed that the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically.

The School of Education faculty realized that 1% of the candidates (students) over the last two years indicated that they disagreed the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically. Areas that candidates (students) indicated lower agreement included helping candidates (students) develop as professionals. This is an area that the faculty had decided to focus on in the coming year.

Indicate how much you agree with each statement	Strongly Disagree			Moderately Disagree			Disagree			Agree			Moderately Agree			Strongly Agree			Total # Responses		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
I was involved in a variety of learning experiences in my classes.	0	3	0	0	1	0	0	0	0	5	5	7	12	10	4	28	14	19	45	33	30
My field experiences helped me relate principles and theory to teaching practices.	0	3	0	0	1	0	0	0	1	7	4	5	8	7	7	30	18	17	45	33	30
The Teacher Education Program at UAM helped me develop as a professional.	0	3	0	0	1	1	0	0	1	4	4	4	7	8	7	33	17	17	45	33	30
If someone asked me whether he or she should enroll in the Teacher Education program at UAM, I would say yes.	0	3	1	0	1	0	0	0	1	7	5	5	11	8	5	27	16	18	45	33	30
Issues of exceptionality and cultural diversity as they relate to teaching and learning were covered in my classes.	0	3	0	0	1	0	0	0	1	7	4	5	7	7	4	31	18	20	45	33	30
My instructors in the Teacher Education Program encouraged me to think critically and self-reflect.	0	3	0	0	1	0	0	0	0	7	3	5	7	9	5	31	17	19	45	33	30
As a result of the Teacher Education Program, I have developed confidence in my abilities as a teacher.	0	3	1	0	1	0	0	0	0	9	2	7	6	9	4	30	17	18	45	33	30
	0	21	2	0	7	1	0	0	4	46	27	38	58	58	36	210	117	128	314	231	210

During the 2011-2012 academic year candidate (student) responses indicated that 57% rated the courses in the teacher education program as excellent, 30% rated the courses good, 9% rated the courses above average, and 4% rated the courses as average. Candidate (student) responses for the 2012-2013 academic year indicated that indicated that 50% rated the courses in the teacher education program as excellent, 25% rated the courses good, 15% rated the courses above average, 10% rated the courses as average, 2% rated the courses as fair, and 2% rated the courses as poor. During the 2013-2014 academic year candidate (student) responses indicated that 55% rated the courses in the teacher education program as excellent, 23% rated the courses good, 5% rated the courses above average, 11% rated the courses as average, 5% rated the courses as fair, and 2% rated the courses as poor.

The School of Education faculty realized that 1% of the candidates (students) over the last two years indicated that the School of Education was poor in the categories of academic advising. This is an area that the faculty had decided to focus on in the coming year. The faculty understand they need to be more proficient in this area and be more available for candidates.

Please rate the following aspects of the courses you completed as part of the Teacher Education Program.	Poor			Fair			Average			Above Average			Good			Excellent			Total # Responses		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Quality of lectures and other presentations given by faculty (e.g., clarity, relevance, organization).	0	0	0	0	0	2	1	3	5	5	3	0	16	10	8	23	16	15	45	33	30
Availability of your advisor.	0	2	0	0	2	1	3	5	3	3	3	2	10	6	6	30	16	18	45	33	30
Quality of academic and personal advising.	0	2	0	0	2	2	3	4	2	2	5	2	10	5	5	29	17	19	45	33	30
Quality of assessments of your work (e.g., fair, relevant, informative).	0	0	1	0	0	2	0	4	3	8	5	2	16	11	8	20	13	13	45	33	30
Professional quality of faculty.	0	0	0	0	0	0	3	0	4	3	8	2	13	5	7	26	20	16	45	33	30
	0	4	1	0	4	7	10	16	17	21	24	8	65	37	34	128	82	81	225	165	150

The data derived from this survey was used to determine if there were any changes needed in the courses, field experiences, or pedagogy being taught in the program. Based on the data presented the faculty are confident that any changes made in the assessment and instruction from earlier data presented will positively impact the data from the survey in the future.

The School of Education has implemented several efforts to ensure professional community involvement and to maintain fairness and freedom from bias in its assessments. The School of Education solicits formal review and feedback from its Teacher Education Committee, which includes both university and P-12 representation, during the annual Stakeholders Meetings, and through graduate surveys and principal surveys.

