

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: MEd Curriculum and Instruction, Concentration in Secondary Education, Grades 6-12

Person Responsible: Tracey Eileen Scott-McLemore, Ph.D.

Date Submitted: May 31, 2007

Mission: The purpose of the Master of Education Program in Curriculum and Instruction with a concentration in Secondary Education is to meet the needs of candidates preparing to become professional teachers in the multicultural community of Southwest Louisiana and the global community, and to provide continued professional development to experienced, certified teachers. The Master of Education degree is intended to (a) allow individuals to develop an understanding of and practice the skills necessary for national board certified teachers, (b) allow individuals to extend their understanding of best practices of teaching and learning, (c) to relate best practice to the learning environment, and (d) to present occasions for in-depth study of current theory, research, and best practice related to effective instruction in the teacher's current area of certification. The M.E.D. Program enhances the teaching profession through a focus on critical thinking, communication, reflection, collaboration, diversity, professionalism, service to the community.

Institutional Mission Reference: The purpose of the M.E.D. Program in Curriculum and Instruction with a concentration in Secondary Education 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)
Employer Survey
X Graduate Survey
Alumni Survey
Exit Survey/Interview/Exam
Program-specific Survey
Scoring of Essay
Portfolio Evaluation
X Capstone Project
Presentation
Research Paper
Research Project
Course Summary
Excel Spreadsheet
Access Database
X Other - Please describe: LATAAP

Data Repository Location:

- Assessment Coordinator
Major Professor
Assessment Coordinator
Major Professor
Assessment Coordinator

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. 2.5 mean score (4 point Likert) for the indicators on the Philosophy of Education Statement that measure this outcome. INDICATORS – <u>Commitment to Lifelong Learning</u> - Ideas about teaching and learning are stated and substantiated. Candidate’s dispositions for continuing and consistent professional development are evident. <u>Aptitude for Reflection</u> - Strategies for making informed instructional decisions based upon student performance and self-reflection are defined.</p>	<p>I. No data available for secondary MED program.</p>	<p>I. Modify the Likert scale used for this assessment from a 4 point to a 5 point scale in order to ensure consistency across assessment instruments.</p>
<p>II. 14.5% mean score for the indicators on Comprehensive Final Exam Portfolio presentation that measure this outcome. INDICATORS – <u>Evidence of Professional personal growth</u> - Clearly reflected understanding of all 4 components of CF: professionalism, diversity, reflection, collaboration. <u>Reflection</u> - Clearly related growth to all 4 components of CF. <u>Quality of Responses</u> - Correct and well thought out responses.</p>	<p>II. No data available for secondary MED program.</p>	<p>II. It will be suggested that indicators measuring this outcome account for a greater percentage of the overall score derived from the Comprehensive Final Exam Portfolio scoring rubric.</p>
<p>III. 100% pass rate on indicators of National Board Certification Assessment that measure this outcome. INDICATORS - Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</p>	<p>III. No data available for secondary MED program.</p>	<p>III. Utilize National Board Standards to redesign the Master of Education program. Have National Board Certification Assessment data reported according to certificate type.</p>
<p>IV. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - I.A.3. Identifies</p>	<p>IV. Current data do not include graduates from the MED</p>	<p>IV. LATAAP data will be noted when they include</p>

<p>and plans for individual differences, III.C.1. Accommodates individual differences, V.B.3. Seeks community involvement in instructional program.</p> <p>V. 3.35 mean score on indicators of the Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program.</p> <p>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>Program and therefore are not applicable.</p> <p>V. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p>	<p>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>V. A target mean score will be established upon collection of new data.</p>
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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. 2.5 mean score for the indicators on the Philosophy of Education Statement that measure this outcome. INDICATORS – <u>Aptitude for technology integration</u> - Clear outline of classroom technology integration is presented including assessment measures when applicable. Strategies for effective use of technology and alternatives are presented.</p>	<p>I. No data available for secondary MED program</p>	<p>I. Modify the Likert scale used for this assessment from a 4 point to a 5 point scale in order to ensure consistency across assessment instruments.</p>
<p>II. 12.75% mean score for the indicators on Comprehensive Final Exam Portfolio presentation that measure this outcome. INDICATORS – <u>Evidence of Professional personal growth</u> - Clearly reflected understanding of all 4 components of CF: professionalism, diversity, reflection, collaboration. <u>Reflection</u> - Clearly related growth to all 4 components of CF.</p>	<p>II. No data available for secondary MED program</p>	<p>II. It will be suggested that indicators measuring this outcome account for a greater percentage of the overall score derived from the Comprehensive Final Exam Portfolio scoring rubric.</p>
<p>III. 100% pass rate on indicators of National Board Certification Assessment that measure this outcome. INDICATORS - Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>	<p>III. No data available for secondary MED program</p>	<p>III. Utilize National Board Standards to redesign the Master of Education program. Have National Board Certification Assessment data reported according to certificate type.</p>
<p>IV. 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</p>	<p>IV. Current data do not include graduates from the MED Program and therefore are not applicable.</p>	<p>IV. 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</p>

<p>community involvement in instructional program.</p> <p>V. 3.35 mean score on indicators of Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program.</p> <p>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>V. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p>	<p>be broken down by individual programs.</p> <p>V. A target mean score will be established upon collection of new data.</p>
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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. 2.5 mean score for the indicators on the Philosophy of Education Statement that measure this outcome. INDICATORS – <u>Commitment to learners</u> - Expected learner needs are stated and defined. Strategies to address learner needs are outlined with implementation ideas. Candidate’s dedication to the learner is evident and substantiated through comments about learner self-image, self-esteem, and academic success</p>	<p>I. No data available for secondary MED program</p>	<p>I. Modify the Likert scale used for this assessment from a 4 point to a 5 point scale in order to ensure consistency across assessment instruments.</p>
<p>II. 12.75% mean score for the indicators on Comprehensive Final Exam Portfolio presentation that measure this outcome. INDICATORS – <u>Evidence of Professional personal growth</u> - Clearly reflected understanding of all 4 components of CF: professionalism, diversity, reflection, collaboration. <u>Reflection</u> - Clearly related growth to all 4 components of CF.</p>	<p>II. No data available for secondary MED program</p>	<p>II. It will be suggested that indicators measuring this outcome account for a greater percentage of the overall score derived from the Comprehensive Final Exam Portfolio scoring rubric.</p>
<p>III. 100% pass rate on indicators of National Board Certification Assessment that measure this outcome. INDICATORS - Proposition 1: Teachers are Committed to Students and Learning Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 5: Teachers are Members of Learning Communities.</p>	<p>III. No data available for secondary MED program</p>	<p>III. Utilize National Board Standards to redesign the Master of Education program. Have National Board Certification Assessment data reported according to certificate type.</p>
<p>IV. 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>IV. Current data do not include graduates from the MED Program and therefore are not applicable.</p>	<p>IV. 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>V. 3.35 mean score on indicators of the Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program.</p> <p>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>V. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p>	<p>V. A target mean score will be established upon collection of new data.</p>
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