

2007-2008 Annual Program Review Report
Curriculum and Instruction – Advanced Studies

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I. Assessment of Candidate

Summarized reports (portfolio review, program completion rates, and graduate follow-up survey) data sets were used to assess the performance of candidates:

Portfolio Review:

Standard One Teachers are committed to students and their Learning.	From Fall 2006 to Spring 2008 81% of the students met this standard while 18% exceeded this standard.
Standard Two Teachers know the subjects they teach and how to teach those subjects to students.	From Fall 2006 to Spring 2008 81% of the students met this standard while 18% exceeded this standard.
Standard Three Teachers are responsible for managing and monitoring student learning.	From Fall 2006 to Spring 2008 81% of the students met this standard while 18% exceeded this standard.
Standard Four Teachers think systematically about their practice and learn from experience.	From fall 2006 to Spring 2008 81% of the students met this standard while 18% exceeded this standard.
Standard Five Teachers are members of learning communities.	From fall 2006 to Spring 2008 81% of the students met this standard while 18% exceeded this standard.

Graduate Follow-up Survey:

Survey was rated on a 3-point scale with 3 = very prepared, 2 = prepared, 1 = not well prepared.

Item	Standard Deviation	Average Score
I recognize individual differences in my students and how to adjust my practice accordingly and I treat students equitably.	.00	2.000
I understand how students develop and learn.	.40	2.833

I use technology to enhance my teaching.	.40	2.833
I understand that my mission extends beyond developing the cognitive capacity of my students.	.40	2.833
I know how to teach the subjects I teach.	.40	2.833
I can generate multiple paths to knowledge.	.40	2.833
I can manage and monitor student learning.	.40	2.833
I can orchestrate learning in group settings.	.52	2.333
I place a premium on student engagement.	.52	2.667
I regularly assess student progress.	.55	2.600
I teach from standards and objectives.	.52	2.667
I think systematically about my practice.	.41	2.833
I continually make difficult choices that test my judgment.	.41	2.833
I contribute to school effectiveness by collaborating with other professionals.	.41	2.833
I use community resources.	.75	1.833
I seek advice from others and draw on educational research scholarship to improve my practice.	.41	2.833
OVERALL, how would you rate your satisfaction with your preparation in the Curriculum and Instruction – Advanced Studies Program?	.41	2.833

Written comments from the exit survey regarding the strengths and weaknesses of the program overall were very favorable towards the program. Examples of the written responses are as follows:

Question: What do you see as the major strength(s) of the Curriculum and Instruction Advanced Studies:

- Classes online and at night
- Flexibility in applying your studies towards any 7-12 discipline or matter
- The broad range of objectives taught for equitable instruction and character as an educator
- It is a diverse program in which all aspects of my teaching profession were covered. The quality of instruction I received through the program at APSU was superior, as well as the availability of in-class and online studies.

Question: What do you see as the major weakness(es) of the Curriculum and Instruction- Advanced Studies:

- Help with the portfolio sooner in the program
- Class scheduling—some courses are only offered once a year.
- Classes were not as relevant as I would have liked. Assignments in web classes seemed more like busy work than educational opportunities.

II. Assessment of Program Operations

Both the Portfolio assessments and follow-up survey indicate that graduates of the program are satisfied with their preparation.

The summarized reports above show that out of a 3 point scale, the satisfaction rating is 2.88.

The two lowest areas on the exit survey were (a) I recognize individual differences in my students and how to adjust my practice accordingly and I treat students equitably, and (b) I use community resources. After collaboration with the review team, it was decided that the best fit for increasing the emphasis on these two areas would be in EDUC 6400 Social/Cultural Foundations in Education. The increased emphasis will begin Fall 2008 semester.

Additionally, the committee addressed the strengths and weaknesses listed by graduates in the exit survey above. Beginning Fall 2008, earlier portfolio intervention will begin in Fall 2008. Moreover, beginning in Fall 2008, the following key assessments have been identified:

COURSE	Course KEY ASSESSMENT
EDUC 6400 Social/Cultural Foundations in Education (Fall 2008 Semester)	Interview Project
EDUC 6800 Seminar on Teaching Effectiveness	
EDUC 6500 Seminar on Curriculum Improvement and Construction (Fall 2008 semester)	Research Paper
EDUC 5200 Evaluation of Teaching and Learning	
EDUC 5150 The Reflective Practitioner (Capstone)	Project/Video
SPED 6550 Advanced Studies in Special Education	Practicum
EDUC 5611 Education Computer Applications	
EDUC 5000 Research in Education (Fall 2008 semester)	Research Paper

The long-term implications of these assessments will be to provide more diverse, high-quality projects throughout the program and provide a unified and consistent method of data collection. Course key assessments will begin in the Fall2008 semester.

