

# M. Ed. Program in Curriculum & Instruction

## 2006 NCA Progress Report #9

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### Introduction/Context

The M.Ed. program in Curriculum and Instruction is primarily designed for practicing teachers who wish to further develop their pedagogical knowledge and expertise for the purpose of assuming greater leadership roles in the planning, delivery, management, and evaluation of instructional programs. In addition, qualified applicants who possess a baccalaureate degree in a related discipline may apply required course work towards a two-year provisional teaching license or additional teaching credential--albeit these options, when available, usually demand further study beyond course work needed for the master's degree as well as the successful completion of any Praxis II examinations required by the State of Ohio.

While built around a College Core that provides coverage of educational research and technology, social foundations, human development, curriculum theory, and instructional design, degree requirements for this program are sufficiently flexible to allow specialization in any one of the following areas of study:

- Educational Technology
- Early Childhood Education
- Elementary Education
- Educational Research
- Gifted and Talented Learners
- Health and Physical Education
- Literacy Development and Instruction (adult literacy, reading and TESOL)
- Middle Childhood Education (science and mathematics)
- Secondary Education (all content fields, including art, English, social sciences, modern languages, mathematics, and science)
- Urban Secondary Teaching (accelerated program leading to initial licensure)
- Special Education (Early Childhood Intervention Specialist, Mild/Moderate Intervention Specialist, and Moderate/Intensive Intervention Specialist)

The program is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and consequently has been developed to meet advanced standards of applicable Specialized Professional Associations (SPAs) such as the National Association for the Education of Young Children, the Council for Exceptional Children, the National Council of Teachers of English, the National Council of Teachers of Mathematics, and the International Reading Association. Where teacher licensure or endorsement is available, specialized tracks within the program are likewise approved by the Ohio Department of Education and provide for supervised clinical, practicum and/or student teaching experiences.

Within COEHS, oversight for the program is provided by the Teacher Education Council (TEC) and the Graduate Affairs Council (GAC). TEC is comprised of eight faculty members elected by the departments offering undergraduate and graduate teacher preparation programs and is chaired by the Associate Dean for Academic Programs. GAC is charged with reviewing curriculum proposals set forth by individual departments and/or TEC that may affect any of the College's graduate programs and to make appropriate recommendations relative to their adoption.

### Goals

*"The Teacher as a Responsive, Reflective Professional—A Partner in Learning"* serves as the model for the M.Ed. Program in Curriculum & Instruction. As initially conceived in 1997, the four knowledge bases that continue to serve as a foundation for this model emphasize the importance of inquiry, collaboration, contextualism, and professionalism in effective practice.

As they related to the four knowledge bases and Praxis III domains for assessing field-based performance, the 12 specific goals that govern this graduate program follow:

1. Personal Philosophy. The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice [Knowledge Base: Professionalism; Praxis III Domain D]
2. Social Foundations. The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live [Knowledge Base: Contextualism; Praxis III Domain D]
3. Knowledge of Subject Matter and Inquiry. The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person. [Knowledge Base: Inquiry; Praxis III Domains A & C]
4. Knowledge of Development and Learning. The CSU teacher education student understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge. [Knowledge Base: Contextualism; Praxis III Domain A]
5. Diversity. The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning. [Knowledge Base: Contextualism; Praxis III Domains A & B]
6. Learning Environment. The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation. [Knowledge Bases: Contextualism, Partnerships; Praxis III Domain B]
7. Communication. The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments. [Knowledge Bases: Inquiry, Partnerships; Praxis III Domains B, C & D]
8. Instructional Strategies. The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative and physical development. [Knowledge Bases: Contextualism, Inquiry; Praxis III Domains A & C]
9. Assessment. The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster the physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world. [Knowledge Bases: Inquiry, Contextualism; Praxis III Domains A, C & D]
10. Technology. The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs. [Knowledge Base: Contextualism; Praxis III Domain C]
11. Professional Development. The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally. [Knowledge Bases: Inquiry, Professionalism, Partnerships; Praxis III Domain D]
12. Collaboration and Professionalism. The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being. [Knowledge Bases: Professionalism, Partnerships; Praxis III Domain D]

Program faculty developed these goals so as to be fully compliant with State Board of Education and SPA standards for teacher preparation. They were originally derived in 1997 by a task force comprised of faculty, administrators, staff, students, and school professionals. They have not changed since the NCA Assessment Plan for the College's M.Ed. Program in Curriculum & Instruction was first formulated.

### **Outcomes**

Specific program outcomes as they related to each of the aforementioned goals are tabled in the NCA Status Report #9 which accompanies this document. These outcomes were developed by program faculty and have not changed since first derived. Briefly, they require that:

- All students demonstrate required knowledge, skills, and dispositions as reflected by satisfactory course performance.

- At least 95% of all C&I M.Ed. candidates will successfully complete a capstone course, comprehensive exam, master's project, or thesis as their chosen exit requirement.
- At least 90% of all C&I M.Ed. candidates who are concurrently pursuing an initial teaching license will achieve a passing score as defined by the Ohio Department of Education on any mandated Praxis II *Principles of Teaching & Learning* (PLT) exam.
- At least 90% of all C&I M.Ed. candidates who are concurrently pursuing teacher licensure or endorsement will achieve a passing score as defined by the Ohio Department of Education on any required Praxis II content area specialty exams.
- Where applicable, mean score ratings for all items on candidates' final student teaching evaluations will equal or exceed 3.5 on a scale of 1 (unsatisfactory) to 4 (outstanding).
- Where required at program completion, at least 90% of all students will minimally demonstrate proficiency on all 12 program goals through submission of an acceptable professional portfolio that is keyed to those goals.
- As indicated by an exit questionnaire, 80 percent or more of all students surveyed will have found the program moderately to extremely helpful in realizing each of the of the 12 program goals.
- At least 90% of all C&I M.Ed. candidates who also obtained an initial teaching license with their degree will achieve a passing score on each domain of the Praxis III assessment of teaching performance during their initial two years of teaching.

