Master of Arts in Teaching (MAT)

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LEARNING OUTCOMES ASSESSMENT

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The overarching goal of the online Master of Arts in Teaching is to prepare candidates to become inclusive teachers and critically reflective, equity-oriented educators who are familiar with multiple ways of framing issues and concerns related to teaching, skilled in using action research to inform and improve their own practice, and strong in communicating with a wide variety of constituencies, including those who speak a language other than English. Consequently, the program contributes directly to the needs of our democratic schools and society.

Consistent with the mission and vision of CSU Fresno and the KSOEHD, the online MAT developed, tested, and assessed a new set of learning outcomes delineated below beginning fall 2012. The program's core courses as well as assessment components have been re-constructed around these new seven learning outcomes.

Specific Learning Outcomes assessed during 2014/15 for both Cohort 9 (who began the program fall 2013 and graduated fall 2014) and Cohort 10 (who began the program fall 2014 and will graduate this fall 2015) are identified below with an asterisk (*). Each learning outcome section concludes by succinctly identifying the instruments used, findings with respect to learning outcomes assessed, and changes made in the program based on these data. In short, this Annual Assessment Report on the online MAT integrates the first five questions from the assessment guidelines/template, namely:

1. What learning outcome(s) did you assess this year?
2. What instruments did you use to assess them?
3. What did you discover from these data?
4. What changes did you make as a result of the findings?
5. What assessment activities will you be conducting in the 2015-16 academic year?

Before beginning the 2014/2015 Annual Report, a few caveats are in order: First, new MAT faculty -- Dr. Nancy Akhavan (ERE 243, CI 245) -- began her prominent role as lead faculty in the program's research strand last fall 2014. Despite being new to the program, Dr. Akhavan received a QOLT (Quality Online Learning and Teaching) Award from TILT/CSALT during their review process of ERE 243 with MAT Cohort 10 spring, 2015. MAT Coordinator, Dr.

Walter J. Ullrich (CI 260), also received a QOLT Award for CI 260 spring, 2015 for his work with MAT Cohort 9. Because of these successes, Dr. Akhavan will offer ERE 243 to the new Cohort 11 and Dr. Ullrich will offer CI 260 to the graduating Cohort 10 in the DISCOVERYe Tablet Program fall 2015. Second, MAT Cohort 9 graduate Veronica Miralles-Hernandez received the KSOEHD's Outstanding Project Award and Christopher Hatch and Richard Ribaudo received program awards for their action research projects, consistent with reaching the Mastery level in the action research-based outcomes identified below. Third, all MAT Cohort 9 passed their Comprehensive Examination fall 2014, consistent with reaching the Mastery level on all 7 learning outcomes identified below.

*(1) Critical Questioner (CQ): CI240 (Fall, 2014), <u>ENTRY LEVEL</u>; CI241, (Spring, 2015), <u>INTERMEDIATE LEVEL</u>; CI 246 (Fall, 2014), CI 260 (Fall, 2014), MASTERY

Students will express a critical, questioning perspective (i.e., identify, describe, and analyze) about diverse theoretical paradigms about teaching, learning and school reform, including those generated by marginalized groups, which situate schooling in a larger historic and political context.

This means that:

- Students use broad undergirding epistemological perspectives (i.e., positivism, phenomenology, narrative, emancipatory knowledge) to critically interpret what people say about teaching, learning, and school reform.
- Students compare and contrast "mainstream" perspectives about teaching and learning with those generated by members of marginalized groups.
- Students use their own personal and professional experience as a foundation to articulate their own perspectives about teaching and learning issues.
- Students situate (identify, place, and interpret) specific school issues in larger sociological contexts defined by complex historical and contemporary relations of race, ethnicity, language, social class, and gender.

