UNIT REPORT
## Curriculum & Instruction-Academic - APR Self-Study Report by Academic Unit/Department
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# Program Mission

## Department of Curriculum and Instruction Mission

**Program Mission Statement:**

The Department of Curriculum and Instruction exists to prepare and support educators. We address the needs of diverse learners through excellence in teaching and learning, inquiry, reflective practice, field-based learning experiences, community partnership, and professional development.  Our research catalyzes these efforts, providing learners opportunities to engage with cutting edge theories, models, practices, and understandings to develop the capacities of educators to make a difference in the lives of learners.

# Program Goal (add a minimum of 3 program goal "plan items")

## Department of Curriculum and Instruction Goal 2 [Innovate Quality Assurance]

**Goal Statement:**

The Department of Curriculum and Instruction will refine its quality assurance system to narrow down signature assignments in each phase of the teacher education program (pre-admission to teacher education, post-admission to teacher education, methods, and student teaching) to more strategically allow for the tracking of student progress against state standards for initial certification of professional educators.

**Alignment to UI Strategic Plan Goals:**

 Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

**Indicators/Metrics to Evaluate Progress:**

The ultimate goal is to have a data dashboard that demonstrates candidates' (students') progress toward meeting the Idaho standards. Identification of one signature assignment per education core and methods courses will be the first step in realizing success.

**List of Actions the Program Will Take to Achieve Goals :**

1 - Program faculty will meet under the guidance of the Director of Teacher Education to identify assignments to be common across all sections of EDCI 201 (pre-admission), 302 (post-admission), the methods courses, and 401 (student teaching).

2 - Rubrics for evaluation against the 13 (proposed) Idaho standards will then be refined or developed.

3 - External validation of rubrics through clinical partnerships

4 - Calibration for reliability in scoring candidate (student) work against the rubrics/standards

**Goal Achievement Level:** In Progress

## Department of Curriculum and Instruction Goal 1 [Cultivate Inclusive Learning Practices]

**Goal Statement:**

Update education core requirements to include student understanding regarding tribal sovereignty.

**Alignment to UI Strategic Plan Goals:**

 Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

**Indicators/Metrics to Evaluate Progress:**

Valid, reliable measures at each of the four stages of the program (pre-admission to teacher education, post-admission to teacher education, methods, and student teaching) that assess candidate (student) understanding regarding tribal sovereignty

**List of Actions the Program Will Take to Achieve Goals :**

Collaboration with tribal leaders and educators to develop faculty understanding regarding the sovereign status of native peoples

Development of instructional strategies to engage candidates (students) in development of this understanding

Development of assessment tools to measure candidate (student) understanding regarding tribal sovereignty

Validation of assessment tools to measure candidate (student) understanding regarding tribal sovereignty

**Goal Achievement Level:** In Progress

### Department of Curriculum and Instruction Goal 3 [Engaged Recruiting]

**Goal Statement:**

Market graduate program (M.Ed.) closely with faculty research endeavors

**Alignment to UI Strategic Plan Goals:**

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

**Indicators/Metrics to Evaluate Progress:**

Identified tracks within the M.Ed. program incorporating such faculty research interests as indigenous pedagogies, online teaching, and STEAM frameworks

**List of Actions the Program Will Take to Achieve Goals :**

Program faculty will develop degree plans aligning with their research interests

Engage UIdaho marketing professionals to share news of tracks within the current M.Ed. program

**Goal Achievement Level:** In Progress

# Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

## Student Learning Assessment Report - BSEd Secondary Education

**Assessment Report Contact:**

**Program Changes in Past Year:**

**Learning Outcomes are Communicated to All Students in Program (check box if true):**

**Learning Outcomes are Communicated to All Faculty (check box if true):**

**Optional: Framework Alignment:**
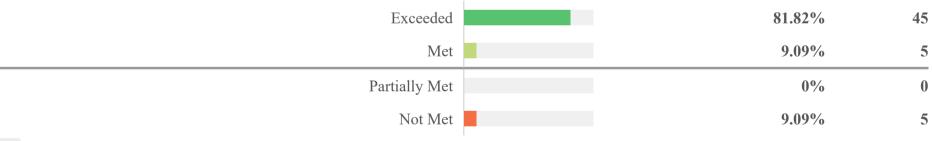
**Import Outcomes Data (from Anthology Outcomes):**

1.

**Learner Development**

The student understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

2.

**Learner Differences**

The student uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

3.