The principal survey and graduate survey were revamped in 2011-2012 to align better to the conceptual framework. This alignment will provide data that will assist the School of Education in assessing candidates (students) that have graduated and are currently teaching. The two surveys are exactly the same this enables the School of Education to analyze the data to determine if there is a statistically significant difference between how well the graduates believed they were prepared and how well the hiring principals believed the UAM School of Education graduates were prepared. The data below indicate that employers believe that candidates (students) that complete the UAM education program are on average satisfactorily to strongly prepared for the position for which they were hired.

Employer/Principal Survey	2011-2012	2012-2013	213-2014
How well are UAM graduates prepared to:	Rating Average out of 5.0 45% Rate of Return	Rating Average out of 5.0 52% Rate of Return	Rating Average out of 5.0 39% Rate of Return
Monitoring students' progress using strategies that are appropriate to learning outcomes.	3.71	3.80	3.88
Interpreting data from standardized assessments.	3.52	3.58	3.73
Employing a cycle of planning, implementing and evaluating instruction.	3.57	3.60	3.54
Providing constructive feedback on students' individual work and behavior.	3.71	3.70	3.31
Analyzing the effects of your teaching on the learning environment and student outcomes.	3.67	3.65	3.42
Engaging in self- improvement and professional development activities.	3.90	4.00	3.54
Using a variety of strategies to engage students in critical thinking.	3.52	3.61	3.23
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	3.52	3.53	3.50
Analyzing students' learning needs to accommodate linguistic and cultural differences.	3.33	3.41	3.00
Encouraging the exploration of diverse points of view.	3.43	3.50	3.50
Following the Code of Ethics and Principles of Professional Conduct for educators.	4.05	4.50	4.77
Modifying instructional plans based on assessment of student outcomes.	3.67	3.67	3.58
Working collaboratively with parents and families to meet students' needs.	3.81	3.90	4.08
Working with other faculty and school administrators to improve the educational experiences of students.	4.00	3.98	4.08
Maintaining an orderly and disciplined classroom conducive to student learning.	3.76	3.88	3.42
Using technology as a resource to enhance student learning.	4.10	4.50	4.00
Using technology for personal and teacher productivity.	4.00	4.10	3.92
Using technology to engage students in authentic, complex tasks.	3.76	3.88	3.50

The data below indicate that candidates (students) that complete the UAM education program believe they are on average satisfactorily prepared for the position for which they were trained with the exception of interpreting data, problem solving skills, and use of instructional technology. Candidates (students) believe that they were prepared at a fair level in those areas indicated as exceptions.

Graduate/Completer Survey	2011-2012	2012-2013	2013-2014
How well are UAM graduates prepared to:	Rating Average out of 5.0 33% Rate of Return	Rating Average out of 5.0 32% Rate of Return	Rating Average out of 5.0 33% Rate of Return
Monitoring students' progress using strategies that are appropriate to learning outcomes.	3.11	3.15	3.10
Interpreting data from standardized assessments.	2.56	3.57	3.45
Employing a cycle of planning, implementing and evaluating instruction.	3.22	3.30	3.25
Providing constructive feedback on students' individual work and behavior.	3.56	3.75	3.45
Analyzing the effects of your teaching on the learning environment and student outcomes.	3.10	3.20	3.00
Engaging in self- improvement and professional development activities.	3.44	3.56	3.75
Using a variety of strategies to engage students in critical thinking.	3.10	3.35	3.00
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	2.80	3.00	3.00
Analyzing students' learning needs to accommodate linguistic and cultural differences.	3.20	3.33	3.50
Encouraging the exploration of diverse points of view.	3.50	3.75	3.50
Following the Code of Ethics and Principles of Professional Conduct for educators.	3.33	3.60	4.00
Modifying instructional plans based on assessment of student outcomes.	3.00	3.05	3.00
Working collaboratively with parents and families to meet students' needs.	3.00	2.90	3.00
Working with other faculty and school administrators to improve the educational experiences of students.	3.22	3.40	3.25
Maintaining an orderly and disciplined classroom conducive to student learning.	3.30	3.25	3.50
Using technology as a resource to enhance student learning.	3.00	2.90	3.00
Using technology for personal and teacher productivity.	2.80	2.90	3.80
Using technology to engage students in authentic, complex tasks.	2.89	2.80	3.00

6. **As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.**

The School of Education at the University of Arkansas at Monticello continues to refine a comprehensive assessment system that addresses national, state and Specialized Professional Associations standards. The assessment system was developed through the collaborative efforts of teacher education faculty, public school educators and our candidates. The process began in the Fall of 2006 with the appointment of an Assessment Committee and continues today. The Unit Assessment System is aligned with the conceptual framework and uses assessments that are consistent with the demands for greater accountability and focus on our candidates' ability to impact student learning.

