



# Program Assessment Report

IP - Secondary Education and Teaching (BS)

### General Information

---

#### **Mission and Vision**

Mission: The primary mission of the College of Education is to produce 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 post-secondary programs supporting twelve (12) undergraduate degrees and six (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.

#### **Contact Person(s) Name and Phone Number**

Vanessa Pitts Bannister  
850-599-3123

#### **Contact Person(s) Email**

vanessa.pittsbannister@famu.edu

#### **College/School**

College of Education

#### **CIP Code**

13.1205

## Teaching techniques and lesson planning

**Objective/Outcome:** Upon completion of the program, prospective teachers will be able to design and implement effective lesson plans using a variety of research-based teaching techniques that accommodate diverse student needs and learning styles.

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Discipline Specific Knowledge, Yes - Communication, Yes - Critical Thinking

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

**Start Date:** 10/29/2019

### Mapping

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

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)
- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)
- **FL BOG Metric 6:** Bachelor's Degrees within Programs of Strategic Emphasis (PSE) (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 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

IP - Secondary Education and Teaching (BS): (X - Highlight X to Align)

- **Goal 2:** Collaboration and Strategic Partnerships (X)
- **Goal 3:** Clinical Practice (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p> <p><b>Assessment Measure:</b> Prospective teachers will be assessed on the University Supervisor's Summative Evaluation of the ESE 4943 Student Teaching Portfolio.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or above.</p> <p><b>Assessment Year(s):</b> 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p><b>Related Documents:</b></p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> Data indicate 75% of prospective teachers (n=4) in the Mathematics Teacher Education, Social Science Teacher Education, and English Teacher Education tracks scored favorably (i.e., at least a composite score of 3 (Effective)) on the University's Supervisor's Summative Evaluation of the ESE 4943 Student Teaching Portfolio. Data are unavailable for the Biology Teacher Education, Physics Teacher Education, and Chemistry Teacher Education as zero (0) students in these areas completed ESE 4943 (i.e., the student teaching experience).</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to the University's Supervisor's Summative Evaluation of the ESE 4943 Student Teaching Portfolio.</p> <p><b>Number of Online Students Assessed:</b> 0</p>

Assessment Measure	Result Summary
<p><a href="#">Summative Eval Rubric.pdf</a></p>	<p><b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 8  <b>Number of Successful Face to Face Students:</b> 6  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 8  <b>Total Number of Successful Students in all Populations:</b> 6</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> The primary criteria that were established for excellence in the preparation of our teachers concerned the following items: success in passing FTCE examinations, competent and skillful planning of lessons, creative and practiced enactment of the planned lessons, and excellence in instruction on the part of the faculty.</p> <p>To this end, the department will strive for optimum preparation for our prospective teachers. When deficiencies are disclosed that require attention, the department will determine courses of action that speak to the adjustment of the deficiencies, both individually and, if necessary, within the department as a whole. Departmental faculty will engage in constant monitoring of student progress toward optimal preparation of our teacher candidates for the service in the schools.</p> <p><b>Improvement Type:</b> Operational Change  <b>Related Documents:</b>  <a href="#">Summative Evaluation F23 English Edu.pdf</a>;  <a href="#">Summative Evaluation F23 Math Edu.pdf</a>;  <a href="#">Summative Evaluation F23 Social Science Edu.pdf</a>;  <a href="#">Summative Evaluation Sp24 English Edu.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Grading with Criteria or Rubric  <b>Assessment Measure:</b> Prospective teachers will be assessed on discipline-specific Student Interview Project, Pupil Study Assignment, or Critiques/Reflections from field clinical experiences.  <b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher .  <b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025  <b>Related Documents:</b>  <a href="#">LAE 4360 Reflections on Clinical Observation rubric.docx</a>;  <a href="#">InterviPrioj_MAE 4360.pdf</a></p>	<p><b>Submission Date:</b> 09/30/2024  <b>Result Summary:</b> Data indicate 80% of prospective teachers in the Mathematics Teacher Education (n=1) and English Teacher Education (n=4) tracks scored favorably (i.e., at least a composite score of 3 (Effective)) on discipline-specific Student Interview Project/Pupil Study or Student Critiques/Reflections from field clinical experiences. Data are not available for the Social Science Teacher Education, Biology Teacher Education, Physics Teacher Education, and Chemistry Teacher Education as zero (0) students in these areas completed the assigned task.  <b>Reporting Period:</b> 2023 - 2024  <b>Conclusion:</b> Criteria Met  <b>Analysis of Results:</b> The results show that students met the established performance criteria related to the discipline-specific Student Interview Project/Pupil Study or Student Critiques/Reflections from field clinical experiences.  <b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 5  <b>Number of Successful Face to Face Students:</b> 4</p>

