

FY2006 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Teacher Education Fort Hays State University

I. Departmental Overview

For nearly a century, the institution that is now Fort Hays State has been recognized for its leadership in preparing elementary and secondary teachers for the schools of western Kansas. The impact of those teachers on the children and youth of this region over time has laid the foundation for the current high standards seen in the professions, citizenship, and leadership characteristics within the communities of western Kansas. The Teacher Education Department faculty members are aware of their professional responsibility to maintain and extend this heritage of educational excellence by preparing teachers based on the best current research and future-directed models. The Teacher Education Department is also now positioned to deliver its nationally accredited programs far beyond its traditional service area of western Kansas to all of Kansas and beyond through on-line and IPTV instructional delivery.

The primary objective of the Teacher Education Department is the preparation of teachers for grades K-6 and professional school personnel for grades PreK-12. In cooperation with the Special Education department, Teacher Education also offers an Elementary Education program with an endorsement in Special Education (K-6). Other endorsements available through the Teacher Education Department include Library Media Specialist (PreK-12) and Reading Specialist (PreK-12). ESOL is also provided through the Master of Science in Education as an emphasis area that leads to an endorsement. The department is organized and staffed: (1) to provide professional preparation for teaching elementary school and secondary school, for Library Media Specialist licensure, Reading Specialist licensure, and for master's degrees in elementary education and secondary education; (2) to extend assistance to schools and related professional groups through research, surveys, and consultative services; and (3) to cooperate with local, state, regional, and national agencies in working toward improving education.

The Teacher Education Department aligns its programs with the Fort Hays State University Teacher Preparation Program Mission:

Fort Hays State University prepares professional educators in a liberal education that combines an appreciation for pedagogical theory and research in a supportive environment for diverse learners. The professional educator integrates technology in the learning experience, uses multiple assessment and diagnostic techniques, and utilizes reflection as a tool for self-growth while assuming a professional role within the organizational system of the school.

A. Departmental Mission and Vision Statements

The Teacher Education Department has as its primary function the preparation of teachers and other professional school personnel and as such is informed and defined by the Professional Educator

(Conceptual Framework) and the Teacher Education Mission and Vision. The Conceptual Framework (CF) serves as more than just a set of goals upon which the Teacher Education programs base their curriculum. The CF also serves to define the measures of knowledge and performance upon which the Teacher Education assessment system is constructed. The Teacher Education programs are thus informed by the CF in the design of curriculum, the design of the assessment system, and in the ongoing data driven improvement of programs.

Conceptual Framework

The Conceptual Framework for Professional Educators

The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of “The Professional Educator” in coordination with the Kansas State Department of Education (KSDE) Professional Education Standards.

The Professional Educator

Goal I: **The Professional Educator is liberally educated.** The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living, and the appreciation for diverse cultures. {KSDE Professional Education Standards 7, 9 and 11}

Goal II: **The Professional Educator assumes a professional role within the organizational system of the school.** The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical, and philosophical foundations. {KSDE Professional Education Standards 10 and 13}

Goal III: **The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.** The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy. {KSDE Professional Education Standards 1, 2, 4, 5, 6 and 7}

Goal IV: **The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.** The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society. {KSDE Professional Education Standards 2, 3, 6 and 7}

Goal V: **The Professional Educator integrates appropriate technology into the educational process.** The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences. {KSDE Professional Education Standard 12}

Goal VI: **The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.** The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements. {KSDE Professional Education Standard 8}

Goal VII: **The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness.** The Professional Educator uses self-reflection

as well as the reflection of others such as peers, mentors, students, supervisors, and parents to effect positive changes in curriculum, instruction, and classroom management. {KSDE Professional Education Standards 9 and 13}

Mission

Fort Hays State University's Teacher Education programs are designed to prepare teachers to master the knowledge of the appropriate subject matter, child development, and learning theory, and to understand the significance of schooling in meeting the social, personal, and educational needs of all children in today's world. Finally and most importantly, Fort Hays State University's Teacher Education program is designed to prepare teachers to be effective professionals in facilitating growth and learning, in understanding educational research, in collaborating with colleagues and other education stakeholders, and in being enthusiastic participants in their own continuing education.

Vision

Beginning teachers prepared at Fort Hays State University will have the knowledge, skills and commitment to facilitate growth and learning in all children under their care and to continue their own professional development.

B. Departmental Goals, Objectives, and Strategic Priorities

1. The department will make course adaptations in the Master of Science in Education degree, the Library Media Specialist endorsement, the Reading Specialist endorsement, and other concentrations (emphasis areas) so that they will be delivered online in the fall of 2006. (Priority 1)
2. Selected department faculty will pilot the use of Quality Matters, a quality control program for the development of online courses, before conducting in-service workshops in the use of the QM program for other faculty in the department and university. (Priority 3)
3. The department will use data collected from departmental programs and presented at the Annual Data Retreat to assess student learning patterns in Elementary Education, Library Media Specialist, and Reading Specialist programs. (Priority 1)
4. The department will continue top recruit faculty and students from diverse backgrounds. (Priority 2)
5. The department will support and participate in the Regional Hispanic Leadership Conference. (Priority 2)
6. The department will continue to provide service to area public schools. (Priority 3)
7. Through internships in local schools and through activities in children's literature, teacher candidates will participate in a variety of service-learning projects.(Priority 2)

- 8. The Teacher Education faculty will continue to explore and develop best practices in mobile computing and instructional technology and share results with other university faculty and public school personnel. (Priority 1)

II. Departmental Highlights

A. Departmental Productivity and Other Distinctive Departmental Accomplishments

- Collaborated in the development of Middle School Endorsement programs in Mathematics, Science, and Social Studies to present to the Kansas State Department of Education for approval: Mathematics and Science were approved this spring and Social Studies is pending.
- Completed on-line course development of all core courses for the Master of Science in Education and for all courses in the Library Media Specialist and Reading Specialist endorsement programs so that all graduate programs offered through the Teacher Education department are on-line. (See Goal 1, Priority 1 above.)
- Revised the eight courses that are part of the KSDE alternative licensure program (Transition to Teaching) and presented them to the Graduate Council for approval as Fort Hays State University courses: the Graduate Council approved the courses in June of 2006. (See Goal 1, Priority 1 above.)
- Designed and equipped Rarick 209 to serve as a telecommunication center with 50” plasma monitor, polycom unit, and state of the art peripheral equipment. The room will be used for teleconferences with outreach faculty/students and supervision of student teachers and interns through IPTV and Maratech connections. (See Goal 8, Priority 1 above.)
- Teacher Education faculty piloted the use of Apple, pc, and tablet laptops in areas of instruction, communication, curriculum design, and assessment as participants in the university-wide Mobile Computing Initiative. (See Goal 8, Priority 1 above.)
- Teacher Education faculty engaged in action research to determine relative effectiveness of laptops and cameras in communication with and assessment of teacher candidates in off-campus clinical settings. (See Goal 8, Priority 1 above.)

B. Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Number of New Freshmen	51	52	40	50
Number of Transfer Students	62	43	42	50
Number of Majors:				
Undergraduate (first majors/second majors)	398	382	351	380
Graduate	51	57	53	60

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Departmental majors	449	439	404	440
MLS students	2	3	1	10
FTE Faculty (Headcount)				
Tenured or Tenure-track Faculty (Headcount)		7	7	9
NonTenure-Track Faculty (Headcount)		4	3	4
Other Faculty (Headcount/Sections Taught)		5.25/21	15/18	9/12
Degrees Awarded				
Undergraduate degrees	85	75	103	120
Graduate degrees	13	33	28	35
Departmental degrees	98	108	131	155
MLS degrees				
Scholarly Activity (See Section IV for documentation requirement)				
Number of books, book chapters, and refereed articles published	5	9	19	20
Percent of faculty publishing refereed books, chapters, or articles	18%	36%	38%	50%
Number of non-refereed articles and presentations	2	8	42	40
Percent of faculty publishing non-refereed articles or presentations	9%	45%	38%	45%
Number of scholarly performances and other				

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
creative activities	15	23	15	25
Percent of faculty in scholarly performances or other creative activities	36%	63%	75%	80%
Total number of external grant applications submitted/percent of faculty submitting	17/45%	12/36%	16/48%	16/50%
Total number of funded external grants/percent of faculty funded	13/36%	7/36%	10/50%	10/50%
Service Activity				
Percent of faculty meeting acceptable standard of service activity	36%	33%	33%	25%
Percent of faculty meeting exceptional standard of service activity	64%	67%	67%	75%
Assurance of Student Learning				
Outcome/Indicator 1 Number of Elementary Education Majors who took/passed the Principles of Learning and Teaching (PLT) Exam for state licensure	86/86*	57/53	49/47	60/60
Outcome/Indicator 2 Number who took/passed the KSDE Elementary Education Content Test	124*	40*	49/45	60/60
* No cut score has been established at this time.				
Other Departmental Key Performance Indicators (up to 3 additional measures, optional)				
Outcome/Indicator 1 Number of SRP meetings		11/12 92%	11/12 92%	100%

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
<p>attended by Teacher Education faculty</p> <p>Outcome/Indicator 2 Recruitment letters and brochures sent to prospective undergraduate/graduate students</p> <p>Outcome/Indicator 3 Teacher Education faculty and candidates participated in Endowment Association Tiger call and were awarded 110% Club Membership</p>		1012/1000	1000/400	1000/500
	110% Club	110% Club	110% Club	110% Club

C. Current Quality Initiatives and Results

FY 2006 Quality Initiatives	Results
<p>Initiative 1: The Teacher Education Department will participate in a pilot program to develop best practices for the use of laptop computers in delivering curriculum/instruction to teacher education candidates in the Elementary Education program during the 2005-2006 AY. The Teacher Education faculty will collaborate with personnel from USD 489 in this pilot effort.</p>	<p>Faculty member and teacher education candidates in the department have met and exceeded the 6 Key Performance Indicators contracted with the Provost:</p> <p>More than ½ of the elementary education candidates who were student teaching in the Spring 2006 semester used mobile computing in their classrooms.</p> <p>Faculty in the Teacher Education Department met four times with representatives from USD 489 to determine how they could use the mobile computing initiative to assist teachers in the district. It was decided that Teacher Education faculty would explore a variety of assessment software packages and assessment strategies that could be shared with the district elementary teachers that our faculty work with through the Hays Professional Development School Alliance.</p> <p>Three Teacher Education faculty members conducted research on the efficacy of using laptop computers equipped with sound and video attachments observe interns in classrooms in area schools. A study was conducted to determine if the technology</p>

	<p>would allow observation/supervision of the interns from a distance and to determine the reliability of that technique compared to on-site observation/supervision. The initial trials were conducted at Washington Elementary, Roosevelt Elementary, and Rarick Hall. The study indicated a high degree of reliability in supervision and assessment between on-site and distance observations using laptop based strategies.</p> <p>Faculty report that they, the candidates, and mentor teachers in the area schools expressed satisfaction with mobile computing strategies cited in items 1, 2, and 3 above.</p> <p>All of the faculty members in the Teacher Education Department have attended at least 3 workshops addressing some aspect of mobile computing.</p> <p>All of the faculty members in the Teacher Education Department have developed at least 2 teaching strategies involving mobile computing.</p> <p>In addition to meeting the 6 Key Performance Indicators above, most of the faculty members have conducted action research projects to document the mobile computing strategies that they have developed. Below you will find the reporting form on which those projects were documented. A summary of each of the projects is available upon request.</p>
<p>Initiative 2: The Teacher Education Department will engage in a number of initiatives to expand the delivery of the Elementary Education program to more outreach students through the Virtual College. The following projects will be undertaken by the department with the support of the Virtual College and other academic units: a) the department will explore the possibility of delivering the Elementary Education program to Fort Riley, with the support of a community college to provide the general education credits; b) the department will continue exploring the possibility of delivering the Elementary Education program to students in the Salina area if the Colleges of Arts and Sciences and Health and Life Sciences will deliver the General Education curriculum online; c) the department will</p>	<p>The Teacher Education department has been able to offer key upper division courses through online delivery and IPTV during the Fall 2005 and Spring 2006 semesters to students in the Salina area. However, we have not developed a formal agreement with the Smoky Hill Educational Service Center to deliver all Elementary Education upper division (restricted) courses to that site. Before such an agreement is possible, students would have to have available to them all general education courses and some unrestricted courses in the major which at other sites are offered at the community college. An agreement will have to be worked out with other FHSU academic units which makes key general education and major courses available as virtual courses for the Salina students.</p>

