Institution: Emporia State University

Accredited By: KSDE NCATE

Date Submitted: August 1, 2010

Name of Preparer(s): Steven W. Neill

Unit Head Name: Phillip Bennett

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Level of the Program: Initial Advanced

Grade levels for which candidates are being prepared:

K-6 5-9 6-12 K-12

Is this program being offered at more than one site? Yes No
If yes, please list the sites at which the program is offered: ESU campus, on-line, Olathe Public Schools

Program Report Status:

New Program Continued Program Dormant Program
GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. **Contextual Information** – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. **Assessments and Related Data** – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. **Standards Assessment Chart** – provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. **Evidence for Meeting Standards** – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. **Use of Assessment Results to Improve Candidate and Program Performance** – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and IV of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.
SECTION I—CONTEXT

Complete the following contextual information:

1. A program of study that outlines the courses and experiences required for all candidates to complete the program. The program of study must include course titles and hours of credit per course. (This information may be provided as an attachment from the college catalog or as a student advisement sheet—maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE AND IN A FOLDER ON THE CD.

2. Chart with the number of candidates and completers. (Title-Chart with Candidate Information)\(^1\) Limit of 6 pages, not including the charts.

1. Program of Study:

Provide the following contextual information:

- **Description of the relationship of the program to the unit’s conceptual framework.**

  The Curriculum and Instruction Masters Program at Emporia State University is designed to reflect every aspect of the Teachers College Conceptual Framework. The Teachers College Conceptual Framework reflects the philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, the following proficiencies are defined within the conceptual framework: providing service to society, applying interdisciplinary scholarly knowledge, engaging in effective practice, responding to uncertainty and change, relying on self-reflection, and belonging to professional community. The candidates preparing to be a curricular leader are immersed in specific academic courses that faculty believe to be essential for the professional development and growth of educators seeking a career in leadership roles. These courses value a number of tenets deemed essential to preparing candidates as leaders within their profession and include 1) the value of cultural awareness and diversity, 2) the development and relevance of authentic assessment, 3) the essentials of professional development, 4) the importance of mentoring and collaboration, 5) the significance of access to information, 6) importance and application of research, 7) the value of leadership and effective practices, and 8) the significance of information and utilization of effective technology. ESU’s professional education programs offered through The Teachers College are devoted to helping candidates learn and grow as professional educators and assisting candidates to advance either within their field or embrace additional skills that prepare them for additional career roles.

As a Masters degree targeted toward practicing teachers, the goal is to expand the students’ abilities as Critical Thinker, Creative Planner, and Effective Practitioner. The program is designed to take the candidate to “the next level” in terms of essential knowledge, skills and dispositions. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

- **Indication of the program’s unique set of program assessments and their relationship to the program’s assessments to the unit’s assessment system.**\(^2\)

  Program assessments include the C&I Master’s Degree Comprehensive Assessment, the Written Assessment (Journal) of Leadership in Planning and Implementing Curriculum and Instruction, the Mentor/Supervisor Assessment (Checklist) of Leadership in Planning and Implementing Curriculum and Instruction, and the Completion of Coursework in ED820 Curriculum Leadership: Models and Strategies. These program assessments are, and have been, approved within the unit assessment system.

- **Description of the criteria for admission, retention, and exit from the program, including**
required GPAs and minimum grade requirements for the content courses accepted by the program.

Students must follow the graduate degree procedures of the Department of School Leadership/Middle and Secondary Teacher Education and the School of Graduate and Professional Studies at Emporia State University. The criteria for admission include the following:

1. GPA (a minimum of 2.5 on last 60 undergraduate hours)
2. Completion of either the Graduate Record Exam or Miller Analogies Test scores
3. Successful Completion of the Departmental Graded Application Form
4. Supervisor’s Personal References (two references completed by supervising administrators on forms provided)
5. Complete the Disposition form, sign and return the last page.
6. Faculty Evaluation and/or Personal Interview (prerogative of admissions committee)
7. Admission points are assigned on each of the above elements. The stronger the performance, the greater the number of points assigned. Admission points are totaled on the Graduate Admissions Rating Form.
8. APPLICANTS FOR ADMISSION TO DEGREE CANDIDACY MUST HAVE ALL REQUIREMENTS COMPLETED BEFORE THE COMPLETION OF 21 HOURS.

