

**2004-2005 Annual Academic Assessment for MEd and MET**

**Schreiner University**

**1. State the educational purpose of the assessment program:**

**The MEd and MET 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. Educational goals, assessment for each goal, performance standards, and findings:**

### **Goal 1:**

Upon graduating with a Master of Education in Teaching Degree and/or Principal Certification or a Master of Education, 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 or thesis for Masters Degrees
- State Mandated Certification Exam (ExCET/TE<sub>x</sub>ES)
- 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

**2004-2005**

- All students maintained a 3.0 GPA
- No students failed courses
- Projects were field oriented and deemed useful by students
- All students passed comprehensive course assignments
- Students were assigned school district personnel as mentors

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

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

**Out of Class Experience:** Students were actively involved through participation at local school districts

**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 educational competencies 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 and their own research
- 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
- Texas Examinations of Educator Standards (TExES)

**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

**2004-2005**

- 100% pass rate on end of course exams
- 100% pass rate on block projects that use computer technology.
- Field components utilized advanced technology and guest panels
- School administrators were involved in student training
- 100% passed the TExES of principal certification completers

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

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

**Out of Class Experience:** Students were actively involved through participation at local school districts

**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 local school district 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

#### **2002-2003**

- 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

#### **2004-2005**

- Professors presented at state conferences on Gifted & Talented
- Professors presented at state principal conferences
- Professors had individual training sessions with public school mentors
- Students were evaluated with Learning Styles assessment to assist with their teaching styles vs. students' learning styles
- Professor elected secretary of state teacher education organization
- Students encouraged to participate in university organization of the Association of Texas Professional Educators (ATPE)

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

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

**Out of Class Experience:** Students were actively involved through participation at local school districts

**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. PowerPoint
  2. Video Camera
  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
- Class presentations used technology. (Power-point presentations)

- Students presented at teacher in-service

**2004-2005**

- 100% passed block projects which included technology components which were rated as appropriate and enhancing the skills of student
- 100% passed class presentations using technology (Power-point presentations)
- 100% class presentations using advanced technology (Digital video cameras, laptops, etc.)

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

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

**Out of Class Experience:** Students were actively involved through participation at local school districts

**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

**2004-2005**

- Students presented workshop simulation in the following topics:
  - Cultural Diversity
  - Mentoring New Teachers
  - Students addressed different ways mentors can involve students in school operations
  - Developed course to meet TExES PPR proficiencies
  - TExES pre-test was given to all appropriate students

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

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

**Out of Class Experience:** Students were actively involved through participation at local school districts

**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 successfully and to collaborate with others at the same level
- 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
- Texas Examination for Educator Standards– 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

### **2004-2005**

- Block Projects were selected by students to coincide with needs at their field-based campus site
- Job advancement to leadership position indicated that about 100% moved into leadership positions by end of the administration certification program
- TExES results 100% pass rate
- All students passed block exams
- No students failed courses

- Projects were field oriented and useful
- Informal feedback discussions with students indicates high motivation levels to succeed, students list the real-world projects as items they learn the most from

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

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

**Out of Class Experience:** Students were actively involved through participation at local school districts