

Dalton State College

Detailed Assessment Report 2015-2016 EDUC 4901

As of: 8/15/2016 09:07 AM EDT

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

Course Description

EDUC 4901 EDUC 4901. Methods and Strategies for Teaching Secondary Students. 3-0-3 Units. Provides secondary teacher candidates with strategies and techniques to become reflective decision-makers. Focuses on active learning through the design of quality assessment and instruction, using appropriate performance-based teaching methods. (S) Prerequisites: Admission to Secondary Teacher Education. Completion of EDUC 3902 and EDUC 3272 with grades of C or above. Corequisites: EDUC 3273 Spring 2016 Updated Course Description Prerequisite: Successful completion of PES I. This course must be taken concurrently with EDUC 3273. Methods and Strategies for Teaching Secondary Students will provide secondary teacher candidates with strategies and techniques to become effective teachers. The course will focus on the teacher as a reflective decision-maker, and it will focus on active learning through the design of quality lesson planning, instruction, and assessment while utilizing appropriate performance-based teaching methods. This course explores ways for secondary educators to design and implement instruction within a full range of student abilities. Teacher candidates will examine and analyze the state standards, local curriculum documents, and published curricula, and plan and teach engaging lessons in a secondary classroom setting. Teacher candidates will focus on lesson plan development, delivery, and evaluation and assessment in the classroom setting.

Program Outcomes

PO 1: Effective and Professional Educator

The student will demonstrate the knowledge and characteristics of an effective and professional educator, including a commitment to collaboration and professional development.

PO 2: Subject Matter Competency

The student will demonstrate competency of subject matter essential to effective teaching.

PO 3: Caring Environment

The student will create a caring classroom environment that values diversity and is conducive to the philosophy that all students can learn.

PO 4: Communication and Reflection

The student will demonstrate skills essential to effective teaching, including proficiency in oral and written communication, critical thinking, assessment, reflection, incorporation of technology into the curriculum, and the use of data for continuous improvement.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Secondary School Development

Teacher candidates will be able to describe and explain the philosophy, origin, and development of secondary schools.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

3 Learning Environments

SACSCOC 2012 Principles of Accreditation*

3.3.1.1 educational programs, to include student learning outcomes

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 1: Critical Assignment: Lesson Plan- (S13sec.01 Beavers)

Teacher candidates will be able to demonstrate their ability to understand the philosophy, origin, and development of secondary schools—develop and successfully deliver a standards-based, TCOI-observed, content based lesson for diverse students that they have planned in their subject area to effectively meet the instructional needs of inclusive diverse students during field placement (6-12) (LiveText Critical Assignment)

Source of Evidence: Academic direct measure of learning - other

Target:

Seventy percent (70%) of students will demonstrate their ability to understand the philosophy, origin, and development of secondary schools by developing and successfully delivering a standards-based, TCOI-observed, lesson they have planned in their subject area to effectively meet the instructional needs of inclusive diverse students during field placement (6-12) by receiving a score of 70% or above on the lesson plan (LiveText Critical Assignment).

Finding (2015-2016) - Target: Met

This class, EDUC 4901-01, Secondary Materials and Methods, was a face-to-face class that met at Dalton State College in Dalton, Georgia, during Spring 2016. Assessment of students' ability to understand the philosophy, origin, and development of secondary schools was achieved by their developing and successfully delivering a standards-based, TCOI-observed, lesson that they planned in their subject area to effectively

meet the instructional needs of inclusive diverse students during field placement (6-12). The lesson plan was both scored using the School of Education Lesson Planning grading rubric and evaluated on the TCOI scoring instrument by their site supervisors as the teacher candidates delivered the lesson during student teaching. One-hundred percent of students (N=15) in EDUC 4901 demonstrated their ability to understand the philosophy, origin, and development of secondary schools by developing and successfully delivering a standards-based, TCOI-observed, lesson they planned in their subject area to effectively meet the instructional needs of inclusive diverse students during field placement (6-12), earning a score of 70% or above on the approved School of Education lesson plan grading rubric, and no less than a score of 2.5 on the TCOI rubric. The overall class average on the lesson plan scoring rubric was 80 percent. This illustrates that the target of 70 percent of students earning a 70 percent or better on their critical assignment lesson plan was met for Spring 2016. Though 100 percent of students (N=15) met the threshold of 70 percent on the lesson plan, several students lost points on the scoring rubric for the following reasons: (1) failing to describe the activity used to assess student mastery of the learning objective, (2) making explicit reference to the type of re-engagement activity that would be used to re-teach material students did not master, and (3) failing to align academic language and language functions as will be required by edTPA. If the students had paid careful attention to the lesson plan prompts and resolved these expectations with the provided School of Education lesson plan scoring rubric, these students may have scored higher, thus raising the class average for the assignment. All of the assignment requirements were clearly stated and reviewed in class, with multiple opportunities for students to ask questions and receive feedback prior to submitting the lesson plan for grading and teaching. In future semesters, I will continue to provide clear instructions for students in an effort to make sure students fully understand the assignment expectations. Still, 100 percent of students did well in the areas of pre-assessment, identifying student learning needs, and utilizing educational research to develop meaningful and engaging work for students. Students consistently received the maximum points (5) in these categories of the School of Education Lesson Plan scoring rubric. Overall student success on the lesson plan can be tied to (1) one entire class period devoted to walking through each component of the lesson plan and modeling how to complete each section, (2) provided detailed student samples of lesson plans developed and taught by previous secondary education teacher candidates, and (3) feedback provided by site supervisors before the teacher candidates taught the submitted lesson plans. These opportunities provide students with instructional support that enables them to begin the lesson planning process in their first semester of student teaching. As well, several chapters of the textbook are devoted to developing and delivering lesson plans in the secondary schools. These class periods and student resources helped the teacher candidates learn how to develop lesson plans and critically assess their own students' work. As these resources were helpful to the teacher candidates, I will continue to use them, but more emphasis will be placed on devoting class time to allow students to work on lesson plans in the future. (SP16/Reece)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher Lesson Plan scores

Established in Cycle: 2012-2013

Eighty percent of teacher candidates will receive a score of 85% or better on the Critical Assignment. The assignment...

