### COMPETENCY ASSESSMENT CROSSWALK

**Master of Education in Teaching/Learning and Teaching**

Aligned with ISTE-T 2012, CAEP, and State Standards

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<tr>
<th>Competencies</th>
<th>Required Classes (Syllabi Linked to Class Number)</th>
<th>Key Assessment(s) Aligned with Student Learning Outcomes (SLO)</th>
<th>Benchmarks Aligned to Key Assessments and Student Learning Outcomes (SLO)</th>
<th>Program Adjustments/Improvements Based on Benchmarks</th>
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<td>TEAL: Goal 1: M.Ed. Learning and Teaching candidates will be able to apply content and pedagogical knowledge to the teaching and learning process. Facilitate and inspire student learning and creativity</td>
<td>EDUC 630</td>
<td>Curriculum Inquiry and Analysis Project</td>
<td>90% of M.Ed. Learning and Teaching candidates will demonstrate knowledge of the content that they plan to teach as well as the professional, state, and institutional (conceptual framework) standards related to content knowledge and applying this knowledge in the curriculum planning process.</td>
<td>Seventy eight (78) candidates completed the Curriculum Inquiry Analysis assignments in Fall 2013 and Spring 2014. Means and standard deviations of the resulting data from the rubrics indicate two areas for improvement. First, for all rubrics, student performance in areas involving critical and/or higher order thinking were consistently rated lower than those involving the less complex thinking skills indicated by “identification” or “explanation.” “Reasoning” and “justifying” items revealed shortcomings in the aggregate relative to students’ cognitive ability to operate combinatorial when addressing the primary areas of emphasis in the course; curriculum definition (particularly philosophy and historical foundations), the psychological and sociological foundations of curriculum, and curriculum design and implementation. Second, candidates’ underperformed in the area of...</td>
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Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

ISTE-T Standard: 1 a-d
CAEP: 1.2-1.5

| TEAL Goal 2: M.Ed. Learning and Teaching candidates will demonstrate their abilities, identifying areas for continued professional growth, as they strive to improve classroom learning. Engage in professional growth and leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning. b. Exhibit leadership by demonstrating a vision of technology infusion. | **EDIT 690 and EDLL 606** | **EDIT 690/EDLL 606: Culminating Program Portfolio/Pedagogy** | 90% of M.Ed. Learning and Teaching candidates will demonstrate their abilities, identifying areas for continued professional growth, as they strive to improve classroom learning. As noted in the table and figure below the mean for each portfolio dimension ranges from a low of 2.56 in Research to a high of 3.00 in Collaboration and Professional Behaviors and Dispositions with all candidates receiving ratings of acceptable or target in all dimensions. (See Table in TEAL Report) With means of 2.5 or higher in all dimensions: Pedagogy (M=2.89), Collaboration (M=3.0), Leadership (M=2.78), Assessment (M=2.89), Research (M=2.56), Diversity (M=2.78), and Professional Behaviors and Dispositions (M=3.0), Literacy faculty feels confident that our candidates are developing expertise in all dimensions, as well as the qualities and habits of professionals and leaders. We noted that the lowest mean was in the research dimension, and based on oral presentations, committee members noted an imbalance in candidates’... |
| participing in shared decision making and community building, and developing the leadership and technology skills of others.  
| c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.  
| d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.  

**ISTE-T Standard: 5 a-d**  
**CAEP: 3.4, 4.4**

| understanding of qualitative research and quantitative research. This need for candidates to broaden their understanding of research methodologies signifies a program need for more emphasis on conducting and analyzing research across concentration courses.  
| Although a mean of 2.78 in Diversity is acceptable, as literacy faculty we still have some concerns about the quality of the artifacts candidates are presenting in their culminating projects are artifacts created in the Core Diversity class. While these artifacts show a general understanding of diversity, the literacy faculty feel that there is a need for our candidates to have a broader understanding of diversity as viewed through the lens of literacy.  
| Likewise, a mean of 2.78 in Leadership shows that candidates are working to develop their leadership capacity. This can be explained in that most of our candidates are classroom teachers without leadership responsibilities and do not perceive themselves as literacy leaders.  
| It is noteworthy that no candidate received a rating of
“unacceptable” in any dimension.

**EDIT 690**

Forty-six (46) program candidates completed the culminating program portfolio assignment in Spring 2013. All candidates passed, with an overall mean score of 46 out of a possible 46. All candidates scored acceptable in all six categories and also scored acceptable on the additional attitudinal category of Professional Behaviors and Dispositions.

