

Master of Arts in Teaching (MAT), Online

Online

Semester reporting: Spring 2022

Reporting cycle: Annual

Academic Program Assessment by Concentration Report Information

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In which college or school is this program located?	School of Education and Behavioral Sciences
Program Type:	Graduate
For which program is this assessment being submitted?	Master of Arts in Teaching (MAT)
For which campus are these assessments being submitted?	Online
Approximately how many students are in this program at this location?	26

Student Learning Outcomes

SLO1

<p>SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Apply their understanding of content and pedagogy</p>
<p>SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Action Research Project (ARP)</p>
<p>SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</p>	<p>90% of graduate interns will earn an average grade of 80% or better on the key assessment Action Research Project.</p>
<p>SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p>	<p>Target performance level established based on demonstrating evidence of teacher candidate mastery from both the state accreditation and MAT program requirement lens - this criterion requires graduate interns to earn a grade of B or better on this assessment.</p>
<p>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>100%</p>
<p>SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>The Action Research Project (ARP) was designed by the MAT program to provide evidence of intern' readiness to teach. The Action Research Project is completed by the MAT intern during student teaching within the EDUC 5006 placement. The ARP is designed for interns to showcase their pedagogical content knowledge aligned to the content area for their certification. Granular analysis of graduate intern performance in the Action Research Project for the Spring 2021 Cohort (n=9), and Summer 2021 Cohort (n=16) – completed during Fall 2021 and Spring 2022, respectively indicates that 100% of interns excelled in the areas of: (i) research design, and (ii) developing an action plan based on student achievement data. Data analysis of intern</p>

	<p>performance on this assessment further indicates that interns found the following two areas to be challenging: (i) learning to write clearly, and (ii) APA formatting and citing references. Based on these results, program faculty implemented the following strategies to address these challenges and provide scaffolding for interns.</p> <p>First, increase in discussion time to unpack action research during online seminars (these seminar sessions are a part of the student teaching course EDUC 5006).</p> <p>Second, a detailed, thorough training assignment was developed and implemented in D2L. Interns were required to complete an online, in-depth training session offered by a third-party provider, and to present a certificate upon satisfactorily completing the training and associated assessment.</p> <p>Next, interns practice in-text citations for a specific assignment aimed at developing this particular skill. Finally, interns are required to write a detailed review of literature to implement what they have learned in these training assignments.</p>
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SLO2

<p>SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Demonstrate an understanding of the culture that informs the decision making for the student.</p>
<p>SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>APA Research Project ED Talk Video (EDUC 5001); and Best Practices Competency in Literacy (EDUC 5003).</p>
<p>SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</p>	<p>90% of graduate interns will earn an average grade of 80% or better on the critical assignments APA Research Project ED Talk Video, and Best Practices Competency in Literacy.</p>
<p>SLO 2: Provide details for your target performance level established (i.e. accreditation</p>	<p>Target performance level established based on demonstrating evidence of teacher candidate</p>

<p>requirement, past performance data, peer program review, etc)</p>	<p>mastery - from both the state accreditation and MAT program requirement lens - this criterion requires graduate interns to earn a grade of B or better on these assessments.</p>
<p>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>100%</p>
<p>SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>100% of interns (n=25) who successfully progressed through the program showed proficiency on all elements of the rubrics used to assess intern' understanding and application of concepts in their EDUC 5001 ED Talk Video, which both spring and summer cohorts complete in their first semester in the program. 100% of interns (n = 25) who completed the EDUC 5003 key assessment were also able to demonstrate proficiency on applying best practices in literacy, which is completed during EDUC 5003. The spring and summer cohorts complete this assignment at different times during their program of study, in the first semester and second semester, respectively. Interns demonstrated their ability to adapt and plan instruction like a reading teacher based on their specific content/certification area. Analysis of intern performance on the literacy project indicates intern strengths in all three main components, i.e., planning, instruction, and self-evaluation. Data based on the three lesson plans, that are an integral component of the literacy project, indicates that interns excelled specifically in the area of developing learning goals and designing instruction. However, the data also suggests that interns – (i) need additional practice in APA formatting, and (ii) have limited experience in developing lesson plans for small group and whole group instruction. Specifically, 25% of interns (n=6) scored below 80% on the criterion demonstrating understanding of students' interests, culture, skills, and prior knowledge. Note – one student (continuing from Summer 2020 cohort) who was repeating EDUC 5003 during summer 2021 failed to submit assignments, did not progress in this course and withdrew from the program.</p>

	<p>To address these gaps in student performance, course instructors provided additional resources within the APA module in D2L to enhance interns' understanding of APA formatting. Interns were required to design a mini-lesson under instructor-guidance in preparation for designing lesson plans. Interns received one-on-one instruction as needed along with supplemental resources on designing a lesson plan. Additionally, students were required to revisit their contextual factors assignment under the Planning component to determine areas of gaps, such as exploring students' cultural assets.</p>
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SLO3

