

2020-2021
Unit Annual Report
Division of Academic Affairs
Unit: Education

There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21). You will find these in red. As an institution and as departments we have learned that we can use our creativity to deliver services and learning even in the most difficult of circumstances. This year's annual report should also serve as a memorialization of the lessons learned.

I Mission and Goal/Outcomes Statement:

Provide overall Mission/Goal Statement for your unit.

The School of Education is committed to creating a learning environment that is inclusive and welcoming to all students, that scaffolds learning in such a way that we narrow the achievement gap. Our school provides a variety of programs that prepare students to become highly qualified educators to teach in a variety of settings. Instructional strategies follow the principles of UDL and support student learning styles that integrates an overarching lens that cultivates a culturally responsive environment.

To increase our enrollment and retention by to

II Personnel:

List all staff and note all personnel changes that occurred during 20-21.

<u>Name</u>	<u>Position</u>
Sandra Herndon	Dean Administrative Assistant (12 months)
Carolyn Hughes	Department Administrative Assistant (12 month)
Lael Lavery	Department Administrative Assistant (10 month)
Jason Miles	Director of Accountability and Licensure
Lourdes Ramirez	Coordinator of Field Placements, Partnerships, and Recruitment

Faculty:

Jescah Apamo-Gannon	
Lyndsey Benharris	
William Cortezia	
Danette Day	
Lynn D'Agostino	
Karen DeAngelis	
Felicia Farron-Davis	
Laurie Link	
Joann Nichols	
Denise Sargent	
Robert Shapiro	Promotion to Associate Professor with Tenure
Annette Sullivan	
Debra Turner	
Scott Tyner	

III Facilities/Equipment:

List any new facilities/equipment/software etc. acquired during 20-21.

Math IXL software to support student learning in the MTEL prep course.
Teaching Channel Pro

IV Budget Expenditure Analysis:

Was the budget expended as planned? Were additions/changes made, and if so, explain.

Please note any changes that resulted from the pandemic.

A reduction in travel expenses for supervision

An increase in software to support virtual learning

An increase in adjunct faculty. This was due to the significant decrease in the availability of MTEL testing sites, therefore, all students were afforded the right to continue on in the program. This increased the number of students that were able to complete their Integrated Partial Practicum (IPP) and Practicum; both requiring supervision.

V Programs/Activities:

List major campus activities, events etc. that the office participated in/supported; committees served; community outreach; etc. List events provided to current and prospective students. Also, provide professional development of all staff. *Please note which, if any, of these activities occurred specifically as a result of, or in response to, the pandemic*

Campus Activities:

- Senior Send off- each semester (**changed to a virtual platform due to the pandemic**)
- Teacher Celebration for the teachers at the Nambale Magnet School in Kenya- June 8, 2021
- Partnered with LUK to provide additional training next year for our Educators around working with traumatized students
- Parented with Work Inc. : Representatives from Fitchburg State University's Education Department worked collaboratively with representatives from WORK, Inc. on the design and delivery of a co-curricular project that focuses on the inclusion of individuals with disabilities in local community-based programming opportunities. Through a virtual panel presentation on March 3, 2020 which will be open to the community, session attendees will develop their understanding of programs that encourage relationship building opportunities for individuals with and without disabilities in community-based settings. Program participants will develop their ability to see individuals with disabilities as “whole” individuals with varied interests, hobbies, and skills. In addition to the panel session, students in two Education courses at Fitchburg State University learn about transition planning for students with special needs through training sessions prior to the event on March 3rd. Prior knowledge of transition planning will enable students to fully participate in the panel session on the 3rd. This project is an extension of a project that was completed during the 2019-2020 Academic Year between personnel from WORK, Inc. and the Education Department at Fitchburg State University.
- Offered two sessions for juniors and seniors that supported their next steps: An Administrative Panel that answered questions the students had generated and conducted a mock interview. Also had a panel of individuals that offered alternative pathways in the field of education (teaching overseas, teaching in a prison).