For the purpose of the current report, eight measures were employed to assess student outcomes.

## **Research**

### **Grade Point Averages (direct measure)**

Eligibility for the C&I M.Ed. minimally requires that all students have achieved an overall cumulative grade point average of at least 3.0. In addition, students must receive a B or better in any required practicum and a grade of S in student teaching. Students seeking initial two-year provisional middle childhood or adolescent/young adult licensure must also achieved an undergraduate, graduate, or combined graduate and undergraduate grade point average of at least 2.50 in any academic subject area of concentration.

### **Successful Completion of and Exit Requirement (direct measure)**

All candidates for the C&I M.Ed. must successfully complete one of the following exit requirements: a three and one-half hour written comprehensive examination; a master's project, defined as a manuscript or product (e.g., film, videotape, computer program) that documents the application of educational theory to practice and demonstrates capacity for evaluation and synthesis; or a thesis, defined as an in-depth, scholarly treatise on a specific area of interest within the major emphasis of the student's program of study. Projects and theses may be completed independent of course work or alternatively incorporated within the requirements of a capstone course. If incorporated in a capstone course, students must receive a B or better as their final grade in that course to have it qualify as their exit requirement.

As might be expected from its name, the comprehensive examination aims to be all-inclusive, drawing on every course in student's program of study. Although some choice is offered in items, students are typically required to respond to two questions based on the college core and two questions from the area of specialization. To the greatest degree possible, questions require an integration and synthesis of material across courses. The comprehensive exam is independently read and evaluated on a pass/fail basis by the student's academic advisor and at least one other faculty member chosen by the advisor. Should the exam be judged unsatisfactory by only one of the two readers, a third reader selected by the student's department, is asked to evaluate the exam. If judged unacceptable by the third reader or the original two readers, the student is permitted one retake.

In the case of projects and theses, students select an advisory committee of at least three members. This committee, chaired by the student's academic advisor or capstone course instructor, provides direction on all aspects of the thesis or project. Theses must meet requirements established by the College of Graduate Studies. Public defense of theses and projects is optional.

### **The Praxis II Principles of Learning & Teaching (PLT) Examination (direct measure)**

Designed and administered by ETS, the Praxis II PLT is aimed at assessing the prospective teacher's knowledge and understanding of fundamental principles that govern teaching and learning as typically covered in courses on educational psychology, human growth and development, classroom management, instructional design and delivery, and evaluation and assessment. Four separate, but equivalent, versions of the PLT exist to differentiate among the pedagogical knowledge required at different grade levels as follows: PreK-Grade 3, Grades K-6, Grades 5-9, and Grades 7-12. All candidates for initial teacher licensure in the State of Ohio are required to take one of these exams; passing scores for each measure are set by the Ohio Department of Education.

Each PLT exam includes four case histories that outline particular teaching situations. For each case history, examinees are required to respond to three short-answer essay questions. Collectively, these 12 items cover the prospective teacher's knowledge of students as learners, instruction and assessment, communication techniques, and various issues related to teacher professionalism. In addition, all PLT exams also contain 24 multiple-choice items that similarly assess knowledge of student development, diversity and related issues, motivation, classroom climate, teaching strategies, instructional planning, assessment techniques, and professional concerns.

### **Praxis II Specialty Exams (direct measure)**

Also designed and administered by ETS, the Praxis II Specialty Exams measure candidates' knowledge of the subjects they will teach, as well as subject-specific pedagogical skills and knowledge. Required exams and passing scores for each are set by the Ohio Department of Education. The content and format of these exams differs by subject area such that some exams are comprised entirely of multiple-choice items whereas others contain a combination of both multiple-choice and short-essay questions. Typically, Praxis II Specialty Exams are required of any individual pursuing endorsement or licensure in a new teaching field. For example, a previously credentialed middle school teacher who wants to obtain multi-age licensure as a Mild/Moderate Intervention Specialist would need to take and pass the Praxis II speciality exam on Knowledge-Based Core Principles in Special Education. Similarly, the secondary English teacher who wants to add K-12 TESOL endorsement to their initial license must take and pass the Praxis II speciality exam on Teaching English to Speakers of Other Languages.

### **Student Teaching Evaluation Forms (direct measure)**

All M.Ed. C&I tracks that provide for teacher licensure, require the completion of a student teaching experience. Based on repeated observations and pre/post observation conferences held throughout the term, the Student Teaching Evaluation Form provides a summative account of the licensure candidate's mid-term and final performance in the field. Seven- and fifteen-week Student Teaching Evaluation Forms are completed by the intern or student teacher's University supervisor with feedback from the mentor or cooperating teacher. Results of these evaluations ultimately form the basis of the student's final grade for student teaching.

The Student Teaching Evaluation Form focuses on sixty-seven specific criteria that cover all aspects of the teaching experience. Students are evaluated on each criterion on a scale of 1 (unsatisfactory) to 4 (outstanding); a composite rating based on the same scale is also provided.

