

**2023-2024**  
**Unit Annual Report**  
**Division of Academic Affairs**  
**Unit: School of Education**

*Please submit by June 1<sup>st</sup> to the AVP for Institutional Research & Planning*

**I Mission and Goal/Outcomes Statement:**

*Provide overall Mission/Goal Statement for your unit.*

*The Education Unit at Fitchburg State University is committed to preparing knowledgeable, skillful, and culturally responsive educators that have a focus on inclusivity. We strive to prepare compassionate candidates that become reflective, ethical, professional, and socially responsible teachers, administrators, and counselors. Our programs focus on anti-racist pedagogy, and employ innovative technology to cultivate higher-level thinking and metacognitive skills, while acknowledging the value and benefit of divergent thinking. We support the community by offering both licensure and non-licensure programming that is inclusive of all students, including those with varying abilities and cultural backgrounds.*

**II Personnel:**

*List all staff and note all personnel changes that occurred during 23-24.*

<u>Name</u>	<u>Position</u>
<u>Sandra Herndon</u>	<u>Dean Administrative Assistant (12 months)</u>
<u>Carolyn Hughes</u>	<u>Department Administrative Assistant (12 month)</u>
<u>Lael Lavery</u>	<u>Department Administrative Assistant (10 month)</u>
<u>Jason Miles</u>	<u>Director of Accountability and Licensure</u>
<u>Lourdes Ramirez</u>	<u>Coordinator of Field Placements, Partnerships, and Recruitment</u>
<u>Glendaly Lopez</u>	<u>Education Coordinator: Future Educator Academy (Paid out of the Balfour Grant)</u> Started: March 25, 2024

**Faculty:**

Jescah Apamo-Gannon  
Lyndsey Benharris-Chair  
William Cortezia  
Danette Day  
Lynn D'Agostino  
Karen DeAngelis-  
Felicia Farron-Davis  
Laurie Link-  
Joann Nichols  
Denise Sargent  
Robert Shapiro  
Annette Sullivan  
Dustin Halterman

**III Facilities/Equipment:**

*List any new facilities/equipment/software etc. acquired during 23-24.*

*Math IXL software to support student learning in the MTEL prep courses (General Curriculum: Test 2).  
Teaching Channel Pro*

*OPTIC software through the Department of Elementary and Secondary Education. This software provides teaching videos that can be used for interrater-reliability activities and training of Supervising Practitioners and Program supervisors.*

## IV Budget Expenditure Analysis:

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

The budget was expended as planned. All of the MTEL vouchers which were funded through Academic Affairs to help students with financial need were used by students, with additional students looking for vouchers to assist with the MTEL costs.

We continue to struggle with the funding of MTEL instructors that in the past were paid through CPS.

## 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.*

- Senior Send-off Celebration and Recognition- each semester
- Fitchburg State’s National Honor Society for Educators, Kappa Delta Pi, received the Achieving Chapter Excellence (ACE) Award. This award recognizes KDP chapters biennially that demonstrate excellence in membership, leadership development, and programming in support of KDP’s mission and strategic goals. The highest-scoring chapter of all entries receives the coveted Dr. Florence B. Stratemeyer Award for Chapter Excellence.
- The Education Department ran an “Education Partner Meet and Greet.” Working within the community with partner schools as far as Worcester, the education department invited key stakeholders for a meet and greet with our future educators. This was well attended and teacher candidates were able to have 2-minute interviews with 11 different districts or schools.
- Participated in a Career Panel for MWCC
- Hosted Internship experiences for St. Bernard’s High School students
- Hosted meetings with the Superintendents on a monthly basis to address current needs and to provide a platform for them to collaborate.
- Future Falcon Academy: This program has continued to grow over the last year, with maintaining a minimum of 40 students from Fitchburg and Leominster.
- Future Educator Academy: This program continues to receive requests from a number of districts (Worcester district schools, and specific schools, such as Monty Tech). Having received funding from the Balfour Grant, we were able to hire an Education Coordinator to support and expand the program.
- Created and implemented a Para to Licensure pathway that will begin in the Fall 2024. Dr. Halterman is the advisor for this program. We are working with admissions to specifically monitor the individuals applying to this specific program.
- Have made a few adjustments to the sustainable process for students in the FPS Extended Program (and now in the MAICE program) to audit approved courses for free and to gain access to the library and other resources on campus.
- The MAICEI program has successfully supported a student enrolled in courses both for the fall and spring semester. A clear process has been created in collaboration with the partnering districts and our IT department to streamline applications for this program. We currently have 3 students enrolled for the fall with a potential 4<sup>th</sup> student.
- A three series professional development was provided for faculty and staff around creating anti-racist and anti-biased educators.

