

2018-19 Assessment Report
Secondary Education_M.Ed. ALT

Student Learning Outcome 1	
Alternative Masters Secondary Education candidates will demonstrate their knowledge of planning for instruction in their respective fields.	
Outcome 1: Assessment Measure 1	
Class:	FED 504
Course Mode:	Face-to-Face
Assignment:	Lesson Plan Assignment
Evaluation Tool:	Lesson Plan Rubric (Eight Rubric Criteria: Essential Standards, Essential Questions, Learning Targets, Instructional Resources, Lesson Development, Accommodations/Modifications, Assessments, Mechanics/Grammar). For each rubric criteria, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations.
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each rubric criteria.
Results:	N = 4 Assessments Percentage of Assessments that Scored at least a "3" on the Following Criteria: Essential Standards - 4/4 = 100% Essential Questions - 4/4 = 100% Learning Targets - 4/4 = 100% Instructional Resources 0/4 =0% Lesson Development-4/4 = 100% Accommodations/Modifications-4/4=100% Assessment-4/4=100% Mechanics and Grammar - 4/4 = 100%
Use of Results:	Results indicate that assessments are earning a score of at least a "3" or "Meet Expectations" on 7 of the 8 rubric criteria. The one criteria that did not meet performance target was the "Instructional Resources" area. The program will continue to work with Alternative A candidates to improve their descriptions of the instructional resources that they list during planning. IT IS HARD TO GET AN ACCURATE ACCOUNT ON HOW THE STUDENTS ARE PERFORMING IN THE SECONDARY EDUCATION PROGRAM BECAUSE THERE ARE NO DATA POINTS FOR THE ENTIRE PROGRAM JUST TWO CLASSES ARE BEING USED TO ASSESS THE HEALTH OF A PROGRAM. TWO CLASSES CAN'T BE THE ONLY DETERMINANTS TO DEMONSTRATE HOW THE STUDENTS ARE PERFORMING IN THE PROGRAM. AFTER CONSULTING WITH OIPRE, THE PROGRAM WILL MODIFY ITS PRE AND POST ASSESSMENT DOCUMENTS ACCORDINGLY.
Outcome 1: Assessment Measure 2	
Class:	SED 595
Course Mode:	Face-to-Face
Assignment:	Planning for Instruction Assignment

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Evaluation Tool:	Planning for Instruction rubric. (11 Rubric Criteria: Essential Standards, Essential Questions, Activating and Summarizing Strategies, Learning Targets, Accommodations/Modifications, Instructional Resources, 21st Century Learning Skills, Technology Connection, Assessment, Reflection, Mechanics and Grammar). For each rubric criteria, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each rubric criteria.
Results:	N = 7 Assessments Percentage of Assessments that Scored at least a "3" on the Following Criteria: Essential Standards - 6/7 = 86% Essential Questions- 6/7 = 86% Activating and Summarizing Strategies- 7/7 = 100% Learning Targets- 7/7 = 100% Accommodations/Modifications- 7/7 =100% Instructional Resources-6/7 = 86% 21st Century Learning Skills- 7/7 = 100% Technology Connection-6/7 = 86% Assessment-7/7 = 100% Reflection- 7/7 = 100% Mechanics and Grammar- 7/7 =100%
Use of Results:	Results indicate that assessments meet the performance target for each rubric criteria. At least 86% (and above) of the assessments obtained a score of "3" or "Meet Expectations on rubric criteria. While these results demonstrate that Alternative Masters/5th Year are able to effectively plan for instruction, there is still room for improvement, particularly on the areas where 100% was not obtained. The secondary education program revised planning assessments to challenge Alternative A candidates in the area of planning. IT IS HARD TO GET AN ACCURATE ACCOUNT ON HOW THE STUDENTS ARE PERFORMING IN THE SECONDARY EDUCATION PROGRAM BECAUSE THERE ARE NO DATA POINTS FOR THE ENTIRE PROGRAM JUST TWO CLASSES ARE BEING USED TO ASSESS THE HEALTH OF A PROGRAM. TWO CLASSES CAN'T BE THE ONLY DETERMINANTS TO DEMONSTRATE HOW THE STUDENTS ARE PERFORMING IN THE PROGRAM. AFTER CONSULTING WITH OIPRE, THE PROGRAM WILL MODIFY ITS PRE AND POST ASSESSMENT DOCUMENTS ACCORDINGLY.

