Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: **Master of Arts in Teaching (MAT)**	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): **Masters**
Department: **Education**	College/School: **School of Education**
Date (Month/Year): **September 2021**	Primary Assessment Contact: **Karen L. Tichy, Ed.D.; Jaime E. Welborn, Ph.D.**

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	**Artifacts of Student Learning (What)** 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	**Evaluation Process (How)** 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	MEES Standard 1 Content knowledge aligned with appropriate instruction. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.	Undergraduate Content Area Major EDI-6230 Instructional Design (I) EDI-6550 Principles of Classroom Assessment (D, R) EDI-6250 Practicum (D, R, A) – Classroom observation by and post-observation conference with University	Missouri Content Assessment (external) Unit Plan created in EDI-6230 Unit Plan created in EDI-6550 MEES summative ratings by University Supervisor and	The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated.

		Supervisor and School Mentor six times each per academic year for two years	by School Mentor	
2	MEES Standard 2 Student learning, growth, and development. The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students	EDF 5700 Advanced Growth & Development (I) EDI-6230 Instructional Design (D) EDSP 5310 Adv Psych/Ed of Exceptional (D) EDI-6250 Practicum (D, R, A) Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years	Major paper applying human development principles studied to students' own lives. Unit Plan created in EDI-6230 Portfolio lesson plans revised to address disability MEES summative ratings by University Supervisor and by School Mentor	The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated
3	MEES Standard 3 Curriculum implementation The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards.	EDI-6230 Instructional Design (I) EDI-6550 Principles of Classroom Assessment (D) EDI-6250 Practicum (D, R, A) Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years	Unit Plan created in EDI-6230 Unit Plan created in EDI-6550 MEES summative ratings by University Supervisor and by School Mentor	The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated.
4	MEES Standard 4 Critical thinking The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.	EDI-6230 Instructional Design (I) EDI-6550 Principles of Classroom Assessment (D EDI-6250 Practicum (D, R, A) Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years	Unit Plan created in EDI-6230 Unit Plan created in EDI-6550 MEES summative ratings by University Supervisor and by School Mentor	The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated.
5	MEES Standard 5			

	Positive classroom environment The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.	EDSP-4240/4250 (I) Classroom Organization and Management EDI-6250 Practicum (D, R, A) Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years	Behavior management plan created in EDSP 4240/4250 MEES summative ratings by University Supervisor and by School Mentor	The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated.
6	MEES Standard 6 Effective communication The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.	EDSP-4240/4250 (I) Classroom Organization and Management EDI-6250 Practicum (D, R, A) Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years	**TBD** MEES summative ratings by University Supervisor and by School Mentor	The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated.
7	MEES Standard 7 Student assessment and data analysis The teacher understands and uses formative and summative strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.	EDI-6550 Principles of Classroom Assessment (I, D) EDI-5590 Disciplinary Literacy Assessment and Intervention (D, R) EDI-6250 Practicum (D, R, A) Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years	Unit plan created in EDI-6550 Case Study Analysis and Intervention Project created in EDI-5590 MEES summative ratings by University Supervisor and by School Mentor	The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated.
8	MEES Standard 8			The Program Director, MAT

Professionalism The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.	EDI-5960 MAT Capstone (A) EDI-6250 Practicum (I, D, R, A) Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years Participation in all meetings and professional development experiences required of the school faculty for a period of two academic years.	Analysis of growth on each MEES standard created in EDI-5960 MEES summative ratings by University Supervisor and by School Mentor	Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated.

| 9 | MEES Standard 9
Professional collaboration.

The teacher has effective working relationships with students, families, school colleagues, and community members. | EDI-5960 MAT Capstone (A)

EDI-6250 Practicum (I, D, R, A)
Classroom observation by and post-observation conference with University Supervisor and School Mentor six times each per academic year for two years | Analysis of growth on each MEES standard created in EDI-5960

MEES summative ratings by University Supervisor and by School Mentor | The Program Director, MAT Coordinator, and core MAT faculty review data annually and make plans for needed program adjustments, if indicated. |

Use of Assessment Data

How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

In the case of the MAT degree, all nine outcomes are assessed every year because at the end of each year we have the MEES summative assessment data which, by DESE requirement, includes all nine standards. Reviews are done each summer.

How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

The Program Director, the Assessment Coordinator, and core MAT faculty, instructors, and staff review data annually in June following the spring semester of the assessment cycle year and make plans for needed program adjustments, if indicated.

Additional Questions
On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Cycle Year	Student Learning Outcome	Artifact	Closing the Loop
2021 - 2022	MEES Standards 3, 7	MEES Summative Evaluation	1, 4
2022 - 2023 (Projected)	MEES Standards 2	MEES Summative Evaluation	3, 7
2023 - 2024 (Projected)	MEES Standards 5, 6	MEES Summative Evaluation	2
2024 - 2025 (Projected)	MEES Standards TBD 8, 9	MEES Summative Evaluation	5, 6
2025 - 2026 (Projected)	MEES Standards (1-9)	MEES Summative Evaluation	8, 9

Describe how, and the extent to which, program faculty contributed to the development of this plan.

The program faculty meets each month with a standing "Assessment Cycle" agenda item. The MAT program's assessment plan is reviewed at the beginning of each assessment cycle (August or September).

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.