

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: MAT Special Education Mild/Moderate, Grades 1-12

Person Responsible: Michelle Haj-Broussard, Ph.D.

Date Submitted: April 2, 2007

Mission: The purpose of the Master of Arts in Teaching (MAT) Program is to provide a curriculum leading to the Master of Arts in Teaching degree and meet the needs of candidates preparing to become professional teacher sin the multicultural community of Southwest Louisiana and the global community. This program provides candidates with the necessary competencies to be certified to teach Special Education with Mild/Moderate students based upon unit and state requirements for specific content areas. The MAT Program enhances the teaching profession through a focus on critical thinking, communication, reflection, collaboration, diversity, professionalism, and service to the community.

Institutional Mission Reference: The purpose of the MAT Elementary Education Program reflects the department’s focus as it relates to fulfilling state, professional, and national standards. The program purpose is consistent with the university’s purpose/mission to “stimulate students to maximum intellectual growth and love of learning, to cultivate the skills necessary for critical thinking and effective expression, to foster understanding of the multicultural world community, and to develop a sense of ethical responsibility.

Assessment Methods Utilized:

- X Standardized Exam (nationally normed)
___ Standardized Exam (state-normed)
X Major Field Examination
___ Internally-developed Examination
___ Student Opinion Survey (SOS)
___ National Survey of Student Engagement (NSSE)
X Employer Survey
___ Graduate Survey
___ Alumni Survey
X Exit Survey/Interview/Exam
___ Program-specific Survey
___ Scoring of Essay
X Portfolio Evaluation
X Capstone Project
X Presentation
___ Research Paper
___ Research Project
___ Course Summary
___ Excel Spreadsheet
___ Access Database
___ Other - Please describe:

Data Repository Location:

Multiple horizontal lines for data entry.

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.A.6. Uses creative and critical thinking skills.</p>	<p>I.Spring 2007 III.A.2 – 5.0 III.B.3 – 5.0 III.C.3 – 5.0 IV.A.6 – 5.0</p>	<p>I. Content related indicators will be added to FFEEIII for Fall 2007. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p>
<p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge on the first try.</p>	<p>II. 100% pass rate for program completers was achieved. 100% pass rate on 1st attempt for all PRAXIS II test was also achieved.</p> <p>The mean score for 2006/2007 program completers as well as the % passing the first time is difficult to determine since SPED candidates are able to take a variety of tests and those tests are aggregated as MAT but not necessarily categorized as SPED MAT. Furthermore, This outcome does not assess the program since students must pass the Praxis II before they are admitted into the MAT program. The % passing on the first try is interesting to note in terms of our advising of provisional students and we are now in the process of surveying our students to determine how well they do on the Praxis II the first time and which factors relate to their passing or failing. However, this does not measure what students have learned in the MAT program, just what they learned before they were fully admitted.</p>	<p>II. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. This detailed information will reveal strengths and weaknesses and will be useful in redesigning Praxis II study sessions and workshops</p>
<p>III. Principles of Learning and Teaching (Special Ed) (0353 and 0542) - 100% passing rate on both PLT-SEs for all candidates completing this program. Seventy-five percent of graduates pass both PLT-SEs on the first try.</p>	<p>III. 100% pass rate for program completers was achieved. 62% of the 2006/2007 graduates passed the exam on the first try.</p>	<p>III. Subscores indicating performance in specific areas for PLT-SE exams will be requested for all content areas. We need to be able to discern areas of weakness of our students on the PLT.</p>

<p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in SPED 603 INDICATORS – <u>Learning activities</u> – all activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative. <u>Evaluation/Assessment</u> – Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the Louisiana Content Standards. Provide clear evidence that students have achieved the lesson objective(s).</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.B.1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan</p> <p>VI. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> – 5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels. 8. Change or adjust a lesson to respond to my students’ outcomes. 19. Relate examples, real-life situations, or current events to the content being taught. <u>Management</u> – 26. Create a routine and manage transitions in a way that maximizes the time available for learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u> – Understanding developmental characteristics of students as guide for planning. <u>Instruction</u> – Stimulate higher-order thinking.</p>	<p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is not available. We will be implementing this comprehensive unit plan in the Spring 2008.</p> <p>V. Current data do not include graduates from the Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is not available since this outcome was just established.</p>	<p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in another methodology course EDUC 642. Following candidates’ progress in these advanced courses is under consideration.</p> <p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
---	---	--