Assessment Measure	Result Summary
	<p><b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 5  <b>Total Number of Successful Students in all Populations:</b> 4</p> <p><b><u>Improvement Narratives</u></b>  <b>Improvement Narrative:</b> While we met the identified criteria, there are still some areas where, as a program, we can improve. During the upcoming assessment cycle year, we will continue to work toward improving our targeted approach to monitoring and offering remediation plans to any student who displays any deficiencies. In particular, we will work on refining our regular semester check-ins to better assess our students' progression toward becoming effective and fully certified educators. To this end, we will continue to monitor our students' progress regularly as they work toward successfully completing their licensure exams before graduation. For struggling students, we will continue to work on making them aware of all available resources offered on campus to help them pass the FTCE.</p> <p><b>Improvement Type:</b> Satisfaction  <b>Related Documents:</b>  <a href="#">LAE 3333_F 23_Interview.pdf</a>;  <a href="#">LAE 3333_Interview.pdf</a>;  <a href="#">Taskstream by Watermark MAE 4360 Pupil Study_S 2024.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Grading with Criteria or Rubric  <b>Assessment Measure:</b> Prospective teachers will be assessed on a discipline-specific Lesson/Unit Plan Assignment.  <b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher.  <b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025  <b>Related Documents:</b>  <a href="#">SSE 3360 Unit Plan Rubric.docx</a>;  <a href="#">LAE 4360 Rubric Unit Plan.docx</a>;  <a href="#">MAE 2030 Lesson Mod for Cult Rel.pdf</a>;  <a href="#">MAE 2030 Lesson Modif Manip and Tech.pdf</a></p>	<p><b>Submission Date:</b> 09/30/2024  <b>Result Summary:</b> Data indicate 100% of prospective teachers in the Mathematics Teacher Education (n=1) and English Teacher Education (n=6) tracks scored favorably (i.e., at least 75%) on discipline-specific Lesson/Unit Plan Assignments. Data are not available for the Social Science Teacher Education, Biology Teacher Education, Chemistry Teacher Education, and Physics Teacher Education tracks, as zero (0) students completed the assigned task.  <b>Reporting Period:</b> 2023 - 2024  <b>Conclusion:</b> Criteria Not Met  <b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to discipline-specific Lesson/Unit Plan Assignments.  <b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 6  <b>Number of Successful Face to Face Students:</b> 1  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 6  <b>Total Number of Successful Students in all Populations:</b> 1</p> <p><b><u>Improvement Narratives</u></b></p>

Assessment Measure	Result Summary
	<p><b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.</p> <p><b>Improvement Type:</b> Operational Change</p> <p><b>Related Documents:</b>  <a href="#">Taskstream by Watermark_MAE 4342 MTP Unit Plan_S 2024.pdf</a>;  <a href="#">LAE 4360 Unit Plan.pdf</a></p>

**Identification of competencies related to teaching mastery**

**Objective/Outcome:** Upon completion of the program, prospective teachers will demonstrate the ability to select and apply appropriate strategies, assessment methods, and instructional tools to demonstrate teaching mastery in diverse classroom settings.

