

<b>Program Name:</b> Master of Science in Education	<b>Submitted by:</b>
<b>Division:</b> Education & Health Services	<b>3-Year Cycle Span:</b> AY 17/18 – 19/20

	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>
<b>Student Learning Outcome</b> Upon successful completion of the EDU Masters Program, the student will:	<p><b>LO 1:</b> Students will earn a minimum grade of Satisfactory on the PDE 430 Form in Category I: Planning and Preparation - Teacher candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Teacher candidate makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.</p> <p>Teacher candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>• Knowledge of content</li> <li>• Knowledge of pedagogy</li> <li>• Knowledge of Pennsylvania Academic Standards</li> <li>• Knowledge of students and how to use this knowledge to impart instruction</li> <li>• Use of resources, materials, or technology available through the school or district</li> <li>• Instructional goals that show a recognizable sequence with adaptations for individual student needs</li> <li>• Assessments of student learning aligned to the instructional goals and adapted as required for student needs</li> <li>• Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals.</li> </ul>	<p>Students will earn a minimum grade of Satisfactory on the PDE 430 Form in Category II: Classroom Environment - Teacher candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.</p> <p>Teacher candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>• Expectations for student achievement with value placed on the quality of student work</li> <li>• Attention to equitable learning opportunities for students</li> <li>• Appropriate interactions between teacher and students and among students</li> <li>• Effective classroom routines and procedures resulting in little or no loss of instructional time</li> <li>• Clear standards of conduct and effective management of student behavior</li> <li>• Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher</li> <li>• Ability to establish and maintain rapport with students</li> </ul>	<p>Students will earn a minimum grade of Satisfactory on the PDE 430 Form in Category III: Instructional Delivery - Teacher candidate demonstrates thorough knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.</p> <p>Teacher candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>• Use of knowledge of content and pedagogical theory through his/her instructional delivery</li> <li>• Instructional goals reflecting Pennsylvania standards</li> <li>• Communication of procedures and clear explanations of content</li> <li>• Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs</li> <li>• Use of questioning and discussion strategies that encourage many students to participate</li> <li>• Engagement of students in learning and adequate pacing of instruction</li> <li>• Feedback to students on their learning</li> <li>• Use of informal and formal assessments to meet learning goals and to monitor student learning Flexibility and responsiveness in meeting the learning needs of students</li> <li>• Integration of disciplines within the educational curriculum</li> </ul>
<b>Core Learning Outcome(s):</b>	Communication: Express ideas clearly and effectively in spoken and written form; and access, evaluate, cite, and credit information using accepted conventions.	Contemplation: Apply the principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues.	Communication: Express ideas clearly and effectively in spoken and written form; and access, evaluate, cite, and credit information using accepted conventions.
<b>Related IDEA Objective(s):</b>	Objective 1 – Basic cognitive knowledge Objective 13 – Quantitative literacy	Objective 10 – Ethical Reasoning Objective 2 – Intercultural Perspectives and Global Awareness	Objective 3- Applications Objective 4 – Professional skills and viewpoints