In response to changes in CAEP accreditation standards, the assessment system of the professional education program is focused on candidate outcomes rather than program inputs such as the course syllabus. This focus has resulted in the development of and a greater emphasis on performance assessments to evaluate our candidates as they matriculate through the program. Data on candidate performance from both internal and external assessment measures have been compiled and are used to evaluate and improve the Unit's effectiveness, as well as the program's final outcomes—its graduates.

The tables included in the report indicate what and when the data are collected, from where/whom the data is collected, when the analysis is preformed, when the report of the data is disseminated to the faculty, and the standards for which the data is correlated. The data analysis tells us which program or programs need to be improved. No areas were noted that need immediate change. Areas were noted that need to be monitored. Based upon the data collected this year and the analysis of that data the following areas were noted.

Area to be	When Reviewed	Who Will Review
Using technology for personal and teacher productivity.	Yearly	Instructional Technology Faculty, Program Coordinators, Assessment Coordinator, Dean
Using technology to engage students in authentic, complex tasks.	Yearly	Instructional Technology Faculty, Program Coordinators, Assessment Coordinator, Dean
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	Each Semester	All faculty, Program Coordinators, Assessment Coordinator, Dean
Interpreting data from standardized assessments.	Each Semester	All faculty, Program Coordinators, Assessment Coordinator, Dean

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

The School of Education continued to place a great emphasis this year on the Common Core State Standards and how those standards are incorporated in the curriculum for the school of education. This is an important part of preparing the teacher of tomorrow. The School of Education faculty have included more instruction on classroom management, classroom procedures, and planning. This implementation was decided based upon feedback from internship cooperating teachers and principals, which indicated that new teachers needed to be better classroom managers. Additional, focus was put on the Teacher Excellence and Support System, the new Arkansas teacher evaluation system. The School of Education felt that it was important that candidates (students) understand the evaluation system before they were in the classroom being evaluated.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

The School of Education host an annual stakeholders meeting that includes members of the community, principals, superintendents, teachers, faculty from other university units, School of Education faculty, and candidates (students). During this meeting, stakeholders are presented with information regarding new School of Education programs, new rules and regulations governing teacher preparation, CAEP updates, and curriculum changes within School of Education programs. Stakeholders have an opportunity to participate in round table discussions and voice concerns about past and future events.

The School of Education has a candidate (student) comments and concerns form available online for students to communicate directly with the dean any issues or concerns that they may have. The dean responds to all candidate (student) concerns and the response is documented and placed in the CAEP files with the name of the candidate (student) removed for privacy.

Candidates (students) serve as members of the Teacher Education Committee and serve on the UAM Graduate Council as voting members. Both of these allow candidates (students) to have input on a number of matters dealing with program decisions as well as candidate (student) matters.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a person interest in our students” is not evidence.)

The School of Education continued for the fifth year the Pinning Ceremony for candidates (students) admitted to teacher education.

The School of Education hosted the fifth annual hotdog picnic to help keep candidates (students) actively engaged in campus events. Welcome Back flyers were given to every

candidate (student) taking an education course and candidates (students) were contacted by their advisor personally welcoming them back in the spring. The School of Education believes that events such as these keep candidates (students) in regular contact with faculty outside of regular advising.

The School of Education moved all of the graduate degree programs to a 100% online delivery format. The School of Education also has added classes to the schedule at night and online to make access easier for undergraduate candidates (students) that have families and/or jobs.

Additional specific activities are listed below.

UAM's School of Education Recruitment and Retention Report
July 1, 2013- June 25, 2014

<u>Date:</u>	<u>Recruitment Activity:</u>	<u>Number & Medium:</u>
6/25/14	ADE Educators Career Fair, Responses	4 emails & 1 letter
4/3/14	Appt. w/ Professor F or missing assignments	2 emails
3/31/14	Vera Lloyd students to "Hot Dog Picnic"	1 email
3/28/14	Helping ill student catch up w/ work	1 email
3/17/14	Scholarship Award Letters	9 letters
3/4/14	MAT Commercial	Recorded radio ad
2/11/14	Scholarship Award Letters	7 letters
2/7/14	Response to Weevil Welcome note from student	1 email
2/5/14	Scholarship Award Letters	26 letters
2/5/14	Scholarship Award Letters	18 letters
1/2/14	Fall, '14 Scholarship Award Letters	15 personal letters
12/20/13	SOE 's Response to UAM's Parent/Family Appreciation Day	3 emails & 1 letter
12/20/13	SOE's Major Fair Attendance Responses * One student response	9 emails & 2 letters
12/20/13	College Fair Recruitment	15 emails & 11 letters
12/19/13	College Fair Recruitment	3 emails & 2 letters
12/19/13	College Fair Recruitment	15 emails & 4 letters
12/19/13	College Fair Recruitment	2 emails & 1 letter
12/19/13	Interest in UAM 's SOE	1 email
12/18/13	College Fair Recruitment	9 emails & 4 letters