**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:** 10/29/2019

**Mapping**

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

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)
- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)
- **FL BOG Metric 6:** Bachelor's Degrees within Programs of Strategic Emphasis (PSE) (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 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

IP - Secondary Education and Teaching (BS): (X - Highlight X to Align)

- **Goal 3:** Clinical Practice (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p>	<p><b>Submission Date:</b> 09/30/2024</p>

Assessment Measure	Result Summary
<p><b>Assessment Measure:</b> Prospective teachers will be assessed via the Florida Teaching Certification Examinations (FTCE).</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will pass the Florida Teacher Certification Examinations (FTCE), Professional Education Test on their first or second attempt.</p> <p><b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p><b>Result Summary:</b> Data indicate 59% of prospective teachers (n=29), who attempted the Professional Test, passed the Professional Education Test on their first or second attempt.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to the Florida Teacher Certification Examinations (FTCE), Professional Education Test.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 29</p> <p><b>Number of Successful Face to Face Students:</b> 17</p> <p><b>Number of Hybrid Students Assessed:</b> 0</p> <p><b>Number of Successful Hybrid Students:</b> 0</p> <p><b>Total Number of Students Assessed in all Populations:</b> 29</p> <p><b>Total Number of Successful Students in all Populations:</b> 17</p> <p><b>Improvement Narratives</b></p> <p><b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.</p> <p><b>Improvement Type:</b> Operational Change</p> <p><b>Related Documents:</b>  <a href="#">FTCE Results 23 24.png</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Assessment Measure:</b> Prospective teachers will be assessed via the Florida Teaching Certification Examinations (FTCE).</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will pass the Florida Teacher Certification Examinations (FTCE), discipline-specific examination, on their first or second attempt.</p> <p><b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> Data indicate 60% of prospective teachers in the areas of English Teacher Education (n=2), Social Teacher Education (n=6), and Mathematics Teacher Education (n=2) passed their subject area examinations on their first or second attempt. Zero (0) prospective teachers in Physics Teacher Education, Biology Teacher Education, and Chemistry Teacher Education attempted a subject area examination; therefore, data are unavailable in these areas.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to the Florida Teacher Certification Examinations (FTCE), discipline-specific examination,.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 10</p>

Assessment Measure	Result Summary
	<p> <b>Number of Successful Face to Face Students: 6</b>  <b>Number of Hybrid Students Assessed: 0</b>  <b>Number of Successful Hybrid Students: 0</b>  <b>Total Number of Students Assessed in all Populations: 10</b>  <b>Total Number of Successful Students in all Populations: 6</b> </p> <p> <b><u>Improvement Narratives</u></b>  <b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.         </p> <p> <b>Improvement Type:</b> Operational Change  <b>Related Documents:</b>  <a href="#">FTCE Results 23 24.png</a> </p>

### Creation of learning experiences

**Objective/Outcome:** Upon completion of the program, prospective teachers will be able to design and implement standards-aligned learning experiences that integrate discipline-specific concepts and tools of inquiry to enhance accessibility, facilitate understanding, and ensure mastery of content for diverse learners.

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Critical Thinking, Yes - Discipline Specific Knowledge

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

**Start Date:** 10/29/2019

### Mapping

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

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)
- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)
- **FL BOG Metric 6:** Bachelor's Degrees within Programs of Strategic Emphasis (PSE) (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 - Secondary Education and Teaching (BS): (X - Highlight X to Align)