The sixty-seven items that comprise the Student Teaching Evaluation Form may more broadly be grouped in four domains which parallel those employed on the Praxis III which is used to evaluate new teachers. The relation of these domains to program goals has been earlier described; definitions for each domain follow:

**Domain A: Organizing Content Knowledge for Student Learning.** Knowledge of the content to be taught underlies all aspects of good instruction. Domain A focuses on how teachers use their understanding of students and subject matter to decide on learning goals; to design or select appropriate activities and instructional materials; to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or

select informative evaluation strategies. All of these processes, beginning with the learning goals, must be aligned with each other, and because of the diverse needs represented in any class, each of the processes mentioned must be carried out in ways that take into account the variety of knowledge and experiences that students bring to class. Therefore, knowledge of relevant information about the students themselves is an integral part of this domain.

Domain A criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Demonstrates familiarity with relevant aspects of students' background knowledge and experiences.
- Articulates clear learning goals for lessons that are appropriate to the students.
- Displays an understanding of the connections between content that was learned previously, current content, and content that remains to be learned in the future.
- Creates and/or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the lesson goals.
- Creates and/or selects evaluation strategies that are appropriate for the students and that are aligned with lesson goals.

**Domain B: Creating an Environment for Student Learning.** Domain B relates to the social and emotional components of learning as prerequisites to academic achievement. Thus, this domain focuses on the human interactions in the classroom, on the connections between teachers and students, and among students. Domain B addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, and of establishing and maintaining constructive standards for behavior in the classroom. It also includes the learning "environment" in the most literal sense--the physical setting in which teaching and learning take place.

Domain B criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Creates a classroom climate that promotes fairness.
- Establishes and maintains rapport with students.
- Effectively communicates challenging learning expectations to each student.
- Establishes and maintains consistent standards of classroom behavior.
- Makes the physical environment as safe and conducive to learning as possible.

**Domain C: Teaching for Student Learning.** This domain focuses on the act of teaching and its overall goal: helping students to connect with the content. As used here, "content" refers to the subject matter of a discipline and may include knowledge, skills, perceptions, and values regarding various areas of development: cognitive, social, artistic, physical, and so on. Teachers direct students in the process of establishing individual connections with the content, thereby devising a good "fit" for the content within the framework of the students' knowledge, interests, abilities, cultural backgrounds, and personal backgrounds. At the same time, teachers should help students to move beyond the limits of their current knowledge or understanding. Teachers monitor learning, making certain that students assimilate information accurately and that they understand and can apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used to good purpose.

Domain C criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Makes learning goals and instructional procedures clear to students.
- Makes content comprehensible to students.
- Encourages students to extend their thinking.
- Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
- Uses instructional time effectively.
- Uses technology effectively.

**Domain D: Teacher Professionalism.** Teachers must be able to evaluate their own instructional effectiveness in order to plan specific future lessons for particular classes and to improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Teachers should be able to explain how they will proceed to work toward learning for all students. The professional responsibilities of all teachers, including beginning teachers, also include sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations.

Domain D criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Reflects on the extent to which the learning goals were met.
- Demonstrates a sense of efficacy.
- Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- Effectively communicates with parents or guardians about student learning.

### **Praxis III Results (direct measure)**

In order to transition from a two-year provisional license to a five-year professional license, Ohio performance-based licensure standards (Rule 3301-24-02) require that all newly hired teachers must successfully complete an entry-year program and pass the Praxis III which measures actual classroom performance in the four domains noted above. Praxis III results for students who have obtained initial teacher licensure through CSU are annually supplied to the College by the Ohio Department of Education. Albeit no distinction is made between graduate and undergraduate students' Praxis III results, resultant findings are still useful in determining the degree to which students have succeeded in achieving program goals.

### **Exit and Follow-up Surveys (indirect measures)**

At the conclusion of the program, students are asked to complete an exit survey. Thirteen items on this questionnaire specifically ask students to reflect on the degree to which their overall program helped them achieve designated goals. With the exception of Goal #11 (Professional Development), which is measured by two items, one question is provided for each standard or goal. The rating scale for each item ranges from 0 (program not helpful) to 4 (program extremely helpful).

Although not included in Status Report #9, follow-up alumni surveys have also been periodically conducted by the College. In 2004-2005, plans to conduct such a survey were postponed given University-wide plans to administer an alumni survey developed by ACT. Insofar as that effort has either been abandoned or delayed, the College is currently in the process of reviewing and revising its existing alumni questionnaire for mailing in the fall of 2006.

### **Professional Portfolio (direct measure added in 2005-06 to some programs)**

In 2005-06, a select number of C&I M.Ed. programs added a professional portfolio to their existing degree requirements. As a consequence, this measure is likewise being added to the assessment plan. More specifically, students in early childhood, MUST, literacy, special education, and educational technology must minimally demonstrate proficiency on all relevant program goals through submission of a satisfactory professional portfolio which is keyed to those goals. Work on portfolio preparation is ongoing with satisfactory progress to be assessed at several defined checkpoints throughout the student's program of study. A final evaluation by program faculty is ultimately conducted at the time of degree completion. Professional portfolios typically contain one or two items for each program goal that have been purposely selected by the student to best reflect achieved competence, individuality, and creativity as a professional teacher. Each artifact must be accompanied by a reflective cover sheet that serves to explain why it was selected and how it relates to the designated goal to which it is keyed. Artifacts are individually assessed by the instructors of those courses from which they are obtained using an agreed upon set of rubrics developed by program faculty. The entire professional portfolio is likewise subject to final assessment using these same rubrics.

