Academic Department Five-Year Review

Department of Elementary Education

Academic Programs Reviewed

Elementary Education K-6
Undergraduate

Elementary Education K-6
Graduate

Collaborative Special Education Teacher
(K-6 & 6-12)

Linda Armstrong
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Department Chair

Departmental Assessment

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution's mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes have occurred as a result of the review.

1. Assessment of the department as it relates to students

    1.1   Enrollment

A review of the Five-Year Enrollment Data (2005 to 2010) provided by Institutional Research, Planning and Assessment shows a slight fluctuation in the number of majors at both the undergraduate and graduate levels. As indicated in Table 1 below, significant growth at the undergraduate level was experienced from 2005 to 2008, with a slight decline at the full-time and part-time graduate level. From 2005-2010 the number of full-and part-time majors at the undergraduate level rose 10% from 379 to 419. From 2005-2009, the total number of graduate students decreased from 165 to 97. In 2009-10, the total number of graduate students increased 10% from 97 to 108.

Bachelor	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Status						
Full-Time	290	306	345	295	280	299.00
Part-Time	89	110	110	134	139	116.40
Total	379	416	434	429	419	415.40
FTE Students	319.67	342.67	360.67	339.67	326.33	337.80
Master	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**Average**
Status						

Master	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Full-Time	36	34	34	7	31	28.40
Part-Time	129	134	107	90	77	107.40
Total	165	168	141	97	108	135.80
FTE Students	79.00	78.67	69.67	37.00	56.67	64.20

Table 1: Number of Duplicated Bachelor and Master Majors (Summer, Fall and Spring Combined) (Data provided by Institutional Research, Planning and Assessment)

The fluctuations in graduate enrollment can be cited as an outcome of the economic downturn, with Alabama declaring proration in state education spending. The impact of proration has been devastating to local public school systems: forcing them to borrow money, reducing teaching positions, and enlarging class sizes. As teachers retire, districts are not likely to fill those vacated positions at this time. Potential graduate students outside the Florence area may be reluctant to drive to campus for graduate school until the economic cycle upturns. In the meantime, the Department has increased the online offerings in both Elementary and Collaborative graduate programs, and enrollments in these alternate delivery classes indicate a steady increase in the number of students. See Table 2 below.

	2008-2009 Enrollment Face to Face Delivery	2009-2010 Enrollment Internet (I) or Hybrid (H) Delivery	Increased Percentage of Enrollment
Elementary Education K-6			
EED 612	4	24 (I)	83.3%
ECE 604	8	22 (I)	64%
EED 611	8	13 (H)	38.4%
Collaborative Special Education (K-6 & 6-12)			
EEX 654/EEX 630	7	15 (H)	53.3%

Table 2: Comparison of Face-to-Face Delivery Format and Internet-Based Delivery Formats (Data complied by Department Chair)

1.2 Graduation data for department majors and minors

In the undergraduate and graduate programs the number of degrees confirmed has held relatively steady during the five-year data period. At the bachelor's degree

level, there was significant growth from 2005-2009. At the graduate level, there was significant growth from 2005-2007. During the final year of data period, a decrease in number of degrees conferred is noted, most likely due to economic difficulties experienced by our local community. See Table 3 below.

Bachelor	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Degrees Awarded	60	75	61	86	75	71.40

Master	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Degrees Awarded	43	56	51	40	20	42.00

Table 3: Number of Degrees Conferred at the Bachelor and Master Levels (Data provided by Institutional Research, Planning and Assessment)

1.3   Student services

All of the Department of Elementary Education faculty members provide numerous valuable and advising services to our teacher candidates, beyond the research-based instruction provided in the classroom. All faculty members participate in academic advisement in our well-planned and well-documented advising system. Advisor assignments are made by the Department Chair and determined by the last name of the teacher candidate. Faculty advisors meet with their advisees at least once a semester to plan their respective long-term schedules. Each faculty member advises between 10-50 undergraduate teacher candidates and 2-10 graduate students.

The College of Education has an intervention procedure for candidates identified as needing extra support. Department of Elementary Education advisors follow the established protocol providing extensive intervention plans to improve the candidate's capacity for succeeding in the program. Faculty members are also readily available for advising opportunities at all SOAR sessions. In addition, faculty members work closely with candidates to discover job opportunities, and to mentor new teachers.

Teacher candidates are encouraged to attend professional workshops and conferences to enhance their professional development. For example, last year more than 20 elementary education majors attended the Alabama Reading Conference in Birmingham, AL, and at least one candidate presented research with members of the faculty.

Department faculty members serve as sponsors for important student organizations. These include the active K-6 organization, which meets regularly

throughout the academic year. The agendas of the meetings are generated from ideas submitted by the student officers: resulting in guest speakers, make and take workshops, and panel discussions with P-6 partners. Another organization elementary faculty members sponsor is the local chapter of Kappa Delta Pi, the largest association of educational professionals in the world.

    1.4   Outcome information including student performance on licensure/certification exams, job placement of graduates, student, alumni and/or employer surveys

Licensure/Certification Exams

Data collected over the past five years from the Alabama State Department of Education show:
- 100 % of the elementary education teacher candidates who took the Alabama Prospective Teacher Test made a passing score before entering their student internship. From 2007-2010, 138 elementary majors took the test, 137 passed the first time the test was taken.
- 100% of graduates with a Class B and Class A teaching certificates from the Department of Elementary Education passed the Praxis II Professional Assessment for Beginning Teachers in the area of Elementary Education: Content Knowledge.
    - In 2006, 65 spring and fall 2006 candidates took the PRAXIS II with a mean of 162.8 (national test scores range from 100 – 200). This is 25.8 points higher than the state department's required minimum score.
    - In 2007, 111 spring and fall 2007 teacher candidates took the PRAXIS II with a mean score of 164 (national test scores range from 100-200). This is 27 points higher than the state department's required minimum score.
    - In 2008, 100 spring and fall 2007 teacher candidates took the PRAXIS II with a median score of 160 (test scores range from 131-190). This is 23 points higher than the state department's required minimum score.
    - In 2009, 127 spring and fall 2008 teacher candidates took the PRAXIS II with a median score of 160 (UNA test scores range from 131-190). This is 23 points higher than the state department's required minimum score.
    - In 2010, 94 spring and fall 2009 teacher candidates took the PRAXIS II with a median score of 157 (UNA test scores range from 127-197). This is 21 points higher than the state department's required minimum score.

During this data period, teacher candidates have scored significantly higher on the PRAXIS II than the Alabama required minimum score.

Student Surveys

Every semester, teacher candidates who are finishing their undergraduate program complete a Graduating Senior Survey. Our graduates indicate their level of satisfaction with the preparation received. Table 4 below summarizes the data from Fall 2008 to Spring 2010.

Mean Scores of Undergraduate Elementary Candidates Per Ratings Graduating Senior Survey Evaluation					
Rating Scale **4=Strongly Agree** **3=Agree** **2=Disagree** **1=Strongly Disagree**	**Mean Score F 2008** **N=40**	**Mean Score SP 2009** **N=39**	**Mean Score F 2009** **N=34**	**Mean Score F 2010** **N=28**	**Total Mean Score 2008-2010** **N=141**
My academic major was adequate and I feel confident that I am prepared to meet the challenges of my profession	3.87	3.66	3.85	3.79	3.79
My program of study included field and clinical/laboratory experiences and/or internship opportunities that allowed me to apply theory to practice in my major.	3.9	3.76	3.88	3.82	3.84
Because of the coursework in my major, I am confident that I can seek out and acquire the knowledge necessary for me to be successful in my profession	3.90	3.71	3.94	3.82	3.84
Faculty members in my major courses provided effective and appropriate instructional opportunities.	3.74	3.76	3.88	3.80	3.80
I am pleased with the overall quality of instruction I received in my major.	3.79	3.71	3.85	3.68	3.76
Faculty in my major provided appropriate academic advising and support throughout my program.	3.69	3.74	3.82	3.75	3.75

Table 4: Satisfaction of Elementary Undergraduate Majors (Data provided by Director of Continuous Improvement and Accreditation)

Elementary Education undergraduate majors believe they were appropriately advised, received quality instruction with real world application. As a result of their

work in the department, they believe they are prepared to meet the challenges of teaching, and are confident they can be successful.

