



Program Assessment Report

IP - Pre-K Elementary Education (BS)

General Information

Mission and Vision

Mission: The primary mission of the College of Education is the production of transformative professionals to serve in educational institutions who are informed, proactive, competent, and reflective practitioners. The College of Education administers the pre-service and in-service professional education and graduate programs encompassed within four (4) undergraduate and graduate degree granting departments: Elementary Education; Secondary Education, Technology Education and Foundations; Health, Physical Education and Recreation; and Educational Leadership and Counseling. The College of Education provides the relevant curriculum for elementary, secondary, and graduate education programs supporting 12 undergraduate degrees and 6 graduate degrees. The COE purposes to:

- (1) assume leadership for the selection, guidance and professional preparation of teacher educators and practitioners who will serve in elementary, secondary and post-secondary schools, and other related agencies of Florida and the nation; and
- (2) provide a substantial foundation for advanced study as students choose to extend their educational preparation and pursuits. These purposes will be met through a foundation of general education, a planned sequence in professional education, and rigorous graduate programs providing excellent preparation for professional pursuits, graduate study and post-graduate work.

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Division

Division of Academic Affairs

College/School

College of Education

CIP Code

13.1202

Subject Matter/Content Knowledge

Objective/Outcome: Candidates will apply content knowledge to create student growth and learning in a meaningful and engaging manner.

Objective/Outcome Status: Active SLO - Student Learning Outcome

Academic Learning Compact: Yes - Discipline Specific Knowledge

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 10/08/2019

Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 1:** Subject Matter/Content Knowledge: Candidates will apply content knowledge to create student growth and learning in a meaningful and engaging manner.
(X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active</p> <p>Measure Type: Direct - Portfolio Evaluation</p> <p>Assessment Measure: Lesson plans (Student teachers)</p> <p>Criterion: Eighty -six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, technology, accommodations and modifications.</p> <p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 09/28/2024</p> <p>Result Summary: 83.88% (n=10) of the student teachers scored 3-competent on a 4-point rubric scale for lesson plans, including standards, goals, objectives, methods/strategies, assessments, resources, technology, accommodations, and modifications for AY 2023-24.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Not Met</p> <p>Analysis of Results: Student teachers did not meet the 86.% criterion. 71.43% (n=4) of the student teachers scored 3.60/4 on a 4-point Likert scale rubric in academic year 2023 (AY) compared to 100% (n=4) of the student teachers that scored 2.75/4 in the spring semester 2024. The student teachers have not shown enough evidence of being able to independently meet all aspects of the performance expectation. Specifically, they need to improve in connecting the subject matter with other disciplines and real-life experiences.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p>

Assessment Measure	Result Summary
<p>Related Documents: Lesson Plan Subject Matter Fall 2023 Elementary Edu Mastery.xlsx; Lesson Plans.docx; Lesson Plan Subject Matter Spring 2024 Elementary Edu Mastery.xlsx</p>	<p>Number of Face to Face Students Assessed: 10 Number of Successful Face to Face Students: 8 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 10 Total Number of Successful Students in all Populations: 8</p> <p>Improvement Narratives Improvement Narrative: Change instructional strategy and differentiate instruction and monitor candidates' understanding and application of the content and related activities to improve performance. Improvement Type: Pedagogy Change Related Documents: Lesson Plan Subject Matter Fall 2023 Elementary Edu Mastery.xlsx; Lesson Plan Subject Matter Spring 2024 Elementary Edu Mastery.xlsx</p>
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Lesson plans (Non-student teachers)</p> <p>Criterion: Eighty -six percent (86%) of the candidates will score 3-competent or higher on a 4-point rubric scale on course lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, technology, accommodations and modifications.</p> <p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Lesson Plans.docx</p>	<p>Submission Date: 09/28/2024 Result Summary: 83.87% (n=31) of the candidates scored 2.64 on a 4-point rubric scale on course lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, technology, accommodations and modifications for the AY 2023-24.</p> <p>Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met Analysis of Results: In the fall of 2023, 88% (n=15) of the candidates scored 2.50 (developing) on a 4-point rubric scale for course lesson plans. This is compared to 80% (n=16) of the candidates who scored 2.69 (developing) on a 4-point rubric scale for the course in the spring of 2024. The lesson plans include standards, goals, objectives, methods/strategies, assessments, resources, technology, accommodations, and modifications. "At the Developing level of performance, the candidate provides evidence demonstrating some performance characteristics required to meet the standard at an acceptable level. However, the candidate has not yet provided sufficient evidence of ability for independent practice for all parts of the component performance expectation." Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 31 Number of Successful Face to Face Students: 0 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 31 Total Number of Successful Students in all Populations: 0</p> <p>Improvement Narratives Improvement Narrative: Continue to monitor candidates' understanding and application of the content and related activities to improve performance and modify instruction as needed.</p>

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active</p> <p>Measure Type: Indirect - Student Satisfaction Survey</p> <p>Assessment Measure: Post Student Teacher Self-Assessment</p> <p>Criterion: Eighty-six percent (86%) of the student teachers will indicate that they were adequately prepared, 3-acceptable on a 4- point rating scale, with their general knowledge of education related to children, educational issues, current trends, professional ethics and standards.</p> <p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Post-Student Teaching Self-Assessment Form.pdf</p>	<p>Improvement Type: Pedagogy Change</p> <p>Related Documents: Subject Matter Fall 2023 Elementary Edu Midpoint.xlsx; Subject Matter Spring 2024 Elementary Edu Midpoint.xlsx</p> <p>Submission Date: 09/28/2024</p> <p>Result Summary: 100% (n=10) of the student teachers indicated that they were (well =3) or (very well prepared, = 4) on a 4- point rating scale, with their general knowledge of education related to children, educational issues, current trends, professional ethics and standards for AY 2023-24.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: 100% (n=10) of the student teachers indicated they were prepared deliver the subject matter in diverse settings to all students.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 10</p> <p>Number of Successful Face to Face Students: 10</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 10</p> <p>Total Number of Successful Students in all Populations: 10</p> <p>Improvement Narratives</p> <p>Improvement Narrative: Monitor candidates to ensure acceptable performance levels and adjust instruction and activities as necessary.</p> <p>Improvement Type: Pedagogy Change</p> <p>Related Documents: SUBJECT MATTER POST-SELF ASSESSMENT-F'23.xlsx; SUBJECT MATTER-Post- SelfAssessment Sp 24.xlsx</p>

Critical Thinking

Objective/Outcome: Candidates will use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students. Candidates will also use performance assessment techniques and strategies that measure higher order thinking skills and build a repertoire of realistic projects and problem-solving activities to assist students in demonstrating their ability to think creatively.