The following are the Key Assessments used for Curriculum and Instruction, Advanced Studies:

Assessment	Milestone	Who
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	GPA	I, II, III	Graduate Committee
	Portfolio – Standards	II, III	Graduate Committee
	Research Course Completion	II	Instructor of Class, Chair of Graduate Committee
T h e	Interview Project	II	Instructor of Class
	SPED 6550 Practicum	II	Instructor of Class
C u r	Completion of Capstone Professional Development (EDUC 5150)	II	Instructor of Class; Chair of Graduate Committee

riculum and Instruction, Advanced Studies program, uses the National Board of Professional Teacher Standards five core propositions:

Advanced Studies Standards	Courses	Key Assessment	Portfolio
Standard 1: Teachers are Committed to Students and Their Learning	EDUC 6400	Interview Project	II
1.1 Candidates are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably.	SPED 6550	Practicum	
1.2 They recognize the individual differences that distinguish their students from one another and they take account for the differences in their practice.	EDUC 6800	Project	
1.3 Candidates understand how students develop and learn.	EDUC 5150	Project/Video	
1.4 Candidates respect the cultural and family differences students bring to their classroom.			
1.5 Candidates are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.			
1.6 Candidates are concerned with the development of character and civic responsibility.			

<p>Standard 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>2.1 Candidates have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</p> <p>2.2 Candidates have skill and experience in teaching it, and they are very familiar with the skills, gaps, and preconceptions students may bring to the subject.</p> <p>2.3 Candidates are able to use diverse instructional strategies to teach for understanding.</p>	<p>Content Electives</p> <p>EDUC 5150</p>	<p>Project/Video</p>	<p>II</p>
<p>Standard 3 Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>3.1 Candidates deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</p> <p>3.2 Candidates know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</p> <p>3.3 Candidates know how to assess the progress of individual students as well as the class as a whole.</p> <p>3.4 Candidates use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</p>	<p>EDUC 5200</p> <p>EDUC 5150</p> <p>EDUC 6800</p> <p>EDUC 6500</p>	<p>Project/Video</p> <p>Project</p>	<p>II</p>
<p>Standard 4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>4.1 Candidates model what it means to be an educated person – they read, they question, they create and they are willing to try new</p>	<p>EDUC 5000</p> <p>EDUC 6500</p> <p>EDUC 5150</p>	<p>Research Paper</p> <p>Project/Video</p>	<p>II</p>

Standard 4: Teachers Think Systematically about Their Practice and Learn from Experience. 4.1 Candidates model what it means to be an educated person – they read, they question, they create and they are willing to try new things. 4.2 Candidates are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. 4.3 Candidates critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	EDUC 5000	Research Paper	II
	EDUC 6500	Project/Video	
	EDUC 5150	Interviews	
	EDUC 5611	Project	
	EDUC 6400		
EDUC 6800			
Standard 5: Teachers are Members of Learning Communities.	EDUC 5150	Project/Video	II

The Advanced Studies specialization degree requires 30 credit hours in the following courses:

EDUC 6400 Social/Cultural Foundations in Education
EDUC 6800 Seminar on teaching Effectiveness
EDUC 6500 Seminar on Curriculum Improvement and Construction
EDUC 5200 Evaluation of Teaching and Learning
EDUC 5150 The Reflective Practitioner
SPED 6550 Advanced Studies in Special Education
EDUC 5611 Education Computer Applications

All students must select one of the following research plans:
Plan I: EDUC 5000 Research in Education (3 hours)
Plan II: EDUC 5000 and EDUC 5950 Research Paper (6 hours)
Plan III: EDUC 5000 and EDUC 5990 Thesis (9 hours)

Students must select 2 courses in their specialty area from the following courses:
Early Childhood
English/Communication
Health and Physical education
Language Arts/Reading
Mathematics

Music
Science
Spanish
Social Studies

A breakdown of the number of students who successfully completed this program at Milestone I, II, and III from Fall 2005 to Fall 2007 follows:

Advanced Studies	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Milestone I	21	14	4	6	10
Milestone II	11	33	21	23	45
Milestone III	1	6	4	4	7
TOTALS	33	53	29	33	62

In order to improve program operations and quality, this committee found that there needs to be specific key assessments identified in the seven core courses and capstone course, as follows:

III. Assessment System

Data collection challenges center around two specifics:

1. The coding of entries, i.e.: C&I, CI or AV or AVS, or no code at all given for the students' major or minor;
2. Getting data out of the Banner system.

Data collection has also been hindered because Advanced Studies core courses have mostly been taught by adjuncts. The Teacher Education Unit is transitioning from adjuncts to full-time faculty.

The Teacher Education Unit Assessment System can incorporate the findings from the exit surveys of graduate completers and can also incorporate the findings from the Key Assessments in order to improve not only the program operations but also the curriculum content.

A complete reassessment of all core courses taken and their value will begin in Spring 2009 with the collection of data over the Fall 2008 semester. Based upon the data, program revisions will be addressed in the Spring 2009 semester.