

Master of Arts in Teaching (MAT)

Department of Curriculum and Instruction

Kremen School of Education and Human Development

Student Outcomes Assessment Plan (Soap)

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I. Mission/Vision Statement

“Knowledge emerges through invention and re-invention, through the restless, impatient, continuing, and hopeful inquiry [we] pursue in the world, with the world, and with each other.” - Paulo Freire, *Pedagogy of the Oppressed*, 1970

The mission of the online Master of Arts in Education (MAT) is to prepare “educators for excellence and ethical action.” More specifically, the program prepares caring, developmentally- and culturally-responsive educators with the knowledge, skills, and dispositions to facilitate the learning of all students from diverse socio-economic, ethnic, linguistic, and ability groups, so that they can more fully participate in a dynamic school, society, and world. In short, the program prepares its teacher practitioners to be knowledgeable and critical consumers of research and to apply research principles in working toward social justice in their own settings.

The Kremen School of Education and Human Development at CSU Fresno envisions excellence as encompassing content-area knowledge, skills, and dispositions that enable our post-baccalaureate and graduate level candidates to become life-long learners. This is essential because of the direct link between a teacher’s ability to teach and student outcomes. Accordingly, our graduate students benefit from programs developing the leadership and stewardship skills necessary to create responsive pedagogy, assessment practices, and curriculum in schools that are healthy, nurturing, and empowering social environments. Consistent with this vision, the vision of the MAT is to help ensure that every classroom is headed by a teacher who is grounded in theory and current research, who can be creative, reflective, and think critically about instruction and curriculum, who understands the historical and cultural context of schooling, and who can utilize informed leadership skills to improve instruction and student achievement. Additionally, MAT candidates are prepared to achieve excellence in their practice because the program incorporates and extends both state and national standards relating to academic content, professional teaching, and teacher education program standards.

Equity is particularly central to mission and vision of the online MAT program because the strength of a democratic society is predicated upon an informed, engaged, and active citizenry that is inclusive and representative of our diverse population. Since families of school children and young people served by our teacher candidates will include those who have been historically underserved and under privileged, MAT students will be prepared to critically consider policies and practices that may enable or inhibit equitable access.

MAT graduates will know that the most effective learning outcomes are achieved when the identity of each student who is served is conceptualized within a culturally responsive, developmentally appropriate, and lifelong learning perspective. They will be personally engaged in learning, seeing the student in the context of family, community, and society. Their collaboration and planning skills will be supported by a willingness to transcend cultural and ethnic boundaries in schools and communities.

Effective and caring educators have the dispositions to see inequities, the imagination to find solutions, and the integrity to act in ways that benefit all learners. The ability to engage with parents, community members, and colleagues is critical to developing excellent, academically rich public schools, particularly in impoverished districts that serve working class and historically underserved communities. Graduates from the KSOEHD, particularly those in the online MAT, will demonstrate ethical action through teaching and school stewardship, capitalizing on the communities they serve.

II. Goals and Learning Outcomes

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The overarching goal of the online Master of Arts in Teaching is to prepare candidates 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 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 outlined above, the online MAT has developed a set of learning outcomes delineated below. The program's core courses as well as assessment components have been constructed around these seven learning outcomes.

(1) Critical Questioner:

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.

(2) Scholar Activist:

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.

(3) Mixed Methods Action Research/Qualitative and Quantitative:

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

(4) Critically Reflective, Equity-Oriented Practitioner:

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.

(5) Clear Communicator:

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.

(6) Technological Navigator:

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).

(7) Social justice collaborator:

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 way 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.

As explained more fully in the Curriculum Mapping Section below, all MAT learning outcomes are associated with one to several MAT core courses, the program’s assessment components, and the program’s three Culminating Experience options: Comprehensive Examination, Action Research Project, or Action Research Thesis.

The MAT and Standards for Teacher Education

Unlike more conventional MAT programs, the Master of Arts in Teaching program at CSU Fresno is not both a credential and master’s degree program. But it does explicitly focus on the professional development of educators. Because of that focus it reflects the professional standards for teacher development created by state, regional, and national professional boards as briefly explicated below:

National Board for Professional Teaching Standards:

The MAT programs’ student learning outcomes reflect the propositions of the National Board for Professional Teaching Standards (NBPTS) for National Board-Certified Teachers (NBCTs), as both are designed to develop further the knowledge, skills and dispositions of practicing educators for working within a pluralistic society and for continuously examining and enhancing their own practice:

Prop. 1: Teachers are committed to students and learning.

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students’ self-concept, their motivation, and the effects of learning on peer relationships.

