

**2003-2004 Annual Academic Assessment for Graduate Studies**

**Schreiner University**

- 1. State the educational purpose of the assessment program:  
The Graduate Program at Schreiner University has two foci: one is to prepare students to be master teachers, effective instructional facilitators of learning and involved in developing and presenting professional development activities in their communities; the second is to help individuals develop outstanding substantive leadership characteristics.**

**2. 2. Educational goals, assessment for each goal, performance standards, and findings:**

**Goal 1:**

Upon graduating with a Master of Education Degree and/or Principal Certification a student will be able to maintain collaborative partnership with teachers, school administrators, professional administrator organizations, and institutions of higher education to enhance leadership skills.

**Assessment:**

The student will demonstrate:

- • Effective leadership skills
- • Open management style of leadership
- • Use of shared decision-making
- • Knowledge of learning theory pedagogy
- • Application of professional ethics
- • Knowledge of the Code of Ethics and Standard Practices for Texas Educators

**Performance Standards:**

- • Block exams
- • Course grades
- • Project performance
- • Comprehensive exam for Masters Degree
- • State Mandated Certification Exam (ExCET/TEExES)
- • Job Performance Survey (Mentor and Supervisor Survey used to indicate relationship between job performance skills and graduate program expectations)
- • Job Advancement to leadership positions

**1999-2000**

- • 100% pass rate on Block exam
- • 100% approval on Block Project
- • 100% Comprehensive pass rate
- • 80% pass rate on ExCET exam

**2000-2001**

- • 100% pass rate on Block Exam
- • 95% pass rate on Block Project
- • 100% pass rate on Comprehensive exam
- • 90% pass rate on ExCET

**2001-2002**

- • 100% pass rate on Block Exam
- • 100% pass rate on Block Project
- • 100% pass rate on ExCET

**2002-2003**

- • All students passed block exams
- • No students failed courses

- • Projects were field oriented and deemed useful by students
- • All students passed comprehensive
- • ExCET pass rates were 95%

#### **2003-2004**

- • All students passed block exams
- • No students failed courses
- • Projects were field oriented and deemed useful by students
- • All students passed comprehensive
- • Students were assigned school district personnel as mentors

**Curriculum:** Meets state guidelines and prepares students for ExCET

**Faculty Development:** Support the program at local districts and encourage students to pursue job opportunities

**Out of Class Experience:** Students would be actively involved in the active participation at other LEA campus schools

#### **Goal 2:**

To establish a field-based graduate program that is learner centered, based on current research, and that integrates the use of technology.

#### **Assessment:**

Student will be able to:

- • Incorporate the state of Texas Learner-Centered Proficiencies into their professional development through study in an integrated block format of course work
- • Understand current research in education used as basis for course content
- • Demonstrate proficiency in technologies that enhance their professional development

#### **Performance Standards:**

- • End of course exams
- • Block projects
- • Student assessment evaluations
- • Review of course syllabi bibliographic and reference materials for current research-based content
- • Student presentations
- • Comprehensive Exams
- • Examination for the Certification of Educators in Texas – Principal exam (ExCET)

#### **1999-2000**

- • 100% pass rate for end of course exam
- • 100% completion at satisfactory level of Block projects
- • 100% of student presentations at satisfactory level

- • 100% pass rate on Comprehensive exams
- • 1999 ExCET pass rate – 80%

#### **2000-2001**

- • 100% pass rate on end of course exams
- • 100% pass rate on block projects
- • Student feedback on the learner-centered aspects of the program Blocks indicated an overall average of 4.8 on a 5 pt scale with 5 being very high

#### **2001-2002**

- • 100% pass rate on Block Exam
- • 100% pass rate on Block project
- • 100% pass rate on ExCET

#### **2002-2003**

- • 100% pass rate on end of course exams
- • 100% pass rate on block projects that use computer technology. Student feedback indicates increases in student technology skills from an average 3.5 to an end of program average of 4.3 on a 5 pt. scale with 5 being very high
- • Field components utilizing field trips and guest panels yielded 4.8 and 4.4 averages on a 5 pt. scale with 5 being very high
- • Student feedback on the learner-centered aspects of the program Blocks indicated an overall average of 4.8 on a 5 pt. scale with 5 being very high

#### **2003-2004**

- • 100% pass rate on end of course exams
- • 100% pass rate on block projects that use computer technology.
- • Field components utilized field trips and guest panels
- • Student indicated that the library in-service was extremely effective
- • School administrators were involved in student training

**Curriculum:** Meets state guidelines and prepares students for ExCET

**Faculty Development:** Support the program at local districts and encourage students to pursue job opportunities

**Out of Class Experience:** Students will be involved in the active participation at other respective schools

#### **Goal 3:**

To provide on going, effective professional development for public school teachers and administrators and for university faculty.