Objective/Outcome Status: Active SLO - Student Learning Outcome

Academic Learning Compact: Yes - Critical Thinking

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 10/08/2019

Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic empahsis (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 2:** Critical Thinking: Candidates will use performance assessment techniques and strategies that measure higher order thinking skills and build a repertoire of realistic projects and problem-solving activities to assist students in demonstrating their ability to think creatively (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Lesson plans (Student Teachers) Criterion: Eighty-six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning. Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Related Documents: Higher-Order Questions Lesson Plans.docx</p>	<p>Submission Date: 09/29/2024 Result Summary: 83.88% (n=9) of the student teachers scored at the 3-competent level on a 4-point rubric scale on lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning for AY 2023-24. Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met Analysis of Results: In the fall of 2023, the average group score for the candidates was 3.06 out of 4, which corresponds to the Competent-3 performance level. In comparison, the spring 2024 candidates' group average was 2.54 out of 4, indicating a Developing-2 performance level on using higher order questions .This suggests that the candidates showed some of the performance characteristics required to meet the standard at an acceptable level, but not all candidates demonstrated sufficient performance for all parts of the key task assessment at the Competent-3 performance level. The majority of candidates, 86%, did not perform at the Competent-3 level. Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 9 Number of Successful Face to Face Students: 5 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 9 Total Number of Successful Students in all Populations: 9 Improvement Narratives Improvement Narrative: Monitor candidates' performance and modify instruction strategies and related activities as needed. Improvement Type: Pedagogy Change Related Documents:</p>

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Unit lesson plans (Non-Student Teachers)</p> <p>Criterion: Eighty-six percent (86%) of the candidates will score 3-competent or higher on a 4-point rubric scale on course lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning.</p> <p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Higher-Order Questions Lesson Plans.docx</p>	<p>Critical Thinking Fall 2023 Elementary Edu Mastery.xlsx; Critical Thinking Spring 2024 Elementary Edu Mastery.xlsx</p> <p>Submission Date: 09/29/2024 Result Summary: 83.87% (n=31) of the candidates scored 2.60, Developing performance level-2, on a 4-point rubric scale, on course lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning for AY 2023-24. Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met Analysis of Results: In the fall of 2023, 88.24% (n=15) of the candidates scored 2.60/4, indicating a developing performance level on a 4-point Likert scale rubric. In the spring semester of 2024, 80% (n=16) scored 2.88/4, also at a developing level, on the course lesson plans. This suggests that the candidates are starting to demonstrate some of the performance characteristics needed to meet the standard. Overall, 86% of the candidates did not perform at the Competent-3 performance level. Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 31 Number of Successful Face to Face Students: 27 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 31 Total Number of Successful Students in all Populations: 27 Improvement Narratives Improvement Narrative: Track candidates' comprehension and application of the material and associated tasks and modify instruction as needed to improve performance. Improvement Type: Pedagogy Change Related Documents: Critical Thinking Fall 2023 Elementary Edu Midpoint.xlsx; Critical Thinking Spring 2024 Elementary Edu Midpoint.xlsx</p>
<p>Assessment Measure Status: Active Measure Type: Indirect - Student Satisfaction Survey Assessment Measure: Post Student Self-Assessment Form</p> <p>Criterion: Eighty-six percent (86%) of the student teachers will indicate that they were adequately prepared, 3-acceptable on a 4-point rating scale, to utilize techniques to develop higher order skills such as critical thinking and problem-solving with children.</p>	<p>Submission Date: 09/29/2024 Result Summary: 80% (n=10) of the student teachers indicated that they were (very well prepared-4 or well prepared-3) on a 4-point rating scale, to utilize techniques to develop higher order skills such as critical thinking and problem-solving with children.</p> <p>Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met</p>

Assessment Measure	Result Summary
<p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Post-Student Teaching Self-Assessment Form.pdf</p>	<p>Analysis of Results: In the fall of 2023, 5 student teachers indicated that they were either "very well prepared" (4) or "well prepared" (3). In spring 2024, 3 student teachers also indicated that they were very well prepared" (4) or "well prepared" (3) using a 4-point Likert scale rubric, to use techniques for developing higher-order skills, such as critical thinking and problem-solving, with children. However, the overall criterion was not met.</p> <p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 10 Number of Successful Face to Face Students: 8 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 10 Total Number of Successful Students in all Populations: 8</p> <p>Improvement Narratives Improvement Narrative: Modify instructional strategy and monitor candidates' ability to understand and apply knowledge of higher-order questioning techniques, with a specific focus on the higher-order level of questions (create, analyze, evaluate).</p> <p>Improvement Type: Pedagogy Change Related Documents: CRITICAL THINKING-SELF ASSESSMENT-F'23.xlsx; CRITICAL THINKING -Post-Student Teaching Self-Assessment Sp 24.xlsx</p>

Communication

Objective/Outcome: Candidates will acquire and use effective oral and written communication with students, school personnel, parents and other stakeholders.

Objective/Outcome Status: Active SLO - Student Learning Outcome

Academic Learning Compact: Yes - Communication

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 10/08/2019

Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)

- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 3:** Communication: Candidates will acquire and use effective oral and written communication with students, (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Comprehensive Communication Tool Kit (Student Teachers)</p> <p>Criterion: Eighty-six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on written communication activities in the Comprehensive Communication Tool Kit.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Communication File.docx</p>	<p>Submission Date: 09/29/2024 Result Summary: 90% (n=10) of the student teachers scored 3.37/4-competent on a 4-point rubric scale on written communication activities in the Comprehensive Communication Tool Kit for AY 2023-24. Reporting Period: 2023 - 2024 Conclusion: Criteria Met Analysis of Results: 85% (n=6) of the student teachers scored 3.50/4-competent on a 4-point rubric scale compared to 100% (n=4) of the student teachers that scored 3.25 /4on written communication activities in the Comprehensive Communication Tool Kit spring 2024.</p> <p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 10 Number of Successful Face to Face Students: 10 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 10 Total Number of Successful Students in all Populations: 10</p> <p>Improvement Narratives Improvement Narrative: Maintenance of Performance and monitor candidates' performance and modify curriculum and related activities as needed. Improvement Type: Other (if other please specify in the field below) "Other" Improvement Type: Maintain level of performance</p> <p>Related Documents: Communication Fall 2023 Elementary Edu Mastery.xlsx; Communication Spring 2024 Elementary Edu Mastery.xlsx</p>
<p>Assessment Measure Status: Active Measure Type: Indirect - Student Satisfaction Survey Assessment Measure: Post Student Teacher Self-Assessment</p>	<p>Submission Date: 09/29/2024 Result Summary: 90% of the student teachers indicated that they were (very well -4 or well-3 prepared) on a 4-point rating scale, with their ability to effectively communicate (correct use of grammar, pronunciation) with children, school administrators, teachers and other personnel. Reporting Period: 2023 - 2024 Conclusion: Criteria Met</p>

