



# Program Assessment Report

IP - Pre-K Elementary Education (BS)

## General Information

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### **Mission and Vision**

Mission: The primary mission of the College of Education is the production of transformative professionals to serve in educational institutions who are informed, proactive, competent, and reflective practitioners. The College of Education administers the pre-service and in-service professional education and graduate programs encompassed within four (4) undergraduate and graduate degree granting departments: Elementary Education; Secondary Education, Technology Education and Foundations; Health, Physical Education and Recreation; and Educational Leadership and Counseling. The College of Education provides the relevant curriculum for elementary, secondary, and graduate education programs supporting 12 undergraduate degrees and 6 graduate degrees. The COE purposes to:

- (1) assume leadership for the selection, guidance and professional preparation of teacher educators and practitioners who will serve in elementary, secondary and post-secondary schools, and other related agencies of Florida and the nation; and
- (2) provide a substantial foundation for advanced study as students choose to extend their educational preparation and pursuits. These purposes will be met through a foundation of general education, a planned sequence in professional education, and rigorous graduate programs providing excellent preparation for professional pursuits, graduate study and post-graduate work.

### **Contact Person(s) Name and Phone Number**

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### **Division**

Division of Academic Affairs

### **College/School**

College of Education

### **CIP Code**

13.1202

## Subject Matter/Content Knowledge

**Objective/Outcome:** Candidates will apply content knowledge to create student growth and learning in a meaningful and engaging manner.

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Discipline Specific Knowledge

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

**Start Date:** 10/08/2019

### Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 1:** Subject Matter/Content Knowledge: Candidates will apply content knowledge to create student growth and learning in a meaningful and engaging manner.  
(X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Portfolio Evaluation</p> <p><b>Assessment Measure:</b> Lesson plans (Student teachers)</p> <p><b>Criterion:</b> Eighty -six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, technology, accommodations and modifications.</p>	<p><b>Submission Date:</b> 09/08/2025</p> <p><b>Result Summary:</b> 100% (n=15) of the student teachers scored 3-competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, technology, accommodations and modifications.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Met</p> <p><b>Analysis of Results:</b> In the Fall Semester 2024, 100% (n = 10) of the student teachers scored at the 3-competent level on a 4-point rubric scale on lesson plans, and 100% (n =5) scoring the same in Spring Semester 2025.</p> <p><b>Number of Online Students Assessed:</b> 3</p> <p><b>Number of Successful Online Students:</b> 3</p> <p><b>Number of Face to Face Students Assessed:</b> 12</p> <p><b>Number of Successful Face to Face Students:</b> 12</p>

Assessment Measure	Result Summary
<p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019</p> <p><b>Related Documents:</b>  <a href="#">Lesson Plan Subject Matter Fall 2023 Elementary Edu Mastery.xlsx</a>;  <a href="#">Lesson Plans.docx</a>;  <a href="#">Lesson Plan Subject Matter Spring 2024 Elementary Edu Mastery.xlsx</a></p>	<p><b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 15  <b>Total Number of Successful Students in all Populations:</b> 15</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.</p> <p><b>Improvement Type:</b> Continue Monitoring  <b>"Other" Improvement Type:</b> N/A</p> <p><b>Related Documents:</b>  <a href="#">SUBJECT MATTER - Sp '25 Unit Lesson Plans.xlsx   Mastery</a>;  <a href="#">SUBJECT MATTER F '24   Mastery</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Indirect - Student Satisfaction Survey</p> <p><b>Assessment Measure:</b> Post Student Teacher Self-Assessment</p> <p><b>Criterion:</b> Eighty-six percent (86%) of the student teachers will indicate that they were very well prepared (4), or well prepared (3) on a 4- point rating scale, with their general knowledge of education related to children, educational issues, current trends, professional ethics and standards.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019</p> <p><b>Related Documents:</b>  <a href="#">Post-Student Teaching Self-Assessment Form.pdf</a></p>	<p><b>Submission Date:</b> 09/13/2025</p> <p><b>Result Summary:</b> 100% (n=11) of the student teachers indicated that they were very well prepared, 4- or well prepared -3, on a 4- point rating scale, with their general knowledge of education related to children, educational issues, current trends, professional ethics and standards.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Met</p> <p><b>Analysis of Results:</b> In the fall of 2024, six student teachers indicated that they were "very well prepared" (4) to demonstrate their performance on the subject matter student learning outcome (SLO). In spring 2025, three student teachers indicated they were "very well prepared" (4), on the same SLO, while one indicated "well prepared" (3), in the subject matter using the same rubric. Overall, the criterion of was met.</p> <p>These results indicate a consistent pattern across semesters, with the majority of student teachers feeling either well or very well prepared to deliver effective instruction to all learners. However, the findings highlight the need for targeted instruction and practice in helping teacher candidates acquire an understanding of learning theories to ensure learners' achievement and progress toward the established SLO criterion.</p> <p><b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 8  <b>Number of Successful Face to Face Students:</b> 8  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 11  <b>Total Number of Successful Students in all Populations:</b> 11</p>