Percentage of Graduate Elementary Candidates Per Strongly Agree and Agree Ratings End of Program Evaluation								
Rating Scale	2007-2008 N=17		2008-09 N=14		2009-10 N=15		2010-2011 N=13	
Strongly Agree -SA Agree-A Disagree N/A Strongly Disagree N/A	SA	A	SA	A	SA	A	SA	A
My program of study was adequate and I feel confident that I am prepared to meet the challenges of my profession.	76	24	78	22	80	20	90	10
My program of study increased my understanding of the importance of national standards relevant to my profession.	67	33	78	22	90	10	90	10
Because of my coursework I am confident that I can seek out and acquire the knowledge necessary for me to be successful in my profession.	89	11	89	11	90	10	90	10
I am pleased with the overall quality of instruction I received in my program.	70	30	67	33	80	20	90	10

Table 5: Satisfaction of Graduate Elementary Education Majors (Data provided by Director of Continuous Improvement and Accreditation)

Graduate Elementary Education majors believe they received quality instruction with real world application. As a result of their work in the department, they believe

they are prepared to meet the challenges of teaching, and are confident they can be successful.

Percentage of Graduate Collaborative Candidates Per Strongly Agree and Agree Ratings End of Program Evaluation								
Rating Scale	**2007-2008 N=11**		**2008-09 N=5**		**2009-10 N=5**		**2010-2011 N=5**	
Strongly Agree -SA Agree-A Disagree N/A Strongly Disagree N/A	SA	A	SA	A	SA	A	SA	A
My program of study was adequate and I feel confident that I am prepared to meet the challenges of my profession.	91	9	60	40	80	20	80	20
My program of study increased my understanding of the importance of national standards relevant to my profession.	91	9	100	0	80	20	80	20
Because of my coursework I am confident that I can seek out and acquire the knowledge necessary for me to be successful in my profession.	91	9	60	40	100	0	100	0
I am pleased with the overall quality of instruction I received in my program.	91	9	100	0	100	0	100	0

Table 6: Satisfaction of Graduate Collaborative Majors (Data provided by Director of Continuous Improvement and Accreditation)

Graduate Collaborative majors believe they received quality instruction with real world application. As a result of their work in the department, they believe they are

prepared to meet the challenges of teaching students with disabilities, and are confident they can be successful.

First Year Teacher Survey

The First Year Teacher Surveys are administered through the Dean's office. Until 2009-10, the return rate of the surveys was too low to yield credible, meaningful data. In 2010, the Office of Continuous Improvement and Accreditation sent out surveys and 41 first year teachers responded. The results for the Elementary Department First Year Teacher Survey (all programs) are in Table 7 below.

First Year Teacher Survey (2009-10)   N=41

	Very Satisfied	Satisfied	Unsatisfied	Very unsatisfied	Average Response
Overall Preparation	37.2%	**57.4%**	4.1%	1.4%	3.30
Preparation to work well with all students	33.1%	**59.5%**	5.4%	2.0%	3.24
Preparation for working well with exceptional/special needs students in inclusive settings including preparation for recognizing and referring students with special needs	20.9%	**58.8%**	17.6%	2.7%	2.98
Preparation in content knowledge necessary to help all students learn	35.8%	**58.1%**	5.4%	0.7%	3.29
Preparation for using technology appropriately to improve instruction	25.7%	**55.4%**	16.9%	**2.0%**	3.05

Preparation for using technology for record keeping and other management purposes	23.0%	**50.0%**	25.0%	**2.0%**	2.94
Preparation in acknowledging and understanding the importance of reading, as appropriate for subjects and/or grade levels	43.9%	**51.4%**	4.7%	0.0%	3.39
Preparation for using strategies to improve reading comprehension appropriate to subjects and/or grade levels	35.8%	**50.0%**	13.5%	0.7%	3.21
Preparation in pedagogical and professional knowledge/skills necessary to help all students learn	35.8%	**54.7%**	8.1%	1.4%	3.25
Preparation in pedagogical and professional dispositions necessary to help all students learn	37.2%	**54.7%**	7.4%	0.7%	3.28
Preparation in classroom management strategies	31.1%	**53.4%**	12.8%	2.7%	3.13

Table 7: Satisfaction of First Year Teachers (Data provided by Director of Continuous Improvement and Accreditation)

As indicated in Table 7, after first year teachers had the opportunity to teach for one year, they are satisfied with the preparation they received from the Elementary Education Department.

Administrators were asked to consider the new teachers they hired and to indicate their level of satisfaction with how those new teachers performed in several areas. The information in Table 8 below reflects their satisfaction.

Administrators' Responses about Teachers from UNA Elementary Education Programs (2009-10) N=15

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Average rating
Overall Preparation	33.3%	**66.7%**	0.0%	0.0%	3.33
Preparation to work well with all students	40.0%	**60.0%**	0.0%	0.0%	3.40
Preparation for working well with exceptional/special needs students in inclusive settings including preparation for recognizing and referring students with special needs	20.0%	**73.3%**	6.7%	0.0%	3.13
Preparation in content knowledge necessary to help all students learn	33.3%	**60.0%**	6.7%	0.0%	3.27
Preparation for using technology appropriately to improve instruction	26.7%	**66.7%**	6.7%	0.0%	3.20
Preparation for using technology for record keeping and other management purposes	33.3%	**60.0%**	6.7%	0.0% (0)	3.27

Preparation in acknowledging and understanding the importance of reading, as appropriate for subjects and/or grade levels	26.7%	**60.0%**	13.3%	0.0% (0)	3.13
Preparation for using strategies to improve reading comprehension appropriate to subjects and/or grade levels	26.7%	**60.0%**	13.3%	0.0%	3.13
Preparation in pedagogical and professional knowledge/skills necessary to help all students learn	26.7%	**73.3%**	0.0%	0.0%	3.27
Preparation in pedagogical and professional dispositions necessary to help all students learn	26.7%	**66.7%**	6.7%	0.0%	3.20
Preparation in strategies for classroom management.	20.0%	**53.3%**	26.7%	0.0%	2.93

Table 8: Satisfaction of Administrators Hiring First Year Teachers (Data provided by Director of Continuous Improvement and Accreditation)

    1.5   Other

2   <u>Assessment of the department as it relates to faculty</u>

    2.1   Teaching productivity and activities designed to enhance teaching and the curriculum

During the 2005-2010 data period, the Department of Elementary Education continually revised their courses, adopted new textbooks, and used Angel in all of their courses. In-class activities were revised and new activities are added. All

faculty members updated their courses and syllabi to comply with the new sets of standards from the Alabama State Department of Education and NCATE. The department has increased offering more classes in hybrid and online delivery formats at the graduate level.

Because our work is focused on teaching teachers, faculty members strive to employ best practices of teaching and innovative methods in the classroom. In recognition of this work, an elementary faculty member was honored as a nominee for the Eleanor Gaunder Phi Kappa Phi Excellence in Teaching Award in 2010. All department faculty members employ the latest technology in their teaching practice. All have been trained in the extensive use of LiveText to document teacher candidate achievement. Elementary faculty collaborated on several projects. For example, two faculty members teamed to integrate technology and literacy by having each of their classes contribute to a collection of Interactive White Board lessons for a local elementary school.

2.2   Research productivity

From 2005-2011, department faculty members published articles in the following peer-reviewed journals: *The Reading Teacher, Dimensions of Early Childhood The Reading Paradigm: A Journal of the Alabama Reading Association, Booklinks,* the *Journal of International Special Education,* and the *New England Reading Association Journal.* In addition, departmental faculty wrote several articles for the *Alabama Reading Association Newsletter*, wrote curriculum for the Alabama State Department of Education, contributed to online journals, and collaborated with faculty at other universities to compile an evidence base to support initial and advanced standards for teachers of students with learning disabilities. Graduate students wrote articles for *The Reading Paradigm: A Journal of the Alabama Reading Association,* and online journals.

