

Master of Education in Elementary Education 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 understanding of knowledge and skills associated with the content of the M. Ed. degree program in elementary education</p>	<p>A comprehensive examination will be administered each semester to candidates in the final courses of the M.Ed. A rubric will be used to evaluate the exams. Distribution of scores will be analyzed to assess strengths and weaknesses in the program.</p>	<p>Data showed that the majority of students enrolled in the program acquired the knowledge and skills associated with its content. A small percentage (approximately 1 out of 15) of students failed to pass all portions of the exam. This pattern has been constant for the past three to five years. Program advisors reviewed inadequate responses in light of the course content and recommended that faculty meet with individual candidates for remediation. In addition, candidates evidenced a need for improved composition and organization skills associated with advanced elementary education study, to be addressed through conferences and referrals to writing tutorials.</p>	<p>The M.Ed. program has been revamped to streamline and focus its content so that candidates will master essential knowledge and skills. Proposed curriculum changes have been approved and are being implemented. Conferences were held with candidates exhibiting writing deficiencies, and referrals were made to the writing tutorials in the Technology Lab.</p>
<p>Demonstrate skill in planning and implementing instruction for diverse populations in the elementary school, while exhibiting appropriate dispositions</p>	<p>In CEL 610, <i>Effective Instruction</i>, candidates will be required to plan and teach a lesson plan in an approved school setting. A rubric will be used to assess planning,</p>	<p>Formative assessment showed that candidates need additional help in planning and teaching lessons commensurate with an advanced level of understanding. Faculty</p>	<p>Individual conferences were held with candidates throughout CEL 610, <i>Effective Instruction</i>, to guide their planning and implementation. School supervisors were</p>

<p>for effective teaching at the master's level</p>	<p>management, implementation, and dispositions. In CEL 630, <i>Practicum in Elementary Education</i>, candidates will be required to plan and implement a teaching unit. A rubric will be used to assess their planning/teaching and related dispositions. A distribution of the scores on rubrics will be used to analyze data.</p>	<p>members recommend that specific feedback be provided on an individualized basis and that a more specific and detailed rubric be developed for use in CEL 630, <i>Practicum in Elementary Education</i>, where clinical practice occurs.</p>	<p>identified to serve in a coaching capacity in the field. A more detailed planning rubric was developed for use in CEL 630, <i>Practicum in Elementary Education</i>, to reinforce skills. Conferences were held with students to discuss dispositions and plan strategies to overcome weaknesses.</p> <p>NOTE: CEL 630 is taught Summer I, so data associated with that course will be available at the end of Summer I, 2006. Prior data is not available, as this is a new assessment.</p>
<p>Demonstrate the ability to assess student learning and create appropriate learning opportunities at both lower and upper elementary grade levels through reflective practices associated with master teachers</p>	<p>Teaching units will be used in CEL 630, <i>Practicum in Elementary Education</i>, during summer 2005. A clinical feedback form will be used to determine candidates' abilities to assess student learning and plan/adapt instruction based on assessment results. Related dispositions will be assessed using the feedback form as well. The instructor and program coordinator will review the data to make necessary program/curriculum modifications.</p> <p>NOTE: The curriculum team desired to make changes to the data collection/evaluation procedures that would not be achievable by Summer</p>	<p>An analysis of scores received on clinical feedback forms indicated that a significant number of candidates needed additional strategies for working with students at all levels of elementary education. A strength identified was the ability of candidates to make practical application of theory, but weaknesses prevailed in teaching content at grade levels to which candidates were not assigned in the field. A recommendation was that additional modeling of teaching strategies at all grade levels in clinical settings be added to the curriculum across the M.Ed. program.</p>	<p>Clinical faculty members from the teaching field were identified to serve as models for candidates in the M.Ed. program in elementary education. Graduate faculty have met to identify strategies for ensuring that exposure to best practices at all grade levels in the elementary school be incorporated into coursework. Course syllabi are under revision and are to reflect this increased emphasis.</p>

	<p>II, 2005. Therefore, two procedures are identified. The <i>Teacher Work Sample</i> will replace the previously outlined procedures beginning Summer I, 2006.</p> <p>The <i>Teacher Work Sample (TWS)</i> will be used in CEL 630, <i>Practicum in Elementary Education</i>, during Summer I 2006 to assess candidates' knowledge, skills, and dispositions related to best practice/reflective thought with respect to candidate impact on student learning. The <i>TWS</i> has eight components, each assessed with an individual rubric. 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; reflection and evaluation; a specific design for instruction incorporating content areas within elementary education; and a research-based component for scientific practice.</p>		
<p>Demonstrate advanced proficiency in the use of technology in teaching in the elementary school</p>	<p>During ELR 605, <i>Educational Research and Statistics</i>, candidates' proficiency in technology applications (word processing, spreadsheets, presentations, and telecommunications) will be assessed in the</p>	<p>The passing rate on the technology proficiency examination was approximately 95 percent. A review of individual performance related to course competencies indicated that specific tutorials would be helpful</p>	<p>Conferences were held to refer candidates to appropriate tutorials throughout courses in the program. Course syllabi for CEL 610, <i>Effective Instruction</i>, and CEL 630, <i>Practicum in Elementary Education</i>, were revised</p>

	<p>Technology Lab in the College of Education. Scores will be analyzed by an assessment team to determine strengths/weaknesses. Data will also be collected in individual courses on specific instructional technology competencies. A curriculum team will review performance data on these competencies and make recommendations. The COE made a decision to place the tech. exam in ELR 605 in order to reach all candidates.</p>	<p>to some candidates. A recommendation is that referrals be made on an individual basis by course instructors. Further, it is recommended that in courses where field teaching/clinical practice occurs, instructional technology be evidenced in planning and teaching.</p>	<p>to more clearly indicate how technology is to be infused throughout teaching.</p>
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