



WILLIAM WOODS
UNIVERSITY

**MED Curriculum and Instruction Annual Assessment
2016-2017**

ANNUAL ASSESSMENT 16-17

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Graduate Annual Assessment

Master of Education: Curriculum and Instruction

Program Profile

Program Mission

This program is designed to provide teachers an alternative to the administration program by developing curricular skills that can be used in the classroom on a daily basis.

Program Objectives

Objective 1: Teachers are committed to students and their learning

Objective 2: Teachers know the subjects they teach and how to teach those subjects to students

Objective 3: Teachers are responsible for managing and monitoring student learning

Objective 4: Teachers think systemically about their practice and learn from experience

Objective 5: Teachers are members of learning communities

Program Demographics

Total Enrollment 2015-2016

77

Total Enrollment 2016-2017

67

Incoming Students 2015-2016

17

Incoming Students 2016-2017

10

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_2016_17.xlsx

Reflection on Demographic Data

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

Since the development of the hybrid degree and due to the stringent guidelines for attaining an administrator certificate the program is beginning to take on more popularity among teachers.

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
MED .1	Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.
MED .2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
MED .3	Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
MED .4	Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
MED .5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED .6	Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

Curriculum Map

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

Master of Education Curriculum and Instruction NBPTS Standards

	EDU 500	EDU 510	EDU 520
NBPTS.1 Teachers are committed to students and their learning.	I	R	
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	I	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	I	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	I		R
NBPTS.5 Teachers are members of learning communities	I	R	A, M

	EDU 530	EDU 540	EDU 550
NBPTS.1 Teachers are committed to students and their learning.	R	A, M	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	R	A, M
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	A, M
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A, M	R	R
NBPTS.5 Teachers are members of learning communities	R	R	R

	EDU 556	EDU 580	EDU 581
NBPTS.1 Teachers are committed to students and their learning.	R	R	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.		R	R
NBPTS.5 Teachers are members of learning communities	R	R	A, M

	EDU 585	EDU 586	EDU 590
NBPTS.1 Teachers are committed to students and their learning.		M, A	M
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.		M, A	M
NBPTS.3 Teachers are responsible for managing and monitoring student learning.		M, A	M
NBPTS.4 Teachers think systematically about their practice and learn from experience.		A, M	
NBPTS.5 Teachers are members of learning communities	R	R	R

	EDU 597
NBPTS.1 Teachers are committed to students and their learning.	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A, M
NBPTS.5 Teachers are members of learning communities	R

Master of Education Curriculum and Instruction MLS

	EDU 500	EDU 510	EDU 520
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MED .6 Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.			

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Assessment Findings

Assessment Findings for the Assessment Measure level for Master of Education Curriculum and Instruction NBPTS Standards

NBPTS.1 Teachers are committed to students and their learning.					
Assessment Measures	EDU 540				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Class Assignment	Has the criterion Literacy Unit Project-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the 80% competency level.		

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

Assessment Measures

EDU 550				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Activity (Lesson Design)- 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the 80% competency level.		

NBPTS.3 Teachers are responsible for managing and monitoring student learning.

Assessment Measures

EDU 550				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Analysis of Curriculum-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the 80% competency level.		

NBPTS.4 Teachers think systematically about their practice and learn from experience.

Assessment Measures

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Lesson Plan Improvement-90% of the students will receive a minimum of 80% on the paper. been met yet? Not met	81% of the students met the 80% competency level.		- Curriculum Revision: This particular assignment will need to be reviewed. However, all low marks came from one instructor so that process will need to be monitored as well.

EDU 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Action Research Paper-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the 80% competency level.		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Action Research Paper-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the 80% competency level.		

NBPTS.5 Teachers are members of learning communities

Assessment Measures

EDU 520				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Paper-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the 80% competency level.		
EDU 581				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Instructional eBook-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% of the students met the 80% competency level.		

Assessment Findings for the Assessment Measure level for Master of Education Curriculum and Instruction MLS

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	NBPTS.4 Teachers think systematically about their practice and learn from experience.	
Legend	A	
Course/Event	EDU 530	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	This particular assignment will need to be reviewed. However, all low marks came from one instructor so that process will need to be monitored as well.

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.

All instructors had access to the university provided online 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

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input checked="" 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"/>
Assessment Measures	<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 checked="" type="checkbox"/> Specific measures are clearly identified <input checked="" type="checkbox"/> Measures relate to program learning outcomes. <input checked="" 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"/>
Assessment Results	<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 checked="" type="checkbox"/> A majority of learning outcomes assessed annually. <input checked="" 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"/> Hard when all the data is 100% successful, but no evidence files. Might need to look at Benchmarks.

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<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"/>
Actions to Improve Learning and Assessment	<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"/> All benchmarks were met

Additional Comments: