

***Curriculum and Instruction (C&I) Graduate Program
Annual Report 2010-2011***
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Introduction

Curriculum and Instruction (C&I) is the designation for graduate programs and courses offered by three Education departments: Educational Studies, Elementary & Early Childhood Education, and Secondary Education. These departments collaborate to develop and deliver five graduate certificate/teaching endorsements programs (detailed below) as well as the M.A., the Ed.D. and Ph.D. specializations in Curriculum and Instruction. These graduate certificate and degree programs provide in-depth professional development for credentialed teachers involved in a variety of content areas for K-12 education including mathematics, science, literacy, social studies, art, agriculture, modern languages, English, English language learners, technical education as well as those involved with special age group learners such as Early Childhood Education or for teachers of specific student groups (American Indian Children). The graduate-level endeavors of Educational Studies, Elementary/Early Childhood Education, and Secondary Education departments are described in this report. For details on our undergraduate work, please refer to each department's annual report. The format for this report will be unique because the majority of the other criteria for this report can be found in each department report.

Our college-wide Ph.D. program was revised three years ago and was designed to target students who will go on to teach and research in higher education in colleges of education or school settings. We work with our students in furthering their understanding the scholarship about teaching and learning. We have been analyzing and strengthening our Curriculum and Instruction doctoral programs as a part of the Academic Plan for the next five years to provide Curriculum and Instruction specializations.

After our new Academic Plans were written and submitted, a reorganization of responsibilities occurred and parts of our goals three and four did not apply to the Curriculum and Instruction program although we anticipated that C&I faculty would still be involved. It is the responsibility of the College and the Endowed Chairs for the development and recruitment of the new specialty areas in Literacy, Science, and Mathematics Education.

However, at the urging of the Dean to address issues in graduate education within the College, a task force was created to look at program organizations. At that time, the group (which included the three program chairs for the specialty areas) determined that a Ph.D. in C&I with specializations in literacy, or science, or mathematics education was a more appropriate model. That model is now in place.

Five non-degree endorsement programs are also included in our graduate teaching work—an Interdisciplinary Early Childhood program, a Literacy program leading to a

Wyoming Reading Endorsement, English as a Second Language leading to a State teaching ESL Endorsement, an Interdisciplinary Program in Early Childhood Special Education, and a Teachers of American Indian Children (TAIC) program leading to a state of Wyoming endorsement. These programs are designed to provide practitioners with the required knowledge and competencies to qualify for additional Wyoming state endorsements in these areas. We also collaborate with the Science and Mathematics Teaching Center (SMTC) to provide faculty to deliver coursework for the middle-level mathematics and science endorsement programs.

Academic Planning

Goal 1: Increase the number of EDCI courses delivered via distance technologies.

All core courses in the masters program are offered via a combination of online, intensive weekend, and/or compressed video technologies. In addition, we have expanded our offering of non-core courses through online instruction, including the Content Area Reading course; all courses in the Teachers of American Indian Children endorsement; and EDCI 5800: Curriculum Development.

Goal 2: Implement EDCI common assessment system for core Master's and Ed.D. coursework to document student progress toward meeting program outcomes.

Common assessments have been developed and approved for each of the five assessment areas required for accreditation through NCATE. The fifth assessment area, practical competence, was implemented this year for the first time in the Advanced Instructional Strategies course. Course syllabi were collected and instructors for the course developed a common assessment, which was implemented during this academic year. As we revise our program website, we plan to post the common assessments there. In the coming academic year we will expand our assessment project to gather data on student performance for each of the last few offerings of selected courses. For more information on the assessment program instituted in Curriculum & Instruction, please see the final section of this report.

Goal 3. Strengthen doctoral programs by leveraging expertise of College of Education endowed chairs. This goal includes the following:

- a. Consider additional Ph.D. and Ed.D. specialization options to align with endowed chair expertise.*
- b. Consider additional specialty areas not in the current college-wide Ph.D.*
- c. Consider options within Ed.D. which could serve teacher leaders generally and instructional facilitators specifically.*
- d. Target recruiting efforts to increase student diversity and enrollments in doctoral programs and specialization options.*
- e. Increase the use of graduate assistantships, both state and grant-funded, to support enrollments in our graduate programs.*

As a result of extensive planning and collaborative work, the Ph.D. program's structure

has been revised into four program areas under the heading of the Ph.D. in Curriculum & Instruction: Curriculum Studies, Literacy Education, Mathematics Education, Science Education. All four programs are in the process of developing the structures required to provide appropriate educational progress for students, including developing core courses for each program and putting them through the committee approval process, as well as developing materials for recruitment, application, advising, and assessment.

