# Annual Program Assessment Report AY 23-24
## Secondary Education MAT & Graduate Certificate

**Brief Program Overview**

The Master of Arts in Teaching, Middle Grades and Secondary program and the Graduate Certificate in Middle Grades and Secondary program lead to initial licensure in a content area (grades 6-12). Candidates complete a yearlong student teaching placement and coursework in curriculum, assessment, teaching methods, multicultural education, special education and other topics required for successful classroom teaching.
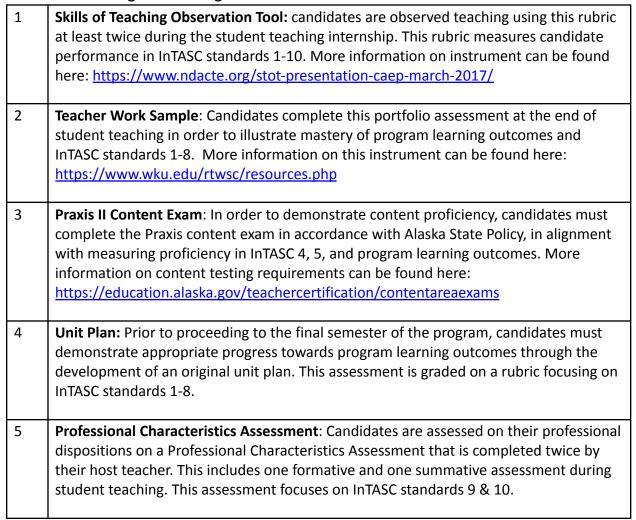
**Program Level Learning Outcomes**

|   | **Program Learning Outcomes** | **Alignment to Standards** |
|---|---|---|
| 1 | Articulate, maintain and develop a philosophy of education that they also demonstrate in practice. | InTASC 9 AKBTS 1 |
| 2 | Understand how human development affects learning and apply that understanding to practice. | InTASC 1, 2 AKBTS 2 |
| 3 | Differentiate instruction with respect for individual & cultural characteristics. | InTASC 1, 2 AKBTS 2, 3 |
| 4 | Possess current academic knowledge. | InTASC 4, 5 AKBTS 4 |
| 5 | Facilitate learning by using assessment to guide planning, instruction and modification of teaching practice. | InTASC 6 AKBTS 5 |
| 6 | Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively. | InTASC 3, 7, 8 AKBTS 6 |
| 7 | Work as partners with parents, families and community. | InTASC 9 AKBTS 7 |
| 8 | Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships and habits of mind. | InTASC 9, 10 AKBTS 8 |
| 9 | Use technology effectively, creatively and wisely. | InTASC 7, 8 AKBTS 4 |

**InTASC Standards retrieved from
https://ccsso.org/resource-library/intasc-model-core-teaching-standards

**Alaska Beginning Teacher Standards (AKBTS) retrieved from
https://education.alaska.gov/standards/other-standards

**Assessment of Program Learning Outcomes:**

| | |
|---|---|
| 1 | **Skills of Teaching Observation Tool:** candidates are observed teaching using this rubric at least twice during the student teaching internship. This rubric measures candidate performance in InTASC standards 1-10. More information on instrument can be found here: https://www.ndacte.org/stot-presentation-caep-march-2017/ |
| 2 | **Teacher Work Sample**: Candidates complete this portfolio assessment at the end of student teaching in order to illustrate mastery of program learning outcomes and InTASC standards 1-8.  More information on this instrument can be found here: https://www.wku.edu/rtwsc/resources.php |
| 3 | **Praxis II Content Exam**: In order to demonstrate content proficiency, candidates must complete the Praxis content exam in accordance with Alaska State Policy, in alignment with measuring proficiency in InTASC 4, 5, and program learning outcomes. More information on content testing requirements can be found here: https://education.alaska.gov/teachercertification/contentareaexams |
| 4 | **Unit Plan:** Prior to proceeding to the final semester of the program, candidates must demonstrate appropriate progress towards program learning outcomes through the development of an original unit plan. This assessment is graded on a rubric focusing on InTASC standards 1-8. |
| 5 | **Professional Characteristics Assessment**: Candidates are assessed on their professional dispositions on a Professional Characteristics Assessment that is completed twice by their host teacher. This includes one formative and one summative assessment during student teaching. This assessment focuses on InTASC standards 9 & 10. |

