**PROGRAM ASSESSMENT REPORTS**

**SCHOOL OF EDUCATION**

**MASTER DEGREE PROGRAMS**

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**Goals and Objectives:**

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment for both pre-service educators as well as advanced preparation for inservice educators.

The specific goals and objectives of the Master of Education programs are to provide students with opportunities to become confident, caring, reflective educators by:

1. earning academic credentials that may allow them to advance in the chosen field of employment;
2. experiencing personal growth and understanding through in-depth study in the area of concentration and certification;
3. expanding the student’s Christian values through course work and campus activities;
4. specializing in a chosen area or discipline;
5. building upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field; and
6. becoming strong professional leaders in their chosen discipline and area of certification.

**M.Ed. Art of Teaching (MAT) Elementary Education**

**Mission: The M.Ed. Art of Teaching (MAT) Elementary Education**

1. **Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the M.Ed. Elementary Education has five singular, specific, and measureable SLOs.**
	1. **Graduate School of Education Exit Survey** requires students to demonstrate the ability to analyze the 12 program components with a three or higher on a five point Likert scale:
		1. My advisor provides high quality guidance information for my program;
		2. My instructors are highly qualified in their subject areas. They communicate their knowledge in the university classroom;
		3. The Library (its databases, books, media, periodicals, and online resources) supports a quality learning experience in my program;
		4. The facilities for the School of Education encourage a quality learning experience;
		5. My university classrooms support current technology necessary for my preparation as an educator in the modern classroom;
		6. My instructors practice what they preach by modeling best teaching practices;
		7. I feel well prepared to communicate my ideas in writing addressing current issues in my field;
		8. I am well prepared to critically evaluate the literature in my field and to synthesize the literature from a variety of sources;
		9. The School of Education makes available classes that will allow me to complete my program in a timely manner;
		10. I believe there is a strong commitment on the part of faculty and staff in my program to meet my individual needs;
		11. The School of Education is carrying forth its mission to prepare me as a confident, caring, reflective decision-maker;
		12. I encounter diversity in my course content, my interactions with faculty, and discussions with students.

Table 1. Exit Survey

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Advisor Effectiveness | 4.5 | 5.0 | 4.3 |
| Faculty Expertise | 5.0 | 5.0 | 4.3 |
| Library Resources | 3.5 | 3.5 | 4.7 |
| Modern Facilities | 4.5 | 5.0 | 4.3 |
| Technology Resources | 4.0 | 4.0 | 4.7 |
| Best Practices | 5.0 | 4.0 | 4.3 |
| Scholarly Writing Training | 4.5 | 4.5 | 4.3 |
| Research Skills Training | 5.0 | 4.5 | 4.7 |
| Class Availability | 5.0 | 4.5 | 4.7 |
| Individual Needs Met | 4.5 | 4.5 | 4.3 |
| School Mission Realized | 4.5 | 5.0 | 4.7 |
| Diversity  | 4.5 | 5.0 | 4.3 |

* 1. **Comprehensive Examination**: Students (90%) pass the comprehensive examination with a 3 or higher on a five point Likert scale rubric.
		1. Ability to Demonstrate Content Knowledge at a Graduate Level
		2. Ability to Problem Solve Based on a Scenario
		3. Ability to Analyze and Evaluate Information Presented in the Examination

Table 2. Comprehensive Examination Results

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Percentage Passed | 100 | 100 | 100 |

* 1. **Interdisciplinary Unit (EDU 606)**: Students design an interdisciplinary unit earning a 3 or higher on a five point Likert scale rubric.
		1. Apply Scan and Cluster Skills
		2. Align Broad-Based Standards
		3. Implement the Construction of a Curriculum Umbrella
		4. Implement the Construction of a Curriculum Web
		5. Design Big Understandings, Big Questions, Big Assessment Task
		6. Design Task Specific Rubric
		7. Define and Defend the Unit’s Relevance

Table 3. Interdisciplinary Unit

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Scan/Cluster | 3.9 | 3.9 | 3.8 |
| Standards Aligned | 3.7 | 3.9 | 3.8 |
| Umbrella | 3.6 | 3.8 | 3.8 |
| Construction of Web | 3.9 | 3.9 | 3.9 |
| Big Understandings | 3.6 | 3.9 | 3.8 |
| Big Questions | 3.5 | 3.7 | 3.8 |
| Big Assessment Task | 3.8 | 3.9 | 3.8 |
| Task Specific Rubric | 3.9 | 3.9 | 3.8 |
| Unit Relevance | 3.9 | 3.9 | 3.9 |

* 1. **Instructional Unit with Technology (EDU 625):** Students demonstrate technology competencies in the design of an instructional unit earning 85% or higher on the Target rubric.
		1. Synthesis of Knowledge with the Content of the Unit
		2. Organization of the Content and Instructional Components
		3. Demonstrating the Skill to Teach Across the Curriculum
		4. Aligning all Instructional Strategies and Activities to Standards
		5. Demonstrating the Ability to Design Language Arts Strategies
		6. Aligning all Instructional Strategies to Multiple Intelligences
		7. Demonstrating the Ability to Design Depth in the Procedures
		8. Demonstrating the Ability to Integrate Technology.

