

**MASTER OF EDUCATION IN THE ART OF TEACHING (MAT) ALTERNATE ROUTE
EFFECTIVENESS PROGRAM – ELEMENTARY EDUCATION
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Serve Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 	<p>1. MAT interns use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</p>	<p>1. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 90% positive rating.</p> <hr/> <p>1. B. As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher's professional competencies will meet or exceed 95% positive rating.</p> <hr/> <p>1. C. The University Exit Interview is administered after the May and August graduations to graduate alumni. Although the Exit Interview does not review at the program, it does provide important information at the university level. The Student Learning Outcome will be 4.0 on a five point Likert scale for each indicator.</p>		

5. continue to reflect, refine, and revise professional practices;
6. collaborate with others to promote learning;
7. Build caring, reflective decision-makers.
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2. MAT interns understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (INTASC Principle 3) (WCU Goal 1.1)

2. A. In EDU 606, *Designing an Interdisciplinary Unit*, the target population will achieve a minimum of 85% on each indicator for Interdisciplinary Rubric.

	<p>3. MAT Interns are able to reflect on their professional competencies and their sense of preparation for the classroom. Through this reflection, teachers are able to plan their future professional development. (INTASC Principle 10) (WCU Goal 1.1)</p>	<hr/> <p>3. A. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.</p>		
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	<p>4. Students in the Master of Education in Art of Teaching (M.A.T.) will be literate consumers of research literature, be able to apply best practice research to assessment techniques, and be able to present best practice research information to colleagues. (WCU Goal 1.1, 1.2)</p>	<hr/> <p>4. A. In EDU 650, 80% of the students will be able to create, using a performance based assessment model, a criterion referenced test, obtaining a minimum of 80% meeting Target and Acceptable when combined.</p> <hr/>		
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		<p>4. B. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and earning a ranking of Target, Emerging or Novice. Criterion: Introduction, Statement of Topic, Review of Literature, Statement of General Issue and Hypothesis, Participants, Instrument Addressing Technical Issues, Design, Procedures to be Used, Analysis of Data, and References.</p>		
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		<hr/> <p>4. C. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p>		
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		<hr/> <p>4. D. In EDU 636, Reading and Writing Across the Curriculum, students will achieve a group mean score of 80% (Target and Acceptable combined) when being assessed for assessed for Scholarly Writing.</p> <hr/>		
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	<p>5. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the Internship Field Practicum. (EDU Goals 1-7) (WCU Goal 1.1, 1.2, 1.4)</p>	<p>5. A. In EDU 536, Classroom Management, the target population will obtain a score of 85% or higher on the Chapter Presentation Rubric when Target and Acceptable scores are combined.</p> <hr data-bbox="890 1365 1192 1370"/>		
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		<p>5. B. In EDU 602, Trends in Children's Literature, is a required course for the M.A.T. Elementary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 80% Target or Acceptable on a four level Likert Scale.</p> <hr/> <p>5. C. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 80% Mastery or Proficient using the INTEL Teach to the Future Certification standards.</p>		
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	<p>6. Students in the M.Ed. in Alternate Route will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge. (WCU Goal 1.1, 1.4) (EDU Goals 1-7)</p>	<hr/> <p>6. A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p> <hr/>		
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**MASTER OF EDUCATION IN THE ART OF TEACHING (MAT) ALTERNATE ROUTE
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EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. 	<p>1. MAT interns use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</p>	<p>1. A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 90% positive rating.</p> <hr/> <p>1. B. As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher's professional competencies will meet or exceed 95% positive rating.</p> <hr/> <p>1. C. The University Exit Interview is administered after the May and August graduations to graduate alumni. Although the Exit Interview does not review at the program, it does provide important information at the university level. The Student Learning Outcome will be 4.0 on a five point Likert scale for each indicator.</p>	<p>1. A. The Mississippi Teacher Education Performance Report has not been released for 2013-2014. Waiting on data from the Mississippi Department of Education.</p> <hr/> <p>1. B. The same issue applies to the second part of the Mississippi Teacher Education Performance report. There is no 2013-2014 report as yet.</p> <hr/> <p>1. C. The Exit Interview does not evaluate individual programs. Therefore the "n" represents all graduating students. The survey has 12 categories:</p> <p style="padding-left: 40px;">N=89 Tradition Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8</p> <p>Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.8 S.D. 0.5</p> <p>Emphasizes the cultural values</p>	<p>1. A. No 2013-2014 data available. Will maintain the key assessment due to the fact that it is an important external evaluation of first year graduates in their teaching positions across the state.</p> <hr/> <p>1. B. This is an external evaluation by principals of first year WCU graduates in the classroom.</p> <hr/> <p>1. C. The Exit Interview met the S.L.O. with all categories above 4.0. The highest score for both campuses was 4.8 in the following areas:</p> <ul style="list-style-type: none"> -Academic Climate for Success -Faculty and Staff meet the mission of the university -University works with students to attain their highest potential. <p>The lowest score was a 4.5 in the following categories:</p> <ul style="list-style-type: none"> -Emphasizing values of the arts and sciences; -Develops and recognizes talent; -Nurtures the fine arts.

<p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>			<p>of the arts and sciences – Mean 4.5 SD 0.8</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.8</p> <p>Stimulates critical thinking – Mean 4.7 S.D. 0.7</p> <p>Maintains a high level of scholarship – Mean 4.6 Develops talent and recognizes achievement – Mean 4.5 S.D. 0.9</p> <p>Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9</p> <p>Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7</p> <p>Develops responsible leaders and citizens – Mean 4.7 S.D. 0.8</p> <p>The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and loving concern – Mean 4.8 S.D. 0.7</p> <p>In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.7</p> <p>Total Mean 4.7 S.D. 0.7</p> <p>N=69 Main Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.8 Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged</p>	<p>The overall means of 4.7 for both campuses provides evidence of high student satisfaction with the programs.</p>
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			<p>intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.8 S.D. 0.9</p> <p>Emphasizes the cultural values of the arts and sciences – Mean 4.5 SD 0.8</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.8</p> <p>Stimulates critical thinking – Mean 4.7 S.D. 0.7</p> <p>Maintains a high level of scholarship – Mean 4.6 S.D. 0.9</p> <p>Develops talent and recognizes achievement – Mean 4.5 S.D. 0.9</p> <p>Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9</p> <p>Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7</p> <p>Develops responsible leaders and citizens – Mean 4.7 S.D. 0.7</p> <p>The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and counsel, and loving concern – Mean 4.8 S.D. 0.7 loving concern – Mean 4.8 S.D. 0.7</p> <p>In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.7</p> <p>Total Mean 4.7 S.D. 0.7</p>	<p>5.C. The Student Learning Outcome was exceeded with a total mean of Target 84.29% and Acceptable 9.06%. The Integrated Lesson Plan is a developmental activity for Alternate Route future candidates. As these candidates enter into internship (their first teaching position), they are able to use the integrated lesson plan as a template for curriculum design. Students who were emerging or unacceptable have multiple opportunities to gain the performance skills in lesson design through their mentor teacher and university supervisor during the internship.</p>
