



WILLIAM WOODS  
UNIVERSITY

**Education Specialist in Curriculum Leadership Annual  
Assessment 2016-2017**

# ANNUAL ASSESSMENT 16-17

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# Graduate Annual Assessment

## Education Specialist in Curriculum Leadership

### Program Profile

#### Program Mission

The program is designed as an alternative approach to achieving a specialist degree for teachers and curriculum specialist that do not want administrator certification. The following are the program goals.

**Objective 1:** Examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

**Objective 2:** Engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

**Objective 3:** Monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

**Objective 4:** Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

**Objective 5:** Locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

**Objective 6:** Demonstrate professional leadership skills and continued growth in instructional leadership and learning.

#### Program Demographics

##### Total Enrollment 2015-2016

38

##### Total Enrollment 2016-2017

38

##### Incoming Students 2015-2016

2

##### Incoming Students 2016-2017

3

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Curriculum\_Leadership.pdf

#### Reflection on Demographic Data

*Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.*

**Program Delivery**

Cohort  
 OnLine  
 Hybrid (selected)  
 Cohort and OnLine

**External Accreditation**

*Does the program hold external accreditation?*

Yes  
 No (selected)

**If yes, state the name of the organization.**

*Along with the name of the organization, please note the date of approval, and the date of review.*

**Program Objectives****Standard/Outcome**

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

**Additional Standards/Outcomes**

Identifier	Description
EDS CL.1	Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.
EDS CL.2	Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.
EDS CL.3	Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.
EDS CL.4	Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.
EDS CL.5	Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.
EDS CL.6	Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.

## Curriculum Map

A - Assessed  
I - Introduced  
M - Master  
R - Reinforced

### Education Specialist-Curriculum Leadership

	EDU 603	EDU 605	EDU 610
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	A, M	R	A, M
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R	R	
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R	R	
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	A, M	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R

	EDU 635	EDU 645	EDU 655
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	I	R	R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	I	R	A, M
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	I	A, M	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	I	R	A, M
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	A, M, I	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	I	R	R

	<b>EDU 673</b>	<b>EDU 680</b>	<b>EDU 690</b>
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	R		
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R		A, M
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	A, M	R	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R		R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R	R	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R

	<b>EDU 696</b>
<b>EDS CL.1</b> Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.	R
<b>EDS CL.2</b> Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.	R
<b>EDS CL.3</b> Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.	R
<b>EDS CL.4</b> Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R
<b>EDS CL.5</b> Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	R
<b>EDS CL.6</b> Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	R

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Education Specialist-Curriculum Leadership

EDS CL.1 Student will examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform.

Assessment Measures

<b>EDU 603</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 610</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Board of Education Report; Analysis of a School Improvement Issue: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		

EDS CL.2 Student will engage in continued professional development as it provides ongoing support for transformative leadership in curriculum and instruction in the classroom, school, community, and profession. Such professional development will take place through a variety of experiences and school-based research activities.

Assessment Measures

<b>EDU 655</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Project Based Learning Assignment (KDB): 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	97% of the students met the standard at an 80% competency level.		
<b>EDU 690</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Cohort Study Group Major Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		

EDS CL.3 Student will monitor, evaluate, and develop professional learning as a means to improve instructional practice, including the evaluation of learning outcomes and programs.

Assessment Measures

<b>EDU 645</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion School Change Assignment: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Urban Reform Model Report: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard of 80% competency.		

EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Curriculum Development and Analysis: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 655</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Cross-Curricular Unit of Instruction: 90% of students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.

Assessment Measures

<b>EDU 605</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Research Paper Weight-Bearing Walls: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 635</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Current Topic Research Presentation: 90% of the students will receive a minimum of 80% on the presentation. been met yet? Not met	33% of the students met the standard at an 80% competency level. However, there were only three students in the data.		- Curriculum Revision: A close review of this assignment will occur as the numbers of students completing the assignment increases.

**EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.**

Assessment Measures

<b>EDU 603</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Year-Long Curriculum Map: 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the standard at an 80% competency level.		

<b>EDU 673</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Final Report PD Plan: 90% of the students will receive a minimum of 80% on the report. been met yet? Met	100% of the students met the standard at an 80% competency level.		

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

Standard/Outcome	EDS CL.5 Student will locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings.	
Legend	A	
Course/Event	EDU 635	
Assessment Measure	Direct - Presentation	
Assessment Findings	Not met	
Improvement Narrative	<b>EDU 635</b>	
	<b>Improvement Type</b>	<b>Summary</b>
	Curriculum Revision	A close review of this assignment will occur as the numbers of students completing the assignment increases.

**Assessment List**

**Program Activities**  
**Student Accomplishments**

**Faculty Accomplishments**

**Alumni Accomplishments**  
*Recent graduates only*

**Professional Development Opportunities**  
*List professional development opportunities made available to faculty during the academic year.*

Professional development for online programs was offered by the university.

**Professional Development**  
*Upload any documentation supporting the professional development offered*

## Assessment Rubric

### Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
<b>Learning Outcomes</b>	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
<b>Assessment Measures</b>	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
<b>Assessment Results</b>	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> .Data is not provided as evidence for the claims

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
<b>Faculty Analysis and Conclusions</b>	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>
<b>Actions to Improve Learning and Assessment</b>	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>

Additional Comments: