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. Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

A. Goal: Address the major educational issues
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive 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 of content
Students enrolled in ED 409 will demonstrate content knowledge by scoring 3 or better on the content knowledge section of the student teacher rubric.

1. Achievement Target:
80% of the students enrolled in ED 409 will score 3 or better in each category of the content knowledge section of the student teacher rubric.

2. Findings (2011-2012) - Target: Met
80% of the students enrolled in ED 409 scored 3 or higher on each category of the content knowledge section of the Student Teacher Evaluation Form F. On Form F - Student Teaching Evaluation, a score of 3 indicates satisfactory performance and a score of 4 indicates excellence. On item 1.01, knowledge of Alabama's state assessment requirements and processes, 92% scored higher than 3. On item 1.02, ability to use student's prior knowledge and experiences to introduce new subject-area related content, 92% scored higher than 3. On item 1.03, ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings, 92% of students scored above the 3. On item 1.04, ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real life settings, 96% of students scored above the 3. On item 1.05, ability to provide accommodations, modifications and/or adaptations to the general
curriculum to meet the needs of each individual learner, 88% of students scored above the 3.

3. Action Plans:
   a. Faculty will continue assessing student performance through a comprehensive examination of all data on student performance. The specific target was met. However, a more comprehensive examination of all data compiled in LiveText will be conducted.
   - **Established in Cycle:** 2011-2012
   - **Implementation Status:** In-Progress
   - **Priority:** High
   - **Implementation Description:** Faculty will examine data from assignments given and graded by faculty in addition to data showing the PRAXIS II results. This is necessary to formulate a more accurate picture of instructional needs within the department.
   - **Projected Completion Date:** 05/15/2013
   - **Responsible Person/Group:** Esther Howard

b. Furniture and Office Equipment
   Furnish offices for 3 new faculty + 3 desktop computers + 3 printers
   - 1500 x 3 = 4500
   - 1200 x 3 = 3600
   - 200 x 3 = 600
   - Update furniture in reception area and technology for secretary. 1000
   - **Established in Cycle:** 2011-2012
   - **Implementation Status:** Planned
   - **Priority:** High
   - **Implementation Description:** Furnish offices for 3 new faculty + 3 desktop computers 1500 x 3 = 4500 (desk, chairs, bookshelves, filing cabinets, etc) 1200 x 3 = 3600 (desktop computers) + 3 printers 200 x 3, 1000 for office furniture and technology for secretary=1000
   - **Projected Completion Date:** 12/15/2012
   - **Responsible Person/Group:** Dr. E. Howard/Curriculum & Instruction
   - **Additional Resources Requested:** 9700
   - **Budget Amount Requested:** $9,700.00 (one time)

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 demonstrate the ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. Students in student teaching positions will be evaluated using the Student Teacher rubric. 85% will score a 3 or better on the rubric. Students will also participate in COE sponsored professional development opportunities to learn best practices.

   1. Achievement Target:
      Students enrolled in courses in the department will demonstrate knowledge of teaching and learning. Student teachers (enrolled in ED 409) will receive
a rating of 3 or better in each area of the teaching and learning section of the student teacher rubric.

2. Findings (2011-2012) - Target: Met

Students enrolled in ED 409 received 3 or higher in each area of the teaching and learning section of the Student Teacher Evaluation - Form F. 96% scored 3 or higher on 2.01, ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. 100% scored 3 or higher on 2.02, 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. 96% scored 3 or higher on 2.03, ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences. 100% scored 3 or higher on 2.04, ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. 96% scored 3 or higher on 2.05, ability to collect and use data to plan, monitor, and improve instruction. 96% scored 3 or higher on 2.06, ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student. 88% scored 3 or higher on 2.07, ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. 96% scored 3 or higher on 2.08, ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities. 96% scored 3 or higher on 2.09, ability to communicate with parents and/or families to support students' understanding of appropriate behavior. 92% scored 3 or higher on 2.10, ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning. 88% scored 3 or higher on 2.11, ability to use individual behavioral support plans to proactively respond to the needs of all students. 100% scored 3 or higher on 2.12, ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen. 100% scored 3 or higher on 2.13, ability to encourage students to assume increasing responsibility for themselves and to support one another's learning. 100% scored 3 or higher on 2.14, ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives. 2.15 Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. 96% scored 3 or higher on 2.16, ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. 96% scored 3 or higher on 2.17, ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving. 100% scored 3 or higher on 2.18, ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. 96% scored 3 or higher on 2.19, ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding.
and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives. 96% scored 3 or higher on 2.20, ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. 100% scored 3 or higher on 2.21, ability to collaborate with others to incorporate accommodations into all assessments as appropriate. 92% scored 3 or higher on 2.22, ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. 84% scored 3 or higher on 2.23, ability to develop rubrics and to teach students how to use them to assess their own performance. 96% scored 3 or higher on 2.24, ability to develop and select appropriate performance assessments. 96% scored 3 or higher on 2.25, ability to engage all students in assessing and understanding their own learning and behavior. 96% scored 2.26, ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

