DEPARTMENT OF EDUCATION

COLLEGE OF EDUCATION, HUMANITIES & SOCIAL SCIENCES

Revised Spring 2008

ASSESSMENT AND DIVERSITY PLAN REPORT

Submitted by:

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Assessment Committee

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Dr. Gail Joyner-Fleming, Interim Dean/Associate Professor
Dr. Evelyn Fields, Chair of the Department of Education
Dr. Helen Brantley, Coordinator of Assessment
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Dr. Samuel McDonald, Coordinator of Mathematics
Dr. George Johnson, Coordinator of Special Education
Dr. Ronald E. Speight, Middle School Coordinator
Dr. Phillip Scrivan, Coordinator of Counseling Education
Dr. Thomas Thompson, Dean Educational Leadership

Public School Stakeholders

Dr. Betty Hicks, Principal, Whittaker Elementary School
Dr. Mayo, Principal, Guinyard Elementary School
Mr. Randy Mack, Principal, Demark Middle School
Ms. Tracy Brown, Howard Middle School
Ms. Betty Anderson, Denmark-Olar Middle School
Mr. Glenn Aiken, Guinyard Elementary School
Mr. Craig King, Whittaker Elementary School

Teacher Candidates

Demeturia Kelly, Graduate Student
Amy Miller, Undergraduate Student

THE ASSESSMENT COMMITTEE/COORDINATORS FOR INITIAL AND ADVANCED PROGRAMS

2007-2008

<table>
<thead>
<tr>
<th>Dr. Gail Joyner-Fleming, Interim Chair</th>
<th>Dr. Evelyn Fields, Chair of the Department of Education</th>
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<tr>
<td>Dr. Leonard McIntyre, Dean of the Department of Education, Humanities and Social Sciences</td>
<td>Dr. Gail Joyner-Fleming, Interim Dean of the College of Education, Humanities and Social Sciences</td>
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<tr>
<td>Dr. Tarsha Nance, Coordinator of Special Education</td>
<td>Dr. George Johnson, Coordinator of Special Education</td>
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<tr>
<td>Dr. Rosetta Dingle, Coordinator of Music Education</td>
<td>Dr. Jimmy Check, Coordinator of Music Education</td>
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<tr>
<td>Dr. Clemmie F. Hill, Coordinator of Health and Physical Education</td>
<td>Dr. Dwight Varnum, Coordinator of Physical and Health Education</td>
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<tr>
<td>Dr. Harriet Roland, Coordinator of Drama</td>
<td>Mr. Frank Mundy, Chair of Drama Education</td>
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<tr>
<td>Dr. Ethel Jones, Coordinator of Family and Consumer Sciences</td>
<td>Dr. Tolutope Filani, Coordinator of Art Education</td>
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<tr>
<td>Dr. Clarence W. Hill, Coordinator of Technology Education</td>
<td>Dr. Joseph T. Zeigler, Coordinator of Technology Education</td>
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Assessment and Diversity Report 2008

Conceptual Framework, Assessment, and Diversity Up-Dates

Since the last report was submitted in 2006-2007, changes and modifications have been made to each component in the conceptual framework, 8 key assessments and the diversity plan. Our web-accountability system has captured the changes in each area as indicated at the following sites http://www.scsu.edu/Teachered/conceptual.pdf; http://www.scsu.edu/Teachered/assessment2006.pdf; http://www.scsu.edu/Teachered/diversity.pdf.

The Department of Teacher Education in the College of Humanities, Education and Social Sciences at South Carolina State University is dedicated to the preparation of teachers and professionals across the unit through the provision of high-quality programs in education, counselor education and educational leadership that are aligned with state and national standards for teachers and professionals. The knowledge base of all programs in the unit is guided by the global conceptual framework - the educator as Effective Performers, Reflective Decision-Makers and Humanistic Practitioners. Teacher and professional candidates enrolled in the unit are afforded the opportunity to establish a strong foundation of content, pedagogical, and professional knowledge through their four stage admissions and monitoring process. Numerous opportunities are provided for all candidates, initial and advanced, to apply their knowledge to real-world experiences, to understand and follow professional standards of practice, and to reflect on their performance. Graduates of the unit enter their communities with the knowledge, skills and dispositions that enable them to positively impact all students.

Since the last report was submitted in 2006-2007, changes and modifications have been made to each of the component in the conceptual framework as highlighted:

- Knowledge-Base
- Developing Effective Performers
- Creating Reflective Decision Makers
- Enhancing Humanistic Practitioners
- Social Justice
- Commitment to Diversity
- Culturally Relevant Teaching and Materials
- Commitment to Technology
- Coherence
- Professional Commitments and Dispositions
- Dispositions for Initial Candidates
- Candidate Proficiencies Aligned to EEDA
- Outcome-Developing Effective Performers Aligned to EEDA
- Outcome-Developing Reflective Decision Makers Aligned to EEDA
The conceptual framework provides the system for ensuring the coherence of curriculum, instruction, field experiences and assessments across all of the teacher education preparation programs. All programs base their performance outcomes on the established program competencies. The close alignment of the knowledge base and conceptual framework with the curriculum, experiences and assessments assures coherence throughout the program. The Unit’s conceptual framework and program competencies inform the development of curriculum, field experiences and assessments. Course objectives have been developed for all education courses. These course objectives have been aligned with the program competencies and appear on each syllabus in an alignment table. The table typically includes the objective, the level of its implementation, alignment with the competencies, alignment with state standards, and finally, the assessment tool used to measure the mastery of the course objective.

