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/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

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

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

**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. 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
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 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

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