

SUNY Potsdam

Student Learning Outcomes Assessment Plan MSED in Curriculum & Instruction

Department Name: Curriculum & Instruction

Date Submitted and Academic year: Fall2011 for AY 2011-12

Teacher Education Mission Statement

Teacher Education Programs at SUNY Potsdam are committed to the preparation and enhancement of teachers who are grounded in disciplinary knowledge emanating from the arts and sciences and in curricular and instructional theory and practice. The department strives to assist teachers to become reflective practitioners, life-long learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students.

Teacher Education Programs are committed to preparing and sustaining teachers who hold knowledge and attitudes needed in dealing with the challenges facing schools today and in the future. Some of the new challenges include: increased diversity of the student population in terms of abilities, linguistics, ethnic and cultural backgrounds; rapid technological advancements; changes in assessment practices; and school restructuring and reform.

MSED in Curriculum and Instruction Program Description

The MSED in Curriculum and Instruction Program is a professional program developed to lead to professional certification for teachers who presently hold their initial certification in Early Childhood, Childhood, Visual Arts, Music, Drama, Business, French, Spanish, Mathematics, English, Health, and Social Studies. Teachers in the North Country region have limited access to graduate programs in special subject areas like Art and Drama and find it difficult to find graduate programs that satisfy the academic requirements for their professional certificate. The MSED in Curriculum and Instruction offers the flexibility necessary to accommodate the special content areas needed to meet the New York state certification requirements. This makes it possible for SUNY Potsdam to recommend candidates for the professional certificate in their initial area of certification.

SUNY Potsdam

Student Learning Outcomes Assessment Plan-Curriculum and Instruction- MSED

The MSED in the Curriculum and Instruction program aligns itself closely with the National Board for Professional Teaching Standards (NBPTS). The MSED in C & I program assessments utilize the five core principles of the NBPTS as the outcomes for program assessment. The NBPTS was created in response to the Carnegie Reports: *A Nation at Risk (1984)* and *A Nation Prepared: Teachers for the Twenty-first Century (1986)* and focuses on the development of accomplished teachers who demonstrate a high level of knowledge, skills and understanding surrounding the following outcomes taken from the NBPTS principles:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students.

- 3. Teachers are responsible for managing and monitoring student learning.
- 4. Teachers think systematically about their practice and learn from experience.
- 5. Teachers are members of learning communities.

Faculty Member Completing this Form: Dr. Kathleen M. Valentine

Update on prior years' "Application of Assessment Results:

Intended Student Learning Outcome #1 : The student will demonstrate a proficient level of commitment to students and their learning.

Connection to Department Mission:

Assists teachers to become reflective practitioners, life-long learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students

Measurable Criteria and Assessment Method(s) Outcome 1

Step one assignment: Development of an assessment focus	NBPTS 1a,b,&c,
Twelve graduate credits in initial certification content area. (students must maintain an overall GPA of 3.0 in their content area).	NBPTS 1a (these are tracked through the advisor and graduate admission. They are not submitted in the program assessment folio)
Step Two: Review of related literature	NBPTS 1a & c
Step Four: Review of assessment results, analysis and action plan	NBPTS 1a, b, c, d & e
Dispositions	NBPTS 1a
Diversity Requirement	NBPTS 1d & f
Curriculum Project	NBPTS 1

Data Source/Results & Analysis

Because the MSED in Curriculum & Instruction program is a professional program of study, many students enter the program at different times throughout the academic year. Some of the students enter as full-time and complete the program at the end of a year. Others enter full time and then cut back to part time due to professional and personal demands. Still others take a semester off from the program to attend to demands outside of the program. It is due to this flexibility that the student data for the program assessment folio contains students' data at many different levels of completion. *Most students' complete Step 1 for the Learning Outcome 1*, during their first semester of the program so the completion rate is high. The Step 4 is one of the last assignments to be submitted so the completion rate is lower.

- i. **Step one:** Development of an assessment focus assignment
- ii. **Step Two:** Review of related literature Action Research
- iii. **Step Four:** Review of assessment results analysis and action plan

Application of Results/Action Plan for Improvement

All students are demonstrating competency for this outcome so the plan is to continue the present assignments.