Prop. 2: Teachers know the subjects they teach and how to teach those subjects to children.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure, and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Prop. 3: Teachers are responsible for managing and monitoring student learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged, and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Prop 4: Teachers think systematically about their practice and learn from experience.

- NBCTs model what it means to be an educated person—they read, they question, they create, and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Prop 5: Teachers are members of learning communities.

- NBCTs collaborate with others to improve student learning.

- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development, and staff development.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

Although all five NBPTS core propositions underlie the MAT Program’s philosophy and purposes, mission and vision, and all are reflected in MAT courses to some extent, it is primarily propositions 1 and 4 that relate most directly to the program’s outcomes: Teachers are committed to students and learning; and Teachers think systematically about their practice and learn from experience. Clearly, the MAT Program is heavily contextualized within a multicultural, social justice or equity-oriented paradigm. Accordingly, it emphasizes a deep commitment to valuing diversity and teaching for equity and inclusion. It also requires the active involvement of educators in critical examination and analysis of their own teaching situations within this context, ultimately leading them to take action as advocates on behalf of the children and the communities they serve. In this vein, the MAT is integrally tied to its overarching conceptual framework, reflecting its knowledge base as well as its vision, mission, philosophy and purposes. (See MAT Program Handbook)

Other Professional Standards Boards

As illustrated in the aligned standards figure below and explained more fully in the MAT Program Handbook , the Master of Arts in Teaching program reflects not only the propositions of the National Board for Professional Teaching Standards (NBPTS) but also additional professional standards related to teaching:

- the five California Standards for the Teaching Profession (CSTP);
- the 14 Teacher Performance Expectations (TPE) that explicate the CSTP
- the 10 standards developed by the Interstate New Teacher Assessment and Support consortium (INTASC);
- The 11 standards developed by IDEA currently being piloted at CSU Fresno.

Please see Appendix A: Program Learning Outcomes Aligned with Professional Standards

III. MAT Program Coursework and Assessment		
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<p>Candidates in the online Master of Arts in Teaching (MAT) are admitted as a cohort and together take a prescribed sequence of courses including an equity-oriented research core and equity-oriented curriculum and instruction core. The MAT capstone or Culminating Experience options include a Comprehensive Examination, a Project or a Thesis. The coursework and associated assessment system is outlined below.</p>		
<p>MAT Coursework</p> <p>The entire MAT program is 30 units with up to 9 units transferrable from accredited post-credential or master’s degree programs. Coursework consists of two main components that parallel the two major groups of learning outcomes: a research core and a curriculum and instruction core. One course from each core component is taken each semester in the 3-semester program and reflects a developmental, spiral curriculum moving from Introducing (I) to Refining (R) to Mastery (M) of the program and student learning outcomes.</p>		
<p>Coursework, Signature Assignments and Learning Outcomes</p>		
<p>MAT Course</p>	<p>*Assignments and Signature Assignments Embedding MAT Learning Outcomes</p>	<p>MAT Learning Outcome(s) Introduced, Refined, and/or Met in Course</p>
<p>CI 240 Social Justice and the</p>	<p>Educational Life History/Personal</p>	<p>(I) Critical Questioner</p>

<p>Multicultural Classroom (Fall, Semester 1)</p>	<p>Teaching Metaphor</p> <p>Race-Ethnicity/Social Class/Gender Autobiography</p> <p>OR</p> <p>Bibliography of Cultural/Social Justice Resources: Annotated Bibliographies</p> <p>OR</p> <p>Case Study Dialogue with a Child, Adolescent, Parent or Community Member</p> <p>Interview and Case Study Observation of Another Equity-Oriented Teacher</p> <p>Developmentally Appropriate Learning Environment Unit Rationale</p> <p>OR</p> <p>School Outcomes Paper: Closing the Achievement Gap</p> <p>*Weekly quizzes on readings *Weekly Reading Responses, case study analyses, etc.</p> <p>*Final exam incorporates foundations: history, philosophy, and politics.</p> <p>*Electronic portfolio addresses LOs and CSTPs at I levels</p>	<p>(I) Critically Reflective, Equity- Oriented Practitioner (I) Clear Communicator (I) Scholar Activist (I) Technological Navigator</p>
<p>ERA 243 Research on Teaching in the Diverse Classroom: Quantitative and Qualitative Methods (Fall, Semester 1)</p>	<p>Unit Modules on Mixed Methods research strategies:</p> <ol style="list-style-type: none"> 1. Service Learning as Social Justice 2. Service Learning as Participatory Action Research 3. Planning SL Project 4. Research Formulation Stage: Selecting an Issue, Reviewing Research, and Developing Questions 5. Research Design Stage: Mixed Methods, Research Paradigms, and Research Procedure 6. Research Design Stage: Designs, Sampling, Schemes and Ethics 7. Data Stage: Collection Procedures and Instruments 8. Data Stage: Quantitative, Qualitative, and Mixed Analysis Procedures 9. Data Stage: Interpretation, Reliability, and Validity 10. Drafting an Action Research 	<p>(I) Mixed Methods, Action Researcher (I) Scholar Activist (I) Social Justice Collaborator (I) Clear Communicator (I) Technological Navigator</p>