<p>SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Demonstrate and critically examine research in human development and the process of learning.</p>
<p>SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Special Education Key Assessment (SPED 5001)</p>
<p>SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</p>	<p>90% of graduate interns will earn an average grade of 80% or better on the special education key assessment.</p>
<p>SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p>	<p>Target performance level established based on demonstrating evidence of teacher candidate mastery – from both the state accreditation and MAT program requirement lens - this criterion requires graduate interns to earn a grade of B or better on these assessments. Additionally, the Georgia Legislature has mandated for special education training to be included within teacher preparation curriculum requiring a minimum passing score of B for special education coursework.</p>
<p>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>100%</p>
<p>SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.</p>	<p>Overall 100% of interns (n=25) were able to successfully complete the special education key assessment by meeting the target on all key assessment criteria. Granular analysis of key assessment data indicates that interns demonstrated above proficiency level in five of the following eight areas focused on specific learning / behavioral disability – identification of characteristics of student behavior (95% of interns) , examples of assistive technology (96% of interns), identification of strategies to be employed based on identified disability (94% of</p>

Major changes to curriculum must go through the Academic Affairs process.)

interns), effectiveness of strategies (95% of interns), and alternate strategies (96% of interns). Compared to interns' performance from the previous 2020 cohort, the 2021 cohort shows improvement in the areas of: (i) use of assistive technologies, and (ii) alternate strategies. However, the data also indicates the following three areas for improvement: (i) providing formal and informal definition of target disability (15% of interns), possible accommodations used to assist student with specific learning disability in a classroom- / testing-setting (11% of interns), and writing mechanics (11% of interns).

Given recent rapid turnover due to retirement among special education faculty, the program coordinator has shared this data with new special education faculty (as of fall 2021). Pedagogical strategies specific to the identified areas for improvement will be incorporated in the SPED 5001 course during summer 2022.

SLO4

<p>SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Demonstrate an understanding of the importance of learning about the community in which they teach and encourage professional development.</p>
<p>SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Candidate Disposition Performance Assessment (CDPA)</p>
<p>SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</p>	<p>100% of graduate interns will earn proficient-level score or better when assessed by the Candidate Disposition Performance Assessment.</p>
<p>SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p>	<p>Target performance level established based on demonstrating evidence of teacher candidate dispositions - from both the state accreditation and MAT program requirement lens -this criterion requires graduate interns to demonstrate professional dispositions at minimum at the proficiency level on the state-validated CPDA rubric.</p>
<p>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>100%</p>
<p>SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>The CPDA rubric measures interns' professional dispositions. The assessment consists of 24 criteria related to professional dispositions, professional collaboration, and impact on P-12 learners. Graduate interns' performance in the school and virtual environment is assessed on four levels – unacceptable, developing, proficient, and exemplary. Interns must on average perform consistently at the proficient level or higher to provide evidence of successfully meeting these professional disposition criteria. 100% of interns progressed at a satisfactory rate as they gained experience. No interns were identified who needed remediation on any individual area of the CDPA. Interns showed</p>

	<p>areas of strength in the following areas: integrity, content knowledge, interactions with students, professional judgement and passion for teaching. Interns showed need for improvement in the following areas: time management, use of technology, assessment, high expectations for students ,and collaboration. Additional training during seminars and additional assignments for practice were included within field courses with the goal of improving student performance in the specific areas of time management, use of technology, assessment, high expectations for students, and collaboration.</p>
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Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	26
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Open Box for Assessment Comments

Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).	<p>In order to focus on evidence-based continuous improvement, this section is structured in accordance with the analysis of results including direct and indirect measures/merging trends as well as strategies/processes put in place pertaining to each of the four student learning outcomes, respectively. This section is followed by some specific examples of indirect measures and then a summary of continuous improvement plan and measures that were put in place during AY 2020-2021.</p> <p>First, with respect to SLO1 (ARP) - Training assignments used to scaffold intern understanding of APA formatting, and practice writing directly address gaps in current intern performance which was also previously observed in the 2020 cohort. Providing additional instruction via seminars prior to the interns' attempting the ARP strengthens the MAT curriculum as well.</p> <p>Second, with respect to SLO2 (Literacy Project) - The program has decided to strengthen curriculum alignment by providing additional scaffolding in the following areas of instruction prior to the ARP. In preparation for the action research project, course instructors plan to encourage interns to: (i) avail of the MGA Writing Center to practice clear writing and APA formatting; and (ii) revisit and practice three important phases of understanding students' contextual factors: (a) Knowledge of students' background and cultural assets, (b) Knowledge of students' approaches to learning, and (c) Knowledge of students' prior learning. One area that interns initially struggle with is the analysis of student learning based on the lesson plan they design for their literacy assignment. Going forward, interns will be provided with additional</p>
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practice in formative and summative analysis of student work so that they understand better re: how to directly connect instructional strategies to evidence-based student data. The additional practice in APA formatting and writing will also serve to provide vertical instructional support in preparation for the Action Research Project which is completed during the last semester in the program.