Lesson Plan Focus

Established in Cycle: 2015-2016

Eighty percent of teacher candidates will receive a score of 85% or better on the Critical Assignment. The assignment has ...

Outc. 2: Secondary School Diversity

Teacher candidates will be able to identify the diverse physical, social, emotional, and cognitive needs of secondary students.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

- 2 Learning Differences
- 3 Learning Environments
- 7 Planning for Instruction

SACSCOC 2012* Principles of Accreditation

- 3.3.1.1 educational programs, to include student learning outcomes
- 4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 2: Critical Assignment: Lesson Plan- (S13sec.01 Beavers)

Teacher candidates will be able to demonstrate their ability to recognize the diverse physical, social, emotional, and cognitive needs of secondary students-- develop and to successfully deliver a standards-based, TCOI-observed content based lesson they have planned in their subject area that aligns standards, objectives, instruction and assessments for their designated students during field placement (6-12) (LiveText CA)

Source of Evidence: Academic direct measure of learning - other

Target:

Seventy percent (70%) of students will demonstrate their ability to reflect critically on class assignments, lesson plans with TCOI, and Field Placement by successfully delivering a standards-based, TCOI-observed content based lesson to diverse students that they have planned in their subject area by receiving a score of 70% or

above on their critical assignment and two additional lesson plans (CA).

Finding (2015-2016) - Target: Met

One hundred percent of students (N=15) demonstrated their ability to reflect critically on class assignments, lesson plans with TCOI, and Field Placement by successfully delivering three standards-based, TCOI-observed content based lesson to diverse students that they planned in their subject area by receiving a score of 70% or above on their critical assignment and two additional lesson plans. The three lesson plans are graded in class, while the student teacher is also observed in the field delivering each lesson plan, which is also scored by their site supervisor, using the TCOI evaluation instrument. For the grading component of the lesson plans, each lesson plan is scored by the professor using the School of Education lesson plan scoring rubric. In future classes, it would be helpful if site supervisors provided lesson plan feedback PRIOR to the students submitting them for a course grade.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher Critical Assignment scores

Established in Cycle: 2012-2013

Eighty percent of students will demonstrate their ability to reflect critically on class assignments, lesson plans with TCOI, an...

Outc. 3: Curriculum Based Strategies

Teacher candidates will be able to develop and to implement an integrated curriculum while analyzing and reflecting on the contextual efficacy of a variety of instructional strategies for diverse students.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

- 1 Learner Development
- 2 Learning Differences
- 3 Learning Environments
- 4 Content Knowledge
- 7 Planning for Instruction
- 8 Instructional Strategies

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 3: Reflection

Teacher candidates will be able to demonstrate their ability to reflect critically on class assignments, lesson plans with TCOI, and Field Placement; demonstrate their ability to develop and to successfully deliver a standards-based, TCOI-observed lesson they have planned in their subject area. Students will complete a midterm APBD reflection that requires them to critically self-reflect on their professional attitudes, behaviors, and dispositions in their student teaching field placements (SLO 4, 6, 9, & 10). (SP16/Reece)

Source of Evidence: Academic direct measure of learning - other

Connected Document

[APBD Reflection](#)

Target:

Seventy percent of students will earn 70% or better on an APBD commentary paper that requires the students to critically self-reflect on professional attitudes, behaviors, and dispositions (SLO's 4, 6, 9 & 10). (SP16/Reece)

Finding (2015-2016) - Target: Met

This class, EDUC 4901-01, Secondary Materials and Methods, was a face-to-face class that met at Dalton State College in Dalton, Georgia, during Spring 2016. Assessment of students' ability to critically self-reflect on professional attitudes, behaviors, and dispositions in their field placements was measured by the APBD Midterm reflection paper that is graded with the LiveText Portfolio scoring rubric. On the APBD midterm reflection paper, 100 percent of students (N=15) in EDUC 4901 demonstrated their ability to critically self-reflect on their professional attitudes, behaviors, and dispositions in their field placements, earning a score of 70% or above on the approved School of Education APBD reflection paper grading rubric. The overall class average on the APBD reflection paper scoring rubric was 97 percent. This illustrates that the target of 70 percent of students earning a 70 percent or better on their critical assignment lesson plan was highly met for Spring 2016. Though 100 percent of students (N=15) met the threshold of 70 percent on the APBD midterm reflection paper, several students lost points on the scoring rubric for the following reasons: (1) failing to fully analyze their mentor teacher's APBD feedback and then specifically address actions they, as teacher candidates, will take to improve in their areas of weakness, (2) using the reflection paper as a forum to complain about their mentor teachers instead of self-reflect, and (3) failing to carefully edit and proofread the paper before submission, thus losing points for lack of clarity and/or correctness. If the students had paid careful attention to the APBD reflection paper prompt and resolved the prompt's expectations with the provided APBD LiveText scoring rubric, these students may have scored higher, thus raising the class average for the assignment. All of the assignment requirements were clearly stated and reviewed in class, with multiple opportunities for students to ask questions and receive feedback prior to submitting the APBD midterm reflection paper for grading. In future semesters, I will continue to provide clear instructions for students in an