All assessment tools for initial and advanced level field experiences reflect the program competencies as Effective Performers, Reflective Decision Makers, and Humanistic Practitioners. Each of the education program requires its candidates to have a solid grounding in the content areas appropriate for that licensure/program area. Evidence of this is provided by each program's SPA Data for 2007-2008 available at http://www.scsu.edu/Teachered/assessment2008.pdf.

8-Key Assessments Alignment with Conceptual Framework and SPA Documents and Assessments

- ELEM
- ECE
- SPED
- ART
- Biology
- Business
- Chemistry
- Drama
- Family and Consumer Sciences
- English
- Math
- Music
- Physical Education/Health
- Speech
Social Studies
Technology

Undergraduate Syllabi-Under Construction

Advanced Programs:
MAT
MED
CE
EDD

Graduate Syllabi-Under Construction

### SUMMARY OF THE HISTORICAL DEVELOPMENT OF ACTIVITY RELATED TO THE UNIT’S CONCEPTUAL FRAMEWORK Up-Date

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTIVITY</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>Sharing of Old Framework</td>
<td>--College faculty meetings with initial and advanced programs</td>
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<tr>
<td>2006-2007</td>
<td>Different components discussed</td>
<td>--College faculty meetings with initial and advanced programs</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Conceptual Framework Presentations</td>
<td>--Refined narrative</td>
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<tr>
<td>2007-2008</td>
<td>Conceptual Framework Alignment</td>
<td>--Aligned 21 Program Competencies to Modifications</td>
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<tr>
<td>2007-2008</td>
<td>Conceptual Framework and State Education and Economic Development Act Alignment</td>
<td>--Initial Level/Advanced Level Syllabus Templates Developed and Implemented To Course activities</td>
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<td>2008</td>
<td>Conceptual Framework and State Education and Economic Development Act Alignment</td>
<td>--Expanded Professional Education Unit Conceptual Framework --Refined 21 Program Competencies --Aligned 21 Program Competencies with EEDA --Articulated Knowledge Base Up-Date</td>
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</table>
Unit outcomes and assessments are aligned with the Unit’s **Conceptual Framework** the standards of the Specialty Professional Association (SPAs), and the **Diversity Plan**.

### Diversity Activities Up-dates

Since our last report, 2006-2007, the following diversity changes have taken place as outlined in the chart.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Courses and Stages</th>
<th>Activities/Assess.</th>
<th>Standards</th>
<th>Resp. Persons</th>
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<tbody>
<tr>
<td>Social Justice</td>
<td>Stage I-ED 199, SPED 216-I</td>
<td>Journal A#-6 and #7 Pre-clinical</td>
<td>EP, RD, HP, State EEDA, All SPAs</td>
<td>Program Coordinator, Chair and Assess, Direct.</td>
</tr>
<tr>
<td>Culturally relevant materials</td>
<td>STAGE II-All Content Courses-R</td>
<td>Content and Lesson Plan Rubrics A#3 &amp;4 - Action Research - Global knowledge and Skills</td>
<td>EP, RD, HP, State EEDA, All SPAs</td>
<td>Program Coordinator, Chair and Assess, Direct.</td>
</tr>
<tr>
<td>Educating various groups with focus on African American males</td>
<td>Stage II-ED 425-R Stage III-ED 430-M</td>
<td>ADEPT Rubric-A#4</td>
<td>EP, RD, HP, State ADEPT and EEDA, All SPAs</td>
<td>Program Coordinator, Chair and Assess, Direct.</td>
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<td>EEDA and Impact on Student</td>
<td>Stage I- 199 &amp; SPED 216-I Stage II-ED 308</td>
<td>Portfolio Activities A#6 &amp; #7, #5 <strong>Stage I</strong> - Introduction to</td>
<td>EP, RD, HP, State EEDA,</td>
<td>Program Coordinator, Chair and Assess, Direct.</td>
</tr>
</tbody>
</table>
| Learning and ED 425-R | Stage III-ED 430-M | Multiple pathways And Careers-I  
-Develop Individual graduation Plan-I  
**Stage II**  
-Align Career Goals in Core academic subjects in selected cluster of study-R  
-Include experience-based and career-oriented learning-R  
**Stage III**  
-Bringing Industry to the Classroom-M  
-On-line Learning-M  
-An Enriched Curriculum-M  
-Include internships, apprenticeships and service learning-M  
Stage IV- Follow-up with Standards' application | All SPAs | Direct. |
|---|---|---|---|---|
| MED-Advanced | Stage I-Action Research  
Stage II-Action Research and Technology  
| EEDA and Impact on Student Learning | | | Program Coordinator, -Chair and -Assess. Direct. |
| EDS and EDD | | | Program Coordinator, -Chair and -Assess. Direct. |

**Competencies**  
Introduced-I  
Reinforced=R  
Mastered=M

**Initial Conceptual Framework**  
Effective Performers  
Reflective Decision Makers  
Humanistic Practitioner

**Advanced Conceptual Framework**  
Reflective Leaders  
Effective Leaders  
Humanistic Leaders