

FY 2020 / DEPARTMENTAL PLAN

Edit Plan Item

Template: Departmental Annual Report

Enter: Year_Department/Unit Annual Report *

(e.g. 2017 Assessment & IR Annual Report)

2019-2020 Dept. of Educational Professions Annual Report

Start *

07/01/2019



End *

06/30/2020



Providing Department *

[Educational Professions / Educator Preparation Provider](#)

Specify your Division/Department Goals Priorities.

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		Paragraph	B	<i>I</i>		
<ol style="list-style-type: none"> 1. Ensure candidates' ability to demonstrate knowledge, skills, and dispositions essential to their success in educational settings. Aligned to COE Goal #1 and University Goal #1A. 2. Evaluate candidates' ability to reflect and use data to make informed decisions as they apply knowledge to teaching. Aligned to COE Goal #2 and University Goal #1B. 3. Deliver and participate in professional development to benefit faculty and students, in order to promote life-long learning. Aligned to COE Goal #3 and University Goal #2B. 4. Develop and value partnerships with the local community and regional educational systems that we serve. Aligned to COE Goal #4 and University Goal #3B. 5. Recruit diverse, high quality students and faculty to meet the needs of our service area with effective programs. Aligned to COE Goal #5 and University Goal #4A. 6. Collaborate and reflect on the policies and procedures that govern programs in the department, as they relate to the college and university. Aligned to COE Goal #6 and University Goal #4D. 						

Specify your Division/Department Actions Priorities/Plans.

File	Edit	View	Insert	Format	Tools	Table
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<ol style="list-style-type: none"> 1.1. Use of common assessments to evaluate candidate's knowledge, skills and dispositions across all programs. Aligned to COE Goal #1 and University Goal #1A. 1.2. Continued implementation of the college assessment system for accreditation, in order to analyze student data for continuous improvement. Aligned to COE Goal #1 and University Goal #1A. 2.1. Use of initial certification programs' common key assessments such as lesson plans, unit plans and intern performance ratings at the initial certification level to develop students' skills in data-informed decision-making. Aligned to COE Goal #2 and University Goal #1B. 2.2. Use of common key assessments at the graduate and doctoral levels, such as are used in EDUC 603, 700-level research courses. and capstone assignments. which specifically utilize data-informed research in practice. Aligned to COE Goal #2 and University Goal #1B. 						

University Goal #1B.

3.1. Request increased budget and support from college and university for attendance and participation at conferences. Aligned to COE Goal #3 and University Goal #2B.

3.2. Encourage and promote faculty participation in department, college and university professional development opportunities. Aligned to COE Goal #3 and University Goal #2B.

3.3. Support and share faculty members' research and professional development activities through department-level book studies, trainings and workshops.

4.1. Support students' community outreach and collaboration through partnership activities with communities and school districts. Aligned to COE Goal #4 and University Goal #3B.

4.2. Develop new initiatives to address local and state needs for teacher preparation. Aligned to COE Goal #4 and University Goal #3B.

5.1. Plan and participate in recruitment events that involve faculty, alumni and students and are supported by the College and University (Admissions, Alumni Relations, etc.). Aligned to COE Goal #5 and University Goal #4A.

5.2. Conduct position searches for faculty using appropriate timelines and interview practices to ensure a broad and diverse pool of applicants. Aligned to COE Goal #5 and University Goal #4A.

6.1. Involve stakeholders in decision making at the program level, through advisory councils at both the initial certification and advanced program levels. Aligned to COE Goal #6 and University Goal #4D.

6.2. Continued review and revisions to department and program policies and procedures. Aligned to COE Goal #6 and University Goal #4D.

What are the Measures/Metrics used to assess effectiveness?

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<p>1.1. Program and EPP-level assessment data archived in TaskStream.</p> <p>1.2. Evidence of participation by stakeholders in data analysis meetings through meeting notes and data analysis summaries.</p> <p>2.1. Data from initial certification programs' common assessments such as lesson plans and intern performance ratings entered into TaskStream at the conclusion of each semester from common key assessments.</p> <p>2.2. Data from advanced programs' common assessments such as capstone and research assignments entered into TaskStream at the conclusion of each semester from common key assessments.</p> <p>3.1. Record of department funds allocated for professional development for faculty.</p> <p>3.2. Documentation of professional activities through the University's Professional Achievement publication and self-reporting.</p> <p>4.1. Records of outreach events involving P-12 students and other constituents through curricular and co-curricular activities such as STEM events, Children's Literature Centre, USMH/Wolfsville HUB and PALS grant projects.</p> <p>4.2. Data on initiatives such as P2P grant, etc. Grant reports and reviews. Tracking of Post-Bachelor's Literacy Certificate proposal through faculty governance.</p> <p>5.1. Documentation of recruitment events and activities with a focus on recruiting diverse, high quality students.</p> <p>5.2. University policy on diversity in the hiring process and records of the one faculty search that was conducted in 2020.</p> <p>6.1. Minutes from PDS Advisory Council and M.Ed. Advisory Council meetings.</p> <p>6.2. Track sheet of initial certification and advanced program proposals, including catalog course updates, showing movement through the faculty governance process.</p>																			

The process of assessment per Action Plan: How were the results assessed?