effort to make sure students fully understand the assignment expectations, and I will take time to review each student's APBD scores in LiveText prior to assigning the paper. This will allow me to work more closely with individual students, especially as two students (who scored highly on the written reflection paper that was scored with the rubric) actually received scores of "1" on some areas of the APBD field assessment, which resulted in them being placed on a Professional Growth Plan for student teaching! Still, 100 percent of students did well in the areas of identifying areas of strength and understanding the components evaluated by the APBD instrument. Students consistently received the maximum points (5) in the categories of "treats other with courtesy, respect, empathy, and open-mindedness" and "demonstrates fair treatment for all students." Overall student success on the APBD can be tied to (1) one entire class period devoted to the Field Director walking through each component of the APBD assessment and modeling how to meet the standards outlined in each section, (2) having open discussion each class period to discuss any issues or concerns with their field placements, and (3) allowing students multiple opportunities to revise and resubmit the APBD midterm reflection papers for scoring. These opportunities provide students with instructional support that enables them to begin the critical-reflection process in their first semester of student teaching. As well, site supervisors provide support in the field placements to address any concerns mentor teachers may be having with the teacher candidates. These class periods and student resources helped the teacher candidates learn how to develop habits of critical-reflection and also critically assess how their own behaviors, attitudes, and dispositions may impact students' success in the classroom. As these resources were helpful to the teacher candidates, I will continue to use them, but more emphasis will be placed on devoting class time to allow students to workshop their APBD midterm reflection papers. (SP16/Reece)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher rubric scores

Established in Cycle: 2012-2013

Eighty percent (80%) of students will demonstrate their ability to develop and to successfully deliver a standards-based/assessm...

Workshop APBD Midterm Reflection Papers

Established in Cycle: 2015-2016

For Spring 2016, 100% of students (N=15) who completed the course effectively demonstrated competence in writing the APBD midter...

Outc. 4: Collaboration

Teacher candidates will be able to collaborate with colleagues in planning and implementing the major components of secondary education.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

7 Planning for Instruction

10 Leadership and Collaboration

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 4: Collaboration

1. Students will be able to collaborate with colleagues in planning and implementing the major components of secondary education. (INTASC Principle Seven: Planning: Instruction; DSC CF: Collaborative)

Source of Evidence: Academic direct measure of learning - other

Target:

Seventy percent of students will earn a 70% or better on Daily Lesson Planning and Text Assignments that require students to assess and collaborate on teaching strategies that use a variety of methods and that are aligned with effective instructional techniques (SLO 8).

Finding (2015-2016) - Target: Met

One hundred percent of students (N=15) earned a 70% or better on Daily Lesson Planning and Text Assignments that require students to assess and collaborate on teaching strategies that use a variety of methods and that are aligned with effective instructional techniques (SLO 8). The assessment summary for the course triangulates data gathered from mentor teacher feedback (APBD), site supervisor feedback (TCOI), and student teaching field journals that utilize a number of checklist items that encourage students to collaborate with their peers, site supervisor, and mentor teachers. This component of the course is reflected upon by students in the field journals (SP16/Reece).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher rubric scores

Established in Cycle: 2012-2013

Seventy percent of students will demonstrate their ability to develop and to successfully collaborate to deliver three standards...

Outc. 5: Integrate Instructional Resources

Teacher candidates will be able to integrate assessment data, national standards, curriculum frameworks, texts, instructional technology and other resources in planning instruction.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

- 7 Planning for Instruction
- 8 Instructional Strategies

SACSCOC 2012 Principles of Accreditation*

- 3.3.1.1 educational programs, to include student learning outcomes
- 4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 5: Critical Assignment: Lesson Plan- (S13sec.01 Beavers)

Teacher candidates will be able to demonstrate their ability to develop and to successfully deliver a standards-based, TCOI- observed lesson they have planned in their subject area that aligns standards, objectives, instruction, technology, and assessments for their designated students during field placement (6-12) (LiveText CA)

Source of Evidence: Academic direct measure of learning - other

Target:

Seventy percent (70%) of students will demonstrate their ability to develop and to successfully deliver a standards-based, TCOI- observed lesson they have planned in their subject area that aligns standards, objectives, instruction, technology, and assessments for their designated students during field placement (6-12) (LiveText CA by scoring 70% or above (SP16/Reece).

Finding (2015-2016) - Target: Met

One-hundred percent of students (N=15) demonstrated their ability to develop and to successfully deliver three standards-based, TCOI- observed lessons they have planned in their subject area that aligns standards, objectives, instruction, technology, and assessments for their designated students during field placement (6-12) by scoring 70% or above on their TCOI scored assessments (SP16/Reece).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher rubric scores

Established in Cycle: 2012-2013

One-hundred percent of students will demonstrate their ability to develop and to successfully deliver a standards-based, TCOI- o...