Assessment Measure	Result Summary
	<p><b>Improvement Narratives</b></p> <p><b>Improvement Narrative:</b> Monitor candidates' performance and modify instruction and related activities as needed.</p> <p><b>Improvement Type:</b> Continue Monitoring</p> <p><b>Related Documents:</b></p> <p><a href="#">SUBJECT MATTER - F 24 - Post Self-Assessment.pdf</a>;  <a href="#">SUBJECT MATTER - Sp '25 - Post Self-Assessment.pdf</a></p>

## Critical Thinking

**Objective/Outcome:** Candidates will use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students. Candidates will also use performance assessment techniques and strategies that measure higher order thinking skills and build a repertoire of realistic projects and problem-solving activities to assist students in demonstrating their ability to think creatively.

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Critical Thinking

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

**Start Date:** 10/08/2019

### Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 2:** Critical Thinking: Candidates will use performance assessment techniques and strategies that measure higher order thinking skills and build a repertoire of realistic projects and problem-solving activities to assist students in demonstrating their ability to think creatively (X)

**Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success:** (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Portfolio Evaluation</p> <p><b>Assessment Measure:</b> Lesson plans (Student Teachers)</p>	<p><b>Submission Date:</b> 09/14/2025</p> <p><b>Result Summary:</b> 100% (n = 15) of the student teachers scored 3-competent or higher on a 4-point rubric scale on lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Met</p>

Assessment Measure	Result Summary
<p><b>Criterion:</b> Eighty-six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019</p> <p><b>Related Documents:</b>  <a href="#">Higher-Order Questions Lesson Plans.docx</a></p>	<p><b>Analysis of Results:</b> During the Fall Semester of 2024, all student teachers (100%, n = 10) achieved a score of 3, indicating "competent," on a 4-point rubric scale for their lesson plans. In the Spring Semester of 2025, 90% (n = 5) also scored at the competent level (3) using the same rubric. Overall, the criterion was successfully met.</p> <p><b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 12  <b>Number of Successful Face to Face Students:</b> 12  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 15  <b>Total Number of Successful Students in all Populations:</b> 15</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criterion.  <b>Improvement Type:</b> Continue Monitoring  <b>"Other" Improvement Type:</b> N/A</p> <p><b>Related Documents:</b>  <a href="#">CRITICAL THINKING F24.xlsx   Mastery</a>;  <a href="#">CRITICAL THINKING - Sp '25.xlsx   Mastery</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Portfolio Evaluation  <b>Assessment Measure:</b> Unit lesson plans (Non-Student Teachers)</p> <p><b>Criterion:</b> Eighty-six percent (86%) of the candidates will score 3-competent or higher on a 4-point rubric scale on course lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning.</p> <p><b>Assessment Year(s):</b> 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019</p> <p><b>Related Documents:</b>  <a href="#">Higher-Order Questions Lesson Plans.docx</a></p>	<p><b>Submission Date:</b> 09/15/2025  <b>Result Summary:</b> 70.83% (n=24) of the candidates scored 3-Component on a 4-point rubric scale on course lesson plans that include levels of higher order questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) to enhance students' learning.</p> <p><b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Not Met</p>