Assessment Measure	Result Summary
<p>Criterion: Eighty-six percent (86%) of the candidates will indicate that they were adequately prepared, 3-acceptable on a 4-point rating scale, with their ability to effectively communicate (correct use of grammar, pronunciation) with children, school administrators, teachers and other personnel.</p> <p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Post-Student Teaching Self-Assessment Form.pdf</p>	<p>Analysis of Results: In fall 2023, XX% (n=6) indicated they were either very well-4 or well-3 prepared and XXX (n=4) of the student teachers also indicated they were (very well -4 or well-3 prepared) with their ability to effectively communicate (correct use of grammar, pronunciation) with children, school administrators, teachers and other personnel. The overall criterion was met.</p> <p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 10 Number of Successful Face to Face Students: 10 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 10 Total Number of Successful Students in all Populations: 10</p> <p>Improvement Narratives Improvement Narrative: Maintain and monitor current level of performance. Modify instruction as needed to ensure a high level of performance. Improvement Type: Other (if other please specify in the field below) "Other" Improvement Type: Maintenance and monitoring of performance</p> <p>Related Documents: COMMUNICATION-SELF ASSESSMENT-F'23.xlsx; COMMUNICATION-Post-Self-Assessment Sp 24.xlsx</p>
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Communication Tool Kit Criterion: Eighty-six (86%) of the candidates will score 3-competent or higher on a 4-point rubric scale on course-based written communication activities. Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Communication File.docx</p>	<p>Submission Date: 09/29/2024 Result Summary: 83% (n=31) of the candidates scored 2.64/4 on a 4-point rubric scale on course-based written communication activities. Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met Analysis of Results: In the fall of 2023, the average group (n=14) 82.35% score 3.00 for the candidates was out of 4, which corresponds to the Competent-3 performance level. In comparison, the spring 2024 candidates' (n=17) 85% group average was 2.54 out of 4, indicating a Developing-2 performance level. This suggests that the candidates showed some of the performance characteristics required to meet the standard at an acceptable level, but not all candidates demonstrated sufficient performance for all parts of the key task assessment at the Competent-3 performance level. The majority of candidates did not perform at the Competent-3 level.</p> <p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 31 Number of Successful Face to Face Students: 27</p>

Assessment Measure	Result Summary
	<p>Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 31 Total Number of Successful Students in all Populations: 27</p> <p><u>Improvement Narratives</u> Improvement Narrative: Candidates are expected to perform at the 3- competent level on a 4- point rubric scale demonstrating knowledge and skills in implementing the Florida Educator Accomplished Practices related to oral and written communicate (correct use of grammar, pronunciation, digital, etc. To ensure an improvement in performance, modify and align assignments with instructional strategies and standards as needed. Improvement Type: Pedagogy Change Related Documents: Communication Fall 2023 Elementary Edu Midpoint.xlsx; Communication Spring 2024 Elementary Edu Midpoint.xlsx</p>

Diversity

Objective/Outcome: Candidates use their knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Objective/Outcome Status: Active SLO - Student Learning Outcome

Academic Learning Compact: Yes - Discipline Specific Knowledge

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 10/08/2019

Mapping

- Florida Board of Governors Performance Metrics: *(X - Highlight X to Align)*

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) **(X)**

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: *(X - Aligned)*

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales **(X)**
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars **(X)**
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic empahsis **(X)**

IP - Pre-K Elementary Education (BS): *(X - Highlight X to Align)*

- **Goal 4:** Diversity: Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **(X)**

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Portfolio Rubric Criterion: Eighty-six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/differentiation strategies, assessments, resources, technology, accommodations and modifications for diverse learners in inclusive learning environments. Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 09/29/2024 Result Summary: 83% (n=9) of the student teachers scored 3.30/4 at the 3-competent performance level on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/differentiation strategies, assessments, resources, technology, accommodations and modifications for diverse learners in inclusive learning environments for AY 2023-24.</p> <p>Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met Analysis of Results: In the fall of 2023, the average group (n=5) score for the student teachers was 3.30 (71.43%) out of 4, which corresponds to the Competent-3 performance level. In comparison, the spring 2024 candidates' group (n=4) average was 3.00 ((75%) out of 4, indicating a 3-Competent performance level. This suggests that the candidates showed some of the performance characteristics required to meet the standard at the component level, but not all candidates demonstrated sufficient performance for all parts of the key task assessment The majority of candidates, 86%, did not perform at the Competent-3 level.</p> <p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 9 Number of Successful Face to Face Students: 7 Number of Hybrid Students Assessed: 9 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 9 Total Number of Successful Students in all Populations: 7</p> <p>Improvement Narratives Improvement Narrative: Monitor candidates' performance and modify instruction and related activities as needed. Improvement Type: Pedagogy Change Related Documents: Diversity Fall 2023 Elementary Edu Mastery.xlsx; Diversity Spring 2024 Elementary Edu Mastery.xlsx</p>
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Portfolio Rubric</p>	<p>Submission Date: 09/29/2024 Result Summary: 83% (n=31) of the non-student teacher candidates scored 2.64, Developing-2 performance level on a 4-point rubric scale on course-based diversity lesson plans that include standards, goals, objectives, method/differentiation strategies, assessments, resources, technology, accommodations and modifications for diverse learners in inclusive learning environments for AY 2023-24.</p> <p>Reporting Period: 2023 - 2024</p>

Assessment Measure	Result Summary
<p>Criterion: Eighty-six percent (86%) of the non-student teacher candidates will score 3-competent or higher on a 4-point rubric scale on course-based diversity lesson plans that include standards, goals, objectives, method/differentiation strategies, assessments, resources, technology, accommodations and modifications for diverse learners in inclusive learning environments.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Conclusion: Criteria Not Met</p> <p>Analysis of Results: xxx</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 31</p> <p>Number of Successful Face to Face Students: 26</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 31</p> <p>Total Number of Successful Students in all Populations: 26</p> <p>Improvement Narratives</p> <p>Improvement Narrative: Implement motivational strategies to increase candidates' reading of required content, comprehension, and application of the material and associated tasks to improve performance</p> <p>Improvement Type: Other (if other please specify in the field below)</p> <p>"Other" Improvement Type: .Motivational Strategies</p> <p>Related Documents:</p> <p>Diversity Fall 2023 Elementary Edu Midpoint.xlsx;</p> <p>Diversity Spring 2024 Elementary Edu Midpoint.xlsx</p>
<p>Assessment Measure Status: Active</p> <p>Measure Type: Indirect - Student Satisfaction Survey</p> <p>Assessment Measure: Post Student Teacher Self-Assessment</p> <p>Criterion: Eighty-six percent (86%) of the student teachers will indicate that they were adequately prepared, 3- acceptable or higher on a 4- point rating scale, to effectively meet the individual learning needs of diverse learners in inclusive school environments.</p> <p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents:</p> <p>Post-Student Teaching Self-Assessment Form.pdf</p>	<p>Submission Date: 09/30/2024</p> <p>Result Summary: 80% of the student teachers indicated that they were (very well-4 or (3-well prepared) on a 4- point rating scale, to effectively meet the individual learning needs of diverse learners in inclusive school environments for AY 2023-24.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Not Met</p> <p>Analysis of Results: In the fall of 2023, 2 student teachers indicated that they were (very well prepared -4) and 3 indicated they were (well prepared-3). In spring 2024, 2 student teachers also indicated that they were (very well prepared-4) 1 indicated (well prepared-3) and 1 (somewhat prepared-2) using a 4-point Likert scale rubric, to effectively meet the individual learning needs of diverse learners in inclusive school environments. Overall, the 86% criterion was not met.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 10</p> <p>Number of Successful Face to Face Students: 8</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 10</p> <p>Total Number of Successful Students in all Populations: 8</p> <p>Improvement Narratives</p>

Assessment Measure	Result Summary
	<p>Improvement Narrative: Monitor candidates' performance and modify instruction and related activities as needed.</p> <p>Improvement Type: Pedagogy Change</p> <p>Related Documents: DIVERSITY SELF ASSESSMENT-F'23.xlsx; DIVERSITY -Post-Student Teaching Self-Assessment Sp 24.xlsx</p>

Learning Environment

Objective/Outcome: Candidates will use their knowledge to demonstrate effective ways to maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students.