Outc. 6: Guidance for Constructive Student Interaction

Teacher candidates will be able to provide learning opportunities and guidance to assist secondary students in developing positive self-concepts and interacting constructively with peers.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

- 1 Learner Development
- 2 Learning Differences
- 3 Learning Environments
- 10 Leadership and Collaboration

SACSCOC 2012 Principles of Accreditation*

- 3.3.1.1 educational programs, to include student learning outcomes
- 4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

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Related Measures

M 6: TCOI Reflection (S13Sec. 01 Beavers)

Teacher candidates will be able to demonstrate their ability to reflect critically on class assignments and student peer interaction, lesson plans with TCOI, and Field Placement; demonstrate their ability to develop and to successfully deliver a standards-based, TCOI- observed lesson they have planned in their subject area

Source of Evidence: Academic direct measure of learning - other

Target:

One hundred percent (100%) of students will demonstrate their ability to reflect critically on lesson plans with TCOI and Field Placement, demonstrating their ability to develop and to successfully deliver a standards-based, TCOI-observed lesson they have planned in their subject area by scoring 70% or above on each lesson, in addition to completing the reflection component of the new School of Education lesson plan as directed by their site teacher.

Finding (2015-2016) - Target: Met

One hundred percent (100%) of students demonstrated their ability to reflect critically on lesson plans with TCOI and Field Placement, demonstrating their ability to develop and to successfully deliver a standards-based, TCOI-observed lesson they have planned in their subject area by scoring 70% or above on each lesson, in addition to completing the reflection component of the new School of Education lesson plan as directed by their site teacher. This is a program requirement, not just an assignment for EDUC 4901. For each submitted TCOI observed lesson plan, students are required to complete the reflection portion of the lesson plan after they have delivered the lesson and have been provided feedback by their site supervisor. After the post-conference for the observed lesson, students submit their TCOI reflections to their site supervisors, and at the end of the semester the completed lesson plan with the reflection portion is uploaded into the students' LiveText portfolio (SP16/Reece).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher rubric scores

Established in Cycle: 2012-2013

Eighty percent (80%) of students will demonstrate their ability to reflect critically on class assignments and student peer inte...

Outc. 7: Secondary Career Exploration/Integration

Teacher candidates will be able to integrate career exploration to enable secondary students to perceive the relationship between education and careers.

Relevant Associations:**Standard Associations*****InTASC Model Core Teaching Standards (April 2011)***

- 5 Application of Content
- 7 Planning for Instruction
- 8 Instructional Strategies

SACSCOC 2012* Principles of Accreditation

- 3.3.1.1 educational programs, to include student learning outcomes
- 4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

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Related Measures**M 7: Career Connections (Philosophy of Education)**

Teacher candidates will be able to demonstrate their ability to reflect critically on class assignments across content areas that connect content with real life and involve student peer interaction related to possible careers, and more specifically students will develop a Philosophy of Education, which is uploaded into their LiveText portfolios.

Source of Evidence: Academic direct measure of learning - other

Target:

Seventy percent of students will earn 70% or better on developing a written Philosophy of Education that require students to effectively evaluate and reflect on their views of teaching and the role of education in active secondary classrooms and schools (SLO's 1 & 9) (SP16/Reece).

Finding (2015-2016) - Target: Met

This class, EDUC 4901-01, Secondary Materials and Methods, was a face-to-face class that met at Dalton State College in Dalton, Georgia, during Spring 2016. Assessment of students' ability to effectively evaluate and reflect on their views of teaching and the role of education in active secondary classrooms and schools was measured by the Philosophy of Education paper that is graded with the EDUC 4901 Philosophy of Education scoring rubric. On the Philosophy of Education paper, 100 percent of students (N=15) in EDUC 4901 demonstrated their ability to effectively evaluate and reflect on their views of teaching and the role of education in active secondary classrooms and schools. One hundred percent (N=15) of students enrolled in EDUC 4901 scored a 70% or above on the Philosophy of Education paper grading rubric. The overall class average on the Philosophy of Education paper scoring rubric was 91 percent. This illustrates that the target of 70 percent of students earning a 70 percent or better on their Philosophy of Education paper was met for Spring 2016. Though 100 percent of students (N=15) met the threshold of 70 percent on the Philosophy of Education paper, four students lost points on the scoring rubric for the following reasons: (1) failing to fully analyze how their personal Philosophy of Education impacts their approach to teaching and learning, (2) using the Philosophy of Education paper as a forum to reminisce about their favorite teachers in their own school experiences, and (3) failing to carefully edit and proofread the paper before submission, thus losing points for lack of clarity and/or correctness. If the students had paid careful attention to the Philosophy of Education self-assessment and the paper prompt and resolved the prompt's expectations with the provided scoring rubric, these students may have scored higher, thus raising the class average for the assignment. All of the assignment requirements were clearly stated and reviewed in class, with multiple opportunities for students to ask questions and receive feedback prior to submitting the Philosophy of Education paper for grading. This is surprising in light of the fact that the students also complete a valid and reliable self-assessment to help inform them of their philosophy of education leanings. In future semesters, I will continue to provide clear instructions