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	<p>2. MAT interns understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (INTASC Principle 3) (WCU Goal 1.1)</p>	<p>2. A. In EDU 606, <i>Designing an Interdisciplinary Unit</i>, the target population will achieve a minimum of 85% on each indicator for Interdisciplinary Rubric.</p>	<p>2. A. Designing an Interdisciplinary Unit has ten indicators with four performance levels. There was an N of 57.</p> <p>(1)Topic or Theme Choice Target 98.25 Acceptable 1.75% Emerging 0% Unacceptable 0%</p> <p>(2) Scan and Cluster Target 94.74% Acceptable 3.51% Emerging 1.75% Unacceptable 0%</p> <p>(3) Selection of Broad-Based Standards Target 94.74% Acceptable 1.75% Emerging 1.75% Unacceptable 1.75%</p> <p>(4) Construction of Know/ Do/ Be/ (BD) Umbrella Target 84.21% Acceptable 7.02% Emerging 8.77% Unacceptable 0%</p> <p>(5) Construction of Web Target 91.23% Acceptable 8.77% Emerging 0% Unacceptable 0%</p> <p>(6) Big Understandings answer Big Questions Target 89.47% Acceptable 3.51% Emerging 1.75%</p>	<p>2. A. The Student Learning Outcome was exceeded on every indicator and a total group mean 97% (Target and Acceptable). These scores show students have strong competencies in the design of interdisciplinary units. This key assessment will be maintained for the next academic year.</p>
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	<p>3. MAT Interns are able to reflect on their professional competencies and their sense of preparation for the classroom. Through this reflection, teachers are able to plan their future professional development. (INTASC Principle 10) (WCU Goal 1.1)</p>	<p>3. A. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.</p>	<p>Unacceptable 5.26%</p> <p>(7) Creating Big Questions Target 92.98% Acceptable 3.51% Emerging 3.51% Unacceptable 0%</p> <p>(8) Description of Big Assessment Task Target 94.74% Acceptable 5.26% Emerging 0% Unacceptable 0%</p> <p>(9) Task Specific Rubric Target 87.72% Acceptable 10.53% Emerging 0% Unacceptable 1.75%</p> <p>(10) Unit Relevance Target 89.47% Acceptable 8.77% Emerging 1.75% Unacceptable 0%</p> <p>Total Group Means Target 91.75% Acceptable 5.44% Emerging 1.93% Unacceptable 0.88%</p> <hr/> <p>3. A. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results. Alternate Route graduates scored the 11 categories as follows: Advisor Guidance 4.36 Faculty Expertise 4.52 Library 4.36 Facilities 4.47</p>	<p>3. A. The S.L.O. of 4.0 or higher was met in all 11 categories and the total mean of 4.62 for the Hattiesburg campus and Tradition campus. This indicates a strong positive affirmation of the program by graduating candidates in the Alternate Route M.Ed. Elementary Education.</p>
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		<p>4. C. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p>	<p>(8) Design Target 60.87% Emerging 21.74% Novice 17.39%</p> <p>(9) Procedures to be Used Target 95.65% Emerging 4.35% Novice 0%</p> <p>(10) Analysis of Data Target 52.17% Emerging 29.09% Novice 21.74%</p> <p>(11) References Target 100% Emerging 0% Novice 0%</p> <hr/> <p>Total Group Means Target 81.03% Emerging 14.25% Novice 4.35%</p> <hr/> <p>4. C. In the Annotated Bibliography, the N was 113 with three indicators. (1) Five Appropriate Research Selections Target 94.69% Acceptable 3.54% Emerging 0.88% Novice 0.88%</p> <p>(2) Appropriate Summary of Research and Quality of Writing Target 59.29% Acceptable 25.66% Emerging 14.16% Novice 0.88%</p> <p>(3) Recommendation / Reflection</p>	<p>4. C. In the Annotated Bibliography (N=113), the Student Learning Outcome was exceeded (93.99%).</p>
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		<p>5. B. In EDU 602, Trends in Children’s Literature, is a required course for the M.A.T. Elementary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 80% Target or Acceptable on a four level Likert Scale.</p>	<p>5. B. There were five indicators in the Integrated Literature Lesson Plan (N=174):</p> <p>(1) Curriculum Core Standards Target 93.1%; Acceptable 4.02%; Unacceptable 2.87%;</p> <p>(2) Objectives, Specific Learning Outcomes Target 85.06%; Acceptable 9.2%; Emerging 2.3%; Unacceptable 3.45%;</p> <p>(3) Procedures and Materials Target 85.14%; Acceptable 10.86%; Emerging 4%;</p> <p>(4) Assessment Target 72.99%; Acceptable 13.22%; Emerging 4.6%; Unacceptable 9.2%;</p> <p>(5) Differentiated Instruction Target 85.14%; Acceptable 8%; Emerging 3.43%; Unacceptable 3.43%.</p> <p>Total Mean Score by Rank: Target 84.29% Acceptable 9.06% Emerging 2/87%; Unacceptable 3.78%.</p>	<p>5. B. All indicators for the Integrated Literature Lesson Plan exceeded the SLO. This is an important assessment evaluating the beginning teacher’s ability to design curriculum.</p>
		<p>5. C. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 80% Mastery or Proficient using the INTEL Teach to the Future Certification standards.</p>	<p>5. C. There are eight indicators in the Technology Unit Design.</p> <p>(1) Synthesis of knowledge. It is evidence that best practice is transferred to professional practice. Target 85.42% Acceptable 10.42% Emerging 1.04% Unacceptable 3.12%</p> <p>(2) Organization: The unit is well organized and easy to</p>	<p>5. C. In the Technology Unit Design, all indicators exceeded the S.L.O.</p>

			<p>follow.</p> <p>Target 84.38%</p> <p>Acceptable 10.42%</p> <p>Emerging 1.04%</p> <p>Unacceptable 4.17%</p> <p>(3) Teaching Across the Curriculum: The unit is not solely based on one subject, but provides a complete learning experience to students.</p> <p>Target 85.42%</p> <p>Acceptable 9.38%</p> <p>Emerging 2.08%</p> <p>Unacceptable 3.12%</p> <p>(4) Standards Based: Common Core standards are integrated or MDE State Frameworks.</p> <p>Target 86.46%</p> <p>Acceptable 9.38%</p> <p>Emerging 1.04%</p> <p>Unacceptable 3.12%</p> <p>(5) Language Arts Skills: Application of innovative and relevant language arts skills is evidenced throughout the unit.</p> <p>Target 85.42%</p> <p>Acceptable 10.42%</p> <p>Emerging 1.04%</p> <p>Unacceptable 3.12%</p> <p>(6) Multiple Intelligences and Accommodations: Unit is designed to meet the needs of a diverse student population.</p> <p>Target 86.46%</p> <p>Acceptable 9.38%</p> <p>Emerging 1.04%</p> <p>Unacceptable 3.12%</p> <p>(7) Depth of Procedures: Procedures are easy to follow.</p> <p>Target 83.33%</p>	
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	<p>6. Students in the M.Ed. in Alternate Route will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge. (WCU Goal 1.1, 1.4) (EDU Goals 1-7)</p>	<p>6. A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p>	<p>Acceptable 11.46% Emerging 2.08% Unacceptable 3.12%</p> <p>(8) Technology Integration: Technology is integrated in appropriate, innovative, and meaningful ways. Target 84.38% Acceptable 10.42% Emerging 1.04% Unacceptable 4.17%</p> <p>Total Group Means Target 85.16% Acceptable 10.16% Emerging 1.3% Unacceptable 3.39%</p> <hr/> <p>6. A. 100% of the M.Ed. Elementary Education Art of Teaching (MAT) graduate students in 2013-2014 earned an overall score of 3.0 or higher on the written comprehensive examination.</p> <p>In Summer 2014, the school coded the examination questions by ACEI standards with the following results: On a Likert scale of 1-5 with 5 being Excellent - N=8 Standard 3.1 Instruction 3.6 Standard 3.2 Adaptation to Diverse Students 3.2 Standard 4 Assessment 3.5 Standard 2.4 Technology 4.3 Standard 5.1 Professionalism 4.5 Standard 1.0 Learning and Motivation 4.1</p>	<p>6. A. The Student Learning Outcome was met with 100% passing the comprehensive examination in Fall 2013, Spring 2014, and Summer 2014.</p> <p>The Summer 2014 examination was the first time the examination was aligned to ACEI objectives and the data analyzed. All standards met the S.L.O. goal of 3.0 or higher.</p> <p>In the Spring 2014 a Comprehensive Examinations review guide was disseminated for the first time. The review video will be updated for the Fall examination.</p> <p>Note should be taken concerning Standard 2.4 with a score of 4.3. This strong score is due to the term by term updating of the EDU 625 Technology in Education course.</p>