12/18/13	Fall, '14 Scholarship Award Letters	18 personal letters
12/17/13	College Fair Recruitment	7 emails & 3 letters
12/17/13	College Fair Recruitment	26 emails & 8 letters
12/17/13	College Fair Recruitment	5 emails
11/31/13	ADE- "Becoming an AR Teacher" Fair, Holiday Inn, Airport, 9 a.m.- 12 Noon	9 emails & 4 phone calls
11/ 30/13	Fall '14 Scholarship Awards	16 letters
11/30/13	Fall '14 Scholarship Awards	16 letters
11/30/13	College Fair Recruitment	8 emails & 1 letter
11/30/13	College Fair Recruitment	13 emails & 9 letters
11/30/13	College Fair Recruitment	5 emails & 2 letters
11/30/13	College Fair Recruitment	5 emails & 4 letters
11/30/13	College Fair Recruitment	5 emails
11/5/13	College Fair Recruitment	1 email & 2 letters
11/5/13	College Fair Recruitment	7 emails & 4 letters
11/5/13	College Fair Recruitment	17 emails & 7 letters
11/5/13	College Fair Recruitment	5 emails
10/9/13	Fall '14 Scholarship Awards	18 letters
10/8/13	Fall '14 Scholarship Award	10 letters
10/1/13	Fall '14 Scholarship Award	18 letters
10/1/13	College Fair Recruitment	12 emails & 3 letters
10/1/13	College Fair Recruitment	3 emails & 1 letter
9/20/13	College Fair Recruitment	4 emails
8/18/13	Emails to UAM General Study Majors	1 response
8/8/13	Emails to UAM General Studies Majors	3 responses
7/11/13	Emails to UAM General Studies Majors	1 response
7/10/13	Emails to UAM General Studies Majors	1 response
7/3/13	2 +2 Student Visited for P-4 Gr. Early Child. Prog.	1 response

<u>Date:</u>	<u>Retention Activity</u>	<u>Number</u>
1/14/14	Early, Poor Attendance Orally or email, Spr. Sem.	1 student/1 professor 1 student/ 1 professor 3 students/ 1 professor
1/8/14	SOE to make students aware of special topics courses in reading, writing,	1 student, 1 professor all SOE students

	and math for Praxis I/ C.A.S. E. Core tests
1/8/14	Semester, C.A.S.E. Core Tests 9 students Class Instruction begins in Reading, Writing & Math
1/8/14	Contact with H.S. Principal of 1 contact Texarkana, TX, about SOE
1/7/14	UAM Satisfaction Survey all UAM students
1/6/14	Emails on Advisement all Dr. Shahan's Reports/Appointments advisees
12/20/13	SOE 's Response to 3 emails & 1 letter UAM's Parent/Family Appreciation Day
12/10/13	All advisees notified Dr. Shahan on grades posted & enjoying class
12/3/13	Advisor notifying student Dr. Shahan of minus pts. for poor attendance Advisor notifying advisees Dr. Shahan of pre-planning spr. semester
8/26/13	Football Team Workshop Ms B. Johnson & on Blackboard Dr. Massey, leaders
8/20/13	Kappa Delta Pi Invitations
7/24/13	Responses from 2 students 2 emails Whom Dr. Martin helped To pass the Praxis Writing
8/20/13- 1/10/14	Kappa Delta Pi International 21 letters Education Honor Society's Invitational Letters to Students

**University of Arkansas at Monticello
School of Education
Retention Plan for
2014-15 Academic Year**

**“Even if you are on the right track, you are going to get run over if you just sit there.”
Will Rogers**

UAM School of Education Mission/Vision Statement

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified professional educators who are caring and competent practitioners and who are dedicated to meeting the needs of a changing and diverse society. The UAM School of Education faculty, teacher candidates, and prospective building level administrator candidates serve the communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and diversity. The UAM School of Education, in close partnership and collaboration with partnering schools and the arts and sciences, is dedicated to providing the highest level of teacher training and excellence in southeast Arkansas.