for students in an effort to make sure students fully understand the assignment expectations, and I will take time to review each student's self-assessment scores and help explain the types of philosophies prior to assigning the paper. This will allow me to work more closely with individual students, especially as three students struggled on the areas of the prompt that ask them to describe what their future classrooms will look like as it relates to their school of thought as detailed by the self-assessment. Still, 100 percent of students did well in the areas of defining their personal philosophies and connecting their philosophy with educational research. Students consistently detailed how their school experiences impacted their desire to pursue teaching as a career option, as well as outlining their professional goals in the future. Overall student success on the Philosophy of Education can be tied to (1) having students complete a Philosophy of Education self-assessment prior to writing the paper, (2) providing a sample paper along with the scoring rubric, and (3) allowing students multiple opportunities to revise and resubmit the Philosophy of Education papers for scoring. These opportunities provide students with instructional support that enables them to begin understanding and articulating their own Philosophies of Education prior to graduation and/or the job search. The self-assessment resource was helpful to the teacher candidates, I will continue to use it, but more emphasis will be placed on devoting class time to allow students to workshop their Philosophy of Education papers. This class, EDUC 4901, is designed to encourage students to begin understanding the methods and materials associated with teaching in the secondary schools, but more importantly the course attempts to facilitate students' explorations of the four pillars of effective teachers: to be collaborative, caring, competent, and reflective. In solidifying the students' views of teaching and of themselves as teachers, the course requires students to develop a Philosophy of Education as part of their professional LiveText portfolio. I am pleased that one hundred percent (N=15) of the teacher candidates in the course successfully crafted their first working Philosophy of Education, but for many it was their first time even encountering the concept. To facilitate understanding, I utilized a self-assessment that led students to uncover where their philosophies aligned, and then the students were given specific prompts and the rubric which was used to score the assignment, but as many students in the upper division course were initially unclear about what the Philosophy of Education required, I think it will be helpful to introduce this concept in the Area F courses before students are fully admitted into the program. (SP16/Reece)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher rubric scores

Established in Cycle: 2012-2013

One hundred percent (100%) of students will complete a pre- and post-assessment to determine their philosophy of education and t...

Philosophy of Education in Area F and Workshop

Established in Cycle: 2015-2016

For Spring 2016, 100% of students (N=15) who completed the course effectively demonstrated competence in writing the Philosophy ...

Outc. 8: Aligned Instructional Assessments

Teacher candidates will be able to assess learning using a variety of methods that are aligned with effective instructional techniques.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

- 1 Learner Development
- 4 Content Knowledge
- 5 Application of Content
- 6 Assessment
- 8 Instructional Strategies

SACSCOC 2012* Principles of Accreditation

- 3.3.1.1 educational programs, to include student learning outcomes
- 4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 8: Instructional Alignment (LP)

Teacher candidates will be able to demonstrate their ability to develop and to successfully deliver a standards-based, TCOI- observed, lesson they have planned in their subject area that aligns standards, objectives, instruction and assessments during field placement (6-12) (LiveText Critical Assignment)

Source of Evidence: Academic direct measure of learning - other

Target:

One hundred percent (100%) of students will demonstrate their ability to develop and to successfully deliver three standards-based, TCOI- observed, lesson for diverse learners that they have planned in their subject area that aligns standards, objectives, instruction and assessments during field placement (6-12) which incorporate PERSONAL and CONTENT CONNECTIONS by scoring 70% or above.

Finding (2015-2016) - Target: Met

One hundred percent (100%) of students (N=15) demonstrated their ability to develop and to successfully deliver three standards-based, TCOI- observed, lesson for diverse learners that they have planned in their subject area that aligns standards, objectives, instruction and assessments during field placement (6-12) which

incorporate PERSONAL and CONTENT CONNECTIONS by scoring 70% or above. These lesson plans are graded using the approved School of Education scoring rubric, as well as the TCOI observation instrument.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher rubric scores

Established in Cycle: 2012-2013

In EDUC 4901, it will be essential to provide students with copies of the Lesson Plan scoring rubric and the TCOI observation in...

Outc. 9: Secondary Teaching and Guidance Outcomes

Teacher candidates will be able to recognize how the integration of teaching and guidance functions contributes to successful educational opportunities for adolescents.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

- 4 Content Knowledge
- 5 Application of Content
- 8 Instructional Strategies

SACSCOC 2012* Principles of Accreditation

- 3.3.1.1 educational programs, to include student learning outcomes
- 4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 9: Content Guidance Across the Curriculum

Teacher candidates will be able to assess learning using a variety of research-based teaching methods that are aligned with effective instructional techniques in the secondary schools.

Source of Evidence: Academic direct measure of learning - other

Target:

Seventy percent of students will earn 70% or better on an Article Summary Assignment and Presentation that requires students to demonstrate an understanding of the role of their content area in the philosophy, origin, and development of secondary schools or that examines a component of the content curriculum (SLO's 2 & 8) (SP16/Reece).

Finding (2015-2016) - Target: Met

One hundred percent of students (N=15) earned 70% or better on an Article Summary Assignment and Presentation that requires students to demonstrate an understanding of the role of their content area in the philosophy, origin, and development of secondary schools or that examines a component of the content curriculum (SLO's 2 & 8). Moreover, student success on the assignment can be tied to (1) one entire class period devoted to researching peer-reviewed journals in the field of secondary education, and the assignment requiring students to locate an article and write a summary, but also re-teach the material as a professional development program to "new teachers." Putting students in the role of the instructor gave them time to teach, and it also allowed them to develop competence within their own discipline, as well as confidence as action researchers. This assignment seemed to make the students feel less like teacher candidates and more like professional practitioners, so I will continue to use this assignment in the future (SP16/Reece).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continuous Improvement

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update...

Higher rubric scores

Established in Cycle: 2012-2013

Eighty percent (80%) of students will demonstrate their ability to reflect critically on class assignments across content ...

Outc. 10: Secondary Team Approach

Teacher candidates will be able to utilize a team approach involving parents, teachers, counselors, administrators, and other professionals in the school and the community to foster student learning.