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Student Learning Outcome 2	
Alternative Masters Secondary Education candidates will effectively demonstrate their knowledge of teaching and analyzing their teaching	
Outcome 3: Assessment Measure 1	
Class:	SED 504
Course Mode:	Face-to-Face
Assignment:	Microteaching Assignment
Evaluation Tool:	Microteaching Rubric (Five Rubric Criteria: Preparation for Instruction, Content Delivery, Knowledge of Content Area, Instructional Skills, Microteaching Reflection). For each rubric criteria, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations.
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each rubric criteria.
Results:	N = 4 Assessments Percentage of Assessments that Scored at least a "3" on the Following Criteria: Preparation for Instruction - 4/4 = 100% Content Delivery- 4/4 = 100% Knowledge of Content Area - 4/4 = 100% Instructional Skills - 4/4 = 100% Microteaching Reflection - 4/4 =100%
Use of Results:	Results indicate that 100% of assessments are earning a score of at least a "3" or "Meet Expectations" on all 5 rubric criteria. The program will continue to work with Alternative A candidates to exceed expectations on rubric criteria. IT IS HARD TO GET AN ACCURATE ACCOUNT ON HOW THE STUDENTS ARE PERFORMING IN THE SECONDARY EDUCATION PROGRAM BECAUSE THERE ARE NO DATA POINTS FOR THE ENTIRE PROGRAM JUST TWO CLASSES ARE BEING USED TO ASSESS THE HEALTH OF A PROGRAM. TWO CLASSES CAN'T BE THE ONLY DETERMINANTS TO DEMONSTRATE HOW THE STUDENTS ARE PERFORMING IN THE PROGRAM. AFTER CONSULTING WITH OIPRE, THE PROGRAM WILL MODIFY ITS PRE AND POST ASSESSMENT DOCUMENTS ACCORDINGLY.
Outcome 3: Assessment Measure 2	
Class:	SED 595
Course Mode:	Face-to-Face
Assignment:	edTPA (Teacher Performance) Assignment (Task 2): Instruction Task
Evaluation Tool:	EdTPA, Task 2 Rubrics (Five Areas: Learning Environment, Engaging Students in Learning, Deepening Student Learning, Subject-Specific Pedagogy, Analyzing Teaching Effectiveness). For each rubric area, a score of 1, 2, 3, 4, or 5 is assigned, with 1 being low-performing and 5 being high-performing for the task.
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each rubric area.

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Results:	N = 7 Assessments Percentage of Assessments that Scored at least a "3" on the Following Criteria: Learning Environment - 6/7 = 86% Engaging Students in Learning- 5/7 = 71% Deepening Student Learning - 4/7 = 57% Subject-Specific Pedagogy - 4/7 = 57% Analyzing Teaching Effectiveness- 4/7 =57%
Use of Results:	Results indicate that assessments met the performance target for only one rubric criterion (Learning Environment). The performance target of 80% of assessments was not met on the other rubric criteria (Engaging Students in Learning, Deepening Student Learning, Subject-Specific Pedagogy, Analyzing Teaching Effectiveness). Program Faculty will continue to implement assignments that align with the other four criteria to help prepare Alternative A candidates with meeting the demands of the edtpa assessment. IT IS HARD TO GET AN ACCURATE ACCOUNT ON HOW THE STUDENTS ARE PERFORMING IN THE SECONDARY EDUCATION PROGRAM BECAUSE THERE ARE NO DATA POINTS FOR THE ENTIRE PROGRAM JUST TWO CLASSES ARE BEING USED TO ASSESS THE HEALTH OF A PROGRAM. TWO CLASSES CAN'T BE THE ONLY DETERMINANTS TO DEMONSTRATE HOW THE STUDENTS ARE PERFORMING IN THE PROGRAM. AFTER CONSULTING WITH OIPRE, THE PROGRAM WILL MODIFY ITS PRE AND POST ASSESSMENT DOCUMENTS ACCORDINGLY.

