

School of Education 2020-2021

| Unit Name | Outcome Name | Outcome | Assessment Method | Achievement Target | Reporting Period | Result Type | Result and Analysis | Action |
|--|----------------------|---|--|---|------------------|--------------|--|---|
| Program - Early Childhood Development - BS {2019-2020} | 1.1 (SAO & GEO 5.a.) | Students will demonstrate an understanding of and integrate content and skills by developing a final portfolio project demonstrating the connections among key concepts and skills in ED 404 – Teacher Internship: Early Childhood. | The instructor for ED 404 will provide summative assessment of the final project using the AAC&U Lifelong Learning Value Rubric. | Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric. | 2020 - 2021 | Inconclusive | Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No analysis was conducted for this outcome for the 2020 - 2021 Academic Year. | The Department will retain this assessment for the 2021 - 2022 Academic Year. |
| | 2.1 (SLO) | Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately career-related purpose. | The instructor for ED 404 will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the career-related component of ED 404 - Teacher Internship: Early Childhood. | Student effort on career-related elements of the portfolio will produce at least an average score of “3” for each of the six items measured in the AAC&U Inquiry and Analysis VALUE Rubric: (1) topic selection; (2) existing knowledge, research, and/or views; (3) design process; (4) analysis; (5) conclusions; and (6) limitations and implications. | 2020 - 2021 | Inconclusive | Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No analysis was conducted for this outcome for the 2020 - 2021 Academic Year. | The Department will retain this assessment for the 2021 - 2022 Academic Year. |
| | 3.1 (GEO 1.c.) | Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, | The instructor for ED 404 will utilize the AAC&U Written Communication VALUE Rubric to assess written components of the | The average score for students enrolled in ED 404 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written | 2020 - 2021 | Inconclusive | Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in | The Department will retain this assessment for the 2021 - 2022 Academic Year. |

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| | 3.1 (GEO 1.c.) | and control of syntax and mechanics. | student's portfolio project. | Communication VALUE Rubric. | 2020 - 2021 | Inconclusive | the Fall 2020 Term. No analysis was conducted for this outcome for the 2020 - 2021 Academic Year. | The Department will retain this assessment for the 2021 - 2022 Academic Year. |
| | 4.1 (PO 4.d.) | Students will demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the Early Childhood Development program's design. | As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final portfolio project in ED 404. | 80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items. | 2020 - 2021 | Inconclusive | Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No assessment was performed for this outcome. | The Department will retain this assessment for the 2021 - 2022 Academic Year. |
| | | | As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final portfolio project in ED 404. | 80% of students will indicate that they understand the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items. | 2020 - 2021 | Inconclusive | Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No assessment was performed for this outcome. | The Department will retain this assessment for the 2021 - 2022 Academic Year. |
| Program - | 1.1 (RO) | Students will | The instructor for ED | Students will | 2020 - 2021 | Target Not | Only 4 of 13 | All assessments will be reviewed as |

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| Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019} | 1.1 (RO) | demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for P-12 students are enhanced through the development of a research study in the field of their specified concentration. | 600 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric. | demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of their specified concentration by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research for School Improvement. | 2020 - 2021 | Met | students earned 86% or higher on the Research Project Rubric in ED 600 in Fall 2020, and 7 of 15 students earned 86% or higher on the Research Project Rubric in ED 600 in Spring 2021. Altogether, only 11 of 28 students, or 39% of all students who completed this assessment, earned 86% or higher in the 2020-2021 academic year. | a part of program curricular and assessment mapping. For now, the department will retain this assessment. The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. in Education will be converted to a Curriculum and Instruction model-- new assessments will be developed. |
| | 1.2 (PO 2.e.) | The Master's of Education in Education academic program will provide internship opportunities for its students to form meaningful professional partnerships. | At the end of the academic year, the Division Head will analyze the data from the Student Course Evaluations for ED 697 and ED 699 and report out collectively the students' response to the question: "Please read the statement carefully and select only one response: My internship experience provided me with knowledge and/or skills that are useful and practical for establishing meaning | 80% of students participating the ED 697 and ED 699 Course Evaluations will state that they either Strongly Agree or Agree that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaningful professional partnerships. | 2020 - 2021 | Target Met | Overwhelmingly, almost all (94%) of those surveyed indicated that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaningful professional partnerships with responses of "Strongly Agree" or "Agree." | This is a very good assessment; the department will retain this assessment. The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. in Education will be converted to a Curriculum and Instruction model-- new assessments will be developed. |