Relevant Associations:

Standard Associations

InTASC Model Core Teaching Standards (April 2011)

- 9 Professional Learning and Ethical Practice
- 10 Leadership and Collaboration

SACSCOC 2012* Principles of Accreditation

- 3.3.1.1 educational programs, to include student learning outcomes

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 10: Team Collaboration

Teacher candidates will be able to demonstrate their ability to collaborate during field placement with parents, teachers, counselors, administrators, and other professionals in the school and the community to foster student learning

Source of Evidence: Academic direct measure of learning - other

Target:

One hundred percent (100%) of students will demonstrate their ability to collaborate during field placement with parents, teachers, counselors, administrators, and other professionals in the school and the community to foster student learning by participating in field placement pre/post planning; staff development; PTO; student/parent conferences as available and appropriate during the time they are in field placement, as successful field placement is a requirement of this program.

Finding (2015-2016) - Target: Met

As measured by the students' completed PES II activity checklist and journal reflections, one hundred percent (100%) of students (N=15) demonstrated their ability to collaborate during field placement with parents, teachers, counselors, administrators, and other professionals in the school and the community to foster student learning by participating in field placement pre/post planning; staff development; PTO; student/parent conferences as available and appropriate during the time they were in field placement, as successful field placement is a requirement of this program (SP16/Reece).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continued one hundred percent level

Established in Cycle: 2012-2013

One hundred percent (100%) of students will demonstrate their ability to collaborate during field placement with parents, teache...

Continuous one hundred percent level

Established in Cycle: 2012-2013

I will try to replicate the specific successful elements to target and adjust/modify for continuous maintenance of the one...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for necessary change.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Action Plan

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for necessary change.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Action Plan

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for necessary change.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Continued one hundred percent level

One hundred percent (100%) of students will demonstrate their ability to collaborate during field placement with parents, teachers, counselors, administrators, and other professionals in the school and the community to foster student learning by participating in field placement pre/post planning; staff development; PTO; student/parent conferences as available and appropriate during the time they are in field placement, as successful field placement is a requirement of this program (SP13/Beavers). The action plan will remain in place as required by the secondary education program (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Team Collaboration | **Student Learning Outcome:** Secondary Team Approach

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: TCOI Reflection (S13Sec. 01 Beavers) | **Student Learning Outcome:** Guidance for Constructive Student Interaction

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Critical Assignment: Lesson Plan- (S13sec.01 Beavers) | **Student Learning Outcome:** Integrate Instructional Resources

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change. Students were scored on the APBD midterm reflection using the LiveText portfolio scoring rubric. One hundred percent (N=15) of the students who completed the course submitted the APBD midterm reflection and demonstrated the ability to self-reflect at the mastery level. For students who struggle on the first draft, much of this was due to one of two factors, either not going deep enough with the reflection, or not carefully proofreading and editing the paper before submitting it. Therefore, in future semesters, I will attempt to discuss the paper in more detail and provide written prompts to encourage more careful reflection, including an action plan for improving areas of weakness in their professional behaviors and dispositions (SP16/Reece)

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Critical Assignment: Lesson Plan- (S13sec.01 Beavers) | **Student Learning Outcome:** Secondary School Diversity

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change. Before writing the Philosophy of Education, students need to be introduced to the concept earlier in the program. I have decided to introduce this concept in my Area F EDUC 2130 class, as well as provide students in EDUC 4901 with a pre- and post-assessment to guide them through what a PoE is and how to write one for future use as they begin applying for jobs in the secondary schools (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Career Connections (Philosophy of Education) | **Student Learning Outcome:** Secondary Career Exploration/Integration

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change. Though 100% of students successfully demonstrated the ability to collaborate with peers and colleagues, this outcome is still fuzzy in how to best assess it for a course grade. Certainly using the approved APBD and TCOI assessments must be a required component of this assessment, the field journals are best for allowing students to engage and reflect on their collaborative efforts. The students did complete the checklist items and composed reflections on each component; however, it may be helpful to give students more specific prompts related to the checklist items. Also, there are cases when mentor teachers are not as helpful as needed, so students find it difficult to be involved in some classroom settings, and moreover to be able to effectively collaborate with these mentor teachers (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Collaboration | **Student Learning Outcome:** Collaboration

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change. Though students were able to demonstrate mastery of the assignment, it will be necessary to also review the APA formatting requirements of the Article Summary more deliberately (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Content Guidance Across the Curriculum | **Student Learning Outcome:** Secondary Teaching and Guidance Outcomes

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Reflection | **Student Learning Outcome:** Curriculum Based Strategies

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change. In addition to continuing to replicate the specific successful elements to target and adjust/modify for continuous improvement for secondary lesson plans and methods of classroom management, it is essential to begin more structured guidance through the development of the new School of Education. This lesson

plan form has changed since the 2012-2013 assessment cycle, due to the new certification requirement of edTPA. Students have expressed the need for help in the area of language function and syntax/discourse, which is now evaluated through edTPA.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Critical Assignment: Lesson Plan- (S13sec.01 Beavers) | **Student Learning Outcome:** Secondary School Development

Projected Completion Date: 05/2016

Continuous Improvement

I will try to replicate the specific successful elements to target and adjust/modify for continuous improvement and update for needed change. As the lesson plan format has changed, it is essential in EDUC 4901 to review EACH component of the lesson plan and model for students the expectations of the lesson plan. Seven prior secondary students who piloted the new lesson plan format agreed to share copies of their lesson plans as models for the incoming teacher candidates. Additionally, class time in EDUC 4901 will be adjusted to walk students through the lesson plan components (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Instructional Alignment (LP) | **Student Learning Outcome:** Aligned Instructional Assessments