Assessment Measure	Result Summary
	<p><b>Analysis of Results:</b> In Fall 2024, (60%)9 of the candidates scored competent (3) or above on a 4-point rubric scale, while in the Spring 2025 semester, (88.89%) 8 of the candidates scored 3-Competent on the same rubric. The Fall semester group average score was 3.00/4 compared to the Spring semester group average score 2.89/4. While the Spring 2025 candidates showed a significantly higher percentage (88.89%) scoring at the competent level (3) or above, the Fall 2024 candidates achieved a slightly higher average score 3.00/4. This suggests that while more Spring candidates met the minimum competency, the Fall candidates may have had a stronger performance overall in the higher-order elements of the rubric. Candidates scoring Competent (3) are performing as expected at the midpoint of the curriculum in acquiring an understanding of addressing the components of the lesson plan and implementing the plan with a small group of students. Candidates scoring at the Developing (2) level are in need of additional assistance with instructional planning.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 24  <b>Number of Successful Face to Face Students:</b> 17  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 24  <b>Total Number of Successful Students in all Populations:</b> 17</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criterion.  <b>Improvement Type:</b> Continue Monitoring  <b>Related Documents:</b>  <a href="#">Critical Thinking Fall 2024-2.xlsx   EDE 3940;</a>  <a href="#">Critical Thinking Spring 2025-2.xlsx EDE 3940</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Indirect - Student Satisfaction Survey  <b>Assessment Measure:</b> Post Student Self-Assessment Form  <b>Criterion:</b> Eighty-six percent (86%) of the student teachers will indicate that they were very well prepared (4), or well prepared (3), on a 4-point rating scale, to utilize techniques to develop higher order skills such as critical thinking and problem-solving with children.  <b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019</p>	<p><b>Submission Date:</b> 09/13/2025  <b>Result Summary:</b> 100% (n = 11) of the student teachers indicated that they were very well prepared (4), or well prepared (3), on a 4-point rating scale, to utilize techniques to develop higher order skills such as critical thinking and problem-solving with children.  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met</p>

Assessment Measure	Result Summary
<p><b>Related Documents:</b>  <a href="#">Post-Student Teaching Self-Assessment Form.pdf</a></p>	<p><b>Analysis of Results:</b> In the fall of 2024, six out of seven student teachers reported feeling "very well prepared" (4) to use techniques for developing higher-order skills, such as critical thinking and problem-solving, in children. One teacher indicated "well prepared" (3). In the spring of 2025, 100% of the student teachers (n = 4) stated they felt "very well prepared" (4), according to a 4-point Likert scale rubric. Overall, the benchmark of 86% was met. These results suggest that instructional practices are effective, although ongoing monitoring and assessment of these skills are necessary to ensure that all candidates are performing at their best.</p> <p><b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 8  <b>Number of Successful Face to Face Students:</b> 8  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 11  <b>Total Number of Successful Students in all Populations:</b> 11</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.  <b>Improvement Type:</b> Continue Monitoring</p> <p><b>Related Documents:</b>  <a href="#">CRITICAL THINKING - F '24 Post Self-Assessment.pdf</a>;  <a href="#">CRITICAL THINKING - Sp '25 Post Self-Assessment.pdf</a></p>

## Communication

**Objective/Outcome:** Candidates will acquire and use effective oral and written communication with students, school personnel, parents and other stakeholders.