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| | 1.2 (PO 2.e.) | The Master's of Education in Education academic program will provide internship opportunities for its students to form meaningful professional partnerships. | professional partnerships. {Strongly Agree; Agree; Neither Agree nor Disagree; Disagree; Strongly Disagree}" | 80% of students participating the ED 697 and ED 699 Course Evaluations will state that they either Strongly Agree or Agree that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaningful professional partnerships. | 2020 - 2021 | Target Met | Overwhelmingly, almost all (94%) of those surveyed indicated that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaningful professional partnerships with responses of "Strongly Agree" or "Agree." | This is a very good assessment; the department will retain this assessment. The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. in Education will be converted to a Curriculum and Instruction model-- new assessments will be developed. |
| | | | The Division Head will analyze the Student Internship Evaluations to determine if the internship supervisors marked "Yes" that they would hire or recommend to hire the students for employment. | Of those supervisors participating in the Student Internship Evaluations, 80% will indicate that they would hire or recommend to hire the students for employment. | 2020 - 2021 | Inconclusive | No data was collected. | All assessments are being reevaluated this year. Expectations are that this assessment will be retained by the Department. |
| | 1.3 (SAO) | Students will successfully complete the Master's of Education in Education degree program in a timely manner, within six years. | The Division Head will use Banner to determine the graduating students' completion time of the degree program to determine if achievement target was met. | At least 80% of students who graduate from the Master's of Education in Education will have completed the degree program within six years. | 2020 - 2021 | Target Met | All M.Ed. in Education graduates, FA20 and SP21, graduated on time. | The department will retain this assessment. The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. |

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| | 1.3 (SAO) | Students will successfully complete the Master's of Education in Education degree program in a timely manner, within six years. | The Division Head will use Banner to determine the graduating students' completion time of the degree program to determine if achievement target was met. | At least 80% of students who graduate from the Master's of Education in Education will have completed the degree program within six years. | 2020 - 2021 | Target Met | All M.Ed. in Education graduates, FA20 and SP21, graduated on time. | in Education will be converted to a Curriculum and Instruction model--new assessments will be developed. |
| | 2.1 (SLO) | Students demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies concentration by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders (GS). | The instructor for ED 595 will assess and grade the comprehensive presentation given by the non-certification students in the Master's of Education in Education Gifted Studies concentration using the Advocacy Plan Rubric. | Non-certification students in the Master's of Education in Education Gifted Studies concentration demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies concentration by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targetin an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric. | 2020 - 2021 | Inconclusive | ED 595 was not taught in the FA20 and SP21 academic terms. | The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. in Education will be converted to a Curriculum and Instruction model--new assessments will be developed. |
| | 2.2 (SLO) | Students in the Gifted Studies Certification program will demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies Certification by creating a comprehensive presentation highlighting | The instructor for ED 595 will assess and grade the comprehensive presentation given by the Gifted Studies Certification students using the Advocacy Plan Rubric. | Gifted Studies Certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies Certification by creating a comprehensive presentation | 2020 - 2021 | Inconclusive | ED 595 was not taught in the FA20 and SP21 academic terms. | The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and |

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| | 2.2 (SLO) | evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeting an audience of appropriate stakeholders (GS). | The instructor for ED 595 will assess and grade the comprehensive presentation given by the Gifted Studies Certification students using the Advocacy Plan Rubric. | highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric. | 2020 - 2021 | Inconclusive | ED 595 was not taught in the FA20 and SP21 academic terms. | President, Spring 2021). The M.Ed. in Education will be converted to a Curriculum and Instruction model--new assessments will be developed. |
| | 3.1 (SLO) | Students will be able to demonstrate an understanding of and apply knowledge and skills specific to the Educational Leadership concentration by completing a Curriculum Program Evaluation (EL). | The instructor of ED 652, Leadership through Curriculum Development and Supervision, will assess and grade the Curriculum Development Assignment completed by the students using the Curriculum Program Evaluation Rubric. | Students completing the Curriculum Development Assignment will be able to demonstrate an understanding of and apply knowledge and skills specific to the Educational Leadership concentration by scoring an average of 86% or above on the Curriculum Program Evaluation Rubric in ED 652, Leadership through Curriculum Development and Supervision. | 2020 - 2021 | Target Met | Fifteen (15) students completed the Curriculum Development Assignment with 10 students (67%) completed this assignment at 86% or better. For the majority of students, 2/3 of students, met this requirement. However, given 1/3 did not meet the requirement, the department does need to review why such a large percentage did not meet the requirement. | The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. in Education will be converted to a Curriculum and Instruction model--new assessments will be developed. |
| | 4.1 (SLO) | Students will be able to demonstrate an understanding of and apply knowledge and skills specific to their Reading/Literacy concentration by completing a Literacy Position Statement (RL). | The instructor for ED 527 will assess and grade the non-certification students' Literacy Position Statement Final Project Rubric assignment using the ED 527 Final Project Rubric. | Non-certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Reading/Literacy concentration by creating a Literacy Position Statement highlighting evidence-based knowledge and | 2020 - 2021 | Inconclusive | Only 1 Reading/literacy student was enrolled. | The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. |