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Student Learning Outcome 3	
Secondary Education candidates will demonstrate proficiency in assessing learning and analyzing their impact on student student learning.	
Outcome 2: Assessment Measure 1	
Class:	SED 595
Course Mode:	Face-to-Face
Assignment:	edTPA (Teacher Performance) Assignment Task 3: Assessing Student Learning Task
Evaluation Tool:	edTPA Task 3 Rubrics (Five Areas: Analysis of Student Learning, Providing Feedback to Guide Learning, Student Understanding and Use of Feedback, Analyzing Students Language Use and Learning, Using Assessment to Inform Instruction). For each rubric area, a score of 1, 2, 3, 4, or 5 is assigned, with 1 being low-performing and 5 being high-performing for the task.
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each rubric area.
Results:	N = 7 Assessments Percentage of Assessments that Scored at least a "3" on the Following Criteria: Analysis of Student Learning- 3/7 = 43% Providing Feedback to Guide Learning- 5/7 = 71% Student Understanding and Use of Feedback- 3/7 = 43% Analyzing Students Language Use and Learning - 1/7 = 14% Using Assessment to Inform Instruction- 5/7 =71%
Use of Results:	Results indicate that the performance target of 80% of assessments was not met for any of the rubric criteria. While 71% of the assessments did meet performance target of "3" on the Providing Feedback to Guide Learning and Using Assessment to Inform Instruction, only 14% of students understood how to Analyze Student Language and Learning. Program Faculty will continue to implement assignments that align with rubric criteria to help prepare Alternative A candidates with meeting the demands of Task 3 of the edtpa assessment. IT IS HARD TO GET AN ACCURATE ACCOUNT ON HOW THE STUDENTS ARE PERFORMING IN THE SECONDARY EDUCATION PROGRAM BECAUSE THERE ARE NO DATA POINTS FOR THE ENTIRE PROGRAM JUST TWO CLASSES ARE BEING USED TO ASSESS THE HEALTH OF A PROGRAM. TWO CLASSES CAN'T BE THE ONLY DETERMINANTS TO DEMONSTRATE HOW THE STUDENTS ARE PERFORMING IN THE PROGRAM. AFTER CONSULTING WITH OIPRE, THE PROGRAM WILL MODIFY ITS PRE AND POST ASSESSMENT DOCUMENTS ACCORDINGLY.
Outcome 2: Assessment Measure 2	
Class:	SED 504
Course Mode:	Face-to-Face
Assignment:	Impact on Student Learning Assignment

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Evaluation Tool:	Impact on Student Learning Rubric (Three Rubric Criteria: Design for Instruction and Assessment, Analysis of Student Learning, Reflection on Student Learning). For each rubric criteria, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each rubric criteria.
Results:	N = 4 Assessments Percentage of Assessments that Scored at least a "3" on the Following Criteria: Design for Instruction and Assessment - 4/4 = 100% Analysis of Student Learning- 4/4 = 100% Reflection on Student Learning - 4/4 = 100%
Use of Results:	Results indicate that 100% of assessments are earning a score of at least a "3" or "Meet Expectations" on all 3 rubric criteria. The program will continue to work with Alternative A candidates to exceed expectations on rubric criteria. In addition, the program will continue to implement assessments that are able to discriminate candidates' abilities to assess student learning and analyze their impact on student learning. IT IS HARD TO GET AN ACCURATE ACCOUNT ON HOW THE STUDENTS ARE PERFORMING IN THE SECONDARY EDUCATION PROGRAM BECAUSE THERE ARE NO DATA POINTS FOR THE ENTIRE PROGRAM JUST TWO CLASSES ARE BEING USED TO ASSESS THE HEALTH OF A PROGRAM. TWO CLASSES CAN'T BE THE ONLY DETERMINANTS TO DEMONSTRATE HOW THE STUDENTS ARE PERFORMING IN THE PROGRAM. AFTER CONSULTING WITH OIPRE, THE PROGRAM WILL MODIFY ITS PRE AND POST ASSESSMENT DOCUMENTS ACCORDINGLY.