**Learning Environment**

The student works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**4.**

### Content Knowledge

The student understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**5.**

### Content Application

The student understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

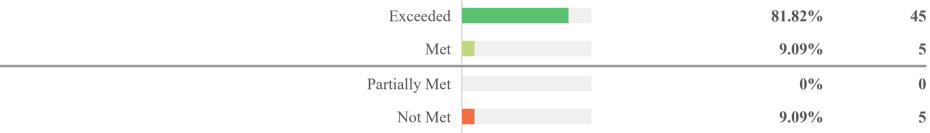| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**7.**

### Planning for Instruction

The student plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

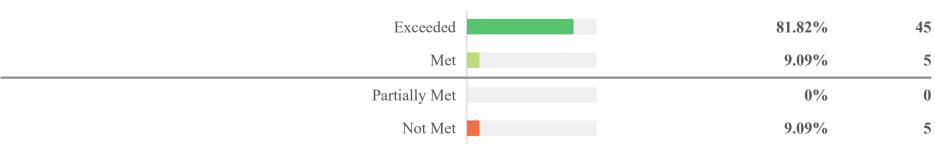| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**6.**

### Assessment

The student understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**8.**

### Instructional Strategies

The student understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |

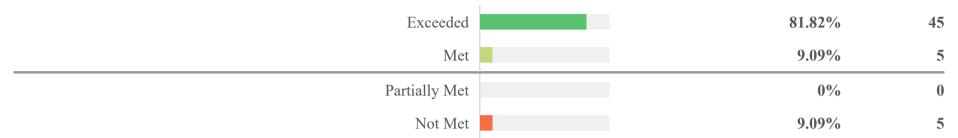| | | |
|---|---|---|
| Met | 9.09% | 5 |
| Partially Met | 0% | 0 |
| Not Met | 9.09% | 5 |

**9.**

**Professional Learning and Ethical Practice**

The student engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 81.82% | 45 |
| Met | 9.09% | 5 |
| Partially Met | 0% | 0 |
| Not Met | 9.09% | 5 |

**Summary of Student Learning:**

**Summary of Faculty Discussion:**

**Summary of Changes/Improvements Being Considered:**

**Inter-rater Reliability:**

**Closing the Loop:**

## Student Learning Assessment Report - BSEd Elementary Education

**Assessment Report Contact:** Kirsten Pomerantz

**Program Changes in Past Year:**

New program coordinator

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:**

 Professional Standards Commission - Idaho State Board of Education, Idaho State Department of Education; Council for the Accreditation of Educator Preparation (CAEP)
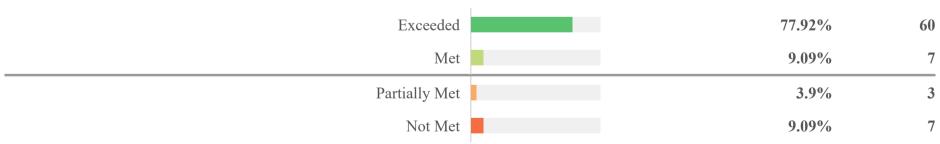
**Import Outcomes Data (from Anthology Outcomes):**

**4.**

**Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

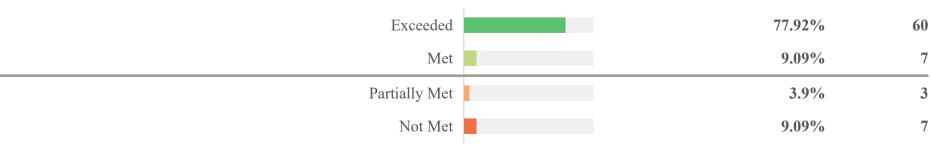Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | |
|---|---|---|
| Exceeded | 77.92% | 60 |
| Met | 9.09% | 7 |
| Partially Met | 3.9% | 3 |
| Not Met | 9.09% | 7 |

**9.**

**Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)
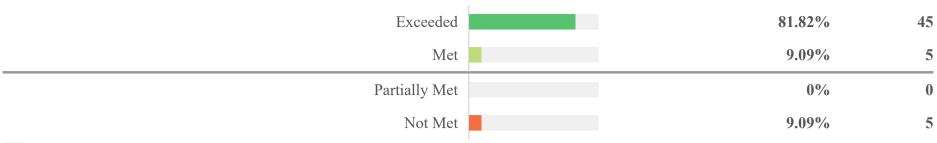
Term: Spring 2021

| | | |
|---|---|---|
| Exceeded | 77.92% | 60 |
| Met | 9.09% | 7 |
| Partially Met | 3.9% | 3 |
| Not Met | 9.09% | 7 |

**3.**

**Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**5.**

### Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

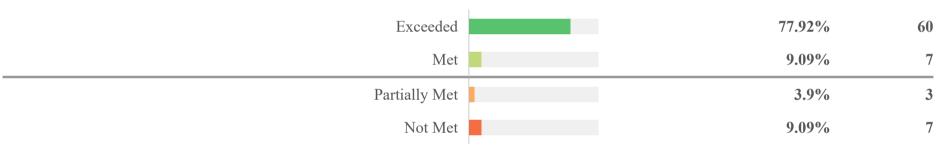| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**7.**

### Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

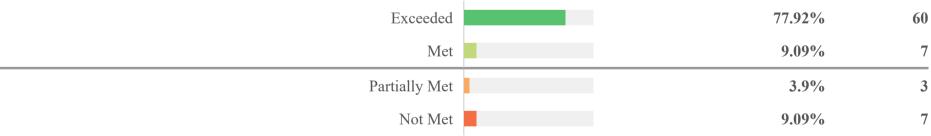| | | | |
|---|---|---|---|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**6.**

### Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

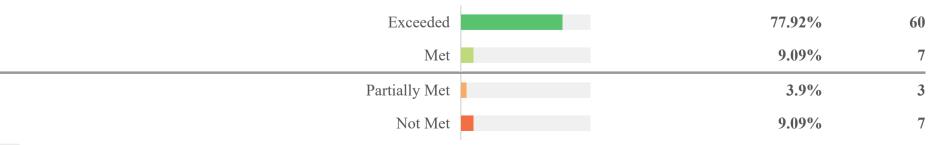Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---|---|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**8.**

### Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---|---|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**10**

### Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---|---|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**Summary of Student Learning:**

**Summary of Faculty Discussion:**

**Summary of Changes/Improvements Being Considered:**

**Inter-rater Reliability:**

UI TPA

Co-taught courses

Trainings - watch TPA videos, rubric discussion discussion

**Closing the Loop:**

## Student Learning Assessment Report - BSEd Career and Technical Education

**Assessment Report Contact:**

**Program Changes in Past Year:**

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:**

Professional Standards Commission - Idaho State Board of Education, Idaho State Department of Education; Council for the Accreditation of Educator Preparation (CAEP)

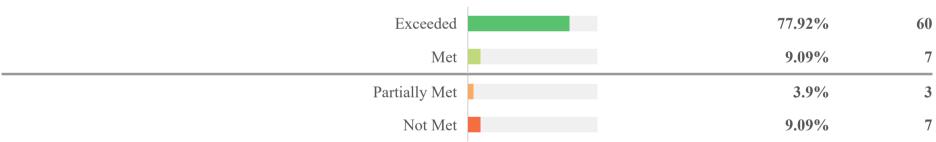**Import Outcomes Data (from Anthology Outcomes):**

4.

### Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)
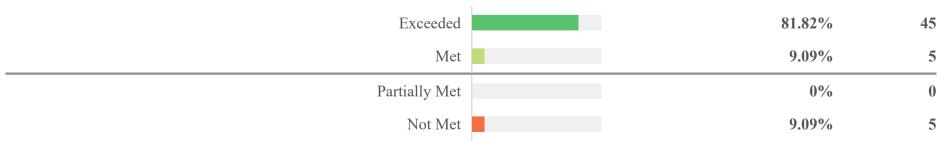
Term: Spring 2021

| | | | |
|---|---|---|---|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

3.

### Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

7.

### Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---|---|
| Exceeded | | 77.92% | 60 |

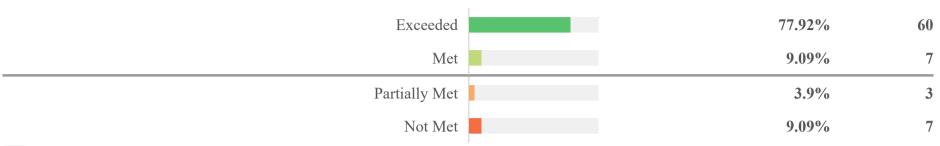| | | | |
|---|---|---:|---:|
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**6.**

**Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

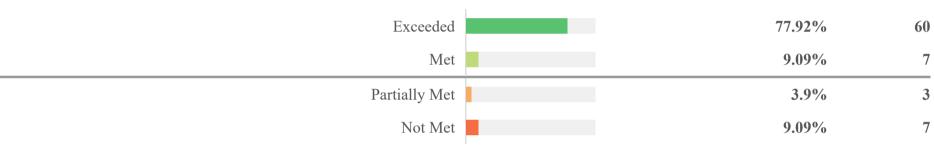Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---:|---:|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**9.**

**Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

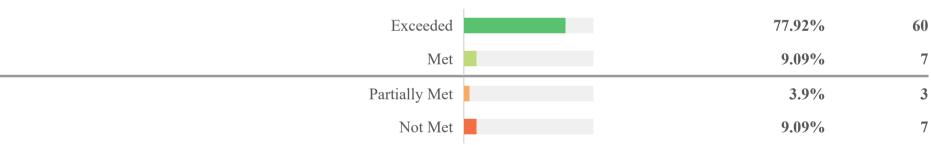Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---:|---:|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**8.**

**Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)
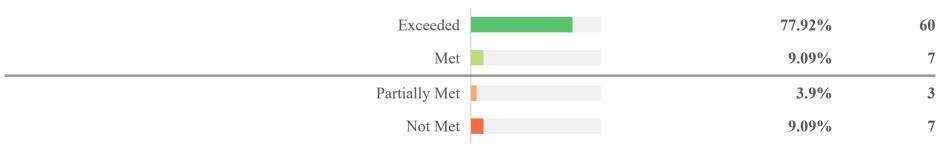
Term: Spring 2021

| | | | |
|---|---|---:|---:|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**10**

**Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Academic Year 2020-2021: Elementary Education (B.S.Ed.)

Term: Spring 2021

| | | | |
|---|---|---:|---:|
| Exceeded | | 77.92% | 60 |
| Met | | 9.09% | 7 |
| Partially Met | | 3.9% | 3 |
| Not Met | | 9.09% | 7 |

**Summary of Student Learning:**

**Summary of Faculty Discussion:**

**Summary of Changes/Improvements Being Considered:**

**Inter-rater Reliability:**

**Closing the Loop:**

## Student Learning Assessment Report - MEd Curriculum and Instruction

**Assessment Report Contact:** Melissa McConnell

**Program Changes in Past Year:**

With the implementation of the new MAT program for teacher certification in the, the MEd is no longer the pathway to teacher certification. Beyond the required 17 credit Core classes, the MEd program is customized for each student and contains advanced professional, and foundational coursework to broaden student's theoretical understanding and knowledge in Curriculum and instruction.

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:** The MEd program is aligned with C & I program learning outcomes

**Import Outcomes Data (from Anthology Outcomes):**

1.

### Philosophy of Educational Organizations

1. Philosophy of Educational Organizations – Graduates will demonstrate understanding of the philosophical, historical, social, political and cultural foundations of organizations.

Academic Year 2020-2021: Curriculum and Instruction (M.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | **100%** | **19** |
| Met | **0%** | **0** |
| Partially Met | **0%** | **0** |
| Not Met | **0%** | **0** |

5.

### Research

Research – Graduates, will, as critical consumers of educational research, use educational research to inform practice. M.Ed. graduates will demonstrate the skills to conduct classroom research. M.Ed. graduates, as producers of educational research, will demonstrate their abilities to collect and analyze data, and to formally share their research findings.

Academic Year 2020-2021: Curriculum and Instruction (M.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | **21.43%** | **3** |
| Met | **42.86%** | **6** |
| Partially Met | **35.71%** | **5** |
| Not Met | **0%** | **0** |

**Summary of Student Learning:**

Based on faculty outcome assessment, all students in spring 2021 EDCI 513 exceeded expectations.

**Summary of Faculty Discussion:**

Core classes are in alignment with the MEd Learning Outcomes and we are in the process of adding individualized courses used for the MEd to our curriculum map.

**Summary of Changes/Improvements Being Considered:**

The MAT is the new route for initial certification and the MEd is no longer the path to initial certification. We are in the process of reviewing the individualized course work that make up the 30 total credit hours and including those courses in the MEd Curriculum Map where appropriate.

**Inter-rater Reliability:**

The MEd program faculty are currently in discussions over how to best address concerns over inter-rater reliability.

**Closing the Loop:**

The MEd program was traditionally used for inservice teachers to broaden their knowledge in Curriculum and Instruction. In the past few years the program added a route for initial teacher certification to the MEd program. This meant inservice teachers and those seeking initial certification where combined into one program. Faculty learned that inservice and preservice students had specific learning needs and that the development of the MAT would better serve those seeking initial teacher certification.

Attached Files

📄 09_24_2021 Advanced Studies Meeting Minutes.pdf
📄 Advanced Studies - 2021 10 29 - MINUTES.pdf
📄 Curriculum Map C&I.docx
📄 2021 CI Grad Handbook.pdf

## Student Learning Assessment Report - MEd Special Education

**Assessment Report Contact:** Aleksandra Hollingshead

**Program Changes in Past Year:**

We changed the curriculum to increase EDSP 325 from two to three credits to account for increased content needed by undergraduate students seeking endorsement who do not take advanced behavior course- EDSP 540.

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:**

Idaho State Department of Education Certification & Professional Standards; Council for the Accreditation of Educator Preparation Advanced

**Import Outcomes Data (from Anthology Outcomes):**

7

### Collaboration

The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Academic Year 2020-2021: Special Education (M.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 54.55% | 6 |
| Met | 0% | 0 |
| Partially Met | 45.45% | 5 |
| Not Met | 0% | 0 |

6.

### Professional Learning and Ethical Practices

The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Academic Year 2020-2021: Special Education (M.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 54.55% | 6 |
| Met | 0% | 0 |
| Partially Met | 45.45% | 5 |
| Not Met | 0% | 0 |

4.

### Assessment

The teacher uses multiple methods of assessment and data-sources in making educational decisions.

Academic Year 2020-2021: Special Education (M.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 100% | 19 |
| Met | 0% | 0 |
| Partially Met | 0% | 0 |
| Not Met | 0% | 0 |

2.

