

Master of Education in Teaching and Learning

Report to Stakeholders

2017-18 Academic Year

The Master of Education (M.Ed.) in Teaching and Learning provides K-12 teachers and other education professionals with content and pedagogical knowledge, as well as research skills in teaching and learning. Course activities engage students in the study of teaching and learning using current theoretical developments in order to: (1) develop curriculum illustrating best practices and (2) research inquiries to examine their practice in a reflective manner. The theoretical knowledge and research skills acquired in this program are an important aspect of an educator's professional growth and essential to those interested in taking on leadership roles and/or pursuing another advanced degree in the future. The program is designed for Michigan (K-12) certified teachers and other professionals who wish to enhance their knowledge and skills in one of eight areas of expertise.

Program faculty articulated a series of learning outcomes that frame the students' coursework. Program assessments provide data on the extent to which such outcomes are being reached and are used for periodic program revisions. Programmatic assessment plans are documented in the WSU's program assessment initiative - *Compliance Assist*.

The following learning outcome was the focus for the 2017-18 academic year:

- LO 4 - *Identify barriers to inclusive education, curriculum, and pedagogy and describe strategies that can be used by teachers and schools to create inclusion.*

Assessment data related to this outcome were collected in the course TED 7060 (Inclusive Education, Curriculum and Pedagogy) during the winter 2018 semester. To address this outcome, students created, taught and reflected on lessons that illustrated universal design for learning (UDL). UDL addresses student diversity by focusing on various learning styles. Lessons illustrating UDL use various approaches to content representation and delivery and allow K-12 students to use various representations to show mastery. These approaches build on student strengths, instead of deficiencies. The assignment related to LO4 required students in the TED 7060 course to achieve mastery in the following areas:

1. Ability to develop instructional materials that illustrate principles of UDL, specifically:
 - a. Using multiple options for representation of information
 - b. Providing multiple options for student engagement
 - c. Providing multiple options for student action and expression
2. Perceiving students from a strengths perspective
3. Ability to develop lessons that follow the College of Education's Curriculum Framework.
4. Ability to develop lessons that follow the MDE (Michigan Department of Education) Curriculum Standards specific to the content area the student is addressing.

During the winter 2018 semester, 25 students took TED 7060. The table below provides data for M.Ed. students related to the above areas.

Student #	COE framework	Engagement	Representation	Action & Expression	Strengths Based	Age/grade Appropriate	Curriculum Standards	Writing Mechanics	TOTAL
1	3	3	3	3	3	3	3	3	24
2	3	3	3	3	3	3	3	3	24
3	3	3	3	3	3	3	3	3	24
4	3	3	3	3	3	3	3	3	24
5	3	3	3	3	3	3	3	3	24
6	3	3	3	3	3	3	3	3	24
7	3	3	3	3	3	3	3	3	24
8	3	3	3	3	3	3	3	3	24
9	3	3	3	3	3	3	3	3	24
10	3	3	3	3	3	3	3	3	24
11	3	3	3	3	3	3	3	3	24
12	3	3	3	3	3	3	3	3	24
13	3	3	3	3	3	3	3	3	24
14	3	3	3	3	3	3	3	3	24
15	3	3	3	3	3	3	3	3	24
16	3	3	3	3	3	3	3	3	24
17	3	3	3	3	3	3	3	3	24
18	3	3	3	3	3	3	3	3	24
19	3	3	3	3	3	3	3	3	24
20	3	3	3	3	3	3	3	3	24
21	3	3	3	3	3	3	3	3	24
22	3	3	3	3	3	3	3	3	24
23	3	3	3	3	3	3	3	3	24
24	3	3	3	3	3	2	2	2	21
25	3	3	3	3	2	2	2	2	20

As shown, 25 students took the course during the winter 2018 semester and 95% of them performed above the 80% mastery level. Only one student (#25) had difficulty with some aspects of UDL – developing instructional materials that build on student strengths and are age appropriate.