<p>explore the possibility of offering elements of a program or an entire program in Elementary Education or Reading Specialist to international students in China, Turkey or Cyprus.</p>	<p>Because of unforeseen developments outside the control of the Teacher Education department, neither the Fort Riley Project nor any of the international projects have come to fruition at this time.</p>
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<p>FY 2007 Quality Initiatives</p>	<p>Responsible Party, Resources, and Plan</p>
<p>Initiative 1: The Teacher Education department will take a critical look at the temporary procedures developed in the new MSE degree program to guide candidates through the action research requirements. Recent changes in the EAC 803 will now allow more of the research planning to be contained within courses.</p>	<p>The Teacher Education graduate faculty members will form a committee under the leadership of Dr. Germaine Taggart to redesign the process to involve all masters degree candidates in an action research project in a school setting. The effort of this committee will be focused on streamlining the process and minimizing the individualized faculty assistance that is now required through the three one credit hour TEEL 873 Problems: Action Research courses.</p>
<p>Initiative 2: The Teacher Education department will pilot the observation and supervision of interns in the Elementary Education outreach programs through use of IPTV connections and Maratech.</p>	<p>With the availability of a new 50" plasma monitor and polycom unit in Rarick 209, Teacher Education faculty members, including Drs Walizer, Jacobs, Taggart, and Sanders, will develop an effective protocol for observing and assessing Teacher Education candidates in classroom at a distance from Hays. The goal for this initiative is to develop a practical and effective teaching and assessment technique that allows campus-based faculty to assure quality instruction for outreach students.</p>

III. Strategic Plan and Opportunities for Improvement for FY2007

A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

<p>Strengths</p>	<p>Weaknesses/Needs</p>
<ol style="list-style-type: none"> 1. Faculty with commitment to students and program excellence. 2. Cohesiveness and focus of faculty on improving program content and delivery. 3. Newly developed on-line Master's degree and endorsements in Library Media Specialist and Reading Specialist. 4. Commitment of faculty to utilize newest technology to improve 	<ol style="list-style-type: none"> 1. The department needs to employ a full-time tenure track faculty member to teach, advise, and supervise candidates in the growing Library Media Specialist program. This faculty member would also alleviate the heavy workload on other graduate faculty in the department. 2. The department needs to employ a permanent department chair who can provide vision for faculty and

outreach instruction and supervision.	students in the department by January, 2007.
Opportunities	Threats
<ol style="list-style-type: none"> 1. On-line graduate programs have attracted many new students. 2. Enrollment in graduate programs is expanding beyond the traditional western Kansas service area. 3. The use of IPTV, especially through Maratech, will provide an opportunity for quality interaction with students in instruction, observation, and supervision. 	<ol style="list-style-type: none"> 1. Maintaining the quality of preparation for candidates in licensure programs is threatened by the ongoing change from face-to-face instruction to primarily electronic delivery of instruction and supervision. 2. Both graduate and undergraduate program quality appears to be threatened by employing adjunct faculty through the Southwest Plains Regional Service Center. That arrangement should be critically reviewed before the end of the 2006-7 academic year.

B. Opportunities for Improvement

Short Term OFI	Resources Required	Expected Outcome and Completion Date
Appoint selected faculty members to coordinate the various programs offered through the Teacher Education department	No new resources are required. Current faculty members and new hires will be able to take on the coordinating responsibilities.	The expected outcome is that faculty members will be appointed to coordinate the following programs: elementary education, library media specialist, reading specialist, outreach programs, and early childhood. These appointments will provide needed assistance for the department chair. These appointments should be made within the first month of the Fall 2006 semester/

Long Term Strategic Initiatives	Resources Required	Expected Outcome
1. Two full-time tenure track faculty members should be hired to fill positions lost due to retirement and movement of part and whole faculty lines within the College over	Two tenure track faculty are needed. One should have broad knowledge of teacher education. The other should have a background in school library media and elementary	One of the new faculty will provide continuity in program maintenance and the other will serve the growing number of graduate students in the library media specialist

the past three years.	or secondary education.	program.
<p>2. The Teacher Education department Chair and selected faculty members will explore a variety of innovative models (including variations of the “grow-your-own plan”) to help school districts in western Kansas identify, educate, and retain quality teachers.</p>	<p>No new resources are required except some funds for travel expenses. The department Chair will provide the leadership and faculty members will participate as a part of their service obligation.</p>	<p>Several feasible, cost effective, and quality plans for alternative teacher preparation programs will be considered. One or more of the plans will be presented to the Dean of the College of Education and Technology to secure the support and recognition necessary for implementation in the Spring semester of 2007</p>

IV. Supporting Materials

A. Department Degree Program Affinity Diagram(s)

College of Education and Technology Affinity Diagram for Degree Programs
 What are the **elements/building blocks** of a B.S. degree program in Elementary Education
 (TEAM Elementary Program) that will meet the educational needs of the prospective elementary teacher?

Characteristics/Dispositions of Elementary Teachers	Expected Learning Outcomes (KSDE Elementary Ed. Standards)	Curriculum	Preliminary Assessment Approach and Methods
<p>As Professional Educators, Elementary Teachers Value:</p> <ul style="list-style-type: none"> Multiple perspectives from the disciplines and ongoing professional discourse; Human diversity and variation in individual development; The development of critical thinking and independent problem solving; Various motivational strategies that encourage continuous development; Inclusion of students, families, and communities especially diverse cultures in the educational process; The refinement of practices based on reflection, assessment, and learning; Planning and revision based on the cognitive, emotional, linguistic, social and physical development of students; Multiple and ongoing assessment strategies are essential to the instructional process; Professional and ethical standards that are based on social, historical and philosophical foundations; The importance of integrating technology in planning, designing, delivering and evaluation effective learning experience Behaviors consistent with professional education roles in areas such as attire, preparation and punctuality. <p>31a:TEAM Affinity Diagram F03.doc 10/06/03</p>	<ol style="list-style-type: none"> The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas. The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. The kindergarten through sixth grade can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression. The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students. The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students. 	<p align="center"><i>Professional Studies</i></p> <p>EAC 202 Foundations of Education EAC 231 Human Growth SPED 601 Educating Exceptional Students TEEL 431 Educational Psychology* (<i>Restricted Course</i>)</p> <p align="center">Major Courses Non-restricted</p> <p>ART 300 Elementary Art Methods HHP 415 Health & Physical Ed Methods & Curr. for Elem. Educators MUS 366 Elementary School Music TECS 290 Intro to Instructional Technology TEEL 230 Diverse Learners TEEL 260 Children's Literature TEEL 273 Professional Practice & Observation</p> <p align="center">Major Courses Restricted</p> <p>TECS 390 Instructional Technology for Elementary Teachers TEEL 340 Effective Classroom TEEL 350 Curriculum & Assessment TEEL 362 Mathematics and Science Methods TEEL 363 Elementary School Social Studies Methods TEEL 365 Reading and Language Arts Methods TEEL 377 Internship 1 TEEL 378 Internship 2 TEEL 478 Internship 3 TEEL 581 Correction of Reading Disabilities TEEL 581L Correction of Reading Disabilities Internship</p> <p>TEEL 595 The Elementary School TEEL 596 Directed Teaching</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Pre-Professional Skills Test required for admission. Checkpoint 1, completed before Admission to Teacher Education</p> <p>Evaluation of field based competencies:</p> <ul style="list-style-type: none"> Mentor teacher checklist University supervisor checklist Student self-evaluation. <p>Documentation of reflective thinking on classroom experiences during the field experience. Diagram of theory related practice. Case study analysis. Demonstration of technology competencies for classrooms. Intern competencies assessed by rubrics Unit assignment based on Kansas Performance Assessments Checkpoint 2, completed before admission to Directed Teaching</p> <p>Conceptual Framework based competencies assessed by checksheets.</p> <p>Checkpoint 3, Completed at completion of program Exit exam: Principles of Learning and Teaching Test</p>