As developed to date, instructions for graduate portfolio systems, including the rubrics to be used in their assessment, are contained on the College's web site and may be found at the following address: <http://www.csuohio.edu/coehs/students/portfolios/index.htm>. By way of illustration, the rubric used to evaluate Goal/Standard 1 artifacts in special education is contained in Table 1.

**Table 1. Sample Rubric Used in Assessing Special Education Portfolio Artifacts for Goal 1 (Personal Philosophy)**

<b>Outcome 1: PERSONAL PHILOSOPHY</b>				
COEHS Outcome: The CSU Teacher Education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice. Related CEC Standard: Special Educators understand the field as an evolving and changing discipline based on philosophies, which continue to influence the education and treatment of individuals with exceptional needs both in school and society.				
CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE (0)	EMERGING (1)	PROFICIENT (2)	EXEMPLARY (3)
<u>Knowledge &amp; Understanding</u> Understands the need to develop and articulate a personal philosophy in special education grounded in theory and practice.	Does not provide a clear explanation of beliefs. Educational philosophy as described is incomprehensible or contradictory. Is written without regard for special education research, laws or litigation.	Defines educational beliefs with general justifications that are largely based on personal experience. Philosophy is only slightly grounded in special education theory and practice.	Provides an explanation of educational beliefs consistent with current ideas of best practice as justified by theory and research both in general and special education.	Provides an explanation of educational beliefs consistent with current ideas of best practice both for education in general and for special education specifically that includes detailed and appropriate references to personal experiences. Clearly and articulately explains the theoretical and philosophical bases for personal beliefs that reflect special education research, laws and litigation.
<u>Performance &amp; Skills</u> Applies philosophical reasoning to a critical assessment of the consequences and implications of special educational decisions.	Little or no evidence that the candidate can assess the educational implications and consequences of instructional decisions. Writing is incoherent. Unable to cogently summarize, analyze, or evaluate information, ideas, and opinions. Has no reference to special education.	Some evidence that the candidate can assess the consequences of instructional decisions related to working with students who have disabilities, but lacks skill in philosophical reasoning. Writing is somewhat incoherent. Able to cogently summarize information, ideas, and opinions.	Some evidence that the candidate can apply philosophical reasoning to assess the consequences and implications of instructional decisions related to working with students who have disabilities. Writing is clear with minor incoherence. Able to cogently summarize and analyze information, ideas, and opinions.	Clear evidence that the candidate can apply philosophical reasoning to the critical assessment of his/her own beliefs and actions. Writing is clear and coherent. Able to cogently summarize, analyze and evaluate information, ideas, and opinions. Philosophy fully reflects special education best practices.
<u>Dispositions</u> Displays beliefs that are congruent with professional and ethical standards (for education in general and for special education specifically) and that are free from bias.	Personal philosophy violates professional and/or ethical standards including those specific to special education; reflects biased, stereotypical, or prejudicial attitudes and beliefs; and provides no evidence of a commitment to continued professional development, or of self-awareness.	Personal philosophy is congruent with professional and ethical standards both for education in general and for special education specifically. Beliefs and attitudes expressed are relatively free from bias; however, scant evidence is provided to suggest an ongoing commitment to continued professional development. Provides evidence of emerging self-awareness.	Personal philosophy is congruent with professional and ethical standards both for education in general and for special education specifically, provides some evidence of a commitment to continued professional development, and is free from bias. Provide some evidence of self-awareness.	Personal philosophy is congruent with professional and ethical standards both for education in general and for special education specifically, provides ample evidence of a commitment to continued professional development, and is free from bias. Provides evidence of a strong self-awareness.

### Findings

As tabled findings contained in the accompanying Status Report #9 reveal, established benchmarks for all outcomes have been met.

- 97% of all M.Ed. C&I students demonstrated required knowledge, skills, and dispositions as evidence by satisfactory course performance and satisfactory completion of an exit requirement.

- 96% of all students pursuing both a master's degree and initial teacher licensure achieved passing scores as defined by the Ohio Department of Education on Praxis II PLT exams.
- 93% of all students pursuing both a master's degree and teaching credential achieved passing scores as defined by the Ohio Department of Education on Praxis II content area specialty exams.
- Collectively, mean score ratings for all items on candidates' final student teaching evaluations equaled or exceeded 3.5 on a scale of 1 (unsatisfactory) to 4 (outstanding).
- As reported on an exit survey, nearly 90% or more of all M.Ed. C&I students found the program moderately to extremely helpful in personally realizing each of the 12 establish program goals.
- Where required at program completion, 92% or more of all students minimally demonstrated proficiency on all 12 program goals through submission of an acceptable professional portfolio keyed to those goals.
- According to the latest report available from the Ohio Department of Education, 100% of all students (both graduates and undergraduates) who were recommended for provisional two-year licensure by CSU and subsequently secured teaching positions in Ohio passed the Praxis III examination during their initial two years of employment and would consequently qualify for a five-year professional license.

### **Review**

Praxis II and Praxis III results are annually made available by public report. These and other assessment findings are likewise reviewed by program faculty and the Teacher Education Council each year. Current findings compare most favorably with 2005 results.