	<p style="text-align: center;">Proposal</p> <p>Annotated Research Article Summaries</p> <p>Preliminary Literature Review on an MSJE topic</p> <p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses, case study analyses, etc.</p> <p>*Electronic Portfolio addresses LOs and CSTPs at I levels</p>	
<p>CI 241 Teaching for Equity and Justice in the Multicultural Classroom: Practice into Theory (Spring, Semester 2)</p>	<p>Literature Circles, Cooperative Learning, Democratized Assessment, etc. case study</p> <p>Set of writings addressing how you decide what knowledge is most worth teaching and learning, given various issues, dilemmas, and constraints.</p> <p>Case study of the development of your thinking as reflected in DB postings, Assignments, etc.</p> <p>Design for assessing student learning that uses “backward planning” and connects authentic assessment with accountability forms of assessment.</p> <p>MSJE Teaching Examples paper and multimedia presentation</p> <p>OR</p> <p>Integrated Curriculum Unit</p> <p>Curriculum analysis and critique, using guide in <u>Turning on Learning</u>.</p> <p>Find out how some students your unit is written for think about and understand an issue or concept that they unit you develop will address.</p> <p>Curriculum concept paper discussing how a concept you plan to teach can be viewed from perspectives of historically marginalized intellectuals, based on your readings from some of the new scholarship in ethnic studies, women’s studies, disability studies, or other critical studies.</p> <p>Unit that implements a model of MSJE curriculum construction, along with a MSJE Lesson & Multimedia Presentation</p>	<p>(R) Critical Questioner (R) Scholar Activist (R) Critically Reflective, Equity-Oriented Practitioner (R) Clear Communicator (R) Social Justice Collaborator (R) Technological Navigator</p>

	<p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses including case study critiques</p> <p>*Final exam situated in Sleeter and Grant's 5 approaches and case studies reflecting the approaches.</p> <p>*Electronic Portfolio illustrating key LOs and CSTPs at R level</p>	
<p>CI 245 Investigating Classroom Practice in the Multicultural Classroom: Practitioner Research (Spring, Semester 2)</p>	<p>Unit Modules on Action Research</p> <ol style="list-style-type: none"> 1. Module 1: Variables 2. Module 2: Qualitative Data Analysis 3. Module 3: Quantitative Descriptive Data Analysis 4. Module 4: Quantitative Data Analysis: Inferential Statistical Tests 5. Module 5: Presenting Results <p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses, case study analyses, etc.</p> <p>*Electronic Portfolio illuminating R of LOs and CSTPs</p>	<p>(R) Mixed Methods, Action Researcher</p> <p>(R) Critically Reflective, Equity-Oriented Practitioner</p> <p>(R) Scholar Activist</p> <p>(R) Social Justice Collaborator</p> <p>(R) Technological Navigator</p>
<p>CI 246 Action Research in the Multicultural Classroom: Capstone Study and Dissemination (Fall, Semester 3)</p>	<p>Action Research Study in multimedia presentation</p> <p>Creation of MAT action research program website</p> <p>Creation of links to an annotated bibliography of MSJE action research studies nationwide</p>	<p>(M) Critical Questioner</p> <p>(M) Scholar Activist</p> <p>(M) Critically Reflective, Equity-Oriented Practitioner</p> <p>(M) Mixed Methods, Action Researcher</p> <p>(M) Clear Communicator</p> <p>(M) Technological Navigator</p> <p>(M) Social Justice Collaborator</p>
<p>CI 260 Critical Pedagogy (Fall, Semester 3, Comprehensive Examination Option)</p>	<p>Equity-Oriented Position Papers:</p> <ol style="list-style-type: none"> 1. Foundations of American Schooling 2. Practice of Teaching to Change the World 3. Context of Teaching to Change the World <p>*Weekly quizzes on readings</p> <p>*Weekly Reading Responses, case study analyses, etc.</p> <p>*Electronic Portfolio illuminating R/M of LOs and CSTPs</p> <p>**Comprehensive Examination</p>	<p>(M) Critical Questioner</p> <p>(M) Scholar Activist</p> <p>(M) Mixed Methods, Action Researcher</p> <p>(M) Reflective Practitioner</p> <p>(M) Clear Communicator</p> <p>(M) Technological Navigator</p> <p>(M) Social Justice Collaborator</p>

	addressing M levels of LOs and CSTPs	
CI 298 MAT Project OR CI 299 MAT Thesis (Fall, Semester 3, Project or Thesis Option)	MAT Project MAT Thesis	(M) Critical Questioner (M) Scholar Activist (M) Mixed Methods, Action Researcher (M) Critically Reflective, Equity-Oriented Practitioner (M) Clear Communicator (M) Technological Navigator (M) Social Justice Collaborator

I = Introduced

R = Refined

M = Mastered

IV. Assessment Rubrics

Direct Measures

The following rubrics will be used to assess whether MAT students have met the particular course and program learning outcomes at the Introductory, Refined or Mastery levels. These rubrics will be used for assessing and evaluating all assignments and signature assignments identified above as well as in the redesigned course syllabi.

The criteria and standards for each of the rubrics for each of the MAT Learning Outcomes below is delineated below:

MAT Student Learning Outcomes

Critical Questioner:

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.

Criteria and standards for evaluation:

	Depth of understanding	Evidence of own voice	Significance of the issues	Broad contextualization
Exemplary	Makes direct application	Advocates a position;	Articulates importance and	Clearly situates action

	of theory to practice; explains theories in own words, making real life connection; uses analysis and synthesis; offers unique examples	negotiates between own perspective and those of others; clearly acknowledges own assumptions, beliefs and values	relevance of action thesis in a way that resonates with personal passions and experience as well as moral and broad societal implications for change; challenges what has been taken for granted or accepted	thesis within different theoretical traditions and paradigms, and/or political, social, historical, and economic contexts
Satisfactory	Occasionally offers direct applications and examples; explains, paraphrases, summarizes theory in own words	Identifies and articulates own position; may negotiate between own perspective and those of others; acknowledges own assumptions, beliefs and values.	Articulates some reasoning for the importance and relevance of one's topic in a way that reflect both personal experience and broader societal implications	To some extent, situates action thesis within different theoretical traditions and paradigms and/or political, social, historical, and economic contexts
Has not yet met the outcome	Doesn't explain theories, literature, focus in own words or make connections to own life and work	Rarely speaks from own experience, doesn't acknowledge own assumptions, beliefs and values	Selects a focus without articulating its importance and relevance	Does not situate action thesis within a theoretical, social, or historical context

Scholar Activist:

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.

Criteria and standards for evaluation:

	Rigor	Appropriateness
Exemplary	Conducts thorough and extensive review and synthesis, uses significant multiple resources, uses broad range of considerations for critiquing and evaluating sources, includes primary research.	Uses and critiques major contributors to field related to focus of action thesis; uses relevant search processes; uses research from multiple perspectives pertinent to the question.
Satisfactory	Conducts review and synthesis, uses some significant resources, uses range of considerations for critiquing and evaluating sources, includes primary research.	Finds material related to the focus, and uses and critiques some of the major contributors to that field; uses relevant search processes; uses research from limited perspectives pertinent to the question.
Has not yet met the	Just reviews, does not synthesize; limited range of resources, limited critique and evaluation,	Finds some material related to the action thesis, but recognizes and uses few of the major contributors;

Outcome	minimal primary research.	ineffectively uses search processes; uses research from narrow perspectives; does not recognize the perspectives of research
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Mixed Methods Action Research/Qualitative and Quantitative:

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 project.
- Students can communicate the completed project 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

Criteria and standards for evaluation:

	Rigor	Appropriateness	Significance
Exemplary	Gathers information and resources thoroughly and systematically; designs and conducts sound methodological processes; produces results, findings, or product with clear ties to change and improvement.	Strong match between purpose and questions, and methods, findings, procedures, implications, and entire range of work in the action thesis.	Makes a compelling case for the action thesis in terms of its potential for change and improvement, and in a way that is connected to the work others have been doing.
Satisfactory	Gathers information and resources reasonably thoroughly; designs and conducts reasonable methodological processes.	Good match between purpose and questions, and methods, findings, procedures, implications, and entire range of work in the action thesis.	Makes reasonable case for the potential of the action thesis for change and improvement, and in a way that is connected to the work others have been doing.
Has not yet met the Outcome	Information, resources, and procedures appear incomplete or haphazard.	The methods and procedures don't exactly match the purpose and main questions of the action thesis.	Does not make a case for the potential of the action thesis for change and improvement, or does not connect that to the work others have been doing.

