FY2011 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 instructional delivery. To date, that includes 9 countries, 37 states, and most counties in Kansas.

The primary objective of the Teacher Education Department is the preparation of teachers for initial licensure in grades K-6, early childhood unified, middle and secondary level education. Teacher Education also offers an Elementary Education program with an endorsement in Special Education . In addition, the Department houses the secondary education alternative certification program called Transition to Teaching. The department is organized and staffed: (1) to provide professional preparation for teaching in early childhood unified, elementary school and secondary school settings, (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 serves as more than just a set of goals upon which the Teacher Education programs base their curriculum. The Conceptual Framework 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 Conceptual Framework in the design of curriculum, the design of the assessment system, and in the ongoing data driven improvement of programs.

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

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.



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.)

The Professional Educator

- Goal I: The Professional Educator is <u>liberally educated</u>. 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 an understanding of the importance of diversity. {KSDE Professional Education Standards: 6, 7, 11 and 13; Dispositions 1, 3, 4, 5, and 6}
- Goal II: The Professional Educator assumes a <u>professional role</u> 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; Disposition 6}
- Goal III: The Professional Educator combines an understanding of relevant <u>academic disciplines</u> with an appreciation for <u>pedagogical theory and research</u>. 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, 6 and 7; Dispositions 1, 4, 5, and 7}
- Goal IV: The Professional Educator respects and values all persons and provides a fair and equitable learning environment for all 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: 3 and 5; Dispositions 1, 2, 3, 4, 5, 6, and 7}
- Goal V: The Professional Educator integrates appropriate <u>technology</u> into the educational process. The Professional Educator demonstrates a knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences. {KSDE Professional Education Standards: 12; Dispositions 5 and 7}
- 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 the educational needs and achievements of all students. {KSDE Professional Education Standards: 8; Disposition 5}
- Goal VII: The Professional Educator utilizes <u>reflection</u> 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; Dispositions 5 and 6}

B. Departmental Goals, Objectives, and Strategic Priorities

- 1. Assist candidates in meeting professional goals through strengthened policies and support.
 - A. Create a student handbook
 - B. Establish written policy on disposition and performance
 - C. Provide guidelines for professional behavior
- 2. Align coursework within each program housed in Teacher Education to assure accreditation and to ensure that our pre-service teachers are getting the content and skills needed.
 - A. Conduct a formal meeting for the purpose of curriculum alignment and producing a scope and sequence product
 - B. Provide continuity and training in areas of objective writing, MTSS, and use of the SIOP model for our candidates, and coordination of methods and internships
- 3. Assure all faculty have a secure place to grow as professionals.
 - A. Provide training needed for technology use, advising, administration procedures, and program evaluation procedures.
 - B. Prepare a one-page summary of all accreditation data points
 - C. Set aside, department-wide, three hours per week for writing collaboratively and individually
 - D. Assist faculty with writing and or research needs, i.e. graduate assistant work, training in statistical analysis, etc
 - E. Maintain and support continued expertise in using distance education to produce effective teachers.
- 4. Continue recruitment and retention efforts
 - A. Work to secure 2 + 2 agreements with all Kansas Community Colleges and Pikes Peak Community College in Kansas
 - B. Work with admissions and the Virtual College to support recruitment efforts
 - C. Research retention of students in education, in particular virtual students
- 5. Encourage wellness activities for faculty, staff and candidates.

C. Department Productivity and Distinctive Accomplishments

- 1. Aligned coursework within each program housed in Teacher Education to assure accreditation and to ensure that our pre-service teachers are getting the content and skills needed.
 - a. Engaged in COET curriculum mapping
 - b. Served on KSDE/NCATE teams to facilitate accreditation
 - c. Conducted a Quality Indicator review of the Transition to Teaching program
 - d. Developed and submitted to KSDE a program to establish a minor in English as a Second Language

- e. Conducted a formal meeting for the purpose of curriculum alignment and producing a scope and sequence product
- f. Provided continuity and training in areas of objective writing, MTSS, and use of the SIOP model for our candidates, and coordination of methods and internships
- 2. Assisted candidates in meeting professional goals through strengthened policies and support.
 - a. Created a student handbook
 - b. Established written policy on disposition and performance
 - c. Provided guidelines for professional behavior
- 3. Facilitated time and training for scholarly endeavors on the part of Teacher Education faculty.
 - a. Set aside, department-wide, three hours per week for writing collaboratively and individually. Every Monday, Wednesday, and Friday from 10:30 – 11:30, except for Department meeting times, was set aside for faculty writing time. Faculty used this time, both individually and in writing teams, in preparing manuscripts, grants, etc.
 - b. Assisted faculty with writing and or research needs, i.e. graduate assistant work, training in statistical analysis, etc. Sample resources: List of journals and publication rates, presentation on Human Subjects criteria, work with mathematics faculty on statistical analysis, etc.
 - Tenure-track faculty productivity in scholarly endeavors, especially refereed endeavors, continued to be strong.
- 4. Maintained and supported continued expertise in using distance education to produce effective teachers. Held training sessions on improved use of technologies, purchased three Mobi units (mobile Smartboards), worked with CTELT to training needs, and developed additional coursework that met the Quality Matters criteria.
- 5. Maintained a plan of action for recruitment of undergraduate candidates from state and regional community colleges and military personnel.
 - a. Worked with community colleges to maintain support for 2 + 2 agreements. Secured agreements with Allen County, Labette County, Butler and Cowley County for a total of 11 partnerships.
 - b. Continued conversations with local cooperatives and school districts to discuss program availability
 - c. Partnered with RTG to provide secondary pedagogical coursework for JROTC instructors
 - d. Continued dual degree partnership with Barclay College
 - e. Visited with key personnel in school districts to promote the Transition to Teaching program
 - f. Researched retention of candidates in education, in particular virtual students.
- 6. Worked to facilitate even advising loads, more efficient advising, and lessen the burden on Teacher Education faculty as each faculty member has approximately 70 advisees.
- 7. Encouraged wellness activities for faculty, staff and candidates.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	40	50	57	64	61
Elem. Ed. (BS,235-0800, 235-0801, 235-0802)	40	50	57	64	61
Secondary Education (BS,235-0803, 235-0805)	0	0	0	0	0
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	43	83	134	172	144
Elem. Ed. (BS,235-0800, 235-0801, 235-0802)	42	82	134	172	144
Secondary Education (BS,235-0803, 235-0805)	1	1	0	0	0
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	330	422	581	826	836
Elem. Ed. (BS,235-0800, 235-0801, 235-0802)	326	419	577	824	832
Secondary Education (BS,235-0803, 235-0805)	4	3	4	2	4
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	0	2	2	0	0
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	63.30%	63.75%	66.75%	72.47%	63.14%
Elem. Ed. (BS,235-0800, 235-0801, 235-0802)	63.19%	63.63%	66.75%	72.47%	63.14%
Secondary Education (BS,235-0803, 235-0805)	100.00%	100.00%	0.00%	0.00%	0.00%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	4645	5941	8238	12,538	13,746
Graduate Student Credit Hours [TOTAL GRAD SCH]	1504	1764	1889	2242	1336
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	5	5	4	5	5
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	5	5	7	6	7
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]			11.5/73	11.5/82	11.5/80
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	111	103	84	140	159
Elem. Ed. (BS,235-0800, 235-0801, 235-0802)	74	64	51	96	104
Secondary Education (BS,235-0803, 235-0805)	37	39	33	44	55

Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	8	9	3	4	12
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	44%	75%	33%	27%	50%
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	12	9	20	21	13
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	67%	38%	75%	81%	50%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	17	12	12	8	23
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	89%	88%	41%	36%	75%
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	7/77%	11/88%	4/50%	11/54%	47/88%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	3/22%	9/75%	9/50%	10/54%	42/88%

Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. Our faculty have been greatly involved in scholarship. This is remarkable considering the extensive teaching and service loads they carry. The Department will continue to support their efforts in any way that we can.

[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]

Direct Outcome 1	19/20 T2T	25/26 T2T	26/28 T2T	73/75 T2T	42/44 T2T
Passage Rate on Fort Hays State University	42/48 Sec	44/54 Sec	47/51 Sec	46/47Sec	56/56Sec
Performance Exam	65/74 El	60/68 EI	33/44 EI	70/70 EI	106/106 EI
	NA ECU	NA ECU	1/1 ECU	0/0 ECU*	3/4 ECU*
Direct Outcome 2	18/18 T2T	20/20 T2T	30/36T2T	35/36T2T	18/19T2T
Direct Outcome 2 Passage Rate on Professional Teaching and Learning	18/18 T2T 47/48 Sec	20/20 T2T 54/58Sec	•	· ·	18/19T2T 32/34 Sec
	-, -	· ·	26/32Sec	· ·	-, -

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Indirect Indicator 1 Mean of scores on final reflection during student teaching	Elementary	Elementary	Elementary	Elementary	Elementary
	2.59/4.00	2.80/4.00	3.07/4.00	3.80/4.00	3.81/4.00
	(64.85% -	(70.04% -	(76.70% -	(95.12% -	(96.70% -
	65 Total)	60 Total)	40 Total)	59 Total)	100 Total)
	Secondary 3.04/4.00 (76.04% - 48 Total)	Secondary 3.08/4.00 (77.12% - 59 Total)	Secondary 3.15/4.00 (78.85% - 52 Total)	Secondary Unavailable at the time of this report	Secondary 3.14/4.00 (78.75% - 52 Total)
					ECU 3.33/4.00 (80.85% - 3 Total)
Indirect Indicator 2 Mean of scores on Docking Institute Graduate Survey (Tables 1-7)	95.8% Avg and above rating	94.6% Avg and above rating	95.05%Avg and above rating	94.20% Avg and above rating	Unavailable —Currently Being Improved
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15	53.87	54.65	55.9	56.4
	60.15	60.31	55.79	59.99	60.63
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61	45.85	45.34	46.1	43.9
	65.24	66.67	61.45	54.63	52.53
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19	44.73	45.34	41.0	38.5
	45.33	50.44	44.63	41.05	41.28
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44	34.09	34.72	34.0	32.9
	38.02	39.83	32.82	37.04	37.55
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06	57.30	59.57	60.3	60.8
	61.31	60.74	55.07	62.47	65.47
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	30	30	26	74	81
	28%	28.0%	25.7%	51.0%	37.2%

Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.

Low numbers on the graduate follow-up survey has led the KSDE/NCATE Steering Committee to request a revision of the survey and administration procedures.

I am uncertain why the percent age of seniors taking the NSSE is so low, other than the fact that we have a large number of seniors. 81 is 78% of our 104 graduates for the year.