Several faculty members from C&I participated in the College of Education's Ed.D. workshop in May, 2012; in that workshop, faculty members developed ideas for streamlining the Ed.D. program in Curriculum & Instruction. This program, which is currently quite small, could benefit from continued work, particularly in the area of clarifying the types of culminating projects that would be most suitable for students who plan to receive a doctorate and put it to use in support of K-12 public education.

In order to increase support for graduate students, several of the Ph.D. programs in Curriculum & Instruction applied for graduate assistantships through the university-wide mentoring competition. The Mathematics Education program was successful in receiving one graduate assistantship through this application. An application is in process for the university-wide recruitment competitive program. In addition, faculty members in C&I are encouraged to include at least one GA position on every grant application.

Goal 4. Establish and/or enhance centers of excellence in the Endowed Chair focus areas of literacy, mathematics, and science.

The faculty members in Curriculum & Instruction were delighted to welcome Dr. Victoria Ridgeway Gillis as the Wyoming Excellence in Higher Education Endowed Chair in Literacy Education in Fall 2011. Dr. Gillis joins Drs. Hatfield, Kamberelis, and Slater as Endowed Chairs in the College, and is actively pursuing grant funding, mentoring junior faculty members and graduate students, and teaching doctoral and masters level courses for the Literacy Education program.

This academic year also showed progress on the development of the Literacy Research Center and Clinic. The mission of the University of Wyoming Literacy Research Center and Clinic is to serve as the epicenter of literacy expertise in the state. The primary goals of the UW LRCC will be to improve the quality of literacy learning, literacy instruction, and literacy leadership in the state. Through the formation of partnerships with public schools, private schools, and community-based organizations for children and families, center personnel will engage in clinical and professional development activities both on the UW campus and across the state using state-of-the-art distance technologies. Research projects will be developed in relation to all clinical and professional development activities. At present, we have planned outreach and research efforts that focus on the following key areas: (a) basic literacy processes (e.g., emergent literacy, vocabulary, comprehension); (b) struggling readers and writers; (c) genre-based, discipline-based literacy processes across the K-12 spectrum; (d) family literacy (particularly with poor, rural families and families who include English learners); and (e) the transition to post-secondary life. Progress on the Literacy Research Center and Clinic continues with efforts to obtain the necessary funding and Phase 2 planning over the

summer with a projected opening date of late 2013.

Faculty members in Literacy Education (Drs. Bialostok, Gillis, Kamberelis, Manyak Mielke, L. Rush, and T. Rush) worked together to plan course sequences for the Ph.D. in Curriculum & Instruction, Literacy Education. In addition, faculty members completely revised the sequence of courses leading to the Wyoming Reading Endorsement. The new sequence of courses has been submitted to the Wyoming Professional Teaching Standards Board for approval and will be implemented beginning Fall, 2012. Drs. Gillis and Kamberelis were instrumental in planning the 2012 Fall Literacy Conference, which will be held in Laramie in September, 2012. The keynote speaker for the event, Dr. John Guthrie, is a well-known and highly respected researcher, whose work focuses on the intersection between comprehension instruction and motivation.

Progress in the formation and development of the research collaborative called the WY Institute for the Study and Development of Mathematical Education (WISDOM^e) continues with the conduct of a major international research symposium on "Quantitative Reasoning in Mathematics and Science Education" held May 31-June 2, 2012 (Savannah GA), publication and distribution of Volume 2 of the monograph series, and leadership in conducting ten major research sessions at one international and five national conferences. Planning is underway for the first biennial WISDOM^e "International Conference on Research and Practice in Mathematical Education" to be held July 2013 in Jackson, WY.