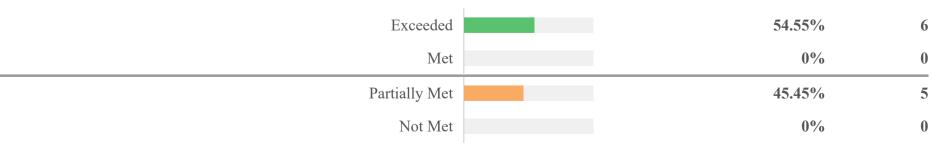### Learning Environments

The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Academic Year 2020-2021: Special Education (M.Ed.)
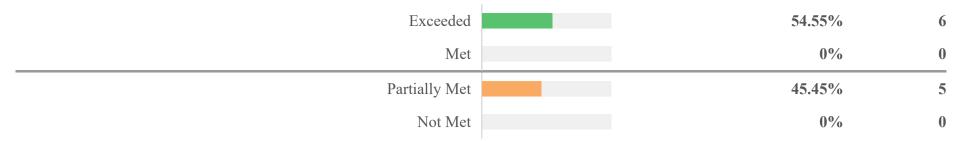
Term: Overview

| | | |
|---|---|---|
| Exceeded | 54.55% | 6 |
| Met | 0% | 0 |
| Partially Met | 45.45% | 5 |
| Not Met | 0% | 0 |

1.

### Learner Development and Individual Learning Differences

The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Academic Year 2020-2021: Special Education (M.Ed.)

Term: **Overview**

| | | |
|---|---|---|
| Exceeded | **54.55%** | **6** |
| Met | **0%** | **0** |
| Partially Met | **45.45%** | **5** |
| Not Met | **0%** | **0** |

**Summary of Student Learning:**

Based on faculty outcome assessment, all students in spring 2021 in EDSP 423 and 425 have met or partially met expectations.

**Summary of Faculty Discussion:**

Faculty discussed these findings during monthly program meetings.

In addition, faculty reviewed Professional Endorsement Data indicating 100% passing rate in Exceptional Child generalist Praxis.

Attached Files

📄 2021 Professional Endorsement Data.xlsx
📄 2021 Special Ed Grad Handbook.pdf
📄 Special Ed_Apr. 30, 2021.docx
📄 08_20_2021 Special Ed. Program Meeting Minutes.docx
📄 9_24_2021 Special Ed. Program Meeting Minutes.docx
📄 Special Education - 2021 10 29 - MINUTES.docx

**Summary of Changes/Improvements Being Considered:**

Future curricular changes might include adding topics on post-secondary transition to EDSP 423 and adjusting current course curriculum accordingly.

This data set combines outcomes for graduate students as well as undergraduate students seeking endorsement in special education.

**Inter-rater Reliability:**

Multi-faculty assessment occurs at the webfolio defense stage of the program- culminating project.

**Closing the Loop:**

This is a snapshot of assessment for spring 2021 obtained from two assignments in two courses in the program. Future data cycles, including an entire academic year will provide richer overview of the program. Future evaluation of the data should include careful consideration of graduate versus undergraduate student outcomes (data is combined in 400-level courses).

## Student Learning Assessment Report - MAT Secondary Education

**Assessment Report Contact:** Tonia Dousay

**Program Changes in Past Year:**

This is a brand new program launched completely in 2021-2022.

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:**

 Professional Standards Commission - Idaho State Board of Education, Idaho State Department of Education; Council for the Accreditation of Educator Preparation (CAEP)
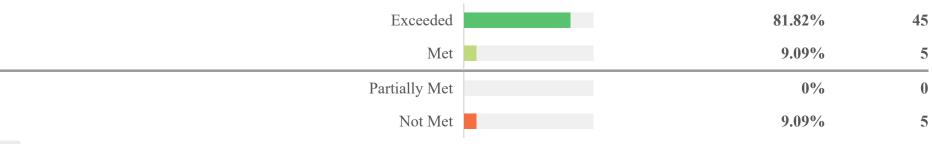
**Import Outcomes Data (from Anthology Outcomes):**

1.

**Learner Development**

The student understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Academic Year 2020-2021: **Secondary Education (B.S.Ed.)**

Term: **Overview**

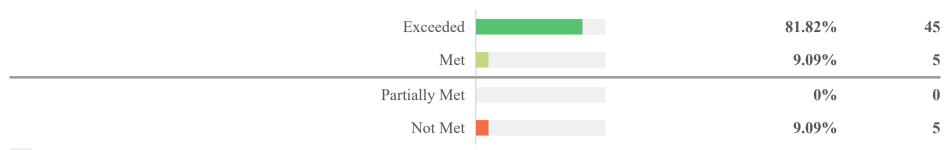| | | |
|---|---|---|
| Exceeded | **81.82%** | **45** |
| Met | **9.09%** | **5** |
| Partially Met | **0%** | **0** |
| Not Met | **9.09%** | **5** |

2.

