

Master of Arts in Teaching  
Annual Assessment Report  
Fall 2007

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# MASTER OF ARTS IN TEACHING PROGRAM

## ANNUAL ASSESSMENT REPORT

Fall 2007

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### **Program Description**

The Master of Arts in Teaching (MAT) Program is an alternative means for college graduates with degrees in liberal arts, fine arts, business and professional fields to attain teacher licensure. The program provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching in a specific content area in grades PreK-Adult, 5-Adult or 9-Adult. The MAT program does not offer licensure in Elementary Education or Special Education.

Note: The certification only courses in the MAT program were identified and filed as a Post Baccalaureate (Post Bac) Teacher Certification Program with the West Virginia Department of Education (WVDE) in fall 2004. The Post Bac Program is aligned with the MAT program so that students may move seamlessly from the Post Bac Program, a professional development program, into the MAT degree program. Some data in this report reflect students enrolled in the MAT and Post Bac programs. See Appendix B for student demographics.

### **I. Assessment Activities:**

#### **A. Program Goals:**

The goals of the Master of Arts in Teaching Program are to:

1. Provide a quality program that addresses current and established research, best practice, and the skills of problem solving, critical thinking, and reflection to prepare education personnel for initial licensure;
2. Collaborate with other institutions, agencies, and school systems to provide optimal educational and clinical experiences in the preparation of reflective classroom practitioners;
3. Utilize innovative instructional models, service delivery, and support systems, integrating technology where applicable in program delivery;
4. Demonstrate a commitment to cultural diversity and social justice.

## **B. Learning Outcomes/Data Collection:**

Students completing the MAT Program will be able to:

1. Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community;

Data Collection: In addition to course related assessments, performance assessments are completed in each of the three field-based clinical experiences that include standards on content knowledge, instructional strategies (teaching skills) and learning environment. Each standard is rated as Mastery, Partial Mastery, Emerging, or Unsatisfactory in Clinical I and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching. Analyses of the ratings related to content knowledge, instructional strategies and learning environment indicate that nearly every candidate is performing in the top two categories for each of these standards in all clinical experiences. No candidate received an unsatisfactory rating in any clinical or category.

Fall 2006

EDF 537 MAT Level I Clinical Experience = 29 candidates

EDF 637 MAT Level II Clinical Experience = 25 candidates

EDF 677 MAT Level III Clinical Experience = 41 student teachers

Spring 2007

EDF 537 MAT Level I Clinical Experience = 27

EDF 637 MAT Level II Clinical Experience = 26

EDF 677 MAT Level III Clinical Experience = 33 student teachers

32 student teachers completed/ 1 withdrew

Candidate Dispositions and Professional Behaviors are assessed in Clinical I and Clinical II in eight areas and rated as satisfactory, needs work or unsatisfactory. Analyses of the ratings indicate that all of the candidates are performing at the satisfactory level in all eight areas.

See performance assessments and rubrics in Appendix C.

2. Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction;

Data Collection: In addition to course related assessments, performance assessments are completed in each of the three field-based clinical experiences that include standards on human development and learning, diverse learners, planning and assessment. Each standard is rated as

Mastery, Partial Mastery, Emerging, or Unsatisfactory in Clinical I and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching.

Analyses of the ratings related to human development and learning, diverse learners, planning and assessment indicate that nearly every candidate is performing in the top two categories on all four standards in all clinical experiences. No candidate received a rating of unsatisfactory in any of these categories.

Candidates also complete a portfolio in Clinical III that requires them to develop a unit of instruction with an assessment plan and to analyze contextual factors and student learning. The findings are then presented in an oral capstone presentation. The unit of instruction, portfolio and capstone presentation are each assessed using a detailed descriptive rubric. Candidates must achieve a minimum level of competency on each rubric to receive credit for Clinical III. One hundred percent of the 41 candidates in fall 2006, and the 32 candidates that completed clinical III in passed all three evaluations in spring 2007. Note: One candidate withdrew during spring 2007, thus they did not complete the portfolio and capstone experience.

3. Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning; and

Data Collection: In addition to course related assessments, performance assessments are completed in each of the three field-based clinical experiences include standards on assessment, planning, instructional strategies that include using technology, and communication. Each standard is rated as Mastery, Partial Mastery, Emerging, or Unsatisfactory in Clinical I and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching.