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Program Outcome 1	
The Secondary Education Program will recruit a minimum of ten (10) new students per academic year.	
Assessment Measure:	The number of new secondary education students enrolled in foundation courses at the Alternative-A level.
Assessment Target:	The number of new students enrolled in foundation courses during academic year 2018-2019 (Fall, Spring, Summer) will be at least ten.
Assessment Results:	The number of new Alternative A candidates was 5.
Use of Results:	The secondary education programs did not meet the recruitment target of 10 students. Recruitment efforts were ramped up and new recruitment strategies were implemented, including calling prospective students and recruiting from district teachers. The secondary education program will continue to improve on recruitment by implementing recruitment strategies (working with school districts, faculty attending additional recruitment events).
Program Outcome 2	
The Secondary Education Program will prepare Alternative Masters candidates to pass the Praxis II examination on their first attempt.	
Assessment Measure:	The number of Alternative Masters candidates taking the Praxis II content examination and passing within 1 attempt.
Assessment Target:	At least 80% of candidates taking the Praxis II Content Examination for the first time in 2018-2019 will pass on their first attempt.
Assessment Results:	N=2 Two students took the Praxis II content examination for the first time in 2018-2019. Both students passed within 1 attempt.
Use of Results:	The target was met for the Praxis II content examination for academic year 2018 - 2019. The program will continue to work with Secondary Education Alternative candidates to ensure that they are prepared for content examinations and pass within 1 attempt. Implemented strategies will include hosting study sessions, having students sign up for the Praxis Edmentum program and sharing Praxis II resources.

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Student Learning Outcome 1	
Traditional Secondary Education candidates will demonstrate knowledge and skills tied to working with diverse students.	
Outcome 1: Assessment Measure 1	
Class:	SPE 501
Course Mode:	Face-to-Face
Assignment:	Field Practicum
Evaluation Tool:	Professional Characteristics and Diversity Readiness Assessment Rubric (Completed by Course Instructor). For each rubric criteria, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations
Performance Target:	Eighty percent (80%) of responses to items assessing diversity readiness will receive a score of 3= (Meets Expectations) or 4= (Exceeds Expectations).
Results:	N=1 100% of the responses on the items assessing diversity received a score of "3" or "4"
Use of Results:	Upon completing the special education course (SPE 501),one Traditional Master's student received scores of "4" (exceeds expectations) on all diversity readiness criteria. Since it is important for students to demonstrate readiness to work with a diverse population of student, the Secondary Education program will continue to work with Traditional Master's students to score high in this portion of the assessment.
Outcome 1: Assessment Measure 2	
Class:	SPE 501
Course Mode:	Face-to-Face
Assignment:	English Language Learner (ELL) Assignment
Evaluation Tool:	English Language Learner (ELL) Assignment Rubric. The rubric consists of seven criteria used to evaluate candidates on their proficiencies tied to working with an ELL student. For each rubric criteria, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations
Performance Target:	Eighty percent (80%) of assessments will earn at least a score of "3" or "Meet Expectations" on each rubric criterion.
Results:	N=1 100% of the assessments earned a score of "3" or more on each rubric criterion.
Use of Results:	Results reveal that Traditional Masters students are able to demonstrate the knowledge and skills tied to working with a diverse student. The Secondary Education Program will continue to work with Traditional Master's students to score high on this assessment.

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Student Learning Outcome 2	
Traditional Secondary Education candidates are able to reflect on their personal philosophies and their experiences working with students.	
Outcome 2: Assessment Measure 1	
Class:	FED 521
Course Mode:	Face-to-Face
Assignment:	Philosophy of Education Assignment
Evaluation Tool:	Philosophy of Education Rubric Performance Assessment (Eight Rubric Criteria: The Role of School, The Role of the Student, The Role of the Teacher, Curriculum Design, Instruction, and Classroom Management, Influence of Education on Diverse Families, Paper Engages Reader, Paper Structure, Paper Conventions). For each rubric criteria, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each rubric criteria.
Results:	N = 1 Assessment Percentage of Assessments that Scored at least a "3" on the Following Criteria: The Role of School - 1/1 = 100% The Role of the Student - 1/1 = 100% The Role of the Teacher - 1/1 = 100% Curriculum Design, Instruct., and Classroom Mgmt - 0/1 = 0% Influence of Education on Diverse Families - 0/1 = 0% Paper Engages Reader - 0/1 = 0% Paper Structures - 1/1 = 100% Paper Conventions - 1/1 = 100%
Use of Results:	Results reveal that the assessment met performance target for five (5) of the eight (8) rubric criteria. However, the assessment was deficient on three (3) of the eight (8) rubric criteria. These specific areas are Curriculum Design, Instruction, and Classroom Management, Influence of Education on Diverse Families, and Reader Engagement. Strategies tied to modeling expectations for the assessment, particularly in the aforementioned areas will be implemented. This will ensure that Traditional Master's students are able to effectively reflect on their personal philosophies and their experiences working with students.
Outcome 2: Assessment Measure 2	
Class:	FED 521
Course Mode:	Face-to-Face
Assignment:	Service Report: Serving K-12 students at a Community Organization
Evaluation Tool:	Checklist (Four specific items tied to completing and reflecting on the Service Learning Project. Course Instructor indicates whether candidates have "Met" or "Not Met" checklist items).