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**MASTER OF EDUCATION IN THE ART OF TEACHING (MAT) ELEMENTARY AND SECONDARY ALTERNATE ROUTE
EFFECTIVENESS PROGRAM
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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<p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>2. MAT interns understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (INTASC Principle 3) (WCU Goal 1.1)</p>	<p>2.A. In EDU 606, <i>Designing an Interdisciplinary Unit</i>, the target population will achieve a minimum of 85% at the <i>Target</i> performance level on each indicator.</p>	<ul style="list-style-type: none"> • Total Percentage 98%. <p>2.A. In the <i>Designing an Interdisciplinary Unit Project</i>, there are ten indicators with a <i>Target</i> score:</p> <ul style="list-style-type: none"> • Topic or Theme 99%; • Scan and Cluster 97%; • Select of broad based Standards 95%; • Construction of Know/Do/Be (BD) Umbrella 88%; • Construction of Web 93%; • Big Understandings answer Big Questions 89%; • Creating Big Questions 79%; • Description of Big Assessment Task 93%; • Task Specific Rubric 97%; • Unit Relevance 94%; • Total Percentage 92%. 	<p>2.A. The S.L.O. was met in nine of the ten indicators with <i>Creating Big Questions</i> evaluated at 79%. This project will continue to be a key assessment for the program.</p>
	<p>3. MAT Interns are able to reflect on their professional competencies and their sense of preparation for the classroom. Through this reflection, teachers are able to plan their future professional development. (INTASC Principle 10) (WCU Goal 1.1)</p>	<p>3.A. In EDU 640, each candidate must design <i>An Interdisciplinary Unit</i>. The candidates will score 85% or higher when the two highest performance level (Artisan and Experienced) scores are combined.</p>	<p>3.A. There are eight components to the <i>Interdisciplinary Unit</i>. The N for 2012-2013 was 132. The combined scores are:</p> <ul style="list-style-type: none"> • Topic and Topical Theme 99%; • Unit Overview 96%; • Generalizations 96%; • Guiding Questions 98%; • Teaching Strategies 99%; • Culminating Task with Rubric 99%; • Lesson Plan 98%; • Overall Design 99%; • Total Percent 98%. 	<p>3.A. The S.L.O. was exceeded in all areas. This is a culminating activity for the graduate students and will remain a key assessment for 2013-2014.</p>

	<p>4. Students in the Master of Education in Art of Teaching (M.A.T.) will be literate consumers of research literature, be able to apply best practice research to assessment techniques, and be able to present best practice research information to colleagues. (WCU Goal 1.1, 1.2)</p>	<p>4.A. In EDU 646, Secondary Methods, candidates must complete an <i>Integrated Unit Choice Board</i> to demonstrate their ability to differentiate instruction. The candidates will earn 80% or higher on the Performance Level <i>Excellent</i>.</p> <p>4.B. In EDU 630, History and Philosophy of Education, the candidates were assessed in their ability to compose an Annotated Bibliography. Eighty percent of the candidates must complete five components at <i>Exceeds Expectations</i> or higher.</p> <p>4.C. In EDU 620, eighty percent of the students will be ranked either <i>Mostly Meets Expectations</i> or <i>Exceeds Expectations</i> when evaluating research through the annotated bibliography model.</p>	<p>4.A. The <i>Integrated Unit Choice Board</i> has four components. The N was 162 students. The scores for <i>Excellent</i> are:</p> <ul style="list-style-type: none"> • Familiarity with the Frameworks and Common Core 94%; • Activities Alignment with State Frameworks and Common Core 91%; • Activities Alignment with Learning Styles 93%; • Measurable and Appropriate Assessments 83%; • Total percentage 90%. <p>4.B. The <i>Annotated Bibliography</i> has scores in five components:</p> <ul style="list-style-type: none"> • Cover page 98%; • Appropriate Choice for Readings 100%; • APA 97%; • Completeness of summary 99%; • Document Format 95%; • Total 98%. <p>4.C. The Annotated Bibliography Model has nine indicators. The Hattiesburg campus had an N of 303. Hattiesburg candidates' average percent scores are listed below:</p> <ul style="list-style-type: none"> • Cover page format 93%; • Five appropriate reading choices 97%; • APA style 95%; • Completeness of 	<p>4.A. The S.L.O. was exceeded in every component. This is a key assessment indicating that the school's secondary graduate students can differentiate instruction.</p> <p>4.B. The S.L.O. was exceeded in all components. It was encouraging to see that APA formatting was demonstrated at 97%.</p> <p>4.C. The S.L.O. was exceeded in every category. The Key Assessment will be maintained since it is vital to the school's impetus on professional writing.</p>
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		<p>4.D. In EDU 620 the <i>Qualitative Research Proposal Rubric</i> describes the eleven components of a research proposal. The candidates must score eighty percent or higher on each component.</p>	<ul style="list-style-type: none"> • annotation 91%; • Quality of writing 89%; • Recommendation for each entry 96%; • Like/Dislike Critique 95%; • Document correctly formatted 90%; • Appearance of document 97%; • Total 94%. <p>4.D. The Tradition campus had an N of 51. The Performance level is Target. Tradition candidates' average percent scores are listed below:</p> <ul style="list-style-type: none"> • Cover page 98%; • Introduction 94%; • Statement of Topic of Interest 96%; • Review of Literature 86%; • Statement of General Issue/Hypothesis 80%; • Participants Description 71%; • Instrument/Addressing Technical Issues 86%; • Design 82%; • Procedures to be Used 92%; • Analysis of Data 80%; • References 98%; • Total 88%. 	<p>4.D. The S.L.O. was met in ten of the eleven components with <i>Participants Description</i> being 71%. This key assessment will be continued for the next academic year.</p>
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	<p>5. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the Internship Field Practicum. (EDU Goals 1-7) (WCU Goal 1.1, 1.2, 1.4)</p>	<p>5.A. In EDU 572, <i>Survey of the Exceptional Child</i>, the target population will reach a mean of 85% or higher on the two highest ratings (Target and Acceptable) on the <i>Annotated Bibliography Rubric</i>.</p> <p>5.B. In EDU 536, Classroom Management, the target population will obtain a score of 90% or higher on the Management Theory Presentation.</p> <p>5.C. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 85% Exceeds Expectations in the <i>Technology Integrated Unit Project</i>. There are eight components in the rubric.</p>	<p>5.A. The <i>Annotated Bibliography</i> has seven components. The combined scores (Target and Acceptable) are:</p> <ul style="list-style-type: none"> • Title page formatting 96%; • Abstracts 98%; • Summary of Contents of Each Reference 97%; • Personal Reflection 95%; • Variety of Sources; References Appropriate to Topic 91%; • Mechanics 99%; • References and APA Style 94%; • Total 96%. <p>5.B. There were five components. The combined scores for Excellent and Acceptable were:</p> <ul style="list-style-type: none"> • Organization 85%; • Delivery 98%; • Hand-outs/ Visual Aids/ Technology 97%; • Content of Activity 99%; • Uses Time Frame Effectively 86%; • Total 91%. <p>5.C. In EDU 625, there are eight components:</p> <ul style="list-style-type: none"> • Synthesis of Knowledge 100%; • Organization 100%; • Teaching Across the Curriculum 91%; • Standards Based Common Core Standards are Integrated 100%; • Language Arts Skills 95%; • Multiple 	<p>5.A. The S.L.O. was exceeded in all components. The importance of this data is the school's commitment to professional writing by the graduate students. This is a key indicator.</p> <p>5.B. The S.L.O. was exceeded in three of the five components but was not met in Organization (85%) and Uses Time Frame Effectively (86%). The key assessment will be maintained for 2013-2014.</p> <p>5.C. The S.L.O. was met in all components. This is a key assessment for technology and will be maintained in 2013-2014.</p>
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			<p>Intelligences and Accommodations 98%;</p> <ul style="list-style-type: none">• Depth of Procedures 84%;• Technology Integration 95%;• Total Mean 95%.	