College of Education and Technology Affinity Diagram for Degree Programs

What are the elements/building blocks of a major in **Secondary Education**

that will prepare teacher candidates with the professional knowledge and skills to teach in Pre-kindergarten--6th grade and secondary settings.

Characteristics/Dispositions of P-12 and Secondary Teachers	Expected Learning Outcomes (KSDE Professional Ed. Standards)	Curriculum	Assessment and Methods
<p>P-12 and Secondary Teachers Value:</p> <ul style="list-style-type: none"> ▪ Multiple perspectives from the disciplines and ongoing professional discourse. ▪ Human diversity and variation in individual development. ▪ The development of critical thinking and independent problem solving. ▪ Various motivational strategies that encourage continuous development ▪ Inclusion of students, families, and communities especially diverse cultures in the educational process ▪ The refinement of practices based on reflection, assessment and learning. ▪ Planning and revision based on the cognitive, emotional, linguistic, social and physical development of students. ▪ Multiple and ongoing assessment strategies are essential to the instructional process. ▪ Professional and ethical standards that are based on social, historical and philosophical foundations. ▪ The importance of integrating technology in planning, designing, delivering and evaluation effective learning experience. ▪ Behaviors consistent with professional education roles in areas such as attire, preparation and punctuality. 	<ol style="list-style-type: none"> 1. The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teachers and can create opportunities that make these aspects of subject matter meaningful for all students. 2. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. 3. The educator demonstrates the ability to provide different approaches to leaning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities. 4. The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of student's learning including critical thinking, problem solving and reading. 5. The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation 6. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 7. The educator plans effective instruction based upon knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. 8. The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. 9. The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participants in the school improvements process (Kansas Quality Performance Accreditation [QPA]) 10. The educator fosters collegial relationships with school personnel, parents and agencies in the larger community to support all students' learning and well-being. 11. The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationship between subject area. 12. The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. 13. The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices. 	<p><u>Pre-Professional Studies-Non-restricted</u> EAC 202 Foundations of Education</p> <p>EAC 231 Human Growth and Dev.</p> <p>SPED 601 Educating Exceptional Students</p> <p>TECS 290 Intro to Instructional Technology</p> <p><u>Professional-Restricted</u> TEEL 431 Educational Psychology* (<i>Restricted Course</i>)</p> <p>Principles of Learning and Teaching (PLT) Exam</p> <p>TESS 494 The Secondary School Experience</p> <p>TESS 496 Directed Teaching Secondary</p> <p>*Restricted courses in this major may be taken only by those candidates who have been admitted to the Teacher Education Program.</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Pre-Professional Skills Test required for admission. Checkpoint 1 in LiveText, Electronic Portfolio completed before Admission</p> <p>Self-assessment of dispositions</p> <p>Instructional technology competency</p> <p>Rubrics</p> <p>Observation/participati on checklist</p> <p>Checkpoint 2, completed before admission to Directed Teaching</p> <p>Checkpoint 3, completed at completion of program Exit exam: Principles of Learning and Teaching Test</p> <p>31a:Sec School Major Affinity Diagram F03.doc 10/06/03 rev. 6/29/06</p>

**College of Education Affinity Diagram for Degree Programs
Master of Science in Education Program**

What are the elements/building blocks of a master's degree in education that will meet the educational needs of the prospective teacher?

Characteristics of The Professional Educator	Program Objectives	Curriculum	Assessment and Methods
<p>Goal I: The Professional Educator is liberally educated.</p> <p>Goal II: The Professional Educator assumes a professional role within the organizational system of the school.</p> <p>Goal III: The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.</p> <p>Goal IV: The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.</p> <p>Goal V: The Professional Educator integrates appropriate technology into the educational process.</p> <p>Goal VI: The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.</p> <p>Goal VII: The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness.</p>	<p>Successful Candidates for the Master Science in Education Have:</p> <ol style="list-style-type: none"> 1. Acquired the necessary knowledge, skills and disposition to establish an inclusive learning community that addresses global perspectives. 2. Developed a thorough knowledge of their particular content areas and the pedagogical theories appropriate to various disciplines and learners. 3. Acquired the skills and disposition to utilize reflection as a professional strategy to improve curriculum, instruction, and classroom management. 4. Acquired skills and disposition for collaborating successfully with colleagues, parents and community representatives. 5. Developed an understanding of the social, historical, and philosophical foundations of education. 6. Integrated technology into instructional, assessment, and management aspects of the educational process. 7. Become proficient in multiple assessment strategies and techniques including the use of norm referenced, criterion referenced, authentic, and performance assessment. 8. Developed the knowledge and skills necessary to manage the full instructional process: planning for instructional unit, facilitating learning, assessing and diagnosing learning, modifying instruction to accommodate diagnostic findings, facilitating learning through modified plans. 9. Become proficient in designing conducting and applying quantitative and qualitative research. 10. Developed the knowledge, skills and disposition necessary to accommodate cultural diversity and the special needs and abilities of individuals in their classrooms. 11. Developed the knowledge and skills necessary to manage an effective classroom, including student behavior, resources, and record keeping. 12. Acquired necessary knowledge and skills to assume an instructional leadership role in school improvement, curriculum development, mentoring beginning teachers, and conducting staff development activities. 	<p align="center"><i>Core Courses</i></p> <p>TEEL 811 Educational Sociology EAC 803 Educational Research OR SPED 800 Research in Special Ed TEEL 845 Theories of Learning EAC 858 Educational Issues OR 3 one credit hour workshops EAC 859 Curriculum Planning and Evaluation TECS 800 Intro to Util. Of Technology in the Classroom OR TECS 805 Instructional. Technology Theory and Practice TEEL Instruction and Assessment Strategies</p> <p>Students will complete 18 graduate hours in an emphasis area with courses selected in cooperation with the department in which subject area emphasis is to be taken.</p> <p align="center"><i>Emphasis Areas</i></p> <p>Reading Specialist, Library Media Specialist, ESOL, School Improvement, Subject Area Emphasis, The Middle School Student</p>	<p>Written tests and assignments.</p> <p>Written research papers.</p> <p>Oral presentations.</p> <p>Checklist of contributions to classroom discussion.</p> <p>Demonstration of technology skills.</p> <p>LiveText Electronic Portfolio.</p> <p>Demonstration of practicum objectives.</p> <p>Competencies checklist.</p> <p>Assessment of Candidates' Dispositions</p> <p>Written Comprehensive Exam</p> <p>31a. MS Education Affinity Diagram 03.doc 10/06/03</p>