- **Goal 4:** Integration of Digital Media (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p> <p><b>Assessment Measure:</b> Prospective teachers will be assessed on a discipline-specific Lesson Demonstration Assignment.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher.</p> <p><b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p><b>Related Documents:</b>  <a href="#">SSE 3360 Teaching Demo RUBRIC.docx</a>;  <a href="#">LAE 4360 rubric Teaching Demonstration.docx</a>;  <a href="#">MAE 4360_VM Assignment.pdf</a></p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> Data indicate that 76% of prospective teachers (n=25), who completed appropriate assignments for this criterion, scored favorably (i.e, at least 75%) on discipline-specific Lesson Demonstration Assignments.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to the discipline-specific Lesson Demonstration Assignments.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 25</p> <p><b>Number of Successful Face to Face Students:</b> 19</p> <p><b>Number of Hybrid Students Assessed:</b> 0</p> <p><b>Number of Successful Hybrid Students:</b> 0</p> <p><b>Total Number of Students Assessed in all Populations:</b> 25</p> <p><b>Total Number of Successful Students in all Populations:</b> 19</p> <p><b>Improvement Narratives</b></p> <p><b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.</p> <p><b>Improvement Type:</b> Operational Change</p> <p><b>Related Documents:</b>  <a href="#">ESE 3341 Fall 2023- Teaching Demo .pdf</a>;  <a href="#">LAE 4360 Teachng Demo.pdf</a>;  <a href="#">SSE3334 Fall 2023- Teaching Demo .pdf</a>;  <a href="#">Taskstream by Watermark MAE 4360_VM Assignmt_Spr 2024.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> Data indicate that 76% of prospective teachers (n=25), who completed appropriate assignments for this criterion, scored favorably (i.e., at least 75%) on discipline-specific Lesson Demonstration Assignments.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p>

Assessment Measure	Result Summary
<p><b>Assessment Measure:</b> Prospective teachers will be assessed on a discipline-specific Lesson Critique/Modification or Lesson Demonstration Assignments.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher on a discipline-specific Lesson Critique/Modification or Lesson Demonstration Assignments.</p> <p><b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p><b>Related Documents:</b>  <a href="#">MAE 2030 Lesson Mod for Cult Rel.pdf</a>;  <a href="#">MAE 2030 Lesson Modif Manip and Tech.pdf</a>;  <a href="#">LAE 4360 Reflections on Clinical Observation rubric.docx</a></p>	<p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria for the discipline-specific Lesson Demonstration Assignments.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 25  <b>Number of Successful Face to Face Students:</b> 19  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 25  <b>Total Number of Successful Students in all Populations:</b> 19</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.</p> <p><b>Improvement Type:</b> Operational Change</p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p> <p><b>Assessment Measure:</b> Prospective teachers will be assessed on a discipline-specific Technology Lesson Plan Assignment and/or Technology indicators in ESE 4943.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher.</p> <p><b>Assessment Year(s):</b> 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> 100% of prospective teachers (n=2) who completed appropriate assignments to assess this criterion scored at level 3 (Effective) or higher on a discipline-specific Technology Lesson Plan Assignment and/or Technology indicators in ESE 4943.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria for a discipline-specific Technology Lesson Plan Assignment and/or Technology indicators in ESE 4943.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 2  <b>Number of Successful Face to Face Students:</b> 2  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 2  <b>Total Number of Successful Students in all Populations:</b> 0</p> <p><b>Improvement Narratives</b></p>

Assessment Measure	Result Summary
	<p><b>Improvement Narrative:</b> While we have successfully met our goals for this particular assessment cycle, areas remain where improvement is needed. To improve our students' future success in the classroom, we will continue to monitor any of our students' deficiencies quickly and supply them with a targeted action/remediation plan when needed. In keeping with our goal of graduating our students fully certified, our effort will also involve thorough departmental reviews and ongoing progress monitoring of our student's licensure exam preparation to ensure they make meaningful progress toward graduating fully certified.</p> <p><b>Improvement Type:</b> Operational Change</p> <p><b>Related Documents:</b>  <a href="#">Taskstream by Watermark MAE 4360_VM Assignmt_Spr 2024.pdf</a></p>

### Tenets of Multicultural Teaching

**Objective/Outcome:** Upon completion of the program, prospective teachers will identify and utilize principles of multicultural teaching to create inclusive, equitable, and culturally responsive learning environments that support diverse student backgrounds, perspectives, and learning needs.