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**MASTER OF EDUCATION IN THE ART OF TEACHING (MAT) ALTERNATE ROUTE
EFFECTIVENESS PROGRAM
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers. 	<p>1. MAT interns use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</p>	<p>1.A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 90% positive rating.</p> <p>1.B. As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher's professional competencies will meet or exceed 95% positive rating.</p>	<p>1.A. In the 2011 Mississippi Teacher Education Performance Report, alternate route preparation teachers (N=41) graduating from William Carey University surveyed 98% positive agreement on all 33 questions: 1) Planning and Preparation 99%; 2) Communication and Interaction 99%; 3) Teaching for Learning 100%; 4) Management of the Learning Environment 100%; 5) Assessment of Student Learning 100%; 6) Quality of Teacher Education Program 100%</p> <p>1.B. The Mississippi Teacher Education Performance Report also requires principals to rate first year educators from William Carey University. There were 30 principals evaluating first year alternate route teachers (N=30). There was a positive rating of 93% across all scores. 1) Planning and Preparation 95%; 2) Communication and Interaction 97%;</p>	<p>1.A. The S.L.O. will be maintained for the 2012-2013 academic year. All categories exceeded the S.L.O. of 90%. There is a strong positive perception of success on the part of the M.A.T. Intern Teachers. The S.L.O. will be continued during the 2012-2013 academic year.</p> <p>1.B. The S.L.O. will be maintained for the 2012-2013 academic year. Five out of the six categories exceeded the S.L.O. of 95% positive rating. <u>Assessment of Student Learning</u> was 82%. The glaring score is the Assessment of Student Learning. All districts are in major changes due to the common core and analysis of data. Our faculty is re-evaluating the assessment teacher preparations offered in the MAT program. The S.L.O. will be continued during the 2012-2013 academic year.</p>

<p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>		<p>1.C Professional Dispositions are measured during the Student Teaching Internship. There are five rankings: Not Met, Novice, Emergent, Professional, and Mastery. 80% of the teacher candidate population will rank Professional or Mastery.</p>	<p>3) Teaching for Learning 96%; 4) Management of the Learning Environment 96%; 5) Assessment of Student Learning 82%; 6) Quality of Teacher Education Program 94%.</p> <p>1.C. The target teacher candidate population was n=46. There are fourteen Professional Dispositions:</p> <p>(1) Dependability and Reliability Professional 15%; Mastery 78%;</p> <p>(2) Respect Professional 7%; 91% Mastery;</p> <p>(3) Commitment and Initiative Professional 11%; Mastery 86%;</p> <p>(4) Responsiveness Professional 9%; Mastery 86%;</p> <p>(5) Collaboration Professional 11%; Mastery 87%;</p> <p>(6) Open Mindedness Professional 13%; Mastery 84%;</p> <p>(7) Knowledgeable Professional 11%; Mastery 84%;</p> <p>(8) Communication Professional 20%; Mastery 78%;</p> <p>(9) Confidentiality Professional 10%; Mastery 89%;</p> <p>(10) Academic Honesty</p>	<p>1.C. The S.L.O. as exceeded in every disposition. The total teacher candidate Professional Dispositions mean was ranked as follows: Not Met – 0% Novice – 1% Emergent – 1.5% Professional – 11% Mastery – 86%. This is considered a key assessment for evaluate teacher effectiveness</p>
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	<p>2. MAT interns understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (INTASC Principle 3) (WCU Goal 1.1)</p>	<p>2.A. In EDU 606, <i>Designing an Interdisciplinary Unit</i>, the target population will achieve a minimum of 85% on each indicator for Interdisciplinary Rubric.</p>	<p>Professional 6%; Mastery 91%;</p> <p>(11) Appearance Professional 4%; Mastery 95%;</p> <p>(12) Teaching Effectiveness Professional 17%; Mastery 78%;</p> <p>(13) Fairness Professional 9%; Mastery 89%;</p> <p>(14) Bias Professional 6%; Mastery 93%;</p> <p>2.A. There were ten indicators in the Interdisciplinary Unit: Topic or Theme Choice (97%); Scan and Cluster (91%); Selection of Broad-based Standards (97%); Construction of Know/Do/Be (BD) Umbrella (91%); Construction of Web (82%); Big Understandings Answer Big Questions (71%); Creating Big Questions (88%); Description of Big Assessment Task (94%); Task Specific Rubric (97%) and Unit Relevance (90%).</p>	<p>2.A. The S.L.O. was exceeded in all areas save Construction of Web (82%) and Big Understandings Answer Big Questions (71%). This is a significant improvement over the last year's assessment. Students were having trouble articulating the difference between topical and concept-based models of curriculum and instruction. I began using a hands-on activity at the first "face to face" meeting where students were divided into groups of four or five. The small groups were given a container with Play-Doh and a card which included a statement. The groups were to read the statement and then create an image with the Play-Doh that represented the image. The groups had different statements. Statement #1: A bird has a beak. Statement #2: Life forms are equipped with the tools needed to survive. After creating the different images, the groups had to guess what the other groups had created. Once all statements were disclosed, a discussion took place about how one statement was a fact and the other was an enduring understanding. This led into the difference between a topical and concept-based model of curriculum</p>
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	<p>3. MAT Interns are able to reflect on their professional competencies and their sense of preparation for the classroom. Through this reflection, teachers are able to plan their future professional development. (INTASC Principle 10) (WCU Goal 1.1)</p>	<p>3.A. In the 2011 Exit Interview for Master of Education graduates, the target population will rank the five indicators at 4.0 out of 5.0 (Likert Scale).</p>	<p>3.A. There were 55 respondents at Hattiesburg and 104 respondents at Tradition. There were five indicators:</p> <ul style="list-style-type: none"> (1) Professors teach with effective communication skills (Hattiesburg 4.5; Tradition 4.6); (2) Professors stimulate critical thinking (Hattiesburg 4.7; Tradition 4.7); (3) Professors maintain high levels of scholarship (Hattiesburg 4.6; Tradition 4.6); (4) Professors develop talent and recognize achievement (Hattiesburg 4.7; Tradition 4.5) (5) Professors provide professional training (Hattiesburg 4.7; Tradition 4.7). 	<p>and instruction. Students were also having trouble developing a horizontal and vertical scan and cluster, so I demonstrated how to take hard copies of the State Frameworks for each subject being integrated in the Unit Design and use highlighters to determine the objectives in each subject area that could be taught as a unit. Then I incorporated a small group activity where teachers were given hard copies of three subject areas for a grade level out of the State Framework, and were instructed to use highlighters to determine which objectives in each subject could be taught as a unit. This helped the teachers understand the process.</p> <p>3.A. This key assessment is used across the university as an institutional effectiveness tool. The S.L.O. was met and will be maintained for 2012-2013.</p>