#### **Assessment:**

The student will demonstrate:

- • Promotion of professional growth
- • Implementation of comprehensive professional growth plan
- • Activities designed to promote professional growth
- • Ongoing assessment of professional growth needs

- • Use of self-assessment strategies

**Performance Standards:**

- • Block projects
- • Professor involvement in LEA in-service training
- • Portfolio development
- • Class discussions about professional development
- • Student self-assessments
- • Member assessments
- • Course Exams
- • Learning styles inventories utilized
- • Course evaluations

**1999-2000**

- • Two professors presented papers on problem solving at the state conference for assistant principals
- • Two professors presented papers on leadership in the schools at the area principals' association
- • One professor served on a local public school campus coordinating team
- • A newsletter, PLATO, offered opportunities for students to share professional growth research and offer ideas for classroom success to other educators

**2000-2001**

- • Students prepared three-hour presentations based on their field of interest
- • A newsletter was developed by Block C telling about graduate students and what they were doing

**2001-2002**

- • Four students presented school in-service
- • Two professors presented at local in-service day activities
- • 100% of students developed in-service presentations with satisfactory evaluations

**2202-2003**

- • Professors presented papers on problem solving at the state conference for assistant principals
- • Professors presented papers on leadership in the schools at the area principals' association
- • Students prepared presentations based on their field of interest

**2003-2004**

- Professors presented at state conferences on Gifted & Talented
- • Professors presented at state principal conferences
- • Professors had individual training sessions with public school mentors

**Curriculum:** Meets state guidelines and prepares students for ExCET

**Faculty Development:** Support the program at local districts and encourage students to pursue job opportunities

**Out of Class Experience:** Students will be involved in the active participation at other respective schools

**Goal 4:**

To integrate state-of-the-art technology into the preparation of educators and into the delivery of effective leadership by teachers and administrators

**Assessment:**

The student will be able to demonstrate:

- • Effective use of time
- • Effective communication skills
- • Use of appropriate shared decision making and idea sharing techniques
- • Use of group dynamics and processing

**Performance Standards:**

- • Cohort group presentations using:
  1. 1. PowerPoint
  2. 2. Video Camera
  3. 3. Video Tapes
- • Electronic designed handouts
- • Presentations given to school districts using course developed workshop project
- • Course presentation using a variety of technology application
- • Job performance survey
- • Mentor Evaluations
- • Master of Education Follow-up Survey

**1999-2000**

- • 100% passing Block project requiring use of technology

**2000-2001**

- • 100% passing Block project requiring use of technology
- • Average student feedback rating was 4.2 (on a 5 pt scale with 5 being very high)
- • 100% satisfactory evaluations

**2001-2002**

- • 100% of students received satisfactory rating on technology project
- • 100% of students participated in Power Point presentations

**2002-2003**

- • Block projects which included technology components were rated as appropriate and enhancing the skills of student
- • 60% of students have actual workshop presentations given at real-world campus in-services, conferences, or forum

**2003-2004**

- • Block projects which included technology components were rated as appropriate and enhancing the skills of student

- • Students presented at teacher in-service
- • Class presentations used technology. [ Power-point presentations ]

**Curriculum:** Meets state guidelines and prepares students for ExCET

**Faculty Development:** Support the program at local districts and encourage students to pursue job opportunities

**Out of Class Experience:** Students would be involved in the active participation at other respective schools

**Goal 5:**

To address the expectations and needs of educators to succeed in the rapidly changing technological society of the 21<sup>st</sup> century

**Assessment:**

The student will be able to:

- • Communicate curriculum expectations to communities
- • Articulate the importance of a diverse learning community
- • Appreciate a diverse community
- • Recognize the importance of the school as a learning community
- • Promote a positive image of public education
- • Understand the power of the media

