

Master of Arts in Teaching Degree Program

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Demonstrate proficiency in basic pre-professional and content knowledge the Mississippi Department of Education requires for Alternate - Route Teacher Education candidates through the Master of Arts in Teaching degree program</p>	<p>Data will be collected prior to program admission through scores on <i>PRAXIS I Pre-Professional Skills Assessment (PPST)</i>, a measure of basic skills in reading, writing, and mathematics, and <i>PRAXIS II: Subject Assessments</i>, measures of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. The Master of Arts in Teaching (MAT) Committee will review scores and note trends.</p>	<p>All applicants admitted to the Master of Arts in Teaching (MAT) program have met or exceeded the Mississippi Department of Education’s minimum cut scores.</p> <p>The MAT is in its initial year of implementation, but a review of last year’s data showed the majority of applicants did not take the required <i>PRAXIS</i> examinations or make the minimum MDE <i>PRAXIS I</i> or <i>II</i> score.</p>	<p>The College of Education created within the Technology Lab a self-paced tutorial system, The Learning Curve, where applicants can prepare for <i>PRAXIS</i> tests using tutorials.</p> <p>A Master of Arts in Teaching brochure was created with resources for <i>PRAXIS</i> information.</p> <p>“Basic Skills Test Prep Course,” a <i>PRAXIS</i> preparation C-D Rom, has also been made available to applicants.</p>
<p>Demonstrate the ability to plan and implement instruction that meets the needs of diverse learners in the classroom setting</p>	<p>Initial data were collected on Master of Arts in Teaching candidates in CSD 632*, CEL/CUR 612*, and CEL/CSD 614* using instructor-created rubrics. University supervisors also collected data via a program – developed teacher evaluation form the first semester of CEL/CUR 650*, the year-long internship.</p> <p>However, in order to provide more substantial and standardized data, second semester</p>	<p>Methods instructors reported that a significant number of candidates had difficulty conceptualizing and developing long range, i.e., a unit plan or curriculum map.</p> <p>A review of first semester evaluation data showed candidates need continuing support in developing planning skills.</p> <p>A review of logs documenting collaboration with mentor</p>	<p>Course content will be restructured to introduce the <i>Teacher Work Sample</i> and the <i>STAI</i> earlier in courses throughout the program of study. <i>Teacher Work Samples</i> and the <i>STAI</i> will be implemented in CEL/CUR 650 in fall 2006. Specific content identified as weaknesses in a review of data will be emphasized throughout the program.</p> <p>The program coordinator will explore ways to strengthen the mentor</p>

	<p>University supervisors will implement the <i>Student Teacher Assessment Instrument (STAI)</i> and <i>Teacher Work Sample (TWS)</i>, which will also be integrated into CEL/CUR 650 course content.</p> <p>The <i>STAI</i> is an instrument used statewide to measure teacher candidates' abilities within the following domains: planning and preparation; communication and interaction; teaching and learning; managing the learning environment; assessment of student learning; and professionalism and partnerships.</p> <p>The <i>TWS</i> assesses candidates' knowledge, skills, and dispositions related to best practice/reflective thought with respect to candidate impact on student learning. The components include contextual factors associated with learning; the development of learning goals; an assessment plan; a design for instruction; evidence of instructional decision making; analysis of student learning; and reflection and evaluation.</p> <p>The <i>Teacher Work Sample</i> and <i>STAI</i> are divided into components, assessed with individual rubrics, and aligned with instruments used at other universities.</p>	<p>teachers showed that candidates need more assistance in developing long range plans.</p> <p>Program supervisors and planners, in reviewing <i>STAI</i> and <i>TWS</i> data, determined that areas of strength for candidates were reflection and classroom management, while identifying state curriculum competencies and objectives, identifying contextual factors for learning, instructional planning, collaborative planning, and the use of cooperative grouping strategies with students were areas of weakness.</p>	<p>component, especially as it relates to planning and implementing instruction.</p> <p>The program coordinator will collaborate with supervisors and Division Chair to adapt <i>Teacher Work Samples</i> and the <i>STAI</i> to the realities and constraints of the MAT program.</p>
<p>Demonstrate the ability to complete a successful field experience</p>	<p>The Master of Arts in Teaching Program is a year- long experience in</p>	<p>Qualitative data from candidates' reflection journals</p>	<p>Quantitative data needs to be collected after the first four courses in order to</p>

