

Academic Program Name:	Master of Education in Montessori Education
Academic Program Assessment Coordinator:	Barbara Ervin
Submission Date of This Report:	May 14, 2009

Program Goal	Student Learning Outcome	Assessment Instruments and Frequency of Assessment	Expected Outcome	Summary of Data Collected	Review of Results and Actions Taken
1. Demonstrate specific knowledge, skill, and dispositions to be effective teachers	<ol style="list-style-type: none"> 1. Integrate content knowledge and skills of scholarly inquiry to teach all students 2. Plan, provide and assess learning experiences that are supported by research, knowledge of best practice and professional standards 3. Communicate and collaborate with diverse populations (students, educators, families, and community 	<p>A portfolio which includes artifacts and reflections during required courses with the program. These portfolios are scored by faculty members using a standard rubric.</p> <p>M.Ed. Montessori candidates are rated as follows: 1 = Developing 2= At Standard 3=Exceeds Standards</p> <p>Portfolios are scored each semester as M.Ed. Montessori candidates complete course requirements and at program conclusion.</p>	<p>Met: 100% of the M.Ed. Montessori candidates score of 2.0 (At Standard) or higher on the student learning outcome.</p> <p>Not Met: Less than 100% of the candidates Score of 2.0 (At Standard) or higher on the student learning outcome.</p>	<p>Portfolio data from Spring 2009. Nine students graduated in May 2009.</p> <p>Learner Outcome 1. Students scored an average of 2.56.</p> <p>Learner Outcome 2. Students scored an average of 2.59.</p> <p>Learner Outcome 3. Students scored an average of 2.67.</p> <p>Learner Outcome 4. Students scored an average of 2.70.</p>	<p>100% of students scored 2.0 on the student learning outcome. This outcome was met.</p> <p>Relative areas of strength are Learner Outcome 4: Engage in reflection and professional development to foster student learning and inform instructional decisions</p> <p>5. Relative areas of weakness are Learner Outcome 1 Integrate content knowledge and skills of scholarly inquiry to teach</p>

	<p>members) exhibiting professional behaviors and dispositions</p> <p>4. Engage in reflection and professional development to foster student learning and inform instructional decisions</p>				<p>all students</p> <p>During the next cycle more time will be devoted to portfolio preparation so that students better understand how to document their content knowledge.</p>
	<p>6. Design and evaluate research for professional practice</p>	<p>Complete an action research project during the practicum phase (MONT-617 and 618)</p> <p>Project rubric used with the following scale: R = Resubmit 3 = Excellent 2 = Well Done 1 = Acceptable</p>	<p>Met: 100% of students receive an overall rating of 2 or better</p> <p>Not Met: Less than 100% of students receive an overall rating of 2 or better</p>	<p>Action Research Data from 2008-09 practicum: 10 Montessori M.Ed. students completed action research projects during the 2008-09 practicum year. The average score was 2.1.</p>	<p>More support for students in the planning process of the action research is needed. A discussion of ways to schedule EDUC 623 so that the students will benefit from the content earlier in the project is being discussed by DTE faculty.</p>
<p>2. Complete an advanced program of studies aligned with Montessori</p>	<p>Not applicable</p>	<p><u>MACTE</u> (7-year cycle) and state level program review by South Carolina Commission on</p>	<p>Met: MACTE Accreditation granted/continued</p> <p>Not Met: MACTE Accreditation not</p>	<p>MACTE accreditation granted in March 2009 for a seven year period until 2016.</p>	<p>Continue MACTE accreditation</p>

Accreditation Council for Teacher Education (MACTE)		Higher Education (CHE) standards and M.Ed. Montessori program worksheets	granted/continued		
3. M.Ed. Montessori candidates will engage in inquiry-based learning experiences directed by highly qualified faculty who are current in their fields	Not applicable	M.Ed. Montessori Program worksheet & syllabi.	30% of courses in the M.Ed. Montessori program of studies emphasize inquiry learning (projects, collaboration, online, research of topics).	M.Ed. Montessori Chart of courses which emphasizes inquiry-based learning.	Continue
		Annual Faculty Performance Report for faculty currency and syllabus updates	Faculty evidence of current qualifications and updated syllabi	In Spring 2009 faculty evaluation cycle, all faculty received satisfactory evaluations.	Continue
4. Comply with program productivity standards as defined by the South Carolina Commission on Higher Education	Not Applicable	South Carolina Commission on Higher Education Management Information System (CHEMIS) and the Commission's Academic Degree Program Inventory (Lander University Fact Book)	Academic degree programs that meet at least one of the following two productivity standards will receive continuing approval status from the Commission: Degrees Awarded = 3 or	Spring 2009 (5-year rolling averages): On-Campus Program Degrees Awarded = 9 Major Headcount = 1.4 Off-Campus Program Degrees Awarded = 0	The Montessori Elementary Education M.Ed. program is a new program and is not subject to program productivity standards for five years (Fall 2014).

			Major Enrollment = 6	Major Headcount = 1.4	
--	--	--	-------------------------	--------------------------	--