B. Department Staffing Plan

College of Education and Technology
 Department Staffing Plan and Assignments **(Current)**
 Department of Teacher Education
 January 29, 2007

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Av For Dis Rank
Marian Pfister Anschutz Endowed Professorship in Ed Assessment and Research	Adams, Paul	Physics Education Alternative Assessment Technology in Teaching	1961	1.0	Professor 2003	Ph.D.	Tenured	010 \$73,494	
Diverse Learners Social Studies Methods & Internship Clinical Supervision	Jacobs, Sue	Reading and Language Arts Children's Literature Social Studies Clinical Supervision	1956	1.0	Assistant 2004 Professor	Ph.D.	Tenure Track	003 \$43,435	
Reading and Language Arts Methods Reading Diagnosis Clinical Supervision	Unfilled (Contract for service with SWPRSC)			1.0				005 \$43,343	
Children's Literature Clinical Supervision Library Media Pract.	Vacant Mercer Position							009 \$65,345	
Clinical Supervision	Newton, Tom Retiring August 1, 2006	Educational Psychology Curriculum Clinical Supervision	1940	1.0 Administrative	Professor 2000	Ed.D.	Tenured	001 \$74,055 (12 mo.)	
Diverse Learners Clinical Supervision Capstone Course	Nixon, Judy	Early Childhood Early Childhood Special Education Elementary Education	1957	.75 (.25 available to department)	Assistant 1990 Professor	Ph.D.	Renewable	002 35,018 (46,690)	

Diversity Ratio = 2.

College of Education and Technology
 Department Staffing Plan and Assignments (Current)
 Department of Teacher Education
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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat' For Ran
Children's Literature Reading and Language Arts Clinical Supervision Reading Specialist	Sanders, Kathleen	Reading and Language Arts Children's Literature Clinical Supervision	1951	1.0	Assistant Professor 2003	Ph.D.	Tenure Track	013 46,508	
Science Methods Mathematics Methods Curriculum and Assessment Clinical Supervision	Taggart, Germaine (Sabbatical Spring 2006)	Science Education Mathematics Educ. Clinical Supervision Curriculum Develop. Standard-based Inst	1950	1.0	Associate Professor 1992	Ed.D.	Tenured	006 \$57,111	
Reading and Language Arts Clinical Supervision	Walizer, Beth	Reading and Language Arts Clinical Supervision	1957	1.0	Assistant Professor 2001	Ed. D.	Tenure Track	012 \$43,000	
Professional Practice and Observation Clinical Supervision Effective Classroom	Anderson, Leota (Dody) Vacated by Dr. Buttery	English and Secondary Education		.67 fall .8 spring	Instructor 2003	Ph.D.	Temporary	004 \$20,006 fall \$16,005 spring (70,596)	
Effective Classroom Theories of Learning Educational Psychology	Thies, Sandra		1945	1.0	Assistant Professor 2006	Ed. D.	Tenure Track	008 \$43,000	
Effective Classroom Social Studies Methods & Internship Secondary Education Clinical Supervision	Sue Boldra Social Studies Position	Social Studies Secondary Education		1.0	Instructor 2004	M.S. NBPTS	Renewable	011 \$40,000 (41,000)	

C. Bibliography of Departmental Scholarly Activity
Department of Teacher Education
Fiscal Year 2006 Scholarly Activities

Paul Adams- Grant Writing

1. Principal Investigator, *Water Quality for After School Science Program*, Kansas Campus Compact, 2006, \$4945.
2. Writer, *Mathematics and Science Partnership Grant*, Kansas State department of Education, 2006-2009, \$300,000.
3. Principal Investigator, *MISSION Space Connection*, Lunar and Planetary Institute, 2005, \$5,000.
4. Principal Investigator. *Physical Science and Mathematical Modeling Workshop*, Kansas Board of Regents, Improving Teacher Quality Grant, \$230,170 (1 year); total of \$706,667 over all three years of the project 2005-2008.

5. Co-Principal Investigator, *Southwest Kansas Science in Context*, Kansas Board or Regents, Improving Teacher Quality Grant, 2004-2007, \$180,000.
6. Principal Investigator, *Adapting Operation Primary Physical Science for Use in a Physical Science Class*, National Science Foundation, 2003-2006, \$89,000.
7. Co-Principal Investigator, *Generating Research Activities that Strengthen Physical Science*, Kansas Board or Regents, Improving Teacher Quality Grant, 2003-2006, \$180,000.

Paul Adams-Publications

1. Hohman, J., Adams, P.E., Heinrichs, J., Taggart, G., & Hickman, K. (accepted for publication 2006). A nature of science discussion. *Journal of College of Science Teaching*.
2. Adams, P.E., and Legleiter, E. (submitted for review, 2006). Modeling instruction for middle school science. *Kansas Science Teacher*.
3. Hrepic, Z., Adams, P.E., Taggart, G.L. (2005). Evaluation of a physical science course for elementary school teachers. *Proceedings for Physical Education Research Conference 2005*.
4. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (submitted for review, 2005). Fermi questions: A Method for engaging students in estimation. *Mathematics Teaching in the Middle School*.
5. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (submitted for review, 2005). Powers of ten as a means of developing numeracy. *Mathematics Teaching in the Middle School*.
6. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (submitted for review, 2005). The pendulum of Galileo: Building cross-discipline connections. *School Science and Mathematics*.
7. Adams, P.E., Taggart, G.T., (2006, March), Pics Formula, *Kansas Association Of Science Teachers Newsletter, Spring Issue*, 15.
8. Adams, P.E., Taggart, G.T., (submitted for review, 2005). Family involvement in Science Education. *Kansas Association of Science Teachers Newsletter*.

