

Annual Departmental Report 2021-2022

Program Information

Program/Department: Education: Early Childhood Education Prek-2, Elementary Education 1-6, Educational Studies, Moderate Disabilities Prek-8, and Severe Disabilities All Levels.

Department Chair: Denise Sargent

Department Assessment Committee Contact: Jason Miles

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2022.

A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

The Undergraduate and graduate departments worked together to make adjustments to the created pathways in the 4+1 program. The plans of study and syllabi were refined this year. Revisions and updates were also made to our Field I/II courses. They were first implemented in the fall of 2019 and have run as designed this past fall and spring. They were remote during COVID and needed to be significantly modified. Given the anecdotal information gathered, we have made some small changes to make these field courses run efficiently. Another initiative that we worked to refine was requiring our students to take MTEL prep courses. We attached them to required courses and we are collecting data on our students' passage rates. The Education Department collaborated with LUK, who designed and offered 4 workshops on Trauma-Informed Care. These sessions ran in-person and remotely. Finally, we made significant changes to the Practicum Seminar TWS, aligning it to the CAP and AAQEP.

B. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives	ECE Prek-2: https://www.fitchburgstate.edu/academics/programs/early-childhood-education-prek-2-bse Elementary Ed 1-6: https://www.fitchburgstate.edu/academics/programs/elementary-education-1-6-bse	Data are collected each semester and analyzed annually.	Data were analyzed in February 2022 from the academic year prior: 2020-2021
2.	Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.	Moderate Disabilities Prek-8: https://www.fitchburgstate.edu/academics/programs/teacher-students-moderate-disabilities-prek-8-special-education-bse		
3.	Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with	Severe Disabilities, All Levels:		

	families, caregivers, community members, and organizations.	https://www.fitchburgstate.edu/academics/programs/teacher-students-severe-disabilities-all-levels-special-education-bse		
4.	Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.			

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
5.	<p>Educational Studies (non-licensure):</p> <ul style="list-style-type: none"> • Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness. • Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit documents needed to communicate to others. • Teamwork/Collaboration: Build collaborative relationships with colleagues, stakeholders, and others representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict in the broader community. 	https://www.fitchburgstate.edu/academics/programs/educational-studies-bs	Semester	Spring 2022

	<ul style="list-style-type: none"> • Digital Literacy: The individual demonstrates effective adaptability to new and emerging technologies. The individual uses technology to expand their knowledge and skills. • Leadership: Uses interpersonal strengths to set common goals, and use interpersonal skills to coach, teach and/or develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work. • Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, accepts and utilizes constructive criticism well, and is able to learn from his/her mistakes. • Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals. Identify areas necessary for 			
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	<p>professional growth and set goals and plans to achieve them, and participate in professional career activities. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.</p> <ul style="list-style-type: none"> • Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, abilities, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences. • Learning and Development: Develop knowledge of social, emotional, physical, and cognitive development in children through adulthood. Demonstrate knowledge of teaching practices and learning theories. 			
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III. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
1-4	Practicum lesson plan rubric	Practicum 4 th year	All students in licensure programs	90% with ratings of 3 or 4	Data are reviewed and disseminated to chairs and faculty annually. Faculty meet in small groups to analyze the data and identify areas that need improvement. Actionable next steps are identified.
1-4	Candidate Disposition Assessment	Multiple points throughout 4 years	All students in licensure programs	90% with ratings of 3 or 4	
1-4	Teacher Work Sample (this has been revised and adjustments will be made next year)	Practicum 4 th year	All students in licensure programs	90% with ratings of 2 or 3	
1-4	Exit Survey	Practicum 4 th year	All students in licensure programs	90% with ratings of 3 or 4	
1-4	Gateway I Task	4 th year, 1 st semester	All licensure teacher candidates	Successful passage of the Gateway Task	Gateway committee evaluates tasks and if students do not pass, they are returned for the student to re-do until they pass.

1-4	Gateway II Observation Rubric	During Integrated Partial Practicum (IPP) 4 th year, 1 st semester	All licensure teacher candidates	Successful passage of the Gateway Task	If students do not pass, they are observed and given support until they pass.
1-4	MTEL exams	Multiple points throughout 4 years	All students in licensure programs	Successful passage: Each exam has identified passing scores	Data on MTEL exams are collected and shared with faculty.
5	Internship Evaluation	During internship, depending on student schedule	All students in Educational Studies program	90% with ratings of 4 or 5	Evaluations are collected by Chair. Supervisor completes the evaluation in conjunction with site supervisor. If students don't pass, an alert form with action steps would be completed.

You may use this comment box to provide any additional information, if applicable:

We began collecting data on our student passage rates of MTEL licensure exams. Several times throughout the semester, the data were reviewed. In addition, the data were analyzed at a department meeting with faculty. We also streamlined the process through Banner for the data to be automated.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Reflection Prompt	Narrative Response
<p>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Licensure Programs: Teacher candidates must complete a Stage I and Stage II Review and successfully complete the practicum for their license sought</p> <p><u>STAGE 1</u></p> <ul style="list-style-type: none"> • Completion of CORE courses • (2) two minimum candidate dispositions that are positive ratings 2 and above. • Cumulative GPA of at least a 2.5 • Satisfy the FSU Mathematics and Reading readiness • Successfully passed on the Communication & Literacy MTELS. <p><u>STAGE 2</u></p> <ul style="list-style-type: none"> • Completions of all professional coursework (1st semester senior year) required for practicums • Additional (2) two positive candidate dispositions. • Cumulative GPA of at least 2.75 & 3.0 in Major. • Current degree evaluation reviewed with candidate, including petitions <p>Educational Studies programs are expected to have successfully passed the internship evaluation.</p>
<p>Who interprets the evidence? What is the process?</p>	<p>The Director of Licensure collects and compiles the data. Data are reviewed annually at the Education Unit Meeting. Each program reviews and analyzes the data and reports out on findings as well as any recommended programmatic changes/adjustments. In</p>

