# NCE Program Assessment Report Template (2015-2016)

Program _____Curriculum and Instruction Program (MEd) _____

Assessment Report Writer(s) _____ Suzanne Martinez _____

## Section I: Program Overview

**A. 2013-2014 (June 30, 2015 – July 1, 2016)**

|  | Undergraduate | Graduate |
|---|---|---|
| Total Number of Candidates in Program | x | 495 |
| Number of Candidates who Completed Program | x | 120 |

*Please Note: The faculty of the program believe that these numbers do not accurately describe the health and the work done in our program. There are two courses that are offered by other departments and negatively effect the completion rates of our students. We have a very large number of students who are currently enrolled in the program in an on-line format, and we are not sure that they are reflected in the numbers presented here. We also have a number of students who have been enrolled in the program but have no intentions of completing the coursework, but needed to be enrolled to receive financial aid as they earned endorsements, especially in the areas of ESL and ESL/Bilingual education.*

**B. Overview of Program**

The Curriculum and Instruction course sequence is intended to provide in-practice teachers with the opportunity to advance their skills and expertise in the areas of 1) understanding the core concepts of curriculum as they relate to their practice today as well as the foundational canons that inform education, 2) the instructional decision making practices that they implement in their classrooms, and 3) to more deeply examine the constructs that are used to design the instruction that takes place with a very specific eye on how they know what their students are learning and the contributions that their designed curricula make to that learning. The sequence is offered to support a spiral curriculum where the understanding groundwork is laid for ongoing analysis, synthesis, and evaluation of the same content. Focus during the culminating integrating experience for all three core courses is on completing a formal self-study that illustrates understanding of one's professional practice, applying the cognitive, critical, narrative lenses to exhibit competencies, growth and targets for continued development.

**C. Sequence and Courses within Program**

**CIC 592** is the first core curriculum course requirement in the MEd sequence. This course provides the background for an introductory experience for candidates in the Curriculum and Instruction program. Candidates analyze the interrelatedness of relevant educational issues and engage the skills of reflective practice to examine their professional goals, understandings, development, and advocacy initiatives. Focus during the introductory experience is on understanding the dimensions and tools of viewing one's professional practice through cognitive, critical, narrative lenses. The first key assessment for this course is the espousal statement that each candidate completes to indicate his or her reflection on current practice(s) as they relate to the philosophical and historical trends. The candidates are expected to situate their experiences and educational practices in the philosophical underpinnings of the profession and to Integrates

experiences with insights into his or her practice. The second key assessment was their connection between the readings of what we term "choice books" They are expected to integrate several self-reflections of schools with strong connection to best practices and curriculum through advanced understanding generated through conversations with colleagues and information and strategies that are gleaned from their collaborative readings.

In the **CIC 504** curriculum course, the focus is placed on how to make decisions that implement the curriculum through differentiated / scaffolded learning experiences that serve the needs of diverse learners through the examination of data on student learning. Candidates build on the curriculum philosophies and applied research projects they designed in CIC 592 by focusing on implementation decisions and engaging in curriculum planning. They exhibit artifacts of understanding of the critical components of differentiation: the learning environment, the content, process, and the process itself.   The first key assessments for this course is the toolkit assignment where we ask our candidates to share book titles, websites, apps, documents, commercially available materials, and teacher prepared materials on a variety of topics and at various levels of development with their colleagues.  We house these materials on a Wiki where they continue to be available to the candidates after the course has been completed.  The sharing of resources is intended to first demonstrate the level of competency of the candidates with regard to their own understanding of their profession and second to demonstrate technological competencies.  The second key assessment for this course is the literature review that each candidate creates as part of the action research paper that is scaffolded through the three-course sequence.  Each candidate is guided in writing this section of the paper so that it shows appropriate content, rigor, and conventions for a graduate level student.