**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:** 10/29/2019

### Mapping

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

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)
- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)
- **FL BOG Metric 6:** Bachelor's Degrees within Programs of Strategic Emphasis (PSE) (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 - Secondary Education and Teaching (BS): (X - Highlight X to Align)

- **Goal 1:** Commitment to Social Justice (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p>	<p><b>Submission Date:</b> 09/30/2024</p>

Assessment Measure	Result Summary
<p><b>Assessment Measure:</b> Prospective teachers will be assessed on Multicultural Lesson Plan Assignments in discipline-specific courses and/or Multicultural Education Indicators in ESE 4943.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher.</p> <p><b>Assessment Year(s):</b> 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p><b>Result Summary:</b> 100% of the prospective teachers (n=1), who completed appropriate assignments to assess this criterion, scored at level 3 (Effective) or higher on Multicultural Education Research Projects/Papers in TSL or discipline-specific courses and/or Multicultural Education Indicators in ESE 4943.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Met</p> <p><b>Analysis of Results:</b> The results show that students met the established performance criteria related to Multicultural Education Research Projects/Papers in TSL or discipline-specific courses and/or Multicultural Education Indicators in ESE 4943.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 1</p> <p><b>Number of Successful Face to Face Students:</b> 1</p> <p><b>Number of Hybrid Students Assessed:</b> 0</p> <p><b>Number of Successful Hybrid Students:</b> 0</p> <p><b>Total Number of Students Assessed in all Populations:</b> 1</p> <p><b>Total Number of Successful Students in all Populations:</b> 1</p> <p><b>Improvement Narratives</b></p> <p><b>Improvement Narrative:</b> While we have successfully met our goals for this particular assessment cycle, areas remain where improvement is needed. To improve our students' future success in the classroom, we will continue to monitor any of our students' deficiencies quickly and supply them with a targeted action/remediation plan when needed. In keeping with our goal of graduating our students fully certified, our effort will also involve thorough departmental reviews and ongoing progress monitoring of our student's licensure exam preparation to ensure they make meaningful progress toward graduating fully certified.</p> <p><b>Improvement Type:</b> Operational Change</p> <p><b>Related Documents:</b></p> <p><a href="#">Taskstream by Watermark_MAE 4360 M&amp;D report and LP_S 2024.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p> <p><b>Assessment Measure:</b> Prospective teachers will be assessed on Multicultural Education Research Projects/Papers in TSL or discipline-specific courses and/or Multicultural Education Indicators in ESE 4943.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher.</p> <p><b>Assessment Year(s):</b> 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> 75% of the prospective teachers (n=2), who completed appropriate assignments to assess this criterion, scored at level 3 (Effective) or higher on Multicultural Education Research Projects/Papers in TSL or discipline-specific courses and/or Multicultural Education Indicators in ESE 4943.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to Multicultural Education Research Projects/Papers in TSL or discipline-specific courses and/or Multicultural Education Indicators in ESE 4943.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 8</p>

Assessment Measure	Result Summary
	<p> <b>Number of Successful Face to Face Students: 6</b>  <b>Number of Hybrid Students Assessed: 0</b>  <b>Number of Successful Hybrid Students: 0</b>  <b>Total Number of Students Assessed in all Populations: 8</b>  <b>Total Number of Successful Students in all Populations: 6</b> </p> <p> <b><u>Improvement Narratives</u></b>  <b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.         </p> <p> <b>Improvement Type:</b> Operational Change         </p> <p> <b>Related Documents:</b>  <a href="#">Summative Evaluation F23 English Edu.pdf</a>;  <a href="#">Summative Evaluation F23 Math Edu.pdf</a>;  <a href="#">Summative Evaluation F23 Social Science Edu.pdf</a>;  <a href="#">Summative Evaluation Sp24 English Edu.pdf</a> </p>

## Standards-based Instruction

**Objective/Outcome:** Upon completion of the program, prospective teachers will design and create standards-aligned instruction facilitating conceptual understanding, critical thinking, and meaningful application of knowledge for learners.