In addition, Dr. Hatfield is providing leadership for the WY Academy for Mathematically Promising Students (WYO-AMPS), a structured youth enhancement and mentorship program to increase university study in mathematical sciences fields.

Faculty members in Mathematics Education (Drs. M. Chamberlin, S. Chamberlin, Hatfield and Hutchison) have worked together to plan course sequences for the Ph.D. in Curriculum & Instruction, Mathematics Education and to put the bulk of the newly developed courses through the course approval process. The faculty members in Mathematics Education have developed and implemented structures for annual review of graduate students in that program, and have worked collaboratively with each other and with graduate students to apply for grant support, graduate assistantship support, and to carefully structure the admissions and evaluation process for the doctoral program.

Faculty members in Science Education (Drs. Burrows, Buss, Haynes, Katzmann, Slater, Welsh) have worked together to plan course sequences for the new Ph.D. in Curriculum & Instruction, Science Education. These faculty members continue to actively pursue grant and publishing opportunities with the cadre of graduate students in the program.

Student Recruitment and Retention Activities and Enrollment Trends

Enrollment trends in C&I programs continues to show an upward trend. In fall 2008, we had 102 students pursuing C&I degrees. By the end of spring 2012, we had 114 students enrolled and actively taking courses in C&I programs.

From May 2011 to May 2012, 30 students received their MA in C&I; 1 student received an Ed.D. in C&I; and 2 students received Ph.Ds in C&I. We expect that graduation numbers will continue to rise in the near future, as newly instituted Ph.D. programs in C&I (Literacy Education, Mathematics Education, and Science Education) begin to see students graduating from those programs.

In terms of credit hour production, Curriculum and Instruction enrolled a total of 934 students in offerings of 287 credit hours, with a total credit hour production of 3586.

	Course Hours Offered	Number of Students Enrolled	Total Credit Hour Production
Fall 2011	150	394	2040
Spring 2012	137	540	1546
TOTAL	287	934	3586

Recruitment efforts for the C&I programs include the use and revision of the C&I website, speedy responses to email and phone inquiries, development and mailing of brochures and flyers about all of our programs, including the endorsements. In order to continue recruitment in our postbaccalaureate certification program (which is a conduit to the master's degree in C&I), faculty members from C&I attended the Graduation Fair and handed out flyers for both the postbaccalaureate certification program and the MA in C&I. In addition, faculty members from the program created a flyer to recruit students of color and to provide them with free access to the multicultural education course.

Two Northern Arapaho students were admitted to the doctoral program in C&I during the spring semester of 2012. In addition, several international students have been both admitted to the doctoral programs in C&I and have been supported with graduate assistantships.

Section 10 – Assessment of Student Learning

TIER 2 REPORTING FOR 2010-2012

Tier 2 programs are required to submit an assessment report each year for the next two years. Questions 1 through 3 should be submitted in July 2011. The project described in Question 3 should be completed and submitted by July 2012.

1. Please check which of the following types of assessment(s) your department/program has engaged in over the last five years. A description of these activities is available at the end of this document.

Direct Assessments

Indirect Assessments

- | | |
|--|---|
| <input type="checkbox"/> Standardized tests | <input type="checkbox"/> Dispositional surveys |
| <input type="checkbox"/> Embedded question analyses | <input type="checkbox"/> Student satisfaction surveys |
| <input checked="" type="checkbox"/> Student learning portfolios | <input type="checkbox"/> Exit interviews |
| <input checked="" type="checkbox"/> Examination of student work examples | <input type="checkbox"/> Alumni surveys |
| <input type="checkbox"/> Jury panels | <input type="checkbox"/> Focus groups |
| <input type="checkbox"/> Employer panels | <input type="checkbox"/> Retention analysis |
| <input type="checkbox"/> Internship/externship reviews | <input checked="" type="checkbox"/> FTE analysis |
| <input type="checkbox"/> Senior-level final examinations | <input type="checkbox"/> Grade distribution reports |
| <input checked="" type="checkbox"/> Oral examinations | <input type="checkbox"/> Job placement data |
| <input type="checkbox"/> Simulation exercises | <input type="checkbox"/> Faculty surveys |
| <input checked="" type="checkbox"/> Capstone projects | <input type="checkbox"/> Transfer student surveys |
| <input type="checkbox"/> Other (please specify) | <input type="checkbox"/> Other (please specify) |

2. Provide a summary of your department/program's strengths and challenges when it comes to assessment of student learning.