Clear Communicator:

Students will communicate (e.g., discussion board posts, assignments, position papers, etc.) and in their action research study, project or thesis in a manner that is clear and commands professional attention.

This means that:

- Online communication and action research study, project or thesis is free of distracting errors
- Online communication and action research study, project or thesis is organized clearly
- Online communication and form of action research study, project or thesis is appropriate to the topic and audience
- Conventions of using the work of others are employed correctly and ethically

- Action research study, research or thesis shows polish and attention to detail

Criteria and standards for evaluation:

	Technical Competence	Clarity	Appropriateness
Exemplary	Free of distracting errors of any sort; the mechanics of producing and communicating the thesis support its content and do not draw attention to themselves; systematically follows a professional convention of writing.	Organized and produced in such a way that an audience can easily follow and find one's way around the work.	Structure, form, media, organization, etc. fit the topic or focus, and contribute to clarity and impact of communicating it.
Satisfactory	Minimal errors; the mechanics of producing and communicating the thesis support its content and do not draw attention to themselves; follows a professional convention of writing.	Organized and produced in such a way that an audience can follow and find one's way around the work, although may have to work somewhat to do so.	Structure, form, media, organization, etc. fit the topic or focus reasonably well.
Has not yet met the Outcome	Errors in spelling, grammar, reference and citation conventions, and so forth distract from the action thesis.	Confusing or difficult for an audience to follow.	Structure, form, media, organization, etc. distract from communicating the action thesis clearly.

Social justice collaborator:

Students will work with communities of practice on behalf of social justice.

Criteria and standards for evaluation:

	Coalition building	Quality of coalition participation	Social Justice
Exemplary	Mutually shape, share, and define ideas, working across communities of practice and lines of difference.	Dialectic of ideas and action that is grounded in a shared understanding. Shared passionate commitment.	Can not only identify and uncover injustices, but acts to address them.
Satisfactory	Mutually shape, share, and define ideas, working across communities of practice.	Dialectic of ideas and action that is grounded in a shared understanding.	Can identify and uncover injustices.
Has not yet met the Outcome	Acts alone, representing only one's own viewpoint.	Unilateral or dictatorial participator in community of practice	Only represents one point of view; unaware of social injustices

Critically Reflective, Equity-Oriented Practitioner:

Candidates 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 students.

This means that:

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

Criteria and standards for evaluation:

	Reflective Practitioner	Professional/Personal Dispositions	Knowledge
Target	Critically examines own practice regularly to guide direction and development of next steps in personal and professional growth	Respects and values individual differences between students, and uses students' diversity to build an inclusive curriculum and teaching strategies that make knowledge accessible to all students	Can identify potential misconceptions and preconceptions students may have about subject matter; makes regular use of diverse instructional strategies based on multiple theories and perspectives
Developing	Knows how to examine own teaching to self-evaluate and has used reflections to develop plans for personal and professional growth	Respect individual student differences and can build inclusive teaching strategies based on them but may have little or no knowledge about or experience with building an inclusive curriculum	Subject matter knowledge does not include anticipation of students' potential misconceptions and preconceptions about the subject matter; can discuss multiple theories and perspectives about teaching and is able to use some diversity
Emerging	Knows importance, and is in the beginning stages, of examining own practice critically but is not yet able to apply reflections towards personal or professional growth	Respects individual student differences and is aware of their value in building lessons and curricula, but is not yet familiar with methods for doing so	Is aware that multiple theories and perspectives about teaching and learning exist but relies primarily on traditional methods; has limited grasp of subjects taught

Technological Navigator:

Candidates 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:

- Candidates assess the value of a technology in relation to the needs of students, the values that the technologies communicate, and the relevance to student learning.
- Candidates make decisions about technologies based on ways in which those technologies aid, limit, or hinder the learning process
- Candidates use technologies in creative and innovative ways while representing the substance of the content being explore
- Candidates develop explorative and creative educational applications of technology
- Candidates 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)

Criteria and standards for evaluation:

	Technological Competence	Creativity	Reflectivity
Target	Able to teach technical competence working at closing the digital disconnect between teachers and learners.	Creates and applies technology to make the learning process itself engaging and invitational.	Takes action to bridge technological divide and to bridge differing learning communities; use technology empower communities

Developing	<u>CTAP2</u>	Adapts materials to the learning styles and needs of audience using technology	Evaluates use of technology for audience needs; evaluates information and materials that are technologically available
Emerging	<u>CTAP2</u>	Does not connect technological applications with learning processes or audiences	Uses technology or technologically available materials without evaluating them in relationship to their audience