The CQ outcome was <u>addressed</u> and <u>assessed</u> in the following ways:

1. CI 240 was refined summer 2014 (and again summer 2015) by a new faculty Dr. Melanie Wenrick to help students reach this outcome at the Entry level (E); CI241 was refined by Dr. Wenrick before spring 2015 to help students reach this outcome at the Intermediate level (I); CI 246 and CI 260 were refined summer 2014 (and again summer 2015) by veteran faculty Dr. Chris Foster and Dr. Walter Ullrich respectively to help students reach this outcome at the Mastery level.
2. Signature Assignments in Blackboard included problem-based case studies "resolved" on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments in CI 240 and CI 241, research papers, digital productions in CI 246 and CI 260, and a Comprehensive Examination in CI 260.
3. <u>Data/Results</u> in CI 240, CI 241, CI 246, and CI 260, indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements.
4. These data were used summer 2015 to <u>refine</u> CI260 and CI246 to continue to help students reach the <u>Mastery</u> level in this coursework and their Culminating Examination.
5. Consistent with the recommendations of the 2011 Self-Study Review Report, the follow- up Self-Study Action Plan, these Annual Assessment Reports the past four years, the NCATE visit spring 2014, and more specifically the data collected above, Dr. Melanie Wenrick (faculty responsible for the foundations/curriculum/instruction strand in the MAT) refined CI240 summer 2015 for her fall 2015 offering. Dr. Walter J. Ullrich refined CI 260 and Dr. Chris Foster refined CI 246 summer 2015 for their fall 2015 offerings.

*(2) Scholar Activist (SA): ERE 243 (Fall, 2014), <u>ENTRY</u>; CI 245 (Spring, 2015), <u>INTERMEDIATE; CI 246 (Fall, 2014),</u> CI 260 (Fall, 2014) <u>CI 298B Fall, 2014) MASTERY</u>

Students will search, navigate, and critically consume (read, analyze, and use) educational research.

This means that:

- Students use electronic search processes to locate appropriate resources.
- Students show familiarity with a range of important journals, including research journals.
- Students evaluate the appropriateness of different research methods for the particular question being asked and research design.
- Students describe how different research designs broaden or narrow both the questions and the findings.
- Students can critique epistemological assumptions of multiple research paradigms.
- Students can read, evaluate, and use articles that report both quantitative and qualitative research.

The SA learning outcome was <u>addressed and assessed</u> in the following ways:

1. ERE 243 was refined summer 2014 and assessed fall 2014 by a new faculty Dr. Nancy Akhavan to help students reach this outcome at the Entry level (E); CI245 was re-designed before spring 2015 by Dr. Akhavan to continue to assist students in reaching this outcome at the Intermediate level (I); CI 246, CI 260 and CI 298B were refined summer 2014 (and again summer 2015) to continue to assist students reach this outcome at the Mastery level.

2. Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments,, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245. Signature Assignments in CI 246, CI 260 and CI 298B included research papers, digital productions, and a Comprehensive Examination or an Action Research Project.

3. <u>Data/Results</u> in ERE 243, CI245, CI 246, CI 260, and CI 298B indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Most significantly, 50% of the MAT Cohort 10 chose the Action Research Project (CI 298B) for their Culminating Experience, as fine a testament to Dr. Akhavan's expertise as any.

4. These data were used summer 2015 to <u>refine</u> ERE 243 and CI 245 for the Entry and Intermediate levels respectively and CI260, CI246, and CI298B to assist students reach the <u>Mastery</u> level for their final semester coursework and their chosen Culminating Experience fall 2015.

5. Consistent with the recommendations of the 2011 Self-Study Review Report, the follow- up Self-Study Action Plan, the Annual Assessment Reports the past four years, and the NCATE visit spring 2014, Dr. Nancy Akhavan (new faculty responsible for the research strand in the MAT) built on these data to refine ERE 243 and CI 245

for fall 2015.

Dr. Walter J. Ullrich refined CI 260 and Dr. Chris Foster refined CI 246 summer 2015 for their fall 2015 offerings.

*(3) Mixed Methods Action Researcher/Qualitative and Quantitative (MMAR): ERA243 (Fall), ENTRY; CI245 (Spring), INTERMEDIATE; CI 246 (Fall, 2014), CI 260 (Fall, 2014), CI 298B (Fall, 2014) MASTERY

Students will use, apply, design, and implement research to bring about change and make improvements in their own professional environment.