### **Actions**

#### **Response to 2005 Assessment Report Review**

In the review provided of the 2005 Progress Report, three "minor" limitations were noted:

- (1) No provision was made for the comparison of 2005 findings with earlier results.
- (2) No evidence was offered to suggest that program goals have been reviewed since their initial development in 1997.
- (3) The ACT Alumni survey to be administered by the University is not specifically aligned with program goals and student outcomes.

In addition, it was informally suggested by the Director of the Office of Assessment that the College consider providing both an aggregated and a disaggregated account of findings to facilitate ongoing review of its various C&I programs.

In response to these suggestions, the format of the 2006 Progress Report has been altered. Specifically, separate tables have been constructed to report the findings of each assessment measure. Both 2005 and 2006 findings are included in these tables to facilitate the comparison of this year's results with those of the previous year. Next, while outcomes remain unchanged and are still keyed to aggregated results for continuity, a disaggregated account of Praxis II and exit requirement passage rates by program is also provided with the ultimate intent of likewise presenting both an aggregated and a disaggregated account of other measures in future reports, especially where variability among programs appears evident.

On October 11, 2005, the State Board of Education for Ohio adopted a new set of seven standards for the teaching profession. These new standards are intended to drive conversations about the practice of teaching. In addition, it is anticipated that they will be used to:

- assist higher-education programs in developing the content and requirements of pre-service training and development,

- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession,
- plan and guide professional development activities, and
- develop coaching and mentoring programs for new teachers.

Senate Bill 2 mandates the development of evaluation guidelines which will align with these standards. These evaluation guidelines will be developed in the near future with full implementation expected in 2007-2008.

In 2005-2006, a preliminary review of the new standards by COEHS indicates that they compare most favorably to existing program goals. Briefly, the seven standards identified by the State Board of Education are listed below along with their respective COEHS counterparts. Although a more thorough review of current COEHS goals and outcomes against these new standards will be conducted by the College's Teacher Education Council when corresponding evaluation guidelines have been fully developed by Ohio's Educator Standards Board, substantial changes in existing goals and outcomes are not expected albeit some changes in program indicators (outcomes) and assessment measures may result to ensure compliance with the new evaluation guidelines when they are released.

**Table 2.** Comparison of New Ohio Standards for the Teaching Profession to Current COEHS Goals

Ohio Standards for the Teaching Profession	Existing COEHS Goals for Teacher Licensure Programs
<u>Standard #1: Students.</u> Teachers understand student learning and development, and respect the diversity of the students they teach.	<u>Goal 4: Knowledge of Development and Learning.</u> The CSU teacher education student understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge. <u>Goal 5: Diversity.</u> The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.
<u>Standard #2: Content.</u> Teachers know and understand the content area for which they have instructional responsibility.	<u>Goal 3: Knowledge of Subject Matter and Inquiry.</u> The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.
<u>Standard #3: Assessment.</u> Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.	<u>Goal 9: Assessment.</u> The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster the physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world.
<u>Standard #4: Instruction.</u> Teachers plan and deliver effective instruction that advances the learning of each individual student.	<u>Goal 8: Instructional Strategies.</u> The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative and physical development. <u>Goal 10: Technology.</u> The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.
<u>Standard #5: Learning Environment.</u> Teachers create learning environments that promote high levels of learning and achievement for all students.	<u>Goal 6: Learning Environment.</u> The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation.
<u>Standard #6: Collaboration and Communication.</u> Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.	<u>Goal 7: Communication.</u> The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments. <u>Goal 12: Collaboration and Professionalism.</u> The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being.
<u>Standard #7: Professional Responsibility and Growth.</u> Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	<u>Goal 11: Professional Development.</u> The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally.

Finally, as earlier noted, the College is currently in the process of reviewing and revising its existing alumni questionnaire for mailing in the fall of 2006. As is true of the exit questionnaire, the college-specific follow-up survey will contain items that serve to assess the degree to which alumni feel that they have achieved program goals.

### **Other Actions**

Implementation of an electronic portfolio system began in select programs with training provided in its use to faculty and students. Where applicable, submission of a satisfactory portfolio at program completion was, therefore, added to the assessment plan as both a new outcome and assessment measure. Rubrics for assessing student portfolios have been devised by program faculty for some C&I tracks while others remain in development. Remedial plans keyed to various checkpoints in the portfolio development process have also been developed to correct for individual deficiencies in student performance.

Praxis II refresher courses have been offered by the Department of Curriculum and Foundations to assist students in preparing for the PLT and specialty exams in math, chemistry, and special education.

With the institution of capstone courses in some C&I programs that function to fulfill the exit requirement, arrangements need to be made for the administration of exit surveys in these classes. Currently, surveys are mailed to students upon completion of comprehensive exams, projects, or theses.

Arrangements need to be made for Dean's access to the grade rosters for capstone courses so that passage rates can be determined for these without having to call up individual student records.