	<p>the field. As such, instructors in CEL/CUR 611*, CEL/CUR 612 and CEL/CSD 614, as well as CSP 546*, (the four pre-teaching or summer courses) will use a variety of case studies, instructional strategies, and resources to help prepare candidates for the field.</p> <p>Data will be collected via journals candidates will keep during fall 2005 in CEL/CUR 650.</p>	<p>suggested that the majority felt adequately prepared after the first four courses.</p>	<p>determine how well the pre-teaching courses prepare candidates for their clinical experiences and to ascertain areas of concern.</p> <p>A journal requiring candidates to reflect throughout their first semester of teaching experiences should be required, not optional.</p>
<p>Demonstrate the ability to measure student achievement, employ classroom management, and adjust instruction for maximum impact on student learning</p>	<p>First semester supervisors used a program-created evaluation form, but second semester they implemented the use of the <i>STAI</i> and <i>Teacher Work Sample</i>, which were also integrated into CEL/CUR 650 course content.</p> <p>Principals provided informal feedback through interviews to university supervisors during site visits. A more formal survey instrument is under development for use in year two.</p>	<p>A cursory data analysis suggests that a significant number of MAT interns need to become more skilled in using varied instructional strategies and resources.</p> <p>Data also showed that candidates need additional support in monitoring and adjusting instruction as well as managing the classroom environment.</p> <p>Approximately a fourth of the principals interviewed voiced concerns that MAT interns, like the rest of their staff, stress MCT preparation to the exclusion of all else.</p>	<p>CEL/CUR 650 content will be restructured around the teaching of the <i>STAI</i> and <i>Teacher Work Sample</i> at the beginning of the fall 2006 semester.</p> <p>University supervisors will examine and better understand their roles in supporting MAT candidates through feedback related to the <i>STAI</i> and <i>Teacher Work Sample</i>.</p> <p>The program coordinator will communicate and collaborate with principals as well as MCT consultants in order to help candidates maximize their impact on student learning.</p>
<p>Demonstrate a commitment to the teaching profession and to lifelong learning as evidenced by reflection, collaboration, and a commitment to professional development</p>	<p>The <i>College of Education Dispositions Rating Scale (Domain VI of the Student Teacher Assessment Instrument: Professionalism and Partnerships)</i> will be used to assess candidates' professional dispositions. The rating scale contains</p>	<p>The instructor reviewed the dispositions and philosophies, as well as qualitative data, with each candidate and shared concerns, questions and comments. Instructors recommended that these be reviewed early in the internship so that</p>	<p>Internship instructors/supervisors will review candidate dispositions/philosophies at the onset of the fall 2006 internship and use them as points of conversation throughout the clinical visits, culminating in a second</p>

	<p>12 indicators dealing with the candidate's ability to exhibit professional behaviors associated with effective teaching and collaborate with educational partners. The quantitative data will be collected in CEL/CUR 650 during spring 2006. A <i>teaching philosophy</i> will also be collected from each student as a measure of professional dispositions during the fall 2005 and spring 2006 semesters. A rubric will be used to evaluate these assignments.</p> <p>Qualitative data will be provided through candidates sharing reflective journals and anecdotes of their activities.</p>	<p>candidates could make needed improvements/capitalize on strengths. They should be revisited throughout the internship and resubmitted for review at the end of the experience. There was a wide range in the responses, underscoring the need to address the status of each with candidates individually.</p>	<p>assessment of candidates' dispositions/philosophies at the end of the internship in spring 2006 in order to note changes over the course of the academic year.</p> <p>The program coordinator will explore ways to document candidates' professionalism as reflected through their philosophies and dispositions, and documented by activities as varied as attending workshops, reading journals, and supporting co-curriculum activities at their respective schools.</p>
<p>Demonstrate a commitment to diversity by working with diverse candidates, faculty, and students in various settings</p>	<p>Quantitative data will be collected using the <i>Openness to Diversity and Challenge Survey</i> (Pascarelli <i>et al</i>, 2004)³ spring 2006 semester near the end of the CEL/CUR 650 internship. The survey, adopted by the College of Education, contains eight statements on a range of diversity stances, requiring candidates to assess their degree of comfort with the diversity issues using a Likert scale.</p> <p>After completing the survey, candidates will provide complementary qualitative data in which they will explain how (if) their ratings changed over the course of the year and</p>	<p>Initial data analysis suggested that the majority of candidates are open to the facets of diversity represented on the survey.</p> <p>Survey results and the corresponding qualitative statements will continue to be reviewed. Trends in responses to the eight-item survey will be noted and used to plan experiences that will promote respect for diversity issues within the program.</p>	<p>The survey needs to be implemented in CEL/CUR 650 at the beginning of the fall 2006 semester and followed up at the end of the CEL/CUR 650 spring 2007 semester, and supplemented with qualitative data.</p> <p>Opportunities for diverse candidates, students, and faculty to work together will be structured throughout the MAT program.</p> <p>The bibliography for course syllabi will be revised to include diverse scholars who represent different perspectives on pedagogy.</p>

	reasons for changes or the lack thereof. The instructor will review survey results.		
Demonstrate proficiency in the use of technology as a tool to enhance teaching and learning	<p>Candidates take CML 509*, a distance learning course that focuses on the use of technology in the school setting and culminates with the <i>COE Technology Assessment</i>. The <i>Technology Assessment</i> is a self-paced exam consisting of the following four sections: word processing, spreadsheets, presentations, and telecommunications.</p> <p>The <i>Technology Assessment</i> is also administered in ELR 605* in the Technology Lab in the College of Education.</p> <p>All other courses in the MAT program require candidates to demonstrate varying degrees of proficiency in instructional technology.</p>	The <i>Technology Assessment</i> was administered for the first time in spring 2006. A review of selected candidates' performance to date indicated that some will need individual tutorials.	The results of the <i>Technology Assessment</i> and performance on individual course outcomes will be used to direct students to tutorials available in the College of Education Technology Lab.

* The following titles are provided for referenced courses.

CML 509 – Technology in Education

CSP 546 – Advanced Survey of Exceptional Children

CEL/CUR 611 – Classroom Management and Organization

CEL/CUR 612 – Development, Assessment, and Evaluation

CEL/CSD 614 – Methods of Instruction in Elementary/Secondary Schools

CSD 632 – Secondary Curriculum Planning, Theory, Organization and Development

CEL/CUR 650 – Dimensions of Learning/Internship

ELR 605 – Methods of Educational Research and Statistics

³Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *The Journal of Higher Education*, 75, 249 – 284.