Third, with respect to SLO 3 (Special Education key assessment) – The data suggests that intern performance, between the previous 2020 cohort and the current 2021 cohort, testing-setting, and writing mechanics. Due to rapid turnover in special education faculty, between summer 2020 and summer 2021 and fall 2021, the program coordinator will share intern performance data with new incoming special education faculty and discuss measures that can strengthen interns' preparation for these identified criteria.

Lastly, with respect to SLO 4 (CPDA) – Centering on helping preservice teachers demonstrate evidence for meeting professional standards, training is focused on developing habit of on-going professional development. Interns showed need for improvement in the following areas: time management, use of technology, assessment, high expectations for students and collaboration. Additional training during seminars and specific assignments to enhance practice continue to be included within field courses with the goal of improving student performance in these areas.

The faculty supervisor for the field courses (EDUC 5005 and EDUC 5006), will continue to work closely with both interns and their P-12 mentor teachers to consistently monitor interns' progress in relation to areas of need, and to enhance areas of strength. Additionally, from a program lens continue to monitor CDPA data for patterns of weakness and strength and to plan training and assessment based on emerging patterns. Following are some examples of how indirect measures are subsumed into coursework: (i) EDUC 5003, where interns initially struggle with

the concept of unpacking student learning, the course instructor convenes synchronized class meetings to address this issue and provide a space to practice; (ii) In EDUC 5005 and EDUC 5006 on-site school mentors also known as Cooperating Teachers (CT) monitor intern performance and dispositions at their placement and complete two assessments each on intern teaching performance and professional dispositions, respectively. The course instructor / faculty field supervisor then analysis these evaluations and provides guidance to each intern regarding their preparation for classroom instruction and their professional disposition (Note – these two criteria are critical for teacher preparation and are monitored by assessments instruments such as the CPDA that is employed in teacher preparation programs across the state); (iii) In all courses, interns who need additional support with writing meet individually with their instructor to address their gaps or are directed to institutional resources such as the Writing Center for additional support.

Based on our continuous improvement process our improvement plan entails continuing our program self-study toward achieving the goals identified within the previous academic assessment report for 2020. These goals are listed below.

(i) Vertical Alignment of Curriculum: Provide construct validity by measuring intern performance in specific areas of overlap identified between courses which can be used to scaffold intern preparation. For example, enhancing preparation and practice in APA formatting and writing early on in the program within EDUC 5001 and EDUC 5003 scaffolds intern preparation for the Action Research Project which is completed in EDUC 5006 during the last semester in the program.

(ii) Strengthen use of High-Leverage Practices:
(a) Measured by monitoring intern performance in key areas identified via curriculum alignment [see measure (i) above].

	<p>And (b) intern progression in the MAT program. The data speaks for itself in the significantly higher progression rate and drastically lower attrition rate between 2020 (60%) and 2021 (4%).</p> <p>(iii) <u>Measure of Intern-readiness</u>: Employ intern future plan in EDUC 5006 to have interns create their own professional learning plan in which they self-identify three areas each of individual strengths and areas for improvement that they will take forward as a first-year certified teacher. A key area of need that interns' focused on is classroom management. To address this, a new course in Classroom Management has been added to the summer semester in the program of study. Preliminary feedback from interns who took the new course in summer 2021 indicates that they felt better prepared for field placement in fall 2021 and spring 2022.</p>
<p>Optional Open Text Box For Assessment Comments:</p>	<p>Readjusting to the continuing new normal, the Georgia Professional Standards Commission (GaPSC) in fall 2020 reinstated admission requirements for teacher preparation programs. Accordingly the MAT program re-instated the requirement for passing all GACE assessments prior to program admission. Students admitted to both the Spring 2021, and the Summer 2021 cohorts were required to successfully complete requisite GACE Assessments prior to admission. On a positive note, the program has continued to work closely with non-progressing students - four of the 26 students are students from the previous 2020 cohorts who re-enrolled in successive 2021 cohorts to continue towards achieving their academic and teacher certification goals. One of the students in this group was unable to meet progression requirements (included in SLO 2 - literacy project data). Considering the initial 60% attrition rate for the summer 2020 cohort, both progression of re-enrolled students and admission of students who meet all admission criteria has resulted in a 96% retention rate (n=25) and a minimal 4% attrition rate (n=1) among the 2021 cohorts.</p>
<p>If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.</p>	<p>N/A</p>