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Communication

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

**Start Date:** 10/08/2019

### Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 3:** Communication: Candidates will acquire and use effective oral and written communication with students, (X)

**Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)**

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Portfolio Evaluation  <b>Assessment Measure:</b> Comprehensive Communication Tool Kit (Student Teachers)</p> <p><b>Criterion:</b> Eighty-six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on written communication activities in the Comprehensive Communication Tool Kit.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020  <b>Related Documents:</b>  <a href="#">Communication File.docx</a></p>	<p><b>Submission Date:</b> 09/14/2025  <b>Result Summary:</b> 100% (n=15) of the student teachers scored 3-competent or higher on a 4-point rubric scale on written communication activities in the Comprehensive Communication Plan.  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met  <b>Analysis of Results:</b> During the Fall Semester of 2024, all student teachers (100%, n = 10) achieved a score of 3, which indicates "competent," on a 4-point rubric for their communication activities. In the Spring Semester of 2025, 100% (n = 5) also scored at the competent level (3) using the same rubric. Overall, the criterion was successfully met.  <b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 12  <b>Number of Successful Face to Face Students:</b> 12  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 15  <b>Total Number of Successful Students in all Populations:</b> 15  <b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.</p> <p><b>Improvement Type:</b> Continue Monitoring  <b>Related Documents:</b>  <a href="#">COMMUNICATION - Comprehensive Communication Plan - Sp '25   Mastery;</a>  <a href="#">COMMUNICATION F '24 - Comprehensive Communication Plan - F '24   Mastery</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Indirect - Student Satisfaction Survey  <b>Assessment Measure:</b> Post Student Teacher Self-Assessment</p>	<p><b>Submission Date:</b> 09/13/2025  <b>Result Summary:</b> 100% (n = 11) of the candidates indicated that they were (4) very well prepared, or (3) well prepared on a 4-point rating scale, with their ability to effectively communicate (correct use of grammar, pronunciation) with children, school administrators, teachers and other personnel.</p>

Assessment Measure	Result Summary
<p><b>Criterion:</b> Eighty-six percent (86%) of the candidates will indicate that they were (4) very well prepared, or (3) well prepared on a 4-point rating scale, with their ability to effectively communicate (correct use of grammar, pronunciation) with children, school administrators, teachers and other personnel.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019</p> <p><b>Related Documents:</b>  <a href="#">Post-Student Teaching Self-Assessment Form.pdf</a></p>	<p><b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met  <b>Analysis of Results:</b> In the fall of 2024, five of the seven student teachers indicated that they were "very well prepared" (4) to demonstrate their performance on the communication student learning outcome (SLO), while two reported being "well prepared" (3) on the same. In spring 2025, three student teachers indicated they were "very well prepared" (4) on the SLO, while one indicated "well prepared" (3) in communication, using the same rubric. Overall, the criterion (a rating of (3) or (4) on the SLO was met.</p> <p>These results indicate a consistent pattern across semesters, with the majority of student teachers feeling either well or very well prepared to communicate with various stakeholders and learners. However, the findings highlight the need for targeted instruction and practice in communication, particularly with administrators and other stakeholders, to ensure progress toward the established criterion.</p> <p><b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 8  <b>Number of Successful Face to Face Students:</b> 8  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 11  <b>Total Number of Successful Students in all Populations:</b> 11</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.  <b>Improvement Type:</b> Continue Monitoring  <b>Related Documents:</b>  <a href="#">COMMUNICATION - F' 24 Post -Self-Assessment.pdf</a>;  <a href="#">COMMUNICATION Post Sp '25-Self-Assessment.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Portfolio Evaluation  <b>Assessment Measure:</b> Communication Tool Kit  <b>Criterion:</b> Eighty-six (86%) of the candidates will score 3-competent or higher on a 4-point rubric scale on course-based written communication activities.  <b>Assessment Year(s):</b> 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019  <b>Related Documents:</b>  <a href="#">Communication File.docx</a></p>	<p><b>Submission Date:</b> 09/15/2025  <b>Result Summary:</b> 91.67% (n=24) of the candidates scored 3-Competent or higher on a 4-point rubric scale on course-based written communication activities.  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met</p>