Objective/Outcome Status: Active SLO - Student Learning Outcome

Academic Learning Compact: Yes - Discipline Specific Knowledge

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 10/08/2019

Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 5:** Learning Environment: Candidates will acquire an understanding of and demonstrate effective ways to maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active</p> <p>Measure Type: Direct - Portfolio Evaluation</p> <p>Assessment Measure: Portfolio Rubric:</p>	<p>Submission Date: 09/30/2024</p> <p>Result Summary: 90% (n=10) of the student teachers scored 3 -competent on a 4-point rubric scale on the Comprehensive Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task for the AY 2023-24.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: In fall 2023 (AY), 85% (n=6) of the student teachers met the criterion by scoring 3.17/4 on a 4-point Likert scale rubric, while in the spring semester of 2024, 100% (n=4) scored 2.75/4. The overall group average was 90.9%.</p>

Assessment Measure	Result Summary
<p>Criterion: Eighty-six (86%) of the student teachers will score 3 -competent or higher on a 4-point rubric scale on the Comprehensive Character-based Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Classroom Management.docx</p>	<p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 10 Number of Successful Face to Face Students: 9 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 10 Total Number of Successful Students in all Populations: 9</p> <p>Improvement Narratives Improvement Narrative: Monitor performance and modify instruction as needed o maintain a high level of success.</p> <p>Improvement Type: Pedagogy Change Related Documents: LEARNING ENVIRONMENT - Spring 2024 Elementary Edu Mastery.xlsx</p>
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Portfolio Rubric Criterion: Eighty-six percent (86%) of the non student teacher candidates will score 3-competent or higher on a 4-point rubric scale on the course-based Comprehensive Character-based Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 10/03/2024 Result Summary: 76,75% (n=28)of the non student teacher candidates scored 2.86 at the 2-Developing level on a 4-point rubric scale on the course-based Comprehensive Character-based Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.</p> <p>Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met Analysis of Results: In fall 2023, 64% (n-11) of the non-student teachers scored 2.73 at the 2-Developing level while the spring 2024 75% (n=17) of the non-student teachers scored 3.00 at the 3-Competent level on a 4-point rubric scale on the course-based Comprehensive Character-based Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.</p> <p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 28 Number of Successful Face to Face Students: 21 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 28 Total Number of Successful Students in all Populations: 21</p> <p>Improvement Narratives Improvement Narrative: Monitor candidates to ensure acceptable performance levels and adjust instruction and activities as necessary. Improvement Type: Pedagogy Change Related Documents:</p>

Assessment Measure	Result Summary
	Learning Environment - Fall 2023 Elementary Edu Midpoint.xlsx ; Learning Environment - Spring 2024 Elementary Edu Midpoint.xlsx

Technology

Objective/Outcome: Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil knowledge and the manner in which they are used.

Objective/Outcome Status: Active SLO - Student Learning Outcome

Academic Learning Compact: Yes - Discipline Specific Knowledge

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 10/08/2019

Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic empahsis (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 6:** Technology: Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil understanding and the manner in which they are used (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active</p> <p>Measure Type: Direct - Portfolio Evaluation</p> <p>Assessment Measure: Portfolio Rubric</p> <p>Criterion: Eighty-six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the diverse needs of the students.</p>	<p>Submission Date: 09/30/2024</p> <p>Result Summary: 83% (n=9) of the student teachers scored 3-competent on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the diverse needs of the students for AY 2023-24.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Not Met</p> <p>Analysis of Results: In fall 2023, 71.43% (n=5) of the student teachers met the criterion by scoring 3.00 on a 4-point Likert scale rubric, while in the spring semester of 2024, 100% (n=4) scored 3.00/4. This indicates that candidates demonstrate proficiency in the characteristics that meet the standard expectations at an acceptable level of performance. There is a need to increase the performance of all candidates to meet the 86% criterion.</p>

Assessment Measure	Result Summary
<p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Technology Enhanced Lesson Plan.docx</p>	<p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 9 Number of Successful Face to Face Students: 7 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 9 Total Number of Successful Students in all Populations: 7</p> <p><u>Improvement Narratives</u> Improvement Narrative: Monitor candidates to maintain a high level of performance. Modify instruction as needed to meet candidates' instructional needs. Improvement Type: Pedagogy Change Related Documents: Technology Fall 2023 Elementary Edu Mastery.xlsx; Technology Spring 2024 Elementary Edu Mastery.xlsx</p>
<p>Assessment Measure Status: Active Measure Type: Direct - Portfolio Evaluation Assessment Measure: Portfolio Rubric Criterion: Eighty-six percent (86%) of the non-student teachers will score 3-competent or higher on a 4 point rubric scale on course lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the diverse needs of the students.</p> <p>Assessment Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Technology Enhanced Lesson Plan.docx</p>	<p>Submission Date: 09/30/2024 Result Summary: 83% (n=31) of the non-student teachers scored 2.70-Developing on a 4 point rubric scale on course lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the diverse needs of the students for AY 2023-24. Reporting Period: 2023 - 2024 Conclusion: Criteria Not Met Analysis of Results: In the fall of 2023, 83.87% (n=15) of the candidates scored 2.53, indicating a Developing performance level on a 4-point Likert scale rubric. In the spring semester of 2024, 80% (n=16) scored 2.88/4, also at the Developing level, on their course lesson plans. This suggests that the candidates are starting to demonstrate some of the performance characteristics needed to meet the standard. All candidates did not demonstrate sufficient performance for all parts of the key task assessment at the Competent-3 performance level. The overall 86% criterion was not met. Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 31 Number of Successful Face to Face Students: 26 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 31 Total Number of Successful Students in all Populations: 26</p> <p><u>Improvement Narratives</u> Improvement Narrative: Monitor candidates' comprehension and application of the content and related activities to improve performance. Modify instruction as needed to meet candidates' learning needs.</p>

Assessment Measure	Result Summary
	<p>Improvement Type: Pedagogy Change</p> <p>Related Documents: Technology Fall 2023 Elementary Edu Midpoint (2).xlsx; Technology Spring 2024 Elementary Edu Midpoint.xlsx</p>
<p>Assessment Measure Status: Active</p> <p>Measure Type: Indirect - Student Satisfaction Survey</p> <p>Assessment Measure: Post Student Teacher Self-Assessment</p> <p>Criterion: Eighty-six percent (86%) of the student teachers will indicate that they were adequately prepared, 3-acceptable on a 4- point rating scale, with their knowledge and ability to use technology in teaching content and maintaining records in the learning environment.</p> <p>Assessment Year(s): 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Post-Student Teaching Self-Assessment Form.pdf</p>	<p>Submission Date: 09/30/2024</p> <p>Result Summary: 80% (n=8) of the student teachers indicated they were (very well prepared-4, or (well prepared-3)on a 4- point rating scale, with their knowledge and ability to use technology in teaching content and maintaining records in the learning environment for AY 2023-24.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Not Met</p> <p>Analysis of Results: In the fall of 2023, 5 student teachers indicated they were (very well prepared -4). In spring 2024, 3 student teachers also indicated that they were (very well prepared-4 or well prepared-3) and 2 student teachers indicated they were (somewhat prepared -2) using a 4-point Likert scale rubric, with knowledge and ability to use technology in teaching content and maintaining records in the learning environment. Overall, the 86% criterion was not met.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 10</p> <p>Number of Successful Face to Face Students: 8</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 10</p> <p>Total Number of Successful Students in all Populations: 8</p> <p>Improvement Narratives</p> <p>Improvement Narrative: Monitor candidates' comprehension of content and related activities to improve performance. Modify instruction as needed to meet candidates' learning needs.</p> <p>Improvement Type: Pedagogy Change</p> <p>Related Documents: TECHNOLOGY SELF ASSESSMENT-F'23.xlsx; TECHNOLOGY-Post-Student Teaching Self-Assessment Sp 24.xlsx</p>

