

# Annual Goals for Secondary Education

2011-2012

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<b>Goal 1:</b>	maintain accreditation
<b>Description:</b>	The department of secondary education will strive to maintain accreditation standards with the National Council for Accreditation of Teacher Education (NCATE).
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,3,4,5
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Department Chair
<b>Participation:</b>	Faculty
<b>Results:</b>	The entire secondary education faculty participated this year on various committees to gather data. Committees met at regularly scheduled times to discuss information gathered. Data was analyzed for program and assessment improvements. Committee memberships and minutes of meetings are available through the office of Continuous Improvement and Accreditation in the COE.
<b>Actions/Improvements:</b>	Assessments were reworked for clarity and items were added to identify missing data pieces. For example, Project USA completed during the internship was revised to more accurately reflect the diversity standard. Also, faculty collaborated with the Director of Field Experiences to create clusters of schools for field experiences to assure candidates were exposed to diverse K-12 populations. Minutes of all meetings are available through the office of Continuous Improvement and Accreditation.
<b>Future Actions/Improvements:</b>	

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<b>Goal 2:</b>	ALSDE report card
<b>Description:</b>	The department of secondary education will strive to earn straight "A" marks from the Alabama State Department of Education on the Annual Report Card.

**Budget:** 0.00

**University Goals Supported:** 1,3,4,5

**Strategic Goals Supported:**

**Responsibility:** n/a

**Participation:** n/a

**Results:** The ALSDE Report Card no longer exists.

**Actions/Improvements:**

**Future Actions/Improvements:**

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**Goal 3:** Hire another professor

**Description:** The department of secondary education has lost one and a half positions over the past two years. This has caused many adjuncts to be hired for the internship supervision positions. NCATE accreditation recommends that full-time professors be more involved with internship supervision.

**Budget:** 0.00

**University Goals Supported:** 1,2,4

**Strategic Goals Supported:**

**Responsibility:** Chair

**Participation:** Secondary Faculty

**Results:** Two positions were filled this year. Two Associate professors have been hire for the 2012-2013 academic year. One of the positions is the Chair. Both of these faculty members will supervise interns.

**Actions/Improvements:** With the addition of faculty there will be less of a need to employ adjuncts to supervise interns. Additionally, the more involvement of faculty in the internship should lead to program improvements in Secondary Education.

**Future Actions/Improvements:**

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<b>Goal 4:</b>	Hire department chair
<b>Description:</b>	The department of secondary education has lost one and a half positions over the past two years. Also, at least one, and possibly two faculty members will be retiring this year. The department needs strong leadership to move the goals forward.
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,2,4,5
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Faculty
<b>Participation:</b>	Search Committee
<b>Results:</b>	The Search Committee consisting of Secondary faculty, faculty from Arts and Science, and local school administrators conducted a national search during this academic year. A Chair has been employed; she will begin August 1, 2012.
<b>Actions/Improvements:</b>	A Chair has been employed.
<b>Future Actions/Improvements:</b>	

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<b>Goal 5:</b>	Education Specialist program
<b>Description:</b>	The department of secondary education will develop and implement the EdS degree in Instructional Leadership and Teacher Leader. This will be an online degree.
<b>Budget:</b>	0.00
<b>University Goals Supported:</b>	1,2,3,5
<b>Strategic Goals Supported:</b>	
<b>Responsibility:</b>	Chair
<b>Participation:</b>	Faculty
<b>Results:</b>	The Chair of Secondary Education and Chair of Elementary Education, along with selected faculty members designed the EdS program. The EdS is available for Elementary Education, Instructional Leadership and Teacher Leader. A set of

core courses allows candidates from all areas to interact.

**Actions/Improvements:** The EdS classes began Spring 2012. All classes are online.

**Future**

**Actions/Improvements:**

# Long-Term Goals for Secondary Education

2011-2012

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<b>Title:</b>	Department Chair
<b>Description:</b>	Hire a new department chair with skills and desire to lead department forward.
<b>Budget:</b>	75
<b>University Goals:</b>	1,2,3,4,5
<b>Accomplished:</b>	The Search Committee conducted a national search. Four finalists were brought to campus to interview. A Chair was hired; she will begin August 1, 2012.
<b>Spent:</b>	\$0.00

# Student Learning Outcomes for Secondary Education

2011-2012

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<b>Outcome 1:</b>	content knowledge
<b>Description:</b>	Candidates will demonstrate mastery of content knowledge necessary for effective teaching.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	candidates
<b>Participation:</b>	Teacher Certification officer
<b>Direct Assessments</b>	

Praxis II exam

## Indirect Assessments

<b>Results:</b>	One hundred eighty-six candidates took the Praxis II exam during the 2011-2012 school year. Of those, 152 passed (82%); 34 failed (18%). 58% of those who failed were in Social Science or World History.
<b>Curriculum Actions/Improvements:</b>	The History/Political Science Department reviewed and revised the curriculum as well as the scope and sequence of the courses.
<b>Other Actions/Improvements:</b>	na

## Future Actions:

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<b>Outcome 2:</b>	pedagogical knowledge
<b>Description:</b>	Candidates will demonstrate mastery of pedagogical knowledge and application necessary for effective teaching.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,3,4,5
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Intern Supervisor
<b>Participation:</b>	Cooperating Teacher
<b>Direct Assessments</b>	

Teaching and Learning Assessment, Impact on Student Learning Assessment, Project USA Assessment

## Indirect Assessments

<b>Results:</b>	All interns are formally assessed on Teaching and Learning. Areas assessed include Human Development, Organization and Management, Learning Environment, Instructional Strategies and Assessment. The 36 interns were rated on each standard as Exemplary, Good, Acceptable, or Unacceptable Interns are assessed on Impact of Student Learning. Each intern administers 2 pre/post tests during the internship. Results of the P-12 students performance indicates the impact the Intern's teaching has had on student learning. Interns receive a rating of Exceeds, Meets, or Falls below expectations.
<b>Curriculum Actions/Improvements:</b>	none were taken
<b>Other</b>	

**Actions/Improvements:****Future Actions:**

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<b>Outcome 3:</b>	communication
<b>Description:</b>	Candidates will demonstrate effective communication skills necessary for teaching.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,4,5
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Director of Field Experiences
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	

Interviews for TEP admission

**Indirect Assessments**

<b>Results:</b>	In Spring 2012 65 candidates participated in the interview process required for admission to the TEP. Of those, 63 passed and 2 did not. The 2 candidates who did not pass the interview were given a remediation plan and must redo the interview.
<b>Curriculum Actions/Improvements:</b>	N/A
<b>Other Actions/Improvements:</b>	N/A
<b>Future Actions:</b>	N/A

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<b>Outcome 4:</b>	professional dispositions
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<b>Description:</b>	Self assess professional disposition development and create a plan if needed.
<b>Budget:</b>	\$0.00
<b>Core Competencies Supported:</b>	1,2,3,4,5
<b>Assessed How Often:</b>	Per semester
<b>Assessed this Year?</b>	Yes
<b>Responsibility:</b>	Candidate
<b>Participation:</b>	Faculty
<b>Direct Assessments</b>	

Self Assessment of Dispositions

#### **Indirect Assessments**

<b>Results:</b>	Of the 32 candidates coming into the TEP in Spring 2012 (secondary) all rated themselves exemplary, good or acceptable on all dispositions. This is baseline data for initial candidates.
<b>Curriculum Actions/Improvements:</b>	N/A
<b>Other Actions/Improvements:</b>	N/A
<b>Future Actions:</b>	N/A