**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. Gifted Education**

**Mission: The M.Ed. Gifted Education ensures that practitioners are able to recognize and serve highly able learners through systematic programming. Educators will identify high-ability students who need more depth and complexity in instruction or may need a referral for further assessment and services. Gifted Education teachers are familiar with the theory, research, curriculum strategies, and educational practices necessary to develop and sustain high quality classroom-based opportunities for advanced student learning.**

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 | 5.0 | 5.0 | 5.0 |
| Faculty Expertise | 4.9 | 4.8 | 5.0 |
| Library Resources | 4.6 | 4.7 | 5.0 |
| Modern Facilities | 4.9 | 4.8 | 5.0 |
| Technology Resources | 4.7 | 4.7 | 5.0 |
| Best Practices | 4.7 | 4.6 | 5.0 |
| Scholarly Writing Training | 4.7 | 4.6 | 5.0 |
| Research Skills Training | 4.6 | 4.5 | 5.0 |
| Class Availability | 4.7 | 4.8 | 5.0 |
| Individual Needs Met | 4.7 | 4.9 | 5.0 |
| School Mission Realized | 4.9 | 4.7 | 5.0 |
| Diversity  | 5.0 | 4.3 | 5.0 |

* 1. **Thematic Unit**: Teachers design a unit of instruction meeting the individual learner differences represented in a gifted classroom. The S.L.O. will be 3.0 on a four point Likert Scale.
		1. Learner Development and Differences – differentiating instruction
		2. Learning Environments – Diverse safe culturally responsive constructivist classroom
		3. Curricular Content – Multidisciplinary culturally diverse
		4. Assessment – Informal and formal authentic performance assessments
		5. Instructional Planning and Strategies – Detailed plan of action
		6. Professional Learning – Research-Based

Table 2. Thematic Unit Results

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Learner Development / Differences  | 3.0  |  3.5 |  3.8 |
| Learning Environments | 4.0 | 3.7 | 4.0 |
| Curricular Content | 4.0 | 3.8 | 3.9 |
| Assessment  | 4.0 | 3.7 | 4.0 |
| Instructional Planning and Strategies | 4.0 | 3.6 | 4.0 |
| Professional Learning | 3.5 | 3.3 | 4.0 |

* 1. **Interview Case Study**: The student will conduct an interview using the Interview Discussion Template. The student will use the interview to develop a case study. The students will have a mean of 3.0 or higher on a four point Likert Scale.
		1. Assessment Strategies – Informal and Formal qualitative research
		2. Development of Characteristics of Learners – social, emotional, physical, intellectual
		3. Individual Learning Differences – Diverse learning communities
		4. Collaboration – Interviewing a learner, a teacher, and a parent

Table 3. Interview Discussion (Introduced 2016-2017)

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Assessment Strategies | 3.9 | 4.0 | 4.0 |
| Development-Learner Characteristics | 3.9 | 4.0 | 4.0 |
| Individual Learning Differences | 3.9 | 4.0 | 4.0 |
| Collaboration | 3.5 | 4.0 | 3.4 |

* 1. **Staff Development Presentation:** Students demonstrate the skills to analyze fellow teachers’ professional needs, organize a curriculum strategies presentation, and present the professional development activity to their colleagues. The student mean will be 3 or higher on a four point Likert scale rubric.
		1. Learner Development and Individual Differences
		2. Learning Environments - Description of the learning environments
		3. Curricula Content Knowledge
		4. Assessment
		5. Instructional Planning and Strategies
		6. Professional Learning and Ethical Practice

Table 4. Staff Development Presentation

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Learner Development/Individual Differences  | 3.5 | 3.9 | 4.0 |
| Learning Environments | 3.8 | 4.0 | 3.9 |
| Curricula Content Knowledge | 4.0 | 3.8 | 4.0 |
| Assessment | 3.9 | 3.9 | 3.9 |
| Professional Learning and Ethical Practice | 3.8 | 3.9 | 4.0 |

* 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 | 2015-2016 | 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. **What students learned as documented by learning measurements.**

The M.Ed. Gifted Education program is a teaching degree designed to advance the instructional best practices of 2nd through 8th grade gifted education educators. As demonstrated by the SLOs, educators learn to design and implement integrated teaching units that are intellectually above and beyond what is required in a general classroom setting. Educators build environments where thinking skills, group dynamics, leadership skills and affective growth of intelligence through increased knowledge and skills training in safe exploratory constructivist environment.

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

**What students learned?**

M.Ed. Gifted Education students learn how to design and implement curricula for the gifted, theory and practice for gifted learners, how to teach the gifted learners through differentiated learning strategies, learn how to identify atypical learners, and create culturally diverse accepting environments.

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

Scores were low in learner development (3.3), collaboration (3.4), and Professional Learning (3.3). This indicates students were having difficulty understanding the advanced nature of the learner and applying gifted learner strategies

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

The five SLOs are being continued without revision because they offer a strong diagnostic analysis of student growth in instructional practices and design.

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

Summer Creativity Exploration (3 days) and STEAM Saturday provide hands-on opportunities with actual gifted learners to better understand how to plan and teach. Informal authentic performance and the creation of thematic units are designed each session. As a new professional resource, these thematic units will be uploaded to [www.livebinder.com](http://www.livebinder.com) (Project Excellence SWD), a national website for teacher support.