Application for admission must be made on a form provided by the School of Graduate and Professional Studies. Copies of official transcripts of all college credit must be supplied. (Transcripts must include the baccalaureate degree and all transfer credit that is to be applied to the master’s degree.)

Upon satisfactory completion of the five introductory/research courses, the core knowledge examination and the above requirements the student will be admitted to candidacy for the degree sought. Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified admissions criteria have been met. Students shall continuously demonstrate personal characteristics appropriate to the profession and maintain a 3.0 GPA or better throughout their program.

- Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Field Experience Standards and Requirements: Candidates enrolled in this practicum will fulfill all academic requirements of the course, be responsible for meeting policies and procedures established in the host school or school district, and meet the expectations of supervisors located at the field site and university. This course may include scheduled seminars along with field experiences; if scheduled, all candidates are expected to participate in those seminars. Recorded field experiences should constitute 30 to 90 clock hours of involvement, dependent upon the number of semester hours stipulated in the candidate’s degree plan. The candidate will produce a practicum journal (annotated log) that explains all key events and contributions occurring during the practicum period.

Specific Intended Learning Outcomes: Enrollment in this course indicates candidate interest in becoming a curriculum leader in our nation’s public and private school systems. In this class candidates will:

1. identify and describe skills associated with coordinating and leading curriculum development, with specific attention given to processes for academic program decision making, policies needed to insure stable coordinating systems, bodies (committees and councils) needed to provide ongoing guidance, and documents required for regular and ongoing communication and applications.
2. identify and describe skills associated with coordinating and leading curriculum implementation, with specific attention given to processes for staff development, internal and external validation, resource selection and use, and ongoing evaluation.

3. identify and describe skills associated with ongoing curriculum management at the district level, with specific attention given to processes for monitoring progress, working with personnel, and managing a change process.

4. identify and describe skills associated with evaluating curriculum in terms of effective teacher use and student learning.

1 **KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.**

2 **This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under KSDE/NCATE Standard 2.**
2. **Chart with Candidate Information:**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
<th>Master’s/Ed. Specialist/Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>61</td>
<td>64</td>
<td>Master’s</td>
</tr>
<tr>
<td>2008-2009</td>
<td>142</td>
<td>64</td>
<td>Master’s</td>
</tr>
<tr>
<td>2009-2010</td>
<td>238</td>
<td>44</td>
<td>Master’s</td>
</tr>
</tbody>
</table>

3 An enrolled candidate is officially admitted to the program.
4 KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
In this section, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. All programs must provide a **minimum of six assessments, maximum of eight assessments**: assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

Include an updated Assessments Chart in the format shown below.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or form of Assessment</th>
<th>When the Assessment Is Required/Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Content-based assessment</strong></td>
<td>Essay scored with rubrics</td>
<td>Last semester of a candidate's program of studies</td>
</tr>
<tr>
<td>Comprehensive Examination Part I: Application of Curriculum and Instruction Scenario</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Assessment of candidate ability to plan instruction</strong></td>
<td>Comprehensive journal from candidate is based on outcomes/rubrics; evaluated by the university supervisor</td>
<td>Completion of Practicum</td>
</tr>
<tr>
<td>Written Assessment (Journal) of Leadership in Planning and Implementing Curriculum and Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Assessment of clinical experience</strong></td>
<td>Mentor evaluation according to rubrics associated with each strand (knowledge/performance)</td>
<td>Completion of Practicum</td>
</tr>
<tr>
<td>Mentor/Supervisor Assessment (Checklist) of Leadership in Planning and Implementing Curriculum and Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Assessment of candidate ability to plan instruction</strong></td>
<td>Course grade following the standards identified in the course syllabus</td>
<td>Completion of ED 820</td>
</tr>
<tr>
<td>Completion of Coursework in ED820 Curriculum Leadership: Models and Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Content-based assessment</strong></td>
<td>Essay Scored with Rubrics</td>
<td>Last semester of a candidate's program of studies</td>
</tr>
<tr>
<td>Comprehensive Examination Part III: Analysis and Achievement of Learning Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Content-based assessment</strong></td>
<td>Analysis and essay scored with rubrics</td>
<td>Last semester of a candidate's program of studies</td>
</tr>
<tr>
<td>Comprehensive Examination Part II: Research Analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Course grades-based assessments can only be used for Assessment 5.