The MSJE Action Research Project abstract below illustrates how these new MAT Student Learning Outcomes align with the previous CSTP indicators previously used in the program to assess whether the project has met important learning outcomes:

“The Effect of Student-Teacher Interaction on Student Performance”

ABSTRACT

Research Question: How do positive teacher-student interactions affect student achievement? How is it that the same teacher interactions do not generate the same reactions in students, even if those students are similar in their interests, personalities, and parental involvement? Context: I am a first year teacher at James Rutter Middle School. The classes used for this study were two sections of seventh grade Honors English. Methods and Data: I conducted a student survey to determine the effects of student attitudes about teachers on effort and performance. I also collected "letters to incoming students" in which students reflected on the class and on working with me as a teacher. Furthermore, I present three case studies of individual students. Results: The results of the survey and letters were somewhat inconclusive, though they did provide some interesting insight into what students think about their interactions with their teachers. Conclusions: I discovered that, while positive teacher-student interactions can have a positive effect on student effort and performance, these interactions do more to create a setting in which students can be held accountable for their own performance.

CREP/SJC/MMAR (Mastery): CSTP 1.5 Promoting self-directed, reflective learning for all students CSTP 2.4 Establishing and maintaining standards for student behavior CSTP 5.1 Establishing and communicating learning goals for all students CSTP 5.5 Communicating with students, families, and other audiences about student progress

The following question from the MAT Comprehensive Examination, Fall 2011 is representative of those addressing the existing goals/standards of the program, reflects its SOAP, and would also meet the new LOs. This case study vignette addresses Goal/Standard 3: Planning Instruction and Designing Learning Experiences for all Students or in terms of its alignment with the newly conceived Learning Outcome, Critically Reflective, Equity-Oriented Practitioner:

Case Study: "Education and Equity: Closing the Achievement Gap"

A: Policy makers and politicians are yelling about how schools are failing to provide equal opportunity for all students and now they're putting such a stranglehold on the system through testing that there isn't much left for teachers to do but teach 10 the tests, Learning how to pass benchmark tests is not going to prepare people to participate in a global economy.

B: The reason why some students-particularly those from our complex urban settings where there are large minority populations-aren't achieving as well as others is because we don't expect enough of them. The schools as they now function are part of the problem. They are lax on requirements. We need to tighten standards and go back to requiring three years of math and three years of science and a foreign language, among other things, We need to make the high school diploma stand for something again. If you want to raise minority student performance, raise the bar and expect them to reach it.

C: Wait a minute, this isn't just about class and color-what about any student who doesn't happen to be academically inclined? Do they have to meet your stiff requirements, too? They aren't going to go to college, much less become scientists, engineers, or heads of multinational corporations. If you want to talk about being fair, fair is giving everyone a curriculum that is suitable for their particular interests and talents and then challenging them to go as far as they are capable of going, even if they aren't academically inclined, A: Did you ever notice how the students who get tagged as "not academically inclined" usually happen to be students of color?

B: You're right. That is why everybody has 10 meet the standards. And if states and school districts don't produce results, they don't deserve funding from the government. If anything, teachers have had too much freedom with

the curriculum, if you want everybody to meet the standards then you have to have a standard curriculum. I say, "Bring on the scripts!" We need a script because we sure haven't closed the achievement gap by ad-libbing it in the classroom.

A: You're both focusing on the wrong issues. To really close the achievement gap we have to provide a curriculum that is both rigorous and culturally relevant. You can't expect kids to come off the street and digest a bunch of facts so they can fill in a bubble on a test score sheet. I'm for accountability and I'm for high standards, but what about benchmarks for becoming a member of a democratic community and being able to understand and speak out on issues of importance to you and to your family? What of learning to read because you have something worth reading that means something to you? What about learning to live with difference and communicate with people who have different capacities than your own? Right now we can talk a good game about inclusion in public schools, but nobody wants an inclusive curriculum when it is time to take the tests. We tell some kids to stay home on test days.

B: The minute you start talking about cultural relevance and inclusiveness you are already throwing out the standards. A standards-based curriculum with built-in, objective measures of accountability will ensure that the playing field is level for everyone.

- * What are the issues you see embedded in the argument among these three?
- * To what extent do you identify with one of the speakers more than the others and why?
- * In what ways should the schools address educational equity through MSJE and/or AR approaches?