[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]

Outcome/Indicator 1 [SPECIFIC PERFORMANCE MEASURE 1]			
Outcome/Indicator 2 [SPECIFIC PERFORMANCE MEASURE 2]			

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Outcome/Indicator 3					
[SPECIFIC PERFORMANCE MEASURE 3]					

Briefly note 2-3 improvements over the last year prompted from the above indicators.

Department Quality Initiatives and Results C.

	FY2011 Quality Initiatives	Results
1.	Assist candidates in meeting professional goals through strengthened policies and support.	 a. Created a student handbook b. Established written policy on disposition and performance c. Provide guidelines for professional behavior d. Use information cleaned from Recruitment and Retention webinars to support department efforts
2.	Align coursework within each program housed in Teacher Education to assure accreditation and to ensure that our pre-service teachers are getting the content and skills needed.	 a. Engaged in COET curriculum mapping b. Served on KSDE/NCATE teams to facilitate accreditation c. Conducted a Quality Indicator review of the Transition to Teaching program d. Developed and submitted to KSDE a program to establish a minor in English as a Second Language e. Conducted formal meetings, including a retreat, for the purpose of curriculum alignment and producing a scope and sequence product f. Provided continuity and training in areas of objective writing, MTSS, and use of the SIOP model for our candidates, and coordination of methods and internships
3.	Assure all faculty have a secure place to grow as professionals.	 a. Provided training needed for technology use, advising, administration procedures, and program evaluation procedures. b. Prepared a one-page summary of all accreditation data points c. Set aside, department-wide, three hours per week for writing collaboratively and individually d. Assisted faculty with writing and or research needs, i.e. graduate assistant work, training in statistical analysis, etc e. Maintained and supported continued expertise in using distance education to produce effective teachers.
4.	Continue recruitment and	a. Worked to secure 2 + 2 agreements with all Kansas

re		Community Colleges and Pikes Peak Community College in Kansas b. Worked with admissions and the Virtual College to support recruitment efforts c. Researched retention of students in education, in particular virtual students
ac	ncourage wellness	Faculty were encouraged to participate in wellness activities. A large number did not.

	FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
1.	Assist candidates in meeting professional goals through strengthened policies and support.	1. Maintain a web-based student handbook Provide guidelines for professional behavior; upgrade and the current ICAT document and procedures Use information cleaned from Recruitment and Retention webinars to support department efforts Initiate an expectation of professional learning for Teacher Education candidates.
2.	Align coursework within each program housed in Teacher Education to assure accreditation and to ensure that our preservice teachers are getting the content and skills needed.	 Conduct formal meetings, including retreats, for the purpose of curriculum alignment and producing a scope and sequence product Provide continuity and training in areas of objective writing, use of the SIOP model, and coordination of methods and internships Realign Transition to Teaching coursework
3.	Assure all faculty have a secure place to grow as professionals.	3. Provide training needed for technology use, advising, administration procedures, and program evaluation procedures. Revise the one-page summary of all accreditation data points Set aside, department-wide, three hours per week for writing collaboratively and individually Assist faculty with writing and or research needs, i.e. graduate assistant work, training in statistical analysis, etc Maintain and support continued expertise in using distance

	education to produce effective teachers.
4. Continue recruitment and retention efforts	4. Work to secure 2 + 2 agreements with all Kansas Community Colleges in Kansas, Pikes Peak Community College, and Mid-Plains Community College system in Nebraska Work with admissions and the Virtual College to support recruitment efforts Research retention of students in education, in particular virtual students

Institutional Quality Results D.

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	The Department works closely with administrators, community college, and Virtual College recruiters in high Hispanic areas to provide scholarship and educational opportunities.
Increase the quantity and quality of K-12 teachers educated	The Department, as part of the College of Education and Technology unit, is fully accredited by both the Kansas State Department of Education and NCATE.
Improve undergraduate students' foundational skills	Most coursework in the Department maintain a high volume and expectation of writing. Curriculum and Assessment is designated as a Writing Intensive Course.
Enhance physical wellness of students, faculty, and staff	As a department, the faculty has not embraced the physical wellness activities on campus. We are too short-staffed. Our students, however, are required to take personal wellness and Health and PE methods as part of the elementary education teaching load.
Internationalize the campus and curriculum	The Department now has student in 11 international students from 9 countries. Thirty-seven of the 50 states are represented and 100 counties in Kansas. These students interact with other students on a regular base in all Department coursework. Faculty and staff have hosted events with international students. and have been instrumental in bringing diverse access to both their on campus and online courses.

II. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

	Current Strengths		Current Needs
 2. 3. 4. 	Faculty with commitment to students and program excellence. Cohesiveness and focus of faculty on improving program content and delivery. Online programs Commitment of faculty to utilize newest technology to improve outreach instruction and supervision. Receipt of KBOR ELL grant providing two full time temporary faculty members	 2. 4. 5. 	The department needs to employ a full-time tenure track faculty member to teach, advise, and supervise candidates in the special education minor. This faculty member would also alleviate the heavy workload on other faculty in the department. The department needs to employ a full-time tenure track faculty member to teach, advise, and supervise candidates at the secondary level Adjust advising load levels: faculty are advising approximately 70 advisees Upgrading computers and peripherals to a multi-platform model Continued professional development in the effective use of distance technology, MTSS, SIOP and advising
	Future Opportunities		Future Threats
 2. 3. 4. 5. 	Online programs have attracted many new students. Continue aggressive recruitment of transfers and first time freshman, in particular paraprofessionals. The use of multi-media platforms for course delivery will provide an opportunity for quality interaction with students in instruction, observation, and supervision. Ongoing evaluation of the use of technology is a high need and great opportunity for our faculty. Multi-format programs of study delivered to Fort Riley presents a great opportunity for growth in the Department. Enhance faculty abilities to teach in a blended environment. Paraprofessional associates degree	2.	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. Undergraduate program quality appears to be threatened by employing adjunct faculty. We have been above 40 sections taught by adjuncts per year.