## SECTION III—STANDARDS ASSESSMENT CHART

For each Kansas standard on the chart below, identify the assessment(s) in Section II that address each standard. **One assessment may apply to multiple Kansas standards.** In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards. To save space, the knowledge and performance indicators of the Kansas standards are not identified here, but are available at – [www.ksde.org](http://www.ksde.org). The full set of standards provides more specific information about what should be assessed. **Please include information on assessments used for PreK if this is an all-level program.**

<table>
<thead>
<tr>
<th>KANSAS STANDARD</th>
<th>APPLICABLE ASSESSMENTS FROM SECTION II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong> Explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation.</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td><strong>Standard 2</strong> Explain the philosophical, historical, and socio-cultural influences on contemporary education theory and practice</td>
<td>5</td>
</tr>
<tr>
<td><strong>Standard 3</strong> Identify and describe principles of sound research design and valid data collection procedures and apply those techniques to analyzing results.</td>
<td>5, 6</td>
</tr>
<tr>
<td><strong>Standard 4</strong> Explain strategies to effectively educate students from diverse populations.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Standard 5</strong> Describe the role of a curriculum leader.</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td><strong>Standard 6</strong> Explain the role of technology in education programs.</td>
<td>5</td>
</tr>
</tbody>
</table>
Assessment #1 CONTENT KNOWLEDGE

<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment #1</strong></td>
</tr>
<tr>
<td><strong>Scoring Guides/Criteria/ Rubric</strong></td>
</tr>
<tr>
<td><em><em>Data Table</em>&quot;</em>*</td>
</tr>
<tr>
<td>(Required) Comprehensive Examination Part I: Application of Curriculum and Instruction Scenario</td>
</tr>
<tr>
<td>Check the box if attached.</td>
</tr>
<tr>
<td>Check the box if attached.</td>
</tr>
</tbody>
</table>

The description of the assessment

Candidates apply what they have learned in the core classes toward a realistic problem-solving scenario. They assume the role designated for them in the Role Assignment section of the comprehensive exam. In the written response candidates describe the problem(s) to be solved using the scenario elements that are identified. They clearly describe solutions to the problem, with major goals and objectives to be achieved, and assessment of the long-term success of the solution. They analyze the scenario information and develop a comprehensive plan (personal action, administration, fellow teachers, parents, etc.)

Additionally, candidates provide a supporting rationale for their problem solution making reference and connections to information learned in all the core courses from their masters program. They present a point of view from personal professional experience but also back it with relevant citations that reflect current reading in professional literature.

Citations used must be substantive, relevant, and of sufficient quantity and quality to support ideas. Candidates are asked to convince the reader that their knowledge is comprehensive.

The comprehensive examination is scored by a randomly assigned faculty member. The assessment is scored based on a rubric with the following design:

- 10 – 8 = Exemplary
- 7 – 4 = Proficient
- 3 - 0 = Unsatisfactory (Rewrite)

Note: A candidate who scores a 0 in any category will not pass. He/she must earn at least one ‘1’ in each category to pass. Each standard is scored with a separate scoring rubric.

The alignment of the assessment with the specific program standards addressed by the assessment
Program standard #1 requires that candidates explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation. The problem-solving scenario requires the candidate to address key foundational issues in curriculum development, implementation, management and evaluation. Other aspects of the assessment address academic program elements associated with instruction, research, diversity, testing and technology.

Program standard #5 requires that candidates describe the role of a curriculum leader. The assessment requires that the candidate simulate the role as curriculum leader in the specific scenario that they are individually assigned. Candidates are required to: “Apply what you have learned in the core classes towards this realistic problem-solving scenario. Assume the role circled for you in the Role Assignment section of the Matrix. Your assigned scenario is circled in each category of the Matrix; respond accordingly. In your written response:

1. Describe the problem(s) to be solved using the scenario matrix elements that are circled.

2. Clearly describe your solution to the problem, with major goals and objectives to be achieved, and assessment of the long term success of the solution.

3. Provide a supporting rationale for your problem solution (Why are you taking this approach?) making reference and connections to information learned in all the core courses from your masters program.”