The UAM School of Education Retention Plan

The UAM School of Education (SOE) plan for retention is guided by the unit Conceptual Framework. The SOE is committed to bridging the gap in supply and demand of high quality teachers in Arkansas schools by aggressively recruiting a diverse population of prospective candidates, and offering challenging curricula and programs that will retain students in the SOE.

The UAM School of Education Retention Coordinator will be the facilitator for the implementation of the UAM School of Education’s Retention Plan. The goals will be effectively achieved through the following actions.

Action Statement 1: The School of Education (SOE) Faculty will continue to promote retention of students by using research-based instructional strategies that require students to be active participants in learning and positions faculty to be facilitators of learning. (CF: Knowledge, Pedagogy, Technology, Diversity, Professionalism; NCATE Standards 1, 5 & 6)

Action Statement 2- The SOE Kappa Delta Pi advisor and student members will create promotional materials and activities to promote a more diverse membership in the honorary educational society. (CF: Diversity; Professionalism; NCATE Standard 4)

Action Statement 3- The SOE recruitment and retention coordinator will create a web-based resource site to provide materials and tutorials for UAM School of Education student success. Students not passing the Praxis I exam on the first attempt will be required to complete online tutorial programs and take an assessment to determine their learning and to provide documentation of program completion to the SOE Recruitment and Retention Coordinator.
(CF: Knowledge; Technology, Pedagogy; NCATE Standards 1, 2, and 4)

Action Statement 4- The School of Education faculty will participate in workshops designed to improve student advisement, to promote student engagement in learning, to improve faculty/student communication/interaction, and, as a result, to create student success. (CF: Diversity; Professionalism; NCATE Standard 4)

Action Statement 5- The SOE dean and faculty will continue to promote additional opportunities to immerse teacher candidates in diverse public school settings to interact with faculty, peers, and public school students and teachers from diverse backgrounds, cultures, races and genders, and to better perfect their skills.
(CF: Diversity; NCATE Standards 3,4, and 5)

Action Statement 6- The unit assessment system data will be reviewed at the end of each semester by the SOE Curriculum/Assessment Committee to determine areas of concern in teacher candidate performance and to develop strategies for program improvement as needed.
(CF: Knowledge, Pedagogy, Diversity, and Professionalism, NCATE Standards # 1, #2, #4, #5)

Action Statement 7- Faculty will better utilize degree audits/advisement reports as a tool to track appropriate student progress toward graduation and encouraging participation in pre-registration
(CF: Professionalism, Diversity; NCATE Standards # 1, #2, #4, #5) (Action Statements 7, and 13)

Action Statement 8- The School of Education will continue the SOE Pinning Ceremony and create an “Intern of the Year” award.
(CF: Professionalism, Knowledge, Pedagogy; NCATE Standard 5)

Action Statement 9- The School of Education will meet the needs of students by increasing student accessibility to coursework through additional online instruction. (CF: Diversity; Knowledge, Pedagogy, Professionalism; NCATE Standard 4)

Action Statement 10- The School of Education faculty will further involve students in service learning projects and provide opportunities for state and national presentations. (CF: Knowledge, Pedagogy, Diversity; Professionalism; NCATE Standard 4)

Action Plan

Action Statement 1: The School of Education (SOE) Faculty will continue to promote retention of students by using research based instructional strategies that require students to be active participants in learning and positions faculty to be facilitators of learning. (CF: Knowledge, Pedagogy, Technology, Diversity, Professionalism; NCATE Standards 1, 5 & 6)						
Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Adjust instructional strategies to meet diversity of learning needs of students and to better engage students in learning	Use concepts of adult learning and high yield instructional strategies in teaching; Faculty will facilitate project-based learning.	School of Education faculty	Internet resources, modeling by instructors, professional development workshops by ERZ and STEM Center	Communication enhanced, instruction, retention of information, student learning	Student evaluations; signature assessments; Graduate/Employer Surveys	Ongoing