Paul Adams – Presentations

1. Paper at Physics Teacher Education Coalition
2. Discussion for Times Talk / Last planet or Not / FHSU
3. Mobile computing Conference / FHSU
4. Paper for School Science and Mathematics Association
5. Using Motion to teach / Kansas Association of Teachers of Mathematics
6. 3-D graphing / Kansas Association of Teachers of Mathematics
7. Fermi Questions / Kansas Association of Teachers of Mathematics
8. CALIPSO / International GLOBE Conference
9. Cognitive Apprenticeship / American Association of Physics Teachers
10. Satellites / Washburn University
11. CASSINI / FHSU
12. Investigation Science / Kansas Association of Science Teachers
13. Video / Kansas Association of Science Teachers
14. Storytelling / Kansas Association of Science Teachers

15. Science Investigation / Kansas Association of Science Teachers

Sue Boldra – Grant Writing

1. *Living Day History* / Save our History / pending
2. *Rural Symposium* / Dane G. Hansen / pending
3. *American History Grant* / Standards based Curriculum / pending

Sue Boldra – Publications

1. ACE Notebook, Southwest Plains Regional Service Center
2. 12 Chapter for text book

Sue Boldra – Presentation

1. What's the Matter with Kansas / FHSU

Sue Jacobs – Grant Writing

1. Technology Grant / Submit Fall 2006
2. Plymouth School House / Submitted June 1, 2006

Sue Jacobs – Publications

1. *Listening, Writing, Drawing: The Artistic response of Incarcerated Youth to Young Adult Literature*. Educational Horizons (Winter 2006).
2. *Integrating Literature and Mathematics Curriculum*. Kansas Association of Teachers of Mathematics. (2005).

Sue Jacobs – Presentations

1. Children's Literature and Mathematics / Kansas Teachers of Mathematics.
2. Problem Solving / Kansas Reading Association Conference
3. Platforms and Prospective project / FHSU
4. Mobile Computing / FHSU
5. Mentoring Student Teachers / FHSU
6. Sowing Words of Wisdom / Kansas Reading Association Conference
7. Artistic Response / International Reading association

Judy Nixon – Presentation

1. FHSU Performance Assessment Faculty and Student Training Session

Kathi Sanders – Grant Writing

1. SWKMS- Science amount \$60,104

Kathi Sanders – Publications

1. *Striking it Rich* / Kansas Journal of Reading. (Winter 2006)
2. *Snowy Dreams and Christmas Trains* / Bloomsbury Publishing...pending
3. *No More Milk* / Spring 2006
4. *A Framework for Performance Assessment in Reading Programs* / Journal of Teacher Education.
5. *The Benefit of State Award winning Trade books in Motivation middle school Readers* / Middle School Voices Journal.

Kathi Sanders – Presentations

1. Using KS state Awards / FHSU
2. Mobile teaching and Learning / FHSU
3. Update on IRA / Topeka, KS
4. Evaluating scientifically based reading research / Kansas Reading First

5. William Allen White Strategies / Topeka
6. Framework for Evaluating inclusion of research / Chicago

Germaine Taggart – Grant Writing

1. *Southwest Kansas Science in Context*, Kansas Board or Regents, Improving Teacher Quality Grant, 2004-2007, \$180,000.
2. *Generating Research Activities that Strengthen Physical Science*, Kansas Board or Regents, Improving Teacher Quality Grant, 2003-2006, \$180,000.
3. Western Kansas Mathematics, \$1000,000.
4. NASA: Lunar and Planetary, \$3,950
5. National Science Foundation, \$89,000.
6. National Science Foundation, \$185,000 / follow-up.
7. Ronald-McDonald House Charities of Wichita, \$12,000 / pending.

Germaine Taggart – Publications

1. Hohman, J., Adams, P.E., Heinrichs, J., Taggart, G., & Hickman, K. (accepted for publication 2006). A nature of science discussion. *Journal of College of Science Teaching*.
2. Hrepic, Z., Adams, P.E., Taggart, G.L. (2005). Evaluation of a physical science course for elementary school teachers. *Proceedings for Physical Education Research Conference 2005*.
3. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (submitted for review, 2005). Fermi questions: A Method for engaging students in estimation. *Mathematics Teaching in the Middle School*.
4. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (submitted for review, 2005). Powers of ten as a means of developing numeracy. *Mathematics Teaching in the Middle School*.
5. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (submitted for review, 2005). The pendulum of Galileo: Building cross-discipline connections. *School Science and Mathematics*.
6. Adams, P.E., Taggart, G.T., (2006, March), Pics Formula, *Kansas Association Of Science Teachers Newsletter, Spring Issue*, 15.
7. Adams, P.E., Taggart, G.T., (submitted for review, 2005). Family involvement in Science Education. *Kansas Association of Science Teachers Newsletter*.
8. Taggart, G.L., Using Reader' Theatre to Enhance Science Teaching (pending review).

Germaine Taggart – Presentation

1. NASA: Nova Conference / FHSU
2. Teacher Work Samples / Atlanta
3. Engaging the Family in Science Learning / National science Teachers Conference
4. Hands- on Equations / Kansas Mathematics Association
5. Intergrading Math and Science / School Science and Mathematics Association
6. A cycle for Curriculum improvement / Association for the education of teachers in science
7. Pilot Awards / FHSU
- 8.

Sandra Thies – Presentations

1. After school math and science program / Kansas Association of Teacher of Science

Beth Walizer – Grant Writing

1. Co-Investigator / Institute of Education Sciences Teacher Quality
2. Co-Investigator / Institute of Education Sciences Teacher Quality
3. Evaluator / Reading Consultant FHSU& ESU Collaborative Proposal
4. Evaluator / Reading Consultant technology rich classroom
5. Mortar Board / Reading Incentive

Beth Walizer – Publications

1. *A Systematic Approach for Teacher Work* / submit S 2006
2. *The Effectiveness of Face-to-Face Candidate Evaluation vs. Candidate Remote Field Experience Evaluations* / submit S2006

Beth Walizer – Presentations

1. A Systematic Approach for Using Teacher Work / Association of Teacher Educators National Conference
2. The Kansas Performance Assessment / Kansas North Central Association State Conference
3. Websites, Blogs, and iPods... Oh My! / Kansas Reading Association State Conference
4. Performance Assessment / FHSU
5. Department of Teacher Ed and Technology / FHSU

D. Department Program Assessment Results**Program Area: Elementary Education**Reporting Year: AY 2003 – 2004, **Spr/Fall 2005**Approval of Report by Department Chair Tom Newton: Yes No

Standard #1 *The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.*

Results: All candidates are exceeding expectations (average performance of 3.4 on a 4 point scale; 2 is acceptable). No action is indicated at this time.