**Learner Differences**

The student uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

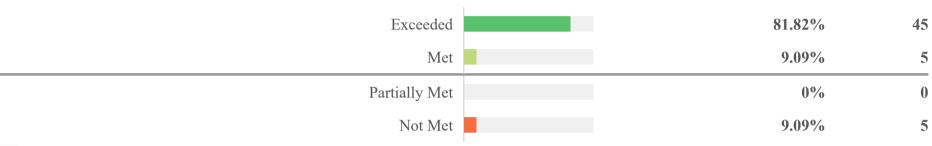Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 81.82% | 45 |
| Met | 9.09% | 5 |
| Partially Met | 0% | 0 |
| Not Met | 9.09% | 5 |

3.

**Learning Environment**

The student works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

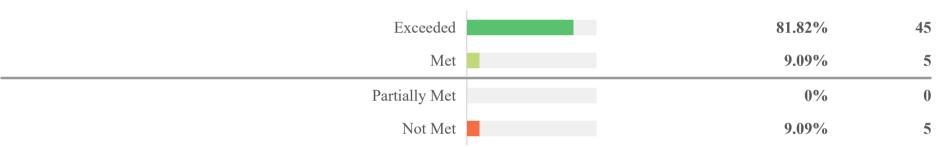Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 81.82% | 45 |
| Met | 9.09% | 5 |
| Partially Met | 0% | 0 |
| Not Met | 9.09% | 5 |

4.

**Content Knowledge**

The student understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

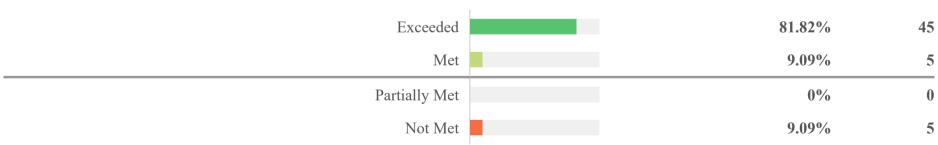Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 81.82% | 45 |
| Met | 9.09% | 5 |
| Partially Met | 0% | 0 |
| Not Met | 9.09% | 5 |

5.

**Content Application**

The student understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)
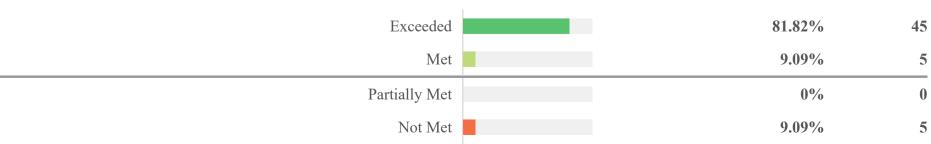
Term: Overview

| | | |
|---|---|---|
| Exceeded | 81.82% | 45 |
| Met | 9.09% | 5 |
| Partially Met | 0% | 0 |
| Not Met | 9.09% | 5 |

6.

**Assessment**

The student understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

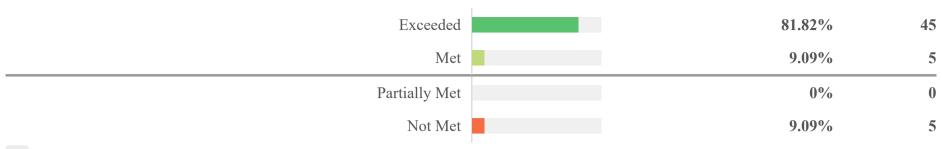Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | |
|---|---|---|
| Exceeded | 81.82% | 45 |
| Met | 9.09% | 5 |
| Partially Met | 0% | 0 |
| Not Met | 9.09% | 5 |

7.

**Planning for Instruction**

The student plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)
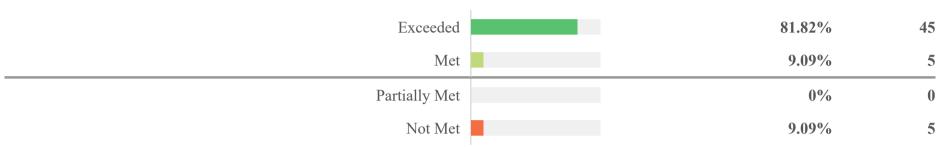
Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**8.**

**Instructional Strategies**

The student understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

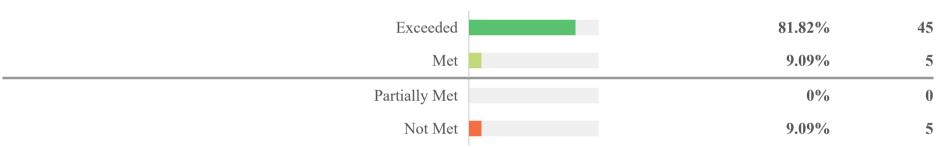Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**9.**

**Professional Learning and Ethical Practice**

The student engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Academic Year 2020-2021: Secondary Education (B.S.Ed.)