NORTH CENTRAL ASSOCIATION STUDENT ASSESSMENT PLAN  
2006 College of Education and Human Services Status Report #9

Program: Teacher Education (M. Ed.—All Curriculum & Instruction Programs)

**ASSESSMENT MEASURE: Faculty evaluation of final Professional Portfolio****TARGETED OUTCOME: By conclusion of student teaching, at least 90% of students will minimally achieve proficiency on each program goal as evidenced by artifacts contained in professional portfolio.**

PROGRAM GOALS	RESULTS		REVIEW, ACTIONS & IMPROVEMENTS
	N	2006	
1. Articulates a personal philosophy of teaching and learning that is grounded in theory and practice.	47	100% met standard 25 or 53% exemplary 22 or 47% proficient	New assessment measure added to plan in 2006.  Criterion met for all 12 goals with 92% of all students demonstrating proficiency. No programmatic action required.
2. Possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live.	40	97% met standard 22 or 55% exemplary 17 or 42% proficient	
3. Understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.	48	98% met standard 28 or 58% exemplary 19 or 40% proficient	
4. Understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.	40	92% met standard 25 or 62% exemplary 12 or 30% proficient	
5. Understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.	48	98% met standard 25 or 52% exemplary 22 or 46% proficient	
6. Uses an understanding of individual and group motivation to promote positive interaction, active engagement in learning, and self-motivation.	46	100% met standard 27 or 59% exemplary 19 or 41% proficient	
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.	48	96% met standard 29 or 60% exemplary 17 or 36% proficient	
8. Plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.	46	98% met standard 27 or 59% exemplary 18 or 39% proficient	
9. Understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world.	48	98% met standard 25 or 52% exemplary 22 or 46% proficient	
10. Understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.	47	98% met standard 27 or 58% exemplary 19 or 40% proficient	
11. Is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally.	48	98% met standard 31 or 65% exemplary 16 or 33% proficient	
12. Fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being.	46	96% met standard 20 or 44% exemplary 24 or 52% proficient	

**ASSESSMENT MEASURE: Self-assessment as reported on Exit Survey administered to students at conclusion of program.**

**TARGETED OUTCOME: On a scale of 0 to 4, 80% or more of all students will report that they achieved each of 12 program goal moderately (2) to extremely (4) well.**

PROGRAM GOALS	RESULTS		REVIEW, ACTIONS & IMPROVEMENTS
	2005 (N = 43)	2006 (N = 38)	
1. Articulates a personal philosophy of teaching and learning that is grounded in theory and practice.	88.38% program met standard 20.93% moderately well 44.19% mostly 23.26% extremely well	97.37% program met standard 28.95% moderately well 52.63% mostly 15.79% extremely well	Target exceeded for all exit survey items. In 2006, nearly 90% or more of all students indicated that their program enabled them to accomplish specified goals moderately to extremely well. Responses compare favorably to those obtained in 2005 with gains in 10 of 13 items. No action required.
2. Possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live.	86.04% program met standard 30.23% moderately well 39.53% mostly 16.28% extremely well	92.11% program met standard 15.79% moderately well 50.00% mostly 26.32% extremely well	
3. Understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.	86.04% program met standard 18.60% moderately well 58.14% mostly 9.30% extremely well	97.37% program met standard 26.32% moderately well 42.11% mostly 28.95% extremely well	
4. Understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.	88.37% program met standard 20.93% moderately well 37.21% mostly 30.23% extremely well	92.11% program met standard 13.16% moderately well 52.63% mostly 26.32% extremely well	
5. Understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.	88.37% program met standard 16.28% moderately well 41.86% mostly 30.23% extremely well	94.74% program met standard 5.26% moderately well 50.00% mostly 39.47% extremely well	
6. Uses an understanding of individual and group motivation to promote positive interaction, active engagement in learning, and self-motivation.	88.37% program met standard 13.95% moderately well 46.51% mostly 27.91% extremely well	97.37% program met standard 23.68% moderately well 47.37% mostly 26.32% extremely well	
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.	97.68% program met standard 25.58% moderately well 44.19% mostly 27.91% extremely well	94.74% program met standard 15.79% moderately well 39.47% mostly 39.47% extremely well	
8. Plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.	95.34% program met standard 25.58% moderately well 39.53% mostly 30.23% extremely well	94.74% program met standard 18.42% moderately well 42.11% mostly 34.21% extremely well	
9. Understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world.	90.69% program met standard 18.60% moderately well 46.51% mostly 25.58% extremely well	92.11% program met standard 18.42% moderately well 57.89% mostly 15.79% extremely well	
10. Understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.	81.39% program met standard 30.23% moderately well 25.58% mostly 25.58% extremely well	94.74% program met standard 31.58% moderately well 34.21% mostly 28.95% extremely well	
11. Is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally.	90.70% program met standard (Q11) 23.26% moderately well 67.44% mostly 81.39% program met standard (Q12) 18.60% moderately well 62.79% mostly	92.11% program met standard (Q11) 15.79% moderately well 76.32% mostly 92.11% program met standard (Q12) 2.63% moderately well 50.00% mostly 39.47% extremely well	
12. Fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being.	93.03% program met standard 23.26% moderately well 27.91% mostly 41.86% extremely well	89.47% program met standard 10.53% moderately well 78.95% mostly	

**ASSESSMENT MEASURE: Supervisory evaluations of knowledge, skills, and dispositions displayed during student teaching.**

**TARGETED OUTCOME: Students' mean score ratings on four Praxis III Domains assessed by Final Student Teaching Evaluation Instrument will be at least 3.5 on a scale of 1 (unsatisfactory) to 4 (outstanding).**

