

M.A.T. in Elementary Education 2018-2019

Program Goals

The Childhood/Elementary Education Master of Arts in Teaching (CHEDMA/ELEDMA) program in the College of Education and Health Professions is based on the belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity. To accomplish these goals the following student learning outcomes are pursued:

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
2. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
3. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
4. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

Assessment of Student Learning Outcomes

Outcomes:	Evidence:	Data Collected:
Knowledgeable about Content and Pedagogy	<ol style="list-style-type: none">1. Curriculum Design Project spring semester2. Formal TESS Observation(s) internship year3. Praxis II: Principles of Learning and Teaching Exam spring semester graduate year	<ol style="list-style-type: none">1. All candidates earned C or better2. All candidates demonstrated growth over the year3. All candidates passed

Skillful in Practice	<ol style="list-style-type: none"> 1. Action Research Project internship year 2. Curriculum Design Project spring semester 3. Formal TESS Observation(s) internship year 4. Literacy Case Study summer semester 	<ol style="list-style-type: none"> 1. 33 candidates successfully defended their Action Research Projects 2. All candidates earned C or better 3. All candidates demonstrated growth over the year 4. All candidates earned C or better
Supportive in Developing the Whole Student	<ol style="list-style-type: none"> 1. Curriculum Design Project spring semester 2. Formal TESS Observation(s) internship year 3. Literacy Case Study summer semester 	<ol style="list-style-type: none"> 1. All candidates earned C or better 2. All candidates demonstrated growth over the year 3. All candidates earned C or better
Professional in Actions	<ol style="list-style-type: none"> 1. Action Research Project internship year 2. Formal TESS Observation(s) internship year 3. Final Professional Portfolios 	<ol style="list-style-type: none"> 1. 33 candidates successfully defended their Action Research Projects 2. All candidates demonstrated growth over the year 3. All candidates earned a C or better

Result of Analysis

The ELEDMA program faculty are pleased with the assessment results from the program candidates. Constant modifications are made to coursework in order to present the most recent information and practices to teacher candidates. Faculty will continue to use these assessment results to ensure that candidates are prepared to enter the teaching field.

Program Changes based on Data Analysis

There are many program changes that will come about for the 2019-2020 academic year, but the vast majority of them are due to legislation (i.e. the Foundations of Reading requirement for teacher licensure) or modified requirements from ADE. All literacy coursework has been updated to reflect new competency requirements from ADE, including a strong focus on the Science of Reading for primary classrooms.

Changes to Assessment Process

One assessment was deleted from the program's assessment plan (Praxis II: Content Knowledge Exam) as passing the exam is a pre-requisite to the ELEDMA. Data are collected from this exam to support the CHEDBS program, which is the pre-cursor to the ELEDMA program. The Final Professional Portfolios were added to the data analyzed for this report and will remain on this report moving forward.

The Foundations of Reading Exam is a new exam for candidates and is required for Elementary Education Teacher Licensure. While it is not required for graduation from the program, it is required before candidates will be granted a teaching license from the Arkansas Department of Education (ADE). This will be added to the ELEDMA assessment plan beginning with the 2019-2020 academic year as evidence to support the *Knowledgeable About Content and Pedagogy* indicator.

Additionally, the ELEDMA program faculty did notice the absence of a dispositional measure for program candidates. CAEP accreditation requires the program to measure non-academic skills such as professional dispositions at the beginning, mid-point, and conclusion of a candidate's program of study. The program will begin collecting professional disposition data using the Educator's Disposition Assessment (EDA) in 2019-2020 to support the *Professional in Actions* indicator. The program will report percentages of candidates receiving no notices of concern and a percentage of those that do receive notices.