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<p>1.1. Data summarized and analyzed to identify areas for continuous improvement for program and EPP-level results each semester.</p> <p>1.2. Data disseminated to program and advisory groups (M.Ed. and PDS) for analysis.</p> <p>2.1. Faculty and stakeholders analyze initial certification data and document in data analysis summaries.</p> <p>2.2. Faculty and stakeholders analyze advanced programs data, including self-reflection by M.Ed. students, and document in data analysis summaries.</p> <p>3.1. Review by the Chair in cooperation with the Dean's Office regarding availability and awarding of department funds.</p> <p>3.2. Collection of data on professional development activities.</p> <p>4.1. Sharing of outreach initiatives such as STEM events and Children's Literature Centre activities in discussions among faculty at leadership committee meetings and department faculty meetings. Reports on grant projects such as PALS and The HUB @ USMH.</p> <p>4.2. Reports on P2P "Pathways to Profession" grant collaboration with Coppin. Verification of approval of Post-Bachelor's Literacy Certificate proposal through Faculty Senate.</p> <p>5.1. Review of recruitment activities and report on involvement with the Teacher Academy of Maryland (TAM).</p> <p>5.2. Human Resources monitored the faculty search process to ensure diversity policies were being followed.</p> <p>6.1. Feedback from Advisory groups discussed in program improvement meetings.</p> <p>6.2. Proposals were approved in the following sequence: program committee, Initial Certification or Advance Program Leadership Committee (as appropriate), Department faculty, College of Education Curriculum Committee, Academic Affairs Subcommittee or Graduate Council (as appropriate) and Institutional Priorities and Resources Subcommittee (if needed), and finally approved by Faculty Senate.</p>													

What were the results?

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<p>1.1. Data analysis summaries generated to identify areas for continuous improvement for program and EPP level each semester. According to the Student Learning Assessment Advisory Group Report for Fall 2019, Candidate strengths included learning environments (InTASC 3-F19 and S20), application of content (InTASC 5-F19), planning for instruction (InTASC 7-S20), instructional strategies (InTASC 8-F19 & S20), professional learning and enthusiasm for teaching (InTASC 9-F19 & S20), and leadership and collaboration (InTASC 10-F19 & S20). Candidate strengths in the areas of knowledge of students and valuing and promoting critical thinking were especially strong. Areas for continuous improvement included differentiating instruction</p>													

(InTASC 2) and planning for instruction (InTASC 7).

1.2. Feedback from program and advisory groups considered and, when appropriate, implemented for program improvement. Example: Data showed that students at all levels need improvement in writing skills which led to an increased emphasis on writing. At the doctoral level, a course EDLP 900 was created to prepare students for writing proposals.

2.1. Faculty and stakeholders execute action items, based on identified areas of need for improvement as documented in data analysis summaries. See attached annotated data summaries.

2.2. Coordinators lead and participate in "closing the loop" activities, as documented in meeting notes from program and leadership levels, including sharing data on decision-making with advisory and P-20 groups. See attached annotated data summaries.

3.1. Some professional development funds were utilized by faculty during Fall 2019 but due to the interruption of "business as usual" by the coronavirus, all professional development funds were suspended for Spring 2020. Faculty Senate recommended that professional development efforts be considered in lieu of completion (for example, being accepted to present at a conference).

3.2. For Spring 2020, faculty continued professional development through seeking publication, webinars and remote participation in workshops, etc. See attached sample professional development activities.

4.1. Summer and Fall 2019 and early 2020 saw an extensive outreach effort. One focus area was Elementary STEM education, collaborating with Robotics and Engineering in Allegany County Together, Inc. (REACT) to support youth robotics education in the area and numerous school field trips to FSU, hosted in collaboration with the science faculty. Literacy in the community was promoted through Children's Literature Centre (CLC) events over the year, beginning with Summer Authors Institutes and a community "Pirates Ahoy" literacy event. December's "Storybook Holiday" brought families to Frostburg for community holiday themed activities sponsored by the CLC and in January, over 500 children and their families participated in Harry Potter Book Night which was co-sponsored by the FSU Ort Library with help from the Theatre Dept. Regular newsletters provided additional literacy ideas in conjunction with calendar events such as African-American History Month. From March 2020 on, face-to-face outreach was suspended as a result of Covid-19; however, the Centre continued outreach events virtually. In Hagerstown, the PALS and USMH HUB projects were active during Summer and Fall 2019 as usual. Both grant projects have received continued funding, however, modifications in delivery had to be made in applications from Spring 2020 forward due to the impact of Covid-19 in order to continue to serve the Title I Elementary and at-risk early childhood populations they were designed to help.