B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement Resources Required	Expected Result and Completion Date
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Continue to appoint selected faculty members to coordinate the various programs offered through the Teacher Education department. Problem now is that each faculty member has too many advisees. Our program has grown and continues to grow. We received one full time tenure-track position. We need additional full time tenure-track faculty positions.	Review advising and loads;. Additional tenure-track faculty capable of receiving graduate status are needed to work with the ECU program and in the area of special education.	The expected outcome is that faculty members will have fewer advisees within their coordinator field.
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 the past three years.	Two tenure track faculty are needed. Faculty needed are in the areas of secondary education, special education, and a generalist with a broad knowledge of teacher education.	One of the new faculty will serve the growing number of candidates in the special education minor, and the second will instruct in the secondary/T2T programs.
Continue to seek partners in education for new freshman, transfers, and paraprofessional seeking education degrees. Continue to work on funding sources to support this task and the candidates. Continue to seek faculty and effective adjuncts to deliver coursework needed	Collaborate with the Virtual Colleges; attend recruitment sessions, write grants Continue working on innovative course delivery systems to prepare for an international audience Adjunct training	Greater continuity in course delivery, assessment, and data collection. Consistency in rigor of what is required of students on campus and virtually. Better oversight of data collection for KSDE/NCATE purposes. Better public relations because we will know what is being told to virtual students—more continuity in advising and course delivery.

III. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

Affinity Diagrams have been attached as Appendix A - F for the Elementary Education TEAM K-6 program, the Elementary Education TEAM K-6 program with a special education minor, Elementary Education TEAM K-6 program non-certification, Elementary Education ECU program, the Secondary Education program, and the Transition to Teaching program.

B. Department Staffing Plan

Appendix G

C. Bibliography of Departmental Scholarly Activity

Appendix H

D. Department Program Assessment Results

[ENCLOSE MORE COMPLETE ASSESSMENT RESULTS. THIS DATA MIGHT BE IN SOME OTHER SYNTHESIZED FORMAT THAT CAN BE ATTACHED (SURVEY, TRACKING TEMPLATE, ETC.)]

E. Other Departmental Information

[ENCLOSE ADDITIONAL INFORMATION, ACCREDITATION, AWARDS, ETC]

College of Education and Technology Department Staffing Plan and Assignments (Current) Department of Teacher Education 9

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birth date)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Line
Clinical Supervision T2T coursework Chair	Taggart, Germaine	Mathematics Ed Science Ed Curriculum & Assessment Clinical Supervision T2T	1950	1.0 Administrative	Professor 1992	Ed.D.	Tenured	001
Diverse Learners Clinical Supervision Elementary School Early Childhood Unified Special Education	Sara Stroup	Early Childhood Early Childhood Special Education Elementary Education	1969	1.0	Instructor 2009	MS	Full-time Temporary	002
The Effective Classroom Methods & Internship Clinical Supervision Early Childhood Unified	Natalie Unruh	The Effective Classroom Methods & Internship Clinical Supervision Early Childhood Unified	1962	1.0	Instructor 2008	MS	Full-time Temporary	003
Professional Practice and Observation Clinical Supervision Effective Classroom	Vacant	English and Secondary Education						004
Special Education	Hyatt, C. Blaine	Educating Exceptional Students Principles and Procedures in Special Education	1945	1.0	Instructor 2007	M.Ed.	Full time temporary	005
Science Methods Mathematics Methods Clinical Supervision	Dr. Amanda Hopkins	Science Education Mathematics Educ. Clinical Supervision Curriculum Develop. Standard-based Inst	1973	1.0	Assistant Professor 2006	Ph.D.	Tenure Track (2)	006
Mathematics Methods Clinical Supervision Foundations of Education	Janet Stramel	Mathematics Methods Clinical Supervision Foundations of Education	1956	1.0	Tenure Track 2007 NBPTS ABD	M.S.	Tenure Track (2)	007
ELL General Education	Sherri Brack	ELL Field Experiences	1966	1.0	Instructor 2010	M.S.	Full time Temporary	008
	1							

Appendix G (Continued)
College of Education and Technology
Department Staffing Plan and Assignments (Current)
Department of Teacher Education
July 13, 2011

(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
Clinical Supervision Observation and Participation Curriculum and Assessment Diverse Learners	Lorie Cook- Benjamin	Field Experience Observation and Participation Curriculum and Assessment Diverse Learners	1962	1.0	Assistant Professor 2009	Ed.D.	Tenure Track (3)	009
Effective Classroom Social Studies Methods & Internship Secondary Education Clinical Supervision	Sue Boldra	Social Studies Secondary Education	1949	1.0	Instructor 2004	M.S. NBPTS	Full time temporary	011
Secondary Science Mathematics	Paul Adams	Secondary Science Mathematics	1961	1.0	Professor Anschutz Endowed Professor	Ph.D.	Tenured	010
Reading and Language Arts Clinical Supervision	Walizer, Beth	Reading and Language Arts Clinical Supervision	1957	1.0	Associate Professor 2001	Ed. D.	Tenure Track	012
Children's Literature Reading and Language Arts Clinical Supervision Reading Specialist	Kimberly Stoppel	Reading and Language Arts Children's Literature Clinical Supervision	1961	1.0	Instructor 2010	M.S.	Full time Temporary	013
Early Childhood Unified Special Education Clinical Supervision	Diane Plunkett	Early Childhood Unified Special Education Clinical Supervision	1960	1.0	Assistant Professor 2010	Ph.D.	Tenure Track (1)	014
General Education Clinical Supervision ELL	Audrey Johnson	ELL General Education Clinical Supervision		1.0	Instructor 2011	M.S.	Full time Temporary	015
ELL General Education Alternative Certification Clinical Supervision		ELL General Education Clinical Supervision		1.0	Instructor 2011	Ph.D.	Tenure Track	016

