Mission/Purpose
The mission of the Department of Curriculum and Instruction is to prepare early childhood, elementary education, special education teacher candidates and in-service teachers to become highly effective teachers for P-12 schools. As a result, the department exists to develop well-informed, competent teachers who command 21st century pedagogical skills, use varied and appropriate technology to communicate effectively with diverse audiences, value the differences their students bring to the classroom, and model high moral and ethical professional standards and dispositions.

I. Goals and Student Learning Outcomes, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational, social, cultural, and economic issues of the region
The University will address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive self-image of the institution and the area

1. Outcome: Demonstrate knowledge of content
Students will demonstrate the content knowledge necessary to be effective teachers.

   a. Measure: Demonstrate knowledge in content
   In order to demonstrate knowledge in content, students will take the Praxis II examination used by the State Department of Education for licensure and as an indicator of knowledge obtained.

   Source of Evidence: Certification or licensure exam, national or state

   1. Achievement Target:
   Students will obtain an overall score of 137 on the Praxis II exam and score at least 50% in each content area.

   2. Findings (2010-11) – Achievement Target: Not Met
   The average score for the Praxis was 140.2. 53% of students taking the Praxis during the 2010-11 academic year obtained a 137 or better.
   Language Arts: 57%
   Math: 50%
   Social Studies: 53%
   Science: 53%.

   3. Action Plans:
   Demonstrate content knowledge
   To address the weaknesses in certain content areas, the Praxis II study sessions will continue to be implemented. Faculty who teach in the content areas will conduct breakout sessions in the specific content areas. Additionally, in addition to pedagogy, the methods courses will include curriculum content that assists students with Praxis preparation.
   Established in Cycle: 2010-2011
   Implementation Status: In Progress
   Priority: High
   Responsible Person/Group: Dr. B.J. Kimbrough
2. Outcome: Apply research to practice
Students will apply research to their practice by implementing best practices in the classroom setting.

a. Measure: Apply research to practice
Teacher candidates will complete at least one presentation on implementing a best practice in a classroom setting. Teacher candidates will be evaluated using the Teacher Candidate rubric. Teacher candidates will also participate in COE sponsored professional development opportunities and complete a presentation on a related topic as part of their course requirements.

Source of Evidence: Field work, internship, or teaching evaluation

1. Achievement Target:
Teacher candidates enrolled in courses in the department will complete best practices related presentations with 75% accuracy. Teacher candidates will receive a rating of 3 or better in each area of the teacher candidate rubric.

2. Findings (2010-11) – Achievement Target: Met
Teacher candidates completed best practices related presentations as demonstrated by the teacher candidates’ evaluation. 100% of the teacher candidates received a rating of 3 or better in each area of the student teacher rubric. Although all teacher candidates received 3 or better, areas of weakness (83% or lower) as indicated by the teacher candidate evaluation include:
Undergraduate –
Ability to communicate with parents and/or families to support students’ understanding of appropriate behavior: 78%
Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences: 81%
Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students: 81%
Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning: 81%
Ability to identify and refer students for diagnosis for special services: 81%
Ability to involve parents and/or families as active partners in planning and supporting student learning: 81%
Graduate –
Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners: 78%
Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement: 82%
Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student: 82%
Ability to communicate with parents and/or families to support students’ understanding of appropriate behavior: 73%
Ability to use individual behavioral support plans to proactively respond to the needs of all students: 78%
Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives: 78%
Ability to collaborate with others to incorporate accommodations into all assessments as appropriate: 82%
Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning: 78%
Ability to engage all students in assessing and understanding their own learning and behavior: 73%
Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences: 78%
Ability to model appropriate oral and written communications: 82%
Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students: 82%
Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions: 82%
Ability to evaluate students' technology proficiency and students' technology-based products within content areas: 73%
Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning: 78%
Ability to identify and refer students for diagnosis for special services: 69%
Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners: 82%
Ability to involve parents and/or families as active partners in planning and supporting student learning: 82%
Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies: 78%
Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications: 65%

3. Action Plan:
   Apply research to practice
Although the target was met, analysis of the data revealed areas that need to be improved. Many of the areas related to behavior/classroom management. As a result of this, the department will attempt to strengthen these weaker areas with the creation of classroom management courses for secondary undergraduate and graduate programs. An undergraduate and graduate classroom management course, ED 303 and ED 503, respectively, were created and approved Summer 2011 and will be taught Spring 2012.
   Established in Cycle: 2010-2011
   Implementation Status: Finished
   Priority: High
   Implementation Description: Create classroom management instruction or courses for the secondary education courses.
   Completion Date: 05/12/2012
   Responsible Person/Group: Dr. B.J. Kimbrough
   Additional Resources Requested: Current faculty will suffice
   Budget Amount Requested: $0.00

3. Outcome: Demonstrate professional behavior, habits and dispositions
   Student teachers will exhibit professional dispositions necessary to help students learn.
   a. Measure: Demonstrate professional behavior, habits and dispositions
      Students will complete reflection exercises in departmental courses that demonstrate their ability to thoughtfully examine conditions, attitudes, and educational practices which may enhance or impede student achievement. Reflections are exercises that enable students to analyze teaching/learning situations, develop deeper understandings of these situations, and generate alternatives.
1. **Achievement Target:**
   All courses will include a reflection assignment. Based on the COE Disposition rubric, 70% of teacher candidates will be able to thoughtfully examine conditions, attitudes, and educational practices that may enhance or impede student achievement.

2. **Findings (2010-2011) – Achievement Target: Met**
   Courses included a reflection assignment (based on syllabi lesson plan assignments). 78% of the undergraduate and 96% of the graduate teacher candidates were able to reflect by thoughtfully examining conditions, attitudes, and educational practices that enhance or impede student achievement.