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| | 4.1 (SLO) | Students will be able to demonstrate an understanding of and apply knowledge and skills specific to their Reading/Literacy concentration by completing a Literacy Position Statement (RL). | The instructor for ED 527 will assess and grade the non-certification students' Literacy Position Statement Final Project Rubric assignment using the ED 527 Final Project Rubric. | strategies related to a relevant issue/topic in Reading/Literacy targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the ED 527 Final Project Rubric. | 2020 - 2021 | Inconclusive | Only 1 Reading/literacy student was enrolled. | in Education will be converted to a Curriculum and Instruction model--new assessments will be developed. |
| | 4.2 (SLO) | Students in the Reading/Literacy Certification program will be able to demonstrate an understanding of and apply knowledge and skills specific to the Reading/Literacy concentration by completing a Literacy Position Statement (RL). | The instructor for ED 527 will assess and grade the Reading/Literacy Certification students' Literacy Position Statement Final Project Rubric assignment using the ED 527 Final Project Rubric. | Reading/Literacy Certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Reading/Literacy concentration by creating a Literacy Position Statement highlighting evidence-based knowledge and strategies related to a relevant issue/topic in Reading/Literacy targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the ED 527 Final Project Rubric. | 2020 - 2021 | Inconclusive | No Reading/Literacy Certification students enrolled in this course during this time. | The Education graduate faculty, working in coordination with the dean and interim department chair, have determined the M.Ed. with concentrations in Educational Leadership, Gifted Studies, and Reading/Literacy is no longer viable and have recommended to Graduate Council the suspension of all three areas of concentration (approved by GC, the Provost and President, Spring 2021). The M.Ed. in Education will be converted to a Curriculum and Instruction model--new assessments will be developed. |
| Program - Elementary Education - BS {2016-2017} | 1.1 (SAO & GEO 5.a.) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit. | The instructor(s) for the methods block (ED 305; 310; 312; 334) will assess and grade the InTASC #4 assignment by the student(s) using the AAC&U Lifelong Learning Value Rubric. | Candidates will be able to demonstrate an understanding of content knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better | 2020 - 2021 | Target Met | All students who completed the Portfolio assignment in ED 404 Internship: Elementary Education in the Fall 2020 semester scored 2.0 or better for InTASC #4 when assessed using the AAC&U Lifelong Learning Value | The Department will retain this assessment, however measured in the internship semester (block 4), not in the methods semester (block 3). |

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| Program - Elementary Education - BS {2016-2017} | 1.1 (SAO & GEO 5.a.) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit. | The instructor(s) for the methods block (ED 305; 310; 312; 334) will assess and grade the InTASC #4 assignment by the student(s) using the AAC&U Lifelong Learning Value Rubric. | (benchmark or better) on the AAC&U Lifelong Learning Value Rubric. | 2020 - 2021 | Target Met | Rubric. Additionally, the overall average for the group was 3.49. No data is available for the SP21 semester as of 4/9/21. | The Department will retain this assessment, however measured in the internship semester (block 4), not in the methods semester (block 3). |
| | 1.2 (PO 2.c.) | Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1). | The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships. | The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership. | 2020 - 2021 | Inconclusive | The program may need to reassess the language concerning "focus group meetings," but partnership building will remain central to the health and growth of the program. The School of Education is in the process of establishing an Advisory Board and may need to reevaluate this assessment item based upon the new Board and the engagement by the redesigned Teacher Education Council (which does have external representation as well as representation from across all teacher education programs in the EPP-Educator Preparation Program at MUW). | The program will retain this assessment item for 2021-2022 but may need to make modifications to it to better reflect the current working model for engaging P-12 partners. |
| | 2.1 (SAO & SLO) | Candidates will be able to demonstrate skills and commitment to creating | The instructor(s) for the methods block will assess and grade | Candidates will be able to demonstrate skills and commitment | 2020 - 2021 | Target Not Met | Only 55% of students cored 2.0 or better on the TIAI | The Department will retain this assessment. |

