

<b>Academic Program Name:</b>	Master of Education in Elementary Education
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<b>Submission Date of This Report:</b>	August 28, 2008

<b>Program Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment Instruments and Frequency of Assessment</b>	<b>Expected Outcome</b>	<b>Summary of Data Collected</b>	<b>Review of Results and Actions Taken</b>
1. Graduates in the Master of Education in Elementary Education (M.Ed. Elementary) will demonstrate specific knowledge, skill, and dispositions to be effective teachers.	<ul style="list-style-type: none"> <li>Outcome 1: M.Ed. Elementary candidates will integrate content knowledge and skills of inquiry to teach all students.</li> <li>Outcome 2: M.Ed. Elementary candidates will plan, provide and assess learning experiences that are supported by research, knowledge of best practice, and professional standards.</li> <li>Outcome 3: M.Ed.</li> </ul>	<p>M.Ed. Elementary candidates compile 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. Elementary candidates are rated as follows:  1 = Needs Attention  2= Developing  3=At Standard  4=Exceeds Standard</p> <p>Portfolios are scored each semester as M.Ed. Elementary</p>	<p>Met: 100% of the M.Ed. Elementary candidates score of 3.0 (At Standard) or higher on the student learning outcome and average performance over the most recent 3 year period is at least 3.5.</p> <p>Partially Met: 100% of the M.Ed. Elementary candidates Score of 3.0 (At Standard) or higher on the student learning outcome and average performance over the most recent 3 year period is below from 3.0 –</p>	<p>Outcome 1 Met: Three year average = 3.77</p> <p>Outcome 2 Met: Three year average = 3.73</p> <p>Outcome 3 Met: Three year average = 3.82</p> <p>Outcome 4 Met: Three year average = 3.72</p> <p>Outcome 5 Met: Three year average = 3.76</p> <p>Outcome 6 Met: Three year pass rate = 100% of M.Ed. Elementary graduates completed this assignment successfully in the</p>	<p>Examining individual elements that comprise each Outcome identified areas for improvement.</p> <p><b>Element 5.1</b> within Outcome 5 received a mean rating of 3.5. (5.1 “Response to behavior is effective and sensitive to students’ needs. Promotes and maintains confidentiality of information. Demonstrates ethical behavior.”) Communicating how to demonstrate ethical behavior has been related</p>

	<p>Elementary candidates will collaborate with diverse populations, including students, community members, and families for the benefit to learners.</p> <ul style="list-style-type: none"> <li>• Outcome 4: M.Ed. Elementary candidates will engage in reflection and professional development to assess and improve content knowledge and pedagogical skills.</li> <li>• Outcome 5: M.Ed. Elementary candidates will exhibit dispositions that address the needs of all students and provide</li> </ul>	<p>candidates complete course requirements and at program conclusion.</p>	<p>3.5. Not Met: Less than 100% of the candidates Score of 3.0 (At Standard) or higher on the student learning outcome.</p>	<p>research course EDUC 623. Passing this course is required for the program of studies.</p>	<p>to the assessment of teacher dispositions – a topic at the Department of Teacher Education Retreat in August, 2008. Improvements include confirmation of teacher education faculty Beliefs Statements and planned review of the Dispositions Rubric and the procedure for introducing it to candidates.</p> <p><b>Element 2.7</b> within Outcome 2 received a mean rating of 3.4 “partially met.” (2.7 “Routinely checks for understanding within a lesson.”) This element raised questions about suitability of the portfolio format for use with full-time teachers who do not receive the</p>
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	<p>leadership to the profession.</p> <ul style="list-style-type: none"> <li>Outcome 6: M.Ed. Elementary candidates M.Ed. Elementary graduates will design and evaluate research for professional practice.</li> </ul>				<p>routine observations by university faculty. DTE plan is to distinguish advanced degree program from undergraduate through revision of M.Ed. Elementary portfolio rubric.</p>
<p>2. Graduates of the Master of Education in Elementary Education (M.Ed. Elementary) will complete an advanced program of studies aligned with</p> <ul style="list-style-type: none"> <li>National Council for Accreditation of Teacher Education (NCATE),</li> <li>Lander University Department of Teacher</li> </ul>	Not applicable	<p><u>NCATE</u> and state level program review by South Carolina Commission on Higher Education (CHE) standards and M.Ed. Elementary program worksheets</p>	<p>Accreditation and state recognition</p> <p>Next review in 2011</p>	<p>Accredited.</p> <p>Recognized. New <a href="#">CHE Advanced Program Standards 2007</a></p>	<p>Revise syllabi to include new standards related to South Carolina Economic Education Development Act (EEDA) – an activity begun in 2007-2008 and continued during the DTE faculty retreat in August 2008.</p>

Education (DTE) Conceptual Framework.					
National Board Professional Teaching Standards					
3. M.Ed. Elementary candidates will engage in inquiry-based learning experiences directed by highly qualified faculty who are current in their fields	Not applicable	M.Ed. Elementary Program worksheet & syllabi.	30% of courses in the M.Ed. Elementary program of studies emphasize inquiry learning (projects, collaboration, online, research of topics).	<a href="#">M.Ed. Elementary Chart of courses</a> which emphasizes inquiry-based learning.	Review the quality of course structures to confirm emphasis on inquiry-based learning (projects, collaboration, online, research of topics)
		Annual Faculty Performance Report for faculty currency and syllabus updates	Faculty evidence of current qualifications and updated syllabi		Systematize qualification of graduate faculty who are current in their field and have demonstrated ability to direct inquiry-based experiences
4. The Master of Education in Elementary		South Carolina Commission on Higher Education	Graduation rate meets CHE productivity	Web version of 2006-2007 Fact Book working copy	Annual repeat of survey community for current needs

<p>Education (M.Ed. Elementary) program will meet a need for graduate-level teacher preparation <b>in the community</b> served by Lander University</p>		<p>(CHE) Productivity/ Graduation rate and average enrollment figures</p>	<p>standard of rolling average of 5 over five years</p> <p>Average course enrollment of 7 or more.</p>	<p>showing numbers of graduates declining over last five years and increased number of low enrollment courses.</p>	<p>through Western Piedmont Education Consortium (WPEC).</p>
		<ul style="list-style-type: none"> <li>• Western Piedmont Education Consortium (WPEC) survey</li> <li>• Teacher Education Committee (TEC) minutes</li> </ul> <p>TEC meets each fall and spring semesters</p>	<p>Program emphasis meets identified community needs.</p>	<p>WEPC survey summary of district needs shows needs at upper elementary as middle-level add-on</p> <p>WPEC vote for contract course offering supporting middle-level add-on TEC <a href="#">minutes</a>.</p>	<p>Offering of middle-level add-on coursework as electives to increase M.Ed. Elementary enrollment. <a href="#">Minutes of DTE meeting.</a></p>