

Master of Arts in Teaching, Online

Semester reporting: Spring Semester 2021

Reporting cycle: Annual Reporting Cycle

Academic Program Assessment by Location Report Information

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In which school is this program located?	Education and Behavioral Sciences
Program Type:	Graduate
Approximately how many students are enrolled in this program at this location?	15

Student Learning Outcomes

SLO1

7. 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.....)	Apply their understanding of content and pedagogy
8. 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)	Action Research Project (ARP)
9. 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....)	90% of graduate interns will earn an average grade of 80% or better on the key assessment Action Research Project.
10. 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)	100
11. SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?	<p>The Action Research Project (ARP) was designed by the MAT program to provide graduate interns' readiness to teach. The ARP replaced the state-wide edTPA performance assessment, which has, since July 2020, ceased to be a licensure requirement for Georgia. The Action Research Project is completed by the intern as a student teacher during EDUC 5006 placement. designed for interns to showcase their pedagogical content knowledge aligned to the content area for their certification. Granular analysis of graduate intern performance in the Action Research Project for the Spring 2020, and Summer 2020 Cohort - from Fall 2020 and Spring 2021, respectively indicates that interns struggle in the following three areas: (i) learning to write clear and measurable research questions, (ii) identifying evidence-based data for the study, and (iii) identifying and describing the control and research groups. Based on these results, program faculty has decided to strengthen curriculum by providing additional scaffolding in the following areas of instruction prior to the ARP: (i) practice writing clear, measurable research questions; (ii) Increase practice in introductory EDUC 5001</p>

	<p>course on APA formatting; (iii) create additional practice assignments centered on the theory of education (targeted at improving understanding of theoretical framework); and (iv) replace some practitioner articles with research articles (to improve understandings of research procedures and design).</p>
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Student Learning Outcomes

SLO2

12. 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.....)	Demonstrate an understanding of the culture that informs the decision making for the student.
13. 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)	APA Research Project ED Talk Video (EDUC 5001); and Best Practices Competency in Literacy (EDUC 5003).
14. 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 graduate interns will earn an average grade of 80% or better on the critical assignments APA Research Project ED Talk Video, and Best Practices Competency in Literacy.
15. 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
16. SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?	All interns that successfully progressed through the program showed proficiency on all elements of the rubrics used to assess intern' understanding and application of concepts in their ED Talk Video, which both spring and summer cohorts complete in their first semester in the program. Interns were also able to demonstrate proficiency on applying best practices in literacy. The spring and summer cohorts complete this assignment at different times during their program of study, in the first semester and second semester, respectively. One area that interns initially struggled with is the analysis of student learning based on the lesson plan they designed for their literacy assignment. Going forward, interns will be provided with additional practice in formative and summative analysis of student work so that they understand better re: how to directly connect instructional strategies to evidence-based student data.

Student Learning Outcomes

SLO3

17. 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.....)	Demonstrate and critically examine research in human development and the process of learning.
18. 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)	Special Education Key Assessment (SPED 5001)
19. 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.....).	90% of graduate interns will earn an average grade of 80% or better on the special education key assessment.
20. 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)	100
21. SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?	Overall all interns were able to successfully complete the special education key assessment by meeting the target on all key assessment criteria. Granular analysis of key assessment data indicated the following three areas for improvement: (i) providing examples of assistive technology directly related to characteristics of student behavior caused by disability), (ii) how classroom accommodations can be effectively used to assist student with specific learning disability, and (iii) alternative strategies. The program coordinator will share this data with new incoming special education faculty and discuss measures that can be put in place to strengthen interns' preparation for these identified criteria.

Student Learning Outcomes

SLO4

<p>22. 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.....)</p>	<p>Demonstrate an understanding of the importance of learning about the community in which they teach and encourage professional development.</p>
<p>23. 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)</p>	<p>Candidate Disposition Performance Assessment (CDPA)</p>
<p>24. 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.....)</p>	<p>100% of graduate interns will earn proficient-level score or better when assessed by the Candidate Disposition Performance Assessment.</p>
<p>25. 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)</p>	<p>100</p>
<p>26. SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?</p>	<p>The CPDA rubric measures interns' professional dispositions. The assessment consists of 24 criteria related to professional dispositions, professional collaboration, and impact on P-12 learners. Graduate interns' performance in the school and virtual environment is assessed on four levels – unacceptable, developing, proficient, and exemplary. Interns must on average perform consistently at the proficient level or higher to provide evidence of successfully meeting these professional disposition criteria. Preservice teachers, such as our MAT interns, that demonstrate evidence for meeting professional standards are primed to: (i) develop habit of on-going professional development that continues throughout their professional career, and (ii) exhibit professional dispositions which are key to their success in the teaching profession.</p> <p>The faculty supervisor for the field courses (EDUC 5005 and EDUC 5006), will continue to work closely with both graduate interns and P-12 cooperating teachers that provide on-site mentoring to consistently promote interns'</p>

	professional development within the schools' environment.
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Sampling

27. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	15
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Open Box for Assessment Comments

