

**Master of Arts in Teaching
Macon
Spring Semester 2019**

Academic Program Assessment

Program and Assessment Report Information

Prepared on: 7/30/2019 9:35:42 AM	By: sumitra.himangshu@mga.edu
In which college or school is this program located?	Education and Behavioral Sciences
Program Type:	Graduate
Program Name:	Master of Arts in Teaching
Reporting Cycle: (Note: Some programs are required to report on a semester basis for reasons of secondary accreditation or a graduate program required to established assessment data before the next five-year report to SACSCOC.)	Annual Reporting Cycle
Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.	Spring Semester 2019
For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.	Macon
Approximately how many students are in this program at this location?	12

Student Learning Outcomes

SLO 1

What is the first student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Develop and maintain a strong academic knowledge of the content they want to teach and an understanding of the pedagogy that best meets graduate interns' needs.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	edTPA Performance Assessment.
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).	Minimum cut-off as set by the State for secondary content for edTPA [minimum score = 38 for 15 rubric portfolio] - Measured in EDUC 5005
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	90
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	75

SLO 2

What is the second student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Understand the culture and structure of schools and how schools shape the values and work of teachers and graduate interns.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Critical Assignment for EDUC 5001 and Key Assessment for EDUC 5003: Best Practices Competency in Literacy
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).	80%.
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	90
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100

SLO 3

What is the third student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Understand the research in human development and learning, working with exceptionalities in the classroom, learning theory and cognitive development, adolescent psychology and the impact of reflective action research on classroom practice.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Formative Instructional Practice: Measured by Key Assessment for EDUC 5005 and EDUC 5006: Lesson Planning.
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct)	80%.
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	90
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100

SLO 4

What is the fourth student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)	Understand the importance of learning about the community in which they teach and encourage people to think of themselves as teachers in a community, as well as in a school.
What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Summative Instruction and Assessment – Measured by Key Assessments for EDUC 5004, EDUC 5005, and EDUC 5006
What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).	80%.
What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)	90
During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	12
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Evidence of changes based on an analysis of results

What changes were implemented based on an analysis of the students' performance on these Student Learning Outcomes? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.)	Granular analysis of data from the first two years (AY 2018 and AY 2019) for SLO 1 indicates a need to enhance graduate intern preparation for the edTPA portfolio. As a part of the Continuous Improvement initiative for the Department of Teacher Education, the faculty teaching graduate courses in the M.A.T. program are coordinating efforts to enhance intern preparation as follows: (i) Assessing the curriculum and modifying course syllabi to include increased opportunities for instructional practice. (ii) Collaborating closely with the Field Coordinator to provide additional support for preparing for the edTPA portfolio. In AY 2020, this will be implemented by by increasing the training and practice of the following during Practicum I and II (i.e. student teaching): the use of academic language, designing assessments for learning, and providing evidence-based feedback to students. (iii) Implement edTPA Bootcamp. (iv) Working cooperatively with disciplinary leads at the school site to provide professional development related to classroom teaching.
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Open Box for Assessment Comments	
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Form run:

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