**Performance Standards:**

- • Community involvement exercise
- • Board meeting exercise
- • Campus leadership project
- • Course exams
- • Case Studies
- • Simulations
- • Class assignments
- • Block Projects
- • Master of Education Follow-up Survey
- • Ethical Standard Proficiencies utilized in case studies
- • Mentor Evaluation
- • Job Performance Survey
- • Performance Criteria-Professional Attributes

**1999-2000**

- • 100% of students prepared an acceptable spreadsheet presentation

**2000-2001**

- • 100% of the students presented workshop simulations in the following topics:
  - • Refining Reading
  - • Cultural Diversity

- • Mentoring New Teachers
- • 100% of the students used technology classroom presentation
- • 100% pass rate

**2001-2002**

- • 100% pass rate on student presentations using technology
- • 100% of the students presented technology workshops

**2002-2003**

- • Students presented workshop simulation in the following topics:
- • Cultural Diversity
- • Mentoring New Teachers
- • Need to address different ways mentor involves student in school operations
- • Students like having guest speakers and developing brochures
- • Develop workshop in ExCET proficiencies

**2003-2004**

- • Students presented workshop simulation in the following topics:
- • Cultural Diversity
- • Mentoring New Teachers
- • Need to address different ways mentor involves student in school operations
- • Students like having guest speakers and developing brochures
- • Develop workshop in ExCET/TEExES proficiencies
- • ExCET/TEExES pre-test was given to all appropriate students

**Curriculum:** Meets state guidelines and prepares students for ExCET

**Faculty Development:** Support the program at local districts and encourage students to pursue job opportunities

**Out of Class Experience:** Students would be involved in the active participation at other respective schools

**Goal 6:**

To establish a unique field-based graduate program designed to meet the needs of the students and school districts.

**Assessment:**

- • Understanding of human development and learning pedagogy that is learner-centered and real-world based
- • Opportunities for all educators (K-12 and higher) to achieve and collaborate
- • Respect for talents of all individuals

**Performance Standards:**

- • SRI Interviews: principal perceiver interview instrument or the teacher perceiver instrument is used depending on student indication as to whether they are interested in a career goal as a master teacher or as a principal
- • Performance-based block projects

- • Informal feedback from students
- • Portfolios
- • Field internships
- • Job Performance Survey (Mentor and Supervisor Survey used to indicate evaluation between job performance skills and graduate program expectations)
- • Job Advancement to leadership positions
- • Comprehensive exam for Masters Degree
- • Examination for the Certification of Educators in Texas (ExCET) – Principal exam

### **1999-2000**

- • 14 SRI Interviews provided feedback to students related to career talent match
- • Block Projects were selected by students to coincide with needs at their field-based campus site
- • Job advancement to leadership position indicated that about 20% moved into leadership positions by end of program in Block D period
- • ExCET results 80% pass rate

### **2000-2001**

- • 100% pass rate on block projects
- • All students passed block exams
- • No students failed courses
- • Projects were field oriented and useful
- • All students passed comprehensive
- • ExCET pass rates were 90%+

### **2001-2002**

- • 100% pass rate on block projects
- • 100% pass rate on Comprehensive exam
- • ExCET pass rate 100% for year

### **2002-2003**

- • Block Projects were selected by students to coincide with needs at their field-based campus site
- • Job advancement to leadership position indicated that about 40% moved into leadership positions by end of the administration certification program
- • ExCET results 95% pass rate
- • All students passed block exams
- • No students failed courses
- • Projects were field oriented and useful
- • All students passed comprehensive
- • Informal feedback discussions with students indicates high motivation to succeed levels, students list the real-world projects as items they learn the most from
- • Principal perceiver used to finalize leadership skills
- • Teacher perceiver used to address talents and non-talents of master program participants

**2003-2004**

- • Block Projects were selected by students to coincide with needs at their field-based campus site
- • All students passed block exams
- • No students failed courses
- • Projects were field oriented and useful
- • All students passed comprehensive
- • Informal feedback discussions with students indicates high motivation to succeed levels, students list the real-world projects as items they learn the most from
- • Teacher perceiver used to address talents and non-talents of master program participants
- • Utilized public school mentors as advisor/trainer for students

**Curriculum:** Meets state guidelines and prepares students for ExCET

**Faculty Development:** Support the program at local districts and encourage students to pursue job opportunities

**Out of Class Experience:** Students would be involved in the active participation at other respective schools