As with most graduate programs, we require students to successfully complete a capstone requirement with both a written component and an oral defense. In addition, the C&I program has created a "mid-point" review where students share examples of their work in an informal student learning portfolio as well as demonstrate initial competence for their capstone project. Perhaps most importantly, we have developed (or are developing) five common assessments to examine student work samples. We have completed the development of four of the five common assessments, and have created a working group that is currently engaged in developing the fifth. It is expected that the fifth will be completed and approved by the faculty in Fall 2012. Because this is a central assessment system, we provide more detail herein.

In fall 2009, we decided to require a common assessment for each of the five outcomes (underlined below) related to our graduate program. We embedded one assessment in each of our five different core courses so as not to overwhelm any faculty member with extensive reporting responsibilities. Current and past instructors of the course were called on to create or designate an assignment with accompanying rubric. The assignments were:

1. Academic Knowledge: EDCI 5000 Principles of Curriculum. Dr. Carl Reynolds submitted this assignment and rubric. The assessment was approved in October 2008 and was introduced Spring 2009.
2. Practical Competence: EDCI 5790 Advanced Instructional Strategies. This outcome still does not have a common assessment attached. A working group was formed in Spring 2012 with the charge of producing a common assessment that could be submitted for faculty approval in Fall 2012. It is expected that this assessment will be developed and considered for adoption in early Fall 2012.
3. Inquiry: EDCI 5550 Action research- classroom based research project. Drs. Kate Welsh and Allen Trent submitted this assignment and rubric, which was approved by the program faculty in March 2009. We began using this in Fall 2010.
4. Democratic Commitment: EDCI 5450 Issues in Multicultural Education. Dr. Angela Jaime developed this assignment and rubric, which were approved in Spring 2010 and implemented beginning Fall 2010.
5. Professional Engagement: EDCI 5400 Midpoint Portfolio Reflection. The goal of this course is for students to begin positioning themselves for their Thesis / Plan B capstone projects. The common assessment for this course was developed in Fall 2010 and approved by the faculty for implementation in Spring 2011.

Our biggest weakness is moving these assessments (common assessments and capstone projects) from evaluating students as they work to meet the program outcomes to using these assessments to evaluate the program. Once we have completed all five common assessments, we will consider both where to report this information and develop a process for using these for program level review. At the same time, we will gather 1-2 courses worth of students' assessments to assess.

Finally, it is important to note that as a program we are constantly monitoring and analyzing our program numbers. For example, from Fall 2008 to Spring 2011, we saw a 100% jump in the number of students in our graduate program. The increase in student enrollment has necessitated a number of adjustments with respect to course rotations and the regularity with which courses are offered. These challenges have led to serious conversations about the capacity of the faculty to handle the additional numbers of students who continue to apply for the program.

3. At the end of the 2011-2012 year, you will be asked to provide an example of one assessment project start to finish, including what you did, who was involved, what the results were, how your department used the information, and what changes were made as a result of the assessment. The example you provide should be written in a format that can be understood easily by others outside of your discipline. This example will be published on the UW assessment of student learning website and may be distributed to

the university community via various assessment related workshops and meetings. A template for this report is available at the end of this document.

Department or program name: Education, Curriculum and Instruction

Degree/program assessed: Masters degree program requirements

Submitted by: Leslie Rush, Peter Moran, Tim Rush

Date submitted: June 11, 2012

Project Overview:

In 2011-12, Curriculum and Instruction initiated a review of our progress with respect to the common assessments currently in place in the EDCI 5000 (Curriculum Development) and EDRE 5550 (Action Research) courses. EDCI 5000 is a core requirement in the C&I masters degree program, and EDRE 5550 is one of the research courses that appears on the program of study for a substantial number of our masters degree graduate students. Common assessments for those two courses had been in place for two years and C & I had not undertaken a focused evaluation of either.

