Teaching Major (MAT)

Graduate Master's Program Assessment Plan

Process

How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?

The Professional Teacher & Counselor Education (PTCE) Unit is a consortium of teacher licensure programs in the College of Education and three cognate colleges, which includes the **Teaching Major (MAT)**. Because the unit is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC), all teacher preparation programs have common student learning outcomes and key assessments as part of the unit's quality assurance system. The PTCE Unit executive committee, licensure faculty, and TSPC Consortium meet quarterly to review data for continuous program improvement. Student performance is also reviewed continuously by faculty on TaskStream.

What data are archived? Where, how and for what duration?

Since 2015, TaskStream has been used to track and store student data collected at various points throughout the program: Admissions, Courses, Program Capstone Requirements, and Exit from Program. Students upload test scores, application materials, assignments, and key assessments. Scores are entered by faculty, university supervisors, and cooperating teachers. Previously, the College of Education stored data in an electronic database back to 1989. For accreditation purposes, data is maintained for seven years with at least three years of complete data required at the time of the site-visit which occurs every seven years.

Program Outcomes, Measures and Benchmarks or Milestones

List the university and program level student learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material (CK)	Conduct scholarly or professional activities in an ethical manner (Dispositions)	Demonstrate understanding of pedagogical content knowledge and skills (PCK)	Demonstrates impact on P-12 student learning (SL)
What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)	2018-19	2015-16	2019-20	2017-18	2016-17
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)	Portfolio/Project (D)	Subject mastery exams* (D) Admission GPA (I)	Dispositions Assessment (I)	Three-way (clinical) Evaluation (D)	edTPA*** (D)
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students?[z]	Pass	Pass test** GPA 3.0	Scores of 3 or higher	Scores of 3 or higher	Pass

[z] **Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.**

[y]**Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.**

*Subject masters exams are specific to each content option, e.g. students in Elementary option must pass NES Elementary exams.

**Cut test scores are established by the Oregon Teacher Practices and Standards Commission.

***Education Teacher Performance Assessment (edTPA)

Graduate Program Annual Reporting - Assessment and Reflection on Graduate Learning Outcomes (GLO)

List the university and program level graduate learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material (CK)	Conduct scholarly or professional activities in an ethical manner (Dispositions)	Demonstrate understanding of pedagogical content knowledge and skills (PCK)	Demonstrates impact on P-12 student learning (SL)
Is this GLO new or revised since the last year you reported on it? (write no, new, or revised)					
What do the data show about student learning or success relative to the outcomes you are reporting on this year?					
Describe any course-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines.					
Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from GLO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors).					
How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?					

Plans

Describe the program's assessment plans for the upcoming year.	

Attachments- Please share any relevant attachments related to the items/results you are reporting in this report.