**Assessment Data from Academic Year 23-24**

**Table 1. Skills of Teaching Observation Tool**

| Rubric Category | Rubric Element | AY 2024, n=18 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N/A | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | % met |
| Standard #1: Learner Development. | (O) Supports student learning through developmentally appropriate instruction. AK-UAS-SGP.2 | 0 | 0 | 0 | 0 | 0 | 8 | 5 | 4 | 100% |
| | (O) Accounts for differences in students' prior knowledge. AK-UAS-SGP.3 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 4 | 100% |
| Standard #2: Learning Differences. | (O) Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs | 0 | 0 | 0 | 0 | 2 | 4 | 8 | 3 | 88% |
| | (O) Exhibits fairness and belief that all students can learn | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 11 | 100% |
| Standard #3: Learning Environments. | (O) Creates a safe and respectful environment for learners. AK-UAS-SGP.6 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 5 | 100% |
| | (O) Structures a classroom environment that promotes student engagement. AK-UAS-SGP.6 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 5 | 100% |
| | (O) Clearly communicates expectations for appropriate student behavior. AK-UAS-SGP.6 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 7 | 100% |
| | (O) Responds appropriately to student behavior. AK-UAS-SGP.6 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 6 | 100% |
| | (O) Guides learners in using technologies in appropriate, safe, and effective ways. AK-UAS-SGP.9 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 2 | 100% |
| Standard #4: Content Knowledge. | (O) Effectively teaches subject matter. AK-UAS-SGP.4 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 5 | 100% |
| | (O) Guides mastery of content through meaningful learning experiences. AK-UAS-SGP.4 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 5 | 100% |
| | (O) Integrates culturally relevant content to build on learners' background knowledge. AK-UAS-SGP.4,AK-UAS-SGP.3 | 0 | 0 | 0 | 0 | 1 | 8 | 4 | 4 | 94% |
| Standard #5: Applications of Content. | (O) Connects core content to relevant, real-life experiences and learning tasks. AK-UAS-SGP.5 | 0 | 0 | 0 | 0 | 0 | 2 | 12 | 3 | 100% |
| | (O) Designs activities where students engage with subject matter from a variety of perspectives. AK-UAS-SGP.5 | 0 | 0 | 0 | 0 | 1 | 6 | 5 | 5 | 94% |
| | (C/O) Accesses content resources to build global awareness. AK-UAS-SGP.3,AK-UAS-SGP.5 | 0 | 0 | 0 | 0 | 0 | 9 | 6 | 2 | 100% |
| | (O) Uses relevant content to engage learners in innovative thinking & collaborative problem solving. AK-UAS-SGP.5 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 4 | 100% |

| Standard | Criterion | | | | | | | | | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Standard #6: Assessment. | (C/O) Uses multiple methods of assessment. AK-UAS-SGP.5 | 1 | 0 | 0 | 0 | 2 | 7 | 6 | 1 | 88% |
| | (O) Provides students with meaningful feedback to guide next steps in learning. AK-UAS-SGP.5 | 0 | 0 | 0 | 0 | 1 | 6 | 8 | 2 | 94% |
| | (C/O) Uses appropriate data sources to identify student learning needs. AK-UAS-SGP.5 | 3 | 0 | 0 | 0 | 1 | 9 | 2 | 2 | 93% |
| | (O) Engages students in self-assessment strategies. AK-UAS-SGP.5 | 3 | 0 | 0 | 0 | 1 | 9 | 2 | 2 | 93% |
| Standard #7: Planning for Instruction. | (O) Connects lesson goals with school curriculum and state standards. AK-UAS-SGP.5,AK-UAS-SGP.4 | 0 | 0 | 0 | 0 | 1 | 5 | 5 | 6 | 94% |
| | (C) Uses assessment data to inform planning for instruction. AK-UAS-SGP.5,AK-UAS-SGP.4 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 2 | 100% |
| | (C) Adjusts instructional plans to meet students' needs. AK-UAS-SGP.5,AK-UAS-SGP.4 | 0 | 0 | 0 | 0 | 2 | 2 | 10 | 3 | 88% |
| | (C) Collaboratively designs instruction. AK-UAS-SGP.5,AK-UAS-SGP.4 | 1 | 0 | 0 | 0 | 0 | 4 | 5 | 7 | 100% |
| Standard #8: Instructional Strategies. | (O) Varies instructional strategies to engage learners. AK-UAS-SGP.5 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 5 | 100% |
| | (O) Uses technology appropriately to enhance instruction. AK-UAS-SGP.9 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 7 | 100% |
| | (O) Differentiates instruction for a variety of learning needs. AK-UAS-SGP.3 | 0 | 0 | 0 | 0 | 1 | 7 | 3 | 6 | 94% |
| | (O) Instructional practices reflect effective communication skills | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 8 | 100% |
| Standard #9: Professional Learning and Ethical Practice. | (C/O) Uses feedback to improve teaching effectiveness. AK-UAS-SGP.8 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 10 | 100% |
| | (C/O) Uses self-reflection to improve teaching effectiveness. AK-UAS-SGP.8 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 8 | 100% |
| | (C/O) Upholds legal responsibilities as a professional educator. AK-UAS-SGP.8 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 8 | 100% |
| | (C/O) Demonstrates commitment to the profession. AK-UAS-SGP.8 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 10 | 100% |
| Standard #10: Leadership and Collaboration. | (C/O) Collaborates with colleagues to improve student performance. AK-UAS-SGP.7 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 10 | 100% |
| | (C/O) Collaborates with parent/guardian/advocate to improve student performance. AK-UAS-SGP.7 | 0 | 0 | 0 | 0 | 0 | 8 | 5 | 4 | 100% |

