**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department: **Education**

Department Chair: **Denise Sargent**

Department Assessment Committee Contact: **Denise Sargent**

*This document is to be kept in the department and an electronic file is due to the Director of Assessment by May 15, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| **The faculty and staff adapted well to working remotely. The biggest surprise was our reliance on paper forms. In the future, a clear process of sending forms to the registrar would be great. I understand that the university has some dynamic forms; however, it would be extremely helpful if all forms were dynamic. Some of our accomplishments this year were to add a 4+1 program for our licensure programs and requiring our students to take MTEL prep courses. We attached them to required courses and we are collecting data on our students’ passage rates.** |

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

1. **List of PLOs and the timeline for assessment.**

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| **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 | <https://www.fitchburgstate.edu/academics/programs/early-childhood-education-prek-2-bse> | Data is collected each semester and analyzed annually. | Data was analyzed in February 2021 from the academic year prior: 2019-2020 |
| **2.** | **Family and Community Engagement standard:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. | <https://www.fitchburgstate.edu/academics/programs/early-childhood-education-prek-2-bse> | Data is collected each semester and analyzed annually. | Data was analyzed in February 2021 from the academic year prior: 2019-2020 |
| **3.** | **Family and Community Engagement standard:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. | <https://www.fitchburgstate.edu/academics/programs/early-childhood-education-prek-2-bse> | Data is collected each semester and analyzed annually. | Data was analyzed in February 2021 from the academic year prior: 2019-2020 |
| **4.** | **Professional Culture standard:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. | <https://www.fitchburgstate.edu/academics/programs/early-childhood-education-prek-2-bse> | Data is collected each semester and analyzed annually. | Data was analyzed in February 2021 from the academic year prior: 2019-2020 |
| **5.** | **Teacher candidates from Fitchburg State University will demonstrate the knowledge and skills required for their license** | <https://www.fitchburgstate.edu/academics/programs/early-childhood-education-prek-2-bse> | Data is collected each semester and analyzed annually. | Data was analyzed in February 2021 from the academic year prior: 2019-2020 |

1. **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.

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| **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”?** |
| 1-5 | Successful completion ofMassachusetts Candidate Assessment of Performance (CAP) | Practicum, 4th year 2nd semester | All licensure teacher candidates | Successful completion of the CAP | Data is collected and faculty analyzed results. |
| 5 | Massachusetts Tests of Educator Licensure (MTELs) | MTELs are taken at multiple points throughout the program of study. | All licensure teacher candidates | Successful Passage of all MTELs | We are in the process of collecting data on passage rates for our candidates. We have attached mandatory prep courses to required courses in the major. |
| 4 | Candidate Disposition Assessment | Candidate Disposition Assessments are collected after every field experience as well as at the completion of specific courses. | All students | Successful passage of the Candidate Disposition Assessment | Data was collected and faculty analyzed results. |
| 1, 2 & 5 | Teacher Work Sample | Practicum, 4th year final semester | All licensure teacher candidates | Successful completion of the TWS | Data was collected and faculty analyzed results. |
| 1&5 | Gateway I Task  (implemented 2020-2021 for the first time) | 4th year, 1st semester | All licensure teacher candidates | Successful passage of the Gateway Task | This is a new assessment. Data is collected and will be analyzed. |
| 1-5 | Gateway II Observation Rubric  (implemented 2020-2021 for the first time) | During Integrated Partial Practicum (IPP and Onsite Immersion (OSI), 4th year, 1st semester | All licensure teacher candidates | Successful passage of the Gateway Task | This is a new assessment. Data is collected and will be analyzed. |
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If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| During remote learning, some of the criteria on the Gateway II Observation Rubric and, Teacher Work Sample were difficult to observe or implement due to the teacher candidates’ online teaching of elementary students. Although the move to remote learning did not impact PLO #5, COVID-19 impacted the state’s ability to administer the MTELs. As a result, less teacher candidates were able to take the required MTELs. |