Finally, the sample below illustrates how a MSJE, Action Research Thesis would address the goals/standards of the program and its re-conceptualized SOAP:

"Running in Blocks"

ABSTRACT

Research Question: How is the mile fitness run time affected if students are on the block schedule? Context: Edward Harris is a new school in the district, which has only been opened for two years. The school is socio-economically diverse. The idea of this school is to see if being on a block schedule helps students in the classroom and on tests scores more than a more traditional schedule. Results: Students who had P.E. continually had the greatest number achieving the Healthy Fitness Zone; however, all groups did improve on their run times. Methods and Data: Collection of data, run times, occurred throughout the year and was then sorted by students who had P.E. term 1/3, term 1/4, term 2/3, and term 2/4. Conclusions: Every group improved in overall run time; however, the group with continuous P.E. (2/3) had the greatest number running in the HFZ, which is the overall goal. Key words-physical education, middle school, block schedule, run times.

CREP/SJC/MMAR (Mastery): CSTP 4.3 Developing and sequencing instructional activities and materials for student learning CSTP 4.4 Designing short-term and long-term plans to foster student learning CSTP 5.4 Using the results of assessments to guide instruction

California Physical Education Content Standards

3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

The rubrics above will be used to assess and evaluate all Assignments and Signature Assignments in the 6 core courses in the MAT.

Indirect Measures

For the major indirect measure of whether students met the learning outcomes for the previous SOAP, see **Appendix B, Exit Survey for Cohorts 4-6, years 2008-2011.**

The current cohort (Cohort 7) who graduate fall 2012 will be assessed and evaluated according to the previous SOAP outcomes and methods as the course syllabi, assignments, assessments, and culminating experiences were designed according to the previous SOAP. (See Appendix C, SOAP 2011). Both direct and indirect measures will be implemented for the new Cohort 8 who begin the program fall 2012 and obviously designed to meet the outcomes of the re-conceptualized SOAP.

Finally, a paper analyzing the effectiveness of the MAT co-authored by two of the MAT faculty, Walter J. Ullrich and Greg Goodman, (see Appendix D, “Action Research for Critical Classroom and Community Change”) as a further illustration of the program’s direct and indirect assessment measures.

V. Timeline for Implementation of Assessment Methods and Summary Evaluations

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Timeline for Data Collection and Review

	2009-2010	2010-2011	2011-2012	2012-13
Writing Sample	*	*	*	*
Online Application				
New Project, Comprehensive Exam, and Thesis Guidelines	*	*		
New Exit Survey/Focus Group			*	*
New Alumni Survey			*	*
New Employer Survey			*	*
Implementation of new SOAP with new Learning Outcomes				*
Gather Assessment data on Assignments, Signature Assignments, etc. with respect to new Learning Outcomes and SOAP				*

2009-2010

- Create Advancement to Candidacy Checklist as part of Project/Thesis Guidelines packet, suitable for use by other graduate programs as well as MAE-C&I.
- Create new Web page, continue updating MAT Organization to reflect current goals and courses.
- Goals 1-4: Develop survey to assess students' project/thesis goals and initiate procedure of pairing CI 298 faculty with their CI 298 advisees 4 months before the formal start of the semester in which they will register for CI 298.
- Goal 4: CI 241 was revised and offered as a face-to-face elective with a service-learning component for the MAE-C&I program for the first time.
- Goals 1-4: Hold discussions among MAT faculty about program content and focus, and how to better support students going into their project/thesis semester through workshops, early advising, etc.

2010-2011

- Goals 1-4: Revisit/revise program goals and objectives, as well as outcomes to be assessed according to the CSTPs and the manner in which they are to be assessed.
- Develop rubric to assess the CI 298/Project and CI299/Thesis and Comprehensive Examination with respect to the CSTPs.
- Develop and disseminate an Employer Survey to assess employers' evaluation of our graduates, related to the goals and objectives.

- Revise and disseminate an Alumni Survey to assess program quality related to the program goals and objectives.

2011-2012

- Professional development for new faculty, Alamillo, Bathina, and Hart. Collect data from their Assignments and Signature Assignments to assess whether relevant CSTPs in the current SOAP are being met.
- Goal 2: Collect data from MJSE Action Research Project, Thesis and Comprehensive Examinations to assess whether relevant CSTPs in the current SOAP are being met.
- Revise and disseminate an Alumni Survey to assess program quality related to the program goals and objectives.

2012-13

- Re-design syllabi according to new Learning Outcomes.
- Collect data from Cohort 8 Assignments, Signature Assignments, etc. to track whether relevant LOs are being met.
- Revise and disseminate an Alumni Survey to assess program quality related to the program goals and objectives.