**CIC 503** is the final curriculum core course requirement in the Curriculum and Instruction program sequence.  The course experiences provide students with the opportunity to demonstrate skills in writing a research report and designing a 3-5 lesson segment using the *Understanding by Design* approach of Wiggins and McTighe (backward design) and or the expertise needed to create essential questions and implement those types of discussions as a means to meet the Common Core State Standards.  The focus of this final assignment is to insure that the candidates are able to integrate and utilize the materials, readings and assets that they have acquired throughout the sequence to insure that the candidates are able to plan and assess instruction based on sound practices supported by current research and that addresses the needs of their diverse learners.  We further require that our candidates further explore their own professional stances as teacher leaders as they relate to the current political and philosophical issues in education.  The key assessments for this course are based on those already described.  The professionalism, alignment with Common Core State Standards, and depth of essential questions are reviewed in the first assessment. The second assessment is based on the rigor and completeness of the action research paper that the candidate completes.  The instructors are mindful that these studies are focused on improvement in student instruction and learning and those are focused on in the rubrics that are applied to each section of the paper.

There are two other courses that are required in the core sequence that are not listed under the CIC prefix.  Students are required to take ESR 505 *Education Inquiry and Assessment* and EPS 541 *Cognition and Instruction*.  Students take these classes that are only offered on-line either simultaneously with the CIC courses, prior to beginning the curriculum sequence or at the end of the curriculum sequence.   It must be disclosed that our candidates have expressed great dissatisfaction with the delivery and content of these courses and this is a concern that the CIC

faculty is addressing.  This year we began the practice of working with the advising center to suggest that the students register for sections that are taught by specific instructors to avoid some of the redundancies that exist in the delivery of these two courses.  For example, a number of the instructors for the ESR 505 class require that their students engage in an practitioner research project.  Our students are either in the process of, or have just completed, a very scaffolded and supported research project over the three terms and they see no benefit to completing a research project tin ten weeks.  Since the policy is that students do not use coursework form one course in another course, there are often students who push back against taking (and paying for) a course that is not enhancing their professional knowledge.  We have been able to work with two instructors teaching ESR 505 to focus on the assessment practices in their teaching situations or to allow them to more fully develop the policy pieces from their original papers – to expand on the "what ifs".  One of the major goals of the 2016-2017 academic year is to either create other classes that could be substituted for the current offerings or to find a way in collaboration with the Foundations program to address these student concerns.

**D. Delivery Models within Program**
  __ Alternative Licensure (ATL)
  X Face to Face
  X  Online
  X   Blended/Hybrid
  __ Offered in FL
  __ Offered in WI
  __ Residency Program (i.e. AUSL, UStep, SStep)

# Section II: Program Signature/Key Assessments

| Assessment Domain | Name of Signature/Key Assessment (Note if assessments are different for Undergraduate, Graduate, Alternative Programs or Other Delivery Models) | When the Assessment Is Administered (indicate course or other marker) | Transition Point in Program (entry, middle, exit point) |
|---|---|---|---|
| **Assessment of Content Knowledge I**<br><br>(Note: Non SPA programs do not have required state licensure tests and may not have an assessment for this domain.) | Does not apply | | |
| **Assessment of Content Knowledge II (Local Key Assessment)** | This is not something we currently do in a formalized fashion with our MEd students. They are in all levels of teaching – from pre-K through junior college educators – and a number of students who are not currently in school situations. | | |
| **Assessment of Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences** | In their microteaching assignment, the students evidence their ability to use backward design and universal design for learning to plan an effective lesson segment | CIC 503 | End of the sequence |

| | | | |
|---|---|---|---|
| **Assessment of Field or Clinical Experiences/ Application to Professional Work** | In the students final research paper, they demonstrate their commitment to and expertise in applying their professional experience in their classroom settings to their communities. | CIC 503 | End of the sequence |
| **Assessment of Candidate Impact on Student Learning / Effect on Student Learning** | In their applied research papers, the candidates provide both quantitative and qualitative evidence of their impact on student learning | CIC 503 | Ending point in the program |
| **Assessment of Candidate Dispositions** | We administer the dispositions survey at the beginning, middle and end of the sequence | CIC 592 (2nd week) CIC 504 (9th week) CIC 503 (9th week) | |
| **Assessment of Candidate Diversity Proficiencies** | Candidates are assessed in this area in both their toolkit assignments as well as in their applied research papers | CIC 504 CIC 504 CIC 503 | Throughout the sequence as the instructor provides feedback to the candidates as they undertake their research projects and in the construction of their toolkit assignments in the middle of the program |
| **Assessment of Candidate Technology Proficiencies** | Candidates are assessed in this area in their toolkit assignments, their microteaching lessons, as well as in their applied research papers | CIC 592 CIC 504 CIC 503 | These competencies are developed /expanded upon and assessed through the entire core sequence |

