

**2011 – 2012 APSU Teacher Unit  
Annual Program Review (APR) Report  
Master of Arts in Teaching**

- I. Name of Program:** Master of Arts in Teaching (MAT)
- II. Provide list of Reviewers:** Dr. Barbara Peterson, (Chair) Coordinator, MAT program, Dr. Joe Jerles, Dr. Erin Lynch
- III. Program Description:** The Master of Arts in Teaching (M.A.T.) provides opportunities for persons who hold baccalaureate degrees to complete initial teacher licensure requirements and a master's degree concurrently. This degree program is not available to persons who already hold a professional teaching license. However, persons teaching on an alternative license may qualify for admission to the M.A.T. degree program.

**Concentrations for the M.A.T. program**

- ◆ Secondary Education      ◆ Elementary Education (K-6) which includes Middle School Education and Early Childhood Education      ◆ Special Education

The College of Education offers licensure in twenty different teaching areas at both the undergraduate and **graduate** levels. Students receiving initial licensure through the MAT program, may receive licensure in Elementary Education (grades K-6); Middle School Education (grades 4-8); Early Childhood Education (PreK-grade 3); Special Education (grades K-12); or Secondary Education (grades 7-12).

A minimum of 27 credit hours of professional education courses are required of all MAT programs of study in addition to 3 credit hours of Research for a minimum total of 30 credit hours. These courses include:

- EDUC 5500 Foundations of Education (3)
- EDUC 5501 Models of Teaching (3)
- EDUC 5520 Teaching in a Pluralistic Society (3)
- EDUC 5530 Classroom Assessment (3)
- EDUC 5540 Instructional Tech Strategies (3)
  
- EDUC 5550 Teaching and Learning (3)
  
- SPED 5550 Trends/Issues in Special Education (3)
  
- EDUC 5000 Research in Education (3)
  
- EDUC 5080 Classroom Management (3)

**What distinguishes the different licensure areas are the following additional courses, and testing requirements:**

- **Secondary Education (7-12) Additional Requirements for Licensure:**

- Rdg 5040 Content Area Reading (3)
- **Testing Requirements:** Test Code **30624 (7-12)** Principles of Learning and Teaching (minimum score 155) is required for all secondary majors. Go to [www.ets.org](http://www.ets.org) to review required test by subject area.

- **Elementary Education (K-6)-Additional requirements for licensure**

- RDG 5361 Teaching Reading (3)
- RDG 5362 Reading Difficulties (3)
- RDG 5363 Teaching Lang Arts and Literature (3)
- EDUC 5360 Teaching Science and Social Studies (3)
- MATH 5100 Teaching Mathematics (3)
- **Testing Requirements:** Test Code 30622 (K-6) Principles of Learning and Teaching (minimum score 158); Test Code 10011 Elementary Education: Curriculum, Instruction and Assessment (minimum score 159), Test Code 10014 Elementary Education: Content Knowledge (minimum score 140), AND Test code 20201 Reading Across Curriculum: Elementary (minimum score 151).

**Middle School Education (4-8)- Additional requirements for licensure**

The middle school (4-8) program of study is the same as the elementary education (K-6) program of study with one exception. Math 5200 is taken in place of Math 5100.

- **Testing Requirements:** Test Code 30622 (5-9) Principles of Learning and Teaching (minimum score 158); Test Code 0146 Middle School: Content Knowledge (minimum score 150), AND Test code 20201 Reading Across Curriculum: Elementary (minimum score 151).

**Early Childhood Education (PreK-3) - Additional requirements for licensure:**

The early childhood (PreK-3) program of study is the same as the elementary education (K-6) program of study with a few exceptions. EC 5170 and EC 5140 taken in place of EDUC 5530 and EDUC 5550.

**Testing Requirements:** Test Code 30621 (PK-3) Principles of Learning and Teaching (minimum score 155); Test Code 10014 Elementary Education: Content Knowledge (minimum score 140); Test Code 20021 Education of Young Children (minimum score 155); AND Test code 20201 Reading Across Curriculum: Elementary (minimum score 151).

**Special Education (K-12) - Requirements for licensure:**

- EDUC 5500 Foundations of Education (3)  
 EDUC 5501 Models of Teaching (3)  
 EDUC 5520 Teaching in a Pluralistic Society (3)  
 EDUC 5540 Instructional Tech Strategies (3)  
 EDUC 5550 Teaching and Learning (3)
- SPED 5550 Trends/Issues in Special Education (3)
- EDUC 5000 Research in Education (3)
- RDG 5040 Content Area Reading **or**  
 RDG 5361 Teaching Reading (3)
- EDUC 5360 Teaching Science and Social Studies (3)  
 MATH 5100 Teaching Mathematics (3)  
 SPED 5530 Instructional Implementation in Special  
 Education (3)  
 SPED 5730 Seminar: Mild and Moderate (3)  
 SPED 5740 Seminar: Severe/Profound (3)
- SPED 5750 Applied Behavioral Analysis (3)  
 TEAS 5003 Multidisciplinary Assessment (3)

**Testing Requirements:** PLT (Choose from 0622, 0623, or 0624) (minimum scores 158, 158, 155);  
 Test Code (0545), SPED: Core Knowledge and Severe to Profound Applications (minimum score 153);  
 Test Code (0543), SPED: Core Knowledge and Mild to Moderate Applications (minimum score 153);  
 Test Code (0201), Reading Across the Curriculum: Elementary (minimum score 151).