Reflections

Overall Reflection

1. What worked well over the course of the current assessment cycle?

One-hundred percent of the program's candidates indicated they were prepared to enter the teaching profession and become an effective teacher in the K-6 school environment. Candidates demonstrated that they were competent in implementing the competencies in subject matter, critical thinking, communication, assessment and managing the learning environment.

Subject Matter

The performance data indicate that teacher candidates utilize their deep and comprehensive knowledge of subject matter to identify gaps in K-6 students' subject matter knowledge. Evidence also supports their ability to align formative and summative assessments to match their learning objectives. The performance data indicate that teacher candidates need additional instruction on making connections between student feedback and adjusting their instructional planning. A reflective activity will be added to the key assignments prior to their final submissions. Also, a class discussion will be conducted after each presentation of the lesson.

It appears that teacher candidates could benefit from more practice in aligning state-adopted standards to an appropriate level of rigor for their students. Additional examples of this will be provided in class for candidates to "check for their understanding" before moving on to new instructional material.

Learning Environment

Teacher candidates performed well on demonstrating respect for students' cultural linguistic and family backgrounds and conveying high expectations. They also provided evidence of identifying the importance of providing students with a safe, equitable, flexible and inclusive learning environment. Candidates performed at the rubric *competent 3-level* on the individual behavior change programs and the classroom management system they developed and implemented with individual students who demonstrated disruptive behaviors in the classroom.

2. What changes for improvement were made in the current assessment cycle that were tied to results and action plans from the previous assessment cycle? (Tell us how you are continuously improving)

In the previous program plan, one goal was to continue to enhance candidates' knowledge and practice in the K-6 classroom prior to student teaching via the field experience component of the Elementary Education program. Several modifications were made during the current assessment cycle: (1) EDF 1005 Introduction to Education for Educators was completely revised and implemented at the FAMU Developmental Research School. The course instructors and students hold the class at the school site which allows teacher candidates to observe/work in the DRS classrooms under the supervision of the teacher and university instructor during the 30-hours they are assigned at the school. Debriefing sessions are held following candidates' observation/work in the classroom. The model worked exceptionally well and we will continue implementation. (2) Elementary Education teacher candidates participated in remote field experiences spring semester 2020 and will continue this academic year with the addition of Mursion Virtual Teaching software that allows candidates the opportunity to participate in a mixed reality field clinical environment. Pre-majors and candidates will be able to interact with avatars representing small classes of students; thereby, providing them with simulated teaching experiences. The mixed reality approach enables each simulation to be responsive to the unique live performance of each individual learner, allowing learners to fully immerse themselves. The Mursion Virtual Teaching software will ensure uninterrupted access to teaching experiences and learning.

3. What needs improvement and what will be done to address areas of opportunity?

Diversity

Two (2) primary areas of concern in the TSL courses continues to be modifications and accommodations for ELLs in lesson planning and the use of assistive technologies to supplement and scaffold instruction. Teacher candidates particularly tend to score lower in the areas of implementing modifications in the body of the lesson plan that address the specific needs of the ELL from the field experience for whom the lesson plan was crafted. Modifications tend to be very generic and applicable to any classroom in which diversified, inclusive, and scaffolded instruction is implemented for all students and not just ELLs. Teacher candidates continue to rely on the ancillary services of an ESOL director, teacher, or paraprofessional even though this is counter indicated in the course content and current literature.

Reflections

Further, in terms of assistive technologies, teacher candidates still rely on outdated technologies such as Google translate and implement only translate instructions or larger pieces of text. The objective is to have teacher candidate implement technologies at a deeper content-level as an assistive supplement to scaffolded instruction.

Pedagogy Change: Teacher education candidates performed below the Performance Level 3-Competent on a 4-point rubric in the areas that follow. Therefore, all courses that address subject matter and lesson plans, critical thinking, diversity, learning environment, communication, and technology will revise the mode of presentation/delivery of content to an increased level of active student engagement activities, a best practice in teacher education.

TSL Courses: In these, two (2) areas of concern are being addressed through the following course modifications:

- a. Introduction of two (2) peer review sessions among teacher candidates using a guided rubric for salient feedback using the discussion forum in Canvas;
- b. Provide teacher candidates two (2) opportunities to submit draft lesson plans prior to final submission -
- c. Integrate "PowToons" educational presentation software for teacher candidates to create digital microteaching lessons in which they mock teach their lesson plans to a fictional virtual classroom
- d. Teacher candidates will participate in virtual tutoring sessions on demand for ELL students in a community-partnership school to complete the requirements of their field-based experiences-effective integration of emerging assistive technologies for the tutoring sessions will be a necessary requirement
- e. Teacher candidates will practice simulated teaching exercises with ELLs using the virtual simulation training software Mursion -
- f. TSL course syllabi have been significantly changed in terms of pedagogic best practices using the Association of College and University Educators (ACUE) via Dr. Blankenship's acceptance and participation as a Distinguished Teaching Scholar Fellow in the "ACUE Effective Practice Framework" designed to implement the following course changes:
 - o Designing an effective course;
 - o Establishing a productive learning environment;
 - o Using active learning and higher order learning strategies
 - o Promote higher order learning;
 - o Authentic assessment to inform instruction and support learning; and
 - o Career guidance and readiness

Finally, teacher candidates are completing professional development webinars through Association of Supervision and Curriculum Development (ASCD) for which they will receive a completion certificate. Teacher Candidates will also receive digital badges for completing all requirements for TSL Canvas course modules related to lesson planning and assistive technologies housed in their digital backpacks and for use in their e-Portfolios.

Proposed Assessment Budget for upcoming Assessment Cycle

Future Action Plan

Areas for Improvement

Diversity

Two (2) primary areas of concern in the TSL courses continues to be **modifications and accommodations for ELLs** in lesson planning and the use of assistive technologies to supplement and scaffold instruction. Teacher candidates particularly tend to score lower in the areas of implementing modifications in the body of the lesson plan that address the specific needs of the ELL from the field experience for whom the lesson plan was crafted. Modifications tend to be very generic and applicable to any classroom in which diversified, inclusive, and scaffolded instruction is implemented for all students and not just ELLs. Teacher candidates continue to rely on the ancillary services of an ESOL director, teacher, or paraprofessional even though this is counter indicated in the course content and current literature.

Reflections

Further, in terms of **assistive technologies**, teacher candidates still rely on outdated technologies such as Google translate and implement only translate instructions or larger pieces of text. The objective is to have teacher candidate implement technologies at a deeper content-level as an assistive supplement to scaffolded instruction.