S/F2005**Measurable/Observed Outcomes from Previous Year Improvements:**

NA

Results:

Results: All candidates are exceeding expectations (average performance of 3.7 on a 4 point scale; 2 is acceptable).

Continuous Improvement:

No action indicated at this time.

***Standard #2** The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.*

Results: All candidates are exceeding expectations (average performance of 3.6 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action is indicated at this time.

SF2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

No data was available for Spring and Fall 2005 for knowledge. Only data was available on performance in the Spring of 2005 with a rating of 3.66, which is exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

***Standard #3** The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.*

Results: All candidates are exceeding expectations (average performance of 3.6 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action is indicated at this time.

SF2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

No data was available for Spring and Fall of 2005 for knowledge. Only data available was performance Spring 2005 with a 3.6 out of 4 for performance exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Standard #4 *The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies .the integrated study of history, geography, the social science, and other related areas .to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.*

Results: All candidates are exceeding expectations (average performance of 3.4 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No actions indicated at this time.

SF2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: No data for Fall 2005. Data from Spring 2005 indicates that the students are exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Standard #5 *The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.*

Results: All candidates are exceeding expectations (average performance of 89.6% in Art and 91.9% in Music). No action is indicated at this time.

Continuous Improvement: No actions indicated at this time

SF2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

There is no data available from Fall 2005. Spring 2005 data indicates a 95% knowledge and performance level on a 100% scale, Art shows a 3.73 out of 4 point scale. The candidates are meeting and exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Standard #6 *The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.*

Results: All candidates are exceeding expectations (average performance of 3 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action indicated at this time.

SF2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: No data for the Spring of 2005. Fall 2005 shows a 3.2 (acceptable) for knowledge and a 3.6 for performance.

Continuous Improvement: No action is indicated at this time.

***Standard #7** The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.*

Results: All candidates are exceeding expectations (average performance of 3.7 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action indicated at this time.

SF2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: No data available for Spring or Fall of 2005.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Program Area: Library Media Specialist

Reporting Year: SU 2004 FUS 2004-2005 FUS 2005-2006

Starting Fall 2004 A scoring guide based on a 4-1 scale will be used to report scores 4= Greatly Exceeds Expectations; 3= Exceeds Expectations; 2=Meets Expectations; 1=Unacceptable.

A. Standards Interpretation (based on both program and relevant unit data)

***Standard #1** The Library media specialist applies the principles of library and information studies to create effective, integrated library media programs.*

U 2004 TELS 858 SLM Program Administration— All candidates are exceeding expectations (average performance is 99% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

U 2005 TELS 858 SLM Program Administration—Scores are not available at this time as it is the practice of the instructor to give a year to assemble the portfolio required for the class. Scores will be reflected as rubric points. Further modifications to this class will be done before being taught in U 2006; it will become a virtual class, combined with TELS 857 as a 3-hour class.

Standard #2 The library media specialist integrates information literacy through collaboration, planning, implementation, and assessment of learning.

U 2004 TELS 853— All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

Data points for this standard have moved from TELS 857 SLM Center Administration to TELS 853 Reference Retrieval because it is felt that the designing and teaching of a reference based library/content collaborative based lesson demonstrates the standard in a more appropriate way.

Data will also be collected from this standard in TELS 859 Practicum as it demonstrates application of this knowledge in the terminal library course.

U 2005 TELS 853 Reference Retrieval—This class was cancelled due to no enrollment. It has been changed to be a virtual class, starting U 06.

F 2004 TELS 859 Practicum—Candidates are exceeding expectations on this standard (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) Began some work on improving the documentation forms to collect data and the evaluation forms for the district supervisors. No other major changes necessary at this time.

F 2005 TELS 859 Practicum—Candidates are exceeding expectations on this standard (4 on a 4 point scale; 2 is acceptable). No further action is needed at this time. Work on documentation and evaluation forms completed and in use. A student/district supervisor handbook was developed to improve expectations between the student and the university supervisor and is in use. No other major changes necessary at this time.

Standard #3 The library media specialist applies knowledge of learning styles and of human growth and development.

S 2004 TELS 852 Selection of School Library Materials—All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

S 2005 TELS 852 Selection of School Library Materials—All candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

Standard #4 The library media specialist provides equitable access to and effective use of technologies and innovations.

F 2004 TELS 856 Cataloging—All candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) New textbook needs to be adopted.

F 2005 TELS 856 Cataloging —Majority of the candidates are exceeding expectations (4 on a 4 point scale; 2 is acceptable.) Time management is an issue for one student and she will be monitored in other classes. New text was helpful. No major changes indicated at this time.

F 2004 TELS 849 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

F 2005 TELS 859 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

Standard #5 The library media specialist plans, develops, implements, manages, and evaluates the library media program.

U 2004 TELS 857 SLM Center Administration—All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

U 2005 TELS 857 SLM Center Administration—Scores are not available at this time as it is the practice of the instructor to give a year to assemble the portfolio required for the class. Modifications to this class will be done before being taught in U 2006; it will become a virtual class, combined with TELS 858 as a 3-hour class. Modifications to this class will be done before being taught U 2006 because it will become a virtual class, combined with TELS 857 as a 3-hour class.

Standard #6 The library media specialist upholds professional ethics and promotes equity and diversity.

F 2004 TELS 852 Selection—All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

S 2005 TELS 852 Selection—All candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

F 2004 TELS 859 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

S 2005 TELS 859 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

Standard #7 The library media specialist recognizes the role of the library media program within the community.

F 2004 All candidates are exceeding expectations (average performance 3.6 on a 4 point scale; 2 is acceptable) No action is indicated at this time.

The data to be collected for this standard has been changed from a Performance Feedback Form that was completed by the cooperating LMS supervisor to two papers; one an analytical paper detailing the role of the Library Media Program in the school, the second one a reflective paper on promoting advocacy with community, students and staff.

F 2005 TELS 859 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

Practicum Experience As an application class all students are expected to take a practicum class with activities based on the 7 standards given above.

S 2004 Evidence of application of knowledge and performance is submitted through a portfolio project. Artifacts and explanations are provided for each of the 7 standards. All candidates are exceeding expectations so no action is indicated at this time.

S 2005 Candidates continue to exceed expectations so no action is indicated at this time. The use of the handbook has expedited getting the objectives and performance indicators identified earlier so the student has more time to complete the work.

Internship Experience As a candidate for Professional Licensure, applicants are required to take a 2-hour course for 2 semesters or if working half time, the course may take 4 semesters. The course will consist of 9 outcomes based on the 7 KSDE Standards. The applicant, the district mentor and the FHSU supervisor will decide specific activities and methods of demonstration for each outcome collaboratively.