VI. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

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VIEW EXAMPLE**

The MAT Annual Report f2011-12 for the existing SOAP, existing learning outcomes, and existing assessment methods is briefly highlighted below:

The mission of the Master of Arts in Teaching (MAT) focuses specifically on applied advanced study through mixed methods, action research in multicultural, social justice education in K-12 classrooms (curriculum, instruction, assessment/evaluation, and leadership). This online program emphasizes

practitioner-oriented knowledge, skills and dispositions necessary to improve education in K-12 schools and close the achievement gap in the state's public schools.

What learning outcomes did you assess this year?

Spring 2012 was spent re-conceptualizing the program's learning outcomes and SOAP for implementation with the newly admitted Cohort 8 who begin the 3-semester MAT fall 2012.

The program's coordinator, Walter J. Ullrich, co-authored a book chapter on the use of action research in the MAT with a former faculty in the program [Goodman, G., Ullrich, W. J., & Nava, P. (2012). Action research for critical classroom and community change. In Cannella, A., & Steinberg, S. (Eds.). *Critical Qualitative Research Reader*. (pp. 390-407). Peter Lang]. **See Appendix D.**

Specific Learning Outcomes assessed during 2011/12 for Cohort 6 (who graduated fall 2011) and Cohort 7 (who began the program fall 2011) are identified below with an asterisk (*). Each Goal 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.

Finally, 3 new faculty, Dr. Laura Alamillo, Dr. Jyothi Bathina, and Dr. Stephen Hart, assumed full responsibilities for the MAT with Cohort 7, who began the program fall 2011.

Goal 1: CURRICULUM

- Prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation in multicultural, social justice education through mixed methods, action research.

*Learning Outcome 1.1: Graduates will identify important theoretical and based characteristics of well-developed curricula and use them to analyze curricula in multicultural, social justice education.

*Learning Outcome 1.2: Graduates will identify ways technology can facilitate the goals of multicultural, social justice curriculum.

1. Instruments included critically reflective assignments and posts, problem-based papers, and mixed methods research modules in CI240 and ERA243 (Cohort 7, fall) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).
2. Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards.
3. Course syllabi for CI240, ERA243, CI246, CI260, and the program's culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 2: INSTRUCTIONAL STRATEGIES

- Prepare professionals with the ability to analyze and implement effective instructional strategies, including technology, in multicultural, social justice education through mixed methods, action research.

*Learning Outcome 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices in multicultural, social justice education.

*Learning Outcome 2.2: Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.

*Learning Outcome 2.3: Graduates will develop techniques for utilizing technology as an instructional tool for multicultural, social justice education.

*Learning Outcome 2.4: Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction in multicultural, social justice education.

1. Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI241 and action research mini-study in CI245 (Cohort 7, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.
3. Course syllabi for CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 3: ASSESSMENT AND EVALUATION

- **Prepare professionals with an understanding of a broad range of assessment and evaluation strategies and the ability to use assessment to inform instruction consistent with multicultural, social justice education and through mixed methods, action research.**

*Learning Outcome 3.1: Graduates will utilize technology to assist in the assessment of teaching and learning in multicultural, social justice education.

1. Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI240, CI241, and action research mini-study in CI245 (Cohort 7, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.
3. Course syllabi for CI240, CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 4: LEADERSHIP

- Foster the skills and dispositions necessary to become educational leaders in multicultural, social justice education and mixed methods, action research.

*Learning Outcome 4.1: Graduates will communicate research-based arguments for educational issues, policies, or research design in multicultural, social justice education.

*Learning Outcome 4.2: Graduates will become advocates for educational reforms that meet the needs of all students.

1. Instruments included an action research mini-study in CI245 (Cohort 7, spring) and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall)
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.
3. Course syllabi for CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

- Develop “Assessment” assignment to meet Goal 3. Pilot test in appropriate course. The C&I graduate committee will be responsible for developing an assessment assignment and selecting (or developing) the course (or courses) in which it will be used.
- **Goal 2:** Collect data for the “Analysis of Classroom Teaching” assignment in CI 275.
- Develop rubric to assess the CI 298/Project.
- Develop and disseminate an Employer Survey to assess employers’ evaluation of our graduates, related to the goals and objectives.
- Revise and disseminate an Alumni Survey to assess program quality related to the program goals and objectives.

2011-2012

- **Goal 2:** Collect data for the “Analysis of Classroom Teaching” assignment in CI 275.
- Revise and disseminate an Alumni Survey to assess program quality related to the program goals and objectives.

As discussed throughout this document, mplementation of the re-conceptualized Learning Outcomes and SOAP will commence fall, 2012.

