

PROGRAM REPORT SUMMARY

Department: Department of Special Education and Interventions	Report Type: SUMMARY
Program Name: Master of Arts in Teaching	Program Award Level: Master's
Report Preparer: Megan Mackey, Ed.D., Director of MAT Program	Academic Year Data: 2019-20
Program Structure (Choose One): Accredited Non-Accredited Combination	Date Report Completed: September 1, 2020
Accreditation Agency (If Applicable):	Date Next Self Study Due to Agency:

Program Assessment Question	Response
<p>1) URL: Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p>The MAT program was fully redesigned during the 2015-2016 academic year. This included revised learning outcomes and assessments. All curricular changes officially went into effect for the 2017-2018 cohort. However, all members of the 2016-2017 cohort piloted the new learning outcomes and assessments. This assessment report includes 1-2 years of pilot data on all new outcomes and assessments. https://www2.ccsu.edu/program/TeacherEducation_MAT/</p>
<p>2) Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>Assessments by Learning Outcome</p> <p><i>LO 1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).</i></p> <p>ASSESSMENT INSTRUMENT(S):</p> <p>(a) Evidence of basic skills in reading, writing, and mathematics (Praxis Core exam scores or State of CT DOE issued waiver)</p> <p>(b) Evidence of content knowledge (Praxis Subject Test or American Council of the Teaching of Foreign Languages Oral Proficiency Interview and Written Proficiency Test); passing standards set by the State of Connecticut for initial educator certificate</p> <p>Note, content pedagogy is also assessed within LO 3 (edTPA) and LO 4 (Unit Plan).</p> <p><i>LO 2. Create an inclusive and culturally responsive learning environment.</i></p> <p>ASSESSMENT INSTRUMENT(S):</p> <p>(a) Performance on Student Teaching Evaluation (Rubric), specified items measuring inclusive and culturally responsive learning environment</p> <p>(b) Performance on teacher candidate performance assessment (edTPA), rubrics from Task 1 Using Knowledge of Students to Inform Teaching and Learning and Task 2 Learning Environment</p> <p><i>LO 3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.</i></p>

	<p>ASSESSMENT INSTRUMENT(S): Performance on edTPA, rubrics for Task 3, Analysis of Student Learning, Providing Feedback to Guide Learning, Student Use of Feedback</p> <p><i>LO 4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.</i></p> <p>ASSESSMENT INSTRUMENT(S): Performance on planning performance task embedded in fall field placement, Unit Plan Rubric</p> <p><i>LO 5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.</i></p> <p>ASSESSMENT INSTRUMENT(S): Performance on video analysis performance task embedded in fall field placement, Video Analysis Rubric for Disciplinary Literacy Lesson</p> <p><i>LO 6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.</i></p> <p>ASSESSMENT INSTRUMENT(S): Performance on Student Teaching Evaluation (rubric), specified items measuring collaboration, ethics, responsibility, and professionalism</p>
<p>3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>There are different parties who interpret the evidence for each outcome/assessment, as described below.</p> <p>(a) Evidence of basic skills in reading, writing, and mathematics (Praxis Core exam scores or State of CT DOE issued waiver) score provided and interpreted by ETS (https://www.ets.org/praxis/about/core/content/). Students provide evidence of a passing score within their application to the MAT program DRF on Taskstream. Program director marks as met or not met in Taskstream prior to application.</p> <p>(b) Evidence of content knowledge (Praxis Subject Test or American Council of the Teaching of Foreign Languages Oral Proficiency Interview and Written Proficiency Test) is interpreted by the testing agency (ETS and ACTFL). Score provided by agency and passing standards established by the State of Connecticut; passing score required for initial educator certification (https://www.ets.org/praxis/ct/requirements). Students provide evidence of a passing score within their application to the MAT program DRF on Taskstream. Program director marks as met or not met in Taskstream prior to application.</p> <p>(c) Data are collected and interpreted from specified items from Student Teaching Evaluation measuring inclusive and culturally responsive learning environment. University supervisors record evidence of candidates' ability to create an inclusive and culturally responsive learning environment. The Director of the Central Teacher Education Committee (CTEC), the Coordinator of the Office of School and Community Partnerships, in collaboration with the teacher preparation faculty, determine passing standards.</p>