Faculty members presented at nine international conferences, including the International Reading Association Convention, the International Association of Special Education, and the International Society for Technology in Education. Faculty presented at 11 national conferences, including the National Council for Teachers of English and Council for Exceptional Children. Faculty presented at 16 regional conferences, including Literacies for All Summer Institute, the Southern Early Childhood Association Regional Conference, and the Southeast International Reading Association Conference. Faculty presented at over 100 state and local conferences, including the Alabama Reading Association, the Samford Summer Institute, the Alabama Federation of the Council for Exceptional Children Annual State Super Conference, the Northwest Alabama Regional Childcare Conference, UNA Research Day, the Alabama Association of School Boards Annual Convention, the Alabama Educational Technology Conference, and the Alabama Education Association Professional Development Conference. In addition, elementary faculty applied for and received several university and state grants during the data period.

2.3   Service to profession, community, and university

Elementary faculty members have been active serving the university, the community, and the profession. During the 2005-2010 data period, faculty served on several university committees, including the Shared Governance Executive Committee, the Academic Affairs Teaching Award Committee, the Institutional Effectiveness Committee, the Research Committee, the Multicultural Advisory Committee, various SACS committees, the Shared Governance Readmission Committee, Faculty Senate, the Distance Learning Advisory Committee, the Faculty and Staff Welfare Committee, the University Curriculum Committee, Care Teams, and the University Commencement committee. In addition faculty have Chaired the Animal Care and Fair Use Committee, the Human Subjects Committee and the Graduate Council. Faculty members serve on numerous committees in the College of Education and the Department, including NCATE Committees, Curriculum Committees, Scholarship Committees, the Reviewing Student Petitions Committee, Advisory Boards, and Search Committees.

Elementary faculty have served the local community in various capacities, including service to the Planning Committee for Keller Kids, the Civil Service Board, the Alabama Sports Hall of Fame, the Day School Committee at a local church, area commencement speakers, and guest speaker for car safety and disability issues to area schools. Faculty members serve on Boards of Directors for an area Rehabilitation Foundation, the Northwest Alabama Education Research and Inservice Center, and the National Alumni Association. Faculty volunteer to serve in the Fight Like A Girl campaign, the United Cerebral Palsy Unit in Muscle Shoals, various Bible Schools and Sunday schools, advisors to UNA sororities, and most recently, to help storm victims in the area.

Elementary faculty have been active in service to the profession by providing inservice workshops to various schools in the areas of technology, special education, student progress monitoring, National Board Certification, and all areas of literacy. Several faculty members have provided workshops for the Northwest Alabama Education Research and Inservice Center. Faculty have piloted new Alabama Math and Reading Initiative materials, served as consultants to numerous schools and teachers, co-taught lessons with practicing teachers, modeled lessons, conducted read-alouds, substitute taught, and tutored elementary pupils. Faculty members have served as co-chairs for a local young authors conference, reviewed grants for the Even Start Family Literacy Program, and as guest speakers in schools. Most of the faculty participate in Read Across America day in several schools and serve on local school advisory boards. Two faculty members were critical in securing training towards AMSTI Year One certification for our preservice teacher candidates. Four faculty members have held the office of President of the Northwest Alabama Reading Council in this data period. Two faculty members serve as the Kappa Delta Pi Education Honor Society Counselors. A faculty member is the Regional Coordinator for the International Reading Association's Teachers' Choices Project. A faculty member was selected as a trainer for the National Center on Response to

Intervention in collaboration with The American Institutes for Research, Vanderbilt University, and the University of Kansas. A faculty member was selected as the Division of Learning Disabilities representative on the Council for Exceptional Children's Knowledge and Skills Committee responsible for writing standards for all teachers of students with disabilities.

2.4 Faculty development

In the data period, all faculty maintained membership in at least three professional organizations, and attended multiple professional conferences. For example, faculty are members of and attend conferences sponsored by the International Reading Association, the Alabama Reading Association, the Northwest Alabama Reading Association, the National Association for the Education of Young Children, the Southern Early Childhood Association, the Kappa Delta Pi International Education Honor Society, the Phi Kappa Phi Honor Society, the Council for Exceptional Children Divisions: Learning Disabilities, Teacher Education, Behavior Disorders, and Educational Diagnostic Services, the K-6 Professional Organization, the National Association for the Education of Young Children, the Alabama Association of Young Children, the Association for Childhood Education International, the National Council of Teachers of Mathematics, the Autism Society of America, the International Society for Technology in Education, the Alabama Geographic Alliance, the National Council for the Social Studies, and the Alabama Council for the Social Studies.

Faculty members use their involvement in professional organizations to help stay current in their fields. In addition, all faculty members are required to spend at least 10 hours every semester in P-6 schools to stay in touch with the "real world" of teaching. Faculty have goals to improve teaching by: integrating more LiveText into course work until paperless, developing more project-based learning activities to enhance the traditional and electronic classes, increasing technology specific assignments, revising courses for hybrid or online delivery, and partnering with a local school so courses are totally immersed in the clinical setting. Faculty members have goals to increase research by presenting at a variety of conferences and continuing to write for publication. Faculty members have goals to increase service by establishing partnerships with: Florence Library, surrounding school systems, and the Alabama Institute for the Deaf and Blind. Faculty also have goals to serve in some capacity with Special Olympics, to work with RTI teachers on a bullying project, and to assist the national CEC headquarters' staff to edit, survey and approve teacher standards for special education teachers. Several faculty members have goals for establishing service learning projects in their courses. For example, projects at McBride using PAWS, and another, to aid with fund raising for Shoals area United Cerebral Palsy.

2.5 Adequate faculty to address the goals and objectives of program (OR see below)

The number of faculty members in the Department of Elementary Education has fluctuated over the past five years from 9 to 11 full-time members (including the Department Chair, who has a two-course reduction each semester). During the same time period the part-time faculty has fluctuated between 0 and 3 members (see Table 9 below). The increase in full-time faculty members was a result of undergraduate and graduate content area specific expertise needed. Due to the hiring freeze at the University of North Alabama, the Department of Elementary Education has yet been unable to replace one faculty position vacated from a retirement on January 1, 2010.

Faculty	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Full-Time	9	9	10	11	10	9.80
Part-Time	2	3	3	2	0	2.00
Total	11	12	13	13	10	11.80
FTE Faculty	9.67	10.00	11.00	11.67	10.00	10.47

Table 9: Number of Faculty Members in Department of Elementary Education
(Data provided by Institutional Research, Planning and Assessment)

2.6 Other

3 Assessment of the department as it relates to facilities and resources to address the goals and objectives of each program within the department

3.1 Laboratory Support

The Department of Elementary Education has access to a computer lab on the first floor of Stevens Hall that is barely adequate for our use if proper scheduling is maintained. Often, of the 24 computers available, one or more is not working. We try to limit our technology classes to 20 to compensate for this issue. For teacher candidates to have hands-on practical application, sharing computers is not the ideal learning experience to develop computer and technology skills.

We would hope to increase computer lab accessibility with further space and more computers. Current and former students have indicated they appreciate the emphasis of technology in our programs, and would like greater opportunity to develop further computer and technology skills.

3.2 Instructional Equipment

Classrooms on the fourth floor of Stevens have the equipment needed at the current time. Instead of having to keep all teaching supplies in these shared classrooms, we would like to have more storage space for equipment and supplies needed to teach our classes.

3.3   Office and Classroom Space

The Department of Elementary Education is housed on the fifth floor of Stevens Hall and is provided adequate office and classroom space to support the academic department. At present, all faculty members have separate offices. The Administrative Assistant works from the reception area, which has convenient access by faculty and students. The student worker is provided a small work area that also functions as storage for departmental equipment and supplies. The Department is allocated classroom space mostly on the fourth floor of Stevens Hall. By creatively scheduling classes the Department has been able to meet all classroom needs.

3.4   Educational Technologies

All faculty members have personal computers in their respective offices that should be updated through the University Technology Fund on a regular basis. At present, these computers are adequate in terms of current use patterns, but many of the computers are aging and need replacements. For example, the Department Chair uses a computer that is 6 years old.

Some of the elementary schools distribute iPads to their teachers for classroom use. Next year, both of our technology classes will be taught in our partnership school, Harlan, and teachers do have this technology available. We would like the same technology that current partners have.

