

# Annual Goals for Elementary Education

2011-2012

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<b>Goal 1:</b>	Collaborative Special Education
<b>Description:</b>	Prepare to implement the Elementary Education and Collaborative Special Education dual certification (K-6)
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,2,3
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Chair
<b>Participation:</b>	SPED faculty members
<b>Results:</b>	The department intends to enhance the preparation of prospective special education teachers in the area of reading and language arts instruction and to prepare elementary education teacher candidates to better meet the needs of students with disabilities in the general education classroom. A team of faculty developed a dual certification program in Collaborative K-6 and Elementary Education that has been approved by the College of Education, the University, the State department and ACHE. The department intends to begin offering the program in spring 2013. Survey summary data, course syllabi and program check sheet are available in Department Chair Electronic files.
<b>Actions/Improvements:</b>	
<b>Future Actions/Improvements:</b>	The department chair and the SPED Program Director will schedule classes, advertise the program and advise students Fall 2012. Classes will begin Spring 2013.

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<b>Goal 2:</b>	Curriculum
<b>Description:</b>	Use assessment results to make curricular changes.
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,2

**Strategic Goals Supported:**

**Responsibility:** Chair

**Participation:** Faculty and Assessment Director

**Results:** The department meets regularly to review and analyze data from our numerous assessments.

**Actions/Improvements:** Several changes in how the department assesses aspects of our program have been made this year. The department analyzed the trends for graduate teacher candidate enrollment in the area of Elementary Education. Based on the data, the department made the decision to move to a fully on-line based format beginning Spring 2012. Another example is the department met monthly to review and revise all courses and assessments in terms of the new AQTs and PATS. Faculty meeting agendas attached.

**Future Actions/Improvements:**

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**Goal 3:** Student Learning Outcomes

**Description:** Collect student learning outcomes assessment data and analyze

**Budget:** 0.00

**University Goals Supported:** 1,2,3

**Strategic Goals Supported:**

**Responsibility:** Chair

**Participation:** Faculty

**Results:** The department chair and program coordinator have reviewed the student learning outcomes assessment data and included it in the appropriate sections of this report.

**Actions/Improvements:** See student learning outcomes sections.

**Future Actions/Improvements:** none at this time

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**Goal 4:** Maintain Accreditation

**Description:** Meet State/National Mandates and Maintain Accreditation

**Budget:** 0.00

**University Goals Supported:** 1,2

**Strategic Goals Supported:**

**Responsibility:** Assessment Director

**Participation:** all faculty

**Results:** Each faculty member in the College of Education is assigned to a continuous improvement committee. Each committee meets regularly to review state and national accreditation requirements. These requirements guide everything we do.

**Actions/Improvements:** The department assisted in all aspects of the state department and NCATE accreditation continuous improvement process. The department updated the class-by-class chart indicating grade levels, content areas, and school sites (by demographic clusters) for field placements (undergraduate). The department aligned all the new AQTS and PATS with current courses. Faculty meeting agenda and FE cluster chart attached; other documentation available in Department Chair's electronic files.

**Future Actions/Improvements:** none at this time

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**Goal 5:** EdS Implementation

**Description:** Develop and implement the EdS degree in Elementary Education and Teacher Leader. This will be an online degree.

**Budget:** 0.00

**University Goals Supported:** 1,2

**Strategic Goals Supported:**

**Responsibility:** Chair

**Participation:** Faculty

**Results:** The department began offering online EdS courses toward the degree in Elementary Education and Teacher Leader in Fall 2012. There are approximately 30 candidates enrolled with more applications received each semester. course syllabi and program

check sheet are available in Department Chair Electronic files.

**Actions/Improvements:** not yet

**Future  
Actions/Improvements:** The department will analyze data from the first full year of courses  
Fall 2013.

# Student Learning Outcomes for Master of Arts in Education - Elementary Education K- 6

2011-2012

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<b>Outcome 1:</b>	Professional Development
<b>Description:</b>	Self assess professional development needs and create a plan if needed.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,3,4,5
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	EED 000 Faculty
<b>Participation:</b>	
<b>Direct Assessments</b>	

Professional Development Plan

## Indirect Assessments

**Results:** This outcome is assessed the first semester of graduate school. In Spring 2012, 80% of the candidates rated in the target range and 20% in the acceptable range for self-assessing their professional development goals. 100% of the candidates completed a plan for continued professional development. Raw data provided by the Director of Continuous Improvement is available in Department Chair's electronic file.

