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/TExES)
- 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 21st 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/TExES proficiencies
• ExCET/TExES 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