Committees:

- Undergraduate Curriculum Committee
- Graduate Curriculum Committee
- AUC
- Dean's Team Committee
- DEAB-Department of Education Advisory Board
- Education Task Force Committees
 - **Partnerships and Field Experiences:** This committee reviews and addresses programmatic issues and concerns related to the improvement of partner relationships and policies and procedures in field experiences.
 - **Continuous Improvement/Assessment:** This committee reviews and addresses the collection and analysis of assessment data, as well as, efforts that engage the unit in continuous improvement.
 - **Candidate Success:** This committee reviews and addresses recruitment and retention of diverse students and advising to ensure student success.

Community Outreach:

- Young Falcons- outreach but no implementation due to the **pandemic**
- Future Educators Academy

VI Action Plan for 2020-21:

(Insert Action Plan for 20-21)

Unit Action Plan 2020-2021

Division: **Academic Affairs**

Unit: **Education**

Unit Mission:

The Education Unit at Fitchburg State University is committed to preparing knowledgeable, skillful, caring, and ethical educators who are socially responsible personnel (teachers, administrators, counselors), who are ready for a global society,

who recognize the value of diversity, who strive for excellence, who employ innovative technology, and who will serve as reflective leaders in their schools and communities. This mission of the Education Unit supports and complements the overall mission of Fitchburg State University.

Goals/Outcomes:	Associated Strategic Plan Goals:
<p>1. Increase self-awareness around anti-racism and inclusive excellence leading toward self-awareness and direct impact on students through examination of course syllabi, instructional strategies, and interactions with students within the classroom environment, during advising, and unstructured times/increase in student self-identity (seeing themselves as belonging at Fitchburg State University)</p> <p>2. Have unit ready for the state review process – including partnership work and necessary changes for the adjustments made to the review process. Due to COVID-19 our review has been moved to February of 2021//successful State Approval.</p> <p>3. Implement the Prepracticum Guidelines and gather data on the forms in order to make appropriate adjustments/Successfully meeting state requirements and increasing student completer success.</p> <p>4. Provide training for all faculty on the use of the new prepracticum forms, gateways, and 4 + 1 programs/increase in positive advising, student success, and the number of students that continue on with Fitchburg State for the 5th year.</p> <p>5. Record and provide training for all graduate adjunct faculty to implement the new Prepracticum Guideline forms (Prepracticum Observation forms and Gateways)//increase in positive advising, student success, and the number of completers.</p> <p>6. Implement the new MTEL prep courses connected to specific undergraduate courses and gather data on the passage rates for candidates taking the specific MTEL/increase number of student completers and positively impact State Review.</p> <p>7. Pass the changes made to the Early Childhood, Elementary, and Special Education Programs through DHE/meeting state and other organizational requirements for licensure.</p> <p>8. Implement the Future Educators Academy and the Young Falcons Academy outlined to increase recruitment of the underrepresented student population/increase candidates from underrepresented populations and create a feeling of belonging for these students on campus.</p>	<p>1.Goal 2-1: Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally under-represented and underserved students, so that we meet them where they are.</p> <p>1. Goal 2-3: Provide faculty and staff training around equity and inclusiveness both in and out of the classroom.</p> <p>1. Goal 4-1: Increase the visible diversity of our faculty and staff, and nurture the commitment to equity and inclusion throughout the campus community.</p> <p>1.Goal 4-4: Provide faculty and staff professional development opportunities and adequate tools, including technology, to ensure they can be effective in their roles.</p> <p>2. Goal 1-2: Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p> <p>3. Goal 1-2: Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p> <p>4. Goal 1-4: Leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs.</p> <p>4. Goal 5-4: Continue to broaden our value proposition so that non-traditional students consider Fitchburg State for their lifelong learning needs.</p> <p>5. Goal 4-4: Provide faculty and staff professional development opportunities and adequate tools, including technology, to ensure they can be effective in their roles.</p> <p>6. Goal 1-2: Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p> <p>6. Goal 2: Become a model student-ready university and narrow the achievement gap. 2-2: Develop and implement a purposeful and holistic model of student support services grounded in evidence-based practices and case management model.</p> <p>8. Goal 3-6: Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni</p> <p>8. Goal 3-4: Pursue a purposeful, University-wide approach to community relations, and increase the number of faculty, staff and students who embrace vic responsibility and actively engage with the community beyond campus.</p> <p>9. Goal 6-6: Leverage current and newer technologies to support missions and mitigate institutional risk.</p>

