

2019-2020 Assessment Report
Secondary Education_M.Ed. ALT

Student Learning Outcome 1	
Alternative Masters Secondary Education candidates will demonstrate their ability to engage with the community as a future educator.	
Outcome 1: Assessment Measure 1	
Class:	FED 521
Course Mode:	Face-to-Face
Assignment:	Educational Philosophy Assignment
Evaluation Tool:	Educational Philosophy Rubric (To focus on four criteria: The role of school in society; The role of the student; The role of the student; The influence on education by diverse families)). 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 the focus rubric criteria.
Results:	

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Use of Results:	
Outcome 1: Assessment Measure 2	
Class:	SED 595, FED 501
Course Mode:	Online
Assignment:	School Board / PTA Meeting Assignment
Evaluation Tool:	<p>Making Career Decisions Reflection Criteria. (What did you learn by attending? How will attending this meeting impact your continuation in the teacher education program? How is your perspective different now as a pre-service teacher opposed to when you were a student?)</p> <p>For each prompt, a score of 1=Developing, 2 = Emerging, 3 = Meet Expectations, 4 = Exceeds Expectations</p>
Performance Target:	Eighty percent (80%) of assessments will earn a score of at least "3" or "Meet Expectations" on each reflection criteria.

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Results:

Use of Results:

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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:	
Use of Results:	
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:

Use of Results:

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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:	
Use of Results:	
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:	
Use of Results:	

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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:	
Use of Results:	
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:	
Use of Results:	

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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:	
Use of Results:	
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:	
Use of Results:	

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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:	
Use of Results:	
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:	
Use of Results:	

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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:	
Use of Results:	
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:	
Use of Results:	

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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:	
Use of Results:	
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:	
Use of Results:	

Rationale

If the programs have met their performance targets in 2018-19 assessment reports, the programs need to provide rationale for using the same measure in 2019-20 assessment plans.

The 2019-20 assessment plans must specify what actions your program will take to address any student learning outcomes for which performance targets were not met during the 2018-19 academic year.

Secondary Class B:

SLO1a: *Not fully met* – more focus will be placed on finding and using Instructional Resources in lesson plans by providing more examples of these to students and allowing time for students to discuss and investigate stronger resources for their lessons. Item inspection will be performed to improve precision for both candidate and instructor. This assessment will continue to be used as it is an effective measure a candidate's ability to plan for instruction; it is also a required AL state assessment.

SLO1b: *Not fully met* – item inspection will be performed to improve precision for both candidate and instructor, especially in the area of Language Demands and Support to Student Learning. The Secondary Education faculty are following a plan to engage in continuous attention on all aspects of the Planning for Instruction task on the EdTPA. We also will provide multiple effective examples of these supports to our candidates in order to promote candidate success. This assessment will continue to be used as it is an effective measure a candidate's ability to plan for instruction; it is also a required AL state assessment.

SLO2a: *Not fully met* – Secondary Education faculty will be spending more time inspecting the Content Delivery, Instructional Skills, and Reflection items with candidates in order to improve precision for both the candidate and the instructor; this will include but is not limited to discussing and reviewing the areas in order to encourage their success. This assessment will continue to be used as it is an effective measure a candidate's ability to teach and assess their teaching ability; it is also a required AL state assessment.

SLO2b: *Not fully met* – item inspection will be performed to improve precision for both candidate and instructor. We will continue to give attention to all aspects of the Instructional task of the EdTPA which will include placing more effort on the time, thought, and investigation being spent on Engaging in Student Learning and Using Assessment to Inform Instruction. This assessment will continue to be used as it is an effective measure a candidate's ability to teach and assess their teaching ability; it is also a required AL state assessment.

SLO3a: *Not met* – the results have led Secondary Education faculty to spend more time and emphasis on understanding what is involved in the Analysis of Student Learning rubric criteria of the 3rd task of the EdTPA, as well as being the Use Assessment to Inform Instruction rubric criteria. This student outcome has been replaced for the 2019-2020 academic year with an evaluation that aims to assess candidates' knowledge of ethical and legal requirements of teachers.

SLO3b: *Not fully met* - more attention will be paid to the Analysis of Student Learning and Reflection on Student Learning areas of the Impact on Student Learning assessment. This student outcome has been replaced for the 2019-2020 academic year with an evaluation that aims to assess candidates' knowledge of ethical and legal requirements of teachers.

PO1: *Not met* – Secondary Education faculty will be spending more time recruiting students at college fairs and open house events, including those taking place on our campus.

PO2: *Not met* – the Secondary Education program will provide more support to the students who are preparing to take the Praxis II Content exam. We have begun to use Edmentum, an online platform that provides potential test takers with an individualized curriculum. We believe this will aid those students may not feel confident or ready to take this exam. This will increase the number of students who will sit for the Praxis exam in the 2019-2020 academic year.

