

M.A.T. in Teacher Education 2019-2020

Program Mission

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.

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

The EDUCMA in Teacher Education program goals are based on the Four Domains of the Danielson Framework for Teaching (TESS—Teacher Evaluation Student Success):

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,

Learning Outcome (See above TESS Domains)	Timeline for Assessment	Desired Level of Achievement (80% scoring B and above)	Analysis Achievement (80% scoring B and above)	Changes Made Based on Analysis	Changes Planned Based on the Analysis
Domain 1 Students will be able to effectively plan and prepare a lesson demonstrating knowledge of content	Fall & Spring Methods Classes	Direct Assessment: Lesson Planning Indirect Assessment:	Students achieved over 90% for all Criteria in Domain 1. First time pass rates varied	Faculty continued to work on lesson planning in all courses. Faculty met with	Introducing lesson planning earlier in the coursework seemed to improve score in this domain. Will continue to monitor for new cohort.

demonstrating knowledge of resources, designing coherent instruction and assessing student learning.

2. 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.
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.

Assessment Plan with Analysis and Recommendations

	Pre-Program Admission	Praxis II Content Scores	across content areas from 50% to 85%.	undergraduate programs to discuss gaps in majors related to teacher preparation.	Faculty will continue to provide UG programs with data from Praxis II content scores to determine if changes need to be made in programs of study.
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<p>Domain 2 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 CIED 5022: Classroom Management</p>	<p>Direct: Classroom Management Plan</p> <p>Indirect: TESS Evaluations</p>	<p>89% of the students scored above the criterion level. Feedback was positive, but students suggested more time was needed for the course.</p> <p>TESS Evaluation: Overall average across criteria was 89%,</p>	<p>No changes were made based on the previous year's results.</p> <p>Mentors focused on more intentional explanations of procedures. Students are required to be familiar with school handbook.</p>	<p>For Summer 2020, faculty will carry forward objectives from the fall intersession course into the fall field experience so that students can make applications in their classrooms.</p> <p>Fall Field Experiences will include assignments from CIED 5022 so that students become more familiar and comfortable with managing student behavior.</p>
<p>Domain 3 Students will possess strong</p>	<p>Fall CIED 5263 Assessment</p>	<p>Direct Assessment:</p>		<p>No changes made.</p>	<p>No changes. Faculty will continue to</p>

<p>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 in the classroom.</p>	<p>and Evaluation</p>	<p>Assessment Project</p> <p>Indirect Assessment: TESS Evaluation</p>	<p>Students scored 85-91%</p>	<p>Faculty integrated more instruction on types of assessment, especially formative.</p>	<p>require this assignment.</p>
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<p>Domain 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.</p>	<p>Fall and Spring CIED 528v</p>	<p>Direct Assessment: Bi-Weekly Reports</p> <p>Indirect Assessment: TESS Evaluation</p>	<p>Qualitative data were compiled by university field experience coordinator</p> <p>Students scored 90% and above on reports.</p>	<p>Students' fall reports were submitted to Fall Field Experience Coordinator, who provided extensive feedback to students. Spring reports went to content area supervisors, who provided feedback.</p> <p>Students are expected to attend Parent Teacher conferences and request to</p>	<p>Content area specialists will provide feedback in both fall and spring due to changes in increased hours of field experience. All faculty will meet to discuss a schedule of focused observations for students in fall.</p> <p>Students will compose a letter of introduction to parents</p>
			<p>Communicating with Families.</p>	<p>be present at other conferences with parents.</p>	<p>before their fall field experience. Students will be asked to attend extracurricular events where parents are present.</p>

*Some data may be incomplete based on impact of COVID-19 shutdowns.