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	<p>4. Students in the Master of Education in Art of Teaching (M.A.T.) will be literate consumers of research literature, be able to apply best practice research to assessment techniques, and be able to present best practice research information to colleagues. (WCU Goal 1.1, 1.2)</p>	<p>4.A. In EDU 650, 80% of the students will be able to create, using a performance based assessment model, a criteria referenced test, obtaining a minimum of 80% out of 100% met Exemplary Standards.</p> <p>4.B. In EDU 650, 80% of the students will be able to share information obtained from the annotated bibliography via an informal presentation obtaining a minimum of 80 out of 100 points on a rubric.</p> <p>4.C. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and earning a ranking of Target, Emerging or Novice. Criterion: Introduction, Statement of Topic, Review of Literature, Statement of General</p>	<p>4.A. Twenty-three teacher interns completed the Test Project. There were eight indicators:</p> <p>(1) Cover page format (91% Exemplary; 4% Meets Minimum Standard; 1 intern Needs further development);</p> <p>(2) MS Benchmarks and SLOs (78% Exemplary; 17% Meets Minimum Standards);</p> <p>(4) Test Blueprint (87% Exemplary; 4% Meets Minimum Standards);</p> <p>(5) Test Key (82%; 13% Meets Minimum Standards);</p> <p>(6) Age Appropriate (95% Exemplary);</p> <p>(7) Content Appropriate for a mini-unit (87% Exemplary):</p> <p>(8) SLOs and Test Questions (82% Exemplary; 4% Meets Minimum Standards);</p> <p>(9) Test Question Rules (78% Exemplary; 17% Meets Minimum Standards).</p> <p>Total mean – 85% of the intern population scored Exemplary in the Test project.</p> <p>4.B The students achieved a minimum of 94.74 out of 100 points on the annotated bibliography rubric.</p> <p>4.C. Graduate students (n=26) completed the Research Proposal. The Target population meeting all standards was 84.6%. The Emerging population was 15.4%; The Novice population was 0%.</p>	<p>4.A. The S.L.O. was met for the Test Project in EDU 650. There were two indicators that will need continued emphasis by faculty in future classes: Test Question Rules and MS Benchmarks. There has been a revision of class materials based on the new Common Core Standards which should improve scores in these areas.</p> <p>4.B. This S.L.O. is maintained as an assessment for the school's commitment to scholarly writing. The S.L.O. was met.</p> <p>4.C. 84% of the graduate students met the Target standard for writing a Research Proposal. This is an important development as faculty members continue to design more effective writing projects for developing research plans.</p>
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	<p>5. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the Internship Field Practicum. (EDU Goals 1-7) (WCU Goal 1.1, 1.2, 1.4)</p>	<p>Issue and Hypothesis, Participants, Instrument Addressing Technical Issues, Design, Procedures to be Used, Analysis of Data, and References.</p> <p>4.D. In EDU 620, eighty percent of the students will be able ranked Exemplary when evaluating research through the annotated bibliography model.</p> <p>4.E. In EDU 636, Reading and Writing Across the Curriculum, 80% of the teacher candidates in the M.A.T. program will achieve a rating of Exemplary when being assessed for Scholarly Writing.</p> <p>5.A. In EDU 572, Survey of the Exceptional Child, the target population will reach a mean of 85% or higher on the two highest ratings (Target and Acceptable) on the Journal Article critique rubric.</p>	<p>4.D. There were five criteria in the rubric.</p> <p>(1) Cover Page, Formatting (89% Exemplary);</p> <p>(2) Ten Entries – Scholarly/peer reviewed (100% Exemplary);</p> <p>(3) Liked/Disliked – Recommendation – Critique (95% Exemplary);</p> <p>(4) Whole Document in Correct Layout (89% Exemplary);</p> <p>(5) Appearance, Font, Etc. (100% Exemplary)</p> <p>Total Project 95% Exemplary</p> <p>4.E. 97.4% of the target population achieved an overall rating of Exemplary.</p> <p>5.A. The class population reviewed was 61 students. The Journal Article Critique had 86.4% of the population at the highest level – Target; 9.3% were at Acceptable; Minimum Standards was 3.04%; and Unacceptable was 1.17%.</p>	<p>4.D. The S.L.O. was exceeded by 15 percentage points. At 95% exemplary there is strong evidence that graduate students are increasing their scholarly writing.</p> <p>4.E. This is an important achievement since the instructors had instituted major changes in training for scholarly writing in the past year. The S.L.O. will be maintained for the 2012-2013 academic year in support of our school learning objective for scholarly writing.</p> <p>5.A. When the two highest ratings are combined, the total (Target and Acceptable) percentage was 95.7%. This is an important writing component that supports our mission goal to build scholarly writing competence throughout our graduate programs. The S.L.O. was met and will be maintained for 2012-2013.</p>
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		<p>5.B. In EDU 536, Classroom Management, the target population will obtain a score of 90% or higher on each research paper indicator.</p> <p>5.C. In EDU 602, Trends in Children’s Literature, is a required course for the M.A.T. Elementary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.</p> <p>5.D. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 80% Mastery or Proficient using the INTEL Teach to the Future Certification standards.</p>	<p>5.B. The target population earned a 90.1% overall mean on the research paper rubric.</p> <p>5.C. The Literature Integrated Lesson Plan had four components: Theme (3.7); Activities Well Designed and Detailed (3.6); Activities showing evidence of teaching the book (3.6); and Activities Developmentally Appropriate for the age level (3.4).</p> <p>5.D. Module 1 (Teaching with Products) = 92%; Module 2 (Planning My Unit) = 100%; Module 3 (Internet Based Resources = 100%; Module 4 (Creating Samples of Learning) = 100%; Module 5 (Assessing Student Projects) = 77%; Module 6 (Differentiated Instruction) = 77% ; Module 7 (Facilitating with Technology) = 100%; Module 8 (Showcasing Unit Portfolios) = 95%. The total student mean was 96%. There were two modules (Differentiated Instruction 77% and Assessing Student Portfolios 77%) where the mean did not reach the expected outcome.</p>	<p>5.B. The S.L.O. was met with performance skills. This important writing goal indicates that the writing mission is succeeding for our graduate students. The S.L.O. will be maintained for 2012-2013.</p> <p>5.C. The S.L.O. was met and will be maintained for the 2012-2013 academic year.</p> <p>5.D. The S.L.O. was exceeded in all areas except for Differentiated Instruction and Assessing Student Projects.</p>
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	<p>6. Students in the M.Ed. in Alternate Route will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge. (WCU Goal 1.1, 1.4) (EDU Goals 1-7)</p>	<p>6.A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p>	<p>6.A. M.A.T. Elementary Education graduate students in Spring 2011 (N=3) scored on average 3.04; Summer 2012 (N=7) scored 3.28; and Spring 2012 (N=9) scored 3.53. There was a 100% pass rate for all examinees.</p> <p>M.A.T. Secondary Education graduate students in Spring 2011 (N=6) scored on average 3.34; Summer 2012 (N=14) scored 3.04; and Spring 2012 (N=6) scored 3.89 with a 100% pass rate.</p>	<p>6.A. The comprehensive examination will be maintained for the 2011-2012 academic year. The S.L.O. exceeded the 3.0 goal. Faculty in Special Education has recently updated the Special Education EDU 572 curriculum.</p>
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**MASTER OF EDUCATION IN THE ART OF TEACHING (MAT) ALTERNATE ROUTE
EFFECTIVENESS PROGRAM