Secondary Alternative MED:

SLO1a: *Not fully met* – the Secondary Education program is working with Alternative MED teacher candidates in improving their descriptions of the instructional resources they provide during planning. This student learning outcome has been replaced for the 2019-2020 academic year with an assessment that aims to measure candidates' ability to engage with their community.

SLO1b: *Met* – the Secondary Education program has revised the planning assessments to challenge Alternative MED candidates in the area of planning. This student learning outcome has been replaced for the 2019-2020 academic year with an assessment that aims to measure candidates' ability to engage with their community.

SLO2a: *Met* – the Secondary Education program is working with Alternative MED candidates to exceed expectations on all rubric criteria of teaching and analyzing teaching. This assessment will continue to be used as it is an effective measure to discern candidate ability to teach and analyze their teaching; it is also a required AL state assessment.

SLO2b: *Not fully met* – Secondary Education faculty have implemented assignments that align with the four criteria that were not met in this outcome to help prepare Alternative MED candidates with meeting the demands of the EdTPA. This assessment will continue to be used as it is an effective measure to discern candidate ability to teach and analyze their teaching; it is also a required AL state assessment.

SLO3a: *Not met* – the Secondary Education program has implemented coursework that aligns with the rubric criteria to help prepare and support Alternative MED teacher candidates with meeting the demands of Task 3 of the EdTPA. This assessment will continue to be used as it is an effective measure to discern the candidate's ability to learn and analyze their impact on student learning; it is also a required AL state assessment.

SLO3b: *Met* – the Secondary Education faculty has employed new assignments that will allow Alternative MED teacher candidates to differentiate their abilities to assess student learning and analyze their impact on student learning as a way to exceed expectations on rubric criteria. This assessment will continue to be used as it is an effective measure to discern the candidate's ability to learn and analyze their impact on student learning; it is also a required AL state assessment.

PO1: *Not met* – recruitment efforts have been escalated and new recruitment materials and strategies are being used, including calling prospective students and connecting with district teachers. The Secondary Education program will continue to develop recruitment tactics by

implementing new strategies (working with school districts, faculty attending additional recruitment events).

PO2: Met – the Secondary Education program is working with Alternative MED candidates in a number of ways to ensure that they are prepared for content examinations and pass within 1 attempt. These strategies include hosting study sessions, having students regularly use the Edmentum online platform and sharing Praxis II resources.

Secondary Trad MED:

SLO1a: Met – the Secondary Education program will continue to work with Traditional MED students to score high in this portion of the assessment. This assessment will continue to be used as it is an effective measure to discern candidate knowledge and skills regarding working with diverse students, and it is a required AL state assessment. The low number of candidates who were assessed in this outcome (n = 1) signify that more results are needed in order to make a decision on replacing this measure.

SLO1b: Met – the Secondary Education Program will continue to work with Traditional Master's students to score high on this assessment. This will continue to be used because it is an effective measure to determine a candidate's knowledge of and skills related to working with diverse students; it is also a required AL state assessment. The low number of candidates who were assessed in this outcome (n = 1) signify that more results are needed in order to make a decision on replacing this measure.

SLO2a: Not fully met - Results reveal that the assessment met performance target for five of the eight rubric criteria. Secondary Education faculty have begun to implement strategies tied to modeling expectations for the assessment, particularly in the areas of as those were areas where targets were not met. This should ensure Traditional MED students are able to effectively reflect on their personal philosophies and their experiences working with students. This assessment will continue to be used as it is an effective way for candidates to reflect on their personal philosophies and experiences of working with students and it is a required AL state assessment. The low number of candidates who were assessed in this outcome (n = 1) signify that more results are needed in order to make a decision on replacing this measure.

SLO2b: Met – the Secondary Education program will continue to work with Traditional Master's students to score high on this assessment. This will continue to be used because it is an effective way for candidates to reflect on their personal philosophies and experiences in regards to working with students; it is also a required AL state assessment. The low number of candidates who were assessed in this outcome (n = 1) signify that more results are needed in order to make a decision on replacing this measure.

SLO3a: Met – the Secondary Education program will continue to focus on all aspects of Personal Technology Skills, Technology Usage, and Technology Integration. This assessment will continue to be used as it is an effective of students' technology use inside and outside of the classroom; it is also a required AL state assessment. The low number of candidates who were assessed in this outcome (n = 1) signify that more results are needed in order to make a decision on replacing this measure.

SLO3b: *Not fully met* – Secondary Education faculty will pay specific attention to the Research Methods section of the Research Paper by providing more examples and providing more useable feedback to students. This assessment will continue to be used as it is an effective of students' technology use inside and outside of the classroom; it is also a required AL state assessment. The low number of candidates who were assessed in this outcome (n = 1) signify that more results are needed in order to make a decision on replacing this measure.

PO1: *Not met* - Recruitment efforts have been increased and new recruitment strategies are being used, including calling prospective students and recruiting from district teachers. The Secondary Education program will continue to work with school districts and attend additional recruitment events.

PO2: *Not met* - The program has created new materials to recruit new students; Secondary Education faculty will meet monthly to discuss student issues in regards to retention and progression.