**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. English Education**

**Mission: The M.Ed. English Education provides a strong academic curriculum and excellent instruction enriched with Christian values for students of all backgrounds to achieve their highest potential in scholarship. The target population is teachers delivering English and Language Arts instruction in secondary education (7th – 12th grades). The M.Ed. in English Education offers an expanded study in language, literature, composition theory and practice, literary theory and criticism, literary history, cultural studies, and readings in diverse texts. The degree also provides in-depth instruction and practice in the development of inclusive instructional units, assessment, and research in educational trends.**

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. English Education has seven 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 | 4.0 | 3.5 | 4.0 |
| Faculty Expertise | 4.5 | 4.5 | 4.5 |
| Library Resources | 5.0 | 4.5 | 4.0 |
| Modern Facilities | 5.0 | 4.0 | 4.0 |
| Technology Resources | 4.0 | 4.0 | 4.5 |
| Best Practices | 5.0 | 5.0 | 5.0 |
| Scholarly Writing Training | 5.0 | 5.0 | 4.5 |
| Research Skills Training | 5.0 | 5.0 | 4.5 |
| Class Availability | 4.0 | 4.7 | 4.4 |
| Individual Needs Met | 5.0 | 4.7 | 4.5 |
| School Mission Realized | 5.0 | 5.0 | 4.5 |
| Diversity | 5.0 | 5.0 | 5.0 |

* 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 |
| Question 1 |  3.0 | 3.0 |  3.5 |
| Question 2 | 3.0 | 4.0 | 3.5 |
| Question 3 | 3.0 | 4.0 | 4.0 |
| N= | 1 | 1 | 4 |

* 1. **Lesson Plan EDU 640:** Students design, implement, and analyze the impact of a value-added instructional unit tested in a classroom and earn 4.0 or higher on the assignment rubric. Key assessment was piloted in the 2016-2017 academic year. It replaced the Interdisciplinary Lesson Plan assessment.
		1. Content Standards – Objectives are aligned to standards/learning goals
		2. Learner Objectives – precise learning goals
		3. Initial Activity – Lesson to introduce the unit
		4. Instructional Procedures – Precise directions for the teacher
		5. Materials – List of physical materials and media
		6. Technology – Make sure all technology requirements are integrated into the lesson
		7. ELL – Activities compatible to children with English as a second language
		8. Assessment – Informal and formal assessments of student learning
		9. Enrichment-Remediation – Specific instructional activities
		10. Accommodation and Adaptations for Diverse Learners
		11. Reflection – provided after the lesson is taught

Table 3. Lesson Plan EDU 640

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 | 2018-2019 |
| Content Standards | 4.0 | -- |  |
| Learner Objectives | 4.0 | -- |  |
| Initial Activity | 4.0 | -- |  |
| Instructional Procedures | 4.0 | -- |  |
| Materials | 4.0 | -- |  |
| Technology | 4.0 | -- |  |
| ELL | 4.0 | -- |  |
| Assessment | 4.0 | -- |  |
| Enrichment/Remediation | 4.0 | -- |  |
| Accommodations | 4.0 | -- |  |
| Reflection  | 4.0 | -- |  |
| N= | 1 | 0 |  |

* 1. **Writing Assessment** – All graduate students are assessed in their writing three times, students will earn an overall mean score of 3.0 on a four point Likert scale for the Writing Assessment.

Table 4. Writing Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Overall Mean I | 3.2 | 4.0 |  |
| Overall Mean II | 3.4 | 3.8 |  |
| Overall Mean III | 3.4 | 3.8 |  |

* 1. **Planning Commentary Interdisciplinary Integrated Unit** – The student will show understanding of how to use a variety of instructional strategies to encourage learners to develop deep understanding of integrated content. The student will achieve 3.0 or higher out of a four-point Likert scale. The Planning Commentary was implemented Fall 2017 as a new comprehensive assessment package based on EdTPA.
		1. How do they plan to support student learning: use of facts, concepts, and interpretation of content?
		2. How do they use knowledge of the students to support learning to make and explain judgments about the content?
		3. How do informal and formal assessments provide information to understand student progress toward the standards/objectives?

Table 5. Planning Commentary Interdisciplinary Integrated Unit

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Explaining the Content | 4.0 | -- |
| Judgment about Content | 4.0 | -- |
| Planning for Assessment | 4.0 | -- |
| N= | 4 | 0 |

1. **Engaging Students and Supporting Learning** - The student will actively engage students in learning, social motivation, and positive social communication to build supportive learning environments. The students will achieve 3.0 or higher on a four-point scale. Engaging Students and Supporting Learning was implemented Fall 2017 as a new comprehensive assessment package based on EdTPA.
2. They will engage students in critical evaluation of the subject content and defend their judgments.
3. They will elicit and monitor their students’ responses to deepen their understanding of how to critically evaluate the content.

Table 6. Engaging Students and Supporting Learning

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
|  Critical Evaluation | 4.0 | -- |
|  Deepening Critical Evaluation | 4.0 | -- |
|  N= |  4 | 0 |

1. **Assessment of Student Learning** – The student will know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary/secondary student. The group mean will be 3.0 or higher on a four-point scale.
	* 1. Analyzing student work.
		2. Using assessment to inform instruction.
		3. Using feedback to guide learning.
		4. Monitoring students’ progress and adjusting instruction.
		5. Understanding the academic content language demands.
		6. Developing students’ academic content language.
		7. Analysis of impact on student learning.

Table 7. Assessment of Student Learning

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Analysis | 4.0 | -- |
| Assessment | 4.0 | -- |
| Feedback | 4.0 | -- |
| Monitoring/Adjusting | 4.0 | -- |
| Understanding Academic Content | 4.0 | -- |
| Developing Academic Content | 4.0 | -- |
| Impact on Learning  | 4.0 | -- |
| N= | 4 | 0 |

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

The M.Ed. English Education degree is designed to meet the English/Language Arts content and research-based instructional strategies of new and seasoned English/Language Arts educators in 7th through 12th grades. Heavy emphasis is placed on writing instruction and personal creative writing skills in order to transfer those skills and strategies into the secondary classroom. Instructional Unit design is developed to a high skill level including generalizations, higher level critical thinking, guiding questions, and informal/formal assessment including formative and summative.

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

**What students learned?**

M.Ed. English Education students demonstrated strengths in unit designs, lesson planning, and aligning curriculum frameworks. All students demonstrated strong content knowledge and application in the comprehensive examinations.

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

M.Ed. English Education students completed all SLOs. Differentiated instruction continues to be an average area of performance when compared to other instructional components. The low number of students (<5) is not sufficient evidence for a strong program review. The newly implemented EDU 640 Course Binder is based on the principles and standards of the EdTPA. The use of instructional activities to meet the demands of gifted students, ELL students, students with learning accommodations, and all types of diversity in interest and background is a new area of professional growth based on the latest research.

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

All SLOs will be continued as they provide strong diagnostic evidence of program components. The English Department is considering expanding its online offerings to reach a wider population of graduate students.

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

The Teacher Performance Assessment 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. This will replace the rubric for the Implementation of the Instructional Unit.