Term: Overview

| | | | |
|---|---|---|---|
| Exceeded | | 81.82% | 45 |
| Met | | 9.09% | 5 |
| Partially Met | | 0% | 0 |
| Not Met | | 9.09% | 5 |

**Summary of Student Learning:**

N/A - new program that will have data in 2022-2023

**Summary of Faculty Discussion:**

N/A - new program that will be fully assessed in 2022-2023

**Summary of Changes/Improvements Being Considered:**

N/A - new program that will be fully assessed in 2022-2023

**Inter-rater Reliability:**

Program faculty co-construct signature assignments for program courses and use regular program meetings to calibrate rubric assessment.

**Closing the Loop:**

N/A - new program that will be fully assessed in 2022-2023

## Student Learning Assessment Report - MA Teaching English to Speakers of Other Languages

**Assessment Report Contact:** Tonia Dousay

**Program Changes in Past Year:**

This is a brand new program launched completely in 2021-2022.

**Learning Outcomes are Communicated to All Students in Program (check box if true):** true

**Learning Outcomes are Communicated to All Faculty (check box if true):** true

**Optional: Framework Alignment:**

**Import Outcomes Data (from Anthology Outcomes):**

N/A - new program that will have data in 2022-2023

**Summary of Student Learning:**

N/A - new program that be assessed in 2022-2023

**Summary of Faculty Discussion:**

N/A - new program that be assessed in 2022-2023

**Summary of Changes/Improvements Being Considered:**

N/A - new program that be assessed in 2022-2023

**Inter-rater Reliability:**

Program faculty co-construct signature assignments for program courses and use regular program meetings to calibrate rubric assessment.

**Closing the Loop:**

N/A - new program that be assessed in 2022-2023

# Student Achievement

## Department of Curriculum & Instruction Student Achievement

### Student Retention:

For fall 2020 there were a total of 415 undergraduates enrolled. Spring however we had a drop in enrollment to 377, a drop of about 9 %. However, for graduate students, we had a total of 110 students in fall 2020, and 124 in spring 2021. This is an increase of about 13%. The number of non-degree-seeking students grew from 21 in Fall 2020 to 31 in Spring 2021.

Monitoring retention is a combined effort at various levels in the department, administration, faculty, and staff. An Undergrad Program Adviser serves as the main advisor for most freshmen and sophomores in the elementary and secondary education programs at the Moscow Campus. Juniors, seniors, special education, CTE, and students at the CdA campus are assigned advisors from among the faculty. Each graduate student is assigned a major professor. The advisors and major professors provide advisement towards the completion of student's study plan. The department chair and associate chair maintain visibility in the program and is quick to address issues or concerns that emerge. They travel to the CdA and Boise campuses each semester to meet with students and faculty. They, along with the dean and associate deans, meet with students in the Wallace dormitory. Faculty provide timely feedback to students and are quick to address issues that may arise in regard to students' progress. The faculty and staff create a welcome environment for students. Students are made aware of scholarships and other financial assistantships and are reminded each semester to register in a timely manner for courses for the following semester.

### Student Persistence:

Students' persistence in both the undergraduate and master's programs is monitored and tracked through the Associate Dean of Accreditation and Assessment and also through the Director of Teacher Education offices.

The data shows:

- 88% of undergrad students continued from Spring 2021 to Fall 2021
- 92% of graduate students continued from Spring 2021 to Fall 2021

Student persistence by program area were as follows:

- 81.82 % CTE
- 90.22% Elementary Education
- 85.99% Secondary Education

### Student Completion:

Students' completion in both the undergraduate and master's programs is monitored through the Associate Dean of Accreditation and Assessment and also through the Director of Teacher Education offices. An end-of-year survey is administered to continuing and graduating students in the department. The survey captures, among other things, the completion of education core and students' perception of meeting the various standards for each program area.

The number of students completing their course in summer 2020 stood at 90.8%; in fall 2020, 88.87%;  and in spring 2021, 89.47%.

### Student Postgraduate Success:

These are the two primary ways we presently track postgraduate success, 1) **End-of-year survey of graduating students and 2) The number of our alumni who seek professional endorsement.** As a goal, we will be exploring better ways to get more comprehensive data.

End-of-year **survey of graduating students.**

Students' responses to meeting achievement levels were as follows: Spring  2021- 866 students thought it was exceeded, 89 thought it was met, 34 thought it was partially met, and 102 thought it was not met.

**The number of our alumni who seek professional endorsement.**

The director of teacher education is able to get data about the number of alumni who apply for professional endorsement.

To be eligible for an Idaho professional endorsement, the instructional staff or pupil service staff employee must:

1. Have held a certificate and been employed in a public school for at least three (3) years or have completed a state board of education-approved interim certificate of three (3) years or longer.
2. Show they met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year.
3. Have a written recommendation from the employing school district; and
4. Have an annual individualized professional learning plan developed in conjunction with the employee's school district supervisor.