The timeline for the project was as follows:

- September 2011: Establish a task force for each course (EDCI 5000 and EDRE 5550) and begin gathering student performance data on the common assessments from previous semesters.
- December 2011: Each task force presents a progress report for their common assessment.
- January 2012: Task forces collect common assessment results for course offered during the Fall 2011 semester
- Spring Semester 2012: Task forces analyze alignment of the common assessment with the course objectives, readings, materials, and instructional focus of the course.
- May 2012: Each task force presents report on their common assessment.
 - Provide summary of student performance
 - Provide summary of analysis of alignment of the assessment with the course objectives, readings, materials, and instructional focus.

This project involved all C & I faculty members who have taught the EDCI 5000 and EDRE 5550 courses since the adoption of the common assessments for those courses.

What is your research question about student learning?

The intent of the review was to evaluate the data from the common assessments with respect to:

- a. Compiling and analyzing data relevant to student achievement on each assessment
- b. Make determinations regarding the continued alignment of the assessment with major content objectives in the course
- c. Make determinations regarding the continued alignment of the assessment with the course readings, materials and instructional focus of each course.

Essentially, the intent of this project was to gather baseline data regarding student performance on these common assessments, and determine whether the common assessments were well aligned with the objectives of the course.

What program or department-level student learning outcomes were assessed by this project?

EDCI 5000 – Academic Knowledge (C and I program outcome #1). This assessment evaluates student understanding of curriculum issues and the evolution of curriculum in the context of American educational history. The format for this assessment is an essay drawing on a number of required readings for the course.

EDRE 5550 – Inquiry (C and I program outcome #3). This assessment evaluates student ability to conceptualize and conduct a classroom-based action research project. The assessment also requires students to analyze and report results of the project.

Provide relevant data to answer your research question.

Student Results:

EDCI 5000 (N=18 students in one section, another section did not use the common assessment)

- Distinguished: 10
- Proficient: 7

- Basic: 1

EDRE 5550 (N=50 students in three sections)

- Distinguished: 40
- Proficient: 10

Faculty conversations regarding alignment of the assessments with objectives and course materials

EDCI 5000:

- The faculty members who teach or have recently taught this course were in agreement that the assessment was well aligned with the objectives, books and other materials used in the course
- Minor revisions were made to the assignment guidelines and in the criteria for the scoring guide / rubric

EDRE 5550:

- Faculty who teach or have recently taught this course agreed that the assessment was well aligned with the major objectives of the course.
- No significant modifications or revisions of the assessment or scoring guide / rubric.

What are the overall key findings? Describe the meaning of your results as they relate to program strengths and weaknesses.

Overall, it appears that student performance on these common assessments is quite high. This is, perhaps, to be expected for a graduate level course given the caliber of student attracted to pursuing an advanced degree. We find it very encouraging that there remains a strong consensus among the faculty who teach the courses that these common assessments are well aligned with the objectives and major content elements of both courses, and that the assessments are meaningful measures of student performance.

The C and I faculty interpret the results of this assessment project as evidence that students are acquiring the knowledge and skills associated with our program outcomes. The EDCI 5000 common assessment is a challenging synthesis of

curriculum issues spanning several decades in American educational history. Our faculty strongly believe that it is important for our students to have a solid grounding in curriculum theory and policy, as well as a sophisticated understanding of the historical context in which those issues are emergent. The essay required as the common assessment is an effective tool for evaluating student understanding of these complex relationships. With respect to the EDRE 5550 course, the faculty are quite satisfied with the common assessment that is in place. The action research project requires rigorous engagement in the research process and scholarly writing. It is a challenging exercise, but one that is appropriate for graduate students.

What changes to the program or curriculum have been made, are planned, or contemplated in the future as a result from this assessment project?

The C and I faculty recognize that the common assessments should be consistently utilized in each offering of the course. We found one instance of the EDCI 5000 course being offered where the faculty member teaching the course did not use the common assessment. We intend to devote part of a C and I faculty meeting in the Fall 2012 semester to revisiting the common assessments and encouraging all faculty who teach a course that has a common assessment in place to use that assessment as part of the evaluation of students in the course.

This assessment exercise has been instructive for our program and we intend to implement a similar review of the common assessment used in EDCI 5450 (Issues in Multicultural Education).