### **Committees:**

- Undergraduate Curriculum Committee
- Graduate Curriculum Committee
- 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.

## VI Action Plan for 2023-24:

*(Insert your 23-24 Action Plan from last year’s report)*

Planned Initiatives for 2023-24	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2	Indicate if a DEI initiative
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Finalize focus groups for our site visit from AAQEP on October 16 <sup>th</sup> through the 18 <sup>th</sup> , 2023. Meet with each focus group to prepare them for the process of the visit	Goal 5: Assert our distinctive value proposition and institutional learning outcomes boldly and widely	
Organize and prepare for our site visit from AAQEP on October 16 <sup>th</sup> through the 18 <sup>th</sup> , 2023.	Goal 5: Assert our distinctive value proposition and institutional learning outcomes boldly and widely	Components of our report and the requirements specifically address DEI.
Continue to work collaboratively on designing a pathway for paraprofessionals to obtain their bachelor's degree and licensure, while continuing to explore adult education pathways with a focus on diversifying our students and teacher candidates.	Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning 1.6. Strengthen adult education in collaboration with regional educational partners and employers.  7. Across all academic and co-curricular programs, leverage institutional expertise in online education and distance learning to reinforce the University's commitment to access.  Goal 2: Become a model student-ready university and narrow the achievement gap  2.4. Ensure all processes and support services are adequate to meet the unique needs of transfer students, non-traditional students, online learners, and graduate students.  2.6. Adopt an integrated approach to enrollment management to achieve more systemic and centralized coordination of student recruitment and retention efforts.	DEI
Work collaboratively with DESE to design and implement the statewide pathway for apprenticeship programs.	Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning 1.6. Strengthen adult education in collaboration with regional educational partners and employers.  Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning 2.4. Ensure all processes and support services are adequate to meet the unique needs of transfer students, non-traditional students, online learners, and graduate students.  2.5. Integrate career services into departments and curriculum, and build more consistent career advising across campus, especially for first-year students and sophomores.  2.6. Adopt an integrated approach to enrollment management to achieve more systemic and centralized coordination of student recruitment and retention efforts.	A very strong DEI focus
In order to fully address the integrating of cultural proficiency and anti-racism that includes intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning within each program along with common tools of assessment we will do the following:  ● Review curriculum, mapping where this instruction is occurring, assuring that it is scaffolded throughout each program along with specific assessments, including the implementation into practice.	Goal 2: Become a model student-ready university and narrow the achievement gap	DEI

Increase and revisit the focus and assessment of candidates knowledge around social emotional learning and the connection between theory to practice.	Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning	
Curriculum Mapping: 1. New state PSTs (Professional Standards for Teachers) to all UG and G licensure programs. 2. Realign EDLM licensure programs to new state requirements (creating all new required forms) 3. New Early Literacy state requirements	Goal 4	X
Revisit new NCTQ Standard Alignment to course descriptions and syllabi	Goal 4	

## VII Assessment Report for 2023-24

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

Planned Initiatives for 2023-24	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2	Indicate if a DEI initiative	Actions Completed
Finalize focus groups for our site visit from AAQEP on October 16 <sup>th</sup> through the 18 <sup>th</sup> , 2023. Meet with each focus group to prepare them for the process of the visit	Goal 5: Assert our distinctive value proposition and institutional learning outcomes boldly and widely		Every aspect of this initiative was completed
Organize and prepare for our site visit from AAQEP on October 16 <sup>th</sup> through the 18 <sup>th</sup> , 2023.	Goal 5: Assert our distinctive value proposition and institutional learning outcomes boldly and widely	Components of our report and the requirements specifically address DEI.	Completed
Continue to work collaboratively on designing a pathway for paraprofessionals to obtain their bachelor's degree and licensure, while continuing to explore adult education pathways with a focus on diversifying our students and teacher candidates.	Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning 1.6. Strengthen adult education in collaboration with regional educational partners and employers.  7. Across all academic and co-curricular programs, leverage institutional expertise in online education and distance learning to reinforce the University's commitment to access.  Goal 2: Become a model student-ready university and narrow the achievement gap  2.4. Ensure all processes and support services are adequate to meet the unique needs of transfer students, non-traditional students, online learners, and graduate students.  2.6. Adopt an integrated approach to enrollment management to achieve more systemic and centralized coordination of student recruitment and retention efforts.	DEI	A <a href="#">Para to licensure pathway</a> was completed and will be officially starting in the fall. 1. Worked with admissions to create a seamless application that tagged those interested so that we in the education department could monitor them. 2. Outreach to surrounding districts and community colleges occurred. 3. A specific advisor has been assigned to work with the students in this program. 4. A proposal for a grant to assist in the funding of this program is currently being submitted.