3.5   Faculty

From 2005 to 2010 the Department of Elementary Education has generated an average of 568.07 credit hours per faculty member over a typical academic year (see Table 10 below).

	2005-06	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**Average**
CH/Faculty	606.39	549.14	549.27	592.68	542.85	568.07

Table 10: Credit Hours Per Faculty Member (Data provided by Institutional Research, Planning and Assessment)

At the end of this data period, the elementary education department has adequate faculty to address the goals and the objectives of our program. However with the

new programs approved at the State Department and ACHE we wish to implement, we will need another faculty member. See Section 4 and Section 6 of this report.

3.6   Other

4   Notable achievements by the department

The Department of Elementary Education, in conjunction with the College of Education, received full accreditation from the National Council for Accreditation of Teacher Education (NCATE). The Department also receives consistent "A" grades on the Report Card from the Alabama State Department of Education.

In this data period, faculty members collaborated with other College of Education faculty, wrote, and were awarded an Alabama State Department of Education planning grant for Innovative Secondary Teacher-Education Programs. As a result, faculty members collaborated with two College of Education Secondary Education faculty members on an Alabama State Department of Education planning grant with Florence City Schools to train and promote co-teaching in secondary classrooms entitled Collaboration & Co-Teaching in Secondary General Education Classes. Professors in secondary and special education modeled best practices for co-teaching in methods classes for secondary education majors.

Special education faculty collaborated with the Department Chair and Elementary faculty to execute an Alabama State Department of Education Program planning grant for improving special education content preparation. Author and project director of the University of North Alabama's grant project was a special education faculty member, and was funded in the amount of $15,000.00 from the Alabama State Department of Education. As a result, a dual-certification program for certification in K-6 Elementary and Collaborative Special Education was created. New courses were designed, the SDE PATS were completed, and the department is submitting documents to the SDE for approval July 1, 2011.

The Department of Elementary Education instituted and received approval to begin a new Ed.S. in Elementary Education. The department of elementary education also collaborated with the department of secondary education to create a new program, an Ed.S. in Teacher Leader. Both of these new programs have met all standards and have been approved by the University of North Alabama Graduate Council, SACS, the Alabama State Department of Education and ACHE.

5   Responses to previous program review recommendations

The department has not had a previous program review.

6   Vision and plans for the future of the department

The Department of Elementary Education will continue to seek NCATE accreditation and to meet all of the requirements associated with standards from the Alabama State Department of Education. We seek to expand the department's research agenda, as well as increase service to the University, the community, and our profession. We plan to retain younger faculty members by having them earn tenure and promotion.

The Department of Elementary Education expects enrollment to grow as the new Education Specialist Degrees gain publicity. These degrees will be offered entirely online (or hybrid format for limited courses) which will expand our service area beyond the North Alabama region. The Department will engage in active recruiting of graduate students for these programs. In addition, when the dual certification for Elementary and Special Education is approved and instituted, we expect enrollment at the undergraduate level to increase. We hope the hiring freeze will be lifted to add one faculty member so we may effectively offer these expanded programs.

The Department of Elementary Education would like to increase partnerships with area elementary schools. We have a partnership with Kilby we would like to expand. We also have recently partnered with Harlan and will be teaching three of our courses in the clinical setting Fall 2011. As these partnerships develop, we would like to see faculty resources increased and a new faculty member hired.

Program Assessment

Departments should identify expected outcomes for each of their educational programs. The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. **If a department offers more than one program, each program coordinator should complete this part of the report.**

7   <u>Name of Program</u> Undergraduate Elementary Education K-6

8   <u>Coordinator of Program</u> Linda Armstrong

9   <u>Mission Statement of Program</u>

Undergraduate elementary education teacher candidates of the University of North Alabama's Department of Elementary Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

10 <u>Program Overview</u>

   10.1   Brief overview of program

The undergraduate Elementary Education Teacher Program prepares teacher candidates to teach effectively in P-6 schools. Upon completion of this degree program, these teacher candidates earn their Bachelor of Science in Elementary Education, and are eligible for an Alabama Class B teaching certificate for grades kindergarten (K) through sixth grade. Candidates in this program may choose to add a concentration in P-3, making them eligible for an Alabama Class B certification for grades pre-kindergarten (P) through sixth grade. This program includes ten faculty members. Three members divide their responsibilities between teaching elementary and secondary candidates and advanced special education candidates. One member divides time between teaching elementary candidates and Human Environmental Science students.

   10.2   Student Learning Outcomes of the program *[Student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included]*

Elementary education teacher candidates demonstrate their abilities towards the following outcomes in assessments used throughout their program. See Table 11 below. Except for the PRAXIS II exam, all student learning outcomes are assessed with Performance Scoring Rubrics in LiveText (used by the College of Education for data collection).

Undergraduate Elementary Education K-6	
Student Learning Outcomes	**Evidence**
1. Assess the learning needs of students.	EED 405 Case Study Rubric EED 472 Project USA Rubric
2. Design and implement diverse learning experiences based on assessed needs.	EED 472 Project USA Rubric
3. Collaborate with school personnel to meet the educational needs of students.	EED 472 Professional Development Plan Rubric
4. Infuse technology into unit and lesson planning	EED 472 Project USA Rubric
5. Demonstrate content knowledge	PRAXIS II Exam

Table 11: Undergraduate Student Learning Outcomes (Data complied by Department Chair)

> 10.3   Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth

Over the last five years, 357 undergraduate teacher candidates have completed the Bachelor of Science in Elementary Education and all have received certification from the Alabama State Department of Education. See Table 12 below. For more information, see Section 1.1 in this report.

Academic Year	**Number of Degrees Conferred**
2005-2006	60
2006-2007	75
2007-2008	61
2008-2009	86
2009-2010	75

Table 12: Number of Bachelor of Science in Elementary Education Degrees Conferred (Data provided by Institutional Research, Planning and Assessment)

> 10.4   Evaluate the adequacy of library resources available to support your program

Undergraduate elementary education teacher candidates have access to all of the same library resources as other UNA students. The focus of the program is

instruction and assessment, which means most of the candidates utilize UNA's library databases for literature reviews and use children's literature, textbooks, and audiovisual materials available through the Learning Resource Center (LRC) in Stevens Hall.

Each semester graduating teacher candidates complete a survey on the program. When asked to rate their opinion of the statement, "the library has adequate holdings relevant to my major" candidates selected one of four ratings: Strongly Agree (4), Agree (3), Disagree (2), or Strongly Disagree (1) Candidate satisfaction with the adequacy of these resources is below in Table 13.

Mean Score by Academic Semesters				
Fall 2008 N = 40	Spring 2009 N =39	Fall 2009 N=34	Spring 2010 N=43	Fall 2010 N=28
3.64	3.74	3.18	3.40	3.46

Table 13: Adequacy of Library Resources - Undergraduate (Data provided by Director of Continuous Improvement and Accreditation)

Based on the above data, elementary education program candidates are satisfied with library resources. Each year the department receives a budget from Collier Library that enables faculty to order materials that may be used in courses or available for our candidates to use.

> 10.5   If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy

11. Program Evaluation Including Appropriate Documentation

> 11.1   Means of assessing each Student Learning Outcome

The Student Learning Outcomes for the Undergraduate Elementary Education Teacher Program are assessed throughout the program using scoring guide performance rubrics in LiveText. See Table 11 in section 10.2 of this report.

> 11.2   Summary of the results of the assessment/s for each Student Learning Outcome

The results for each of the undergraduate Elementary Education K-6 Teacher Program Student Learning Outcomes are in Tables 14 through 18 below.