<p>9. Incorporate an integrated technology within courses to better prepare teacher candidates for the “new” classroom by using google classroom and other platforms/better preparing our candidates to be successful classroom teachers.</p> <p>10. Re-examine the EDLM programs and create pathways for Administrators in Special Education, Higher Education, Online Supervisors, and a non-licensure program/meeting the needs of our graduate students and community demands.</p> <p>11. Create a web site to support our alumni around current issues, inclusive excellence, equity, social justice, and additional topics that come in from our alumni survey. vetted and directed to the correct individual/department to provide support/Providing knowledge and support to alumni while maintaining connections with Fitchburg State University.</p>	<p>10. Goal 1-4: Leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs.</p> <p>11. 4. Goal 5-4: Continue to broaden our value proposition so that non-traditional students consider Fitchburg State for their lifelong learning needs.</p>
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VII Assessment Report for 2020-21

Were the Action Plan objectives met? **Provide in list or table format that parallels item VI above.**

Please note any changes to the plan that occurred as a result of the pandemic.

Goals/Outcomes:	Associated Strategic Plan Goals:	How/if the goals/Outcomes were met
<p>1. Increase self-awareness around anti-racism and inclusive excellence leading toward self-awareness and direct impact on students through examination of course syllabi, instructional strategies, and interactions with students within the classroom environment, during advising, and unstructured times/increase in student self-identity (seeing themselves as belonging at Fitchburg State University)</p>	<p>1. Goal 2-1: Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally under-represented and underserved students, so that we meet them where they are.</p> <p>1. Goal 2-3: Provide faculty and staff training around equity and inclusiveness both in and out of the classroom.</p> <p>1. Goal 4-1: Increase the visible diversity of four faculty and staff, and nurture the commitment to equity and inclusion throughout the campus community.</p> <p>1. Goal 4-4: Provide faculty and staff professional development opportunities and adequate tools, including technology, to ensure they can be effective in their roles.</p>	<p>1. The Collaborative for Education Services (CES) provided faculty in the School of Education with a total of 9 hours of workshops to explore equity and social justice issues related to curriculum, instruction, and advising. Over the course of one academic year, we focused on supporting a strong sense of community where staff can be vulnerable and reflective with each other. We worked on building on that foundation of connection to engage in a supportive and collegial review of Eurocentricity and racial bias as it impacts curriculum, instruction, and advising in order to support authentically inclusive excellence.</p>
<p>2. Have unit ready for the state review process – including partnership work and necessary changes for the adjustments made to the review process. Due to COVID-19 our review has been moved to February of 2021//successful State Approval.</p>	<p>2. Goal 1-2: Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	<p>2. The School of Ed, successfully completed all of the work/collaboration/planning associated with our Program Review from DESE. We received full approval in March 2021.</p>
<p>3. Implement the Prepracticum Guidelines and gather data on the forms in order to make appropriate adjustments/Successfully meeting state requirements and increasing student completion success.</p>	<p>3. Goal 1-2: Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	<p>3. The School of Education successfully implemented the Prepracticum Guidelines and met during and at the end of each semester to debrief on the process success. Adjustments were made to the implementation process and the gathering of data. This required much collaboration with faculty, the licensure office, the placement officer, and with the dean.</p>
<p>4. Provide training for all faculty on the use of the new prepracticum forms, gateways, and 4 + 1 programs/increase in positive</p>	<p>4. Goal 1-4: Leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections</p>	<p>4. Information was provided to faculty through the Education Department Blackboard site and a few discussions occurred virtually. Additional training and</p>