3. **Action Plan:**
   **Demonstrate professional behavior, habits and dispositions (Reflections)**
   An Excel spreadsheet will be created for documentation/data collection of those assignments that are listed in the annual plans.
   **Established in Cycle:** 2010-2011
   **Implementation Status:** In Progress
   **Priority:** High
   **Implementation Description:** A departmental spreadsheet will be created and dispersed to faculty to collect data on assignments related to the annual plans
   **Responsible Person/Group:** Dr. B.J. Kimbrough
   **Additional Resources Requested:** n/a
   **Budget Amount Requested:** $0.00

II. **Goals and Other Outcomes/Objectives, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

A. **Goal:** Address the major educational, social, cultural, and economic issues of the region
   The University will address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive self-image of the institution and the area

1. **Outcome: Work with cutting-edge technology**
   The Department of Curriculum and Instruction will work with cutting-edge technology to enhance classroom practices and meet accrediting standards.

   a. **Measure: Participate in training sessions**
      Faculty will participate in at least two training sessions on the use(s) of various technologies as documented on the Faculty Achievement Faculty Service Reports.

   Source of Evidence: Administrative measure - other

   1. **Achievement Target:**
      80% of faculty will participate in a minimum of two technology training sessions.

   2. **Findings (2010-2011) - Achievement Target: Met**
      80% of the faculty in the Department participated in at least two technology training sessions.
3. **Action Plan:**
   **Emerging Technology**
   Faculty will continue training sessions on emerging technology. Course delivery and assignments should continue to evolve to reflect changes in technology. Departmental requirements will be created to reflect technology requirements. New requirements will be included on the course review checklist.
   
   **Established in Cycle:** 2010-2011  
   **Implementation Status:** In Progress  
   **Priority:** High  
   **Implementation Description:** As a result of training sessions that occur during the 2011-12 academic year, new departmental requirements related to syllabi and course requirements will be created. The course review checklist will need to be updated to reflect the additional changes.
   
   **Completion Date:** 05/12/2012  
   **Responsible Person/Group:** Dr. B.J. Kimbrough and Oversight Committee  
   **Additional Resources Requested:** n/a  
   **Budget Amount Requested:** $0.00

b. **Measure: Revise syllabi/assignments**
   Syllabi will be revised to include at least one assignment that reflects a current technology assignment.

   Source of Evidence: Academic direct measure of learning - other

   1. **Achievement Target:**
      70% of courses in the department will integrate applicable technology in instruction and assignments.

   2. **Findings (2010-2011) - Achievement Target: Met**
      90% of the courses in the department integrated applicable technology in instruction, although there is still a need to use more emerging technology. Livetext is required in all initial certification courses.

2. **Outcome: Provide professional development opportunities**
   The Department of Curriculum and Instruction will provide the community with professional development opportunities that enhance knowledge and skills.

   a. **Measure: Provide professional development**
      Faculty will provide professional development to pre-service or in-service teachers as documented by Faculty Service Reports and Faculty Achievement Reports.

      Source of Evidence: Academic direct measure of learning - other

      1. **Achievement Target:**
         70% of faculty in the Department of Curriculum and Instruction will provide a professional development workshop to pre-service or in-service teachers.

      2. **Findings (2010-2011) - Achievement Target: Met**
         87% of the faculty in the Department provided a professional development workshop to pre-service or in-service teachers.

3. **Outcome: Increase course offerings**
   The Department of Curriculum and Instruction will increase its course offerings to meet the needs of its students.
a. **Measure: Increase Course Offerings**
   An Early Childhood Non-Certification Program will be created and approved during the 2010-2011 academic year as evidenced by COE and University Academic Council minutes, and Early Childhood educators will be able to attend courses on campus and online to earn a non-certification B.S. degree in Early Childhood as reflected in the 2011-12 *General Catalogue*.

   Source of Evidence: Curriculum/syllabus analysis of course to program

1. **Achievement Target:**
   Twenty students will enroll in the Early Childhood Non-Certification program during the 2011-12 academic year.

2. **Findings (2010-2011) – Achievement Target: Partially Met**
   The Early Childhood Development Program was created and approved during the 2010-11 academic year. The program appears in the 2011-12 catalogue at http://catalog.uwa.edu/preview_program.php?catoid=8&poid=199&returnto=177. The current enrollment of the program has not been determined. An accurate account of the students enrolled in the program will be available Fall 2011.

3. **Action Plan:**
   **Early Childhood Development Program Enrollment**
   Determine and increase enrollment in the Early Childhood Development Program.
   
   **Established in Cycle:** 2010-2011
   **Implementation Status:** In Progress
   **Priority:** High
   **Implementation Description:** Recruit and retain 20 students for the Early Childhood Development Program.
   **Completion Date:** 05/11/2012
   **Responsible Person/Group:** Department of Curriculum and Instruction/COE
   **Additional Resources Requested:** Marketing materials
   **Budget Amount Requested:** $1,000.00

III. **Analysis Answers**

A. **What specific strengths did your assessments show? (Strengths)**
   The faculty and students are working with cutting edge technology. Programs and courses are being revised to integrate technology. Professional development opportunities are being provided for the community. A high percentage of teacher candidates are able to apply research to practice. Students are demonstrating professional dispositions necessary to help students learn.

B. **What specific weaknesses or challenges did your assessments show? (Weaknesses)**
   Data analysis of the Praxis II results needs to be more in depth. There needs to be a focus on the specific content strands. With the increase in programs, there needs to be a focus on recruiting/retention. Overall, the department needs to begin disaggregating data more effectively.

C. **What plans were implemented?**
   All plans were implemented.

D. **What plans were not implemented?**
   n/a
E. How will assessment results be used for continuous improvement?

The assessment results will be used to drive decision making and strengthen the department's programs and courses.