Student Learning Outcome 1: Assess the learning needs of students.			
EED 472 Project USA Rubric Assessment Component			
Percentage of Scores Per Performance Assessment Rating			
	Target	Acceptable	Unacceptable
Fall 2009	74	25	0
Spring 2010	77	10	0
Fall 2010	100	0	0
Spring 2011	86	13	0

Table 14: Undergraduate Student Learning Outcome 1 (Data provided by Director of Continuous Improvement and Accreditation)

Student Learning Outcome 2: Design and implement diverse learning experiences based on assessed needs.			
EED 472 Project USA Rubric Implementation Component			
Percentage of Scores Per Performance Assessment Rating			
	Target	Acceptable	Unacceptable
Fall 2009	79	20	0
Spring 2010	93	6	0
Fall 2010	100	0	0
Spring 2011	75	22	2

Table 15: Undergraduate Student Learning Outcome 2 (Data provided by Director of Continuous Improvement and Accreditation)

Student Learning Outcome 3: Collaborate with school personnel to meet the educational needs of students.			
EED 472 Professional Development Plan Collaboration Component			
Percentage of Scores Per Performance Assessment Rating			
	Target	Acceptable	Unacceptable
Fall 2007	97	2	0
Spring 2008	68	31	0
Fall 2008	86	13	0
Spring 2009	85	14	0
Fall 2009	82	14	2
Spring 2010	86	11	2
Fall 2010	100	0	0
Spring 2011	80	19	0

Table 16: Undergraduate Student Learning Outcome 3 (Data provided by Director of Continuous Improvement and Accreditation)

Student Learning Outcome 4: Infuse technology into unit and lesson planning				
EED 472 Project USA Technology Components				
Percentage of Scores Per Performance Assessment Rating				
		Target	Acceptable	Unacceptable
Planning	Fall 2009	92	7	0
	Spring 2010	93	6	0
	Fall 2010	100	0	0
	Spring 2011	88	11	0
Assessment	Fall 2009	74	25	0
	Spring 2010	77	22	0
	Fall 2010	100	0	0
	Spring 2011	86	13	0
Implementation	Fall 2009	79	20	0
	Spring 2010	93	6	0
	Fall 2010	100	0	0
	Spring 2011	75	22	2
Whole Group Analysis	Fall 2009	84	15	0
	Spring 2010	95	4	0
	Fall 2010	100	0	0
	Spring 2011	80	19	0

Table 17: Undergraduate Student Learning Outcome 4 (Data provided by Director of Continuous Improvement and Accreditation)

Student Learning Outcome 5: Demonstrate content knowledge			
Praxis II Elementary Education: Content Knowledge			
Year	Number of Test Takers Per Year	Number of Test Takers With Minimum Score of 137	Number of Test Takers With Scores Lower than 137
2006	130	130	0
2007	112	111	1
2008	111	109	2
2009	71	71	0
2010	72	72	0
2011	30	29	1

Table 18: Undergraduate Student Learning Outcome 5 (Data provided Office of Certification)

Based on the above data the faculty in the Elementary Education Teacher Program are pleased with the overall performance of the candidates who complete the program.

11.3   Program improvements made as a result of these assessments

Student Learning Outcome 1: Assess the learning needs of students.

Based on the criterion described in the Project USA scoring rubric, it is difficult to discern specifically, how our candidates are assessing the learning needs of their students. The Project USA assignment description in EED 472 syllabus states:

> 1. Design an assessment plan to monitor student learning. You will use 2 pre-assessments prior to instruction and 2 post-assessments after instruction to measure student learning. Use multiple approaches aligned with your learning goals. These assessments may include performance-based tasks, paper and pencil tasks, or documented personal observations.
> 2. Describe assessments: Clearly explain the 2 content-area pre-assessments and 2 content-area post assessments, rationale for their usage (how they align with your learning goals), and the criteria you will use to determine if students' learning aligns with the goals.
> 3. Include copies of assessments, prompts and/or student directions and criteria for evaluating performance (rubrics, checklists, test, answer key, etc.)

We know what we require our candidates to do, but the criterion on the rubric does not accurately reflect this outcome. A subcommittee is meeting the week of June 20, 2011 to review the rubric and recommend appropriate changes in the assignment description and assessment rubric.

The department will continue to monitor how our teacher candidates assess the learning needs of their students.

Student Learning Outcome 2: Design and implement diverse learning experiences based on assessed needs.

Based on the criterion described in the Project USA scoring rubric it is difficult to determine specifically, how our candidates are designing and implementing diverse procedures to effect student learning. The assignment description asks the candidate to provide examples of instructional decision making based on student's learning, but the criteria on the rubric does not accurately reflect this outcome. A subcommittee is meeting the week of June 20, 2011 to review the rubric and recommend appropriate changes in the assignment description and assessment rubric.

The department will continue to monitor how our teacher candidates design and implement diverse learning experiences based on students' assessed needs.

Student Learning Outcome 3: Collaborate with school personnel to meet the educational needs of students.

In the data period, most teacher candidates were successful at the target level in collaborating with school personnel to meet the needs of their students during internship. At the target level, candidates provide evidence in three or more collaborations on best practices with school personnel in their internship portfolio. Modifications/refinements have been made in EED 472 assignment and rubric to support this student learning outcome.

The department will continue to monitor how our teacher candidates collaborate with school personnel to meet the educational needs of their students.

 Student Learning Outcome 4: Infuse technology into unit and lesson planning

Based on the criterion described in the Project USA scoring rubric, it is difficult to determine specifically how our candidates are infusing technology into lesson and unit planning. The assignment description gives directions for what technology is required in each section of the unit, including addressing technology access, school specific guidelines for procedures for student technology, technology use/availability, student technology skills, lesson plans incorporating technology, and a technology-based product requirement. The criterion for technology requirements is not accurately reflected in the rubric. A subcommittee is meeting the week of June 20, 2011 to review the rubric and recommend appropriate changes in the assignment description and assessment rubric.

The department will continue to monitor how our teacher candidates infuse technology into unit and lesson planning.

Student Learning Outcome 5: Demonstrate Content Knowledge

This is a standardized test that compares our teacher candidates with other teacher candidates in the nation. Most of our candidates pass the PRAXIS II Elementary Education: Content Knowledge with the minimum score of 137 required by the Alabama State Department the first time they take it. All candidates pass the test with a score of 137 before they are eligible for Class B Certification. For more information, see Section 1.4 in Departmental Assessment.

The department will continue to monitor how our teacher candidates demonstrate content knowledge on the PRAXIS II standardized test.

11.4   Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments

Documentation for the Student Learning Outcomes and program improvements are found in the Department Chair's electronic and paper files, in the office of Continuous Improvement, and in the Certification office.

12. <u>Program Recommendations</u>

12.1   Identify recommendations for improvement of the program

- Recruit a greater portion of diverse teacher candidates into our program.
- Improve scoring rubrics in all assessment tools to more adequately reflect assignment expectations.
- Test and evaluate additional methods to assess student learning and performance.
- Increase the number and quality of computers available within the program.
- Redistribute number of advisees per faculty member to help insure all candidates are advised in a quality manner.
- Increase partnerships with schools and other agencies.

12.2   Recommendations for changes, which are within the control of the program, including curricular changes if appropriate

- Continually refine the content taught in courses.
- Continually put preservice teacher candidates in practical, hands-on situations in the clinical setting.
- Continually work on preparing teacher candidates for diversity in 21st century classrooms.
- Continue to monitor how our teacher candidates are assessed for Student Learning Outcomes.

12.3   Recommendations for changes that require action at the Dean, Provost, or higher levels to carry out departmental goals, strategies, and projected outcomes are congruent to and support the institution's mission and strategic plan

- Full implementation of the dual certification in elementary and collaborative education.
- Add another faculty member so new programs can be offered and partnerships in schools could advance.

Program Assessment

Departments should identify expected outcomes for each of their educational programs. The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. **If a department offers more than one program, each program coordinator should complete this part of the report.**

7. Name of Program Graduate Elementary Education K-6

8. Coordinator of Program Linda Armstrong

9. Mission Statement of Program

Graduate elementary education teacher candidates of the University of North Alabama's Department of Elementary Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

10. Program Overview

10.1 Brief overview of program

The graduate Elementary Education Teacher Program prepares teachers holding the baccalaureate-level professional certification in elementary education, or satisfies the requirements for the Alabama Class B professional teaching certificate. Upon completion of this advanced degree program, teacher candidates earn their Masters of Arts and are eligible for an Alabama Class A teaching certificate for grades kindergarten (K) through sixth grade. This program includes seven faculty members who teach between 1 and 4 courses in this program per academic year.

10.2 Student Learning Outcomes of the program *[Student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included]*

Advanced elementary education teacher candidates demonstrate their abilities toward the following student learning outcomes in assessments administered throughout their program. All student learning outcomes are assessed in LiveText used by the College of Education for data collection.