3. Action Plan:
Comprehensive examination of data on student performance is needed. The target was met, however, a more comprehensive examination of all data compiled in LiveText will be conducted.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Faculty will examine data from LiveText on assignments given and graded by faculty in addition to data showing the PRAXIS II results. This is necessary to formulate a more accurate picture of instructional needs within the department.

Projected Completion Date: 05/15/2013
Responsible Person/Group: Esther Howard and Faculty in Curriculum & Instruction

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
Teacher candidates will demonstrate the ability to exhibit the professional dispositions delineated in professional, state, and instructional standards while working with students and colleagues.

1. Achievement Target:
Student interns (enrolled in ED 409) will score a 3 or higher in the professionalism section of the student teacher rubric and on their professional dispositions.

2. Findings (2011-2012) - Target: Met
Student interns enrolled in ED 409 scored a 3 or higher in the professionalism section of the student teacher rubric and on their professional dispositions assessment. 100% scored higher than 3 on 5.01,
ability to involve parents and/or families as active partners in planning and supporting student learning. 100% score higher than 3 on 5.02, ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. 100% scored higher than 3 on 5.03, ability to collaborated in the planning of instruction for an expanded curriculum in general education to include individual eduction plans and other plans such as Section 504 goals for students with disabilities. 96% scored higher than 3 on 5.04, ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are inclined and valued equally as partners. 100% scored higher than 3 on 5.05, ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. 100% scored higher than 3 on 5.06, ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. 100% scored higher than 3 on 5.07, ability to integrate statewide programs and initiatives into the curriculum and instructional processes. 96% scored higher than 3 on 5.08, ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives. 100% scored higher than 3 on 5.09, ability to use and maintain confidential student information in an ethical and professional manner. 100 % scored higher than 3 on 5.10, ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and internet-user protection policies. 100% scored higher than 3 on 5.11, ability to access school, community, state, and other resources and referral services. 96% scored higher than 3 on 5.12, ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications.

3. Action Plan:
An extensive evaluation of data in LiveText on student performance will continue.
A more comprehensvie examination of all data compiled in LiveText will be conducted.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Faculty will examine data from assignments given and graded by faculty in addition to data showing the PRAXIS II results. This is necessary to formulate a more accurate picture of instructional needs within the department.
Projected Completion Date: 05/15/2013
Responsible Person/Group: Esther Howard and Faculty in the Department of Curriculum & Instruction

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

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

1. **Objective: 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: Work with cutting edge technology**
   Faculty will attend at least two professional development sessions on the usage of emerging technologies as documented on the Faculty Achievement & Faculty Service Reports.

1. **Achievement Target:**
Seventy-five percent of the courses in the department will integrate emerging technology in instruction and assignments.

2. **Findings (2011-2012) - Target: Met**
75% of the classes offered in the Department of C&I included assignments that integrated the use of emerging technology. 100% of the faculty participated in at least 3 workshops each, but many attended more, on the use of technology throughout the year. The workshops provided by UWA included topics such as Blackboard, Tegrity, Turnitin, NBCLearn, Skype, and more. Throughout the year, C&I faculty exchanged ideas on the use of technology in faculty meetings, at the annual retreat, and during the on-campus conferences offered by the College of Education.

3. **Action Plan:**
   Continue enhancing faculty skills in the use of cutting edge technology.
   Faculty will continue to engage in professional development sessions on the use of technology which will be documented on the Faculty Achievement and Faculty Service Reports.

