

***Curriculum and Instruction (C&I) Graduate Program***  
***Annual Report 2010-2011***  
**Linda Hutchison, Pete Moran, & Francisco Rios, Co-Chairs**

***Introduction***

Three Education departments share the graduate program of Curriculum and Instruction (C&I): Educational Studies, Elementary & Early Childhood Education, and Secondary Education. All three departments work together to create and deliver five graduate endorsements (detailed below) as well as the M.A., the Ed.D. and Ph.D. specializations in Curriculum and Instruction. These programs provide graduate degree programs 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 pursuits of these three departments are described in this report. For undergraduate work, please refer to each department's annual report. The format for this report will be different 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. Conversations are expected to ensue in summer and/or fall, 2011 to more fully explore this model.

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 an ESL Endorsement, an Interdisciplinary Program in Early Childhood Special Education, and a

Teachers of American Indian Children program leading to a state of Wyoming endorsement. These programs are designed to provide practitioners with the required work to earn additional Wyoming state endorsements in these areas. We also collaborate with the SMTC to provide faculty to deliver coursework for the middle-level mathematics and science endorsement programs.

### *Program Accomplishments*

Along with pursuing activities driven by the Academic Plan (2009-2014), we have several key accomplishments we wish to highlight. Like all graduate programs across the UW, we have been taking on greater responsibility due to the closing of the graduate school. This has not only meant taking on new responsibilities but also managing the transition of these responsibilities between the College of Education and the C&I program. It has been a learning experience for us and it has spurred us to consider our programs requirements more fully and purposefully.

We have been advancing our recruitment efforts as well. This has included a major revision of the program webpage. We made a deliberate attempt to urge students who have graduated from our post-bac teacher education program to consider the masters in curriculum and instruction via a direct mail invitation. We are currently working on creating some promotional materials for graduate education. And we have updated our program overview documents (that contain information about the program, admissions, program requirements, capstone requirements, etc.) for the master's program and the Ed.D. Our intent is to have the program overview document completed for the Ph.D. program by the end of Summer, 2011. Of course, recruitment efforts need to be balanced out with consideration of our actual capacity to take on the number of students that we have.

An important indicator of our productivity is the increase in numbers of students at all levels of the C&I program. In fall 2008, we had 102 students pursuing C&I degrees. By the end of spring, 2011 we had 195 students enrolled in the C&I program. This represents nearly a 100% increase in the C&I student population in a three year span. This does not include the 33 students that graduated from Summer, 2010 through Spring, 2011.

Administratively, the work of the program took a major leap forward with the movement from part-time to full-time of the administrative assistant, Michelle Hansen. She provides greater responsiveness to our students and to the program. Notably, Michelle Hansen was awarded the Staff Incentive Award in spring, 2011.

In addition, the C&I faculty unanimously reaffirmed the decision that the Department Chair of Educational Studies (currently, F. Rios) serve as the program coordinator acting in collaboration with the department heads from Elementary Education and Secondary Education.

We wish to acknowledge our teaching efforts. One significant change has been to

increase the number of core courses taught in the summer beginning summer 2010. This will provide teachers who often have summers available for such coursework to have the opportunity to complete these core course requirements.

For 2010-2011, we have taught the following:

Semester	Number of Course Taught <sup>1,2</sup>	Number of Students
Summer, 2010	14	153
Fall, 2010	13	185
Spring, 2011	15	246

<sup>1</sup> Does not include Independent Studies, Internships, or Directed Professional Study

<sup>2</sup> Does not include classes we staff for other departments such as Ed Research

### *Academic Plan*

#### **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. We are working with Associate Dean Suzie Young and Outreach to explore additional opportunities to utilize distance technology in graduate course offerings. Presently, the C&I program is somewhat constrained because compressed video is limited to the state of Wyoming. This geographic limitation precludes the C&I program from effectively drawing on the population of prospective graduate students located in northern Colorado and the Denver metropolitan area.

Additional graduate offerings identified as courses to be offered via distance are currently in development, EDCI 5800 Curriculum Development is one example. In addition to those efforts, members of the C&I faculty are utilizing Eluminate to connect with distance students and for the first time in our program "Second Life" was used for a course on 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 four of the five assessment areas. The fifth common assessment regarding "practical competence" is currently in development for the Advanced Instructional Strategies class and will be considered for adoption in early fall, 2011. It is important that all instructors be informed of the common assessments for each of the relevant C&I courses. One suggestion to be considered this coming academic year is to post the common assessments on the C&I web site.

C&I faculty began conversations during the Fall 2010 semester regarding how data generated through the common assessments can be best used to track student progress and to evaluate the masters program. These initial conversations will focus on the best forms in which to collect data, the most appropriate place to collect that data (possibly in the College of Education Integrated Database), and the process for reviewing and analyzing that data with an eye toward programmatic improvements. Toward that end, we will discuss the feasibility of Setting up a new data collection system to monitor student performance on the C&I common assessments as they progress through the program. Faculty are exploring the use of Live Text for this purpose. After that, we hope to initiate a discussion about how C & I common assessment data can be used for program improvement.

**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.**

The College of Education Dean assigned the content-specific tasks to the appropriate Endowed Chairs to develop specialization areas consistent with their expertise (math, literacy, and science education). Endowed Chairs have advanced considerably in this area, with the involvement of content-appropriate faculty that share this expertise. As described earlier, the recent commitment to bring these specializations under the umbrella of the C&I requires additional conversations around lines of responsibility and authority.