## Section III: Relationship of Assessments to Program Outcomes and Standards

### A. Alignment of Program Assessments to NCE Conceptual Framework/Outcomes

| NCE Conceptual Framework/Outcomes *NCE Candidates:* | Program Key Assessments |
|---|---|
| Envision, articulate and model democratic and progressive education | Espousal statement Applied research paper |
| Design powerful learning environments that integrate appropriate technologies | Applied research paper Toolkit assignment Lesson segment assignment assessment |
| Design powerful learning environments that utilize multiple meaningful assessments | Applied research paper Toolkit assignment Lesson segment assignment |

| | assessment |
|---|---|
| Design powerful learning environments that enable self-directed learning | Applied research paper<br>Toolkit assignment<br>Lesson segment assignment assessment |
| Work collaboratively in diverse communities and with diverse learners to achieve learning goals | Applied research paper<br>Toolkit assignment<br>Lesson segment assignment assessment |
| Advocate for democratic values, equity, access and resources to assure educational success for all | Espousal statement<br>Applied research paper<br>Choice books / Book Club assessment |
| Cultivate curiosity and excitement for learning in themselves and others | Applied research paper<br>Toolkit assignment |
| Respect and learn from other peoples, cultures, and points of view | Applied research paper<br>Toolkit assignment |
| Demonstrate a caring attitude in recognizing the needs of others and acting to promote their growth | Choice books / Book Club assessment |
| Act with confidence and self-knowledge to assume professional leadership roles and responsibilities | Applied research paper assessment |
| Use information from self and others to continuously improve | Applied research paper assessment |

## B. Alignment of Program Assessments to Professional Standards and Program Outcomes

| Program Outcomes | IPTS Professional Standards | NBPTS Standards | Program Key Assessments |
|---|---|---|---|
| Candidates appreciate the importance of committing to students and improving the quality of learning in their classes | Standard 1: Teaching diverse students<br>Standard 3: Planning for differentiated instruction<br>Standard 4: Learning environment<br>Standard 5: Instructional delivery<br>Standard 6: Reading, writing and oral communication<br>Standard 7: Assessment | Standard 1: Teachers are committed to students and their learning<br><br>Standard 5: Teachers are members of learning communities | Applied research paper<br>• Introduction<br>• Rationale section<br><br>Final reflection paper on the state of education in the United States |
| Candidates critique strategies for managing and monitoring student learning in their classroom | Standard 1: Teaching diverse students<br>Standard 2: Content area and pedagogical knowledge<br>Standard 3: Planning for differentiated instruction<br>Standard 4: Learning | Standard 3; Teachers are responsible for managing and monitoring student learning | Applied research paper<br>• Literature review |

| | environment<br>Standard 7: Assessment | | |
|---|---|---|---|
| Candidates analyze the subjects they teach and create plans to improve the quality of student learning outcomes | Standard 2: Content area and pedagogical knowledge<br>Standard 3: Planning for differentiated instruction<br>Standard 5: Instructional delivery<br>Standard 7: Assessment | Standard 2: Teachers know the subjects they teach and how to teach those subjects to students | Applied research paper<br>• Literature review<br>• methodology |
| Candidates reflect systematically about their practice and learn from experience | Standard 1: Teaching diverse students<br>Standard 2: Content area and pedagogical knowledge<br>Standard 7: Assessment | Standard 4: Teachers think systematically about their practice and learn from their experiences | Applied research paper<br>• data collection and analysis<br>• conclusions<br>• policy implications |

## Section IV: Assessment Tools and Data Analysis

### A. Assessment of Content Knowledge I (For Programs with State Content Tests)

Does not apply since we do not have content tests

### B. Assessment of Content Knowledge II (Local Assessment)

This is not something that we currently do in our program. Our students span professional employment from Pre-K through those teaching at the junior college level as well as those who currently work for publishing firms and not-for-profit organizations. This is not an area that is measured quantitatively in our program. There is no specific measure that would take their competencies into account. The program faculty does work to encourage our candidates to increase their level of competency within their specific content areas through the choice books/book clubs; however we have not determined ways to measure their professional competencies at this time.

