Please enter the appropriate information concerning your student learning assessment activities for this year.

**Academic Year of Report:** 2012 - 2013  
**College:** CEPS  
**Department:** Educational Foundations and Curriculum  
**Program:** Master Teacher

1. **What student learning outcomes were assessed this year, and why?**

With an inability to locate previous report information and assessment criteria due to the illness and medical resignation of the former Master Teacher Director/Coordinator, this report will serve as the initial structure of “Assessment of Student Learning” for the Master Teacher Program beginning with the 2013-2014 year.

Our Master Teacher Program will assess two programmatic outcomes beginning with the 2013-2014 year. The outcomes are from and aligned to the:

**Master Teacher Strategic Plan:** Theme 1 -- Teaching and Learning

The Master Teacher Program is designed to help candidates create an advanced program to meet their unique interests in teaching and learning through educational foundations, their knowledge, skills, and dispositions to demonstrate competency in the seven Master Teacher Program standards. These standards are integrated with the Department of Educational Foundations and Curriculum, Center for Teaching and Learning, and Central Washington University.

For this report and the 2012-2013 school year, Theme 1 – Teaching and Learning will initiate assessment of the two standards noted below which will begin with the 2013-2014 term. These standards will be evaluated using the three-level Master Teacher Strategic Plan assessment rubric to determine if the Master Teacher Program and candidates will meet the criteria established by faculty of the Department of Educational Foundations and Curriculum.

- **Standard 1 -- Critical skills in general and content specific pedagogy**
- **Standard 2 -- Highly developed oral and written communication skills**
Central Washington University and the Educational Foundations and Curriculum department programmatic outcomes for the Master Teacher Program follow:

1. Students will demonstrate competence in critical general and content specific pedagogy skills. This goal is related to:
   a. CWU Theme 1: Teaching and Learning
      University Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.
   b. EFC Theme 1: Master Teacher Theme 1: Teaching and Learning
      Objective 1.1: Enhance student success by continually improving the curricular, pedagogical, technological, research and co-curricular program components.

2. Students will demonstrate competence in oral and written communication skills. This goal is related to:
   a. CWU Theme 1: Teaching and Learning
      University Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.
   b. EFC Theme 1: Master Teacher Theme 1: Teaching and Learning
      Objective 1.1: Enhance student success by continually improving the curricular, pedagogical, technological, research and co-curricular program components.

2. How were they assessed?

A) What methods were used?

All Master Teacher Program candidates who wish to earn a graduate degree must demonstrate research and writing competence culminating in a summative experience to the satisfaction of the candidate’s graduate committee. More specifically, the candidate must demonstrate their competence through both an oral and written defense utilizing one of the following three options.

1. A research study culminating in a written thesis report.
2. An educational development project together with a written project report.
3. Extensive guided reading in the area of specialization culminating in a written comprehensive examination.
Oral and written skills

Standard 1 -- Critical skills in general and content specific pedagogy
Standard 2 -- Highly developed oral and written communication skills

Candidates who complete their summative assessment and receive a satisfactory rubric score will earn their master’s degree from the Master Teacher Program.

Candidates whose culminating assessment is unsatisfactory will either engage in successful remediation or will fail to earn a master’s degree from the Master Teacher Program.

B) Who was assessed?

All candidates in the Master Teacher Program will be assessed at the end of their program. Candidates will complete a capstone summative writing experience (thesis, project or exam) as well as undergo an oral comprehensive examination after completing a thesis, project, or written comprehensive examination. The oral portion of their examination will include a defense of their thesis, project, or written examination, as well as coursework taken for their master’s program.

In the event of an unsatisfactory oral examination, a second examination may be scheduled upon the endorsement of the major department chair and with the approval of the Associate Vice President of Graduate Studies and Research.

C) When was it assessed?

Each candidate will choose one of the three culminating, practitioner-based experiences listed below:

1. Thesis -- Oral and written defense
2. Project -- Oral and written defense
3. Exam -- Oral and written defense

Beginning with the 2013-2014 year, the “Assessment of Student Learning” outcomes will include:

Standard 1 -- Critical skills in general and content specific pedagogy, and
Standard 2 -- Highly developed oral and written communication.
Candidates will be assessed using the below rubric with 80 per cent (80%) minimal competency at or above the “Proficient” level:

<table>
<thead>
<tr>
<th></th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>NEEDS IMPROVEMENT</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical skills in general and content specific pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Highly developed oral and written communication skills</td>
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3. **What was learned?**

**Qualitative information**

In evaluating the overall Master Teacher Program and receiving course feedback, the Master Teacher Program committee found one evident need, that of pedagogical consistency amongst CWU centers. This information was gathered during candidate scheduling, through an inability to offer face-to-face courses at each campus location, the lack of EFC 510 final project consistency, and one student engaged in self advising due to a lack of faculty at one CWU center.

To best support CWU candidates and ensure pedagogical consistency, the Master Teacher Program incorporated the following:

1. Consistent pedagogy with highly developed oral and written communication – all candidates are now being taught by tenured-track Educational Foundations and Curriculum faculty.
2. Online instruction – all Master Teacher Program courses are now being taught online utilizing a standard format and syllabus.

**Quantitative information**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Candidates</th>
<th># In progress</th>
<th># Defense Remaining</th>
<th># Defense Remediation Needed</th>
<th># Failed Defense</th>
<th># Master’s Degree Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>10</td>
<td></td>
<td></td>
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<td></td>
<td>10</td>
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</tbody>
</table>
4. What will the department or program do as a result of that information?

To better support candidates, the Master Teacher Program Committee is seeking to improve and expand:

1. data analysis
2. rubric development
3. candidate identification regarding those who have
   a. completed their coursework, but have not defended their summative experience (thesis, project or exam)
   b. received defense remediation
   c. failed their defense
4. factors leading to a completed Master Teacher Program degree

To better support future growth and support of the Master Teacher Program, the Master Teacher Committee will report results and changes to the following internal and external stakeholders:

1. Educational Foundations and Curriculum Department faculty
2. College of Education and Professional Studies
3. Central Washington University

5. What did the department or program do in response to last year’s assessment information?

N/A

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

None at this time.