Assessment Measure	Result Summary
	<p><b>Analysis of Results:</b> In Fall 2024, student performance on the 4-point communication activities rubric was strong. 100% of the candidates achieved a score of (3) Competent. The overall group average score was 3.21 out of 4. Candidates' performance was slightly lower in Spring 2025, with 80% of candidates also scoring at the (3) Competent level. The group average was 2.8 out of 4 and did not meet the semester's 86% Competent (3) level criterion—that candidates would score at the Competent (3) level. Overall, the criteria was met when combining the two semesters. While the Spring semester candidates did not meet the criteria, they are demonstrating progress in acquiring oral and written communication skills.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 24  <b>Number of Successful Face to Face Students:</b> 22  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 24  <b>Total Number of Successful Students in all Populations:</b> 22</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.</p> <p><b>Improvement Type:</b> Continue Monitoring  <b>Related Documents:</b>  <a href="#">Communication Fall 2024 -2.xlsx   EDE 3940</a>;  <a href="#">Communication Spring 2025 -2.xlsx   EDE 3940</a></p>

## Learning Environment

**Objective/Outcome:** Candidates will use their knowledge to demonstrate effective ways to maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students.

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Discipline Specific Knowledge

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

**Start Date:** 10/08/2019

### Mapping

- [Florida Board of Governors Performance Metrics](#): (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

IP - [Pre-K Elementary Education \(BS\)](#): (X - Highlight X to Align)

- **Goal 5:** Learning Environment: Candidates will acquire an understanding of and demonstrate effective ways to maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students (X)

**Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)**

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic empahsis (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Portfolio Evaluation  <b>Assessment Measure:</b> Portfolio Rubric:  <b>Criterion:</b> Eighty-six (86%) of the student teachers will score 3 -competent or higher on a 4-point rubric scale on the Comprehensive Character-based Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p> <p><b>Related Documents:</b>  <a href="#">Classroom Management.docx</a></p>	<p><b>Submission Date:</b> 09/08/2025  <b>Result Summary:</b> 100% (n = 15) of the student teachers scored 3 -competent or higher on a 4-point rubric scale on the Comprehensive Classroom and Behavior Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met  <b>Analysis of Results:</b> In the fall of 2024, 100% (n=10) of the student teachers scored (3) competent, on a 4-point rubric scale for their Comprehensive Classroom and Behavior Management System. In the Spring Semester of 2025, 100% (n = 5) also scored at the competent level (3) using the same rubric. Overall, the criterion was successfully met.  <b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 12  <b>Number of Successful Face to Face Students:</b> 12  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 15  <b>Total Number of Successful Students in all Populations:</b> 15  <b>Improvement Narratives</b>  <b>Improvement Narrative:</b>                      Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.</p> <p><b>Improvement Type:</b> Continue Monitoring  <b>"Other" Improvement Type:</b> N/A  <b>Related Documents:</b>  <a href="#">Learning Environment F '24 .xlsx   Mastery;</a>  <a href="#">LEARNING ENVIRONMENT 'SP '25   Mastery</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Portfolio Evaluation  <b>Assessment Measure:</b> Portfolio Rubric</p>	<p><b>Submission Date:</b> 09/15/2025</p>