PROGRAM GOALS & RELEVANT	RESULTS		REVIEW, ACTIONS &
PRAXIS III DOMAINS	2005 (N = 49)	2006 (N = 88)	IMPROVEMENTS
1. Articulates a personal philosophy of teaching and learning that is grounded in theory and practice. (Domain D)	Range of Item Means Domain D: 3.75 - 3.98	Range of Item Means Domain D: 3.81 - 3.96	100% met criterion for all 4 Praxis III Domains. In 2006, mean scores for the 67 items on the student teaching evaluation instrument ranged from 3.57 to 3.97 as opposed to a range from 3.54 to 3.98 in 2005. Results for two years are comparable. No action required.
2. Possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live. (Domain D)	Range of Item Means Domain D: 3.75 - 3.98	Range of Item Means Domain D: 3.81 - 3.96	
3. Understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person. (Domains A & C)	Range of Item Means Domain A: 3.68 - 3.88 Domain C: 3.63 - 3.89	Range of Item Means Domain A: 3.76 - 3.93 Domain C: 3.68 - 3.88	
4. Understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge. (Domain A)	Range of Item Means Domain A: 3.68 - 3.88	Range of Item Means Domain A: 3.76 - 3.93	
5. Understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning. (Domain A & B)	Range of Item Means Domain A: 3.68 - 3.88 Domain B: 3.54 - 3.98	Range of Item Means Domain A: 3.76 - 3.93 Domain B: 3.57 - 3.97	
6. Uses an understanding of individual and group motivation to promote positive interaction, active engagement in learning, and self-motivation. (Domain B)	Range of Item Means Domain B: 3.54 - 3.98	Range of Item Means Domain B: 3.57 - 3.97	
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments. (Domains B, C & D)	Range of Item Means Domain B: 3.54 - 3.98 Domain C: 3.63 - 3.89 Domain D: 3.75 - 3.98	Range of Item Means Domain B: 3.57 - 3.97 Domain C: 3.68 - 3.88 Domain D: 3.81 - 3.96	
8. Plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development. (Domains A & C)	Range of Item Means Domain A: 3.68 - 3.88 Domain C: 3.63 - 3.89	Range of Item Means Domain A: 3.76 - 3.93 Domain C: 3.68 - 3.88	
9. Understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world. (Domains A, C & D)	Range of Item Means Domain A: 3.68 - 3.88 Domain C: 3.63 - 3.89 Domain D: 3.75 - 3.98	Range of Item Means Domain A: 3.76 - 3.93 Domain C: 3.68 - 3.88 Domain D: 3.81 - 3.96	
10. Understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs. (Domain C)	Range of Item Means Domain C: 3.63 - 3.89	Range of Item Means Domain C: 3.68 - 3.88	
11. Is a reflective practitioner who evaluates his/her interactions with others and seeks opportunities to grow professionally. (Domain D)	Range of Item Means Domain D: 3.75 - 3.98	Range of Item Means Domain D: 3.81 - 3.96	
12. Fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being. (Domain D)	Range of Item Means Domain D: 3.75 - 3.98	Range of Item Means Domain D: 3.81 - 3.96	

**ASSESSMENT MEASURE: PRAXIS II Principles of Learning & Teaching (PLT) and Content Area Specialty Exams**

**TARGETED OUTCOME: At least 90% of teacher licensure candidates will achieve passing scores on required PRAXIS II PLT and Content Area Specialty Exams as reflected by aggregate results.**

PROGRAM GOALS	PRAXIS II PLT EXAMS	2005 Results			2006 Results			REVIEW, ACTIONS & IMPROVEMENTS
		# Took	# Passed	% Passed	# Took	# Passed	% Passed <sup>1</sup>	
<ul style="list-style-type: none"> <li>Possesses knowledge and understanding of factors that influence education. (Goal 2)</li> <li>Understands how individuals learn and develop, including role of prior experience in construction of new knowledge. (Goal 4)</li> <li>Understands how individuals differ and accounts for diversity in teaching and learning. (Goal 5)</li> </ul>	<i>Professional Knowledge (PLT) Aggregate</i>	384	363	94%	113	109	96%	Student passage rates on all PLT exams met criterion. The aggregate passage rate for 2006 was slightly higher than that for 2005. No action required.
	Principles of Lrng & Tchng Early Childhood	New exam 2006			13	12	92%	
	Principles of Lrng & Tchng K-6				34	33	97%	
	Principles of Lrng & Tchng 5-9				5	5		
	Principles of Lrng & Tchng 7-12				61	59	97%	

<sup>1</sup>Rule of 10: Statistical conclusions can not be drawn when less than 10 individuals have taken a test. Consequently, no pass rate percentage is calculated when fewer than 10 teacher candidates take the Praxis II test.

PROGRAM GOALS	PRAXIS II SPECIALTY EXAMS	2005 Results			2006 Results			REVIEW, ACTIONS & IMPROVEMENTS
		# Took	# Passed	% Passed	# Took	# Passed	% Passed <sup>1</sup>	
<ul style="list-style-type: none"> <li>Understands content, disciplinary concepts, and tools of inquiry. (Goal 3)</li> </ul>	<i>Content Area &amp; Teaching Special Populations Aggregate</i>	233	220	94%	294	274	93%	The aggregate passage rate on specialty exams remained relatively stable from 2005 to 2006 and continued to exceed the specified criterion. In instances where sample size was $\geq 10$ , passage rates for individual licensure programs also met the target. Hence, no action required.
	<i>Adolescent/Young Adult Programs</i>							
	Biology: Content Knowledge Part 1				4	2		
	Biology: Content Knowledge Part 2				5	2		
	Biology: Content Knowledge				3	2		
	Chemistry				1	1		
	Integrated Language Arts				9	8		
	Integrated Mathematics				9	8		
	Integrated Social Studies				5	5		
	Physics – Content Knowledge				1	0		
	<i>Early Childhood Licensure Program</i>							
	Early Childhood Education				23	22	96%	
	Education of Young Children	New exam			14	14	100%	
	<i>Middle Childhood Concentrations</i>							
	Middle School Mathematics				26	26	100%	
	Middle School Science				6	4		
	<i>Multiage Licensure Programs</i>							
	English to Speakers of Other Languages				22	22	100%	
	Reading				39	39	100%	
	School Health				1	1		
	<i>Special Education Programs</i>							
	Early Childhood Special Education				16	16	100%	
	Mild/Moderate				85	78	92%	
Moderate/Intensive				25	24	96%		

<sup>1</sup>Rule of 10: Statistical conclusions can not be drawn when less than 10 individuals have taken a test. Consequently, no pass rate percentage is calculated when fewer than 10 teacher candidates take the Praxis II test.