**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”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

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| **Reflection Prompt** | **Narrative Response** |
| **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)** | **Teacher candidates must complete a Stage I and Stage II Review and successfully complete the practicum for their license sought**  **STAGE 1**   * **Completion of CORE courses** * **(2) two minimum candidate dispositions that are positive ratings 2 and above.** * **Cummulative GPA of at least a 2.5** * **Satisfy the FSU Mathematics and Reading readiness** * **Successfully passed on the Communication & Literacy MTELS.**   **STAGE 2**   * **Completions of all professional coursework (1st semester senior year) required for practicums** * **Additional (2) two positive candidate dispositions.** * **Cummulative GPA of at least 2.75 & 3.0 in Major.** * **Successfully passed Context Test(s) specific for license (MTELS)** * **Current degree evaluation reviewed with candidate, including petitions**   **STAGE 3**   * **CAP or Performance Assessment Completion (minimum CAP ratings of Proficient for Quality, Needs Improvement for Scope and Consistency for all 7 Elements)** * **Acceptable Candidate Dispositions and Lesson Plan Rubrics** * **Submission of Performance Assessment Evidence (including Measure of Impact on Student Learning and Student Feedback Survey)** * **Verification of Practicum Hours** |
| **Who interprets the evidence?**  **What is the process?**  **(e.g. annually by the curriculum committee)** | **The Director of Licensure collects and compiles the data. At Unit meetings, faculty analyze the data annually and gather the reflective outcomes from this analysis along with projections based on the data reviewed. In addition, the School of Education has committees that review assessment processes, policies, and tools used to assess candidates to include forms, rubrics, and surveys.** |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | **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 PLOs and DESE requirements.** |

**C .** **Assessment Plan for Program/Department**

**I. Insert the program or department Assessment Plan**

Our Unite wide assessments include the following data gathered through the use of TK20 and additional excel sheets. These assessments constitute the assessment plan for our programs and the education unit in order to meet all of the state requirements for accreditation as well as program specific areas.

· CAP Ratings

· 2 Candidate Dispositions (one from each supervisor) (CDs)

· Lesson Plan Rubrics (LPs)

· Exit Survey

· Site and Supervisor Survey

· TWS - (Due to COVID, TWS data was not collected or reported)

We always look at the lowest Mean item for each assessment. The benchmark scores for CDs, LPs, and Exit Surveys are 90% scores of 3 and 4. Any assessment item below the 90% benchmark is identified.

Programs analyze their data (including items below the benchmark and lowest Means) and (in theory) make adjustments to their programs.

**II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the**

We have started collecting external data (Edwin reports), but we don't have benchmarks attached to those.

The Continuous Improvement Committee has been working on revising the exit survey (including changing questions and aligning it to the DESE scale). This may impact the benchmarks for AY 22/23.

**II. 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)*

* 1. **Programs that fall under Program Review: The Education Unit received the findings from their Formal Review from the Department of Elementary and Secondary Education in March 2021, therefore the progress indicated below is reflective on the time between March 2021 and April 2021.**
     1. Date of most recent Review:
     2. 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.

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| **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) | 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  Additional initiatives are also indicated below. |
| Field-Based Experiences | FBE 6: Candidates participate in field-based experiences that cover the full academic year | March 2023 (allows for at least 2+ years of evidence collection prior to next review) | 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.  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. |
| Instruction: School Support Personnel  (Unit program, not under the Education Department) | INS 1: Completers have the Subject Matter Knowledge (SMK) to be effective in the licensure role. | March 2023 (allows for at least 2+ years of evidence collection prior to next review) | The DESE school counseling findings were shared with the counseling curriculum faculty in Spring 2021. A focus group with graduating Spring 2021 candidates was held on February 26, 2021 to obtain more insight into the areas noted as needing improvement. In response, the class covering SMK A (COUN 7000) was adjusted starting Fall 2021 in terms of schedule, to have shorter, more frequent classes, to aid in student comprehension of the material. The content will also be adjusted to strengthen the focus on laws and regulations, and utilize case examples to help candidates apply their knowledge. Additional actions are underway to address the other findings. For instance, the instructors teaching the course on Psychological Testing (COUN 8300) and Psychopathology (COUN 8130) will be expanding the coverage of the diagnoses and treatment of learning and behavior disorders starting in Spring 2021, which is the next offering of the courses. |
| Instruction:  Autism  Endorsement  (Graduate Program, not under the Education Department) | INS 1: Completers have the Subject Matter Knowledge (SMK) to be effective in the licensure role. | Address as soon as possible. Plan to have 2+ years of evidence prior to next review. | The DESE Autism Endorsement findings were shared with the Chair of the Certificate program in the Spring of 2021. The Faculty and Dean reviewed the findings carefully and met with faculty teaching in the program to discuss the findings. As a follow up to the meeting, adjustments were made to the curriculum to highlight Subject Matter that was found to be missing or not demonstrated clearly within the syllabi. Since the program just began in Fall 2020 we did not have a focus group or data to reflect on. Data is being gathered so that we can provided f2+ years of data prior or our next review |

We have had a number of initiatives to address the issue of under-represented teacher candidates.

