



WILLIAM WOODS
UNIVERSITY

**Education Spec. Curriculum Lead Annual
Assessment 2018-201**

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Graduate Annual Assessment 18-19

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 2018-2019

32

Total Enrollment 2017-2018

22

Incoming/Transfer Students 2018-2019

3

Incoming/Transfer Students 2017-2018

6

Concentrations 2018-2019

If your program contains concentrations, or an emphasis area, please list the concentrations and the number of students identified within each concentration.

None

Graduating Students**Total Graduated 2017-2018**

25

Total Graduated 2016-2017

21

Programm Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research
Curriculum_Leadership.pdf*

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Enrollment is as expected. Considering moving this program to an online format.

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.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Marketing Attachments**Faculty Teaching**

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

Faculty Load Attachment

If you want to attach the load document you can do that here.

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
 R - Reinforced
 I - Introduced
 M - Master

Education Specialist-Curriculum Leadership

	EDU 603	EDU 605	EDU 610	EDU 635	EDU 645	EDU 655	EDU 673	EDU 680	EDU 690	EDU 696
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.	A, M	R	A, M	I	R	R	R			R
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.	R	R		I	R	A, M	R		A, M	R
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.	R	R		I	A, M	R	A, M	R	R	R
EDS CL.4 Student will Identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success.	R	A, M	R	I	R	A, M	R		R	R
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.	R	A, M	R	A, M, I	R	R	R	R	R	R
EDS CL.6 Student will demonstrate professional leadership skills and continued growth in instructional leadership and learning.	A, M	R	R	I	R	R	A, M	R	R	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

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Assessment Matrix: 90% of the students will receive a minimum of 80% on the report. been met yet?	DATA LOCATED HERE	VIA_EDS_C_I_VIA_6_.pdf	

EDU 610				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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% (82 students) met assessment requirements		

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

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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	86.84% (33 students) met assessment requirements		

EDU 690				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

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	97.14% (68 students) met assessment requirements		
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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

EDU 645				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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	94.59%% (35 students) met assessment requirements		

EDU 673				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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% (29 students) met assessment requirements		

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

Assessment Measures

EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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% (29 students) met assessment requirements		

EDU 655				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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	88.57% (31 students) met assessment requirements		

EDU 605				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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% (29 students) met assessment requirements		

EDU 635				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met	88% (22 students) met assessment requirements		

EDU 603				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

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	98.11% (52 students) met assessment requirements		
EDU 673				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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% (29 students) met assessment requirements		

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The curriculum and assessment process for the EDS in Curriculum Leadership is consistent with recent years. The assessment exercises are intended to mirror authentic practices of curricular leadership.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

Six Regional professional development sessions were held at five sites in the Fall of 2018. Adjunct professors were required to participate in the once annual training. PD topics included WWU program updates, WWU data review, certification and other DESE updates, field experience update, nd VIA and Pwlnet training. Participapnt feedback was very strong, scoring the majority of sessions in the very beneficial category,

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

	Assessment is Below Expectations	Assessment Meets the Expectations of the University	Assessment Reflects Best Practices	NA
Mission Statement Clearly Articulated	The mission statement is minimal at best.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	N/A
Reflection on Demographic Data	The program does not reflect on retention/graduation data in a detailed way.	The program provides a basic reflection/graduation on the retention data provided.	The program provides a detailed description on the retention numbers. The program provides new ideas on to improve retention or articulates how they plan to retain students.	N/A
Defines External Accreditation Standards	The program fails to provide any accreditation information.	The program provides a basic explanation of the accreditation organizations in the field.	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	N/A
Marketing Materials analysis	The program fails to provide discussion or review of the marketing materials	The program provides a basic discussion on the materials that are used to market the program.	The program reviewed several marketing materials with detailed discussion on the positives and negatives.	N/A
Analysis of Faculty Teaching load	The program did not provide a discussion teaching load	The program provided some discussion on faculty loads	The program provided evidence and clear discussion on the load for faculty.	N/A
Curriculum Map Alignment	The curriculum map is not complete	The curriculum map is complete	The curriculum map is detailed and complete.	N/A

Assessment of Objectives	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	N/A
Changes to Curriculum	The program does not articulate any changes to curriculum with detail or evidence.	The program articulates changes to the curriculum with minimal evidence or rationale	The program articulates curricular changes with a strong rationale and evidence base.	N/A
Assessment Findings	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	N/A
Improvement Narrative	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	N/A
Analysis of Assessment	The program provided no analysis of the assessment process as a whole	The program provided a discussion on the overall assessment process.	The program provided a robust discussion on the overall assessment process that was detailed and thorough.	N/A
Faculty and Student Accomplishments	The program provided little to no data on students, alumni, faculty accomplishments.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	N/A

PD Opportunities and Development	The program provided little to no discussion on the provided PD opportunities	The program provided a listing of PD opportunities available to the faculty.	The program provide a listing and supplemental information on the PD opportunities made available to faculty.	N/A
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