### C. Assessment of Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences

This is not an area that is measured quantitatively in our program. All of our candidates come from a wide spectrum of teaching and learning situations as noted in Section B. There is no specific measure that would take that into account. The program faculty does work to encourage our candidates to increase their level of competency through the careful and systematic undertaking of a research project that encourages the candidates to examine an area of their practice that they would like to see improved or expanded upon. The sections of their research project are scaffolded through the course sequence. There are rubrics for the various sections of

the paper and students are guided throughout the process (see appendix). Any student who encounters problems is invited in for one-to-one work, in addition to individual conferences that are held with each instructor at least once a term to monitor their progress. Since we are a program of only one full time faculty member and four adjuncts, we have had to cut back our meeting times so we come together every other month to discuss the progress of the students and to insure that each instructor is meeting program goals and objective to maximize student progress within the program. These discussions, along with the class discussions where resources and practices are shared are intended to insure that the candidates have many credible resources to draw from based on their enrollment in the program.

## D. Assessment of Field or Clinical Experiences/Application to Professional Work

Again, this is not an area that is measured quantitatively in our program because our candidates had all been in-practice teachers or school nurses. While most of our candidates come from a wide spectrum of teaching and learning situations from pre-K through high school classrooms, we are now becoming more agile in creating opportunities for field experiences for those who are not currently in situations where they have direct responsibility for students. We have arranged for visit and partnerships that evolve organically from the research that the students decide to undertake. There is no specific measure that would take that into account. The program faculty does work to encourage our candidates to increase their level of competency through the careful and systematic analysis of what it means to be an accomplished teacher, using video tapes of their practice and the lesson segments of vigorous lessons that were planned with essential questions and Common Core State Standards in that encourages the candidates to update and improve their pedagogic practice. The rationale and data collection and analysis sections of their research project are scaffolded through the course sequence to guide the candidates to reexamine their current practices in light of needs to attend to the diversity in their classrooms. There are rubrics for the various sections of the paper and students are guided throughout the process (see appendix). Any student who encounters problems is invited in for one-to-one work, in addition to individual conferences that are held with each instructor at least once a term to monitor their progress. Instructors come together once a month to discuss the progress of each of the students and to insure that each instructor is meeting program goals and objective to maximize student progress within the program. These discussions, along with the class discussions where resources and practices are shared are intended to insure that the candidates have many credible and research based resources to draw from based on their enrollment in the program.

## E. Assessment of Candidate Impact/Effect on Student Learning

This is also not an area that is measured quantitatively in our program for all the reasons mentioned previously. There is no specific measure that would adequately measure whether the work in the NLU class actually is the defining means of improvement in the learning of our candidates' students. The program faculty does work to encourage our candidates to increase their level of competency through the careful and systematic analysis of their practice and pedagogical activities. The rationale and data collection and analysis sections of their research project are scaffolded through the course sequence to guide the candidates to carefully examine whether the improvements or new strategies that they have implemented can be shown to improve the learning of their students. Since ninety percent of our candidates use mixed methodologies, there is quantitative as well as qualitative data in their data section. In the conclusion section of their research papers, the candidates are expected to discuss their findings – did their instructional strategies provide the needed support for student learning that they had anticipated? If so, how can

they expand on their work and if not, why not?   There are rubrics for the various sections of the paper and students are guided throughout the process (see appendix).  Any student who encounters problems is invited in for one-to-one work, in addition to individual conferences that are held with each instructor at least once a term to monitor their progress.  Instructors come together once a month to discuss the progress of each of the students and to insure that each instructor is meeting program goals and objective to maximize student progress within the program.  These discussions, along with the class discussions and peer–to-peer small group meetings, where resources and practices are shared, are intended to insure that the candidates have many credible and research based resources to draw from based on their enrollment in the program.