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<tr>
<th>TEAL Goal 3: M.Ed. Learning and Teaching candidates will be able to understand the learning needs of diverse populations.</th>
<th><strong>EDUC 685/EDIT 610</strong></th>
<th><strong>EDUC 685: Multicultural Curriculum and Instruction Project</strong></th>
<th>90% of M.Ed. Learning and Teaching candidates will plan, design, and implement developmentally appropriate activities and experiences to meet the needs of all students, including students from culturally diverse backgrounds, students with exceptionalities, and English Language Learners</th>
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<td>Promote and model digital citizenship and responsibility</td>
<td>b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</td>
<td><strong>EDIT 610: Technology and Diversity Inclusion Lesson Re-Design</strong></td>
<td>According to the data, 75% of candidates scored on target with all goals. No candidate performed at an unacceptable level on any goal. 24% of candidates scored at the acceptable level for all goals. Overall, the candidates exhibit an understanding of multicultural lesson/unit planning and possess the ability to create multicultural units to meet the needs of diverse learners.</td>
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<td>ISTE-T Standard: 4b</td>
<td>CAEP: 2.3, 3.1</td>
<td></td>
<td><strong>Use of Assessment Results for Continuous Improvement:</strong></td>
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<td>Data is being used to analyze ways to move candidates from acceptable to target on each goal.</td>
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| TEAL Goal 4: M.Ed. Learning and Teaching candidates will be able to connect theoretical knowledge from their coursework to real-world settings. | Engage in professional growth and leadership. 
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. 
   a. Participate in local and global learning communities to explore creative applications of technology to improve student learning. 
   b. Exhibit leadership by | 90% M.Ed. Learning and Teaching candidates will be able to reflect on observations in classrooms and identify applications from theory to future instructional planning. | When examining the objectives of this key assessment on Knowledge of Community, School and Classroom Factors, 56 candidates (81%) attained “target” on this objective and 13 (18%) scored acceptable. On Knowledge of Characteristics of Students, 56 candidates (81%) attained “target” on this objective and 13 (18%) scored acceptable. On Knowledge of Students’ Varied Approaches to Learning, 55 candidates (79%) attained “target” on this objective and 14 (20%) scored acceptable. On Knowledge of Students’ Skills and Prior Learning, 53 candidates (76%) attained “target” on this objective and 16 (23%) scored acceptable. On Implications for Instructional Planning and Assessment, 42 candidates (60%) attained “target” on this objective. 
Revisions include more content covering impact of students’ interests and cultural background on learning, as well as writing multicultural lesson plans. Additionally, clarification on assignment guidelines and formatting will be developed into module components. |
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<td><strong>EDUC 685/EDIT 610</strong></td>
<td><strong>EDUC 685: Analysis and Reflection through Field-Based Clinical Experiences</strong></td>
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demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

ISTE-T Standard: 5 a-d
CAEP: 1.5, 3.2, 3.5, 3.6, 4.2, 4.3

| TEAL Goal 5: M.Ed. Learning and Teaching candidates will be able to apply | EDUC 628 | EDUC 628: Developmentally Appropriate Assessment Plan | 90% of M.Ed. Learning and Teaching | Data from the Fall 2013 and Spring 2014 program assessment, Research Project, objective and 25(36%) scored acceptable. 2 candidates obtained an unacceptable level on this objective. |
content and pedagogical knowledge and principles of assessment to the teaching and learning process.

Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital technologies

Candidates will assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress to make learning meaningful for all students.

revealed continuing, albeit marginal, improvement over past years in program candidates’ ability to provide educationally sound rationales for their chosen research project and to state and support reasonable hypotheses. The predominant areas indicated by data from this assessment as needing improvement are students’ ability to identify and use literature to support research and analysis/synthesis of data toward statement of supported conclusions. This indicates candidates are struggling with critical thinking when outside their areas of expertise, namely pedagogy.
<table>
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<th>tools and resources</th>
<th>d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.</th>
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<td>ISTE-T Standard 2 a-d CAEP: 1.4, 3.2, 3.5, 4.2, 5.4</td>
<td><strong>EDIT 604</strong></td>
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<td><strong>TEAL Goal 6:</strong> M.Ed. Learning and Teaching candidates will be able to integrate technology to improve teaching and learning.</td>
<td>Model digital age work and learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation c. Communicate relevant information and ideas effectively to students, parents,</td>
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<td>One hundred nine (109) candidates completed the Teaching with Technology Final Exam assignment in Fall 2013 and Spring/Summer 2014. There was a 100% pass-rate.</td>
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and peers using a variety of digital age media and formats.

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

ISTE-T Standard: 3 a-d
CAEP: 1.1-1.5, 4.1

TEAL Goal 7:
M.Ed. Learning and Teaching candidates will be able to apply inquiry skills and knowledge of research methods to the teaching and learning.

Engage in professional growth and leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their

EDUC 607

EDUC 607: Research Project

90% of M.Ed. Learning and Teaching candidates engage in, collect and analyze data from, and report findings of an original research inquiry related to their program area of study.

Data from the Fall 2013 and Spring 2014 program assessment, Research Project, revealed continuing, albeit marginal, improvement over past years in program candidates' ability to provide educationally sound rationales for their chosen research project and to state and support reasonable hypotheses. The predominant areas indicated by data from this assessment as needing improvement are students' ability to identify and use literature to support research and analysis/synthesis of data toward statement of supported conclusions. This indicates candidates are struggling with critical thinking when outside their areas of expertise, namely pedagogy.
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<th>school and community</th>
<th>ISTE-T Standard 5 c, d</th>
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<tr>
<td>CAEP: 1.5, 2.3, 3.3, 3.5, 3.6, 4.3, 5.4</td>
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