Graduate Elementary Education K-6	
Student Learning Outcomes	Evidence
1. Self assess professional disposition development and create a plan if needed.	Self Assessment of Professional Disposition Forms (rubrics as of Fall 2011)
2. Collect analyze and interpret data to make instructional decisions.	678 Action Research Project Rubric
3. Use research-based strategies to plan instruction.	COE Lesson Plan Rubric (required in most courses in program)
4. Apply theoretical problems to practical applications.	678 Action Research Project Rubric

Table 19: Graduate Student Learning Outcomes (Data complied by Department Chair)

10.3   Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth

Over the last five years, 210 graduate teacher candidates have completed the Master of Arts in Elementary Education and all have received Class A certification from the Alabama State Department of Education. See Table 20 below. For more information, see Section 1.1 in this report.

Academic Year	Number of Degrees Conferred
2005-2006	43
2006-2007	56
2007-2008	51
2008-2009	40
2009-2010	20

Table 20: Number of Master of Arts Degrees Conferred (Data provided by Institutional Research, Planning and Assessment)

10.4   Evaluate the adequacy of library resources available to support your program

Graduate elementary education teacher candidates have access to all of the same library resources as other UNA students. The focus of the program is instruction, assessment, and research, which means most of the candidates utilize UNA's library databases for literature reviews and use children's literature, textbooks, and audiovisual materials available through the Learning Resource Center (LRC) in Stevens Hall.

Each semester graduating advanced candidates complete a survey on their program. When asked to rate their opinion of the statement, "the library has adequate holdings relevant to my major" students selected one of four ratings: Strongly Agree (4), Agree (3), Disagree (2), or Strongly Disagree (1) Candidate satisfaction with the adequacy of these resources is below in Table 21.

	2007-2008 N=13	2008-2009 N=11	2009-2010 N=10	2010-2011 N=10
Strongly Agree	38%	55%	50%	50%
Agree	54%	45%	50%	50%
Disagree	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%

Table 21: Adequacy of Library Resources – Graduate Elementary (Data provided by Director of Continuous Improvement and Accreditation)

Based on the above data the program candidates are satisfied with library resources. Many of our candidates utilize materials available through the school/district where they are employed. Each year the department receives a budget from Collier Library that enables faculty to order materials that may be used in courses or available for our candidates to use.

10.5   If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy

11   Program Evaluation Including Appropriate Documentation

11.1   Means of assessing each Student Learning Outcome

The Student Learning Outcomes for the Advanced Elementary Education Teacher Program are assessed throughout the program using scoring guide performance rubrics in LiveText. See Table 19 in section 10.2 of this report.

11.2   Summary of the results of the assessment/s for each Student Learning Outcome

Summary of assessments for each student learning outcome results are in Table 22 through Table 26 below. All data in this section provided by Director of Continuous Improvement and Accreditation.

Student Learning Outcome 1: Self assess professional disposition development and create a plan if needed.			
2010-2011 Teacher Candidates' Self-assessment at the Beginning of Program			
Percentage of Scores Per Assessment Rating N=25			
	Proficient	**Evolving**	**Entry**
Demonstrate commitment to professional and ethical standards	36%	60%	4%
Demonstrate a desire to analyze/evaluate concepts and clinical practices to evaluate and/or initiate innovative practice.	16%	64%	20%
Demonstrate dedication to life-long learning	24%	72%	4%
Demonstrate having high expectations for all learners.	32%	56%	12%
Demonstrate respect for cultural and individual differences by providing equitable learning opportunities for all.	32%	56%	12%
Demonstrate desire to communicate with family and community members to make them partners in education.	20%	64%	16%
Demonstrate commitment to collaboration with other professionals to improve the overall learning of students.	16%	68%	16%

2010-2011 Teacher Candidates' Self-assessment at the End of Program			
Percentage of Scores Per Assessment Rating N=10			
	Proficient	**Evolving**	**Entry**
Demonstrate commitment to professional and ethical standards	100%	0%	0%
Demonstrate a desire to analyze/evaluate concepts and clinical practices to evaluate and/or initiate innovative practice.	30%	70%	0%
Demonstrate dedication to life-long learning	70%	30%	0%
Demonstrate having high expectations for all learners.	80%	20%	0%
Demonstrate respect for cultural and individual differences by providing	80%	20%	0%

equitable learning opportunities for all.			
Demonstrate desire to communicate with family and community members to make them partners in education.	30%	70%	0%
Demonstrate commitment to collaboration with other professionals to improve the overall learning of students.	60%	40%	0%

Table 22: Student Learning Outcome 1-Graduate Elementary Education

Student Learning Outcome 2: Collect, analyze and interpret data to make instructional decisions.				
EED 678 Teacher Action Research Component				
Number of Candidates Per Performance Assessment Rating				
		Target	**Acceptable**	**Unacceptable**
Teacher-Researcher Learning	**Fall 2010**	10	16	3
	Spring 2011	3	5	3
Implication for Practice	**Fall 2010**	10	16	3
	Spring 2011	3	5	3

Table 23: Student Learning Outcome 2-Graduate Elementary Education

Student Learning Outcome 3: Use research-based strategies to plan instruction.				
EED 615 Lesson Plan Assessment Components				
Number of Candidates Per Performance Assessment Rating				
		Target	**Acceptable**	**Unacceptable**
Assessment	**Spring 2009**	9	4	5
Assessment	**Spring 2010**	6	15	14
Assessment	**Spring 2011**	8	29	13
Instruction/Review and Purpose	**Spring 2009**	5	13	0
Instruction/Review and Purpose	**Spring 2010**	19	16	0
Instruction/Review and Purpose	**Spring 2011**	11	38	2
Instruction/Pedagogy	**Spring 2009**	10	8	0
Instruction/Pedagogy	**Spring 2010**	7	28	0
Instruction/Pedagogy	**Spring**	11	40	0

	2011			
Guided/Independent Practice	**Spring 2009**	16	2	0
Guided/Independent Practice	**Spring 2010**	14	20	1
Guided/Independent Practice	**Spring 2011**	18	33	0

Table 24: Student Learning Outcome 3-Graduate Elementary Education

Student Learning Outcome 4: Apply theoretical problems to practical applications.				
EED 678 Teacher Action Research Component				
Number of Candidates Per Performance Assessment Rating				
		Target	**Acceptable**	**Unacceptable**
Wonderings and Purpose	**Fall 2010**	10	16	3
	Spring 2011	3	5	3
Teacher-Researcher Design	**Fall 2010**	10	15	4
	Spring 2011	3	4	4

Table 25: Student Learning Outcome 4-Graduate Elementary Education

Based on the above data the faculty in the Graduate Elementary Education Teacher Program are pleased with the overall performance of the candidates who complete the program.

11.3   Program improvements made as a result of these assessments

Student Outcome 1: Self assess professional disposition development and create a plan if needed.

As a result of 2009-2010 program review, this learning outcome was created and data are available for the 2010-2011 academic year. Graduate teacher candidates assess themselves at the beginning and end of their programs. 24% of new candidates consider themselves proficient in demonstrating dedication to life-long learning, compared to 70% of program completers. 32% of new candidates consider themselves proficient in holding high expectations for all learners and demonstrating respect for cultural and individual differences by providing equitable learning opportunities for all in comparison to 80 % of program completers. 16% of new candidates rate themselves proficient in their commitment to collaboration with other professionals to improve the overall learning of students, compared to 60% of program completers. In addition, 100% of program completers rated themselves as proficient or evolving in all seven dispositions.

Learning outcome 1 was assessed in a LiveText form 2008-2011. Beginning Fall 2011, the disposition form will be in a rubric to match the rest of the assessment tools.

The department will continue to monitor professional dispositions of teacher candidates by emphasizing professional behavior in our classes, and assessing their dispositions in our classes.

Student Outcome 2: Collect, analyze and interpret data to make instructional decisions.