**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:** 10/29/2019

### Mapping

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

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)
- **FL BOG Metric 8:** Graduate degrees awarded within programs of strategic emphasis (PSE) (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 - Secondary Education and Teaching (BS): (X - Highlight X to Align)

- **Goal 3:** Clinical Practice (X)
- **Goal 4:** Integration of Digital Media (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p> <p><b>Assessment Measure:</b> Prospective teachers will be assessed on a discipline-specific Lesson/Unit Plan Assignment.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher.</p> <p><b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p><b>Related Documents:</b>  <a href="#">LAE 4360 Rubric Unit Plan.docx</a>;  <a href="#">SSE 3360 Unit Plan Rubric.docx</a>;  <a href="#">MAE 2030 Lesson Modif Manip and Tech.pdf</a>;  <a href="#">MAE 2030 Lesson Mod for Cult Rel.pdf</a></p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> Data indicate 100% of prospective teachers in the Mathematics Teacher Education (n=1) and English Teacher Education (n=6) tracks scored favorably (i.e., at least 75%) on discipline-specific Lesson/Unit Plan Assignments. Data are not available for the Social Science Teacher Education, Biology Teacher Education, Chemistry Teacher Education, and Physics Teacher Education tracks, as zero (0) students completed the assigned task.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to discipline-specific Lesson/Unit Plan Assignments.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 7</p> <p><b>Number of Successful Face to Face Students:</b> 1</p> <p><b>Number of Hybrid Students Assessed:</b> 0</p> <p><b>Number of Successful Hybrid Students:</b> 0</p> <p><b>Total Number of Students Assessed in all Populations:</b> 7</p> <p><b>Total Number of Successful Students in all Populations:</b> 1</p> <p><b>Improvement Narratives</b></p> <p><b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.</p> <p><b>Improvement Type:</b> Operational Change</p> <p><b>Related Documents:</b>  <a href="#">LAE 4360 Unit Plan.pdf</a>;  <a href="#">Taskstream by Watermark MAE 4342 MTP Unit Plan S 2024.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p>	<p><b>Submission Date:</b> 09/30/2024</p> <p><b>Result Summary:</b> Data indicate 76% of prospective teachers (n=25), who completed appropriate tasks for this criterion, scored a level 3 (Effective) or higher on a discipline-specific Lesson Critique/Modification or Lesson Demonstration Assignments.</p>

Assessment Measure	Result Summary
<p><b>Assessment Measure:</b> Prospective teachers will be assessed on discipline-specific Lesson Critique/Modification or Lesson Demonstration Assignments.</p> <p><b>Criterion:</b> Eighty percent (80%) of prospective teachers will score at level 3 (Effective) or higher.</p> <p><b>Assessment Year(s):</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p><b>Related Documents:</b>  <a href="#">MAE 2030 Lesson Mod for Cult Rel.pdf</a>;  <a href="#">MAE 2030 Lesson Modif Manip and Tech.pdf</a>;  <a href="#">LAE 4360 Reflections on Clinical Observation rubric.docx</a></p>	<p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results show that students did not meet the established performance criteria related to a discipline-specific Lesson Critique/Modification or Lesson Demonstration Assignments.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 25</p> <p><b>Number of Successful Face to Face Students:</b> 19</p> <p><b>Number of Hybrid Students Assessed:</b> 0</p> <p><b>Number of Successful Hybrid Students:</b> 0</p> <p><b>Total Number of Students Assessed in all Populations:</b> 25</p> <p><b>Total Number of Successful Students in all Populations:</b> 19</p> <p><b>Improvement Narratives</b></p> <p><b>Improvement Narrative:</b> Results indicate we did not meet the identified criteria. For this reason, we have identified two major areas for improvement for the upcoming year. First, we will conduct more semester check-ins with students to monitor their progression toward graduating fully certified. We can develop targeted remediation plans when needed by regularly monitoring our students' progress toward passing their licensure exams. In particular when students are close to starting their student teaching internship. Two, we will consistently review and remind students of the resources available on campus, such as peer tutoring and practice exams, to better assist them in passing their licensure exams.</p> <p><b>Improvement Type:</b> Operational Change</p> <p><b>Related Documents:</b>  <a href="#">ESE 3341 Fall 2023- Teaching Demo .pdf</a>;  <a href="#">LAE 4360 Teachng Demo.pdf</a>;  <a href="#">MAE 4360 VM Taskstream.com -- Welcome.pdf</a>;  <a href="#">SSE3334 Fall 2023- Teaching Demo .pdf</a></p>