This means that:

- Students can describe the main features of action research.
- Students can identify a focused problem related to education, and formally propose a reasonable research process for investigating and acting on that issue.
- Students can design and carry out an applied action research study, project or thesis.
- Students can communicate the completed study, project, or thesis both orally and in written or electronic form.
- Students can identify and use the main features of relevant research design.
- Students can reflect on the process of their research and progress toward change as a result of their research.

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The MMAR learning outcome was addressed and assessed in the following ways:

1. ERA243 was redesigned summer 2014 (and again summer 2015) to help students continue to reach this outcome at the Entry level (E); CI245 was re-designed before spring 2015 to help students reach this outcome at the Intermediate level (I). CI 246, CI 260 and CI 298B were refined summer 2014 (and again summer 2015) to continue to assist students reach this outcome at the Mastery level.
2. Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments,, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245. Signature Assignments in CI 246, CI 260 and CI 298B included research papers, digital productions, and a Comprehensive Examination or an Action Research Project.

3. Data/Results in ERA243 and CI245 indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. As noted above, 50% of the MAT Cohort 10 chose the Action Research Project (CI 298B) for their Culminating Experience.
4. These data were used summer 2014 and again summer 2015 to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience.
5. Consistent with the recommendations of the 2011 Self-Study Review Report, the

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follow- up Self-Study Action Plan, these Annual Assessment Reports the past four years, and the NCATE visit spring 2014, Dr. Nancy Akhavan refined ERE 243 summer 2015 consistent with these data outlined above while Dr. Walter J. Ullrich (faculty responsible for the foundations/curriculum/ instruction strand, CI260, and design of the Culminating Experiences) and Dr. Chris Foster will redesign CI246, CI260, and CI298B to build on these data and reflect the new SOAP once these courses conclude fall 2015.

*(4) Critically Reflective, Equity-Oriented Practitioner (CREQP): CI240 (Fall), <u>ENTRY</u>; CI241, (Spring), <u>INTERMEDIATE; CI 246 (Fall, 2014), CI 260 (Fall, 2014), CI 298B (Fall,</u> 2014) MASTERY

Students will demonstrate their knowledge of and ability to use the most appropriate culturally responsive and inclusionary practices that support complex and challenging learning and development of all pupils.

This means that:

- ☐ Students identify, demonstrate and advocate for what it means to teach well in a pluralistic, global context.
- ☐ Students actively work to strengthen own practice through reflection and continuing professional and personal development.

The CREO outcome was <u>addressed and assessed</u> in the following ways:

1. CI240 was redesigned summer 2014 (and again summer 2015) to help students reach this outcome at the Entry level (E); CI241 was re-designed before spring 2015 to help students reach this outcome at the Intermediate level (I). CI 246, CI 260 and CI 298B were refined summer 2014 (and again summer 2015) to continue to assist students reach this outcome at the Mastery level.

2. Signature Assignments in Blackboard included problem-based case studies "resolved" on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments. Signature Assignments in CI 246, CI 260 and CI 298B included research papers, digital productions, and a Comprehensive Examination or an Action Research Project.

3. <u>Data/Results</u> in CI240 and CI241 indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements (e.g., Graduate Writing Requirement).

4. These data were used summer 2014 (and again summer 2015) to re-design CI260, CI246, and CI298B to help students reach the <u>Mastery level</u> in this coursework and their chosen Culminating Experience.

5. Consistent with the recommendations of the 2011 Self-Study Review Report, the follow- up Self-Study Action Plan, the Annual Assessment Reports the past four years, and the NCATE visit spring 2014, Dr. Melanie Wenrick will continue to refine CI240 and CI241 with respect to the data in this Annual Report and reflect the new SOAP (spring 2014) while Dr. Walter J. Ullrich will refine CI260 and CI298B and Dr. Chris

Foster will refine CI 246 to build on these data and reflect the new SOAP once these courses conclude fall 2015.