Continuous one hundred percent level

I will try to replicate the specific successful elements to target and adjust/modify for continuous maintenance of the one hundred percent level of collaboration and update for needed change. The expectations for successful completion of EDUC 4901, and more specifically the student teaching field placements, are outlined in the School of Education's Secondary Education Handbook. This area is a requirement of the program and cannot be modified; however, more deliberate steps will be taken to assure all students fully understand the nature and needs of their success in the classroom and in the field placement for PES II (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Team Collaboration | **Student Learning Outcome:** Secondary Team Approach

Higher Critical Assignment scores

Eighty percent of students will demonstrate their ability to reflect critically on class assignments, lesson plans with TCOI, and Field Placement by successfully delivering a standards-based, TCOI-observed content based lesson they have planned in their subject area by receiving a score of 85% or above on their critical assignment (CA).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Critical Assignment: Lesson Plan- (S13sec.01 Beavers) | **Student Learning Outcome:** Secondary School Diversity

Higher Lesson Plan scores

Eighty percent of teacher candidates will receive a score of 85% or better on the Critical Assignment. The assignment has been adjusted to seventy percent of teacher candidates will receive a score of 70% or better on the submitted course lesson plans, and especially the most successful TCOI lesson plan, which is counted as the critical assignment for the course. For Spring 2016, 100% of students who completed the course effectively demonstrated competence in developing successful lesson plans. In future semesters, the assignment will remain the same (as required by the School of Education). Requiring students to develop such detailed lesson plans early in the program is essential to their success as teacher candidates. I will, however, continue to use 70% as the target for the assignment, as the new lesson plan is more rigorous and the spring semester is the first semester when students move into student teaching. In doing so, this adjusted target allows more flexibility for students to learn the process while not being penalized too harshly on a scoring rubric they have just encountered. (SP16/Reece)

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Critical Assignment: Lesson Plan- (S13sec.01 Beavers) | **Student Learning Outcome:** Secondary School Development

Higher rubric scores

Eighty percent (80%) of students will demonstrate their ability to reflect critically on class assignments across content areas that connect content with real life and involve instructor/ student peer interaction via an observed field placement lesson plan containing a formal reflective by scoring 85% or higher. Since this assignment is different than the one used in EDUC 4901 in 2012-2013, the need will be to adjust the rubric to more specifically delineate the specific requirements of the written portion of the task (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Content Guidance Across the Curriculum | **Student Learning Outcome:** Secondary Teaching and Guidance Outcomes

Higher rubric scores

Eighty percent (80%) of students will demonstrate their ability to develop and to successfully deliver a standards-based/assessment aligned, TCOI-observed, content-based, reflected-upon, lesson in the field, a collaborative group-based mini-unit plan, a Field Placement Journal, and a collaborative group classroom demonstration by scoring 85% or above on the lesson plan, reflection, mini-unit, Field Placement Journal and collaborative classroom demonstration.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Reflection | **Student Learning Outcome:** Curriculum Based Strategies

Higher rubric scores

Eighty percent (80%) of students will demonstrate their ability to reflect critically on class assignments and student peer interaction, lesson plans with TCOI, and Field Placement; demonstrate their ability to develop and to successfully deliver a standards-based, TCOI-observed lesson they have planned in their subject area by scoring 85% or above on each assignment.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: TCOI Reflection (S13Sec. 01 Beavers) | **Student Learning Outcome:** Guidance for Constructive Student Interaction

Higher rubric scores

In EDUC 4901, it will be essential to provide students with copies of the Lesson Plan scoring rubric and the TCOI observation instrument in advance. To facilitate this action plan, these resources will now be offered to students in the fall semester when they conclude EDUC 3902 (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Instructional Alignment (LP) | **Student Learning Outcome:** Aligned Instructional Assessments

Higher rubric scores

One hundred percent (100%) of students will complete a pre- and post-assessment to determine their philosophy of education and then demonstrate their ability to develop a professional Philosophy of Education, which will be evaluated in the future using the approved LiveText scoring rubric (SP16/Reece).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Career Connections (Philosophy of Education) | **Student Learning Outcome:** Secondary Career Exploration/Integration

Higher rubric scores

One-hundred percent of students will demonstrate their ability to develop and to successfully deliver a standards-based, TCOI-observed lesson they have planned in their subject area that aligns standards, objectives, instruction, technology, and assessments for their designated students during field placement (6-12) (LiveText CA by scoring 85% or above.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Critical Assignment: Lesson Plan- (S13sec.01 Beavers) | **Student Learning Outcome:** Integrate Instructional Resources

Higher rubric scores

Seventy percent of students will demonstrate their ability to develop and to successfully collaborate to deliver three standards-based, TCOI-observed lesson they have planned in their subject area that aligns standards, objectives, instruction, technology, and assessments for their designated students during field placement (6-12) by scoring 70% or higher, in addition to completing field experience checklist items that encourage them to collaborate and critically reflect on their field experiences.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Collaboration | **Student Learning Outcome:** Collaboration