Intended Student Learning Outcome #2

Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Connection to Univ/Dept Mission

Assists teachers to become reflective practitioners, life-long learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students

Measurable Criteria and Assessment Method(s)

Action Research Step 2: Review of related literature	NBPTS 2
Development of an Action Plan Step 4	NBPTS 2
Diversity Project	NBPTS 2c
Curriculum Project GRED 616	NBTS 2a, b, & c

Data Source/Results & Analysis

Because the MSED in Curriculum & Instruction program is a professional program of study, many students enter the program at different times throughout the academic year. Some of the students enter as full-time and complete the program at the end of a year. Others enter full time and then cut back to part time due to professional and personal demands. Still others take a semester off from the program to attend to demands outside of the program. It is due to this flexibility that the student data for the program assessment folio contains students' data at many different levels of completion. Most students complete student Learning Outcome 2 during their first semester of the program so the completion rate is high.

- i. **Step 2:** Review of related literature Action Research
- ii. **Step 4:** Development of an Action Plan
- iii. **Diversity Project: - Assignment taken from course GRED 516 Or GRED 595C**
- iv. **Curriculum Project** – completed in GRED 616:

Application of Results/Action Plan for Improvement

All students are demonstrating competency for this outcome so the plan is to continue the assignments. The students are demonstrating competency through mastery over the subject(s) they teach, having a deep understanding of the history, structure and real-world applications of the subject. Students will demonstrate skill and experience in teaching, are very familiar with the skills gaps and preconceptions students may bring to the subject, and are able to use diverse instructional strategies to teach for understanding.

During the development of the program, an emphasis has been placed on providing students with a selection of courses addressing diversity. At the present, students can select from SPED 505, GRED 516 and GRED 595C but are not required to take them in order to complete the program. There will be a continued effort to develop and offer courses that address diversity and advising will be adjusted to ensure that all students take at least one diversity course before graduation. An additional effort will continue towards the integration of diversity into all courses in the program.

Intended Student Learning Outcome #3

Teachers are Responsible for Managing and Monitoring Student Learning.

Connection to Univ/Dept Mission

Assists teachers to become reflective practitioners, life-long learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students.

Measurable Criteria and Assessment Method(s)

Curriculum Project	NBPTS 3a,b, & c
Assessment Project Step 4	NBPTS 3a,b,c,&d
Individual Diversity Project	NBPTS 1f,2c, &3d

Data Source/Results & Analysis

Because the MSED in Curriculum & Instruction program is a professional program of study, many students enter the program at different times throughout the academic year. Some of the students enter as full-time and complete the program at the end of a year. Others enter full time and then cut back to part time due to professional and personal demands. Still others take a semester off from the program to attend to demands outside of the program. It is due to this flexibility that the student data for the program assessment folio contains students' data at many different levels of completion. Most students complete a portion of the student Learning Outcome 3 during their first semester of the program in GRED 616 Curriculum & Evaluation as part of their Curriculum Project so the completion rate is high for that assignment. The completion numbers for Action Research Step 4 are lower since it is completed towards the end of the program and many students are still enrolled in the program (taken from Task Stream NBPTS standards).

- i. Curriculum Project:** GRED 616:
- ii. Step 4:** Assessment Project
- iii. Diversity Project:** GRED 517 or GRED 595C

Application of Results/Action Plan for Improvement

All students who have presently completed this outcome are demonstrating competency. The Curriculum Project has been using a different number measure for evaluation with a "2" being the highest score and a "3" being the highest in all other courses in the Program. This will change after this year and all requirements will use the same scoring. The plan is to continue monitoring the assignments for this assignment over the next year to see if this level of competency is maintained and to redo the rubrics so that all courses and requirements are using the same evaluation score. For this outcome, students are demonstrating the ability to move fluently through a range of instructional techniques, keeping students motivated, engaged and focused, ensure a disciplined learning environment, and how to organize instruction to meet instructional goals, assess the progress of individual students as well as the class as a whole, and use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. (taken from Task Stream NBPTS standards).