**Curriculum  
Actions/Improvements:** none at this time

**Other  
Actions/Improvements:**

**Future Actions:** The rubric to measure this goal will be tweaked for more explicit data interpretation

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**Outcome 2:** Data Interpretation

**Description:** Collect analyze and interpret data to make instructional decisions.

**Budget:** \$0.00

**Core Competencies  
Supported:** 1,2,3,4

**Assessed How Often:** Per semester

**Assessed this Year?** Yes

**Responsibility:** Professor of EED 678

**Participation:**

**Direct Assessments**

Teacher Action Research Project

**Indirect Assessments**

**Results:** This outcome is measured in EED 678 Teacher Action Research Project. On the rubric, data and instructional decisions are assessed within the documentation section. In Spring 2012, 6 teacher candidates completed this project. In the documentation section, 2 were rated in target range, 2 in acceptable range, and 2 in unacceptable range. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.

**Curriculum  
Actions/Improvements:** none at this time

**Other Actions/Improvements:** none at this time

**Future Actions:** none at this time

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**Outcome 3:** Research Based Instruction

**Description:** Use research-based strategies to plan instruction

**Budget:** \$0.00

**Core Competencies Supported:** 1,2,3,4

**Assessed How Often:** Per semester

**Assessed this Year?** Yes

**Responsibility:** Course Instructors

**Participation:**

**Direct Assessments**

COE Lesson Plan

**Indirect Assessments**

**Results:** This outcome is measured in various sections of the COE lesson plan, required in several of our courses. In Spring 2012, 54 lesson plans were assessed in EED 615. Research based strategies are assessed in the Assessment, Instruction/Review and Purpose, Instruction/Pedagogy and Guided/Independent Practice Sections. In the assessment section, 29 scored in the target range, 4 in the acceptable range, and 21 in the unacceptable range. In the Instruction/Review and Purpose section, 43 scored target, 10 scored acceptable and 1 scored unacceptable. In the Instruction/Pedagogy section, 37 scored target, 16 scored acceptable, and 1 scored unacceptable. In the Guided/Independent Practice section, 40 scored acceptable and 13 scored acceptable. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.

**Curriculum  
Actions/Improvements:** none at this time

**Other  
Actions/Improvements:** Based on feedback from faculty and teacher candidates regarding required components, the lesson plan template was updated by the NCATE Clinical Experiences Committee to separate a few of the of the sections.

**Future Actions:** none at this time

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**Outcome 4:** Theory to Practice

**Description:** Apply theoretical problems to practical applications

**Budget:** \$0.00

**Core Competencies  
Supported:** 1,2,4

**Assessed How Often:** Per semester

**Assessed this Year?** Yes

**Responsibility:** EED 678 Faculty

**Participation:**

**Direct Assessments**

Teacher Action Research Project

**Indirect Assessments**

**Results:** This outcome is measured in EED 678 Teacher Action Research Project. On the rubric, theory to practice applications are assessed within the Sharing the Inquiry section. In Spring 2012, 6 teacher candidates completed this project. In the sharing the inquiry section, 1 was rated in the target range, 4 in the acceptable range, and 1 in the unacceptable range. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.

**Curriculum** none at this time



**Actions/Improvements:**

**Other** none at this time

**Actions/Improvements:**

**Future Actions:** none at this time

# Student Learning Outcomes for Elementary Education

2011-2012

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<b>Outcome 1:</b>	Learning Needs
<b>Description:</b>	Assess the learning needs of students.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Director of Assessment
<b>Participation:</b>	Faculy

## Direct Assessments

Case study and Project USA

## Indirect Assessments

**Results:** Results suggest our teacher candidates are able to assess the needs of their students. In EED 405, candidates work one on one with a student in a P-6 setting. In spring 2012, 95% of teacher candidates were successful at the target level in assessing the needs of students according to the rubric used. In EED 472, candidates assess the needs of their entire class. In Spring 2012, 82% of candidates were successful at the target level in assessing the needs of students according to the rubric used, and 17% at the acceptable level. In EED 472, 94% of candidates exceed expectations on impact of student learning according to the rubric used. Raw data provided by the Director of Continuous Improvement and is available in