4.2. The P2P grant is nearing the end of its funding cycle. Currently, 6 teachers in their first two years of their teaching career are participating in this induction model, along with a mentor veteran teacher. These teachers have completed professional development and micro-credentials in the areas of Social Emotional Learning, Critical Thinking, and Transformational Technology along with experienced mentor teachers from their schools. The Post-Bachelor's Literacy Certificate proposal passed Faculty Senate on 3/4/20 for implementation in Fall 2020.

5.1. Several contacts were made with high schools with diverse populations including the Bard Institute and 11 Teacher Academies of Maryland (TAM) schools. An overnight campus visit by PG County TAM high school was conducted in Fall 19 but a repeat event for Spring 20 was canceled. A Memorandum of Understanding with TAM was created and eleven TAM students were admitted for Fall 20.

5.2. One faculty search was completed and a tenure-track faculty member was hired with all policies followed. Robin Wynder of the Center for Student Diversity, Equity and Inclusion served on the search committee.

6.1. Stakeholders were involved in data analysis and program review at both initial certification and advanced program levels and had opportunities to provide input regarding assessments and procedures.

6.2. A significant number of proposals went through the full governance process and are slated for implementation with the 2020 catalog beginning Fall 2020. See attached full list of proposals.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?

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<p>A closer examination of student performance data from 2019-2020 and improvement of the assessment system has become a clear focus due to the Spring 2021 submission of the CAEP Self-study and the mock visit to follow, with final submission anticipated in Summer 2021. In terms of resources, the biggest impact on operations has been the effects of Covid-19 and the resultant loss of revenue to the university. In addition, both curricular and co-curricular activities were severely impacted by the need to suddenly switch to online/virtual learning and outreach. Nevertheless, all necessary departmental functions successfully continued due to the dedication, flexibility and ingenuity of the faculty, including finding creative solutions to field experience dilemmas so that all qualified students were able to meet state internship requirements for graduation in the Spring and Fall of 2020 despite school restrictions. The 2020-2021 plan was revised in Fall 2020 to align it more closely with the College of Education's strategic plan and after consideration of the results of the 2019-2020 department plan. Certain initiatives that continue to be goals for the department, especially in the areas of outreach and in-person recruitment are continuing in modified versions as far as possible. A loss of department budgetary support for faculty professional development due to budget cuts has also impacted faculty development; however, faculty have continued with their efforts to the best of their abilities under the circumstances.</p>						

How was this plan and results conveyed to your Division/Department?

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<p>The plan was drafted by a committee and presented to the faculty in a department meeting for revision and approval. Faculty conducted the administration of assessments, collection of data and analysis thereof, as well as sharing data with community stakeholders in advisory council meetings for their feedback. Following this process, program and leadership teams reviewed the results for the purpose of program improvement.</p>						

Evidence, artifacts, and or back up documentation

Linked Documents

There are no attachments.

[+ Linked Document](#)

Plan Item Files

[+ File](#) [+ Folder](#)

[1.1.a. Findings from Data F19.xlsx](#)

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[1.1.b. Findings from Data S20.xlsx](#)

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[2.1.a. Analysis Report F19.docx](#)

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[2.1.b. Analysis Report S20.pdf](#)

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[3.2.a. PD 2020 Celimli-Aksoy-S20 highlighted.pdf](#)

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[3.2.b. PD 2020 Hurst-2020 pubs highlighted.pdf](#)

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[3.2.c. PD 2020 McGee-impact of Covid highlighted.pdf](#)

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[3.2.d. PD 2020 Welsch-S20 highlighted.pdf](#)

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[4.1.a. STEM Outreach F19.docx](#)

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[4.1.b. CLC Pirates Ahoy July 2019.jpg](#)

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[4.1.c. CLC Summer Author Institute July 2019.jpg](#)

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[4.1.d. CLC Storybook Holiday 2019.jpg](#)

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[4.1.e. CLC Harry Potter Book Night.docx](#)

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[4.1.f. CLC African-American History Month 2020.png](#)

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[4.1.g. HUB results and impact of Covid.docx](#)

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[4.1.h. PALS attendance data 2020.xlsx](#)

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[4.1.i. Impact of PALS program.docx](#)

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[4.2.a. P2P-Induction1.pdf](#)

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[4.2.b. PBC proposal for Literacy.docx](#)

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[4.2.c. Faculty Senate approval PBC 3-4-20.docx](#)

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[5.1.a. Recruitment activities.docx](#)

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[5.1.b. Bard visit Fall 2019.pdf](#)

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[5.2. EdL search report.png](#)

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[6.1.a. PDS and MEd Advisory Groups minutes.docx](#)

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[6.1.b. MEd Advisory 3-4-20.pdf](#)

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[6.1.c. PDS Advisory 3-4-20.pdf](#)

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[6.2. 2019-2020 Proposal Tracking Chart.docx](#)

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