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, IV.B.1. Uses effective and correct oral and written English.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0014) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0014) on the first try.</p> <p>III. Principles of Learning and Teaching (Special Ed) (0353 and 0542) - 100% passing rate on both PLT-SEs for all candidates completing this program. Seventy-five percent of graduates pass both PLT-SEs on the first try.</p> <p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in SPED 603 INDICATORS– <u>Curriculum and Standards</u> – The lesson is tightly focused on a content area. The lesson provides significant and clear connections to local curriculum and/or state content standards/benchmarks in all major phases of the lesson plan. The target audience is clearly defined. <u>Integration of Technology into the Lesson Plan</u> – A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.</p>	<p>I. Spring 2007 III.A.5 – 5.0 III.C.2 – 4.8 IV.B.1 – 5.0</p> <p>II. 100% pass rate for program completers was achieved. 100% pass rate on 1st attempt for all PRAXIS II test was also achieved.</p> <p>III. 100% pass rate for program completers was achieved. 62% graduates passed the exam on the first try.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is not available. We will be implementing this comprehensive unit plan in the Spring 2008.</p>	<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p> <p>II. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. This detailed information will reveal strengths and weaknesses and will be useful in redesigning Praxis II study sessions and workshops</p> <p>III. Subscores indicating performance in specific areas for PLT-SE exams will be requested for all content areas. We need to be able to discern areas of weakness of our students on the PLT.</p> <p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in another methodology course EDUC 642. Following candidates’ progress in these advanced courses is under consideration.</p>

<p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, V.B.1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VI. 3.35 mean score on indicators of Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> 13. Integrate technology into my lessons. 21. Communicate effectively with students. <u>Management</u> 28. Clearly communicate my expectations for appropriate behavior to my students. 32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Instruction</u> – Understand and convey knowledge of subject matter. <u>Instruction</u> – Use technology to enhance learning.</p>	<p>V. Current data do not include graduates from the MAT Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is not available since this outcome was just established.</p>	<p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
---	--	---



Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, IV.B.4. Conveys sensitivity to community and cultural norms.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0014) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0014) on the first try.</p> <p>III. Principles of Learning and Teaching (Special Ed) (0353 and 0542) - 100% passing rate on both PLT-SEs for all candidates completing this program. Seventy-five percent of graduates pass both PLT-SEs on the first try.</p> <p>IV. Course Embedded Assessment –1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in SPED 603 INDICATORS – <u>Accommodations/Modifications</u> – Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students with exceptionalities</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, V.B.3. Seeks community involvement in instructional program.</p>	<p>I. Spring 2007 I.A.3 – 5.0 III.C.1 – 4.7 IV.B.4 – 5.0</p> <p>II. 100% pass rate for program completers was achieved. 100% pass rate on 1st attempt for all PRAXIS II test was also achieved.</p> <p>III. 100% pass rate for program completers was achieved. 62% pass rate on 1st attempt for all PRAXIS II test was also achieved.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is not available. We will be implementing this comprehensive unit plan in the Spring 2008.</p> <p>V. Current data do not include graduates from the Programs and therefore are not applicable.</p>	<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p> <p>II. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. This detailed information will reveal strengths and weaknesses and will be useful in redesigning Praxis II study sessions and workshops</p> <p>III. Subscores indicating performance in specific areas for PLT-SE exams will be requested for all content areas. We need to be able to discern areas of weakness of our students on the PLT.</p> <p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in another methodology course EDUC 642. Following candidates’ progress in these advanced courses is under consideration.</p> <p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p>

<p>VI. 3.35 mean score on indicators of the Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Planning</u> 3. Successfully identify individual student differences in the context of a whole class. 4. Implement accommodations for individual student differences. <u>Instruction</u> 11. Successfully plan for individual student differences in the context of the whole class.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u>- Plan for individual differences, including cultural diversity and children with exceptionalities. <u>Instruction</u> – Employ a variety of teaching strategies.</p>	<p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is not available since this outcome was just established.</p>	<p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
---	--	---

