

Interim Report -Year 1
Submitted for Master of Arts in Teaching (MAT) Department of Teacher Education
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This report addresses progress in executing the 4-year action plan with notes about recent changes and development. I was appointed by Dean Alfano to assume the Directorship of the MAT program in July 2013 so I am still becoming familiar with program assessment data and expectations. Previous Director/program founder, Dr. Nancy Hoffman, submitted the SPA report for NCATE accreditation early this semester so it will be important to get future feedback from that agency about how the program meets national standards. The following includes the status of program assessment measures and criteria to this date:

- 1) There has been **no change** to the following assessment measures used as part of entrance criteria for the program: Transcript reviews, Praxis I and II/ACTFL, Recommendations, Interviews, appropriate degree, GPA, and completion of general education and content coursework required for teacher certification.
- 2) The following assessment measures are now located in the SEPS database: Professional Dispositions Rubric and Program Progress Assessment; Field Experience Evaluation; Midpoint Planning Task and Field Experience Evaluation.
The Field Experience Evaluation, a three level rubric completed by the public school host teacher and university supervisor for each field experience student yielded all ratings of acceptable or above. However, some rubrics were not returned despite multiple requests. (*Summer, fall, and spring evaluations are now in the SEPS system.*) *We will strive to design incentives for these field evaluations to be returned in a timely manner.*
- 3) *Student Teaching Evaluation- This rubric is now appropriately coded for content area in the database and reflects no ratings for any candidate less than acceptable.
Update: *Work will begin on the student teaching evaluation form to add a fourth level to the rubric and one or more items that align with knowledge and skills related to the specific content area. This will yield more precise data related to teaching the content material.*
- 4) **TEAM Assessment module- task documenting assessment of student work and implementation of differentiated and effective assessment in the content area that is scored with CSDE TEAM rubric continues to be utilized.
Update: *Anecdotal feedback from a student alumni sample indicates this was a worthwhile assignment in preparing them for the SDE TEAM process and assessment requirements.*
- 5) Alumni and Employer Surveys-Feedback from NCATE **unit level** surveys sent to alumni and employers to provide feedback on program strengths and weaknesses is pending.
- 6) ***Action Research Projects planned prior to student teaching and implemented during student teaching yields information about student learning in the classroom.
Update: The AR project and associated rubric will be adjusted this year to yield more specific data about student learning in the classroom.

Based on student feedback and certification requirements Dr. Hoffman requested a program schedule change which also included change in credits but the Department of T. Education refused to consider the request. As the regulations become clear we will reconsider the change. Additionally, since the new SDE certification requirements and CAEP regulations have not yet been made public, we are not certain how these will impact the program and any needed assessment redesign. The program SPA report for NCATE includes how the program addresses the NCATE standards. I intend to work with the future SEPS Asst. Dean for Assessment to ensure that both current and any future program assessments are valid, reliable and effective.

Section 6 –Assessment Plan

At this time our major area for improvement is the gathering of more complete data sets. In a small program, missing data makes analysis problematic.

We will add the new TEAM assessment to the SEPS electronic data system for spring 2013.

We will meet with the assessment coordinator in 2012-13 to examine exactly what data is missing and try to track the source of the problem. Miscoding of data is one possibility.

We will make a change in program sequence for the 2013-14 cohort to reflect the lack of anticipated changes in certification regulations and accommodate related course load and financial aid issues. (Move MAT 550 earlier in the program.)

We anticipate that new certification requirements will be announced at some point in 2012-13 and that will require major program and assessment redesign.

Assessments will be done with each cohort and the program is small so they will be gathered for every student.

Until we see how the program has to change to meet new certification requirements, we will continue to gather the same assessment data we gather now. Once the regulations are clear, we will probably need to adjust the program outcomes, the program, and a number of our assessment methods and standards.

Given the nature and duration of the program, we will continue to use field evaluations, dispositions evaluations, and the midpoint as ongoing formative feedback for students and the program and do full data analysis annually.