Bibliography of Departmental Scholarly Activity Department of Teacher Education Fiscal Year 2011 Scholarly Activities

Paul E. Adams- Presentations (refereed)

- Adams, P. (November, 2010). Teaching GLOBE for use with Problem-Based Learning. An invited workshop leader for Portsmouth City Schools, VA.
- Adams, P. (June, 2010). Incorporating the Science of African Dust into the Classroom. An invited workshop facilitator in Puerto Rico.
- Adams, P. (May, 2011). STEM Education Challenges and Opportunities in the Next Decade: Tilting at Windmills? Laramie, WY: University of Wyoming.

Paul E. Adams- Presentations

Legleiter, E., & Adams, P. (2011). Modeling Method of Physics Instruction Outcomes. Paper presented at the annual meeting of the Kansas Association of Teachers of Science, Rock Springs Conference Center, Junction City, KS, April 2011.

Adams, P. (2011). Energizing Middle School Science. Paper presented at the annual meeting of the Kansas Association of Teachers of Science, Rock Springs Conference Center, Junction City, KS, April 2011.

Paul E. Adams- Publications (refereed)

- Legleiter, E., Adams, P., & Blue, P. (2010). Physics Modeling Method. Paper presented at the National Science Teachers Association Area Conference, Kansas City, MO, October 28-30, 2010.
- Legleiter, E., Davies, M. Adams, P., & Vancil A. (2010). Chemistry Modeling Method. Paper presented at the National Science Teachers Association Area Conference, Kansas City, MO, October 28-30,
- Adams, P, & Ross, J. (2010). We go to the Moon and Exploring the Solar System Teaching Modules. Paper presented at the National Science Teachers Association Area Conference, Kansas City, MO, October 28-30, 2010.
- Adams, P. & Heinrichs, J. (2010). A Curriculum Experiment in Climate Change Education Using an Integrated Approach of Content Knowledge Instruction and Student-Driven Research. Poster presented at the annual meeting of the American Geophysical Union, San Francisco, CA, December 2010.
- Adams, P. (2010). Teaching Dust World and Energy and Me ESSEA Modules. Paper presented at the Earth System Science Education Alliance Annual Conference, Cornell, NY, August 2010.
- Thayer-Wood, J., & Adams, P. (2010). An evaluation of ESSEA Module Teaching. Paper presented at the Earth System Science Education Alliance Annual Conference, Cornell, NY, August 2010.

Technical Reports

- Adams, P. (July 2010). An evaluation study of MSRAPS Mathematics and Science Partnership. Purdue University: West Lafayette, IN.
- Adams, P. (July 2010). An evaluation study of PIBS Mathematics and Science Partnership. Purdue University: West Lafayette, IN.

Published Curriculum (reviewed by NASA)

- Adams, P. (2010). Earth System Science Education Association Module: Module: Energy for Me: Sustaining My Community with Renewable Energy. Available from: http://essea.strategies.org/module.nasa.html
- Adams, P. (2010). Earth System Science Education Association Module: Dust World. Available from: http://essea.strategies.org/module.nasa.html
- Adams, P. (under review, 2011). Earth System Science Education Association Module: Carbon City.

Paul E. Adams- Grants

CONTINUING FUNDED PROJECTS AY 2010-2011

- KBOR Modeling Method of Science Instruction, a joint grant effort between Fort Hays State University and Emporia State University. The project will enhance the teaching skills of 48 high school physics and chemistry teachers. Second year of a three-year funded project. Total funding is \$792,000.
- KBOR Energizing Middle School Science and Social Studies. The project will enhance the teaching skills of 24 middle school science and social studies teachers using problem-based learning to teach energy concepts in the classroom. Third year of a three-year funded project. Total funding is \$450,000.
- KBOR Unpacking Middle School Science, a joint grant effort between Fort Hays State University and Emporia State University. This project will enhance the content knowledge and teaching skills of elementary and middle school teachers in the Wichita area. FHSU share is \$30,000.

National Space Grant Foundation "Exploring the Solar System" course development, \$30,000. NASA Kansas Space Grant Foundation, "Western Kansas Robotics" teacher workshop on robotics, \$8,000.

NEWLY FUNDED/RENEWED SUBMISSIONS AY 2010-2011

NASA Kansas Space Grant Consortium "Robotics for Western Kansas", \$11,000.