## F. Assessment of Candidate Dispositions

The faculty asked the candidates in CIC 592 (first course in the curriculum sequence) to take the survey early in this course to provide them the opportunity to consider their place in the program.  So many of our candidates come to us after they have completed their endorsement or personalized options courses.  We are interested in how they see themselves as learners prior to engaging in the work of the program. We continue to discuss how we might more effectively use this device in the future.  In the CIC 504 and CIC 503 courses, the dispositions survey has been taken at the end of the term. Our concern as a faculty is that the numbers we receive on the dispositions survey are aggregated across the year and across all the cohorts.  It makes the data we receive meaningless because it is not broken down in a usable fashion.  We have no idea which student provided what rating, but when a student clearly demonstrates trouble in this area, conferences are help and action plans are put into place to support the candidates.  In some cases, notes are placed in the candidate's file, their advisors are brought into the conversation, and some counseling has also been suggested.  This has thankfully not been a large scale problem in our program, but there have been occasions this year when it has become necessary.

## G. Assessment of Candidate Diversity Proficiencies

This is not an area that is measured quantitatively in our program because our candidates have all been in-practice teachers or school nurses.  All of our candidates come from a wide spectrum of teaching and learning situations from pre-K through high school classrooms.  There is no specific measure that would take that into account.  The program faculty does work to encourage our candidates to increase their level of competency through the careful and systematic analysis of what it means to be an accomplished teacher, using video tapes of their practice and the lesson segments of vigorous lessons that were planned with essential questions and Common Core State Standards in that encourages the candidates to update and improve their pedagogic practice.  The rationale, data collection and analysis sections, as well as the conclusions of their research project are scaffolded through the course sequence to guide the candidates to reexamine their current practices in light of needs to attend to the diversity in their classrooms.  There are rubrics for the various sections of the paper and students are guided throughout the process (see appendix).  Any student who encounters problems is invited in for one-to-one work, in addition to individual conferences that are held with each instructor at least once a term to monitor their progress.  Instructors come together once a month to discuss the progress of each of the students and to insure that each instructor is meeting program goals and objective to maximize student progress within the program.  These discussions, along with the class discussions where resources

and practices are shared are intended to insure that the candidates have many credible and research based resources to draw from based on their enrollment in the program.


## H. Assessment of Candidate Technology Proficiencies

This is not an area that is measured quantitatively in our program for reasons already mentioned. The program faculty works to encourage our candidates to increase their level of instructional technology integration competency through the careful and systematic analysis of what it means to be an accomplished teacher, modeling best practices, using video tapes of their practice and the use of the D2L leaning management system, and their in class presentations are expected to and are used to evaluate and increase their awareness of how technology can be used to improve teaching and learning.  Students in CIC 504 use a Wiki to share resources that are intended to be shared to the benefit their students and their own professional development.  Many of our students are wrestling with their need to adapt to the increasing demands for flipping their classrooms, one-to-one technology usage, learning management systems, and their own personal ability to find resources using the Internet for classroom instruction.  About twenty-percent of their action research papers address one or more of these issues as the candidates seek to improve their own knowledge.  In the construction of their research papers, the candidates use Google or Microsoft programs to create tables, charts, graphs and other visuals to enhance the presentation of their research.  Any student who encounters problems is invited in for one-to-one work, in addition to individual conferences that are held with each instructor at least once a term to monitor their progress.  Instructors come together once a month to discuss the progress of each of the students and to insure that each instructor is meeting program goals and objective to maximize student progress within the program.  These discussions, along with the class discussions where resources and practices are shared are intended to insure that the candidates have many credible resources to draw from based on their enrollment in the program.