A brief summary of the data findings

177 program completers have completed Part I of the Comprehensive Examination since 2007.

1. Of those 177 program completers, 100% have achieved a proficient or higher score rating on Standard 1. Indicator mean scores for each year include 4.88 for 2007-2008, 4.92 for 2008-09 and 5.76 for 2009-2010, which are all well above the proficient mean score of 4.0.

2. Of those 177 program completers, 100% have achieved a proficient or higher score rating on Standard 5. Indicator mean scores for each year include 4.88 for 2007-2008, 4.92 for 2008-09 and 5.76 for 2009-2010, which are all well above the proficient mean score of 4.0.

An interpretation of how those data provide evidence for meeting standards.

The two standards measured by this assessment align with theories and implementation processes associated with curriculum and instruction best practices and appropriate for enhancing teaching and learning in the identified problem-solving scenario. It is clear that the intended outcomes and rubrics align with skills, knowledge, and dispositions associated with curriculum and instruction best practices for enhancing teaching and learning. Based on the data provided and the fact that the assessments are aligned with standards, program completers have clearly attained the desired skills and knowledge.

Assessment #2 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.
The description of the assessment

The candidate in the **Effective Practitioner** practicum will produce a practicum log/journal that explains all key events and contributions occurring during the practicum period. In that log/journal they will address the following intended outcomes:

1. identify and describe skills associated with creating and implementing a results-based learning program, with specific attention given to processes for interpreting and using local curricular goals and state/national academic standards, and aligning student learning intentions with the intentions of those goals and standards.

2. identify and describe skills associated with developing and using a wide variety of teaching methods, and create varied and motivational classroom activities that align with those methods.

3. identify and describe skills associated with creating and administering formative and summative assessments that are aligned with local curricular goals and state/national standards, and that include grading criteria/rubrics associated with those curricular goals and standards.

4. identify and describe skills associated with the selection and use of instructional resources.

5. demonstrate all the skills shown in items 1 through 4 above as evidenced by the ED 895 Practicum Journal Scoring Rubric.

The candidate in the **Curriculum Leadership** practicum will produce a practicum log/journal that explains all key events and contributions occurring during the practicum period. In that log/journal they will address the following intended outcomes:

1. identify and describe skills associated with coordinating and leading curriculum development, with specific attention given to processes for academic program decision making, policies needed to insure stable coordinating systems, bodies (committees and councils) needed to provide ongoing guidance, and documents required for regular and ongoing communication and applications.

2. identify and describe skills associated with coordinating and leading curriculum implementation, with specific attention given to processes for staff development, internal and external validation, resource selection and use, and ongoing evaluation.
3. identify and describe skills associated with ongoing curriculum management at the district level, with specific attention given to processes for monitoring progress, working with personnel, and managing a change process.

4. identify and describe skills associated with evaluating curriculum in terms of effective teacher use and student learning.

5. demonstrate all the skills shown in items 1 through 4 above as evidenced by the ED 895 Practicum Journal Scoring Rubric.

The alignment of the assessment with the specific program standards addressed by the assessment

Program standard #5 requires that the candidate describe the role of a curriculum leader. The program’s practicum requires that the candidates reflect on their future role as a curriculum leader following the guidelines provided by the outcomes listed above.

A brief summary of the data finding

177 program completers have completed the Written Assessment (Journal) of Leadership in Planning and Implementing Curriculum and Instruction since 2006. Of those 177 candidates, 100% have achieved a proficient or higher score rating. Indicator mean scores for each year include 7.78 for 2007-2008, 7.78 for 2008-09 and 7.14 for 2009-2010, which are all well above the proficient mean score of 4.0.

An interpretation of how those data provide evidence for meeting standards.

The pertinent standard for this aspect of the practicum experience is: Explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation. Regardless of the relevant strand, it is clear that the intended outcomes and rubrics align with theories and implementation processes associated with school organization and operation. Based on the data provided and the fact that the assessments are aligned with standards, candidates have clearly attained the desired skills and knowledge.

Assessment #3  PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates’ knowledge and skills are applied effectively in practice.