KBOR Modeling Method \$110,000

KBOR Unpacking \$22,000

DUST: a Model for Effectively Teaching Global Climate Change Concepts (in partnership with Hampton University, Hampton, VA), NASA, \$22,419

PENDING SUBMISSIONS

Development and Testing of Virtual Modeling Instruction, NSF, \$3,499,737 Robert Noyce Scholarship Program to Increase STEM Teachers, NSF, \$600,000

Additional items:

- \$150,000 proposal to the Hansen Foundation to support acquisition and training on a traveling
 Inflatable Planetarium for university and school use, underwriting costs for the Regional Kansas
 State Science and Engineering Fair, and underwriting cost to become a First Lego League robotics
 competition site. Funding was denied
- 2. \$37,000 in continuing support by Midwest Energy for energy education (total amount is \$87,000 over three years). This resulted in a regional teacher workshop on energy in July of 2010, and a preservice teacher workshop on wind energy in January 2011.
- 3. \$10,000 in support of FHSU SMEI Summer Science and Mathematics Camps.
- 4. \$6,000 in support of scholarships for future science and mathematics teachers.

Sue E Boldra- Presentations

Boldra, S. E. We the People curriculum for elementary middle, and high school students, produced by the Center for Civic Education, Presented in Wichita, Kansas at the Social Studies conference. June 7-9, 2010.

Sue Boldra – Grant Writing

Boldra, Sue. (2010) *U.S. Department of Education Teaching American History Grant*. Served as the expert for Social Studies K-12 education and state standards alignment and instructor.

KBOR Energizing Middle School Science and Social Studies. The project will enhance the teaching skills of 24 middle school science and social studies teachers using problem-based learning to teach energy concepts in the classroom. Third year of a three-year funded project. Total funding is \$450,000. Served as the middle school social studies standards expert. Aligned the proposed science curriculum to the social studies standards.

Sherri Brack – Grant Writing

- KBOR Teacher Education Competitive Grant. The Principal Investigator is Dr. Germanie Taggart and the Co-PI is Ms. Sherri Brack. Consultants are Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Kathleen Sanders, Ms. Kimberly Stoppel, and Mr Hiroshi Natagawa \$148,000 year one (total \$800,000)
- FHSU Graduate School URE Grant, PI Dr. Germaine Taggart. Additional Faculty: Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Janet Stramel, Ms. Sherri Brack, Ms. Diane Plunkett, Ms. Kimberly Stoppel.

Lorie L Cook-Benjamin- Presentations (refereed)

- Durler, J., Hillman, S., McGill, T., Cook-Benjamin, L., & Brack, S. (April 29, 2011). Effectiveness of SIOP-Embedded Instruction for Third Grade Students and A Survey of Kansas ESL Curriculum. Paper presented at The 6th Annual Conference on Research at Primarily Undergraduate Universities, Park College, Kansas City, MO.
- Cook-Benjamin, L. (April 2, 2011). The Cultural Wheel: A Tool for Understanding. Paper presented at the National Association of Multicultural Education 3rd Regional Conference, University of Missouri-Kansas City, Kansas City, MO
- Cook-Benjamin, L. (2010, July). Intercultural language experience at a liberal arts university. Paper presented at the 17th International Conference on Learning, Hong Kong Institute of Education, Hong Kong, China.
- Funke, B., & Cook-Benjamin, L. (2010, April). Culturally responsive teaching in a liberal arts university: An illustration of action research. Poster session at 2010 Research and Creative Activities Week, FHSU, Hays, KS.
- Funke, B., & Cook-Benjamin, L. (2010, April). Culturally responsive teaching in a liberal arts university: An illustration of action research. Paper presented at the 5th Annual Conference on Research at Predominantly Undergraduate Institutions (PUIs), FHSU, Hays, KS.

Lorie L Cook-Benjamin- Publications (refereed)

Cook-Benjamin, L. (2010). Intercultural language experience at a liberal arts university. The *International Journal of Learning*, 17(9), 433-439.

Lorie L Cook-Benjamin- Grants

- Co-Principal Investigator, KBOR NCLB Improving Teacher Quality Grant Through energy Education The Principal Investigator is Dr. Paul Adams and the Co-PI's are Dr. Joe Chretien, Dr. Beth Walizer, Ms. Sue Boldra and Dr. Lorie Cook-Benjamin- Awarded \$439,439 over 3 years
- Video Production- "Immigrant Trends" and "SIOP: Insert Method". Unpacking Science with Cueing Systems to Promote Academic Success for English Language Learner. Kansas Board of Regents grant to Emporia State University and Fort Hays State University, 2010.
- Grant Co-Writer, Midwest Energy Grant. Dr. Beth Walizer, PI and Dr. Lorie Cook-Benjamin, Co-PI Faculty Summer Research and Creative Activity Grant FY11 "A Clinical Based Practice (CBP): Impacting Teacher Candidates' Awareness and Acceptance of Diversity Utilizing Media Infused Technology." Principal Investigator – Dr. Lorie Cook-Benjamin, Co-PIs - Dr. Keith Dreiling and Dr. Beth Walizer – Grant Proposal

- Teacher Education Competitive Grant. The Principal Investigator is Dr. Germanie Taggart and the Co-PI is Ms. Sherri Brack. Consultants are Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Kathleen Sanders, Ms. Kimberly Stoppel, and Mr Hiroshi Natagawa \$148,000 year one (total \$800,000)
- Kansas Kiwanis Foundation Young Readers Conference Principal Investigator Dr. Beth Walizer, Co-PI – Dr. Lorie Cook-Benjamin. \$10,000 Request - Funding Denied
- Hays Kiwanis Grant Young Readers' Conference Principal Investigator Dr. Lorie Cook-Benjamin. Awarded \$1,000.00
- Japanese Center for Global Foundation (CFG) Young Readers' Conference. Principal Investigator -Dr. Lorie Cook-Benjamin and Co-PI - Dr. Beth Walizer. Awarded \$4,920.00
- FHSU Graduate School URE Grant, PI Dr. Germaine Taggart. Additional Faculty: Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Janet Stramel, Ms. Sherri Brack, Ms. Diane Plunkett, Ms. Kimberly Stoppel.