2010-2011**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise 	<p>1. MAT interns use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</p>	<p>1.A. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p> <p>1.B. As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher's professional competencies will meet or exceed 95% positive rating.</p>	<p>1.A. In the 2010 Mississippi Teacher Education Performance Report, alternate route preparation teachers (N=23) graduating from William Carey University surveyed 99% positive agreement on all 33 questions: 1) Planning and Preparation 96.7%; 2) Communication and Interaction 97%; 3) Teaching for Learning 98%; 4) Management of the Learning Environment 97.3%; 5) Assessment of Student Learning 100%; 6) Quality of Teacher Education Program 86% and 7) Knowledge of Federal/ State Regulations 82.6%.</p> <p>1.B. The Mississippi Teacher Education Performance Report also requires principals to rate first year educators from William Carey University. There were 29 principals evaluating first year alternate route teachers (N=29). 1) Planning and Preparation positive rating of 97.8%; 2) Communication and Interaction 99.3%; 3) Teaching for Learning 97.8%;</p>	<p>1.A. The S.L.O. will be maintained for the 2011-2012 academic year. All categories exceeded the S.L.O. of 95% positive rating except for <u>Quality of Teacher Education Program</u> 86% and <u>Knowledge of Federal/State Regulations</u> 82.6%. MAT faculty have been involved in a two year revision process to bring more relevance and content more closely aligned to the real world stressors of the first year teacher. The implementation of a fully revised MAT program will create a learning community for this particular client base rather than mingling them with veteran teachers. It is believed that the conversations and fears of the first year teachers are silenced by the confidence of veteran teachers in the same graduate classrooms.</p> <p>1.B. This is a critically important state assessment completed by principals working with W.C.U. first year teachers. The S.L.O. will be maintained for the 2010-2011 academic year. All categories met the S.L.O. except for one – “The Teacher Education program adequately equipped the teacher with the knowledge, skills, and dispositions to be a successful teacher” (18% positive rating). There has to be some major discrepancy between the exceptional scores first year teachers were rated by their principals and the abysmal</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p> <p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>2. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the Internship Field Practicum. (EDU Goals 1-7) (WCU Goal 1.1, 1.2, 1.4)</p> <p>3. Students in the M.Ed. in Alternate Route will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge. (WCU Goal 1.1, 1.4) (EDU Goals 1-7)</p>	<p>2.A. In EDU 602, Trends in Children’s Literature, is a required course for the M.A.T. Elementary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.</p> <p>3.A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p>	<p>4) Management of the Learning Environment 97.4%;</p> <p>5) Assessment of Student Learning 96.7%;</p> <p>6) Quality of Teacher Education Program 18% and</p> <p>7) Knowledge of Federal/State Regulations 100%.</p> <p>2.A. The Literature Integrated Lesson Plan had four components: Theme (3.90); Activities Well Designed and Detailed (3.85); Activities showing evidence of teaching the book (3.76); and Activities Developmentally Appropriate for the age level (3.95).</p> <p>3.A. M.A.T. Elementary Education graduate students (N=15) scored on average 3.2. There was a 100% pass rate for all examinees.</p> <p>M.A.T. Secondary Education graduate students (N=16) scored on average 3.51 across winter, summer, and fall terms with a 100% pass rate.</p>	<p>score for the teacher education program effectiveness. This has never happened in one of these annual reviews. The conclusion would have to be that no training was much better than a master’s degree. The faculty is forced to believe that this is a statistical error.</p> <p>2.A. The S.L.O. was met and will be maintained for the 2010-2011 academic year. This is the first time the Integrated Literature Lesson plan has been assessed in EDU 602.</p> <p>3.A. The comprehensive examination will be maintained for the 2011-2012 academic year. The S.L.O. exceeded the 3.0 goal.</p>
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**MASTER OF EDUCATION IN THE ART OF TEACHING (MAT) ALTERNATE ROUTE
EFFECTIVENESS PROGRAM
2009-2010**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit:</p> <p>Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> 1. apply current research and technology related to the teaching-learning-assessment process; 2. respond sensitively to individual differences and diversity; 3. understand and anticipate the needs of a global society; 4. plan and implement learning experiences that support the highest level of student potential; 5. continue to reflect, refine, and revise 	<p>1. MAT interns use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC Principle 5) (WCU Goal 1:1)</p>	<p>1.A. As measured by the Student Teacher Assessment Instrument (STAI), the mean score of the teacher candidate population will be a 3.80 or higher on Indicators 23-28 (Management of the Learning Environment) as observed by their University Supervisor.</p> <p>1.B. As documented by the Mississippi Teacher Education Performance Report, teacher perceptions of professional competencies will meet or exceed 95% positive rating.</p> <p>1.C. As documented by the Mississippi Teacher Education Performance Report, principal observations of a developing teacher's professional competencies will meet or exceed 95% positive rating.</p>	<p>1.A. Interns as a cohort achieved the following scores: Indicator 23 Building Motivation, learning, and social relationships (3.81); 24 – Differentiated Instruction (3.84); 25 Effective Classroom Management (3.78); 26-Variety of Discipline Strategies (3.72); 27-Fairness and Supportive of Students (3.87); and 28-Using Instructional Time Effectively (3.81). Four of the six indicators exceeded the S.L.O. of 3.85. The overall mean was 3.81.</p> <p>1.B. The Mississippi Department of Education Report on Positive Perceptions of New Teachers was issued with a 98% positive rating.</p> <p>1.C. The Mississippi Department of Education Report on Principal Observations of a Developing Teaching's Professional Competencies was issued with a 96% rating.</p>	<p>1A.. The Teacher Preparation Redesign Project was introduced in Winter 2009 and fully implemented in August 2010. The new Teacher Internship Assessment Instrument (TIAI) is being assessed in the field this next academic year. The S.L.O. will be maintained for the new academic year 2010-2011.</p> <p>1.B. The S.L.O. will be maintained for the 2010-2011 academic year.</p> <p>1.C. This is a critically important state assessment completed by principals working with W.C.U. first year teachers. The S.L.O. will be maintained for the 2010-2011 academic year.</p>

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p> <p>5. continue to reflect, refine, and revise professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>2. MAT interns understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (INTASC Principle 3) (WCU Goal 1.1)</p>	<p>1.D. Teacher Internship Assessment Instrument (TIAI) was in the testing phase during the 2009-2010 academic year. This internship assessment will replace the present assessment used in the internship program. Student interns will achieve 2.5 or higher on a 3 point Likert scale in 5 major categories.</p> <p>2.A. When interns are observed by their principal using the EDU 635 Principal Evaluation, the total population will achieve a 3.5 or higher in 20 indicators on a 4 point Likert Scale.</p>	<p>1.D. The TIAI major categories are: Planning and Preparation 2.37; Communication and Interaction 2.65; Teaching for Learning 2.47; Learning Environment 2.68; and Student Learning 2.51. The overall mean was 2.52.