

## **M.A.T. in Teacher Education (secondary) 2020-2021**

**May 14, 2021**

### **Annual Academic Assessment Report**

#### **Results of analysis of assessment of Student Learning Outcome**

Related to student learning outcomes, written lesson plan requirements were implemented in the summer 2020 coursework in at least two of the three general education classes. This was the result of data collected that indicated that students struggled early in their first internship experience on in their lesson planning construction. Prior to this year, lesson planning was typically not addressed until their fall methods courses.

#### **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**

Several changes were made to the program as a result of both the covid pandemic and problems with students enrolling in elective courses in the spring 2020 semester:

- The graduate school waived the Praxis II subject matter tests for applicants due to the shut-down of testing sites. Students were able to be admitted to the program without those scores but were advised that the test was still needed for licensure in the state of Arkansas;
- Students were admitted later in the program and enrollment increased by 27% from the prior year as a result;
- Rather than having students enroll in an elective course in the spring 2020 semester, they were either enrolled in a special topics arts integration course or a science education course.

#### **Any changes to the assessment process made or planned.**

Rather than have mentor teachers submit the summative assessment plan, the university supervisors complete the summative assessment plans in consultation with the mentors to assure timely submission of these reports.

## **Academic Assessment Plan**

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, 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.

## Assessment Plan with Analysis and Recommendations

Learning Outcome (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
<p><b>Domain 1</b> Students will be able to effectively plan and prepare a lesson demonstrating knowledge of content</p>	<p>Summer general education courses, Fall &amp; Spring Methods Classes</p> <p>Pre-Program Admission</p>	<p>Direct Assessment: Lesson Plans in summer, fall and spring courses</p> <p>Transcript analysis with GPA or higher in last 60 hours of undergraduate degree program</p>	<p>Students achieved over 80% for all Criteria in Domain 1.</p> <p>90% of applicants admitted to the program had a 3.0 or higher GPA in their last 60 hours</p>	<p>Faculty continued to work on lesson planning in all courses.</p> <p>Transcript analysis used in lieu of Praxis II content scores as they were waived by the graduate school due to pandemic.</p>	<p>Introducing lesson planning earlier in the coursework seemed to improve score in this domain. Will continue to monitor for new cohort.</p> <p>Data are incomplete on Praxis II since several students did not take it until later in the program for licensure.</p>

<p><b>Domain 2</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 CIED 5022: Classroom Management</p>	<p>Direct: Classroom Management Plan</p> <p>Indirect: TESS Evaluations</p>	<p>80% 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 80%</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 2021, 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><b>Domain 3</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 in the classroom.</p>	<p>Fall CIED 5263 Assessment and Evaluation</p>	<p>Direct Assessment: Assessment Project</p> <p>Indirect Assessment: TESS Evaluation</p>	<p>Students scored 80% or higher</p>	<p>No changes made.</p>	<p>No changes. Faculty will continue to require this assignment.</p>
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<p><b>Domain 4</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>Summer 2020 instructors collaborated in completion of EDA 1 reports for each student.</p> <p>Fall and Spring CIED 528v University Supervisors completed EDA reports 2 &amp; 3 for each student with input from Fall and Spring mentors</p>	<p>Direct Assessment: Bi-Weekly Reports to University Supervisors</p> <p>Indirect Assessment: TESS Evaluation</p>	<p>Qualitative data were compiled by university field experience coordinator</p> <p>Students scored 80% and above on reports.</p>	<p>Students' Fall and Spring reports went to content area supervisors, who provided feedback.</p> <p>Students are expected to attend Parent Teacher conferences and request to be present at other conferences with parents.</p>	<p>University Supervisors, and mentors provide feedback on formative and summative evaluations.</p> <p>Students will compose a letter of introduction to parents before their fall field experience. Students will be asked to attend extracurricular events where parents are present.</p>
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