Intended Student Learning Outcome #4

Teachers Think Systematically about Their Practice and Learn from Experience.

Connection to Univ/Dept Mission

Assists teachers to become reflective practitioners, life-long learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students

Measurable Criteria and Assessment Method(s)

Teacher Assessment Project: Well developed focus statement	NBPTS 4
Teacher Assessment Project: Analysis of acquired data	NBPTS 4

Teacher Assessment Project: Understanding the data Collection process	NBPTS 4
Teacher Assessment Project: Development of an action plan	NBPTS 1,2,3,& 4

Data Source/Results & Analysis

Because the MSED in Curriculum & Instruction program is a professional program of study, many students enter the program at different times throughout the academic year. Some of the students enter as full-time and complete the program at the end of a year. Others enter full time and then cut back to part time due to professional and personal demands. Still others take a semester off from the program to attend to demands outside of the program. It is due to this flexibility that the student data for the program assessment folio contains students' data at many different levels of completion. Most students complete the development of a focus statement, during their first semester of the program so the completion rate is high for this assignment. The last three: Understanding of the data collection process, analysis of acquired data and the development of an action plan are completed at different times throughout their program of study.

Action Research Step 4:

- i. Well-developed focus statement**
- ii. Understanding the data Collection process**
- iii. Analysis of acquired data**
- iv. Development of an action plan**

Application of Results/Action Plan for Improvement

All students who have presently completed this outcome are demonstrating competency. The plan is to continue monitoring the assignments for this assignment over the next year to see if this level of competency is maintained. For this outcome, students are demonstrating what it means to be an educated person, are familiar with learning theories and instructional strategies and stay abreast of current issues in American education, and critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. (taken from Task Stream NBPTS standards).

Intended Student Learning Outcome #5

Teachers are Members of Learning Communities.

Connection to Univ/Dept Mission

Assists teachers to become reflective practitioners, life-long learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students.

Measurable Criteria and Assessment Method(s)

IRB proposal: Peer Review	NBPTS 5
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A course unit outline that is coherent. (Content, ILOs, projects, media, etc.	NBPTS 5
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Data Source/Results & Analysis

Because the MSED in Curriculum & Instruction program is a professional program of study, many students enter the program at different times throughout the academic year. Some of the students enter as full-time and complete the program at the end of a year. Others enter full time and then cut back to part time due to professional and personal demands. Still others take a semester off from the program to attend to demands outside of the program. It is due to this flexibility that the student data for the program assessment folio contains students' data at many different levels of completion. Most students complete student Learning Outcome 5 during their their final semester of the program in GRED 687 Teacher Assessment Project so the completion rate varies for this assignment. The completion numbers for IRB proposal: peer review are lower since it is completed towards the end of the program and many students are still enrolled in the program. The completion rate for the course unit outline is greater since it is taken by most students during their first semester of study in the program.

i. IRB proposal: Peer review:

Application of Results/Action Plan for Improvement

All students who have presently completed this outcome are demonstrating competency. The plan is to continue monitoring the assessments for this assignment over the next year to see if this level of competency is maintained. For this outcome, students are demonstrating the ability to collaborate with others to improve student learning, are leaders and actively know how to seek and build partnerships with community groups and businesses, work with other professionals on instructional policy, and evaluate school progress and the allocation of resources in order to meet state and local education objectives. (taken from Task Stream NBPTS standards).

<p>Summary of Action Plans for upcoming Academic Year <u>2011-12</u></p>
<p>1. Continue present assignments</p>
<p>2. There will be a continued effort to develop and offer courses that address diversity and advising will be adjusted to ensure that all students take at least one diversity course before graduation. In addition, the program will work towards a greater integration of diversity into the program course work.</p>
<p>3. The plan is to continue monitoring the assessments for this assignment over the next year to see if this level of competency is maintained.</p>
<p>4. GRED 616, which is a core course in the MSED in C & I, will be reviewed and revised to better reflect the</p>

NBPTS National standards. The course requirements and evaluations will be reviewed and revised to ensure that the same scoring is used on the rubrics as the other program courses.

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