</p> <p>2.A. There were 30 indicators on the principal's internship evaluation: Demonstrates warmth, friendliness and person enthusiasm 3.80; Demonstrates patience, empathy, sensitivity, and understanding of students and parents 3.74; Demonstrates subject area competence throughout internship 3.80; Knows safety measures and how to handle emergency situations 3.67; Works cooperatively with mentor teacher, colleagues, and administrators 3.83; Maintains confidentiality 3.91; Exhibits maturity, common sense, good judgment and professionalism 3.85; Follows policies and procedures of school district 3.89; Accepts supervisory critiques in a positive manner, incorporating suggestions into daily instruction 3.91; Effectively and efficiently incorporates appropriate classroom procedures 3.63; Follows/establishes an appropriate discipline plan and uses a variety of techniques to maintain good classroom discipline 3.59; Participates in professional activities (PTA, staff meetings, etc.) 3.78; Shares and seeks professional materials and ideas 3.71; Uses learning theories appropriate to age/development/ability of students 3.70; Submits lesson plans on time and aligned with school criteria 3.76; Is</p>	<p>1.D. The S.L.O. was exceeded. The content application examination is a key assessment for senior student profiles indicating their readiness for internship.</p> <p>2.A. The S.L.O. was met in all indicators for the principal's evaluation of the interns at both campuses. There will be continued emphasis on differentiated instruction, anticipatory sets, and variety of management techniques. The S.L.O. will be continued for 2010-2011.</p>
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	<p>3. MAT Interns are able to reflect on their professional competencies and their sense of preparation for the classroom. Through this reflection, teachers are able to plan their future professional development. (INTASC Principle 10) (WCU Goal 1.1)</p>	<p>3.A. Using the Alternate Route Program Survey, MAT interns will perceive they are prepared for the classroom. The mean score of the teacher interns will be a 3.5 or higher (On a 4-point Likert scale) on items 1-7 (Teacher Job Satisfaction, Professional Preparation, and Professional Support).</p> <p>3.B. Students will perceive that the Graduate Program in Education is providing a meaningful, effective professional preparation experience. Students will rate all categories at a level of 4.0 or higher out of 5.0 (Likert Scale). Survey queries perceptions of graduates relative to advisor guidance, faculty expertise, library support, classroom facilities, technology implementation, professor pedagogy, student writing, student research skills, individual needs met, applicability of graduate program, internalization of school mission, and student practicum experiences.</p> <p>3.C. In the 2009 Graduate Follow-Up Report for Master of Education graduates, the target population will rank the four indicators at 4.0 out of 5.0 (Likert Scale).</p>	<p>3.A. All indicators exceeded the 3.5 performance goal: 1- How prepared were you, in a technical sense for this first year (3.85); 2-How prepared in relation to other teachers (3.76); 3-How satisfied you are with your decision (3.72); 4-How supportive were the mentor teachers (3.76); 5- How supportive were the administrators (3.91); 6-Support from the EDU 635 faculty (3.90); 7- Effectiveness of EDU 536 Classroom Management and EDU 650 – Tests, Measurements and Evaluation (3.75). The total mean for all indicators was 3.81.</p> <p>3.B. There were four major categories: Scholarly Excellence (4.50) with the four indicators ranging from 4.14 to 4.85; Environment for Learning (4.78) with the four indicators ranging from 4.85 to 4.71); Faculty Concern for Students (4.66) with three indicators ranging from 4.57 to 4.78; and Perceptions of Preparation (4.75) with four indicators ranging from 4.64 to 4.92.</p> <p>3.C. Instruction in courses was ranked at 4.8 with 5.0 being “Excellent”. Accessibility of Instructors was ranked 4.8. Quality of Career Counseling was 4.3 and Overall Academic Degree Program was 4.8.</p>	<p>3.A. With the total rating of 3.81, the S.L.O. was met. What was most encouraging was to see the high score for the effectiveness of EDU 536 and 650. This is an important discovery since the new Blue Ribbon MAT Requirements have now been implemented. The S.L.O. will be maintained for 2010-2011.</p> <p>3.B. The S.L.O. survey ratings were exceeded in all categories. The overall survey mean was 4.65. The faculty is encouraged by the high level of confidence held by the graduate students. The S.L.O. will be maintained since it is a key assessment.</p> <p>3.C. This key assessment is used across the university as an institutional effectiveness tool. The S.L.O. was met and will be maintained for 2010-2011</p>
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	<p>4. Students in the Master of Education in Art of Teaching (M.A.T.) will be literate consumers of research literature, be able to apply best practice research to assessment techniques, and be able to present best practice research information to colleagues. (WCU Goal 1.1, 1.2)</p>	<p>4.A. In EDU 650, 80% of the students will be able to obtain, summarize, and critique empirical information through the annotated bibliography model, obtaining a minimum of 80 out of 100 points on a rubric.</p> <p>4.B. In EDU 650, 80% of the students will be able to create, using a performance based assessment model, a criterions referenced test, obtaining a minimum of 80 out of 100 points on a rubric.</p> <p>4.C. In EDU 650, 80% of the students will be able to share information obtained from the annotated bibliography via an informal presentation obtaining a minimum of 80 out of 100 points on a rubric.</p> <p>4.D. In EDU 620, 80% of the students will be able to write an introduction for a research plan using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to APA format, purpose statement(s), justification, definition of terms, and potential audience</p>	<p>4.A. Approximately 70% of the students achieved a minimum of 80 out of 100 points on this criterion.</p> <p>4.B. Approximately 78% of the students achieved a minimum of 80 out of 100 points on this criterion.</p> <p>4.C. Approximately 89% of the students achieved a minimum of 80 out of 100 points on this criterion.</p> <p>4.D. Approximately 91% met criteria for this assessment.</p>	<p>4.A. Students were provided an opportunity to redo the assignment for a better grade. This particular class, most of the students chose not to do that. The criterion of 80% will remain the same for now, if fewer than 80% of the students in the summer courses do not achieve and 80 or higher, an adjustment will be made to the assignment, the directions, the rubric, or the percentage.</p> <p>4.B. Almost 80% was achieved. Four of the students achieved between 75 and 80 points on this particular assessment. The criterion of 80% will remain the same for now, if fewer than 80% of the students in the summer courses do not achieve and 80 or higher, an adjustment will be made to either the assignment, the directions, the rubric, or the percentage.</p> <p>4.C. Since almost all students met these criteria, it will remain the same.</p> <p>4.D. Since nearly all met the minimum criteria, it will remain the same.</p>