	Department Chair's electronic file.
<b>Curriculum Actions/Improvements:</b>	none at this time
<b>Other Actions/Improvements:</b>	We added another rubric to this project, titled Impact on Student Learning Rubric to quantify the percentage of impact on pre and post test 1 and 2.
<b>Future Actions:</b>	none at this time

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<b>Outcome 2:</b>	Diverse Learners
<b>Description:</b>	Design and implement diverse learning experiences based on assessed needs
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Assessment Director
<b>Participation:</b>	Internship supervisors
<b>Direct Assessments</b>	

Project USA

#### **Indirect Assessments**

**Results:** In Spring 2012, based on assessed needs of an entire class of elementary students, 94% of teacher candidates were able to implement appropriate, diverse strategies at the target level, 5% at the acceptable level, and 0% at the unacceptable level during internship. Raw data is provided by the Director of Continuous Improvement and is available in the Department Chair's electronic file.

**Curriculum  
Actions/Improvements:** none at this time

**Other  
Actions/Improvements:** no

**Future Actions:** none at this time

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**Outcome 3:** Collaboration

**Description:** Collaborate with school personnel to meet the educational needs of students

**Budget:** \$0.00

**Core Competencies  
Supported:** 1,2,4

**Assessed How Often:** Per semester

**Assessed this Year?** Yes

**Responsibility:** Director of CI

**Participation:** Internship Supervisors

**Direct Assessments**

Professional Development Plan

**Indirect Assessments**

**Results:** In Spring 2012, 93% of the teacher candidates were successful at the target level in collaborating with school personnel to meet the needs of their students during internship. At the target level, candidates provide evidence in three or more collaborations on best practices with school personnel in their internship portfolio. Six percent were successful at the acceptable level and provided two or more collaborations on best practices. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.

**Curriculum** none at this time

**Actions/Improvements:****Other** no**Actions/Improvements:****Future Actions:** none at this time**Outcome 4:** Technology**Description:** Infuse technology into unit and lesson planning**Budget:** \$0.00**Core Competencies Supported:** 1,2,4**Assessed How Often:** Per semester**Assessed this Year?** Yes**Responsibility:** Director of CI**Participation:** Internship Supervisors**Direct Assessments**

Project USA

**Indirect Assessments**

**Results:** The data from this outcome is assessed in the Project USA project completed during student internship. Technology is assessed in four sections of the project: planning, assessment, implementation and whole group analysis. In Spring 2012, 19 teacher candidates completed the project. In the planning section, 18 candidates earned target and 1 earned acceptable. In the assessment section, 14 candidates earned target. In the implementation section, 18 scored in the target range, and 1 in the acceptable range. In the whole group analysis section, 18 scored target, and 1 scored in the acceptable range. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.

**Curriculum** none at this time

**Actions/Improvements:****Other** no**Actions/Improvements:****Future Actions:** none at this time**Outcome 5:** Content Knowledge**Description:** Demonstrate content knowledge**Budget:** \$0.00**Core Competencies Supported:** 2,4**Assessed How Often:** Per semester**Assessed this Year?** Yes**Responsibility:** Certification Officer**Participation:****Direct Assessments**

Praxis II Elementary Education / Teaching Reading

**Indirect Assessments**

**Results:** This is a 2 part standardized test that compares our teacher candidates with other teacher candidates in the nation. In 2011-2012, a total of 123 elementary candidates were test takers. Seventy-one passed the Praxis II Elementary Content Exam with the minimum score of 137 required by the Alabama State Department. One candidate did not pass. Thirty-nine candidates passed the Teaching Reading test with the minimum score of 155 required by the Alabama State Department. Twelve did not pass. Raw data provided by the Certification Office and is available in Department Chair's file.

**Curriculum  
Actions/Improvements:**

**Other  
Actions/Improvements:**

In Fall 2011, we were informed the Alabama State Department would be requiring our elementary candidates to take and pass the Praxis II Teaching Reading exam with a minimum score of 155. The elementary faculty is gathering information regarding the content of the exam to better prepare our candidates. We will be advising our candidates to take the relevant reading courses earlier in their programs.