<p>advising, student success, and the number of students that continue on with Fitchburg State for the 5th year.</p> <p>5. Record and provide training for all graduate adjunct faculty to implement the new Prepracticum Guideline forms (Prepracticum Observation forms and Gateways)//increase in positive advising, student success, and the number of completers.</p> <p>6. Implement the new MTEL prep courses connected to specific undergraduate courses and gather data on the passage rates for candidates taking the specific MTEL/increase number of student completers and positively impact State Review.</p> <p>7. Pass the changes made to the Early Childhood, Elementary, and Special Education Programs through DHE/meeting state and other organizational requirements for licensure.</p> <p>8. Implement the Future Educators Academy and the Young Falcons Academy outlined to increase recruitment of the underrepresented student population/increase candidates from underrepresented populations and create a feeling of belonging for these students on campus.</p> <p>9. Incorporate an integrated technology within courses to better prepare teacher candidates for the “new” classroom by using google classroom and other platforms/better preparing our candidates to be successful classroom teachers.</p> <p>10. Re-examine the EDLM programs and create pathways for Administrators in Special Education, Higher Education, Online Supervisors, and a non-licensure program/meeting the needs of our graduate students and community demands.</p> <p>11. Create a web site to support our alumni around current issues, inclusive excellence, equity, social justice, and additional topics that come in from our alumni survey. vetted and directed to the correct</p>	<p>between our curriculum and community needs.</p> <p>4. Goal 5-4: Continue to broaden our value proposition so that non-traditional students consider Fitchburg State for their lifelong learning needs.</p> <p>5. Goal 4-4: Provide faculty and staff professional development opportunities and adequate tools, including technology, to ensure they can be effective in their roles.</p> <p>6. Goal 1-2: Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p> <p>6. Goal 2: Become a model student-ready university and narrow the achievement gap.</p> <p>2-2: Develop and implement a purposeful and holistic model of student support services grounded in evidence-based practices and case management model.</p> <p>8. Goal 3-6: Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni</p> <p>8. Goal 3-4: Pursue a purposeful, University-wide approach to community relations, and increase the number of faculty, staff and students who embrace vici responsibility and actively engage with the community beyond campus.</p> <p>9. Goal 6-6: Leverage current and newer technologies to support missions and mitigate institutional risk.</p> <p>10. Goal 1-4: Leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs.</p> <p>11. 4. Goal 5-4: Continue to broaden our value proposition so that non-traditional students consider Fitchburg State for their lifelong learning needs.</p>	<p>face to face discussion is needed for some faculty to grasp changes and to fully understand the continuum of the 4 + 1 pathways.</p> <p>5. Training recordings were created and shared with adjunct faculty. More data needs to be gathered on the successful implementation of the new Prepracticum Guideline forms (Prepracticum Observation forms and Gateways) for our graduate licensure programs.</p> <p>6. The new MTEL preps were created and implemented in the Fall 2020 semester. Each semester the faculty, chair and dean met to debrief on the implementation and made adjustments to better serve the students. Data has been gathered and will continue to be gathered to assess the impact on student success. Due to the decrease in MTEL sites and testing dates because of the pandemic, the data has been limited.</p> <p>7. This was not completed. Due to additional exploration and our program review. This was not required.</p> <p>8. Due to the pandemic we were unable to implement the Young Falcons Academy which required students coming on campus. However, even though we were unable to fully implement all of the micro-credentials we had planned for students in the High Schools to earn badges for the Future Educators Academy we were able to have students on campus during the Spring 2021 semester to attend a CPS training earn a badge.</p> <p>9. The pandemic actually assisted in the implementation of some faculty using google classroom.</p> <p>10. This goal was accomplished. Three concentrations went through Graduate Council and received approval. These will be implemented in the Fall of 2021.</p> <ul style="list-style-type: none"> ● Online Administration ● Special Education Administration ● Curriculum Development <p>11. We created a web site that supports our alumni and plan on expanding on this site. Note: more advertisement is needed.</p>
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individual/department to provide support/Providing knowledge and support to alumni while maintaining connections with Fitchburg State University.		
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VIII Other Accomplishments:

List accomplishments not already captured above.

Please note which, if any, of these accomplishments are related specifically to your department's response to the pandemic.

