

## M.A.T. in Teacher Education 2017-2018

### 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:

2017-18 MAT SEED Assessment Plan with Analysis and Recommendations

The MAT SEED program revised the program of study in 2015, so this report reflects the second year of reports for the program.

#### 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> Students will be able to effectively plan and prepare a unit of study demonstrating knowledge of content	Fall & Spring	CIED 528v Direct Assessment: TESS Evaluation Indirect Assessment: Bi-Weekly Reports	For Criteria d and f, students scored below 80% (.79 and .75 respectively). Recommendation: Faculty look at individual criterion to address in

and pedagogy, knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction and assessing student learning.	Spring	CIED 5461:Research Seminar Direct Assessment: E-Folio Project Indirect Assessments: Course Grades	pedagogy classes and examine reports for qualitative evidence.  90% of the students scored above the criterion levels on both assessments. Student outcomes improved. This could be attributed to the full immersion of their internship and the fact that their only spring classes are for the non-thesis project and methods. No Recommendations.
<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.	Fall Intersession	CIED 5022: Classroom Management Direct: Classroom Management Plan Indirect: Class Presentations	90% of the students scored above the criterion levels on both assessments. Student outcomes improved; feedback was positive regarding the change from fall delivery to intercession. No recommendation.
	Fall & Spring	CIED 528v Teaching Experiences in Schools Direct: TESS evaluation Indirect: Bi-Weekly Reports	TESS Evaluation: 100% of students scored above the criterion level on all criterion. No recommendations.
<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	Fall	CIED 5263 Assessment and Evaluation Direct Assessment: Assessment Project Indirect Assessment: Research Summaries (Lit Reviews)	80% 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.
	Fall & Spring	CIED 528v Teaching Experiences in Schools Direct: TESS evaluation Indirect: Bi-Weekly Reports	For Criteria a, b, and f, students scored below 80% (.77, 63, and .68 respectively). It appears

<p>assessment in instruction and demonstrating flexibility and in the classroom.</p>			<p>that students are not making the connection between class discussion and application.  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>Fall &amp; Spring</p>	<p>CIED 5022: Classroom Management  Direct Assessment: Classroom Management and Behavior Plan  Indirect Assessment: Course Grades</p> <p>CIED 5953: Second Language Assessment  Direct Assessment: Class Profile  Indirect: Course Grades</p> <p>CIED 528v Teaching Experiences in Schools  Direct: TESS evaluation  Indirect: Bi-Weekly Reports</p>	<p>90-95% of the students scored above the criterion levels on both assessments.  No recommendation.</p> <p>81 % of students scored above the criterion levels on both assessments.  Recommendation: Faculty examine direct assessment to ensure that students make connection of learner to family/community.</p> <p>For Criteria b, c, and d, students scored below 80% (.76, 61, and .79 respectively). It appears that students need more opportunities to practice organization (keeping accurate records), communicating with families, and participating in professional communities. Students must not realize that the cohort is a professional community and so is their participation in their school departments.  Recommendation:</p>

			Faculty model professionalism as a community and reinforce the idea of the cohort as a professional community; integrate assignments in their courses that involve community participation.
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