<table>
<thead>
<tr>
<th>Attachments</th>
<th>Scoring Guides/Criteria/ Rubric</th>
<th>Data Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #3</td>
<td>Check the box if attached</td>
<td>Check the box if attached.</td>
</tr>
<tr>
<td>Mentor/Supervisor Assessment (Checklist) of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Planning and Implementing Curriculum and Instruction</td>
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</tr>
</tbody>
</table>
The description of the assessment

The candidate in the Effective Practitioner practicum will be evaluated by a field mentor according to the following criteria:

1. identify and describe skills associated with creating and implementing a results-based learning program, with specific attention given to processes for interpreting and using local curricular goals and state/national academic standards, and aligning student learning intentions with the intentions of those goals and standards.

2. identify and describe skills associated with developing and using a wide variety of teaching methods, and create varied and motivational classroom activities that align with those methods.

3. identify and describe skills associated with creating and administering formative and summative assessments that are aligned with local curricular goals and state/national standards, and that include grading criteria/rubrics associated with those curricular goals and standards.

4. identify and describe skills associated with the selection and use of instructional resources.

5. demonstrate all the skills shown in items 1 through 4 above as evidenced by the mentor evaluation to be completed by the practicum student’s field mentor and presented at the final meeting between the student, mentor and university supervisor.

The candidate in the Curriculum Leadership practicum will be evaluated by a field mentor according to the following criteria:

1. identify and describe skills associated with coordinating and leading curriculum development, with specific attention given to processes for academic program decision making, policies needed to insure stable coordinating systems, bodies (committees and councils) needed to provide ongoing guidance, and documents required for regular and ongoing communication and applications.

2. identify and describe skills associated with coordinating and leading curriculum implementation, with specific attention given to processes for staff development, internal and external validation, resource selection and use, and ongoing evaluation.

3. identify and describe skills associated with ongoing curriculum management at the district level, with specific attention given to processes for monitoring progress, working with personnel, and managing a change process.

4. identify and describe skills associated with evaluating curriculum in terms of effective teacher use and student learning.

5. demonstrate all the skills shown in items 1 through 4 above as evidenced by the mentor evaluation to be completed by the practicum student’s field mentor and presented at the final meeting between the student, mentor and university supervisor.

The alignment of the assessment with the specific program standards addressed by the assessment
Program standard #1 requires that candidates explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation. As indicated in the evaluation criteria above, candidates will demonstrate the ability to take their knowledge of curriculum development and apply it to the day-to-day operation of an educational institution.

Program standard #5 requires that candidates describe the role of a curriculum leader. As indicated in the evaluation criteria above, candidates will demonstrate the ability to take their leadership abilities and apply them to the day-to-day operation of an educational institution.

A brief summary of the data findings

177 program completers have completed the Mentor/Supervisor Assessment (Checklist) of Leadership in Planning and Implementing Curriculum and Instruction since 2006. Of those 177 candidates, 100% have achieved a proficient or higher score rating. Indicator mean scores for standard 1 (Effective Practitioner strand) each year include 9.46 for 2007-2008, 9.7 for 2008-09 and 9.21 for 2009-2010, which are all well above the proficient mean score of 4.0. Indicator mean scores for standard 5 (Curriculum Leadership strand) each year include 8.715 for 2007-2008, 9.7 for 2008-09 and 9.52 for 2009-2010, which are all well above the proficient mean score of 4.0.

An interpretation of how those data provide evidence for meeting standards.

The pertinent standards for this aspect of the practicum experience are: Explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation and describe the role of a curriculum leader. Depending on the relevant strand, it is clear that the intended outcomes and rubrics align with theories and implementation processes associated with curriculum and instruction best suited for enhancing teaching and learning. Based on the data provided and the fact that the assessments are aligned with standards, candidates have clearly attained the desired skills and knowledge.

Assessment 4 EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.

<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #4</td>
</tr>
<tr>
<td>Completion of Coursework in ED820 Curriculum Leadership: Models and Strategies</td>
</tr>
</tbody>
</table>

Alignment Matrix and Course Description for Course Grades-Based Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Program Standard Addressed by Course Assessment</th>
<th>Brief Description of how the Course addresses and assesses the standard from an AUTHENTIC source—such as a course catalog or a syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 4</td>
<td>Standard 5</td>
<td>Candidates completing this course will, as current and future educational leaders,</td>
</tr>
</tbody>
</table>
explain and work effectively with the design and management of academic programs, grades K-12. They will interpret past, current, and emerging reform initiatives, and describe their intended impact on school curricula, teachers, and students. Candidates will also explain and demonstrate in simulated settings processes for creating, implementing and managing local academic programs in the context of those reform initiatives.