As a result of 2009-2010 program review, this learning outcome was created and data are available for the 2010-2011 academic year. This outcome is measured in EED 678 Teacher Action Research Project. On the rubric, data and instructional decisions are assessed within the teacher-researcher learning section and the implications for practice section. In 2010-11, 40 teacher candidates completed this project. In the teacher-researcher learning section, 13 were rated in the target range, 21 in the acceptable range, and 6 in the unacceptable range.

The department will continue to monitor how our teacher candidates collect, analyze and interpret data to make instructional decisions.

Student Outcome 3: Use research-based strategies to plan instruction.

This outcome is measured in various sections of the COE lesson plan, required in most courses in the program. For comparison purposes for this report, data reflects percentages in each section of EED 615, Advanced Studies in Developmental Reading. See the department 2011 Annual Report for more information. Data from all graduate courses are available in LiveText via the Office of Continuous Improvement and Assessment.

The department will continue to monitor how our teacher candidates use research-based strategies to plan instruction.

Student Outcome 4: Apply theoretical problems to practical applications.

As a result of 2009-2010 program review, this learning outcome was created and data are available for the 2010-2011 academic year. This outcome is measured in two sections of the EED 678 Action Research Project: the Wonderings and Purpose section, and the Teacher-Researcher Design section. In 2010-11, 40 teacher candidates' projects were assessed with this rubric. In the section,13 scored in the target range, 21 in the acceptable range, and 6 in the unacceptable range. In the section, 13 scored in the target range, 20 in the acceptable range, and 7 in the unacceptable range.

The department will continue to monitor how our teacher candidates apply theoretical problems to practical applications.

11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments

Documentation for the Student Learning Outcomes and program improvements are found in the Department Chair's electronic and paper files, in the office of Continuous Improvement, and in the Certification office.

Program Recommendations

11.5 Identify recommendations for improvement of the program

- Recruit a greater portion of diverse teacher candidates into our program.
- Improve scoring rubrics in all assessment tools to more adequately reflect assignment expectations.
- Test and evaluate additional methods to assess student learning and performance.
- Identify clinical hours in each graduate course.
- Explore full online delivery format for this program.

11.6 Recommendations for changes, which are within the control of the program, including curricular changes if appropriate

- Continually refine the content taught in courses.
- Continually work on preparing teacher candidates for diversity in 21st century classrooms.
- Continue to monitor how our teacher candidates are assessed for Student Learning Outcomes.

11.7 Recommendations for changes that require action at the Dean, Provost, or higher levels to carry out departmental goals, strategies, and projected outcomes are congruent to and support the institution's mission and strategic plan

- Full implementation of Ed.S in Elementary Education and Teacher Leader
- Add another faculty member so new quality programs can be offered.

Program Assessment

7. <u>Name of Program</u>   **Collaborative Special Education Teacher**

8. <u>Coordinator of Program</u>   **Pam Fernstrom Chaney**

9. <u>Mission Statement of Program</u>

Collaborative special education teacher candidates of the University of North Alabama's Department of Elementary Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

10. <u>Program Overview</u>

10.1   Brief overview of program

The Collaborative Special Education Teacher Program prepares previously certified teachers to deliver special education services to students with mild to severe disabilities in both general and special education classrooms. These advanced candidates may enter the program with any prior teacher certification, including special education, elementary education, and secondary education. Upon completion of this advanced degree program, these special education teacher candidates receive their Masters of Arts and are eligible for an Alabama "A" teaching certificate for either grades kindergarten (K) through sixth grade, grades six through twelve, or grades K – 12. The program includes three faculty who divide their responsibilities between teaching initial elementary and secondary candidates and advanced special education candidates.

10.2   Student Learning Outcomes of the program *[Student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included]*

During the collaborative special education internship (EEX 678), all advanced special education candidates will demonstrate their abilities towards the following outcomes. All student learning outcomes are assessed in the candidate's internship portfolio in LiveText used by the College of Education for data collection. A portfolio rubric is used as the assessment tool.

Graduate Collaborative Program	
Current Student Learning Outcomes	**EEX 678 Evidence**

1. Use research-based strategies to design and implement diverse instruction.	Candidate prepares and teaches lesson plans in 6 – 7 areas, depending on their program.
2. Collect, analyze, and interpret data to make instructional decisions.	Candidate designs and implements two behavior change programs to implement with individual students. Data are collected and analyzed and revisions are made in the student's program.
3. Collaborate with other school personnel to meet the needs of students with diverse abilities.	Candidate provides documentation of their collaboration efforts with school personnel and creates a plan to improve these collaboration efforts.
4. Self assess their personal professional needs and create a plan.	Candidate identifies their personal and professional strengths and weaknesses. A plan is created based on this analysis, with a significant emphasis on the use of technology.

Table 26: Student Learning Outcomes- Collaborative Program (Data complied by Program Director)

10.3   Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth.

Over the last five years, 31 advanced candidates have completed the Collaborative Special Education Teacher Program and all have received certification from the Alabama State Department of Education. Approximately 85% or more of the advanced candidates who enroll in this program's coursework complete their degree. Additionally, numerous graduate students complete graduate special education coursework in order to renew their teaching certificate. A delineation of the number of degrees conferred by semester and year is in Table 27 below.

Semester & Year	Number of Degrees Conferred
Fall 2006	4
Spring 2007	4
Summer 2007	1
Fall 2007	8
Spring 2008	0
Summer 2008	3
Fall 2008	2
Spring 2009	3
Fall 2009	1
Spring 2010	0

Fall 2010	4
Spring 2011	1

Table 27: Number of Degrees Conferred- Collaborative Program (Data complied by Program Director)

10.4   Evaluate the adequacy of library resources available to support your program

Advanced special education candidates have access to all of the same library resources as other UNA students. The major focus of the program is instruction, assessment, and research. This means that most of the candidates utilize UNA's library databases for literature reviews and use children's literature, textbooks, and audiovisual materials available through the Learning Resource Center (LRC) in Stevens Hall. Additionally, a large of number of norm-referenced tests and materials are provided to the candidates through their individual courses and are updated using department money.

Each semester graduating candidates complete a survey on our advanced programs. When asked to rate their opinion of the statement, "the library has adequate holdings relevant to my major" students selected one of four ratings. Candidate satisfaction with the adequacy of these resources for the last four years is in Table 28 below.

Percentage by Academic Years				
Rating	**2007-2008 N = 11**	**2008-2009 N = 5**	**2009-2010 N = 1**	**2010-2011 N = 5**
Strongly Agree	18	60	100	40
Agree	82	40	0	40
Disagree	0	0	0	0
Strongly Disagree	0	0	0	20

Table 28: Adequacy of Library- Collaborative Program (Data provided by Director of Continuous Improvement and Accreditation)

Based on the above data the program candidates are satisfied with "library" resources. Many of our candidates utilize materials available through the school/district where they are employed. However, the candidates in this program have changed over the years, from only one or two students in a class not employed as a teacher while enrolled to as many as half of a class is not employed as a teacher. This often means that materials, other than those housed in the LRC, have to be shared or the student/class does not have the necessary materials that are appropriate for the course content. Therefore, the program needs to enhance the resources that are available to all candidates.

10.5   If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy

Each year the department receives a budget from Collier Library that enables faculty to order materials that may be used in courses or available for our candidates to use. The slightly lower ratings by our students on library resources reflect one specific type of materials, norm- and criterion-referenced tests. These assessment tools may be used by only one student at a time and usually for weeks upon checkout, are expensive, are updated periodically, and are occasionally difficult to store. In the past the program has requested that money from the department's budget be used to procure these assessments and it has been denied. The two reasons include lack of storage in the LRC and that this is not an appropriate use of the money allocated for LRC holdings. Program faculty request either the department receive a line item in their budget for these materials or that the LRC's philosophy regarding what are appropriate materials for purchase be modified.

11. <u>Program Evaluation Including Appropriate Documentation</u>

11.1   Means of assessing each Student Learning Outcome

The Student Learning Outcomes for the Collaborative Special Education Teacher Program are assessed during the individual candidate's internship, EEX 678, with a portfolio and rubric in LiveText. See Table 26 in Section 10.2 of this program report.

11.2   Summary of the results of the assessment/s for each Student Learning Outcome

The results for each of the Collaborative Special Education Teacher Program Student Learning Outcomes are in Tables 29- 32 below. All data in this section provided by Director of Continuous Improvement and Accreditation.