Action Statement 2- The SOE Kappa Delta Pi advisor and student members will create promotional materials and activities to promote a more diverse membership in the honorary educational society. (CF: Diversity; Professionalism; NCATE Standard 4)						
Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Increase diversity of KDPi members	Letters to all teacher candidates with a 3.00 average	Kappa Delta Pi counselor	Letters, one-on-one communication	Increase diversity membership; retention of students by rewarding excellence	Number of diverse membership is increased by 25%	Ongoing
	Recruitment activities planned by Kappa Delta Pi members	Kappa Delta Pi counselor & membership	Community members, Kappa Delta Pi members, SOE faculty, flyers, news stories	Increase diversity membership by 25%	Number of diverse membership is increased by 25%	Each semester
Action Statement 3- The SOE recruitment and retention coordinator will create a web-based resource site to provide materials and tutorials for UAM School of Education student success. Students not passing the Praxis I exam on the first attempt will be required to complete online tutorial programs and take an assessment to determine their learning and to provide documentation of program completion to the SOE Recruitment and Retention Coordinator. (CF: Knowledge; Technology, Pedagogy; NCATE Standards 1, 2, and 4)						
Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Develop web tutorials to refine & enhance skills needed to be successful on Praxis I exam	Research resources and provide students with web-based tutorial resources	Teacher Center Coordinator/ Retention Coordinator; ERZ; STEM Center;	Internet; Educational Testing Service; Textbook companies	Increased number of teacher candidates admitted to SOE teacher education program; Fewer students taking the Praxis I multiple times.	Data on number of attempts on Praxis exams	September 2014
Action Statement 4- The School of Education faculty will participate in workshops designed to improve student advisement,						

to promote student engagement in learning, to improve faculty/student communication/interaction, and, as a result, to create student success. (CF: Diversity; Professionalism; NCATE Standard 4)						
Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Professional Development	Faculty will participate in professional development to enhance knowledge and skills in areas of communication and student engagement	Dean, Faculty, Coordinator of Teacher Education; STEM Center; ERZ	Unit professional development, Internet resources, ERZ	Improved faculty/student communication, improved student success & retention of students	Student evaluation of faculty; higher GPA, improved Praxis scores, improved culture and climate of learning environment	Ongoing
Student Advisory Council	The School of Education will create a unit student advisory council to provide an additional avenue for student leadership, feedback and input in regard to retention/intervention strategies	Dean; Faculty	Quarterly meetings; research on best practices	New opportunity for student voice and recommendations; Shared ownership of vision	Student surveys; improved retention;	Ongoing

Action Statement 5- The SOE dean and faculty will promote additional opportunities to immerse teacher candidates in diverse public school settings to interact with faculty, peers, and public school students and teachers from diverse backgrounds, cultures, races and genders, and to better perfect their skills and therefore create candidate success and retention.

(CF: Diversity; NCATE Standards 3, 4, and 5)

Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Increase ability of candidates to perfect instructional strategies and therefore positively impact student learning	More focused field experiences that require “hands-on” activities and student engagement	UAM SOE Partnership Director; principals, school faculty	School of Education; Public Schools	Exposure to variety of teaching styles, diverse students. learning styles, diverse faculty teaching skills	Field Experience Reflections; TCRI ratings; student learning assessments	Ongoing

Action Statement 6- The unit assessment system data will be reviewed at the end of each semester by the SOE Curriculum/Assessment Committee to determine areas of concern in teacher candidate performance and to develop strategies for program improvement as needed. (CF: Knowledge, Pedagogy, Diversity, and Professionalism, NCATE Standards # 1, #2, #4, #5)

Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
SOE Curriculum and Assessment Committee to bi-annually review program data & develop strategies w/ program committees for improvement	Program committees meet bi-annually to review data to determine if changes need to be made. Changes are formed if needed and reported to the curriculum & assessment committee	CAEP coordinator, curriculum & assessment coordinator and committee, program coordinators & faculty	SOE faculty, Chalk and Wire data system, program committees	Teacher & administrative candidate performances move to Target	Signature assessments, Dispositions, Student work portfolios, Praxis exams	On-going

Action Statement 7- Faculty will better utilize advisement reports as a tool to track appropriate student progress toward graduation and encouraging participation in pre-registration (CF: Professionalism, Diversity; NCATE Standards # 1, #2, #4, #5) (Action Statements 7, and 13)

Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
SOE Faculty will improve advising of candidates through analysis of advisement reports	SOE faculty will be made aware of the importance of critical analysis of audits to track and guide student progress	Dean, Recruitment & Retention Committee, chairperson	Chalk and Wire, advisement reports, SOE faculty, candidates, UAM catalogs, SOE Program planning sheets	Increase in number of graduates in a timely fashion	Graduation rates	Ongoing,