**Future Actions:**

# Student Learning Outcomes for Master of Arts in Education - Special Education

2011-2012

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<b>Outcome 1:</b>	Professional Development
<b>Description:</b>	Self assess personal professional development needs and create a plan
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	EEX Faculty
<b>Participation:</b>	
<b>Direct Assessments</b>	

EEX 678 Internship Portfolio Rubric

## Indirect Assessments

**Results:** Professional development is assessed each fall and spring as one part of our Advanced Candidates in Special Education Internship Portfolio. During the fall and spring semesters of 2011-2012 there were a total of 7 candidates who completed an internship portfolio. 43% of the candidates received a rating of target and 57% received a rating of acceptable. Attached data were obtained via LiveText rubric report.

**Curriculum Actions/Improvements:** None at this time.



**Other  
Actions/Improvements:** None at this time.

**Future Actions:** Special education faculty may consider revising the rubric to examine more specific strengths and weaknesses.

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**Outcome 2:** Data Interpretation  
**Description:** Collect analyze and interpret data to make instructional decisions.  
**Budget:** \$0.00  
**Core Competencies Supported:** 1,2,4  
**Assessed How Often:** Per semester  
**Assessed this Year?** Yes  
**Responsibility:** EEX Faculty  
**Participation:**  
**Direct Assessments**

EEX 678 Internship Portfolio Rubric

**Indirect Assessments**

**Results:** Data collection and interpretation are assessed each fall and spring as one part of our Advanced Candidates in Special Education Internship Portfolio. During the fall and spring semesters of 2011-2012 there were a total of 7 candidates who completed an internship portfolio. 71% of the candidates received a rating of target and 29% received a rating of acceptable. Attached data were obtained via LiveText rubric report.

**Curriculum  
Actions/Improvements:** None at this time.

**Other  
Actions/Improvements:** None at this time.

**Future Actions:** The Program Director will share data with other special education faculty to determine if any actions should be taken.

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**Outcome 3:** Research Based Instruction

**Description:** Use research-based strategies to design and implement diverse instruction

**Budget:** \$0.00

**Core Competencies Supported:** 1,2,4

**Assessed How Often:** Per semester

**Assessed this Year?** Yes

**Responsibility:** EEX Faculty

**Participation:**

**Direct Assessments**

COE Lesson Plans & Rubric

**Indirect Assessments**

**Results:** The implementation of research-based strategies is measured in various sections of the COE lesson plan, required in several of our courses. During the fall and spring semesters of the 2011-2012 academic year, a total of 46 lesson plans were assessed during EEX 678. Research based strategies are assessed in the Assessment, Instruction/Review and Purpose, Instruction/Pedagogy and Guided/Independent Practice Sections. In the assessment section, 91% scored in the target range and 9% in the acceptable range. In the Instruction/Review and Purpose section, 91% scored target, 7% scored acceptable, and 2% scored unacceptable. In the Instruction/Pedagogy section, 93% scored target and 7% scored acceptable. In the Guided/Independent Practice section, 98% scored acceptable and 2% scored acceptable. Attached data were obtained via LiveText rubric report.

**Curriculum  
Actions/Improvements:** None at this time.

**Other  
Actions/Improvements:** None at this time.

**Future Actions:** None at this time.

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**Outcome 4:** Collaboration

**Description:** Collaborate with school personnel to meet the needs of students with diverse abilities

**Budget:** \$0.00

**Core Competencies  
Supported:** 1,2,4

**Assessed How Often:** Per semester

**Assessed this Year?** Yes

**Responsibility:** EEX Faculty

**Participation:**

**Direct Assessments**

EEX 678 Internship Portfolio Rubric

**Indirect Assessments**

**Results:** Professional development is assessed each fall and spring as one part of our Advanced Candidates in Special Education Internship Portfolio. During the fall and spring semesters of 2011-2012 there were a total of 7 candidates who completed the internship portfolio. 43% of the candidates received a rating of target and 57% received a rating of acceptable. Attached data were obtained via LiveText rubric report.

**Curriculum  
Actions/Improvements:** None at this time.

**Other  
Actions/Improvements:**

None at this time.

**Future Actions:**

The Program Director will share data with other special education faculty to determine if any actions should be taken.