### Reflections

---

#### Overall Reflection

Our department includes a number of disciplinary areas, including English education, mathematics education, music education, natural science education, and social science education. Therefore, there is a necessarily broad approach to the preparation of our prospective teachers. We continue our efforts to provide the best possible preparation programs for our teacher candidates.

1. Over the current assessment cycle, the department has worked diligently as a team to ensure that our assessment goals were met. These efforts, as evidenced by having met the assessment goals, were obviously successful. There was a concerted effort toward assiduously addressing the required pedagogical standards. Especially, there was an emphasis on the standards dealing with technology and multiculturalism.
2. In terms of changes for improvement, all professors concentrated on the key assignments in general pedagogy and subject area methods classes. These assignments were specifically designed to address the teaching standards as set forth in FEAPS, InTASC, and similar delineations of teaching standards. Also, as stated above, there was increased attention to elements related to multiculturalism and technology.
3. The curriculum programs for each disciplinary area have been enhanced to incorporate at least two methods courses, where previously there was only one in most of the disciplinary areas. Thus, because of this expansion, there will be the opportunity to more cogently and intensely address the areas for which improvement is possible.

#### Proposed Assessment Budget for upcoming Assessment Cycle

No planned budget adjustments are required as all courses are taught by existing full-time faculty.

#### Future Action Plan

The curriculum programs for each disciplinary area have been enhanced to incorporate at least two methods courses, where previously there was only one in most of the disciplinary areas. Thus, because of this expansion, there will be the opportunity to more cogently and intensely address the areas for which improvement is possible.

### Reflections

---

#### Overall Reflection

As a department, we house numerous disciplines. These include English, mathematics, natural science, and social science education. To prepare our prospective teachers to meet the educational demands of 21st-century students effectively, we apply a broad approach to our teacher preparation program. In these comprehensive efforts, we equip our future teachers with the knowledge, skills, and dispositions necessary to be future leaders in the field. As a college, we continue in our quest to provide a superior preparation program for our teacher candidates.

1. During the current assessment cycle, the department was tasked with addressing three major standards, relating to 1) pedagogical, 2) multicultural, and 3) technological preparation. To that end, we as a department were successful and met our goals.
2. As a strategic approach to achievement of our targeted assessment goals, each professor focused on constructing key assignments specifically designed to address the teaching standards outlined in FEAPS, InTASC, and similar delineations of highly effective teaching standards. In addition, there was an increased effort to include elements related to multiculturalism and technology in the course curriculum.
3. To bolster the strength of the overall program curricula, each disciplinary area offers at least two methods classes aimed toward better preparation of our students for service as classroom teachers. Some curricular areas (e.g., mathematics education) provide more than the required two methods courses, therefore ensuring even greater preparation of prospective teachers.

## Reflections

### Proposed Assessment Budget for upcoming Assessment Cycle

N/A

### Future Action Plan

Although successful in meeting majority of the goals for this assessment cycle, we still strive for even greater improvement. To better prepare our students for service in the classroom, we will continue to formulate an action plan if any deficiencies in their preparation for teaching are identified. Thus, we will continue to provide guidance for all of our students where corrective action is warranted. This action will entail diligent departmental review and progress monitoring of students toward their collegiate and professional goals.

The English education program is in the process of reviewing all relevant curricula and course content in order to ensure that students will meet the criteria for reading endorsement, as recently mandated by the Department of Education. Thus, our English education students will be even more fully prepared to enhance the reading capabilities of the students they will be teaching as in-service teachers.