Table 4. Instructional Unit with Technology

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Synthesis of Knowledge | 82 | 90 | 88 |
| Organization | 86 | 90 | 77 |
| Across the Curriculum | 86 | 94 | 100 |
| Aligning Standards | 84 | 90 | 100 |
| Language Arts Skills | 88 | 96 | 100 |
| Multiple Intelligences | 84 | 90 | 100 |
| Design Depth in Procedures | 86 | 74 | 88 |
| Integrate Technology | 86 | 90 | 100 |

* 1. **Implementation of an Instructional Unit:** Students design, implement, and analyze the impact of a value-added instructional unit tested in a classroom and earn 85% or higher on the assignment rubric.
		1. Topic and Topical Themes
		2. Unit Overview
		3. Generalizations
		4. Guiding Questions
		5. Teaching Strategies and Procedures
		6. Culminating Tasks

Table 5. Implementation of an Instructional Unit

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Topic and Topical Themes | 98 | 87 |
| Unit Overview  | 99 | 81 |
| Generalizations | 99 | 80 |
| Guiding Questions  | 99 | 87 |
| Strategies and Procedures | 98 | 87 |
| Culminating Tasks | 99 | 87 |

* 1. **Assessing Student Learning:** Students will assess their students’ learning through analysis of informal and formal performance indicators, feedback, monitoring and guiding students. The students will have a group mean of 3.0 or higher on a four point Likert scale. Key Assessment started in 2016-2017.
		1. Analyzing Student Work ACEI 4.0
		2. Using Assessment to Inform Instruction ACEI 3.1
		3. Using Feedback to Guide Further Learning ACEI 4.0
		4. Monitoring Student Progress and Adjusting Instruction ACEI 4.0
		5. Understanding Language Demands and Resources

Table 6. Assessing Student Learning

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Analysis | 4.0 | 4.0 |
| Informing Instruction | 4.0 | 4.0 |
| Feedback | 4.0 | 4.0 |
| Monitoring | 4.0 | 4.0 |
| Understanding Language | 4.0 | 4.0 |

1. **What students learned as documented by learning measurements.**

The M.Ed. Elementary Education program is a teaching degree designed to advance the instructional best practices of kindergarten through 6th grade educators. As demonstrated by the SLOs, educators learn to design and implement integrated teaching units based on current curriculum design research findings, current integration of technology into classroom plans, building a diverse and inclusive learning environment with value-added instructional activities to encourage each child’s best efforts, and the growth of intelligence through increased knowledge and skills training.

1. **Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

M.Ed. Elementary Education students reported high scores when analyzing program components, especially in faculty expertise (4.7), best practices (4.6), research skills (4.7), technology (4.6), and scholarly writing (4.7). Two components were reflections on their advanced abilities in research skills and scholarly writing. These are important indicators that the graduate program is providing needed experiences in these two areas and increasing students’ confidence in their abilities to conduct research. The other SLOs are focused on designing powerful learning experiences, creating lively, high impact, brain-based class environments founded on brain-based research, and implementing value-added assessments to diagnose learning achievements. There are strong indicators that this was happening across all five SLOs.

**What students did not learn based on SLOs?**

Differentiated instruction continues to be the learning block for many of the students. The inclusive classroom model employs concepts foreign to students who have been previously trained in whole group instruction, teaching to the middle of the group’s abilities, and meeting the needs of exceptional learners.

1. **Evidence of continuing appropriate programmatic SLOs.**

Four of the five SLOs are being continued without revision because they offer a strong diagnostic analysis of student growth in instructional practices and design. The Comprehensive Examination is under review determining if more diagnostic program information could be produced through the Teacher Performance Assessment (TPA) which is content and application. The Comprehensive Examination only provides evidence of content knowledge.

1. **Evidence of programmatic revision or improvement for weak results on SLOs.**

The Teacher Performance Assessment (TPA) is designed to analyze educators’ professional growth throughout the M.Ed. program. The analysis includes the teaching abilities to differentiate instruction, integration of content, demonstrating the educator’s impact on students’ learning in their classrooms. The Assessing Student Learning was first implemented in 2016-2017. Four other key assessments will be added to complete the TPA summative assessment package. The Instructional Unit will be replaced with the TPA assessments.