<p>28. In this field, please document the overall use of assessment results for continuous improvement and Open Text Box For Assessment Comments:</p>	<p>On recommendation provided in FY 2020 Assessment Memo (see attached) – the program simplified language of “multifaceted” SLOs to focus on one aspect of the SLOs. The following changes were implemented as part of a continuous improvement cycle to better align SLOs with assessment measures.</p> <p>(1) With the deactivation of the state-wide performance assessment edTPA, our MAT program used a granular approach to realigning program and student learning outcomes. The following assessments were identified keeping the modified language of the SLOs at the forefront. Going forward, the assessment measures for each SLO will be as follows:</p> <p>Table 1. Performance Assessment for each SLO.</p> <p>SLO # Performance Assessment SLO 1: Action Research Project (ARP) SLO 2: ED Talk Video, and Best Practices Competency in Literacy SLO 3: Special Education Key Assessment SLO 4: Candidate Disposition Performance Assessment (CDPA)</p> <p>(2) Data from each of these performance assessments is annually reviewed by graduate program coordinator along with graduate faculty to check for curriculum drift. High leverage practices are identified and complementary Instructional measures and additional scaffolding are put in place to maintain and better integrate vertical alignment between coursework.</p>
<p>29. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.</p>	<p>Table 2: Enrollment, Graduation and Attrition Rates for the MAT Spring 2020, and Summer 2020 Cohorts</p> <p>COHORT / ENROLLMENT: Spring 2020 / (N = 7) Summer 2020 / (N= 25)</p>

% GRADUATION RATE / Actual Number:
71.43% / 5
28.57 % / 2
% ATTRITION RATE / Actual Number:
40 % / 10
60% / 15

PROGRESSION NOTES

(1) Spring 2020 - Summer 2020:
2 interns withdrew voluntarily due to personal reasons and job opportunities.

(2) Summer 2020– Fall 2020:
1 student withdrew voluntarily due to job offer;
1 student did not progress.

(3) Fall 2020 – Spring 2021:
4 students withdrew due to personal and medical reasons.
1 student did not progress due to academic reasons.*
8 students did not meet GACE assessments requirements to progress to spring semester.*

- *5 of these 9 students have met progression requirements and been re-admitted across the spring 2021/ summer 2021/ spring 2022 cohort.
- *A sixth student plans to re-enroll after completing the MATPW certification.

The progression of the MAT 2020 Summer Cohort was directly impacted by conditional admission requirements instituted by the Georgia Professional Standards Commission (GaPSC) to account for the state-wide and national closure of GACE testing centers during Phase-1 of the SARS-CoV2 (Covid-19) pandemic (please see GaPSC_PAA_Memo). In addition, as a co-recipient of the Network for Urban and Rural Teachers United for Residency Engagement Federal Grant (PN Grant), our MAT program attracted a wider range of applicants who might otherwise have not met admission requirements in time for Summer 2020 admission.

As the data in Table 2 above indicates, several of the interns once admitted, were unable to: (i) meet extended admission requirements, i.e., successfully complete GACE Assessments by December 31, 2020 – which was required for them to progress to student teaching during in spring 2021 their last semester; or (ii) continue in the program due to fiscal and personal reasons - favorable job opportunities, stressful teaching situations, and personal loss.

[Note - Since our graduate interns from the summer 2020 cohort would be graduating in May 2021, we could not use the GaPSC conditional admission option for extended time until June 30, 2021. Therefore, we provided our interns with the maximum possible time to meet GACE

requirements by December 31, 2020, i.e., prior to beginning their student teaching in spring semester 2021].

Table 3: Decreased Attrition Rates for the MAT Summer 2020 Cohort:

COHORT / ENROLLMENT:

Summer 2020 / (N= 25)

% GRADUATION & PROGRESSION RATE / Actual Number:
64 % / 16

% ATTRITION RATE / Actual Number:
36% / 9

PROGRESSION NOTES Fall 2020 – Spring 2021:

4 students withdrew due to personal and medical reasons.

1 student did not progress due to academic reasons.*

8 students did not meet GACE assessments requirements to progress to spring semester.*

- *5 of these 9 students have met progression requirements and been re-admitted across the spring 2021/ summer 2021/ spring 2022 cohort.

- *A sixth student plans to re-enroll in spring 2022 after completing the MATPW certification in December 2021.

On a positive note, the program has continued to work closely with non-progressing students and 55% (5 out of 9) of these students are currently re-enrolled in successive cohorts to continue towards achieving their academic and teacher certification goals. A sixth student plans to return to complete student teaching on completion of graduate work in the MAT Professional Writing program. Considering these readmitted students, the progression rate for the MAT 2020 Summer Cohort shows a 24% increase in progressing students from 40% to 64% and a decrease in the attrition rate from 60% to 36% (see Table 3 above).

In Fall 2020, the GaPSC readjusting to our new normal reinstated admission requirements for teacher preparation programs. Our MAT program has accordingly re-instated the requirement for passing all GACE assessment prior to program admission. Students admitted to both the Spring 2021, and the Summer 2021 cohorts were required to successfully complete requisite GACE Assessments prior to admission.