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		<p>4.E. Eighty percent of the students will be able to evaluate research through the annotated bibliography model using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to articles from scholarly/peer reviewed publications, summary, critiques, and APA format.</p> <p>4.F. Eighty percent of the students will be able to write a methodology for a research proposal using a rubric and obtaining a minimum of 80 out of 100 points. The rubric will contain such information but not limited to APA format, permissions, participants, instruments, design, data collection & analysis, and procedures.</p> <p>4.G. In EDU 636, Reading and Writing Across the Curriculum, teacher candidates in the M.A.T. program will achieve a mean score of 3.5 when being assessed for assessed for Scholarly Writing. These scores will be compared to the data from EDU 611.</p> <p>4.H. In EDU 635, Internship, the Pre-Post Assessment Summary measured value-added instruction. The 85% of the target population will achieve competency on each of the four indicators (Objectives, Assessment, Data Analysis, and Action Plan).</p>	<p>4.E. 82% of the target population met the minimum requirements for the bibliography model.</p> <p>4.F. 82% of the target population met the minimum requirements for the bibliography model.</p> <p>4.G. The target population achieved an overall average of 3.70 (goal 3.5) on a 4 point Likert scale with only one individual indicator score below 3.5 (Citations in Text – 3.42).</p> <p>4.H. The target population achieved the following scores on each indicator: Objectives to be assessed (78.6%); The type of assessment (93.4%); The analysis of data (87.7%); and The action plan of remediation and enrichment; names and accommodations for special needs children (81.9%). Overall mean for the target population was 85.4.</p>	<p>4.E. Students are permitted to turn in assignments late. Students who turn in assignments before the deadline may redo the assignment for a better grade. Since most students met the minimum criteria, the process will remain as it is.</p> <p>4.F.. Since all met the minimum criteria, it will remain the same.</p> <p>4.G. The instructor made major adaptations in the Winter and Spring terms which allowed the S.L.O. goals to be met in all areas save <i>citations in text</i>. The S.L.O. will be maintained for the 2010-2011 academic year in support of our school learning objective for scholarly writing.</p> <p>4.H. The S.L.O. was not met in two areas: Objectives Assessed 78.6% and the Action Plan of Remediation and Enrichment, names and accommodations for special needs children 81.9%. This is the first year of full implementation. The faculty recognizes the importance of this key assessment and has enhanced course assignments to encompass data-driven planning and assessment. The S.L.O. will be maintained for 2010-2011.</p>
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	<p>5. The teacher candidate will demonstrate content knowledge and performance skills across content pedagogy courses in preparation for the Internship Field Practicum. (EDU Goals 1-7) (WCU Goal 1.1, 1.2, 1.4)</p>	<p>5.A. In EDU 572, Survey of the Exceptional Child, the target population will reach a mean of 80% or higher on the two highest ratings (excellent, very good) on the Journal Article critique rubric.</p> <p>5.B. In EDU 536, Classroom Management, the target population will obtain a score of 90% or higher on each research paper indicator.</p> <p>5.C. In EDU 602, Trends in Children’s Literature, is a required course for the M.A.T. Elementary Education program. There is a literature integrated lesson plan required as part of their training in lesson planning. The target population will achieve 3.5 on a 4 point Likert scale.</p> <p>5.D. In EDU 625, Technology in Education, the students will demonstrate their technology competencies at a minimum of 3.5 on a 4 point Likert scale using the INTEL Teach to the Future Certification standards.</p>	<p>5.A. There were ten indicators for the Journal Article Critique. When aggregating ratings across terms, all indicators were rated 100% (excellent, very good). When averaging the ten indicators for each term, the total average was 100%.</p> <p>5.B. The target population earned a 90.1% overall mean on the research paper rubric.</p> <p>5.C. The Literature Integrated Lesson Plan had four components: Theme (3.90); Activities Well Designed and Detailed (3.85); Activities showing evidence of teaching the book (3.76); and Activities Developmentally Appropriate for the age level (3.95).</p> <p>5.D. Hattiesburg Campus – Module 1 (Teaching with Products) = 3.8; Module 2 (Planning My Unit) = 3.85; Module 3 (Internet Based Resources) = 3.96; Module 4 (Creating Web Samples) = 3.32; Module 5 (Assessing Student Projects) = 3.89; Module 6 (Planning for Student Success) = 3.89; Module 7 (Webquests, social bookmarking, blogs) = 3.64; Module 8 (Showcasing Unit Portfolios) = 4.0. The total student mean was 3.75. There was one module (Creating Web Samples) were the mean did not reach the expected outcome (3.32).</p>	<p>5.A. This is an important writing component that supports our mission goal to build scholarly writing competence throughout our graduate programs. The S.L.O. was met and will be maintained for 2010-2011.</p> <p>5.B. The S.L.O. was met with performance skills ranked in the upper ninety percent. This important writing goal indicates that the writing mission is succeeding for our graduate students. The S.L.O. will be maintained for 2010-2011.</p> <p>5.C. The S.L.O. was met and will be maintained for the 2010-2011 academic year. This is the first time the Integrated Literature Lesson plan has been assessed in EDU 602.</p> <p>5.D. All modules save for one exceeded the 3.5 S.L.O. standard. The one module (Creating Web Samples) that did not reach the standard covers a number of cutting edge ideas and is constantly being updated. The faculty continues to upgrade their own training in this area. The S.L.O. will be maintained for the 2010-2011 academic year.</p>
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	<p>6. Students in the M.Ed. in Alternate Route will provide evidence of content knowledge, application of that knowledge, and synthesis of that knowledge. (WCU Goal 1.1, 1.4) (EDU Goals 1-7)</p>	<p>5.E. In EDU 536, Classroom Management, the target population of M.A.T. interns will achieve a mean of 80% or higher in Chapter Presentations using the Presentation rubric.</p> <p>6.A. Students will have a mean score of 3.0 or higher on a 5.0 scale on the Comprehensive Examination.</p> <p>6.B. Faculty of the School of Education will achieve a 4 or higher on a 5 point Likert scale when evaluated by graduate students.</p>	<p>Tradition Campus – All modules were 4.0 except for Module 2.4 Unit Planning (3.96). See Module Descriptions above.</p> <p>5.E. There were five rubric indicators with group mean averages: Organization 95%; Delivery of Content 81%; Appropriate Informative Handouts 90%; Content Depth 87.5%; and Effective Use of Time 95.7%. The overall mean was 89.8%.</p> <p>6.A. M.A.T. Elementary Education graduate students (N=18) scored on average 3.48. There was a 100% pass rate for all examinees.</p> <p>M.A.T. Secondary Education graduate students (N=28) scored on average 3.64 across winter, summer, and fall terms with a 100% pass rate.</p> <p>6.B. The S.L.O. was met with faculty performance indicators: Prepares well for class 4.7; Demonstrates professional competency 4.8; Communicates subject clearly 4.6; Stimulates interest in subject matter 4.6; Encourages enthusiasm 4.6; Timely feedback exams/ reports/ actively 4.7; Is accessible outside of class 4.7; Cares about students learning 4.7; Meets class on time and works the full period 4.8; Syllabus well defined and on time 4.9. Overall mean was 4.71.</p>	<p>5.E. The S.L.O. was met with all indicators higher than the 80% performance goal. Lesson presentation is a critical skill for any new teacher. This S.L.O. is indicative of the success of the school's mission to produce effective M.A.T. interns in the classroom. The S.L.O. will be continued for 2010-2011.</p> <p>6.A. The comprehensive examination will be maintained for the 2010-2011 academic year. The S.L.O. exceeded the 3.0 goal.</p> <p>6.B. These are strong indicators of exceptional faculty performance as assessed by the university faculty assessment. It is important to know that the graduate adjunct ratings were as high or higher as the graduate faculty ratings. Program satisfaction and effectiveness of instruction are exceeding the S.L.O. goal of 4.0.</p>
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