

Master of Arts in Teaching, Online

Semester reporting: Spring Semester 2020

Academic Program Assessment

Program and Assessment Report Information

Prepared on: 7/31/2020 1:10:07 PM	Prepared by: sumitra.himangshu@mga.edu
	Email address of person responsible for this report: rhonda.amerson@mga.edu
In which college or school is this program located?	Education and Behavioral Sciences
Program Type:	Graduate
For which program is this assessment being submitted?	Master of Arts in Teaching
Reporting Cycle:	Annual Reporting Cycle
Which semester were the data collected and analyzed?	Spring Semester 2020
For which campus are these assessments being submitted?	Online
Approximately how many students are in this program at this location?	12

Student Learning Outcomes

SLO 1

<p>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.....)</p>	<p>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.</p>
<p>SLO 1: What instrument (assessment type) 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)</p>	<p>edTPA Performance Assessment</p>
<p>SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</p>	<p>Minimum cut-off score as set by the State of Georgia for secondary content for edTPA [minimum score = 38 for 15 rubric portfolio].</p>
<p>SLO 1: 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)</p>	<p>100</p>
<p>SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>Granular analysis of edTPA data from 2019 - 2020 indicates that scaffolding of edTPA preparation through focused instruction and implementation of edTPA bootcamp has benefited graduate interns in understanding and applying evidence-based instructional decisions and connecting assessment measures to student performance. Due to changes in GaPSC certification requirements, edTPA will have ceased to be a licensure requirement for Georgia. Going forward, the MAT program is developing an alternate assessment to provide evidence of graduate intern readiness to teach.</p>

Student Learning Outcomes

SLO 2

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.
SLO 2: What instrument (assessment type) 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 EDUC 5003 - Best Practices Competency in Literacy.
SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).	90% of all graduate interns will earn an average grade of 80% or better in critical assignments in EDUC 5001 and EDUC 5003.
SLO 2: 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 2: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.)	All graduate interns successfully completed critical assignments in both EDUC 5001 and EDUC 5003. Based on changes in licensure requirements, coursework and critical assignments are being modified for a tighter alignment and better scaffolding to a newly proposed assessment to replace the edTPA Performance Assessment.

Student Learning Outcomes

SLO 3

<p>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.....)</p>	<p>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.</p>
<p>SLO 3: What instrument (assessment type) 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)</p>	<p>Formative Instructional Practice: Measured by Key Assessment for EDUC 5005 and EDUC 5006: Lesson Planning.</p>
<p>SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).</p>	<p>90% of all graduate interns will earn an average grade of 80% or better in key assessments for EDUC 5005 and EDUC 5006.</p>
<p>SLO 3: 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)</p>	<p>100</p>
<p>SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>Graduate interns were successful in meeting the requirements of key assessments for EDUC 5005 (field internship, n= 12), and EDUC 5006 (student teaching, n =7). Granular analysis of Summer 2019 cohort's data (n = 7) on the EDUC 5004 Action Research Project indicates that about 50%of graduate interns need a better understanding of: (i) how to identify a research problem / question; and (ii) evidence-based data analysis. In order to better address these critical concepts, the action research project is being moved to the final semester in the program and being aligned with EDUC 5006 (student teaching). Assignments in EDUC 5003, and EDUC 5004 are being modified to create a tighter alignment and formative preparation for the action research project.</p>

Student Learning Outcomes

SLO 4

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.
SLO 4: What instrument (assessment type) 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
SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....	90% of all graduate interns will earn an average grade of 80% or better in key assessments for EDUC 5005, eDUC 5006, and EDUC 5004 (Action Research Project).
SLO 4: 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: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.)	Graduate interns were successful in meeting the requirements of key assessments for EDUC 5005 (field internship, n= 12), and EDUC 5006 (student teaching, n =7). These program assessments scaffolded their successful performance on the edTPA Performance Assessment (n =7).

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	7
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Open Box for Assessment Comments

Open Text Box For Assessment Comments:	<p>Several ongoing changes are listed below:</p> <ol style="list-style-type: none">1. The MAT program seated two cohorts - (i) in summer 2019; and (ii) in spring 2020 (approved by Academic Affairs and GaPSC in fall 2020). The total number of students admitted is as follows: (1) Summer 2019 Cohort - admitted =10; graduated in Spring 2020 = 7. (2) Spring 2020 Cohort - admitted = 7; continuing (will graduate fall 2020) = 5.2. The MAT program received approval to offer specific secondary and P-12 fields licensure fields (in addition to the initial four secondary licensure fields) for spring 2020. As of July 1, 2020 the MAT program has been approved to offer additional content areas which will allow the program to admit applicants with a wider range of disciplinary backgrounds (refer GaPSC Approval Action Report dated 06.11.2020)3. As indicated in Q11 (SLO 1): As per Georgia Professional Standards Commission mandate, beginning July 01, 2020, the Teacher Performance Assessment portfolio or edTPA will no longer be required for certification in Georgia. As a teacher preparation provider, we are in the process of identifying and developing an appropriate alternate assessment and relevant criteria that will address SLO 1. Modifications to assessments in other courses will be implemented to scaffold and enhance preparation in alignment to this alternate assessment which will provide evidence of graduate intern readiness to effectively address the learning needs of P-12 students.
If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to	N/A

assessment@mga.edu when you submit this form with your Department name and program in the subject line.)