<p>(e.g. annually by the curriculum committee)</p>	<p>addition, the School of Education has committees that review assessment processes, policies, and tools used to assess candidates to include forms, rubrics, and surveys.</p>
<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>As a result of our 2020 Program Approval process through the Department of Elementary and Secondary education (DESE), the Assessment Committee has updated the program completer survey to align with our AAQEP standards, PLOs, and DESE requirements.</p> <p>Specific Changes to course content and unit-wide trainings were made to provide more scaffolding of knowledge/skills to ensure that our teacher candidate and supervisors have the necessary skills to meet the state’s expectation.</p>

C. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
- III. If you do not have a plan, would you like help in developing one?

Yes

D. Program Review Action

Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

- i. Date of most recent Review: March 2021
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Domain	Criteria	Time line	Action Steps taken since March 2021
The Candidate	CAN 1: Systems to recruit and admit candidates result in the increased racial and ethnic diversity of completers in the workforce.	March 2023 (allows for at least 2+ years of evidence collection prior to next review)	<p>Even prior to this finding we have been working collaboratively with Fitchburg Public Schools to create pathway that encourages high school students to enrolling in FSU to become educators. The pathway, see below, provides numerous supports both academically and financially during high school, their time at the university, and when they are teaching in the field. I am excited to say that we already have 4 definite students that have been accepted into FSU</p> <p>Additional initiatives are also indicated below.</p>

<p>F Field-Based Experiences</p>	<p>FBE 6: Candidates participate in field-based experiences that cover the full academic year</p>	<p>March 2023 (allows for at least 2+ years of evidence collection prior to next review)</p>	<p>Conversations with both our Department of Education Advisory Board as well s with the Education Unit have occurred to discuss ways to increase teacher candidates start time for their field-based experiences. Below are some of the ideas generated from these meetings that will be explored.</p> <ol style="list-style-type: none"> 1. Have students begin their field experiences at the start of the semester, shifting the observations focus if needed. This may mean having students gather anecdotal notes and reflect on their observations prior to specific content being covered within the course. Once content is covered, candidates would revisit their reflections and possibly adjust their thinking as the accommodate new information. 2. Be sure to have additional conversations with teacher candidates on the time line of their field-experiences and work with the placement officer to assure early placement.
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Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year
CAN 1: Systems to recruit and admit candidates result in the increased racial and ethnic diversity of completers in the workforce.		Dean of Education				The Dean worked collaboratively with Fitchburg Public Schools to create pathway that encourages high school students to enroll in FSU to become educators.
FBE 6: Candidates participate in field-based experiences that cover the full academic year		Licensure Office and Education Faculty				Conversations continued regarding having practicum students begin their practicum at the start of

						the K-12 school year.

- iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of _____ the program?
 Yes




II. Programs with external Accreditation:


- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.


List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
Ensuring pre-practicum and practicum experiences for candidates within diverse settings	MA Department of ESE Licensure	Conversations will continue in the fall on how best to meet this indicator.



E. Departmental Strategic Initiatives

Accomplished Initiatives AY 21-22 Add more rows as needed	Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
High Impact Practices: Refined pre-practicum experiences and assessments: Field I/II courses and Gateway I/II Tasks/Assessment	GOAL ONE: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning	<input type="checkbox"/>

	<p>Strategy 4: Leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs.</p>	
<p>Refining Internship in new Ed Studies Program</p>	<p>GOAL THREE: Be an engine of social, economic, civic, and cultural development in our city and region</p> <p>Strategy 4: Pursue a purposeful, University-wide approach to community relations, and increase the number of faculty, staff and students who embrace civic responsibility and actively engage with community beyond campus.</p>	
<p>Early College: EDUC 1005 Culturally proficient Educator in fall 2021, SPED 1001 Intro to Special Education Spring 2022</p>	<p>GOAL THREE: Be an engine of social, economic, civic, and cultural development in our city and region</p> <p>Strategy 4: Pursue a purposeful, University-wide approach to community relations, and increase the number of faculty, staff and students who embrace civic responsibility and actively engage with community beyond campus.</p>	
<p>Implemented new General Education Program: Two courses were designated with Ethical Reasoning and Diverse Perspectives Designations.</p>	<p>GOAL ONE: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning</p> <p>1. Fortify and promote the distinct role of the general education curriculum that</p>	

	provides every undergraduate student a relevant and challenging liberal arts foundation.	
Partnership with LUK (community agency): LUK provided workshops to students in fall and spring on inclusion and trauma-informed care	<p>GOAL ONE: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning</p> <p>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>	

Planned Initiatives for AY 22-23 <i>Add more rows as needed</i>	Associated Strategic Plan Goal & Strategy <i>Goal # followed by Strategy # ex: 1.3</i>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Continue partnership with LUK and implement workshops for students	<p>GOAL ONE: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning</p> <p>2. Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that</p>	

	prepare students for purposeful personal and professional lives.	
Focus on evidence-based K-12 curriculum used in partner schools to provide students with program familiarity.	<p>GOAL FOUR: Establish inclusive excellence, innovation, and environmental stewardship as signature strengths</p> <p>4. Provide faculty and staff professional development opportunities and appropriate tools, including technology, to ensure they can be effective in their roles.</p>	
Encourage faculty led DEI activities with students.	<p>GOAL TWO: Become a model student-ready university and narrow the achievement gap</p> <p>1. Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	

F. Departmental 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.*

We will be focusing on AAQEP accreditation next year.

- 2) *Any other thoughts or information that you would like to share.*