What will be done to Improve the Areas

Modifications in the TSL courses in these two (2) areas of concern are being addressed through the following course modifications:

- a. Introduction of two (2) peer review sessions among teacher candidates using a guided rubric for salient feedback using the discussion forum in Canvas;
- b. Provide teacher candidates two (2) opportunities to submit draft lesson plans prior to final submission;
- c. Integrate “PowToons” educational presentation software for teacher candidates to create digital microteaching lessons in which they mock teach their lesson plans to a fictional virtual classroom;
- d. Teacher candidates will participate in virtual tutoring sessions on demand for ELL students in a community-partnership school to complete the requirements of their field-based experiences-effective integration of emerging assistive technologies for the tutoring sessions will be a necessary requirement;
- e. Teacher candidates will practice simulated teaching exercises with ELLs using the virtual simulation training software Mursion;
- f. TSL course syllabi have been significantly changed in terms of pedagogic best practices using the Association of College and University Educators (ACUE) via Dr. Blankenship’s acceptance and participation as a Distinguished Teaching Scholar Fellow in the “ACUE Effective Practice Framework” designed to implement the following course changes:
Designing an effective course;
Establishing a productive learning environment;
Using active learning and higher order learning strategies
Promote higher order learning;
Authentic assessment to inform instruction and support learning; and
Career guidance and readiness

Finally, teacher candidates are completing professional development webinars through Association of Supervision and Curriculum Development (ASCD) for which they will receive a completion certificate. Teacher Candidates will also receive digital badges for completing all requirements for TSL Canvas course modules related to lesson planning and assistive technologies housed in their digital backpacks and for use in their e-Portfolios.

Who is Responsible - All course instructors

Timeline - Start fall semester 2020, end spring semester 2021

Budget - College of Education

2020 - 2021

Reflections

Overall Reflection

1. *What worked well over the course of the current assessment cycle?*

One hundred percent (100%) of the program’s candidates indicated they were prepared to enter the teaching profession and become an effective teacher in the K-6 school environment. Candidates demonstrated that they were competent in implementing the competencies in subject matter, critical thinking, communication, assessment and managing the learning environment.

88% (n=17) of the candidates performed at the 3-competent performance level on diversity key assessments related to children with special needs in EEX 2030. However, the group average did not meet the 86% criteria for the 2020-21 academic year.

Reflections

2. What changes for improvement were made in the current assessment cycle (2020-2021) that were tied to results and action plans from the previous assessment cycle? (Tell us how you are continuously improving).

Courses that address subject matter and lesson plans, will revise the mode of presentation/delivery of content to increase active student engagement in activities, a best practice in teacher education. – ***Class activities were designed to use peer pairs, small group, cooperate groups to encourage candidates' engagement in learning. This structure resulted in some improvement in key assessments, but not at the expected level. However, the structure is a best practice and will continue to be implemented with monitoring during the academic year.***

Learning Environment Outcome - ***The Character-Based Classroom Management key assessment was modified so that candidates can earn digital badges for successful completion of the components of the assessment. This change resulted in an increase of candidates' scores on the learning environment outcome.***

TSL Courses

a. Introduction of two (2) peer review sessions among teacher candidates using a guided rubric for salient feedback using the discussion forum in Canvas. – ***Peer review sessions were reduced to one (1) session based on ACUE course redesign principles and teacher candidate feedback. Peer review sessions did result in some improvement among teacher candidates' final submissions.***

b. Provide teacher candidates two (2) opportunities to submit draft lesson plans prior to final submission. ***Drafts were reduced to one (1) submission based on ACUE course redesign principles and teacher candidate feedback. Peer review sessions did result in some improvement among teacher candidates' final submissions.***

c. Integrate “PowToons” educational presentation software for teacher candidates to create digital microteaching lessons in which they mock teach their lesson plans to a fictional virtual classroom. ***The use of PowToons to create microteaching lessons and virtual ELL tutorials was met with tepid response among teacher candidates. Teacher candidates reported out feelings of “awkwardness” in having to pretend they were teaching in a face-to-face setting with an actual ELL student. Based on student feedback and ACUE course redesign PowToons will still be used for microteaching but not for the ELL virtual tutorials.***

d. Teacher candidates will participate in virtual tutoring sessions on demand for ELL students in a community-partnership school to complete the requirements of their field-based experiences-effective integration of emerging assistive technologies for the tutoring sessions will be a necessary requirement. ***Data were gathered for a research study on the effectiveness of the virtual ELL tutorials in providing salient clinical experiences for TSL teacher candidates (pending journal publication). Based on the results and after ACUE course redesign in addition to teacher candidate feedback, it was determined that teacher candidates were missing deeper, sustainable connections to the clinical experience using the virtual ELL tutorials. Only minimal teacher candidates across the TSL courses produced tutorials that reflected deeper connection to the field clinical key assignments. Therefore, and due to continued lack of face-to-face school site access, teacher candidates now participate in a Canvas virtual field clinical experience which consists of three standards and competencies aligned content-specific modules with a culminating activity to create a classroom management plan focused on and implementing differentiated, diverse, and inclusive best practices for working with ELLs.***

e. Teacher candidates will practice simulated teaching exercises with ELLs using the virtual simulation training software *Mursion*. ***The Mursion sessions were highly successful in supplementing field clinical experiences as teacher candidates were able to participate with the ELL avatar in a simulated classroom teaching math and science content. Teacher candidates employed modifications for the virtual ELL that included wait time, visual aids, and opportunity to practice higher-order concepts. Feedback was provided to teacher***

Reflections

candidates at the conclusion of each session that was then used to inform the development of their lesson plan key assignment. Mursion simulations were with debriefings and teacher candidate reflection were added as a key assignment to the TSL courses.

f. TSL course syllabi have been significantly changed in terms of pedagogic best practices using the Association of College and University – **As a result of the TSL course redesigns and successful improvements related to Student Learning Outcomes (SLOs), Dr. Blankenship is now recognized by the University as a digital learning expert. In summer 2021, she built the Planning and Implementing Effective Teaching Strategies (PIETS) Faculty Learning Community (FLC) in Canvas and co-facilitated the enhanced professional development with two other university faculty. She has also been invited to co-facilitate the third ACUE fellowship beginning fall 2021. In summer 2021 and based on the ACUE course redesign and fellowship beginning spring 2020, she realigned SLOs to reflect better higher levels of Bloom’s Taxonomy and realigned/designed key assignments to engage students in ESOL standards and competencies that were more relevant to their TSL experiences.**

Educators (ACUE) via Dr. Blankenship’s acceptance and participation as a Distinguished Teaching Scholar Fellow in the “ACUE Effective

Practice Framework” designed to implement the following course changes:

- Designing an effective course.
- Establishing a productive learning environment.
- Using active learning and higher order learning strategies
- Promote higher order learning.
- Authentic assessment to inform instruction and support learning; and
- Career guidance and readiness

g. Finally, teacher candidates are completing professional development webinars through Association of Supervision and Curriculum Development (ASCD) for which they will receive a completion certificate. Teacher Candidates will also receive digital badges for completing all requirements for TSL Canvas course modules related to lesson planning and assistive technologies housed in their digital backpacks and for use in their e-Portfolios. **Teacher candidates reported out that they found the ASCD webinars to be very informative in supporting their understanding of best teaching and learning practices so they were kept unaltered as a key assignment for the TSL courses.**

3. What needs improvement and what will be done to address areas of opportunity? (Summarize your action plans for improvement)

Candidates' performance on learning outcomes, subject matter, critical thinking, diversity, learning environment, communication, and technology did not meet the average group criteria for academic year 2020-21, although pedagogical modifications were made. Candidates' improvement in these learning outcomes are linked to faculty instructional skills. Areas of opportunity for academic year 2021-22 will focus on:

- Professional development for faculty in teaching methods to improve the quality of content knowledge and use of differentiation, academic feedback, modeling, and questioning techniques within coursework; and using data to inform instructional practice and using rubrics to assess candidates' coursework.
- Opportunities for candidates to practice the skills in authentic settings and receive feedback on their performance.