Lesson Plan Focus

Eighty percent of teacher candidates will receive a score of 85% or better on the Critical Assignment. The assignment has been adjusted to seventy percent of teacher candidates will receive a score of 70% or better on the submitted course lesson plans, and especially the most successful TCOI lesson plan, which is counted as the critical assignment for the course. For Spring 2016, 100% of students who completed the course effectively demonstrated competence in developing successful lesson plans. In future semesters, the assignment will remain the same (as required by the School of Education). Requiring students to develop such detailed lesson plans early in the program is essential to their success as teacher candidates. I will, however, continue to use 70% as the target for the assignment, as the new lesson plan is more rigorous and the spring semester is the first semester when students move into student teaching. In doing so, this adjusted target allows more flexibility for students to learn the process while not being penalized too harshly on a scoring rubric they have just encountered. More specifically, time needs to be devoted to modeling each portion of the lesson plan and providing students with class time to workshop their lesson plans. As students had trouble especially with writing student learning outcomes, providing re-engagement activities for students, and understanding academic language and language function for edTPA, these components need to be reviewed and

taught with more deliberation in the future. (SP16/Reece)

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Critical Assignment: Lesson Plan- (S13sec.01 Beavers) | **Student Learning Outcome:** Secondary School Development

Projected Completion Date: 05/2017

Philosophy of Education in Area F and Workshop

For Spring 2016, 100% of students (N=15) who completed the course effectively demonstrated competence in writing the Philosophy of Education paper. In future semesters, the assignment will remain the same (as required by the School of Education). Requiring students to develop critical reflection habits early in the program is essential to their success as teacher candidates. I will, however, continue to use 70% as the target for the assignment, as the spring semester is the first semester when students are asked to write a final draft of their Philosophy of Education to upload into their professional LiveText portfolios. More specifically, time needs to be devoted to discussing, modeling, and workshoping the Philosophy of Education papers and providing students with class time to workshop their papers. As students had trouble especially with their depth of reflections and grammar issues, these components need to be reviewed and taught with more deliberation in the future. I will keep the Philosophy of Education self-assessment as part of the course. Also, I feel it would be helpful to introduce this assignment in EDUC 2130 in Area F BEFORE students are admitted into the program, which will allow them to enter the secondary program with a working draft, as well as more readily explore teaching as a career pathway before they enter the program and realize perhaps that teaching is not their calling. (SP16/Reece)

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Career Connections (Philosophy of Education) | **Student Learning Outcome:** Secondary Career Exploration/Integration

Projected Completion Date: 05/2017

Workshop APBD Midterm Reflection Papers

For Spring 2016, 100% of students (N=15) who completed the course effectively demonstrated competence in writing the APBD midterm reflection papers. In future semesters, the assignment will remain the same (as required by the School of Education). Requiring students to develop critical reflection habits early in the program is essential to their success as teacher candidates. I will, however, continue to use 70% as the target for the assignment, as the spring semester is the first semester when students move into student teaching, while simultaneously being evaluated on the APBD. In doing so, this target allows more flexibility for students to practice critically reflecting, while not being penalized too harshly as they begin student teaching. More specifically, time needs to be devoted to modeling each portion of the APBD and providing students with class time to workshop their reflection papers. As students had trouble especially with their depth of reflections and grammar issues, these components need to be reviewed and taught with more deliberation in the future. Also, it would be helpful to introduce this assignment in PES I, and also review the students' APBD assessments before they write the APBD midterm reflection papers. (SP16/Reece)

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Reflection | **Student Learning Outcome:** Curriculum Based Strategies

Projected Completion Date: 05/2017

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

The Spring 2016 assessment of EDUC 4901 at the Dalton State College main campus illustrates that 100% of ALL targets were met. Though this is great news, there are some concerns, or weaknesses, to address. (1) The secondary program has gone through numerous changes since 2013, including faculty turnover, inconsistent syllabi, unclear assignments and student learning outcomes, five deans, and changes to critical assignments, lesson plan formats, and assessment rubrics within the program. As a new faculty member in the School of Education, this is very disconcerting. All students in EDUC 4901 (and PES II) were made aware of the course expectations through the course syllabus and verbally in class, as well as in presentations by the Field Director; however, even though students have completed the assignments and field placements with mastery (70%-100%) for EDUC 4901, a number of concerns were verbalized throughout the course. (2) In trying to take this student feedback into consideration, it is evident that students feel they need to review the lesson plan format, understand the assessment rubrics, and have more direct expectations for their field experiences. In all, the bigger weakness therein is that students still see a disconnect between their in class experiences on campus and their field experiences. For example, their lesson plans are graded as assignments for the course, and that is the only feedback many of the teacher candidates get before they deliver the lessons to their students. (3) A final weakness of the course is that ALL assignments and due dates are linked to the students' field experiences, and when the Field Director does not have field placements completed until almost the MIDTERM OF THE COURSE(!), this sets the progress of the course back by several weeks, and then the workload, on top of completing the required 133 field hours, adds undue stress to the students and the professor, which in turn leads to major revisions of the course. This scenario does not allow the EDUC 4901 to really be focused on helping students become competent, collaborative, caring, and reflective practitioners. On the other hand, two strengths of the course would include (1) the consistency of the course instructor, as the School of Education now has a professor who has spent time in the secondary schools and can provide the teacher candidates with guidance in handling the array of issues that can happen in the secondary schools. This experience has been significant in helping students meet the targets for the course. Finally, (2) the development of the PES I and PES II Field Placement Activities Checklists have provided students with a clearly list of expectations, allowing them to get more intimately involved in the school setting; as well, the development of a Dalton State College Secondary Education website has provided the course with a clearinghouse of student resources, which allows to students to spend more time focusing on their class

assignments, rather than trying to chase down the multiple forms and assessments they must complete for their respective programs (SP16/Reece).