**ASSESSMENT MEASURE: Exit requirement results for degree (i.e., comprehensive exam, project, thesis, or satisfactory capstone course completion)**

**TARGETED OUTCOME: As reflected by aggregate results, at least 95% of all C&I M.Ed. students will successfully complete chosen exit requirement.**

PROGRAM GOALS	C&I PROGRAM EXIT REQUIREMENTS	2005 Results			2006 Results			REVIEW, ACTIONS & IMPROVEMENTS
		# Took	# Passed	% Passed	# Took	# Passed	% Passed	
<ul style="list-style-type: none"> <li>• Possesses knowledge and understanding of factors that influence education. (Goal 2)</li> <li>• Understands content, disciplinary concepts, and tools of inquiry. (Goal 3)</li> <li>• Understands how individuals learn and develop, including role of prior experience in construction of new knowledge. (Goal 4)</li> <li>• Understands how individuals differ and accounts for diversity in teaching and learning. (Goal 5)</li> <li>• Plans and implements a variety of developmentally appropriate instructional strategies. (Goal 8)</li> <li>• Understands, selects, and uses a range of assessment strategies to foster development of learners and give accounts of students' learning to the outside world. (Goal 9)</li> </ul>	<i>Aggregate Results Comprehensive Exam</i>	487	470	96%	218	211	97%	The aggregate passage rate for comprehensive exams remained relatively stable from 2005 to 2006 and continued to exceed the specified criterion. In instances where passage rates for individual programs did not meet the criterion, small sample size was deemed to be a major factor. Hence, no action required.
	Early Childhood Education				7	7		
	Educational Technology				31	31	100%	
	Elementary Education				10	10	100%	
	Gifted & Talented Education				12	11	92%	
	Literacy Development & Instruction							
	Adult Literacy				1	1	100%	
	Reading				18	17	94%	
	Tchg English to Speakers of Other Lang				13	13	100%	
	Physical Education Pedagogy				1	0	0%	
	School Health				6	3	50%	
	Secondary Education				20	20	100%	
	Special Education							
	Early Childhood Intervention Specialist				11	11	100%	
	Mild/Moderate Intervention Specialist				71	70	99%	
	Moderate/Intensive Intervention Specialist				16	16	100%	
	Sport & Exercise Psychology				1	1	100%	
	<i>Aggregate Results Project/Thesis</i>				53	53	100%	
	Educational Technology				3	3	100%	
	Elementary Education				4	4	100%	
	Literacy – Reading				2	2	100%	
	Middle Childhood				1	1	100%	
	Secondary Education				43	43	100%	
	<i>Aggregate Results Completion of Capstone Course with Grade ≥ B</i>					61		Grade sheets for capstone courses need to be secured and reviewed to determine passage rates for these courses.
	Early Childhood Education					30		
	Educational Technology					8		
	Literacy - Reading					23		

**ASSESSMENT MEASURE: PRAXIS III Exam**

**TARGETED OUTCOME: At least 90% of all C&I M.Ed. candidates who also obtained an initial teaching license with their degree will achieve a passing score on each Domain of the Praxis III exam during their initial two years of teaching.**

PROGRAM GOALS	PRAXIS III Domains	2005 Results (N = 190)			2006 Results (N = 169)			REVIEW, ACTIONS & IMPROVEMENTS
		CSU Pass Rate	OH Passing Score	CSU Avg. Score	CSU Pass Rate	OH Passing Score	CSU Avg. Score	
Goal 3 Knowledge of Subject & Inquiry Goal 4 Knowledge of development & Lrng Goal 5 Diversity Goal 8 Instructional Strategies Goal 9 Assessment	Domain A – Organizing Content for Student Learning	100%	9.5	13.38	100%	9.5	13.66	As reported by ODE, 100% of all program completers who obtained teaching positions in Ohio passed the Praxis III exam during their initial 2 years of teaching. 2006 findings are comparable to those obtained in 2005. No action required.
Goal 5 Diversity Goal 6 Learning Environment Goal 7 Communication	Domain B – Creating and Environment for Student Learning	99%	9.5	13.39	100%	9.5	13.75	
Goal 3 Knowledge of Subject & Inquiry Goal 7 Communication Goal 8 Instructional Strategies Goal 9 Assessment Goal 10 Technology	Domain C – Teaching for Student Learning	99%	7.5	13.20	100%	9.5	13.53	
Goal 1 Personal Philosophy Goal 2 Social Foundations Goal 7 Communication Goal 9 Assessment Goal 11 Professional Development Goal 12 Collaboration & Professionalism	Domain D – Teacher Professionalism	99%	7.5	11.04	100%	7.5	11.16	
Goals 1 through 12	Record of Evidence Score	99%	38.0	51.01	100%	38.0	52.09	