<p>Work collaboratively with DESE to design and implement the statewide pathway for apprenticeship programs.</p>	<p>Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning 1.6. Strengthen adult education in collaboration with regional educational partners and employers.</p> <p>Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning 2.4. Ensure all processes and support services are adequate to meet the unique needs of transfer students, non-traditional students, online learners, and graduate students.</p> <p>2.5. Integrate career services into departments and curriculum, and build more consistent career advising across campus, especially for first-year students and sophomores.</p> <p>2.6. Adopt an integrated approach to enrollment management to achieve more systemic and centralized coordination of student recruitment and retention efforts.</p>	<p>A very strong DEI focus</p>	<p>DESE is continuing to work on a potential statewide apprenticeship program.</p>
<p>In order to fully address the integrating of cultural proficiency and anti-racism that includes intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning within each program along with common tools of assessment we will do the following:</p> <ul style="list-style-type: none"> <li>Review curriculum, mapping where this instruction is occurring, assuring that it is scaffolded throughout each program along with specific assessments, including the implementation into practice.</li> </ul>	<p>Goal 2: Become a model student-ready university and narrow the achievement gap</p>	<p>DEI</p>	<p>The Education Unit has had collaborative workshops addressing this issue and has completed the curriculum mapping. More detailed work needs to be done to assure that these concepts are included in the syllabi.</p>
<p>Increase and revisit the focus and assessment of candidates knowledge around social emotional learning and the connection between theory to practice.</p>	<p>Goal 1: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning</p>		<p>Completed</p>
<p>Curriculum Mapping: New state PSTs (Professional Standards for Teachers) to all UG and G licensure programs. Realign EDLM licensure programs to new state requirements (creating all new required forms) New Early Literacy state requirements</p>	<p>Goal 4</p>	<p>X</p>	<p>-The Education unit has begun to explore the mapping of the PSTs, however, the state did not release the final approval of these, so the majority of this work will be conducted in the fall. -The Realignment of the EDLM licensure programs to new state requirements (creating all new</p>

			required forms) was completed -The new Early Literacy state requirements have been mapped to our courses.
Revisit new NCTQ Standard Alignment to course descriptions and syllabi	Goal 4		This work is carefully outlined and will be completed over the summer for the Elementary Education programs at both the UG and G levels.

### VIII Other Accomplishments:

List accomplishments not already captured above.

1. We have mapped the new state Moderate Disabilities PreK-2 licensure competencies to our current Early Childhood Education program so that once included in appropriate syllabi and implemented candidates completing the Early Childhood licensure program can apply for the License in Moderate Disabilities Prek-2.
2. We have continued to have discussions around ways to adapt a comprehensive curriculum while still using knowledge and skills taught within our programs. Discussions around adapting the Gateway I (Instructional gateway) required for the state to address this while meeting the state requirements at the same time.
3. We have started our para to Licensure Pathway with courses on the seats list for fall 2024.
4. Have created a clear process for reaching out to teacher candidates that have taken the Foundations of Reading MTEL and/or the General Curriculum-Test 2 MTEL and have not passed it in order to make them aware of our approved MTEL alternative.
5. We have administered 4 of the MTEL Alternatives for the Foundations of Reading and 3 students have passed on the first try.

### IX Action Plan 2024-2025:

Planned Initiatives for 2024-25 Add more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2 Or NECHE Projection	Indicate if a DEI initiative
Complete Curriculum Mapping and implementation into courses (syllabi) for the following: New state PSTs (Professional Standards for Teachers) to all UG and G licensure programs. New Early Literacy state requirements	Goal 4	X
Review and align the Guidelines for the Candidate Assessment of Performance to teacher prep forms and assure knowledge and skill coverage within courses and field experiences.	Goal 4	X
Complete the revision of the Lesson Plan Rubric for the Education Unit.	Goal 4	X
Complete the revision of the Candidate Disposition form to meet State and AAQEP requirements.	Goal 4	X

Determine benchmarks for the seminar courses at both the UG and G level.	Goal 4	X
Review the summer work done on the alignment of NCTQ standards for the UG and G elementary ed programs and make adjustments to appropriate syllabi.	Goal 4	X
Create New 5-year plan that aligns to the extended Strategic Plan	Goals 1-6	X
Update the Education Unit's Strategic Plan, being sure to align it with the current Strategic Plan.	Goals 1-6	X

*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 24-25 academic year that you did not already capture above.*

2.) *Anything else not captured in this report that you would like to share.*