1. In the Fall of 2020 we began our **Future Educators Academy (**part of Early College) The goal is to foster interests in becoming an educator to diversify teacher representation.
   1. Offers badges and college courses in the high schools- including two Education Courses

This initiative had the following impact on students.

* 14 students are currently enrolled in the course EDUC 1005: The Culturally Proficient Educator
* A total of 12 juniors and seniors have successfully completed the CRLA certification last year, including the mandatory tutoring hours.
* A total of 20 students have participated in the CRLA program.
* FHS reported that they have approximately 100 students taking Dual Enrollment courses this semester. 70 of those students are Early Childhood students and on track for 12+ credits.
* 15 of those are on their way to completing the educator pathway.

1. **Young Falcons Academy:** **School vacation camp for underrepresented middle school students**
   1. This event was fully developed and is planned to run for the February and April Vacations on Fitchburg State University’s campus with instructors across all areas offering mini engaging courses, the use of the recreational center and planned group activities. We were all set to go, and then coronavirus happened; each new year will require new faculty volunteers
2. **Public Education Stewards:** **Collaboration with external partner Spanish American Center and CJ Program**
   1. Strengthening partnerships: After school program for at risk youth
3. We provided four 2-to-3-hour trainings from the Collaborative for Education Services to support the Fitchburg State University School of Education to explore equity and social justice issues related to curriculum, instruction, and advising. Over the course of one academic year, CES will help us to focus on supporting a strong sense of community where staff can be vulnerable and reflective with each other. We will build 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.
4. We are currently in the process of creating a **Memorandum of Agreement with Fitchburg Public Schools** with the following purpose:
   1. To set forth the basic agreements between Fitchburg State University and Fitchburg Public Schools. The MOU is designed 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. High quality, classroom ready teachers are needed to educate all students, encouraging differences and teaching in ways that foster belonging and passion. The collaborative funding will 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.

This initiative provides numerous course enrollment and academic supports, financial supports, and mentoring from University advisors and peer mentors beginning in the high school student’s Junior year going all the way through to graduation and their first years of teaching.

* 1. **Programs with external Accreditation:**
     1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
        1. **We currently hold the CAEP Accreditation until December 2022**
     2. Date of most recent accreditation action by each listed agency. **Department of Elementary and Secondary Education -March 2021**
     3. Date and nature of next review and type of review. **Annual Review -April 2022 from DESE**
     4. **We are exploring submitting a proposal to AAQEP for a national accreditation.**

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| **List key issues for continuing accreditation identified in the 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.** |
| CAEP |  | Our Annual Report was submitted in April 2021 |
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**Departmental Strategic Initiatives**

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| **Accomplished Initiatives AY 20-21 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** |
| **New Field I/II courses implemented, IHIP** | **Goal 1, Strategy 1.4**  **Goal 3, Strategy 3.4** |  |
| **Early College Courses implemented (SPED 1001&EDUC 1005)** | **Goal 3, Strategy 3.4** |  |
| **Educational Studies Internships: IHIP** | **Goal 1, Strategy 1.4**  **Goal 3, Strategy 3.4** |  |
| **Technology Trainings: Google Classroom, Google Suite, Mursion** | **Goal 4, Strategy 3.4** |  |
| **Anti-Bias, Anti-Racist Training** | **Goal 2, Strategy 2.3** |  |

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| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| **Implementation of mandatory MTEL prep courses** | **Goal 2, Strategy 2.2** |  |
| **FYE Courses** | **Goal 2, Strategy 2.5** |  |
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**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.*

The major initiative that the Education Department will be the implementation of the new General Education curriculum. This will involve extensive faculty support in advising.

1. *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 faculty and staff adapted well to working remotely. The biggest surprise was our reliance on paper forms. In the future, a clear process of sending forms to the registrar would be great Some of our accomplishments this year was to add a 4+1 program for our licensure programs and 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 biggest lesson learned is that faculty need support from their colleagues which is difficult to replicate remotely. For example, some faculty struggled with advising due to their inability to connect with faculty face to face.