*(5) Clear Communicator (CC): CI 240 (Fall), ERE 243 (Fall) <u>ENTRY</u>; CI241, (Spring), CI245 (Spring), <u>INTERMEDIATE; CI 246 (Fall, 2014), CI 260 (Fall, 2014), CI 298B (Fall, 2014) MASTERY</u>

Students will communicate clearly and effectively orally, in writing, and online and in their action research studies, projects or thesis in a manner that is clear and commands professional attention.

This means that:

- ☐ Speaking, writing, and online communication are free of distracting errors.
- ☐ Writing and oral communication are organized clearly.
- ☐ Forms of communication are appropriate to the topic and audience.
- ☐ Conventions of using the work of others are employed correctly and ethically.
- ☐ Online posts, action research, etc. shows polish and attention to detail.

The CC outcome was <u>addressed and assessed</u> in the following ways:

1. CI240 and ERE 243 was redesigned summer 2014 (and again summer 2015) to help students reach this outcome at the Entry level (E); CI241 and CI 245 was refined for this outcome at the Intermediate level (I); CI 246, CI 260 and CI 298B were refined summer 2014 (and again summer 2015) to continue to assist students reach this outcome at the Mastery level.

2. For CI240 and CI241: Signature Assignments in Blackboard included problem-based case studies "resolved" on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments. For ERA243 and CI245: Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245. Signature Assignments in CI 246, CI 260 and CI 298B included research papers, digital productions, and a Comprehensive Examination or an Action Research Project.

3. <u>Data/Results</u> in all four of these courses indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements (e.g., Graduate Writing Requirement) as well as on the Clear Communicator outcomes identified above.

4. These data were used summer 2014 (and again summer 2015) to re-design CI260, CI246, and CI298B to help students reach the <u>Mastery</u> level in this coursework and their chosen Culminating Experience.

5. Consistent with the recommendations of the 2011 Self-Study Review Report, the follow- up Self-Study Action Plan, the Annual Assessment Reports the past four years, and the NCATE visit spring 2014, Dr. Nancy Akhavan and Dr. Melanie Wenrick continue to refine CI240 and CI241 to build on the data in this Annual Report and

reflect the new SOAP (spring 2014) while Dr. Walter J. Ullrich will refine CI260 and CI298B and Dr. Chris Foster to build on these data and reflect the new SOAP once these courses conclude fall 2015.

*(6) Technological Navigator (TN): CI240 (Fall), ERA243 (Fall), <u>ENTRY</u>; CI241, (Spring), CI245 (Spring), <u>INTERMEDIATE; CI 246 (Fall, 2014), CI 260 (Fall, 2014), CI 298B (Fall, 2014) MASTERY</u>

Candidate will use technology critically to access information, to communicate, and as a means of curricular and pedagogical support for higher level thinking.

This means that:

- Students assess the value of technology in relation to the needs of pupils, the values that the technologies communicate, and the relevance to pupil learning.
- Students make decisions about technologies based on ways in which those technologies aid, limit, or hinder the learning process.
- Students use technologies in creative and innovative ways while representing the substance of content being explored.
- Students develop explorative and creative educational applications of technology.
- Students use multiple forms of technology for a range of purposes (e.g., communication, presentation, curriculum development, locating information, organization and classroom management, problem solving, learning support, current technological applications).

The TN outcome was <u>addressed and assessed</u> in the following ways:

1. CI 240 and ERE 243 were refined summer 2014 (and again summer 2015) to help students reach this outcome at the Entry level (E); CI 241 and CI 245 were refined before spring 2015 to help students reach this outcome at the Intermediate level (I). CI 246, CI260 and CI 298B were refined summer 2014 (and again summer 2015) to continue to assist students reach the Clear Communicator outcome at the Mastery level.