Analyses of the ratings related to assessment, planning, instructional strategies and communication indicate that the vast majority of the candidates are performing in the top two categories on all four standards in all clinical experiences. No candidate received a rating of unsatisfactory in any of these categories.

4. Demonstrate self-direction towards becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.

Data Collection: The performance assessments completed in each of the three field-based clinical experiences include standards on reflective teaching/professional growth and professional relationships.

Each standard is rated as Mastery, Partial Mastery, Emerging, or Unsatisfactory in Clinical I and II and as Distinguished, Proficient, Basic or Unsatisfactory in Clinical III, Student Teaching.

Analyses of the ratings related to becoming an independent, self-confident professional indicate that our candidates are performing in the top two categories on both standards for all clinical experiences. No candidate received a rating of unsatisfactory for either of these categories.

### **C. Results**

Analyses of the individual items on the performance assessments, portfolio, capstone presentation and unit plan rubrics, and the candidate dispositions and professional behavior items related to each of the learning outcomes indicate that MAT candidates are overwhelmingly performing at the upper levels in every category.

See Appendix A for Assessment Summary Chart.

#### **Clinical Experiences**

There are three clinical experiences in the MAT program, EDF 537 a 20 hour clinical experience, EDF 637 a 60 hour clinical experience, and EDF 677 a full semester of student teaching experience. Clinical experiences are completed in public schools; therefore, they are not available in the summer due to the limited number of appropriate placement sites.

	EDF 537	EDF 637	EDF 677
Fall 2006	29	25	41
Spring 2007	27	26	32

## **II. BOT Initiative #3: Not required for graduate programs.**

### **III. Plans for Current Year:**

The assessment plan that includes six major assessment points and the assessment instruments in place for the MAT program is comprehensive and very effective, thus no significant changes in our assessment strategies are planned during this year. The six candidate assessment checkpoints include:

Assessment Point 1 – Admission to the Program

Assessment Point 2 – Initial Coursework and Clinical I

Assessment Point 3 – Coursework and Clinical II

Assessment Point 4 – Clinical III

Assessment Point 5 – Capstone Experience and Comprehensive Examination  
Prior to Exiting Clinical Practice

Assessment Point 6 – Completion of the Program

Our biggest challenge for this year is that we must redesign the Level I and Level II clinical experiences to meet the new mandates in Policy 5100, Approval of Educational Personnel Preparation Programs, from the West Virginia Department of Education. The first mandate requires an increase in the number of clinical hours under the direction of a teacher licensed to teach in the state. The second mandate requires documentation of the candidates' field-based and/or clinical experiences with diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which they anticipate licensure.

**IV. Assistance Needed:**

The biggest need continues to be for clerical and technical assistance with a data base that will allow us to extract and analyze the data for each standard on the clinical performance assessments, the ratings on the portfolio, unit and capstone presentation rubrics, and the candidate dispositions and professional behaviors.

**V. What one most important thing has the program learned through this process?**

The program has a good assessment plan in place that really works. All three clinical assessment instruments are organized around the ten INTASC standards. This coordination of standards on the clinical assessment instruments allows the data to be easily analyzed across the clinicals.

**Appendix A**  
**MARSHALL UNIVERSITY**  
**Assessment Summary Chart of Student Outcomes: Component/Course/Program Level**

**Component Area/Program/Discipline: Master of Arts in Teaching Fall 2007**

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community.	Faculty  University and Public School Supervisors	Praxis I – Pre-Professional Skills Test  Various course assessments  Performance assessments in clinical experiences, EDF 537, 637, and EDF 677 (student teaching)  Unit Plan, Portfolio and Capstone Presentation Rubrics  Comprehensive Examination	-3.0 GPA Graduate -2.70 GPA Content Specialization -2.70 UGPA  Passing scores on Praxis I subtests in reading, writing, and math  Successful completion of all coursework and clinical experiences Including the portfolio and capstone experience  Passing score on program comprehensive examination	All graduates have successfully completed the Praxis I requirement, required coursework, clinical experiences, comprehensive examination, and maintain the required GPAs.  All but two MAT students passed their comprehensive examination on their first attempt in fall 2006 and spring 2007. Each of those students was successful on their second attempt.  Questions for the courses added to the MAT program starting July 1, 2006 will need to be added to the test bank.  Must continue to monitor the test bank to keep it current with program and course content.	The growing number of MAT students created the need for a more efficient administration, scoring and analyzing the comprehensive examination. Since Spring 2006, MAT students have been taking an online comprehensive examination with randomly generated questions for each course in their plan of study. Each semester we have examined individual and group results along with item and course analysis reports. Revisions or updates to the test bank for three courses were made as a result of the reviews.  Effective Fall 2006, candidates must take and pass their Praxis II content examination prior to student teaching.