   - **Established in Cycle:** 2011-2012
   - **Implementation Status:** In-Progress
   - **Priority:** High
   - **Implementation Description:** Course syllabi will be audited to assess the implementation of technology assignments for students.
   - **Projected Completion Date:** 05/15/2013
   - **Responsible Person/Group:** Esther Howard

2. **Objective: 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**
The Department of Curriculum and Instruction will increase its course offerings to meet the needs of its students.

   1. **Achievement Target:**
   Course offerings will be evaluated and new courses will be proposed as
needed to meet NCATE and Alabama Department of Education requirements.

2. Findings (2011-2012) - Target: Met
The Department of Curriculum & Instruction offered new courses for the first time for a new degree that was approved in 2010-2011, the Early Childhood Education Non-Certification degree (CE). New courses offered for the first time included CE 311, CE 316, CE 317, and CE 411. Also, faculty met as a department and by program area to evaluate new Alabama Quality Teaching Standards and NCATE standards to evaluate the best placement in the program for these standards. As a result, changes to courses offered were proposed to and approved by the COE Academic Council in April, 2012. The faculty in 2012-2013 will further evaluate the PATS and make the necessary changes to get final approval by UWA Academic Council and Alabama Department of Education.

3. Action Plan:
Implement proposal developed in 2011-2012 that aligned courses with Alabama Department of Education and NCATE standards.
C&I faculty will continue the process of evaluating where Alabama Department of Education and NCATE standards are placed to prepare for upcoming NCATE accrediting visit in 2014.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Faculty will continue the alignment and evaluation of course offerings needed to meet current student population, in addition to updating the placements of mandated objectives assigned to specific syllabi.
Projected Completion Date: 05/15/2013
Responsible Person/Group: Esther Howard

3. Objective: 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.

1. Achievement Target:
85% of the faculty in the Department of C & I will provide professional development to preservice and inservice teachers.

2. Findings (2011-2012) - Target: Met
More than 85% of the faculty provided professional development to preservice and inservice teachers in 2011-2012. As the Faculty Service Reports and the Faculty Achievement Reports exhibit, faculty engaged our preservice teachers in three conferences/all day workshops on the UWA
campus during the year: the Early Childhood Conference, the STEM Conference, and the Alabama Independent Schools Association conference. Inservice teachers in the area and teachers from partnership schools were also invited, in addition to HeadStart teachers in the region.

3. Action Plans:
   a. Consultants
      Hire consultants for new program (Early Childhood Non-Cert)
      
      Established in Cycle: 2011-2012
      Implementation Status: In-Progress
      Priority: Medium
      Implementation Description: Hire consultants for new program.
      Projected Completion Date: 05/15/2013
      Responsible Person/Group: Dept. Chair; Dean
      Additional Resources Requested: 2500
      Budget Amount Requested: $2,500.00 (recurring)
   
   b. Professional Development
      Increase travel funds for support of professional development opportunities for faculty in the Department of Curriculum & Instruction.
      
      Established in Cycle: 2011-2012
      Implementation Status: Planned
      Priority: High
      Implementation Description: Increase travel funds to support professional development opportunities (trainings, workshops, conferences, etc.) for faculty.
      Projected Completion Date: 05/15/2013
      Responsible Person/Group: C & I Faculty Dept. Chair Dean
      Additional Resources Requested: Increase in travel budget- from $600 to $1000 per faculty member oncampus and on-line. Additional $6800 needed for current faculty and $3000 needed for the 3 new faculty. Of all the budget needs in C&I, this is the most needed.
      Budget Amount Requested: $9,800.00 (recurring)

III. Other Plans for Improvement

A. Apply research to practice
   Although the target was met, analysis of additional data revealed that Form F - Student Teaching Evaluation results do not support the data as a whole. In combination, applications of research to classroom teaching is still an area that needs to be improved. As a result, an examination of all assessment results that are now available through the LiveText database will be done to identify needs and strategies necessary to improve student performance.
   