- Completed a MOA with Applewild School: Applewild will be accepting applications from students going into their graduation program, either through the 4 + 1 program we have developed or one of our masters programs. They have committed to paying the full cost of the 4 + 1 year or the masters program for individuals seeking licensure in special education. They will also be providing housing for the students along with some pay. The recipient of this fellowship will commit to working at Applewild for 3 years following their completion of the program. (This is a very simple version of the MOA).
- In the final stages of completing a very unique pathway with Fitchburg High School that supports students both financially and academically from the High School through their 4 years at FSU. Additional "coaching" support is also provided once the students have graduated and are teaching in the field. The focus on this MOA is the following:
 - To support high school students in the Fitchburg area to pursue a teaching career in order to increase teacher candidates that are representative of our local community populations.
 - Create high quality, classroom ready teachers to encourage differences and teaching in ways that foster belonging and passion.
 - To improve the learning experience of future teachers in that it will allow us to increase and diversify teachers that are representative of the student population.
- In the final stages of solidifying a pathway with MWCC students enrolled in STEM courses to seamlessly enter one of our PASM programs. Students will be taking three Education Courses through FSU so that they do not have to catch up when entering their Junior year.
- In the final stages of solidifying a partnership with Wilson Learning, so that we can directly offer the Wilson Level I and Level II on our campus. (Graduate Level)
- Offered two Early College courses for LHS and FHS students each semester.
- Created an ESL Certificate program at the graduate level. This has been approved by the Graduate Council and will be implemented in the Fall of 2021.

IX Action Plan 2021-2022:

Planned Initiatives for 2021-22 Add more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2	Indicate if a DEI initiative
Create a timeline for training, committees, etc. and the writing of a proposal to be submitted to the Association of Advancing Quality in Education (AAQEP) by February 2022.	Goal 1	
Solidify pathways and increase additional avenues to make FSU accessible to all students, increasing the underrepresented population of our students and teachers in the field.	5.3	DEI
Explore the opportunity of faculty in the education department teaching collaboratively with faculty in the content areas.	1.3	
Explore the redesign of our courses, Introduction to Special Education and Developing Culturally Proficient Educators for a Democratic Society to align with DHE's initiative of creating a more generic intro course to recruit more students to the field of education.	1.4, 4.7	DEI
Integrate additional technology into courses and digital literacy.		

Explore the possibility of an ESL certificate at the UG level.		
Explore opportunities with CPS/ALFA to offer intergenerational learning.	1.6	
Expand on the work initiated by The Collaborative for Education Services (CES) workshops that provided faculty the space to explore equity and social justice issues related to curriculum, instruction, and advising.	2.1, 2.3	DEI
Continue the work started on creating pathways for students to transfer seamlessly from MWCC to FSU enabling students to graduate with 120 credits. <ul style="list-style-type: none"> ● Elementary Education ● PASM- History, Mathematics, Sciences. 	2.4	
Finalize and/or implement MOA's created with Fitchburg High School and Applewild School. Explore the possibility of creating a similar MOA with LHS (as FHS).	3.3, 6.4, 5.3	DEI
As we hire new faculty assure that we follow a non-discriminatory process.	4.1	DEI
Finalize an agreement with Wilson Training for FSU to manage and offer 6 courses associated with Wilson Certification-Levels I and II.	1.4, 3.3	

Updates to the Action Plan may be submitted via a revised Annual Report.

X Reflection:

Take this section to reflect on--

1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

- Continuation of preparing for AAQEP
- Rebuilding the collaborative nature within the department (this year and next)

2) *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

The education department easily adapted to the shift in modality of courses. Faculty that were more established in the use of on-line/virtual learning assisted other faculty in shifting course content and delivery to an on-line platform.

Due to the significant number of pre-practicum, field-experiences, and practicums that are required in our program, this was the most difficult transition for faculty and students. Providing high quality targeted feedback was tricky. We utilized the resources provided by DESE, instituted an increase in the use of TeachLive and purchased the program Teaching Channel that offered additional opportunities to engage with students and to observe best teaching practices. We had to work very closely with our partner schools to figure out how our teacher candidates would be embedded into their school/classrooms in this new virtual world. I must say, our partner schools and our teacher candidates amazed me. Their flexibility and commitment to the field of education went above and beyond anyone's expectations.

I was surprised by the ease to which the majority of students and faculty adapted, but have been and continue to be concerned about our students' overall well-being.

Lessons learned! WOW, the flexibility of our students and faculty is something that we should continue to capitalize on. The ability to provide various avenues of instruction (f2f along with video recordings) is something that we should continue to use. The opportunity for students to revisit lectures, discussions, etc. can only enhance their learning and their ability to retain information being taught. What a great time to encourage faculty to differentiate instruction so that all students can learn.