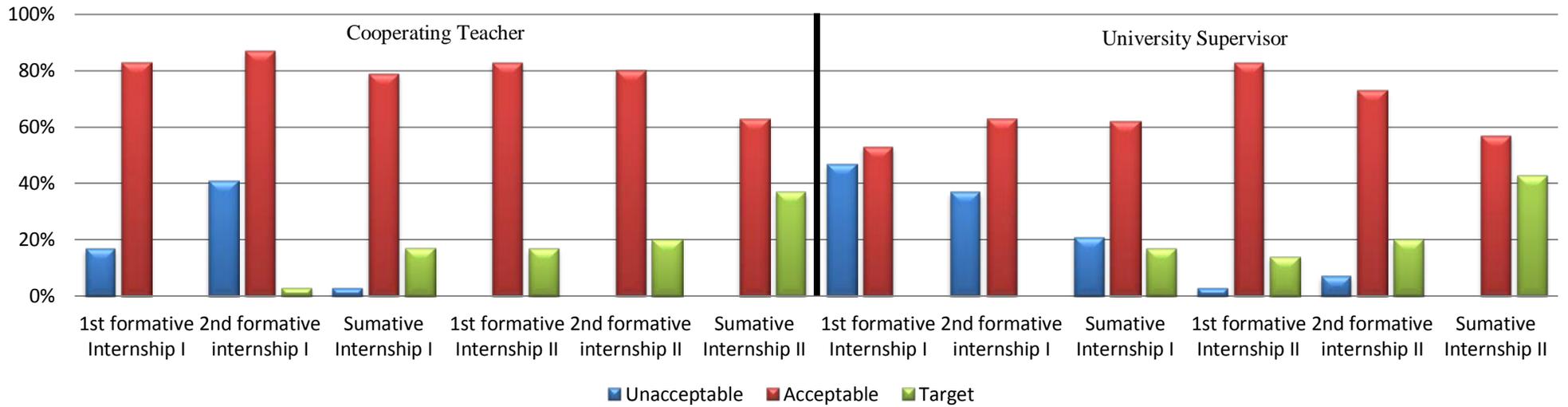
Action Statement 8: The School of Education will continue the SOE Pinning Ceremony and create an “Intern of the Year” award.						
Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Retention of students/teacher candidates through enhancing sense of commitment, work ethic, and professionalism.	SOE pinning ceremony for teacher candidates newly admitted to the teacher education program and announce “Intern of the Year” award	Dean, Coordinator of Teacher Education	University administration ; SOE faculty; Kappa Delta Pi members	Retention in the SOE program	Increased admission to teacher education program Improved retention of teacher candidates	Annually
Action Statement 9- The School of Education will meet the needs of students by continuing to improve the quality of online instruction.						
Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Continue to focus on methods to enhance quality of online instruction	Professional Development for faculty on online/ Blackboard Instructional tools and methods	Dean; Graduate Program Coordinator; Faculty	Blackboard	Improved student progression toward degree	Graduation Rate	Ongoing

Action Statement 10- The School of Education faculty will further involve students in service learning projects and provide opportunities for state and national presentations.

Strategy	Actions	Who	Resources	Outcomes	Assessments	Time
Increase opportunities for service learning projects	Embed more service learning projects into existing coursework	Faculty	Community agencies, Schools, etc.	A increased sense of belonging and a stronger connection to faculty/students	Data on number of new projects	annually