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Implementation Description: Further analysis of all data in LiveText will need to be examined to get an accurate assessment of student performance.
   Projected Completion Date: 05/15/2013
B. 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
Projected Completion Date: 05/15/2013
Responsible Person/Group: BJ Kimbrough
Additional Resources Requested: n/a

C. 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.
Projected Completion Date: 05/15/2013
Responsible Person/Group: Department of Curriculum and Instruction/COE
Additional Resources Requested: Marketing materials
Budget Amount Requested: $1,000.00 (recurring)

D. Emerging Technology
Faculty will continue training sessions on emerging technology. Course delivery and assignments should continuously 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 updated to reflect the additional changes.
Projected Completion Date: 05/15/2013
Responsible Person/Group: Dr. Kimbrough; Oversight Committee
Additional Resources Requested: n/a

E. Accreditation Meetings
Increase travel line item to 4000 (2500 increase).

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Increase travel line item to 4000 (2500 increase); necessary for attending state meetings related to teacher certification programs and
F. Convert Adjuncts to Full-time
Convert 4 adjunct faculty to full time online faculty
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium
Implementation Description: Convert 4 adjunct faculty to full time online faculty 18,500
Projected Completion Date: 05/31/2013
Responsible Person/Group: Dean; Dept. Chair, Dean of Online Programs
Additional Resources Requested: 18500 X 4 74000
Budget Amount Requested: $74,000.00 (recurring)

G. Demonstrate content knowledge
To address the weaknesses in certain content areas, the Praxis II study sessions will continue to be implemented. Faculty that 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: 2011-2012
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 05/15/2013
Responsible Person/Group: Dr. Kimbrough
Additional Resources Requested: n/a

H. Hire Faculty
Hire three additional faculty members to replace decreased loads due to necessary roles of Department Chairperson and Director of Assessment, newly developed program in Early Childhood (BS), and increase program offerings.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Hire three additional faculty members (Early Childhood, Elementary Education, and Foundations) to replace decreased loads due to necessary roles of Department Chairperson and Director of Assessment and newly developed program in Early Childhood (B.S.), and increase program offerings.
Projected Completion Date: 05/15/2013
Additional Resources Requested: $47,565 + $15,696 (benefits)
Budget Amount Requested: $189,783.00 (recurring)

I. Marketing/Recruiting
Purchase marketing materials for recruiting students for on campus courses. Provide travel reimbursement for faculty to visit partnership schools to recruit
students for Departmental Programs.  

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** Purchase marketing materials - Tradeshow exhibits - Pamphlets, brochures, etc. - Assign faculty to present information about programs and distribute materials to partnership schools. Provide travel reimbursement (up to $250) for participating faculty. Each faculty member should visit a minimum of 2 schools per semester.  
**Projected Completion Date:** 05/15/2013  
**Responsible Person/Group:** Dept. Chair, Curriculum and Instruction Faculty, COE Dean  
**Additional Resources Requested:** $250 - 10 faculty members  
Brochures/Pamphlets (UWA Printing Services) $1000.00 Tradeshow Exhibits $1000.00  
**Budget Amount Requested:** $4,500.00 (recurring)

**J. Professional Development Provider**  
Continue to provide professional development opportunities for Partnership Schools.  

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** Medium  
**Implementation Description:** Provide professional development opportunities for Partnership Schools (Early Childhood Conference, AISIA, etc.)  
**Projected Completion Date:** 05/15/2013  
**Responsible Person/Group:** C & I  
**Additional Resources Requested:** Guest speakers Conference resources/marketing materials  
**Budget Amount Requested:** $5,000.00 (recurring)

**K. Technology**  
Purchase technology/media.  

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Implementation Description:** Purchase technology/media of best practices in curriculum implementation. Purchase license for Go2meeting. Purchase webcams for new faculty (campus/online)  
**Projected Completion Date:** 09/30/2012  
**Responsible Person/Group:** C & I faculty  
**Additional Resources Requested:** Web Cams- 700 Go 2 Meeting Liscence- 1000  
**Budget Amount Requested:** $1,700.00 (recurring)
IV. Analysis Questions and Analysis Answers

A. What specific strengths did your assessments show? (Strengths)
The assessments showed that the major strength of the Department of C&I is the faculty. Faculty have worked throughout 2011-2012 to implement technology into syllabi and instruction, to work with partnership schools, to provide professional development for UWA students over and beyond classroom instruction, to assess the need for new courses and follow through with the process of gaining approval, and to implement developing plans to assist students in becoming successful teachers.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
The major weakness identified through the assessments of the Department of Curriculum & Instruction that became clearer was the summative evaluation using Form F - Student Teaching Evaluation. The results of the summative evaluation were exceptionally high, however do not present a complete assessment of the performance of the student interns enrolled in ED 409. Other assessments, such as PRAXIS II results, indicate that 37% of our student interns in 2011-2012 are not performing at the high level of performance as indicated on the summative evaluation.