2021 - 2022

## Reflections

---

### Overall Reflection

As a program, we address numerous disciplines. These include English, mathematics, science, and social science education. To prepare our prospective teachers to meet the educational demands of 21st-century students effectively, we apply a broad approach to our teacher preparation program. In these comprehensive efforts, we equip our future teachers with the knowledge, skills, and dispositions necessary to be future leaders in the field. As a college, we continue in our quest to provide a superior preparation program for our teacher candidates.

1. During the current assessment cycle, the department was tasked with addressing three major standards, relating to 1) pedagogical, 2) multicultural, and 3) technological preparation. To that end, we as a program were minimally met our goals.
2. As a strategic approach to achievement of our targeted assessment goals, each professor focused on constructing key assignments specifically designed to address the teaching standards outlined in FEAPS, InTASC, and similar delineations of highly effective teaching standards. In addition, there was an increased effort to include elements related to multiculturalism and technology in the course curriculum.
3. To bolster the strength of the overall program curricula, each disciplinary area offers at least two methods classes aimed toward better preparation of our students for service as classroom teachers. Some curricular areas (e.g., mathematics education) provide more than the required two methods courses, therefore ensuring even greater preparation of prospective teachers. ✓

### Proposed Assessment Budget for upcoming Assessment Cycle

N/A

### Future Action Plan

To better prepare our students for service in the classroom, we will continue to formulate an action plan if any deficiencies in their preparation for teaching are identified. Thus, we will continue to provide guidance for all of our students where corrective action is warranted. This action will entail diligent departmental review and progress monitoring of students toward their collegiate and professional goals.

### Reflections

---

#### Overall Reflection

During the current assessment cycle, the department was tasked with preparing teacher candidates with the skills and knowledge to effectively teach at the secondary level. Furthermore, the department was tasked with increasing the number of teacher candidates that graduate fully certificated. To that end, we as a department were successful and met most of our goals.

#### Proposed Assessment Budget for upcoming Assessment Cycle

N/A

#### Future Action Plan

To achieve our target goals, each professor worked on improving their instruction by improving how they provided candidates with actionable feedback on key assignments that address the teaching standards outlined in the FEAPS, InTASC, and similar delineations of highly effective teaching standards.

To bolster the strength of the overall curriculum of the program, each disciplinary area has made an increased effort to include more subject area more in the methods courses to help prepare students for their teacher licensure exams in order to graduate fully certified. This increased effort will continue to provide students with an opportunity to increase the likelihood of passing their licensure exams and graduating fully certified.

### Reflections

---

#### Overall Reflection

The primary criteria that were established for excellence in the preparation of our teachers concerned the following items: success in passing FTCE examinations, competent and skillful planning of lessons, creative and practiced enactment of the planned lessons, and excellence in instruction on the part of the faculty. Unfortunately, we did not meet all our goals for this assessment cycle.

To this end, the department will strive for optimum preparation for our prospective teachers. When deficiencies are disclosed that require attention, the department will determine courses of action that speak to the adjustment of the deficiencies, individually and, if necessary, within the department. Departmental faculty will constantly monitor student progress toward optimal preparation of our teacher candidates for the service in the schools.

#### Proposed Assessment Budget for upcoming Assessment Cycle

N/A

#### Future Action Plan

To strengthen the quality of our program, our department will use data from our assessments, projects, and assignments to refine and improve our instruction and better prepare students to become effective teachers. Specifically, this assessment cycle will focus on helping students improve their craft and implement targeted differentiated instruction strategies throughout their lessons. To meet the diverse needs of students in the classroom, pre-service teachers must be prepared to alter their lessons to effectively teach these students. By reviewing the data from assessments and assignments that encourage students to plan for accommodations and modifications to differentiate instruction in our courses, we can conduct targeted follow-up impromptu reviews when students struggle. This, in turn, will

## Reflections

help us as a department better prepare our students to become effective future teachers by meeting the demands of teaching a diverse group of students who require different forms of instruction to allow them to be successful in the classroom.