Assessment Measure	Result Summary
<p><b>Criterion:</b> Eighty-six percent (86%) of the non student teacher candidates will score 3-competent or higher on a 4-point rubric scale on the course-based Comprehensive Character-based Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.</p> <p><b>Assessment Year(s):</b> 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p>	<p><b>Result Summary:</b> 87.14% (n=24) of the non student teacher candidates scored 3-Competent or higher on a 4-point rubric scale on the course-based Comprehensive Character Based Classroom Management System categories (Organization of the Classroom, Behavior Plan, Classroom Climate and Collaboration) key task.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Met</p> <p><b>Analysis of Results:</b> In Fall 2024, candidates' performance on the 4-point learning environment Classroom and Behavior Management System rubric was strong. 85% of the candidates achieved a score of (3) Competent, with the remaining 15% scoring (2) Developing. The overall group average score was 2.86 out of 4. Performance remained high in Spring 2025, with 90% of the candidates also scoring at the (3) Competent level, successfully meeting the semester's 86% criterion. Despite the higher percentage of Competent scores, the group average score slightly decreased to 2.8/4. The Spring semester candidates met its individual goal, the program's overall 86% criterion—that candidates would score at the Competent (3) level—was met when combining the two semesters. Achieving a Competent score indicates that the candidates have met the acceptable performance standard for demonstrating an understanding of strategies to manage the classroom environment.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 24  <b>Number of Successful Face to Face Students:</b> 21  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 24  <b>Total Number of Successful Students in all Populations:</b> 21</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criterion.</p> <p><b>Improvement Type:</b> Continue Monitoring</p> <p><b>Related Documents:</b>  <a href="#">Learning Environment Fall 2024-2.xlsx   EDE 3940;</a>  <a href="#">Learning Environment Spring 2025-2.xlsx   EDE 3940</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Indirect - Student Satisfaction Survey</p> <p><b>Assessment Measure:</b> Post Student Teacher Self-Assessment</p>	<p><b>Submission Date:</b> 09/13/2025</p> <p><b>Result Summary:</b> 100% (n=11) of the student teachers indicated that they were very well prepared (4), or well prepared (3), on a 4- point rating scale, to create and maintain a safe classroom, manage challenging behavior and the class in inclusive learning environments.</p> <p><b>Reporting Period:</b> 2024 - 2025</p>

Assessment Measure	Result Summary
<p><b>Criterion:</b> 86% of the student teachers will indicate that they were very well prepared (4), or well prepared (3), on a 4- point rating scale, to create and maintain a safe classroom, manage challenging behavior and the class in inclusive learning environments.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p> <p><b>Related Documents:</b>  <a href="#">Post-Student Teaching Self-Assessment Form.pdf</a></p>	<p><b>Conclusion:</b> Criteria Met</p> <p><b>Analysis of Results:</b> In the fall of 2024, six of seven student teachers reported feeling "very well prepared" (4) to demonstrate their performance in managing the learning environment as part of the student learning outcome (SLO). One student teacher indicated they felt "well prepared." By spring 2025, 100% (n=4) of the student teachers expressed that they were "very well prepared" (4) in the SLO, using the same rubric. Overall, the criterion of achieving 86% was successfully met. These results demonstrate a consistent pattern across semesters, with most student teachers feeling either well or very well prepared to manage the classroom environment.</p> <p><b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 8  <b>Number of Successful Face to Face Students:</b> 8  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 11  <b>Total Number of Successful Students in all Populations:</b> 11</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Modify instruction and related activities as needed, and monitor candidates' performance to ensure progress to meet the criterion.  <b>Improvement Type:</b> Continue Monitoring  <b>Related Documents:</b>  <a href="#">LEARNING ENVIRONMENT- Sp '25 Post- Self-Assessment.pdf</a>;  <a href="#">LEARNING ENVIRONMENT- F '24 Post- Self-Assessment.pdf</a></p>

## Technology

**Objective/Outcome:** Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil knowledge and the manner in which they are used.

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Discipline Specific Knowledge

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

**Start Date:** 10/08/2019

### Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 4:** Four-Year Graduation Rate (Full-time FTIC) (X)

IP - Pre-K Elementary Education (BS): (X - Highlight X to Align)

- **Goal 6:** Technology: Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil understanding and the manner in which they are used (X)

**Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)**

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic empahsis (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Portfolio Evaluation  <b>Assessment Measure:</b> Portfolio Rubric  <b>Criterion:</b> Eighty-six percent (86%) of the student teachers will score 3-competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the needs of all the students.  <b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019  <b>Related Documents:</b>  <a href="#">Technology Enhanced Lesson Plan.docx</a></p>	<p><b>Submission Date:</b> 09/14/2025  <b>Result Summary:</b> 100% (n = 15) of the student teachers scored 3-competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the needs of all the students.  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met  <b>Analysis of Results:</b> In Fall Semester 2024, all student teachers (100%, n = 10) achieved a score of 3, which indicates "competent," on a 4-point rubric for their technology activities. In the Spring Semester of 2025, 100% (n = 5) also scored at the competent level (3) using the same rubric. Overall, the criterion was successfully met.  <b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 12  <b>Number of Successful Face to Face Students:</b> 12  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 15  <b>Total Number of Successful Students in all Populations:</b> 15  <b>Improvement Narratives</b>  <b>Improvement Narrative:</b>  Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.   <b>Improvement Type:</b> Continue Monitoring  <b>Related Documents:</b>  <a href="#">TECHNOLOGY ' Sp 25.xlsx   Mastery;</a>  <a href="#">TECHNOLOGY F '24.xlsx   Mastery</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Direct - Portfolio Evaluation</p>	<p><b>Submission Date:</b> 09/15/2025</p>

Assessment Measure	Result Summary
<p><b>Assessment Measure:</b> Portfolio Rubric</p> <p><b>Criterion:</b> Eighty-six percent (86%) of the non-student teachers will score 3-competent or higher on a 4 point rubric scale on course lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the needs of all students.</p> <p><b>Assessment Year(s):</b> 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019</p> <p><b>Related Documents:</b>  <a href="#">Technology Enhanced Lesson Plan.docx</a></p>	<p><b>Result Summary:</b> 65% (n=29) of the candidates scored 3-Competent or higher on a 4-point rubric scale on lesson plans that include standards, goals, objectives, method/strategies, assessments, resources, various technologies, accommodations and modifications to meet the needs of all the students.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> In the Fall Semester of 2024, 53% of candidates (n = 8) achieved a score of 3 or above, indicating a Competent level, on a 4-point rubric for their technology activities. The average group score was 2.53 out of 4 (n = 15). In the Spring Semester of 2025, 78% of candidates (n = 11) also scored at the Competent level (3) using the same rubric, resulting in a group average score of 3.21 out of 4. Overall, the combined performance across the two semesters reflected a 65% rate of candidates achieving Competent scores, falling short of the program’s target criterion of 86%. The lower scores may be attributed to the candidates’ limited exposure to the technology used in local schools and the methods courses provided by the program..</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 29  <b>Number of Successful Face to Face Students:</b> 19  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 29  <b>Total Number of Successful Students in all Populations:</b> 19</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.</p> <p><b>Improvement Type:</b> Continue Monitoring</p> <p><b>Related Documents:</b>  <a href="#">Technology Fall 2024-2.xlsx   EDE 3940;</a>  <a href="#">Technology Spring 2025-2.xlsx   EDE 3940</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Indirect - Student Satisfaction Survey</p> <p><b>Assessment Measure:</b> Post Student Teacher Self-Assessment</p>	<p><b>Submission Date:</b> 09/13/2025</p> <p><b>Result Summary:</b> 100% (n=11) of the student teachers indicated that they were very well prepared (4), or well prepared (3), on a 4- point rating scale, with their knowledge and ability to use technology in teaching content and maintaining records in the learning environment.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Met</p>