The description of the assessment
Enrollment in this course indicates candidate interest in becoming a curriculum leader in our nation’s public and private school systems. In this class candidates will:

1. identify and explain components of the theory base underlying the curriculum model described in the text; compare that model with other techniques used to develop and manage curriculum; analyze and draw conclusions about the relationship among Total Quality Management, the theories of Ralph Tyler, and the theories of Benjamin Bloom; apply those theoretical concepts to practical circumstances in public and private school districts; and apply those theoretical concepts to a workable change model in public or private school systems. Components:
   - explain the characteristics of and principles behind TQM (Deming)
   - explain principles and content of the Tyler Principle and Bloom’s Taxonomy
   - explain how the three theories can work together in K - 12 school districts
   - compare and contrast the baseline “model” formed by the above three theories with other popular models for curriculum development, implementation, and management
   - create a viable and practical change model using the baseline model taught in the course, or another model used by districts in the United States

2. identify and explain the means for developing and implementing an outcome-based curriculum document, with particular attention to connecting governance and implementation, and applying the mechanics of the step by step process described in the text; create a set of recommendations to a school district for actually incorporating the model in a situation that requires flexible thinking and action; create appropriate staff and faculty development processes. Components:
   - describe outcome-based curriculum and instruction
   - explain how theory, governance, and implementation components are important and mutually supportive
   - describe a step by step process that can actually be used in a school district
   - identify and explain specific actions necessary for a typical small district to successfully incorporate a viable change model
   - describe basic staff and faculty development processes and their special uses in a viable change model

3. identify specific means for validating the curriculum, selecting appropriate resources, evaluating programs and student learning, and dealing with state and regional outcome-based accreditation; link key theories on curriculum and instruction to Accountability-Based Curriculum; create an action plan for a simulated school district; articulate and defend that action plan with a simulated school board and administration (in writing or orally). Components:
   - describe both internal and external curriculum validation
explain appropriate processes used in resource selection, including technology
explain and demonstrate formative and summative evaluation processes
explain how various educational theories in curriculum and instruction correspond with a viable and practical curriculum development process
prepare, present, and defend a clear and workable action plan

Candidates are assessed through the use of a simulated action plan designed by the student. An action plan is delivered to a board of education or administrative team that briefly spells out what is going to happen the first year of a model’s implementation. This particular design includes seven specific assignments:
1. Assignment #1: Academic Program Governance, Curriculum Design & Aligned Instruction
2. Assignment #2: Comparison to Other Popular Models
3. Assignment #3: Outcome Based Curriculum and Instruction
5. Assignment #5: Faculty Development
6. Assignment #6: Validity and Resource Selection
7. Assignment #7: Evaluation of Student Learning and Alignment of Curriculum and Instruction Models

This action plan is assessed using the ED 820 Plan of action/final assessment.

The alignment of the assessment with the specific program standards addressed by the assessment

Program standard #1 requires that candidates explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation. The assessment concentrates on the works of Deming, Tyler, and Bloom to establish the necessary foundation.

Program standard #5 requires that candidates describe the role of a curriculum leader. The purpose of the assessment is to require the candidate to think in terms of curricular leadership and to display those skills in a simulated environment.

A brief summary of the data findings

Data collection for this assessment began in the fall of 2009. Faculty members decided that this was a more specific assessment of the outcome than the previously employed method. Indicator mean scores for standard 1 include 13.1 for 2009-2010, which are all well above the proficient mean score of 7.0.

An interpretation of how those data provide evidence for meeting standards.
ED 820 is designed in such a way that the assessments very specifically address the standards. Faculty members believe that using these assessments will accurately measure candidate performance on standards 1 and 5.