**Identify Equity Gaps:**

Of the 417 students registered in the undergrad program for Fall 2021, 88.8% (369) identified as white, 2.4% (10) identified as Asian, 2.9% (12) identified as American Indian and Alaskan Native, 1% identified as black (4), 1% identified as Native Hawaiian or other Pacific Islander (4), 1.2% as Hispanic (5), and 3.1% as unknown (13).

Of the 115 graduate (Masters) students registered for Fall 2021, 85% (100) identify as white, 4.3% (5) identify as Asian, 5.9% (7) identify as American Indian and Alaskan Indian, 1.6% (2) identify as black, 0.8% identify as Hispanic.

**Enrolled students by first-generation status (fall 2021):**

*First-generation college students*

- Undergraduate- 147
- Graduate – 22

*Not first generation*

- Undergraduate- 254
- Graduate- 93

Base on the above data students identified as white vastly outnumbers other groups. This highlights the need for more targeted efforts at minority groups in recruitment strategies. Also, students who are first-generation college students need to be targeted to pursue degrees in teacher education.

**Effective Learning Environment and Closing Equity Gaps:**

The department will continue to provide effective service to students through, technology-enhanced learning environments, deliberate mentoring and advising, strong community partnerships that allow for immersive learning engagements, impactful scholarship and outreach that guides teaching and learning, and the embracing of proven contemporary teaching and learning theories and models to the toolkit of teachers.

The various classrooms in the College of Education Health and Human Sciences are equipped with state-of-the-art educational technology that allows the integration of multimedia in the teaching and learning process to facilitate the learning styles of all students.

The teaching strategies used and atmosphere maintained in the classroom allows critical thinking, collaborative learning, innovative problem solving, deep question probing, evaluation, and the creation of new ideas.

Faculty research informs their teaching as is seen by the impactful research being done in elementary and secondary math education, literacy research, culturally responsive teaching, and indigenous pedagogy.

Community partnerships that lead to immersive, perception-changing, and performance-enhancing engagements for our students.

Deliberate recruitment and retention activities need to be implemented to attract more minority students into the department. This will necessitate collaboration with various partners such as the school districts, TRIO, student services, and SEM to ensure the recruitment and retention of students from all of Idaho, minorities, Native American, and Hispanic populations.

# Demand and Productivity

## Department of Curriculum and Instruction Mission Demand and Productivity

**External Demand:**

Over a one year period, from fall 2020 to fall 2021, the total number of undergraduates in the program fell from 415 to 412 (0.7%). Graduate students, however, increased from 110 to 116 (5.5%).

Disaggregating the data shows that while the number of freshmen, juniors, and seniors in the program increased, the number of sophomores, however, decrease over the same period. This points to failure to retain new students in the teacher education program between the first year they enter the program and their second year. The majority, however, tend to remain in the program to completion thereafter. This is quite normal, as students, after exposure to foundation courses in the teacher education program, may decide they do not want to become a teacher. More counseling and advising may be necessary through advisors and student services to encourage continuance in the teacher education program.

**Internal Demand:**

A total of 6310 credit hours was produce in Fall 2021, a decrease from 6571 credit hours in Fall 2020. This is an increase, however, over Spring 2021, where the total credit hours was 6089.

Distribution of credits hours are as follows; 69.6% undergraduate, 21.9% general education, 8.5% graduate.

**Credit Productivity:**

Overall, the number of credit hour production seems to be relatively low for the graduate program. Increasing credit hour production would include adding news courses/sections or new program. This would necessitate a commitment to more faculty resources, as the present faculty who teach in the undergrad and master's program, also teach courses in the doctoral program. In fact, the doctoral program is completely dependent on these faculties.

# Financial Health and Resources

## Department of Curriculum and Instruction Financial Health and Resources

**Financial Health:**

The financial state of the department has been affected by the recent budget cuts and subsequent budget model. Some faculty positions that were lost were not replaced and had to be consolidated with other positions. For example, the Director of the Field Experience and the Community Outreach Partnership Coordinator positions were combined. Of the two faculty positions that were lost at the CdA center, only one was replaced. Our Budget Specialist now works for two departments.

The department ensures the resources that faculty need to teach their courses appropriately are available. Through students fees and special gift funds, funding is available for field trips and resources and material for classes. Funding is also set aside for the development of faculty (conference attendance and presentations) and for when they supervise students during their internships.

**Efficient Use of Resources:**

The spending of department's budget is carefully monitored by the budget specialist and the department chair to avoid overspending.  Where necessary, tenure track positions are replaced with clinical faculty to ensure the wider coverage of courses without employing additional adjunct faculty (temporary). Where appropriate a vacant position, for example, the Director of the Deceo Center, is replaced with a postdoc in order to pursue more grant funding opportunities and professional development of teachers in the school district. The foregoing is income-generating for the department and is consistent with the move of the university to achieve research one status by investing in more postdocs and doctoral students.