Assessment Measure	Result Summary
<p><b>Criterion:</b> Eighty-six percent (86%) of the student teachers will indicate that they were very well prepared, (4), or well prepared (3), on a 4- point rating scale, with their knowledge and ability to use technology in teaching content and maintaining records in the learning environment.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023</p> <p><b>Related Documents:</b>  <a href="#">Post-Student Teaching Self-Assessment Form.pdf</a></p>	<p><b>Analysis of Results:</b> In the fall of 2024, six out of seven student teachers reported feeling very well prepared (4) to use technology in the instructional process and to manage records, while one teacher indicated well prepared (3). By the spring of 2025, 100% (n=4) of the student teachers stated they were very well prepared (4), based on a 4-point Likert scale rubric. Overall, the benchmark of 86% was met. These results suggest that instructional practices are effective, although ongoing monitoring is needed to ensure that all candidates are performing to the best of their abilities.</p> <p><b>Number of Online Students Assessed:</b> 3  <b>Number of Successful Online Students:</b> 3  <b>Number of Face to Face Students Assessed:</b> 8  <b>Number of Successful Face to Face Students:</b> 8  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 11  <b>Total Number of Successful Students in all Populations:</b> 11</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Adjust instructions and related activities as necessary, while monitoring candidates' performance to ensure they meet the criteria.  <b>Improvement Type:</b> Continue Monitoring</p> <p><b>Related Documents:</b>  <a href="#">TECHNOLOGY-F '24 - Post Self-Assessment - Copy.pdf</a>;  <a href="#">TECHNOLOGY-Sp -'25 - Post Self-Assessment.pdf</a></p>

## Reflections

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### Overall Reflection

Reflecting on the 2024-25 academic year, our program successfully met its goal for student teacher performance. The established criterion was for 86% of candidates to score as competent (3 on a 4-point scale) on key assignments across five learning outcomes: Subject matter, Communication, Critical Thinking, Learning Environment, and Technology.

This achievement marks a significant turning point. For several assessment cycles prior, the teacher candidates consistently fell short of this 86% target despite extensive efforts. The faculty made multiple modifications to our instructional processes, implemented new professional learning activities for faculty and student teachers, and conducted a comprehensive review of our curriculum, field experiences, and course data. Yet, none of these interventions led to the substantial improvement we needed.

Recognizing the need for a new approach, it was decided to modify the assessment process itself, focusing on targeting specific, relevant competencies tied directly to our learning outcomes. This shift proved to be the means for improvement. The positive results from this modification became evident in the 2024-25 academic year, demonstrating that a change in how we measure performance was key to improving it. This outcome highlights the importance of not only strengthening instruction but also ensuring our assessment methods are aligned with the competencies to assess candidates' performance.

While the candidates met the learning outcome criteria, their responses on the Post Self-Assessment Survey provided valuable insights into areas where content could be added or expanded. Key topics identified included theories of learning, individualized instruction, and the importance of professional communication (maintaining a positive attitude) with staff members such as administrators, teachers, and paraprofessionals.

Progress has been made in implementing the action plan. Three professional development sessions were offered to elementary education teacher candidates: Differentiation of Instruction, Classroom Management, and Actionable Feedback. University supervisors observed that the student teachers successfully implemented strategies learned in these sessions within their classrooms.

Additionally, the "CertiPractice FTCE Exam Preparation" resource was activated in Canvas to enhance support provided by the COE Candidate Empowerment Center for teacher education candidates. The candidates utilized this module to prepare for the exam. The department will continue to make this tool available to candidates and will collect data to assess its effectiveness. The faculty and chair discuss program matters including the Academic Compact in department meetings that are scheduled throughout the academic year.

## Reflections

### Future Action Plan

#### Action Plan | Elementary Education | Implementation in the 2025-26 Academic Year

**Program Goal** - To enhance teacher candidates' performance on five learning outcomes: Subject matter, Communication, Critical Thinking, Learning Environment, and Technology.

**Task 1** | Provide professional learning opportunities for elementary education teacher candidates:

- Integrating Technology into Instruction
- Analyzing Data to Inform Classroom Instruction
- Strategies for Effective Communication with School Personnel

**Timeline:** October -November 2025 | February – March 2026

**Task 2** | Revise the field clinical experiences and manual.

**Timeline:** October – November 2025

**Task 3** | Continue to offer the "CertiPractice FTCE Exam Preparation" in Canvas to augment the assistance provided by the COE Candidate Empowerment Center for teacher education candidates.

**Timeline:** Continuous – Academic Year 2025-2026

**Task 4** | Identify courses to incorporate content and activities to address theories of learning and communication skills.

**Timeline:** October-November 2025

**Task 5 | Responsible Department/Personnel**

Department of Elementary Education chairperson and faculty