## Section V: Use of Assessment Results to Improve Candidate and Program Performance

**1.** *Content Knowledge (I and/or II)* **to:**
    The program faculty meets monthly to go over the work that has been done in the three curriculum courses to share resources and observations of what is working and what areas we need to address going forward. Since the three course sequence begins with new cohorts each term so we have multiple sections starting and finishing each term.  We have added a number or resources to the class content, and we have worked to create rubrics to evaluate student progress in the courses.  The expectations for each course are clearly shared with the students at the beginning of the program and throughout the course of the various assignments.  The students, through their toolkit assignments, class sharing, and discussions (in any of the formats that the course is delivered) are intended to improve their knowledge of and appreciation for the needs of the diverse learners in their classrooms.  With the introduction of the rubrics, we are anticipating that we will have a better understanding of the candidates' knowledge of curriculum in general and how it related to their own practice specifically.


**2. Candidate Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences**

As a program, we have undertaken to build into our learning practices the core principles of accomplished teaching as described by the National Board for Professional Teaching Standards. Every activity keeps in mind the general standards as they apply to the specific context that each of the candidates is situated in. We are struggling to find a means of assessing their work in this area, but with one full time faculty member and three adjuncts, this has been a challenge for our program. However, the good will, hard work, and attention to detail by our faculty members has made it possible to have three courses created that were Quality Matters aligned and should be in the process of approval.

### 3. Candidate Impact on Student Learning (this may include field/clinical experience)

Our program faculty has worked and is still continuing to ascertain ways to delve into this topic. The candidates are continually administering standardized test to their students, but we find this very difficult to quantify as they relate to the content of the courses in the curriculum core. In their action research papers, the candidates are often able to show the growth of their students based on the interventions that they employ, but these are short term studies and with the variability in the structures that impact student learning, it is very difficult (and probably inaccurate) to indicate that improvement in student learning is the result of the work done within the curriculum core. We continue to explore this situation for possible answers to our problem.

B. At the end of the term, candidates are given a template to complete that includes the categories of the NCE Conceptual Framework. The candidates are requested to complete this template with specific examples of where they have evidences the behaviors within their own professional practice and specific examples of where their instructors modeled those behaviors within their class work. It is the position of the faculty that if we are not modeling the behaviors that we are expecting from our candidates, then we have done them a disservice. This framework is completed at the end of each course and the faculty are then able to determine from the feedback whether the candidates clearly understood the descriptors and whether they were able to describe how they enacted those behaviors. Further, the feedback on the instructor behavior is very critical in evaluating our own teaching and learning behaviors.

C. We did not receive any feedback on last year's report but it was submitted very late so it was on the head of the report writer. With four adjuncts, and one full time faculty member, there was much work to be done this year. Courses that were approved to be taught on-line are full but the quality of students enrolling in the program have necessitated meetings and revisions to meet the needs of our students. That necessitated that new shells be created that were up to the standards of Quality Matters yet met the needs of the students – this is still in progress because of the lack of personnel. The teaching faculty needed to be brought up to speed on the content of each course and adjustments needed to be made to upgrade the course materials and this continues to be a constant struggle. Rubrics needed to be created with the new guidelines in mind and they were submitted so that they would be available to faculty and students in LiveText.. Signature assessments needed to be identified for use in LiveText and pared down since it was determined that we had far too many. This was accomplished. We have had a very busy year, and to be totally honest, the report from last year was so bad that we concentrated on getting our courses better aligned with IPTS and the National Board for Professional Teaching Standards. We needed the materials more rigorous and authentic for our candidates. For example, just a few years ago, the focus for our students was Understanding by Design. School districts adopted that and we moved on to the Danielson Framework, then RtI – followed by Common Core State Standards, and do on.

Each new school year has brought a change in our focus to meet the needs of our students so they are conversant and fully informed of what they will be expected to enact in their classrooms.  We are expecting that in the coming year or two and hopefully with the addition of another full time faculty member, we will have the time to devote to finding the means and time to create quantitative means to evaluate what we know to be an excellent program of study for our students.  In our visits to their classrooms, the feedback we receive from each candidate as well as focus groups, and their discussions and demonstrations, we "know" that our students are engaged in quality, research based learning.  We still need to continue our discussions with the faculty in the foundations program to address the many concerns we have received regarding the other two core courses.  We still need to find a way to share that in a written report.