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Performance Target:	Eighty percent (80%) of assessments will earn "Met" on checklist criteria.
Results:	N=1 100% of the assessments earned "Met" on each rubric criterion.
Use of Results:	Results reveal that Traditional Masters students are able to complete and reflect on a service learning project, and their impact on P-12 students. The Secondary Education Program will continue to work with Traditional Master's students to score high on this assessment.

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Student Learning Outcome 3	
Traditional Secondary Education candidates are able to demonstrate knowledge and skills tied to technology use inside or outside of classrooms.	
Outcome 3: Assessment Measure 1	
Class:	FED 529
Course Mode:	Face-to-Face
Assignment:	Connecting ISTE Standards to Personal Technology Usage
Evaluation Tool:	Technology Survey (Three specific domains: Personal Technology Skills, Technology Usage, and Technology Integration with a total of 13 criteria. Candidates respond to survey questions about their
Performance Target:	Eighty percent (80%) of assessments will earn a score of 39 or above, indicating their "agreement" that they can use and integrate technology when appropriate.
Results:	N = 1 Assessment Percentage of Assessments that Scored at least a 39 on the Technology Survey: 1/1 = 100%
Use of Results:	All of the students who completed this survey scored a minimum score of 39 and met the criteria. We will continue to focus on all aspects of Personal Technology Skills, Technology Useage, and Technology Integration.
Outcome 3: Assessment Measure 2	
Class:	FED 529
Course Mode:	Face-to-Face
Assignment:	Final Paper: Benefits of Technology Integration in Classrooms Research Paper
Evaluation Tool:	Research Paper Rubric (Eight Rubric Criteria: Purpose, Content Focus, Organization and Structure, Format and APA Style, Grammar and Mechanics, Research Methods, and Conclusion. For each rubric
Performance Target:	Eighty percent (80%) of assessments will earn an overall average score of "3" or "Meet Expectations" on the rubric.
Results:	N = 2 Assessments Percentage of Assessments that Scored at least a "3" on the Following Criteria: Purpose - 2/2 = 100% Content Focus - 2/2 = 100% Organization and Structure - 2/2 = 100% Format and APA Style - 2/2 = 100% Grammar and Mechanics - 2/2 = 100% Research Methods - 0/2 = 0% Conclusion - 2/2 = 100%
Use of Results:	We will continue to focus on all aspects of the Technology Integration in Classrooms Research Paper, but specific attention will be paid to the Research Methods by providing more examples and providing more useable feedback to students.

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Program Outcome 1	
The Secondary Education Program will recruit a minimum of five (5) new Traditional Masters students per academic year.	
Assessment Measure:	The number of new Secondary Education Traditional Masters students enrolled in foundation courses at the graduate level.
Assessment Target:	The number of new Traditional Masters students enrolled in foundation courses during academic year 2018-2019 (Fall, Spring, Summer) will be five (5) or more.
Assessment Results:	The number of new Traditional Masters students enrolled in foundation courses during academic year 2018-2019 (Fall, Spring, Summer) was 2.
Use of Results:	The secondary education programs did not meet the recruitment target of 5 new Traditional students. Recruitment efforts were ramped up and new recruitment strategies were implemented, including calling prospective students and recruiting from district teachers. The secondary education program will continue to improve on recruitment by implementing recruitment strategies (working with school districts, faculty attending additional recruitment events).
Program Outcome 2	
The Secondary Education Program will increase the number of Traditional Masters candidates who complete the Secondary Education Program.	
Assessment Measure:	The number of Traditional Masters candidates who complete the Secondary Education program in one academic year.
Assessment Target:	The number of Traditional Masters candidates completing the Secondary Education program in 2018 - 2019 will be 2.
Assessment Results:	The number of Traditional Masters candidates who completed the Secondary Education program in 2018-2019 was 1.
Use of Results:	The secondary education programs did not meet the target of 2 Traditional Students who completed their programs. This is primarily because there are only a few students enrolled in the program. The program will continue to recruit new students, as well as monitor student retention and progression.