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| | 2.1 (SAO & SLO) | supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching K-6 students. | the candidate(s) teaching using the Teaching Intern Assessment Instrument. | to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument. | 2020 - 2021 | Target Not Met | this past Fall 2020, with the overall average for the group being 1.97. | The Department will retain this assessment. |
| | 4.1 (SAO & SLO) | Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a teaching license. | The Praxis Core exam and the ACT will be a direct assessment of the students' basic skill sets, and the ability of the department to show that students who are admitted to the Teacher Education Program have the basic skill set to successfully complete the program and obtain a teaching license. The students' scores will coincide with the university's assessment cycle, June to May. | 80% of candidates attempting to be admitted into the Teacher Education Program will have passing Praxis Core test scores or a composite score of 21 or higher on the ACT. | 2020 - 2021 | Target Met | 100% of all Elementary Education students who entered the Teacher Education Program completed the program and obtained or will obtain a teaching License. | The Department will determine of a revision of this assessment item, or a new assessment item developed to replace this one, is necessary. |
| Program - Secondary Teacher Education - MAT {2016-2017} | 1.1 (SAO & SLO) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by successful completion of the Internship. | The instructor for ED 697 will assess and grade the teaching of the candidate using the Teacher Intern Assessment Instrument. | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring on average a 2 (Acceptable) or above on the Teacher Intern | 2020 - 2021 | Inconclusive | The TIAI was not implemented in the 2020-2021 academic year. ED 697 was taught by adjuncts who were not trained to incorporate this assessment | The department will retain this assessment for the 2021-2022 academic year. Canvas shells will be pre-populated with assessment rubrics and course syllabi will be pre-populated with key assessment assignments with all faculty including adjuncts trained accordingly for assessment |

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| Program - Secondary Teacher Education - MAT {2016-2017} | 1.1 (SAO & SLO) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by successful completion of the Internship. | The instructor for ED 697 will assess and grade the teaching of the candidate using the Teacher Intern Assessment Instrument. | Assessment Instrument in ED 697, Internship Master of Education. | 2020 - 2021 | Inconclusive | correctly. | implementation. |
| | 1.2 (PO 2.c.) | Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1). | The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships. | The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership. | 2020 - 2021 | Inconclusive | This process was not completed in the 2020-2021 academic year due to COVID-19. However, the Department of Education has worked in collaboration with all education programs at MUW to create an EPP-wide (university teacher educator program wide) recruitment and assessment plan with the goal of implementation for Fall 2021. Partnership collaboration for the MAT is a part of that plan. | The department will retain this item for the 2021-2022 academic year. |
| | 2.1 (SAO & SLO) | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit. | The instructor for ED 697 will assess and grade the teaching unit developed by the student(s) using the Teaching Unit Rubric. | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by developing a reading program specific to | 2020 - 2021 | Inconclusive | The Teaching Unit Rubric was not implemented in the 2020-2021 academic year. ED 697 was taught by adjuncts who were not trained to incorporate this assessment correctly. | The department will retain this assessment for 2021-2022. Canvas shells will be pre-populated with corresponding assessment rubrics and course syllabi will be pre-populated with key assessment assignments for all faculty, including adjuncts. |

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| | 2.1 (SAO & SLO) | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit. | The instructor for ED 697 will assess and grade the teaching unit developed by the student(s) using the Teaching Unit Rubric. | the needs of the school by scoring an average of 2 or above on the Teaching Unit Rubric in ED 697, Internship Master of Education. | 2020 - 2021 | Inconclusive | The Teaching Unit Rubric was not implemented in the 2020-2021 academic year. ED 697 was taught by adjuncts who were not trained to incorporate this assessment correctly. | The department will retain this assessment for 2021-2022. Canvas shells will be pre-populated with corresponding assessment rubrics and course syllabi will be pre-populated with key assessment assignments for all faculty, including adjuncts. |
| | 3.1 (RO & SLO) | Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise. | The instructor for ED 600 will assess and grade the research project(s) presented by the student(s) using the Research Project Rubric. | Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise by scoring an average of 86% or higher on the Research Project Rubric in ED 600 Leadership through Action Research for School Improvement. | 2020 - 2021 | Target Not Met | Only 4 of 13 students earned 86% or higher on the Research Project Rubric in ED 600 in Fall 2020, and 7 of 15 students earned 86% or higher on the Research Project Rubric in ED 600 in Spring 2021. Altogether, only 11 of 28 students, or 39% of all students who completed this assessment, earned 86% or higher in the 2020-2021 academic year. | All assessments will be reviewed as a part of program curricular and assessment mapping. For now, the department will retain this assessment. |