

Program-Level Assessment: Annual Report

Program Name (no acronyms): **Master of Arts in Teaching**

Department: **Education**

Degree or Certificate Level: **Masters**

College/School: **School of Education**

Date (Month/Year): **October 2022**

Assessment Contact: **Karen Tichy, Program Director**

In what year was the data upon which this report is based collected? **2021-2022**

In what year was the program's assessment plan most recently reviewed/updated? **September 2021**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

MEES Standards 3, 7

MEES (Missouri Educator Evaluation System) is the mandatory assessment system for universities that have approved programs to prepare teachers, both those pursuing MoDESE (Missouri Department of Elementary and Secondary Education) certification via either the traditional route or the alternative route. There are nine MEES standards regarding which candidates for Missouri teacher certification must demonstrate proficiency to a prescribed level used state-wide protocols, rubrics, and reporting systems.

In the Master of Arts in Teaching (MAT) evaluation cycle, this year's report is to focus on MEES Standards 3 and 7.

MEES Standard 3 states: The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.

ongoing instruction.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

-time teachers in either public or non-public schools. The MEES is designed to assess students' competence in nine key areas of teaching based on data collected by means of observations of the teacher certification candidate in the classroom teaching students, reviews of artifacts of teaching and learning, and conferr

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

The MEES scores are determined by university supervisors and school mentors/cooperating teachers by using a DESE es

assessment?

Results have been discussed with team members as the data were compiled given that when the data are submitted by university supervisors and school mentors/cooperating teachers, several members of the program faculty and staff receive them simultaneously.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Standard 3

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance Expected level of performance by the end of the student teaching semester.	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> Provides no evidence of learning activities with alignment to standards. Provides no evidence of posting or mentioning the learning objectives during the lesson. 	<ul style="list-style-type: none"> Plans for learning activities that are appropriately aligned to standards. Posts the learning objectives but does not 	<ul style="list-style-type: none"> Implements learning activities aligned to standards. 	<ul style="list-style-type: none"> Implements learning activities aligned to chosen standards and incorporates embedded formative assessment. 	<ul style="list-style-type: none"> Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards. Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. Connects learning objectives to real world references to aid in student comprehension.

Standard 4

Standard 4:

Standard 5

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

The candidate does not possess the necessary knowledge, therefore, the standard is not evident or is

Standard 6

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance Expected level of performance by the end of the student teaching semester.	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):

Standard 7

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p>Expected level of performance by the end of the student teaching semester.</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Provides no evidence of data from assessments to monitor the progress of students. • Provides no 	<ul style="list-style-type: none"> • Articulates the importance of collecting assessment data. 	<ul style="list-style-type: none"> • Uses formative and/or summative assessment data to monitor the progress of the class as a whole. 	<ul style="list-style-type: none"> • Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole. 	<ul style="list-style-type: none"> • Analyzes trend data to respond instructionally, resulting in a positive impact on student learning. • Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. • Supports students in creating and articulating progress toward goals. • Uses formative assessment strategies to adjust mid-lesson instruction.

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

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