**Assessment # 5: CONTENT KNOWLEDGE: Assessment of content knowledge.**

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<tr>
<th>Attachments</th>
<th>Scoring Guides/Criteria/ Rubric</th>
<th>Data Table</th>
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<tbody>
<tr>
<td>Assessment #5</td>
<td>Check the box if attached ✓</td>
<td>Check the box if attached. ✓</td>
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<tr>
<td>Comprehensive Examination Part III: Analysis and Achievement of Learning Outcomes</td>
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**The description of the assessment**
Candidates analyze and synthesize how they have grown in skills, knowledge and dispositions relating to the Curriculum and Instruction program goals. They are asked to supply key points of learning regarding the following content areas:

1. Explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation.

2. Explain the philosophical, historical, and socio-cultural influences on contemporary educational theory and practice.

3. Explain the role of technology in educational programs.

4. Identify and describe principles of sound research design and valid data collection procedures, and apply those techniques in analyzing results.

5. Explain strategies to effectively educate students from diverse populations, e.g. culturally, linguistically, ethnically, racially-different and differently-abled.

The comprehensive examination is scored by a randomly assigned faculty member. The assessment is scored based on a rubric with the following design:

- 10 – 8 = Exemplary
- 7 – 4 = Proficient
- 3 - 0 = Unsatisfactory (Rewrite)

Note: A candidate who scores a 0 in any category will not pass. He/she must earn at least one ‘1’ in each category to pass. Each standard is scored with a separate scoring rubric.

**The alignment of the assessment with the specific program standards addressed by the assessment**
Program standard #1 requires that candidates explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation. Comprehensive Examination Part III: Analysis and Achievement of Learning Outcomes contains essay question #1 which requires the candidate to “explain foundations of curriculum development, theories that underlie those foundations, and how those theories are implemented in the context of school organization and operation.”

Program standard #2 requires that candidates explain the philosophical, historical, and socio-cultural influences on contemporary education theory and practice. Comprehensive Examination Part III: Analysis and Achievement of Learning Outcomes contains essay question #2 which requires the candidate to “explain the philosophical, historical, and socio-cultural influences on contemporary educational theory and practice.”

Program standard #3 requires that candidates identify and describe principles of sound research design and valid data collection procedures and apply those techniques to analyzing results. Comprehensive Examination Part III: Analysis and Achievement of Learning Outcomes contains essay question #4 which requires the candidate to “identify and describe principles of sound research design and valid data collection procedures, and apply those techniques in analyzing results.”

Program standard #4 requires that candidates explain strategies to effectively educate students from diverse populations. Comprehensive Examination Part III: Analysis and Achievement of Learning Outcomes contains essay question #5 which requires the candidate to “explain strategies to effectively educate students from diverse populations, e.g. culturally, linguistically, ethnically, racially different, and differently-abled.”

Program standard #6 requires that candidates explain the role of technology in educational programs. Comprehensive Examination Part III: Analysis and Achievement of Learning Outcomes contains essay question #4 which requires the candidate to “explain the role of technology in educational programs.”

A brief summary of the data findings

177 program completers have completed Part III of the Comprehensive Examination since 2006.

1. Of those 177 program completers, 100% have achieved a proficient or higher score rating on Standard 1. Indicator mean scores for the respective time periods are 4.77 for 2007-2008, 4.71 for 2008-2009 and 5.85 for 2009-2010, which are well above the proficient mean score of 5.0.
2. Of those 177 program completers, 100% have achieved a proficient or higher score rating on Standard 2. Indicator mean scores for the respective time periods are 4.77 for 2007-2008, 4.71 for 2008-2009 and 5.90 for 2009-2010, which are well above the proficient mean score of 5.0.
3. Of those 177 program completers, 100% have achieved a proficient or higher score rating on Standard 3. Indicator mean scores for the respective time periods are 4.77 for 2007-2008, 4.71 for 2008-2009 and 5.96 for 2009-2010, which are well above the proficient mean score of 5.0.
4. Of those 166 program completers, 100% have achieved a proficient or higher score rating on Standard 4. Indicator mean scores for the respective time periods are 4.77 for 2007-2008, 4.71 for 2008-2009 and 5.91 for 2009-2010, which are well above the proficient mean score of 5.0.

5. Of those 166 program completers, 100% have achieved a proficient or higher score rating on Standard 6. Indicator mean scores for the respective time periods are 4.48 for 2006-2007, 4.77 for 2007-2008, 4.71 for 2008-2009 and 5.81 for 2009-2010, which are well above the proficient mean score of 5.0.