Until these decisions are finalized, it is difficult to consider other areas of specialization though initial conversations have begun to identify a couple of possible areas for expansion. However, when considering options within Ed.D. which could serve teacher leaders generally and instructional facilitators in Wyoming specifically, C & I faculty are in the process of exploring the possibility of offering additional Ed.D. options in the following areas: English as Second Language, Diversity / Multicultural Education, and possibly other areas as well. Central to these decisions are the on-going program review of the course offerings, course sequences, faculty rotations and other factors critical to C&I capacity to offer additional options or areas of specialization.

A Curriculum and Instruction faculty task force met in 2009 to develop a recruitment plan aimed at increasing enrollments and attracting a more diverse graduate student population to our programs. The action plan developed includes brochures highlighting our graduate programs,

the construction of a distribution list that will share information about our graduate programs with institutions, programs and organizations serving diverse populations, and setting aside scholarship funding to support students from diverse backgrounds entering our graduate programs. Specifically, a recruitment brochure created by C & I faculty has been adopted by College of Education and will be widely distributed in 2011-2012. Information regarding C&I graduate programs have been distributed at conferences with a concerted effort made at providing information at conferences that draw larger numbers of diverse participants (National Association of Multicultural Education, for example). A tangible commitment came via C&I's approved to implement in 2011-2012 a plan to pay tuition for up to five graduate students of diverse backgrounds to enroll in the Issues in Multicultural Education course. The intent is to provide an incentive for diverse graduate students to begin their graduate course work in C&I.

Curriculum and Instruction also continues to pursue graduate assistantships to support enrollments in our graduate programs. To that end, Literacy and Mathematics Education Ph.D. programs successfully captured 2 two-year graduate assistantships in the competitive GA pool for 2010. A C&I task force has been formed to develop plans for pursuing additional graduate assistantships through the Mentoring and Recruiting initiatives.

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

Again, this task was assigned to the Endowed Chairs and not to the program area of Curriculum and Instruction after the Academic Plan was submitted.

Given the possible re-incorporation of these focus areas, we discussed what has been accomplished. The second literacy chair, Dr. Victoria Ridgeway Gillis, was hired this Spring.

The C&I has also committed itself to clear establishing administrative and structural lines between these centers of excellence and the C&I program this summer and fall, 2011. An important question will be how this incorporation of these focus areas will result in strengthened interdisciplinary connections.

Because these centers of excellence will be focused on scholarship, an additional activity will be to create small theme oriented groups of faculty-scholars, interdisciplinary rich, to pursue specific research questions and grant funding opportunities. The hope is that at least one of these groups will meet in 2011-12 and generate at least one grant proposal and one research project.

***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 has 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 with the hope that the fifth will be completed and

approved by the faculty by Fall, 2011. Because this is a central assessment system, we provide more detail herein.

Specifically, 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. We will vote on approval at our first meeting next fall. The assessment was introduced Spring 2009.
2. Practical Competence: EDCI 5790 Advanced Instructional Strategies. Dr. Steven Locke has agreed to develop this for consideration/adoption in 2011.
3. Inquiry: EDCI 5550 Action research- classroom based research project. Drs. Kate Welsh and Allen Trent submitted this assignment and rubric, which has been approved by the program faculty on March 10, 2009. We began using this in Summer 2009.
4. Democratic Commitment: EDCI 5450 Issues in Multicultural Education. Dr. Angela Jaime developed this assignment and rubric, which will be voted upon at our fall meeting. It was implemented in Fall, 2010
5. Professional Engagement: EDCI 5400 Midpoint Portfolio Reflection. In this course, APA abstracts are completed- students write 4-6 abstracts of research/academic scholarly work. Students will have a completed Program of Study approved by their advisor. Students will submit documentation of appropriate graduate committee membership. The goal of this class is that these pieces will be done before going on to start thinking about their Plan B/Thesis. Dr. Tricia Johnson is currently engaged in examining our discussion items, current course requirements, and refining the rubric for these assessment items to evaluate the candidates' professional engagement.

Additionally, we are constantly doing an analysis of 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. In fact, we have begun conversations about the capacity of the faculty to handle the additional numbers of students who continue to apply for the program.

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 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.

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.

In your 2010-2011 report, please describe the following: (a) the assessment project your department will engage in, (b) what you are assessing and how, (c) who will be involved, and (d) a timeline for completion.

In 2011-12, Curriculum and Instruction intends to initiate a review of our progress with respect to the common assessments currently in place in the EDCI 5000 and EDCI 5550 course. Common assessments for those two courses have been in place for two years and we have not yet undertaken a focused evaluation of either. The intent of the review is to determine what sort of results we are seeing in the common assessments with respect to: compiling and analyzing data relevant to student achievement on each assessment, make determinations regarding the continued alignment of the assessment with major content objectives in the course, and 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 is to gather baseline data regarding student performance on these common assessments, and determine that the common assessments are well aligned with the objectives of the course.

This project will involve all C & I faculty who teach or have taught the EDCI 5000 and EDCI 5550 courses since the adoption of the common assessments for those courses.

The timeline for the project is as follows:

- September 2011: Establish a task force for each course (EDCI 5000 and EDCI 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.