Chester Blaine Hyatt- Presentations (refereed)

Hyatt, L. & Hyatt, C. (2010). Essential Principles of Effective Collaboration: Five Step Plan Paper presented at the International Council of Learning Disabilities Annual Conference, October 2010 Myrtle Beach, SC

Amanda Hopkins – Presentations (refereed)

Hopkins, A. (2011) Science Investigations Kansas Association of Science Teachers Conference, Rock Springs, KS. Junction City.

Diane Plunkett – Presentations (refereed)

- Walizer, B.R., Ellis, J.A., Stramel, J., Plunkett, D., Stoppel, K., Jones, D., Major, B., Bussen, B., Johnson, D., & Markham, K., (2011) Undergraduate Research Projects that Support the Improvement of Fort Hays State University Programs. The Center for Excellence in Teaching and Learning, Parkville, MO
- Kang, J., Plunkett, D.M. & Kim, N. (April 2011). Understanding young children's sensory needs: where we are and what we need. National Council for Exceptional Children Conference, National Harbor, MD.
- Banerjee, R., & Plunkett, D.M. (October 2010). Assessment Practices in Early Childhood: *Professionals' Perspectives.* National Division of Early Childhood 26th Annual Conference, Kansas City, MO.
- Chan, R. J., Plunkett, D.M., Horn, E.M., Carta, J.J., Snyder, C. (October, 2010). An International Childhood 26th Comparison of Curriculum for Preschool Children. National Division of Early Annual Conference, Kansas City MO.

Diane Plunkett – Publications (refereed)

Plunkett, D.M., Banerjee, R. & Horn, E. (2010). Assistive technology in early childhood special education. In S. Seok, E.L. Meyen, & B. DaCosta (Eds.), Handbook of Research on Human Cognition and Assistive Technology: Design, Accessibility and Transdisciplinary Perspectives. Hershey, PA: IGI Global.

Diane Plunkett - Grants

FHSU Graduate School URE Grant, PI Dr. Germaine Taggart. Additional Faculty: Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Janet Stramel, Ms. Sherri Brack, Ms. Diane Plunkett, Ms. Kimberly Stoppel.

Kimberly Stoppel- Presentations (refereed)

Walizer, B.R., Ellis, J.A., Stramel, J., Plunkett, D., Stoppel, K., Jones, D., Major, B., Bussen, B., Johnson, D., & Markham, K., Undergraduate Research Projects that Support the Improvement of Fort Hays State University Programs. *The Center for Excellence in Teaching and Learning*, Parkville, MO

Kimberly Stoppel- Presentations

Presented: Stoppel, K., Michel, K, Michel, C., Wiedemann, T. & Konrade, T.

Multi-Tier System of Supports: Discussion panel and question and answer session, Hays, Kansas

Kimberly Stoppel- Grants

- Teacher Education Competitive Grant. The Principal Investigator is Dr. Germanie Taggart and the Co-PI is Ms. Sherri Brack. Consultants are Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Kathleen Sanders, Ms. Kimberly Stoppel, and Mr Hiroshi Natagawa \$148,000 year one (total \$800,000)
- FHSU Graduate School URE Grant, PI Dr. Germaine Taggart. Additional Faculty: Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Janet Stramel, Ms. Sherri Brack, Ms. Diane Plunkett, Ms. Kimberly Stoppel.

Janet K Stramel- Presentations (refereed)

- Stramel, J. K. (2010, October). *Online Resources to Enhance Student Learning (K-5)*. Session presented at the Kansas Association of Teachers of Mathematics annual conference, Wichita, KS.
- Stramel, J. K. (2010, October). *Activities for Student Success*. Session presented at the Kansas Association of Teachers of Mathematics annual conference, Wichita, KS.
- Stramel, J. K. (2011, April). *Hands-on Mathematics and Multiculturalism*. Session presented at the National Association for Multicultural Education regional conference, Kansas City, MO.

Janet K. Stramel-Presentations

- Stramel, J. K. (2010, June). *Mathematics Activities for Student Success*. Session presented at the meeting of the Kansas Exemplary Educators Network, Hutchison, KS.
- Stramel, J. K. (2010, June). *Online Resources to Enhance Student Learning*. Session presented at the meeting of the Kansas Exemplary Educators Network, Hutchison, KS.
- Stramel, J. K. (2010, September). *Video Techniques and Group Dynamics for Successful National Board Certification*. Session presented at the meeting of the National Board Orientation Academy, Emporia, KS.

Janet K. Stramel- Publications (refereed)

Martinie, S., Marcoux, C., & Stramel, J. (Accepted, Awaiting publication). Monkey paws, English pounds, and leagues: Using literature in the middle school. Manuscript to be in National Council of Teachers of Mathematics, *Making connections: Mathematics across disciplines*. Reston, VA: NCTM.

Janet K. Stramel- Grants

Robert Noyce Scholarship Program to Increase STEM Teachers, NSF, \$600,000 (pending)

FHSU Graduate School URE Grant, PI Dr. Germaine Taggart. Additional Faculty: Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Janet Stramel, Ms. Sherri Brack, Ms. Diane Plunkett, Ms. Kimberly Stoppel.