An interpretation of how those data provide evidence for meeting standards.

The intended outcomes measured by this assessment align with theories and implementation processes associated with curriculum and instruction best practices and appropriate for enhancing teaching and learning. The assessment rubric outlines expectations for meeting intended outcomes. Candidate responses demonstrate skills, knowledge, and dispositions regarding curriculum development, contemporary educational theory and practice, use of educational technology, ability to design and apply sound research, and effectively educate students from diverse populations.

Assessment 6: CONTENT KNOWLEDGE: Assessment of content knowledge.

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<tr>
<td>Comprehensive Examination Part II: Research Analysis</td>
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The description of the assessment

Candidates are required to examine a journal article that is provided for them. After reading the article, they are expected to analyze the article.

The comprehensive examination is scored by a randomly assigned faculty member. The assessment is scored based on a rubric with the following design:

10 – 8  = Exemplary
7 – 4   = Proficient
3 - 0   = Unsatisfactory (Rewrite)

Note: A candidate who scores a 0 in any category will not pass. He/she must earn at least one ‘1’ in each category to pass.

Each standard is scored with a separate scoring rubric.

The alignment of the assessment with the specific program standards addressed by the assessment
Program standard #3 requires that candidates identify and describe principles of sound research design and valid data collection procedures and apply those techniques in analyzing results. Comprehensive Examination Part II: Research Analysis requires that candidates submit a response following these guidelines:

“A journal article is provided. Use this article to analyze the following criteria. Discuss the extent to which this piece of research meets the criteria by indicating the truth of each statement. Justify your responses.

Criteria:
The problem or research goal being studied is meaningful, clearly stated, feasible, and appropriate to the researcher’s intention.
Hypotheses or questions are aligned with the problem or research goal, clearly measurable in the context of the study’s intentions and scope, and well stated.
The survey of the literature is appropriate to the problem or research goal and is comprehensive enough to indicate the competence of the researcher to conduct the study.
Research procedures are appropriate to the problem or research goal being studied, can be conducted adequately in the time available, and indicate sufficient scope to adequately respond to hypotheses or questions.
Methods to treat the data are workable and result in accurate findings and indications of significance.
The presentation of findings, conclusions, and recommendations is aligned with the study’s intent and hypotheses/questions, and provide new information to the body of research.
The abstract is well written and informative as to the intentions and findings in the research.”

A brief summary of the data findings

177 program completers have completed Part II of the Comprehensive Examination since 2006. Of those 177 completers, 100% have achieved a proficient or higher score rating. Indicator mean scores for each year include 4.63 for 2007-2008 and 5.1 for 2008-09 and 5.71 for 2009-2010, which are all well above the proficient mean score of 4.0.

An interpretation of how those data provide evidence for meeting standards.

Since this assessment is designed to evaluate the actual skills required to critically analyze research, data offers clear evidence of candidates’ ability to use their knowledge of proper research procedures in examining the value in both theory and practice of a particular piece of research.
Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments, but rather, it should summarize major findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program. Limit of three pages. (This will be a summary of the Data Results and Action Taken/Recommendations from the Assessments and Related Data chart in Section II.)

Assessment results have been analyzed and used to improve candidate and program performance. Although results verify the continued proficiency of students completing the program, faculty will continue to evaluate the proper achievement level required for each assessment. It may be necessary in the future to increase the level of proficiency required in order to continue to stimulate optimum student performance. The minimum level of proficiency is a matter of faculty judgment and may need to be revisited as more years of data become available.

An analysis of the Comprehensive Exam was used to create and implement a new summative assessment (Analysis and Achievement of Learning Outcomes) which is designed to further measure candidate’s achievement of program learning outcomes more specifically. It is the faculty’s interpretation of preliminary data that candidate performance on this assessment has strengthened candidate accountability. In particular, this assessment added emphasis on aspects of technology, research data, and education of diverse populations within the framework of curriculum development (theory and practice). This supports the theoretical framework of the college, emphasizing critical thinking, creative planning, and effective practices (emphasizing technology, diversity, assessment, professionalism, collaboration, and reflection).

VI—RESPONSE TO AREAS FOR IMPROVEMENT FROM LAST KSDE REVIEW

(List areas for improvement cited and what has been done to correct each.)