2. For CI240 and CI241: Signature Assignments in Blackboard included problem-based case studies "resolved" on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments. For ERA243 and CI245: Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments,, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245. Signature Assignments in CI 246, CI 260 and CI 298B included research papers, digital productions, and a Comprehensive Examination or an Action Research Project.

3. <u>Data/Results</u> in all four of these courses indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements (e.g., Graduate Writing Requirement). However, the vast majority of the requirements in all four of these courses focused on effective use of technology as a learner, <u>not</u> as a teacher of students.

4. These data were used summer 2014 to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience as teachers using technology with students, not primarily as users of technology as learners.

5. Consistent with the recommendations of the 2011 Self-Study Review Report, the follow- up Self-Study Action Plan, these Annual Assessment Reports, and the NCATE visit spring 2014, Dr. Nancy Akhavan and Dr. Melanie Wenrick will continue to refine CI240 and CI241 to build on the data in this Annual Report and reflect the new SOAP (spring 2014) while Dr. Walter J. Ullrich will redesign CI246, CI260, and CI298B to build on these data and reflect the new SOAP once these courses conclude fall 2015.

*(7) Social Justice Collaborator (SJC): CI240 (Fall), ENTRY; CI241, (Spring), INTERMEDIATE; CI 246 (Fall, 2014), CI 260 (Fall, 2014), CI 298B (Fall, 2014) MASTERY

Students will work with communities of practice on behalf

of social justice. This means that:

☐ Students connect with parents and communities.
☐ Students have socio-cultural consciousness; that is, they recognize that the was people perceive the world, interact with one another, and approach learning, among other things, are deeply influenced by such factors as race/ethnicity, social class, language, and disability. This understanding enables students to cross cultural boundaries that separate them from their students, families, and surrounding communities.
☐ Students develop their own pupils' critical consciousness.
☐ Students build democratic participation inside and outside of school.

The SJC outcome was addressed and assessed in the following ways:

1. CI240 was redesigned summer 2014 (and summer 2015 as repeatedly stressed throughout this document) to help students reach this outcome at the Entry level (E); CI241 was re- designed before spring 2015 to help students reach this outcome at the Intermediate level (I). CI 246, CI 260 and CI 298B were refined summer 2014 (and again summer 2015) to continue to assist students reach this outcome at the Mastery level.

2. Signature Assignments in Blackboard included Multicultural Bibliographies of Community Resources, Social Justice Bibliographies of Community Resources, problem- based case studies "resolved" on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments. Signature Assignments in CI 246, CI 260 and CI 298B included research papers, digital productions, and a Comprehensive Examination or an Action Research Project.

3. Data/Results in CI240 and CI241 indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements (e.g.,

Graduate Writing Requirement).
4. These data were used summer 2014 to re-design CI260, CI246, and CI298B to help students reach the <u>Mastery</u> level in this coursework and their chosen Culminating Experience.
5. Consistent with the recommendations of the 2011 Self-Study Review Report, the follow- up Self-Study Action Plan, the Annual Assessment Reports the past four years, and the NCATE visit spring 2014, Dr. Melanie Wenrick continues to refine CI240 and CI241 to build on the data in this Annual Report and reflect the new SOAP (spring 2014) while Dr. Walter J. Ullrich and Dr. Chris Foster redesign CI246, CI260, and CI298B to build on these data and reflect the new SOAP once these courses conclude fall 2015.

What progress have you made on items from your last program review action plan?

The online MAT program participated in an Accreditation review process under which our program was evaluated by an external body, NCATE, during the 2013-2014 school year. This review and evaluation process included an on-site visit and review of our program from April 6 – 8, 2014. NCATE findings revealed that all six NCATE standards were fully met, and no areas for improvement (AFIs) were indicated. The MAT coordinator and faculty will continue to execute our Closing the Loop Process outlined in our SOAP, whereby in this cyclical process our data is changed into information to enable all levels of our system (candidate, program and unit) in identifying areas of strength and areas for growth and improvement. These identified areas will inform our next steps and drive future decisions (i.e., whether to change or eliminate a process, course, or program; shift allocation of resources; create, change).