S 2005 No one has completed this course at this time.

F 2005 The first student completing the internship program scored 3.3 out of 4 points on the scoring guide. More students will need to complete the program before making major changes. Two additional students completed the 1st semester of the program and averaged 3.7 out of 4 points.

B. Analysis of PRAXIS II Content Test

F 2005 This report covers 09-2004 through 08-2005 and serves as a baseline for this program. Ten students took the Library Media Specialist PRAXIS II Test.

Detailed Score Information

Fort Hays Library Media Students exceeded the state and national averages in all categories except Information Access and Delivery. The faculty is reviewing class materials covering this topic. The percent ages for Learning and Teaching Category shows strength in this area.

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. Program Administration	21-28	84%	80%	82%
II. Collection Development	22-28	76%	71%	75%
III. Information Access and Delivery	22-40	71%	72%	75%
IV. Learning and Teaching	18-29	82%	75%	77%
V. Professional Development, Leadership and Advocacy	12-13	70%	61%	66%

Again the number of students in each quartile would carry out that students did well in the Learning and Teaching category with 40% of the class in the 4th Quartile. While the percent of questions correct show that students exceed the state average in Collection Development, 30 % of the test group was in the 1st Quartile in this category. Faculty needs to review the class materials for this topic.

Percent of Students in Each Quartile in Each Category

Test Category	1 st Quartile (lowest)	2 nd Quartile	3 rd Quartile	4 th Quartile (highest)	Total
I. Program Administration	1 10%	6 60%	2 20%	1 10%	10 100%
II. Collection Development	3 30 %	2 20 %	4 40 %	1 10%	10 100%
III. Information Access and Delivery	1 10%	3 30%	4 40%	2 20%	10 100%
IV. Learning and Teaching	1 10%	5 50%	0 %	4 40%	10 100 %
V. Professional Development, Leadership and Advocacy	1 10%	5 50%	2 20%	2 20%	10 100%

S 2006 One student took the PRAXIS and no scores have been released at this time.

C. Areas of Strength and Improvement

2004 Overall the candidates are performing well according to the current measures. This is due, in part, to the instructors who are consistent in setting models for expectations at the beginning of each course, and then following through in assessing against those expectations. A common concern is the inconsistency in the collection of data points on a standard format, i.e. rubrics or percentages.

2005 Improvement has been seen this year in the consistency of collection of data points and the use of a standard format of rubric scores. Scores continue to meet or exceed expectations. The number of students in the department has continued to be low, causing cancellation of some classes and conducting other classes with less than a full complement of enrolled students that hinders student interaction and collegiality.

D. Action implemented for continuous improvement.

2004 Data collection instruments based on a common assessment format will be developed. All instruments will a scoring guide (rubric) based on a 4-1 scale; 4= Greatly Exceeds Expectations; 3= Exceeds Expectations; 2=Meets Expectations; 1=Unacceptable.

2005 More extensive marketing of the FHSU Library Media Program was done by announcing the available classes each semester through a statewide school library media listserv in an attempt to increase the department enrollment. Until this year the classes offered by the program were a combination of virtual college and on campus. Starting with the Spring 2005 semester all library media classes and other required library media certification classes will be offered through the virtual college. This has increased the program enrollment from 4 students to approximately 13 students. The department faculty will continue to improve delivery of content for distance education.

Program Area: Reading Specialist

Assessment Report for 2005-2006

1. **Standard #1** The reading specialist demonstrates understanding of theories concerning literacy development. N = 40, K = 3.77, N = 14, P = 3.39 Students are very capable of researching theorists, aligning theorists with their respective theories, and answering low level questions about theorists and their respective theories. I am comfortable that candidates in this program “know” theorists. Students are becoming more capable of judging which curriculum or curriculum “package” is aligned with which theorist and theory. When asked to tie the instructional choices in their classroom, building, or district; candidates are now able to correctly identify which theory or theorist most closely aligns with their choices. Revised assignments in TEEL 881, 882, 883, & 884 to

require alignment of theories and theorists to each lesson plan and/or curriculum materials and practices has obviously improved candidates ability to align theorists with programs.

2. **Standard 2:** The reading specialist demonstrates a knowledge base for reading. N = 22, K = 3.82, N = 14, P = 3.37 Candidates are able to conduct research. Candidates are also able to answer questions about research and tie research to particular researchers who are associated with particular bodies of research. Candidates are now able to tie researchers and trends in research to particular classroom reading strategies, materials, and reading programs. Candidates are also more able to defend their choice of materials or reading programs in their classroom, building, or district with specific research. TEEL 881, 882, & 884: Revise assignments to require alignment of specific research to each lesson plan and/or curriculum materials and practices has had a positive effect on candidate performance.
3. **Standard 3:** The reading specialist demonstrates an understanding of how differences among learners influence their literacy development. N = 14, K & P = 3.79 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
4. **Standard 4:** The reading specialist demonstrates understanding of literacy problems, related diagnosis, and research-based instructional intervention procedures. N = 15, K & P = 3.70 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
5. **Standard 5:** The reading specialist demonstrates understanding of the literacy environment in relation to reading development. N = 14, K = 3.79, P = 3.74 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
6. **Standard 6:** The reading specialist demonstrates understanding about word identification, vocabulary, and spelling in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
7. **Standard 7:** The reading specialist demonstrates understanding about comprehension in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
8. **Standard 8:** The reading specialist demonstrates understanding about study strategies in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
9. **Standard 9:** The reading specialist demonstrates understanding concerning writing in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
10. **Standard 10:** The reading specialist demonstrates understanding of multiple measures and the use of resulting information to diagnose students' needs and design literary instruction. N = 14, K & P = 3.19 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.

11. **Standard 11:** The reading specialist communicates information concerning diagnostic results and recommendations. N = 14, K & P = 3.19 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
12. **Standard 12:** The reading specialist develops and implements curriculum. N = 30, K = 4, N = 14, P = 3.66 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
13. **Standard 13:** The reading specialist demonstrates an understanding of professional development. N = 14, K = 3.79, P = 3.32 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
14. **Standard 14:** The reading specialist understands the importance of research in all aspects of literacy. N = 19, K = 3.16, N = 14, P = 3.39 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
15. **Standard 15:** The reading specialist is prepared to supervise para-educators in a variety of settings. N = 14, K = 3.99, P = 3.14 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
16. **Standard 16:** The reading specialist continues to grow professionally. N = 14, K = 3.79, P = 3.32 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.

E. Other Departmental Information

F. Special AQIP Report