

## M.A.T. in Teacher Education 2016-2017

### Program Goals

#### Student Learning Outcomes (based on Danielson’s Framework for Teaching)

The mission of the University of Arkansas, Fayetteville, Education Preparation Provider (EPP) in partnership with public schools is to collaboratively create and maintain an intensive field-based fifth-year master’s degree program which produces highly qualified educators capable of enhancing the learning of all youth.

SEED MAT program goals are based on the Four Domains of the Danielson Framework for Teaching:

1. Students will be able to effectively plan and prepare a unit of study demonstrating knowledge of content and pedagogy, knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction and assessing student learning.
2. Students will be able to demonstrate strong classroom management skills by designing an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space.
3. Students will possess strong teaching skills through the design of instruction, communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and demonstrating flexibility and responsiveness in the classroom.
4. Students will demonstrate professional responsibilities by reflecting on teaching in terms of accuracy and instruction, maintaining accurate records, communicating with families, demonstrating professionalism, and participating in professional communities.

#### Student Learning Outcomes:

2016-17 MAT SEED Assessment Plan with Analysis and Recommendations

The MAT SEED program revised the program of study in 2015, so recommendations are made with this consideration. Most noteworthy is the change of delivery for classroom management from fall to fall intercession. Outcomes improved on both assessments and student comments were favorable: they had more background knowledge entering the school setting than in previous years.

#### Process for Assessing each Student Learning Outcome

Learning Outcome	Timeline for Assessment and Analysis	Means of Assessment/ Desired Level of Achievement (80% scoring B and above)	Analysis  Achievement (80% scoring B and above)
<b>Danielson Domain One:</b>	Summer	CIED 5553: Direct Assessment: Multicultural Step-out	90% of the students scored above the criterion

<p>Students will be able to effectively plan and prepare a unit of study demonstrating knowledge of content and pedagogy, knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction and assessing student learning.</p>	<p>Fall &amp; Spring</p>	<p>Indirect Assessment: Class Journals</p> <p>CIED 528v Direct Assessment: TESS Evaluation Indirect Assessment: Bi-Weekly Reports</p>	<p>levels on both assessments. No recommendations.</p> <p>Average score: 2.85/4. A 3.0 is considered above average. Recommendation: Faculty look at individual criterion to address in pedagogy classes and examine reports for qualitative evidence.</p>
	<p>Spring</p>	<p>Content Methods Courses Direct Assessment: Unit Plans Indirect Assessments: Course Grades</p>	<p>90% of the students scored above the criterion levels on both assessments. Student outcomes improved. This could be due to program changes regarding school experiences and instruction time on campus. Recommendation: More data needed as we enter the second year of this change.</p>
<p><b>Danielson Domain Two:</b> Students will be able to demonstrative strong classroom management skills by designing an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space.</p>	<p>Fall Intersession</p>	<p>CIED 5022 Management Direct: Final Exam Indirect: Class Presentations</p>	<p>90-95% of the students scored above average the criterion levels on both assessments. Student outcomes improved; feedback was positive regarding the change from fall delivery to intersession. No recommendation.</p>
	<p>Fall &amp; Spring</p>	<p>CIED 528v Teaching Experiences in Schools Direct: TESS evaluation</p>	<p>TESS Evaluation: 2.94/4 This score approached 3.0 and was the highest</p>

		Indirect: Bi-Weekly Reports	average of the four domains. It could support the change of offering the course in the fall intersession before students enter schools. Recommendation: Faculty look at individual criterion to address in pedagogy classes and examine reports for qualitative evidence.
<p><b>Danielson Domain Three:</b> Students will possess strong teaching skills through the design of instruction, communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and demonstrating flexibility and in the classroom.</p>	<p>Fall</p> <p>Fall &amp; Spring</p>	<p>CIED 5263 Assessment and Evaluation Direct Assessment: Indirect Assessment: Research Summaries (Lit Reviews)</p> <p>CIED 528v Teaching Experiences in Schools Direct: TESS evaluation Indirect: Bi-Weekly Reports</p>	<p>98% of students scored above the criterion level, and all students provided lit reviews of the current research topics in their fields of study. No recommendations.</p> <p>TESS Evaluation: 2.83/4 This score approached 3.0. Recommendation: Faculty look at individual criterion to address in pedagogy classes and examine reports for qualitative evidence.</p>
<p><b>Danielson Domain Four:</b> Students will demonstrate professional responsibilities by reflecting on teaching in terms of accuracy and instruction, maintaining accurate records, communicating with families, demonstrating professionalism, and participating in professional communities.</p>	<p>Fall Intersession</p> <p>Fall</p>	<p>CIED 5022: Direct Assessment: Classroom Management and Behavior Plan Indirect Assessment: Course Grades</p> <p>CIED 5953: Direct Assessment: Learner Profile Assessment Indirect: Course Grades</p>	<p>90-95% of the students scored above the criterion levels on both assessments. Student outcomes improved; feedback was positive regarding the change from fall delivery to intersession. No recommendation.</p> <p>100 % of students scored above the criterion levels on both assessments. Recommendation: Faculty examine direct assessment to ensure that students</p>

	Fall & Spring	CIED 528v Teaching Experiences in Schools Direct: TESS evaluation Indirect: Bi-Weekly Reports	make connection of learner to family/community.  TESS Evaluation: 2.77/4 This score approached 3.0, but it was also the lowest average of the four domains. Recommendation: Faculty look at individual criterion to address in pedagogy classes and examine reports for qualitative evidence as well as provide more opportunities for students to work with families.
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