Reflections

- Re-assessment of class activities designed to use peer pairs, small group, cooperate groups to encourage candidates' engagement in learning for continued implementation academic year 2021-22.
- Increased use of formative assessments of candidates' learning in coursework throughout the semester.

Proposed Assessment Budget for upcoming Assessment Cycle

A budget is not needed to implement the action plan objectives for the 2021-22 academic year.

Future Action Plan

The Elementary Education K-6 ESOL/Reading/ and Pre-K Primary Disabilities Program's curriculum is aligned with the Florida Educator Accomplishment Practices, the Florida Uniform Core Curriculum and the Council for the Accreditation of Educator Preparation. The program learning outcomes are embedded in these standards. Thus, candidates are assessed on their demonstration of mastery of these standards. To effectively implement the standards-based curriculum, the program must not only focus on the candidates but also the instructors' knowledge and skills in delivering quality instruction. The goals below are included in the program's continuous improvement plan.

- Elementary teacher education faculty will participate in continuous professional development training in providing academic feedback, use of high-quality questioning techniques, and differentiated instruction to ensure implementation of current evidenced-based content in the above strategies biannually (fall and spring semesters).
- Use candidates' learning outcomes data to identify course and/or faculty challenges to provide professional development in these areas and/or modify course content annually.
- Based on candidates' performance in the learning outcomes, program modifications will be made to address identified deficiencies (e.g., content review, key task assignments, instructor/peer pedagogical reviews (for example, teaching videos and providing feedback, peers critiquing course assignments, other measures) annually.
- The program will focus on strengthening connecting coursework to field experiences and clinical practices to enhance candidates' skills in the subject matter, critical thinking, diversity, learning environment, communication, and technology, assessed annually via field experience observations and feedback and course assessments.

2021 - 2022

Reflections

Overall Reflection

During the current assessment cycle, 2021-2022, the department focused on improving instruction. The faculty participated in a series of professional growth sessions *designed to focus on high-yield instructional strategies. The sessions were beneficial to faculty, evidenced by implementing them in their classes. A review of the course assessment data revealed that candidates did not meet the criteria established for learning outcomes; Communication, Critical Thinking, Diversity, Technology, and the Learning Environment.* This prompted the faculty to assess their instructional practice, which resulted in their participation in the activities below.

Professional Growth: Program faculty participated in three professional development sessions to enhance their instructional skills: High Quality Feedback, Using Differentiated Instruction, and Effective Questioning Techniques. These areas were selected as a result of candidates' low performance in student teaching and in some of the methods courses.

Reflections

Pedagogical Collaboration Review: A strategy for strengthening teaching effectiveness. Faculty use this collaboration to get actionable feedback on their teaching, course assignments, and related areas identified by the participants.

Enhanced Advising: While the faculty has made multiple modifications to their courses and field experiences, there has been minimal improvement in candidates' academic performance. Candidates have difficulty in managing their time, work, social activities, and other things which limit time to study. To help the candidates, the program implemented *Enhanced Advising*, which requires the candidate to develop, prioritize and maintain a schedule, and develop a professional development plan that is monitored by the department. The instructors are hoping to see more student engagement, motivation, and improved academic performance.

The data support the need for continuous professional development in specific academic areas to enhance candidates' knowledge and skills.

Proposed Assessment Budget for upcoming Assessment Cycle
The College of Education is responsible for the budget.

Future Action Plan

Improvement Areas for 2022-2023

- Increase the passage rate of candidates/students on the state certification examination
- Professional development for teacher education faculty targeting specific instructional areas that appear to be challenging for the candidates
- Improve candidates/students' knowledge and skills in coursework
- Program faculty will integrate *Study.com* content into courses that address subject matter, critical thinking communication, diversity, learning environment, and technology.
This content is also aligned with the FTCE Competencies and Skills.

2022 - 2023

Reflections

Overall Reflection

Assessment data for academic year 2022-2023 indicated that program completers/student teachers maintained or improved their performance in communication, diversity, and learning environment. Candidates did not meet the criteria for subject matter, critical thinking, and technology student learning outcomes. Activities and strategies that worked or did not are discussed below.

· **Increase the passage rate of candidates/students on the state certification examination.**

Result: 12 of 21 candidates passed the Florida Teacher Certification Examination (FTCE) AY 2022-2023. 3 candidates passed the Professional Education Exam and 2 of 4 of the Subject Areas. 6 candidates did not take the exams. While this is an increase in the number taking and passing the exam, the goal was to increase the number of candidates passing the exam on the first attempt. Faculty incorporated FTCE vocabulary tests into course work and candidates were provided 240 Tutoring, and practice. These strategies worked well for candidates who participated. Program faculty will continue working to increase the number of first time pass rates,

· **Professional development for teacher education faculty targeting specific instructional areas that appear to be challenging for the candidates.**

Result: Program faculty participated in professional development that focused on "Differentiation of Instruction" which continues to be a strategy challenge for teacher candidates. Classroom observations of candidates' teaching during internship reveal that they have difficulty distinguishing between accommodations to assist students and differentiation of instruction. Thus, faculty continues to enhance their skills and knowledge of the strategy to assist them in providing quality instruction to the candidates. Additional professional development faculty participated in were "Universal Design for Learning", and "Effective Classroom and Behavior Management", also a

Reflections

challenging area for some of the teacher candidates. The professional development activities were most beneficial to faculty and student teachers.

Non-student teacher candidates were also assessed on the student learning outcomes. The candidates did not meet the criteria for subject matter, critical thinking, technology, communication, diversity, and learning environment. The assessment results indicated that they made some improvement but need to consistently perform at the competent performance level. One factor that contributes to candidates' low performance is their lack of reading course content. Faculty was challenged to find ways to motivate candidates' engagement in required readings for the courses.

· Improve candidates/students' knowledge and skills in coursework; and integrate *Study.com* content into courses that address subject matter, critical thinking communication, diversity, learning environment, and technology. The *Study.com* content is also aligned with the Florida Teacher Certification Examination (FTCE).

Result. Study.com was integrated into program courses and faculty scheduled practice sessions for candidates in the Candidate Empowerment Center. The study sessions were monitored (number of sessions and length of time interacting with the content) by the course faculty, CEC staff and the College Success Coach. Program faculty experienced difficulty in accurately assessing the actual degree of knowledge candidates gained from coursework and Study.com partly because of the disconnect between what was taught and assessed in coursework and real-time implementation in the K-6 classrooms with school learners.