Student Learning Outcome 1: Use research-based strategies to design and implement diverse instruction.			
Internship Lesson Plans Individual Plan Components	**2007 – 2011 Percentage of Lesson Plans Per Portfolio Rating**		
	Target	**Acceptable**	**Unacceptable**
P-12 AL Course of Study Standards	89	10	1
Lesson Objectives	90	10	0
Assessment	91	9	0
Instruction/Review and Purpose	90	10	0
Instruction/Pedagogy	85	15	0
Guided/Independent Practice	92	8	0

Closure	91	9	0
Materials & Resources	90	10	0
Reflection	92	8	0

Table 29: Student Learning Outcome 1- Collaborative Program

Student Learning Outcome 2: Collect, analyze, and interpret data to make instructional decisions.			
Internship Behavior Programs	2007 – 2011 Percentage of Students per Portfolio Rating		
	Target	**Acceptable**	**Unacceptable**
Increasing Behavior Project	53	47	0
Decreasing Behavior Project	58	42	0

Table 30: Student Learning Outcome 2- Collaborative Program

Student Learning Outcome 3: Collaborate with other school personnel to meet the needs of students with diverse abilities.			
Internship Collaboration Plan	2007 – 2011 Percentage of Students per Portfolio Rating		
	Target	**Acceptable**	**Unacceptable**
	84	16	0

Table 31: Student Learning Outcome 3- Collaborative Program

Student Learning Outcome 4: Self assess their personal professional needs and create a plan.			
Internship Professional Growth Plan	2007 – 2011 Percentage of Students per Portfolio Rating		
	Target	**Acceptable**	**Unacceptable**
	53	47	0

Table 32: Student Learning Outcome 4- Collaborative Program

Based on the above data the faculty in the Collaborative Special Education Teacher Program are pleased with the overall performance of the candidates who complete the program.

11.3   Program improvements made as a result of these assessments

Modifications have been made in course content and assignments to scaffold the content knowledge and abilities of these candidates and to help them perform the above internship requirements more successfully.

Student Learning Outcome 1: Use research-based strategies to design and implement diverse instruction.

To assist students with their instructional planning skills faculty have increased time on content and expectations in their respective courses. For example, in EEX 640 (Methods & Materials for Students with Mild/Moderate Disabilities), the number of lessons planned and taught by candidates has been increased to three. A second EEX 640 modification focuses on a detailed instructional self-evaluation tool that has been developed and requires candidates to reflect on their planning and implementation of their instruction.

The department will continue to monitor how our candidates are using research based strategies to design and implement instruction.

Student Learning Outcome 2: Collect, analyze, and interpret data to make instructional decisions.

To better prepare our students in the area of individual and group student data collection and analysis more content and assignments have been infused in EEX 620 (Assessment in Special Education), EEX 640 (Methods & Materials for Students with Mild/Moderate Disabilities), EEX 635 (Applied Behavior Analysis). Besides specific course content being added in these three classes, more direct application of the content is expected of the candidates by requiring problem solving with case studies and completion of projects with real students in the candidate's or assigned classrooms.

The department will continue to monitor how our candidates collect, analyze, and interpret data to make instructional decisions.

Student Learning Outcome 3: Collaborate with other school personnel to meet the needs of students with diverse abilities.

Collaboration skills to support students with disabilities have been infused in all of the advanced special education coursework. In the data period, all teacher candidates were successful at the target level or the acceptable level in collaborating with school personnel to meet the needs of their students with diverse abilities.

The department will continue to monitor this assessment for evidence of collaboration with other school personnel.

Student Learning Outcome 4 - Self assess their personal professional needs and create a plan.

Continued professional development and lifelong learning has been added to multiple courses in the program. Additional content and two assignments have been added to EEX 630 (Collaborative Partnerships). The two assignments are designed to supplement content in other advanced classes and to provide the candidates with an opportunity to create "baseline" documents that they may revise and add to once enrolled in their internship.

The department will continue to monitor how our candidates self assess their personal professional needs and create plans.

      11.4   Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments

Documentation for the Student Learning Outcomes and program improvements may be found in the following locations.

Student Learning Outcomes	Supporting Evidence	
	Assessment	Improvements
1. Use research-based strategies to design and implement diverse instruction.	Raw student assessment data for each Student Learning Outcome are available in LiveText from the College of Education's Assessment Coordinator or from the Program Coordinator. Collapsed raw student data are attached (see attached Excel and Word files).	Course syllabi for EEX 640 & 678
2. Collect, analyze, and interpret data to make instructional decisions.		Course syllabi for EEX 620, 640, 635, & 678
3. Collaborate with other school personnel to meet the needs of students with diverse abilities.		Course syllabi for EEX 630 & 678
4. Self assess their personal professional needs and create a plan.		Course syllabi for EEX 630 & 678

Table 33: Location of Documentation for Student Learning Outcomes-Collaborative (Data complied by Program Director)

Documentation for the Student Learning Outcomes and program improvements are found in the Department Chair's electronic and paper files, in the office of Continuous Improvement, and in the Certification office.

12. Program Recommendations

      12.1   Identify recommendations for improvement of the program

Recent Improvements

Between spring 2010 and summer 2011, the three program faculty members, along with the department chair, have made changes and/or updated the Advanced

Collaborative Special Education Program. These improvements include the following.

1. Faculty members have changed the course service delivery model from traditional face-to-face to either hybrid or online models.
2. During spring 2010 an Alabama State Department of Education (SDE) planning grant was obtained to assist the program with planning an Initial Collaborative Special Education Program. Several actions have occurred as a result of this grant:
   a. Four new undergraduate courses and an internship have been created for a new initial degree and certification program in Collaborative Special Education K-6. This proposed program will be submitted to the SDE during summer 2011.
   b. By fall 2011 all advanced syllabi will have been updated to incorporate the most recent SDE Administrative Code rules required of all special education teachers, including Collaborative Special Education K-6.
   c. As a result of assigning new standards to be assessed in the advanced special education courses, faculty decided to modify one course, EEX 637 (Collaborative Curriculum and Methods for Secondary Students with Disabilities). The previous emphasis of this course was on students with disabilities in secondary settings. Based on faculty and student comments, along with the new standards, the focus of the course is now grades K – 12.

Recommendations

1. Data collection and analysis: Faculty, along with the department chair, will identify additional interim data to be analyzed and compared with end-of-the-program internship data. Trends in student performance should enable faculty to target data-based decisions.
2. Curriculum mapping: Three faculty members teach all of the program's courses. To ensure redundancy and adequate coverage of course content it is recommended that faculty utilize curriculum mapping. The program is well aligned with state standards but state requirements should always be considered minimum expectations.
3. K-12 networking: Beginning fall 2011 faculty will begin networking with area school districts to identify initial and advanced candidate placements for clinical experiences and internships.
4. Instructional materials needed: Given the changes in the program's population and the fact the majority of the candidates are not currently teaching special education, faculty are in need of tests and materials to support their instruction. Department funds have been shared in the past but with current budget restrictions this will continue to be a difficult task.

5. Additional faculty: Upon approval and implementation of the proposed initial collaborative special education program, the department should consider requesting an additional faculty member in special education.

    12.2   Recommendations for changes, which are within the control of the program, including curricular changes if appropriate

Recommendations 1 – 3 (data analysis, curriculum mapping, and networking with schools) are well within the control of the program faculty. Data are collected in all of our courses, so a procedure for analysis needs to be developed. Program faculty will begin the curriculum mapping and develop a plan for networking beginning fall 2011. The above recommendations will require additional meetings and electronic communication across the faculty and department chair.

    12.3   Recommendations for changes that require action at the Dean, Provost, or higher levels to carry out departmental goals, strategies, and projected outcomes are congruent to and support the institution's mission and strategic plan

Recommendation 4 and 5 (coursework materials and faculty) involve all levels of administration since they require budget modifications. The department chair and program coordinator will begin collaborating with administration regarding the needed materials and tests in fall 2011. After an analysis of department faculty course loads across the both initial and advanced programs, the department chair and program coordinator will present data and a request for a minimum of one additional faculty member to the program and/or department.