**IV. Changes in Program**

**What changes have you made to the program during the past year? What data drove the decision to change the program?**

Date	Revision	Data Driving Decision	Approved By
Fall 2011	Change to the calculation of GRE score from a calculated score based on incoming GPA to a minimum score for both the verbal and quantitative portions of the exam.	Old combination of GPA and GRE allowed students to enroll who could not be successful.	TEC and Graduate Research Council
Fall 2011	Expansion of the MAT	Response to increased demand	

	<p>program was established to include program offerings at Highland Crest Campus in Springfield, TN in addition to program offerings at the existing Austin Peay Education Center at Fort Campbell. Efforts are ongoing to provide increased access to the MAT program in Austin Peay's service area</p>	<p>from potential students and LEAs for alternative course offerings that would be more compatible to working adults.</p>	
Fall 2011	<p>The MAT program became a stand-alone program in the College of Education. A separate graduate coordinator was appointed to oversee the program.</p>	<p>The number of students seeking initial licensure and alternate licensure increased from three students in 2005 to 150 students in 2010</p>	
Spring 2012	<p>Questions from the Milestone Interviews were discussed in 5501 as part of course expectations</p>	<p>Decision was made based on disaggregated data from Fall 2011 Interviews</p>	
Fall 2012	<p>MAT students will be assessed during student teaching using the Teacher Performance Assessment (TPA) in lieu of the Milestone IV Portfolio</p>	<p>In response to Race to the Top of 2010, the Tennessee Board of Education and the Tennessee Board of Regents initiated the Teacher Education Redesign to improve the quality of teacher education in the state of Tennessee. Teacher assessment was the major target of the redesign.</p>	TEC

## V. Program Strengths

Few program strengths can be discerned from current data at this time. Data presented during the data retreat and other reports available do not disaggregate the data to show the performance of the MAT students compared to undergraduate students receiving initial licensure. Exit surveys from Clinical Teaching, Clinical Teaching Evaluation Summary, Follow Up Surveys, and ETS

Results Statistics do not demonstrate how MAT students compare to the undergraduate students on these measures. Only two measures disaggregated the data: Milestone II Review by Program (Fall 2011) and Analysis of Milestone IV Portfolio Review (Fall 2011-Spring 2012).

## **VI. Program Weaknesses**

The Analysis of Milestone IV Portfolio (Fall 2011-Spring 2012) provided valuable information about the MAT students compared to undergraduate students receiving initial licensure. Nine percent of MAT students were rated as developing for three standards on the Milestone IV Portfolio Review for 2011-2012, compared to no undergraduate students rated as developing on any standards for Milestone IV Portfolio review. Areas for improvement for Milestone IV Portfolio were: Standard 1 (Professional Growth and Development); Standard 2 (Knowledge of Instruction); Standard 3 (Knowledge of Assessment and Evaluation). These standards correlate directly with EDUC 5500 (Standard 1), EDUC 5501 (Standard 2), and EDUC 5530 (Standard 3).

## **VII. Assessment of Candidates**

**What do the summarized reports (portfolio review, milestone review, student teacher information, PRAXIS scores, program completion rates, exit surveys, employer survey, and graduate follow-up survey) data sets show about the performance of your candidates?**

- A summary of the data for the MAT students shows a weakness in the MAT program in addressing Standards 1, 2, and 3.
- Communication concerning professional development opportunities, instructional strategies, and assessment strategies are weaker areas of the program.

**What specific short-term actions will be taken during the 2011 – 2012 academic year in order to improve candidate performance? What are the long-term action implications? Please specify tasks and timelines for planned actions.**

- An MAT committee comprised of full time faculty should be formed. This committee would collaborate to ensure the MAT students are well prepared to successfully meet the expectations of the College of Education.
- The MAT program will benefit from coordinated leadership

## **IX. Assessment of Program Operations**

**What do enrollment, exit survey, and graduate follow-up survey data sets show about the operations and quality of your program?**

- No data available for MAT students

## **X. Summary of Proposed Changes**

**Based on the data provided, what changes are proposed for your program?**

- Based on data provided, a collaborative team of full-time faculty will be established to oversee and evaluate the MAT program.
- Greater focus on student mastery of APSU standards.

## **XI. Assessment System**

### **What data do you need to better evaluate your candidates and/or program?**

- Data needs to be disaggregated to more consistently highlight the MAT students within the College of Education.

Based on the data provided, how can the Teacher Education Unit Assessment System be changed to provide more meaningful and useful evidence regarding candidate performance and program operations?