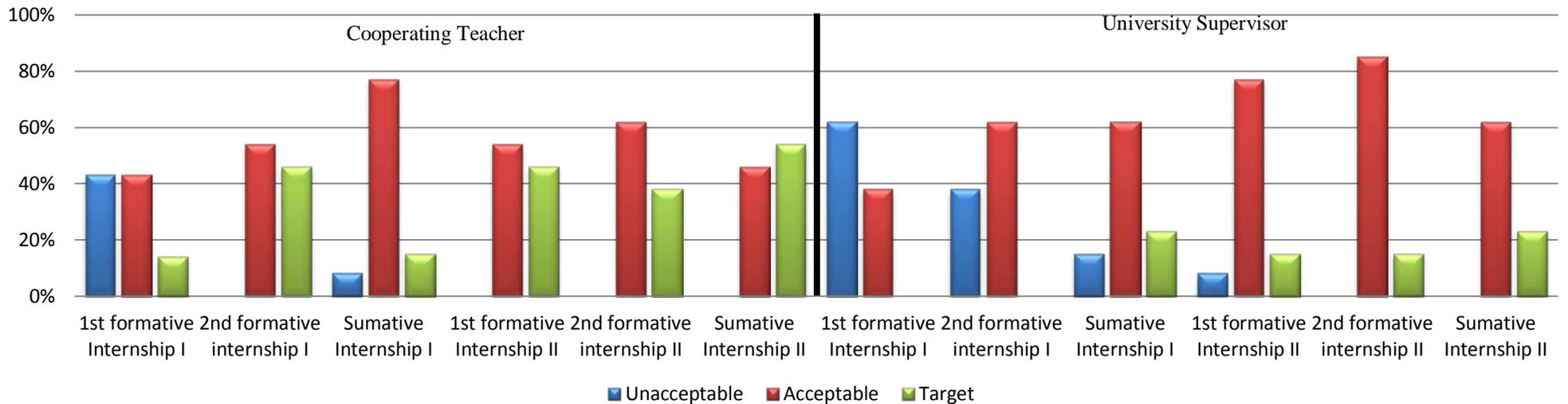
Appendix A

Undergraduate Internship January 1, 2013 to December 31, 2013																	
1 st Formative Internship I	N	Mean	Unacceptable		Acceptable		Target		1 st Formative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	30	2.29	5	17%	25	83%	0	0%	University Supervisor	30	2.04	14	47%	16	53%	0	0%
2 nd Formative Internship I	N	Mean	Unacceptable		Acceptable		Target		2 nd Formative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	30	2.47	3	10%	26	87%	1	3%	University Supervisor	30	2.24	11	37%	19	63%	0	0%
Summative Internship I	N	Mean	Unacceptable		Acceptable		Target		Summative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	30	2.64	1	3%	24	79%	5	17%	University Supervisor	30	2.41	7	21%	18	62%	5	17%
1 st Formative Internship II	N	Mean	Unacceptable		Acceptable		Target		1 st Formative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	30	2.73	0	0%	25	83%	5	17%	University Supervisor	30	2.58	1	3%	25	83%	4	14%
2 nd Formative Internship II	N	Mean	Unacceptable		Acceptable		Target		2 nd Formative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	30	2.75	0	0%	24	80%	6	20%	University Supervisor	30	2.63	2	7%	22	73%	6	20%
Summative Internship II	N	Mean	Unacceptable		Acceptable		Target		Summative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	30	2.85	0	0%	19	63%	11	37%	University Supervisor	30	2.79	0	0%	17	57%	13	43%



Undergraduate Internship
January 1, 2014 to December 31, 2014

1 st Formative Internship I	N	Mean	Unacceptable		Acceptable		Target		1 st Formative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	13	2.24	6	43%	6	43%	1	14%	University Supervisor	13	2.13	8	62%	5	38%	0	0%
2 nd Formative Internship I	N	Mean	Unacceptable		Acceptable		Target		2 nd Formative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	13	2.55	0	0%	7	54%	6	46%	University Supervisor	13	2.14	5	38%	8	62%	0	0%
Summative Internship I	N	Mean	Unacceptable		Acceptable		Target		Summative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	13	2.62	1	8%	10	77%	2	15%	University Supervisor	13	2.46	2	15%	8	62%	3	23%
1 st Formative Internship II	N	Mean	Unacceptable		Acceptable		Target		1 st Formative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	13	2.63	0	0%	7	54%	6	46%	University Supervisor	13	2.61	1	8%	10	77%	2	15%
2 nd Formative Internship II	N	Mean	Unacceptable		Acceptable		Target		2 nd Formative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	13	2.73	0	0%	8	62%	5	38%	University Supervisor	13	2.68	0	0%	11	85%	2	15%
Summative Internship II	N	Mean	Unacceptable		Acceptable		Target		Summative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	13	2.79	0	0%	6	46%	7	54%	University Supervisor	13	2.78	0	0%	8	62%	3	23%



1 st Formative Internship I	N	Mean	Unacceptable		Acceptable		Target		1 st Formative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	11	2.27	3	33%	7	58%	1	8%	University Supervisor	11	1.93	6	55%	5	45%	0	0%
2 nd Formative Internship I	N	Mean	Unacceptable		Acceptable		Target		2 nd Formative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	11	2.47	2	17%	8	75%	1	8%	University Supervisor	11	2.05	4	36%	7	64%	0	0%
Summative Internship I	N	Mean	Unacceptable		Acceptable		Target		Summative Internship I	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	11	2.44	2	17%	8	75%	1	8%	University Supervisor	11	2.12	4	36%	7	64%	0	0%
1 st Formative Internship II	N	Mean	Unacceptable		Acceptable		Target		1 st Formative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	11							University Supervisor	11								
2 nd Formative Internship II	N	Mean	Unacceptable		Acceptable		Target		2 nd Formative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	11							University Supervisor	11								
Summative Internship II	N	Mean	Unacceptable		Acceptable		Target		Summative Internship II	N	Mean	Unacceptable		Acceptable		Target	
			N	%	N	%	N	%				N	%	N	%	N	%
Cooperating Teacher	11							University Supervisor	11								