Germaine Taggart – Presentations (refereed)

Taggart, G. L., Myers, G., Mall, M., Hollern, K., Gigax, R., & Simon, D. (2011) *The Role of Undergraduates in Program Research*, Predominantly Undergraduate Institution Annual Conference, Park University, Kansas City, Missouri.

Taggart, G. L. (2011) Effective Mentoring Program—The KATS Mentoring Program Kansas Association of Science Teachers, Junction City, KS.

Germaine Taggart – Presentations

Barrett, J., Taggart, G. L., Schuckman, K., Boldra, S., & Bieker, B. (2011) Fort Hays State University American Democracy Project Times Talk, Alternative Certification at Fort Hays State University: From Growth to Accountability.

Germaine Taggart – Publications (refereed)

Barrett, J., & Taggart, G. L. (Spring 2011) Reflections on the Quality Indicator Process. Journal of the National Association for Alternative Certification. Vol. 6, No. 1

Germaine Taggart – Grant Writing

- Teacher Education Competitive Grant. The Principal Investigator is Dr. Germanie Taggart and the Co-PI is Ms. Sherri Brack. Consultants are Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Kathleen Sanders, Ms. Kimberly Stoppel, and Mr Hiroshi Natagawa \$148,000 year one (total \$800,000)
- FHSU Graduate School URE Grant, PI Dr. Germaine Taggart. Additional Faculty: Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Janet Stramel, Ms. Sherri Brack, Ms. Diane Plunkett, Ms. Kimberly Stoppel.

Robert Noyce Scholarship Program to Increase STEM Teachers, NSF, \$600,000 (pending)

Natalie J Unruh- Presentations

Unruh, N (2010). Behavior management strategies, Barton County Community College

Beth R Walizer- Publications (refereed)

- Walizer, B. R. & Borchers, C. A. (Spring 2011). Twin texts and technology: Enhancing algebra instruction for elementary teachers. The Advocate.
- Walizer, B. R. (Winter 2010-2011). From the Review Corner: Bill Martin, Jr. Picture Book Nominations for the 2011 Award, A Project of the Kansas Reading Association. Kansas Journal of Reading, 26, 65-73.

Beth R Walizer- Presentations (refereed)

- Walizer, B. R., Ellis, J. A., Stramel, J., Plunkett, D., Stoppel, K., Jones, D., Major, B., Bussen, B., Johnson, C., & Markham, K., (April 2011). Undergraduate Research Projects that Support the Improvement of Fort Hays State University Programs. The Center for Excellence in Teaching and Learning, Parkville, MO (Juried presentation.)
- Walizer, B. R., (May, 2011) Keynote Speaker, Innovative ways to teach reading using technology, International Reading Association – Organization of Teacher Educators of Reading, Orlando, FL (Juried presentation.)
- Wang, H., Connelly, L., Finch, A., Rackaway, C., Walizer, B., Wieland, R., & Tincknell, A. (2011) Designing and creating engaging, exciting and effective e-learning. Society for Information Technology and Teacher Education, Nashville, TN.

Beth R Walizer- Grants

- Co-PI, Faculty Summer Research and Creative Activity Grant FY1, (2011) "A Clinical Based Practice (CBP): Impacting Teacher Candidates' Awareness and Acceptance of Diversity Utilizing Media Infused Technology." Dr. Lorie Cook-Benjamin, Dr. Keith Dreiling, and Dr. Beth Walizer - Grant **Proposal**
- Grant Writer, (2011) Student Research Conference Travel Mini-Grant Program. Dr. Beth Walizer and Deidre Jones – Grant Proposal
- Quality Matters Reviewer and Consultant, KBOR "Teacher Education Competitive Grant." The Principal Investigator is Dr. Germaine Taggart and the Co-PI is Ms. Sherri Brack. (2011) 3 years

- \$750,000. Consultants are Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Kathleen Sanders, Ms. Kimberly Stoppel, and Mr Hiroshi Natagawa
- Grant Co-Writer, (2010) The Japan Foundation: Center for Global Partnership. Dr. Lorie Cook-Benjamin and Dr. Beth Walizer
- Grant Evaluator, (2010-11) Improving Teacher Quality Grant Modeling Instruction Institute. The Principal Investigator is Dr. Paul Adams and the Co-PI's are Dr. Kayvan Aflatooni, Dr. Malonne Davies, Mr. Earl Legleiter, Ms. Penny Blue, Mr. Bradley Cline and Dr. Beth Walizer
- Grant Evaluator, (2010-11) Improving Teacher Quality Grant Through Energy Education. The Principal Investigator is Dr. Paul Adams and the Co-PI's are Dr. Joe Chretien, Dr. Kathy Dale, Dr. Zdeslav Hrepic, Dr. Ronald Schott, Dr. Beth Walizer, and Ms. Sue Boldra
- FHSU Graduate School URE Grant, PI Dr. Germaine Taggart. Additional Faculty: Dr. Beth Walizer, Dr. Lorie Cook-Benjamin, Dr. Janet Stramel, Ms. Sherri Brack, Ms. Diane Plunkett, Ms. Kimberly Stoppel.

General Parameters

- 1. No more than 20 pages, excluding appendix information.
- 2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
- 3. Note deadlines attached below.

Annual Timeline for Department Annual Report

March 1	Draft template distributed to Deans.
April 15	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, NSSE) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.