	LO 1	LO 2	LO 3
	<b>Formative:</b> ECE 533, 535, 548; SPEC 525 & 536 <b>Summative:</b> ECE 531 & 532; SPEC 525	<b>Formative:</b> ECE 530 & 599 SPEC 546 & 558 <b>Summative:</b> EDU 560, 575	<b>Formative:</b> ECE 534; EDU 548, 560 & 575 <b>Summative:</b> EDU 560, 575; SPEC 568
<b>Academic Year for Assessment:</b>	<b>AY 17/18</b>	<b>AY 18/19</b>	<b>AY 19/20</b>
<b>Formative Assessment</b>	<p><b>ECE 533 and ECE 535 Lesson plans and lesson demonstrations:</b> At least 80% of the students will scored a 3 or higher on a scale of 1 to 4 <i>using the common lesson plan/demonstration rubric</i></p> <p><b>ECE 548 Unit Plan and Lesson Plan assignment:</b> At least 80% of students will score as Proficient or better on the <i>Student Teaching/Practicum Observation Rubric</i> for ECE.</p> <p><b>SPEC 525 Interactive Teaching Plan:</b> At least 85% of students will demonstrate the skills and knowledge at the Proficient level using the <i>Interactive Teaching Plan Rubric</i>.</p> <p><b>SPEC 536 Student Case Study:</b> 80 % of students will score as <u>proficient</u> or higher on the <i>Student Case Study Rubric</i>.</p>	<p><b>ECE 530 Field Experience Classroom Evaluation:</b> At least 80% of the students will score a 3 or higher on a scale of 1 to 4 using the <i>Early Childhood Environmental Rating Scale</i>. <i>A faculty created rubric is used to assess this assignment,</i></p> <p><b>ECE 599 Community Engagement Slide Show:</b> 80% of students will score a 3 or higher on the assignment rubric.</p> <p><b>SPEC 546 Education Evaluation Report and Final IEP:</b> 80% of students will score <u>proficient</u> or higher on the <i>Education Evaluation Report and Final IEP Rubric</i></p> <p><b>SPEC 558 Response To Intervention and Instruction Interview:</b> 80% of students will score <u>proficient</u> or higher on the <i>Response To Intervention and Instruction Interview Rubric</i>.</p>	<p><b>ECE 534 Final Project:</b> 100% of students will score a 3 or better on the <i>Final Project Rubric</i>.</p> <p><b>ECE 548 Unit Plan Lesson Plan Assignment:</b> At least 80% of students will score as Proficient or better on the Student Teaching/Practicum Observation Rubric for ECE.</p> <p><b>EDU 560 and 575 Teacher Dispositions Evaluation (student teaching):</b> A least 80% of the students scored a 3 or higher on a scale of 1 to 4.</p> <p><i>Students are assessed on their teacher dispositions while in their student teaching placement with the Teacher Education Evaluation form, Students complete a philosophy of education assignment and are scored with a faculty developed rubric on this assignment</i></p>
<b>Summative Assessment</b>	<p><b>ECE 531 and ECE 532 Final Comprehensive exam:</b> At least 80% of students will score 80% or better.</p> <p><b>EDU 560, 576 Student Portfolio</b>            90% of students will achieve a minimum grade of Satisfactory on the PDE 4330 Form in Category 1: Planning and Preparation.</p> <p><b>SPEC 525 Field Experience:</b> 85% of students will demonstrate the skills and knowledge associated with this task at the PROFICIENT level <i>on the affiliated rubric</i>.</p>	<p><b>EDU 560 &amp; 575 Student Portfolio</b>            90% of students will achieve a minimum grade of Satisfactory on the PDE 4330 Form in Category II: Classroom Environment.</p>	<p><b>EDU 560 &amp; 575 Student Portfolio</b>            90% of students will achieve a minimum grade of Satisfactory on the PDE 4330 Form in Category IV.</p> <p><b>SPEC 568 Positive Behavioral Support Manual:</b>            At least 85% of students will demonstrate the skills associated with this task at the Proficient level on the <i>assignment rubric</i>.</p>

	LO 1	LO 2	LO 3
<b>Indirect Assessment</b>	<p>In courses where objectives are noted as Essential or Important, at least 70% of students will rate themselves as making Moderate Progress or better</p> <ul style="list-style-type: none"><li>• Student Survey Data (e.g., NSSE)</li><li>• Honors, awards and scholarships</li><li>• Retention and graduation rates</li></ul>	<p>In courses where objectives are noted as Essential or Important, at least 70% of students will rate themselves as making Moderate Progress or better</p> <ul style="list-style-type: none"><li>• Student Survey Data (e.g., NSSE)</li><li>• Honors, awards and scholarships</li><li>• Retention and graduation rates</li></ul>	<p>In courses where objectives are noted as Essential or Important, at least 70% of students will rate themselves as making Moderate Progress or better</p> <ul style="list-style-type: none"><li>• Student Survey Data (e.g., NSSE)</li><li>• Honors, awards and scholarships</li><li>• Retention and graduation rates</li></ul>

**Master of Science in Education with (Teacher Certification): Program Course List and Corresponding Assessments**

	<b>ECE 530</b> Child Development	<b>ECE 531</b> Language Development	<b>ECE 532</b> Integrating Curriculum and Instruction	<b>ECE 533</b> Literacy Methods and Diff. Instruction	<b>ECE 534</b> Math Methods with Diff. Instruction	<b>ECE 535</b> Science and Soc. Studies with Diff Instruction	<b>ECE 548</b> Integrating Curr and Instruction in Diverse Settings
<b>Formative</b>	Field Experience Classroom evaluation			Lesson Plan and Demonstration	Final Project	Lesson Plan and Demonstration	Unit Plan and Lesson Plan assignment
<b>Summative</b>		Final Comprehensive Exam	Final Comprehensive Exam				
<b>Indirect</b>	IDEA	IDEA	IDEA	IDEA	IDEA	IDEA	IDEA
<b>Learning Outcome</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>

	<b>ECE 599</b> Family, Community and School Collaboration	<b>EDU 560</b> Graduate Seminar	<b>EDU 575</b> Student Teaching	<b>SPEC 525</b> Intro to Exceptionalities	<b>SPEC 536</b> Intensive Reading and Writing	<b>SPEC 546</b> Assessment Methods and the IEP	<b>SPEC 558</b> The Inclusion Classroom	<b>SPEC 568</b> Classroom Management
<b>Formative</b>	Class Website assignment	Teacher Disposition Evaluation from student teaching placement	Teacher Disposition Evaluation from student teaching placement	Interactive Teaching Plan	Student Case Study	Education Evaluation Report and Final IEP	Response to Intervention and Instruction Interview	Positive Behavioral Support Manual – FEB and a Focused Developed BIP
<b>Summative</b>		Student Portfolio	Student Portfolio	Field Experience				
<b>Indirect</b>	IDEA	IDEA	IDEA	IDEA	IDEA	IDEA	IDEA	IDEA
<b>Learning Outcome</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>