	<p>(d) Data are collected and interpreted from two edTPA rubrics: Task 1, Using Knowledge of Students to Inform Teaching and Learning and Task 2, Learning Environment. For the past two years, we have received funding to send our candidates' portfolios out for national scoring. Scoring is conducted by trained professionals through Stanford Center for Assessment, Learning, and Equity (SCALE) at Stanford University. The scoring protocol allows for valid and reliable interpretations of candidates' scores. SCALE recommends cut scores for beginning teachers, and the state of Connecticut has determined the passing score for initial licensure. The MAT director reviews national scores to determine if candidates meet the passing standards.</p> <p>(e) Data from three edTPA rubrics for Task 3 are collected and interpreted: Analysis of Student Learning, Providing Feedback to Guide Learning, Student Use of Feedback. See item "e" above for detail on interpretation.</p> <p>(f) Data from the Unit Plan Rubric within the MAT 539 content methods course (MAT 517 for Special Education candidates) is collected and interpreted. Course instructors record scores on the unit plan rubric and determine if students have met passing standards set by program faculty. The program director reviews all the scores.</p> <p>(g) Student performance the Video Analysis Rubric for Disciplinary Literacy within the MAT 533 field experience seminar is collected and analyzed. The course instructor(s) record scores on the video analysis rubric and examine if students have met passing standards set by program faculty. The program director reviews all the scores.</p> <p>Data from specified items from Student Teaching Evaluation measuring student teacher's collaboration, ethical actions, responsibility, and professionalism. University supervisors record evidence of candidates' ability to demonstrate professionalism and collaboration. The Coordinator of the Office of School and Community Partnerships, in collaboration with the teacher preparation faculty, determine passing standards.</p>
<p>4) Results: Since the last submitted report, list:</p> <p>a. The conclusion(s) drawn, noting strengths and weaknesses.</p> <p>b. The changes that were or will be made as a result of those conclusion(s).</p>	<p>In response to a change in national accreditation standards and reporting guidelines, and in response to aligning our MAT program with best practice in the co-preparation of secondary education candidates and special education candidates, we revised all program outcomes and assessments. The assessments are better aligned to the standards for practicing teachers in Connecticut.</p> <p>(a) Basic Skills/Praxis Core. The Connecticut State Department of Education (CSDE) changed the required evidence of basic skills, and therefore this assessment has changed. Our new policy for what counts as evidence of meeting basic skills can now be found at: http://www.ccsu.edu/seps/teacherPrep/testingRequirements.html. These data are now being recorded in the SEPS data management system, Taskstream.</p> <p>(b) Praxis 2/ACTFL. The passing standards for some of the Praxis Subject Tests and the ACTFL Tests were changed by the CSDE. We keep up to date of these changing standards. The current standards are listed here:</p>

http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/assess_for_cert.pdf. These data are recorded in the SEPS data management system, Taskstream.

- (c) **Student Teaching Evaluation.** This report includes data the new student teaching evaluation (introduced with the 2017 cohort). The SEPS student teaching evaluation (across programs) was revised by the Director of CTEC, the Coordinator of Office of School and Community Partnerships, and program faculty to reflect new research in teacher evaluation, to align to the edTPA, and to align more closely to how teachers in Connecticut are being assessed in the field. These data are recorded in Taskstream.
- (d) **edTPA.** edTPA is a performance-based, teacher work sample developed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). It is used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom focused on three tasks: Planning, Instruction, and Assessment. Work created and submitted will result in a comprehensive portfolio that demonstrates teacher candidates' ability to teach lesson plans designed to support students' strengths and needs, engage real students in ambitious learning, analyze impact on student learning, and adjust instruction to become more effective. MAT Candidates' edTPA Portfolio include artifacts (i.e. lesson plans, instructional and assessment materials, one or two video clips of their teaching, student work samples) and commentaries (i.e. Planning Instruction and Assessment, Instructing and Engaging Students in Learning, Assessing Student Learning) based on a 3-5 lesson unit of instruction referred to as a Learning Segment. The edTPA Portfolio includes the following components: Task 1: Planning Instruction and Assessment; Task 2: Instructing and Engaging Students in Learning; Task 3: Assessing Student Learning.
- (e) **Unit Plan Rubric.** The unit plan rubric was revised by MAT program faculty under the leadership of the director of the program to be consistent across program content areas, with additional items specific to the discipline. The discipline-specific items are informed by SPA standards. The common items on the unit planning rubric reflect best practice in curriculum and instructional design and align to the edTPA rubrics. Specific items measure candidates' ability to plan to meet the needs of all learners, which is highly emphasized in the revised MAT program (LO 4). These data are recorded in Taskstream.

Video Analysis Rubric. The video analysis rubric was revised to independently evaluate each component of the assignment and to reduce the challenges in holistic scoring of major elements. The new rubric was introduced with the 2018 cohort. This assessment is aligned to the edTPA. It also emphasizes candidates' ability to plan high quality literacy experiences within each discipline, which is an emphasis of our revised program (LO 5). These data are recorded in Taskstream.

5) Strengths: What about your assessment process is working well?

The MAT program has compiled an assessment database through Taskstream, the School of Education and Professional Studies (SEPS) data management system. We built an assessment dashboard and organized it by program assessment for accreditation purposes (see screen shot of

	<p>MAT Data Dashboard). This database enables SEPS program coordinators to efficiently and effectively analyze program outcome data in order to make a determination about program successes and challenges. It allows access to pertinent data for assessment and accreditation reports.</p> <p>Along with the CSDE, SEPS and the MAT program piloted the use of edTPA in the spring 2016 and 2017 semesters. edTPA is a performance-based, teacher work sample developed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). It is used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom focused on three tasks: Planning, Instruction, and Assessment. With two years of national scores, we are able to identify the strengths and challenges of our MAT candidates and adjust our MAT curriculum and instruction accordingly.</p> <p>Finally, the MAT program assessments are aligned with outcomes that lead to teacher readiness in today's classrooms. We are confident that this package of assessments comprehensively measures teacher candidates' progress and quality across the program and also at the point of program completion.</p>
<p>6) Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)</p>	<p>The MAT program was substantially redesigned in the 2015-2016 academic year (see Modifications to MAT Program). We effectively managed the implementation of several new assessments (edTPA and video analysis) as well as new certification areas (Special Education and History/Social Studies). We need continued 100% faculty buy-in and follow-through across MAT courses to be successful with full implementation of our assessment package.</p> <p>Furthermore, we need several years of data with these assessments in order to make further adjustments to our program.</p>

General Education Summary: N/A