

## Form 201B for COE/CAS Education Programs

### ASSESSMENT PLAN

#### PROGRAM: MAT-SECD 6-12

##### Department Mission

The mission of the Grades 6-12 Master of Arts in Teaching (6-12 MAT) Program is to prepare advanced education personnel who understand and can relay understandings of subjects taught in middle and secondary schools. The purpose of the program is to offer individuals who hold degrees in areas other than education the opportunity to earn a Master of Science Degree in Education and an initial teaching certificate. The program equips candidates with the content knowledge, pedagogical knowledge, research skills and dispositions needed to plan, organize, deliver, assess and coordinate instruction in middle and secondary schools. To promote a supportive learning community, some students matriculate in cohorts. Applicants must bring an academic background of courses to their specific focus of study. Differentiation occurs in the clinical experiences, internship, and the research. Emphasis is placed on preparing candidates to deliver instruction in the following subject concentrations: business, biology, English, social science (with geography or history designations), family and consumer science, mathematics, and science (with biology, chemistry or physics designations) and technology education.

##### Program Objectives

The MAT 6-12 Program is guided by the College of Education's **PACTS** conceptual framework, which states that the unit “**P**repare **A**ll **C**andidates **T**o **S**ucceed.” Candidates are prepared to succeed as they develop into **P**rofessionals who are knowledgeable and competent practitioners who demonstrate the skills and dispositions needed to follow best practices when teaching and **A**ssessing learners. The program develops requisite **C**ontent and pedagogical knowledge among candidates as they matriculate to completion. Completers are able to incorporate **T**echnology in ways that facilitate teaching and learning. Their teaching is informed by state and national **S**tandards and upon exit from their program they are able to effectively design and deliver instruction for diverse populations. To bring about the College’s **PACTS** vision, the program keeps with Chicago State University’s rich history and mission by attract, recruit and graduate exceptionally well-qualified candidates with strong liberal arts backgrounds into the teaching profession, and it does so by meeting the following objectives:

1. Provide students who hold a degree other than in education further depth in the teaching discipline through graduate work in the field and the opportunity to earn an initial teaching certificate;
2. Impart to students the skills and professional knowledge needed to design, develop and deliver instruction to diverse students in traditional and non-traditional classroom and laboratory settings;
3. Develop appreciations for social, ethical, legal, and human issues in education and demonstrate the appreciations through their application in teaching and learning;
4. Enable students to diagnose and solve problems of teaching and learning by teaching them the skills of reflection and analysis needed to conduct action research for a research reports, theses, or projects; and
5. Meet competencies set forth in the Illinois State Board of Education standards for teachers in the respective content area; Professional Teaching Standards, Core Language Arts Standards, and the Core Technology Standards for All Teachers in the State of Illinois and the National Council for Accreditation of Teacher Education's standards for the respective specialty area.

### **Student Outcomes**

The following summarizes the **outcomes expected for students** who follow the MAT 6-12 Program:

1. Basic Skills—Score of 240 or above on the Illinois Test of Basic Skills for teachers;
2. Admission to the College of Education—Upon completion of general education courses and Basic Skills Test
3. Content Area Knowledge—Score of 240 or above on the Illinois Content Area Test Results for the specific academic area of preparation;
4. Completion of Student Teaching-- With grade of “B” or better;
5. Field Experience--Completion of observation, tutoring, internship and student teaching in school setting—Field/Clinical Supervisor Assessment Rating; Grade of “B” or better in Student Teaching;
6. Written and Oral Communication Skills---Detailed lesson plans; Critiques of periodical articles, Portfolio and oral exit interview.
7. Classroom Management—Mastery of instructional skills in diverse settings;
8. Planning and Research Skills—Research Proposal, Literature Review, Research Paper or Thesis/Project.
9. Critical and Reflective Thinking Skills—Portfolio and oral exit interview;
10. Assessment and Evaluation—Self reflections, Peer evaluation, Observation and evaluation of experienced teacher; and

11. Dispositions—Assistance to others; Personal qualities inventory; and Score of 240 or above on Illinois Assessment of Professional Teaching and Demonstrated Commitment to Continued Professional Advancement

| <b>Program Objectives</b><br>* | <b>Student Outcomes</b> | <b>Assessment Instruments**</b>                 | <b>Program Effectiveness Criteria</b>   | <b>Student Performance Criteria***</b>   | <b>PACTS</b> |
|--------------------------------|-------------------------|---|---|--|--------------|
| 1, 5                           | 1, 2, 3                 | COE 1:<br>Licensure                             | 80% of Candidates must perform at or above the Acceptable Level on the first attempt. | Candidates must perform at or above the 240 cut score to be considered Acceptable. Candidates must perform at or above one standard deviation higher than the state average score to be considered Target.                           | C            |
| 1, 2, 5                        | 3, 4, 5, 6              | COE 2: Content Knowledge                        | 80% of Candidates must perform at or above the Acceptable Level.                      | This assessment is evaluated using a standard rubric. Target performance is obtained when the candidate achieves a rating of “target” on at least 70% of the rubric’s elements and the remaining elements are rated as “acceptable.” | ACTS         |
| 1, 2, 5                        | 6, 7, 8                 | COE 3: Planning                                 | 80% of Candidates must perform at or above the Acceptable Level.                      | This assessment is evaluated using a standard rubric. Target performance is obtained when the candidate achieves a rating of “target” on at least 70% of the rubric’s elements and the remaining elements are rated as “acceptable.” | ACTS         |
| 1, 2, 3, 4, 5                  | 4, 5, 6, 7, 10, 11      | COE 4: Implementation                           | 80% of Candidates must perform at or above the Acceptable Level.                      | This assessment is evaluated using a standard rubric. Target performance is obtained when the candidate achieves a rating of “target” on at least 70% of the rubric’s elements and the remaining elements are rated as “acceptable.” | PACTS        |
| 1, 2, 3, 4, 5                  | 6, 7, 11                | COE 5: Impact on Student Learning / Environment | 80% of Candidates must perform at or above the Acceptable Level.                      | This assessment is evaluated using a standard rubric. Target performance is obtained when the candidate achieves a rating of “target” on at least 70% of the rubric’s elements and the remaining elements are rated as “acceptable.” | PACTS        |
| 1, 2, 3, 4, 5                  | 1 - 11                  | COE 6: Professional Portfolio & Dispositions    | 80% of Candidates must perform at or above the Acceptable Level.                      | This assessment is evaluated using a standard rubric. Target performance is obtained when the candidate achieves a rating of “target”  | PACTS        |

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|  |  |                                       |  | on at least 70% of the rubric's elements and the remaining elements are rated as "acceptable." |     |
|  |  | First-Year Retention Rates (Indirect) | 90% of students return the following year and 100% of students are accounted for (registered or followed up to see why they haven't)   | N/A  | N/A |
|  |  | Graduation Rates (Indirect)           | 90% of students graduate within four years.  | N/A  | N/A |
|  |  | Exit Interview/ Survey (Indirect)     | Target performance is obtained when the candidate provides a rating of "target" on at least 70% of the rubric's elements and the remaining elements are rated as "acceptable." | N/A  | N/A |

\* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

\*\* Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

\*\*\* Attach definitions of specific criteria for satisfactory performance. Assessments also must be reported on Form 201C.