A. College, Department and Date
1. College: College of Education
2. Department: TEELP
3. Date: December 17, 2015

B. Academic Program of Study*
MA + License in Secondary Education

C. Contact Person(s) for the Assessment Plan
Don Zancanella, Program Coordinator, zanc@unm.edu

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Student Learning Objective</th>
<th>COE/Univ. Goal</th>
<th>Key Assessment Number</th>
<th>Assessment/TP/ Course if applicable</th>
<th>Direct/Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate</th>
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<tbody>
<tr>
<td>Educate teachers who are capable and competent in research practices and can apply those research practices to their own classrooms.</td>
<td>The student will design a research proposal that demonstrates his/her understandings and abilities to inquire into one’s own classroom teaching practices.</td>
<td>U, P, I, K, S, R</td>
<td>4: Research</td>
<td>Research Proposal EDUC 500: Research Applications in Education EDUC 513: Process of Reflection and Inquiry</td>
<td>D</td>
<td>1-3</td>
<td>2</td>
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<td>Educate teachers in instructional strategies that directly correlate to student learning.</td>
<td>The student will write a detailed lesson plan, showing evidence of a minimum of 3 observable qualities that directly connect to the New Mexico State Observation Protocol</td>
<td>U, P, I, K, S, R</td>
<td>2: Lesson Plan</td>
<td>Lesson Plan and Reflection EDUC 502: Advanced Instructional Strategies EDUC 505: Experiential, Project-Based, and Service-Learning</td>
<td>D</td>
<td>1-3</td>
<td>2</td>
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<td>Educate teachers who can demonstrate their understanding of teaching and learning theories and frameworks and apply that learning to their own classrooms in a multimedia format.</td>
<td>The student will demonstrate the ability to reflect on learning experiences, make theoretical connections to practice, and identify implications for their teaching.</td>
<td>U, P, I, K, S, R</td>
<td>5: Professional Presentation</td>
<td>Multimedia Format EDUC 590: Seminar</td>
<td>D</td>
<td>1-3</td>
<td>2</td>
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<td>Educate teachers who can express themselves professionally and accurately about educational topics as they apply to their teaching.</td>
<td>The student will successfully meet all the criteria for passage of the M. A. Examination.</td>
<td>U, P, I, K, S, R</td>
<td>6: MA Examination</td>
<td>Written Portion of Examination End of Coursework</td>
<td>D</td>
<td>1-3</td>
<td>2</td>
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1. **Who**: All students in the program complete all assessments.

2. **When will learning outcomes be assessed? When and in what forum will the results of the assessments be discussed?**

   Outcomes will be assessed after the data has been entered at the end of the spring semester and then early in the fall semester to determine possible actions. This will occur each year for at least the next three years (through 2018).

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**

   1. Evidence will be submitted by appropriate faculty. All program faculty members will participate in the process of analysis, interpretation, and recommendations.
   2. Overall data will be examined for trends, including trends on particular rubric items. In addition, individual student cases will be examined to determine the relationship between student work and the assessment process to provide inter-rater reliability data.
   3. Recommendations will be communicated to all faculty, supervisors, and cooperating teachers.