Continuous Improvement

The assessment data continues to indicate candidates' low performance in subject matter, critical thinking, and technology. Candidates' performed at the 3-competent mid-to high level in communication, diversity, and learning environment. The strategies used during AY 2022-23 were effective in improving candidates' performance that actively participated in course instruction. Program faculty will continue to implement the aforementioned strategies with some modifications.

Proposed Assessment Budget for upcoming Assessment Cycle

Resources/Budget

The Department of Elementary Education and College of Education will provide resources to accomplish the tasks.

Future Action Plan

Action Plan | Elementary Education | 2023-24 Academic Year

Program Goal

Task1 | Provide professional development opportunities for elementary education teacher candidates in areas such as:

- professional dispositions expected of professional educators,
- planning effective instruction using a variety of formative and summative assessment strategies,
- making appropriate adjustments to improve instruction based on formative and summative student feedback and performance results,
- monthly professional development specifically for elementary education majors – guest lecture series during faculty class times via Zoom or hybrid.

Task 2 | Add Stackable badges to our program to motivate candidates to enhance their knowledge and skills in the subject matter.

Task 3 | Implement strategies to increase FTCE first-attempt passing rates that include individual faculty plans and working closely with the COE Center for Academic Success and the COE Candidate Empowerment Center. Provide more directed/guided/intentional practice for FTCE Professional and Subject Area Exams such as live sessions with interactive practice activities

Task 4 | Faculty will participate in **pedagogical collaboration** (*a strategy used to improve the effectiveness of faculty's teaching by examining a key assignments and instructional delivery of the content. Feedback is provided to the faculty on ways instruction could be improved.*) to strengthen their

Reflections

skills in effective teaching practices with specific focus on modeling the implementation of lesson plans to teacher education candidates. These teaching sessions will be observed and recorded by the department chair to provide feedback to the faculty.

Responsible Department/Personnel

Department of Elementary Education chairperson and faculty

Start Date: September 2023 | End Date: May 2024

2023 - 2024

Reflections

Overall Reflection

1) The program assessed candidates' performance on six learning outcomes: Subject matter, Communication, Critical Thinking, Diversity, Learning Environment, and Technology. The criterion for average group performance on each outcome is that 86% of both student teachers and non-student teachers would achieve a score at the 3-competent level on key task assignments. The student teachers successfully met the standard for learning outcomes Learning Environment and Communication using a direct measure, and on Communication, subject Matter, and Learning Environment using an indirect measure.

Non-student teachers were assessed at the midpoint transition. These candidates did not meet the 86% criterion of scoring at the 3-Competent level on learning outcomes. The group average criterion ranged from 76.75% to 83.87%.

2) How past assessments contributed to current success and opportunities for growth in the next cycle. (Tell us how you are continuously improving)

The past assessments contributed to current success and provided opportunities for candidates' growth in the 2024-25 academic year. The candidates' success was partly due to the following course and program modifications:

Professional Development

Student teachers participated in professional development focusing on differentiation of instruction, accommodations, and data analysis.

Stackable Badges

Adding stackable badges was successful as a motivational strategy for increasing candidates' **reading of assigned course content**. In the TSL courses, on average, teacher candidates who earned 75% -100% of their digital badges performed better on key assignments and increased their overall course performance. The TSL courses were the first of the course series to implement the strategy, and the faculty plans to add additional courses this academic year.

Implement strategies to increase FTCE first-attempt passing rates

The COE Candidate Empowerment Center offered various services, including specific subject area Boot Camps and 240 Tutoring, which provided comprehensive online study guides and diagnostic and practice test assistance for candidates preparing for Subject Area and Professional Education licensure examinations. Additionally, daily face-to-face tutoring was available at the CEC. An academic coach closely monitored the progress of all candidates participating in the program. Faculty members required candidates to dedicate specific time to using the 240 Study Guides in the CEC. The Center for Academic Success provided counseling for candidates and also monitored their progress.

Although the primary goal of this initiative was to increase the first-attempt pass rate, not all candidates met this criterion. However, due to the CEC and CAS services, 6 out of 10 candidates

Reflections

passed the certification examination, and four opted for the non-certification track. All of the candidates received job offers upon completing student teaching. The department will continue to implement this strategy.

Pedagogical Collaboration

The faculty participated in collaborative pedagogical activities with candidates, department faculty, and school partners. Three courses were selected for review: EDF 2130E –501- Child & Adolescent Development, EDE 3940 Field Clinical II: Theory and Practice, and EDE 4940 Field Clinical III: Professional Theory & Legal Aspects/Role of the Teacher. The collaborators provided feedback on the course content and Key Task assignments. Specifically, the university supervisors/faculty examined student teachers' post-observation feedback following formative observations and identified critical areas for enhancement, including differentiation of instruction, higher-order questioning, and classroom management. To address these areas, the department initiated collaborative efforts between cooperating teachers (CTs) and university supervisors (USs) to review the sequence of course content and key assignments for Field Experiences EDE 3940-II and EDE 4940-III, which are crucial in preparing candidates for student teaching. The CTs proposed a strategic restructuring of the course content, placing a stronger emphasis on foundational knowledge and pedagogical strategies and activities. The modifications were implemented in fall 2023 and continues.

The feedback from collaborators on the EDF 2130E Child & Adolescent Development course's *cultural comparison project* was utilized to make adjustments. The assignment will be modified to include more examples of how the comparison chart could be filled out, along with a list of possible issues adolescents face. These changes will be implemented in the academic year 2024-25.

3) Where and when the assessment was discussed within the program, and who was involved in decision-making?

The results of all assessments are discussed in monthly department meetings, and the faculty uses the data to make program decisions related to curriculum modifications in areas that need improvement.

Proposed Assessment Budget for upcoming Assessment Cycle

The Department of Elementary Education and College of Education will provide resources to accomplish the tasks.

Future Action Plan

Action Plan | Elementary Education | Implementation in the 2024-25 Academic Year

Program Goal - To enhance teacher candidates performance on six learning outcomes: Subject matter, Communication, Critical Thinking, Diversity, Learning Environment, and Technology.

Task1 | Provide professional development opportunities for elementary education teacher candidates in areas such as:

- Using student data to inform instructional decisions
- Improving skills in higher-order questioning techniques
- Differentiation of Instruction
- Assistive technology

Task 2 | Add Stackable badges to additional courses to motivate candidates to enhance their knowledge and skills in the subject matter.

Task 3 | Activate the "CertiPractice FTCE Exam Preparation" in Canvas to augment assistance provided by the COE Candidate Empowerment Center for teacher education candidates.

Reflections

Task 4 | Faculty participation in the **pedagogical collaboration** to strengthen their skills in effective teaching practices with specific focus on modeling the implementation of lesson plans to teacher education candidates. These teaching sessions will be observed and recorded by the department chair to provide feedback to the faculty. *(The pedagogical collaboration is a strategy used to improve the effectiveness of an instructor's teaching by examining a key task assignment and/or instructional delivery of the content. Feedback is provided to the instructor on ways instruction could be improved.*

Responsible Department/Personnel

Department of Elementary Education chairperson and faculty