<p>2. Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction.</p>	<p>Faculty University and Public School Supervisors</p>	<p>Rubric guided assessments in all three clinical experiences</p> <p>Assignments in EDF 537 and 637, MAT Level I and Level II Clinical Experiences</p> <p>Student teaching portfolio and capstone presentation</p> <p>Unit and Lesson plans</p> <p>Teaching demonstrations within courses</p> <p>Comprehensive Examination</p>	<p>Successful completion of all clinical experiences and capstone experiences</p> <p>Successful completion of all required courses</p>	<p>The rubrics and assessment forms for the all three clinical experiences are based on the INTASC Standards. This adds a higher level of consistency to the assessment process.</p> <p>Analyses of the evaluation forms for clinical I, II and III indicate that no candidate had a rating of unsatisfactory in any category. The overwhelming majority (at least 95%) of candidates had ratings in the upper two categories on each of the clinical experiences.</p>	<p>No changes were made to the clinical experiences, evaluation instruments or procedures during the past year.</p>
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<p>3. Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning.</p>	<p>Faculty University and Public School Supervisors</p>	<p>Course assignments Rubric guided assessment of all clinical experiences Unit plan, portfolio and capstone presentation rubrics Comprehensive Examination</p>	<p>Successful completion of all coursework Successful completion of all clinical experiences Successful completion of comprehensive examination</p>	<p>The computer based Comprehensive Examination is easier to administration, score and analyze. This also aligns the comprehensive exam format with the format of the Praxis II – Principles of Learning and Teaching (PLT). The PLT is required for licensure. This format also allows for assessing every course in the student's Plan of Study.  The Unit Plans, Portfolios and Capstone Presentations continue to be effective assessments of this learning outcome.</p>	<p>Computer based comprehensive examination was implemented Spring 2006.  Effective Fall 2005, a power point presentation is required in the capstone presentation.</p>
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<p>4. Demonstrate self-direction towards becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.</p>	<p>Faculty University and Public School Supervisors</p>	<p>Student teaching portfolios and capstone presentations</p> <p>Student teaching observations and evaluations</p> <p>Program coursework</p>	<p>Successful completion of student teaching and program coursework</p>	<p>All teacher candidates work closely under the direct supervision of one or more public school teacher during their 15-week student teaching experience. They are also observed numerous times by a university supervisor. Analyses of the ratings on the performance assessments for Clinical III clearly indicate a high level of proficiency of the teacher candidates.</p>	<p>All MAT and Post Bac candidates prepare a professional portfolio as part of the Capstone Experience. The portfolio and a capstone presentation about their portfolio and student teaching experience are assessed by their university supervisor using a rubric.</p>
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Appendix B  
Program Demographics

**MAT Program  
Applicants/Admits/Demographics**

	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Total
Applicants to the program	87	84	66	85	63	61	36*	46*	81*	663
Admitted to the program	44	49	30	43	35	61	58*	47*	69*	436
MAT Graduates	18	24	26	35	46	52	34	53	33	311
Praxis I (PPST) Pass Rate (admission requirement)			100%	100%	100%	100%	100%	100%	100%	100%
Praxis II Principle of Teaching and Learning (PLT) Pass rate				22/23 95.65%	26/27 96.96%	42/43 97.67%	Data not available	Data not available	Data not available	90/93 96.77%

\*Includes applicants and admissions to MAT and Post Baccalaureate Programs

**Master of Arts in Teaching Program  
UGPA, MAT, GRE and PPST Scores**

Measurement	MAT Program
UGPA	3.14
MAT Scaled Scores	403
GRE Writing Analysis Scores	4.06
GRE Analytical Scores	558
GRE Quantitative Scores	505
GRE Verbal Scores	438
PPST Reading	183
PPST Writing	179
PPST Math	182