**Table 2. Professional Characteristics Assessment (PCA)**

| Indicators | MAT SCED AY 2024, n=18 | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | NA | % Met |
| 1a. Motivated to become an effective practitioner and committed to his/her decision to teach. | 0 | 0 | 0 | 3 | 12 | 100% |
| 2a. Committed to meeting the needs of individuals from diverse backgrounds, recognizing that all individuals can learn, no matter their age, race, ethnicity, culture, class, sexual orientation, religious beliefs, abilities or exceptionalities. | 0 | 0 | 0 | 4 | 11 | 100% |
| 3a. Works collaboratively with all members of the school community. InTASC Standard 3 Learning Environments INTASC-2013.3 | 0 | 0 | 1 | 5 | 9 | 93% |
| 4a. Demonstrates intellectual curiosity. INTASC-2013.4,INTASC-2013.5 | 0 | 0 | 1 | 3 | 11 | 93% |
| 5a. Flexible in his/her thinking and creative in his/her ideas. INTASC-2013.8 | 0 | 0 | 0 | 5 | 10 | 100% |
| 6a. Professional and ethical in his/her behavior. INTASC-2013.9 | 0 | 0 | 0 | 4 | 11 | 100% |
| 7a. Demonstrate observable behaviors that reflect the importance of helping students develop the skills and strategies needed for healthy interpersonal relationships. | 0 | 0 | 1 | 3 | 11 | 93% |

**Analysis of the data collected**

This report includes the data from the Professional Characteristics Assessment (PCA) and Skills of Teaching Observation Tool (STOT). These are just two of six key program assessments used to measure student mastery of the PLOs. This data has been analyzed by looking at the percentage of students who meet the minimum performance expectation on these assessment tools. Areas identified by the program faculty as areas for growth and attention are highlighted in the tables above.  The program also collects and analysis data through a process of demographic disaggregation in order to engage in a process of continual program improvement related to equity in outcomes and access.

**Plans for Program Improvement**

1. **Instructional Approaches that Foster Intellectual curiosity:** We have adapted the educational research course (ED 627) to include additional attention to the essential teaching disposition of curiosity. We have added the idea of "street data" in which students reflect closely on challenges of their own practice. We have also added readings that specifically address the essential nature of curiosity in teaching.

2. **Instructional Technology:** While program scores have increased in the area of instructional technology over the last year, we are eager to continue to support students in a rapidly evolving landscape of instructional technology. We have adjusted assignments in the required ED 692 course to increase our explicit attention to this topic and we remain in active conversation with other programs in the School of Education to synergize efforts and assessment strategies.

3. **Revisions to curriculum course**: These revisions specifically address the lower scores in assessment, providing feedback to students, and using student assets to plan instruction. We have adopted new texts and offered multiple sections that are more tailored to specific student needs, with particular attention to the needs of students serving in emergency certified positions.

4. **Revisions to assessment instruments**: During this academic year the School of Education has undertaken a revision on the exit and employer surveys used as part of program review. We expect data from the new instruments will be available for the program report in 2025. The unit plan also underwent significant revisions this academic year in order to improve its quality (validity and reliably) and consistency across programs in the School of Education. That revised assessment tool will be used beginning in the fall of 2025.