C. What plans were implemented?
All plans presented in the Annual Self-Study in the Department of Curriculum & Instruction were implemented. These included the plan to increase course offerings, to work with cutting edge technology, to provide professional development to partnership schools and to UWA students, and to assess student performance in the areas of knowledge of content in teaching, application of research to practice, and professional behavior, habits, and dispositions.

D. What plans were not implemented?
The basics for all plans were implemented, but continuing development in all plans is essential.

E. How will assessment results be used for continuous improvement?
The assessment results highlighted the need for the Department of Curriculum & Instruction to focus in 2012-2013 on continuing evaluation of existing and new courses offered and to follow through on new program changes, including course objectives and standards mandated by Alabama Department of Education and NCATE. As a result of identifying the training that the faculty have had and the technology that is available in the College of Education, the focus for the coming year will be on expanding the use of existing technology and helping faculty to become more proficient in the applications. Faculty in Curriculum & Instruction will evaluate the assessments of the students using Form F and compare and align with the objectives of the PRAXIS II exam to determine where grade inflation is occurring and how and where instruction can be aligned and improved.
V. Annual Report Section Responses

A. Key Achievements

Curriculum and Instruction had a change in leadership in the 2011-2012 year. Dr. B.J. Kimbrough, the Department Chair of Curriculum & Instruction since 2010, was promoted to Associate Dean for the College of Education in January, 2012. Dr. Esther Howard was selected as the new Department Chair in January, 2012. The Department of Curriculum and Instruction hired one new full professor in August, 2011, Dr. Esther Howard, and a new assistant professor in January, 2012, Dr. Melina Vaughan. Both of the new faculty fill early childhood/elementary education positions. Two conferences were provided for UWA students and inservice teachers. The Early Childhood Education Conference was held in October, 2011 and the STEM Conference (supported by the College of Education) was held in April 19, 2012. Additionally, a PRAXIS II full day workshop was provided on February 17, 2012 for elementary education students to assist students in passing PRAXIS II. The Department of Curriculum & Instruction participated in many community/university events, including the leadership for the university/community-wide Read Across America event on March 2, 2012.

B. Public/Community Service

One of the most significant achievements for faculty in the Department of Curriculum & Instruction is in the area of public and community service. In addition to numerous contributions to the community and region, C&I faculty volunteered more than 200 hours in schools throughout the Alabama and Mississippi region.
Form F – Student Teacher Evaluation

The University of West Alabama
Julia Tutwiler College of Education

TEACHER CANDIDATE _____________________________________________

SCHOOL __________________________________________________________

INTERNERSHIP ASSESSMENT Observation _____________________________

Note: The teacher candidate must be scored on each of the standards below.

KEY: 1 - Unsatisfactory  2 – Needs Improvement  3 – Satisfactory  4 – Demonstrates Excellence

<table>
<thead>
<tr>
<th>PEPE BASED COMPETENCIES</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
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<tr>
<td>1.01 Knowledge of Alabama’s state assessment requirements and processes. COE CF 6</td>
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<tr>
<td>1.02 Ability to use students’ prior knowledge and experiences to introduce new subject-area related content. COE CF 2</td>
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<td>1.03 Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings. COE CF 5</td>
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<td>1.04 Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. COE CF 2</td>
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<td>1.05 Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner. COE CF 5</td>
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<td><strong>Content Knowledge Subtotal</strong></td>
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| **Teaching and Learning** |   |   |   |   |
| 2.01 Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. COE CF 3 |   |   |   |   |
| 2.02 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. COE CF 4 |   |   |   |   |
| 2.03 Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences. COE CF 5 |   |   |   |   |
| 2.04 Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. COE CF 8 |   |   |   |   |
| 2.05 Ability to collect and use data to plan, monitor, and improve instruction. COE CF 4 |   |   |   |   |
| 2.06 Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student. COE CF 2 |   |   |   |   |
| 2.07 Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. COE CF 5 |   |   |   |   |
| 2.08 Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities. CF 6 |   |   |   |   |
| 2.09 Ability to communicate with parents and/or families to support students’ understanding of appropriate behavior. COE CF 7 |   |   |   |   |
| 2.10 Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning. COE CF 7 |   |   |   |   |
| 2.11 Ability to use individual behavioral support plans to proactively respond to the needs of all students. COE CF 5 |   |   |   |   |
| 2.12 Ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen. COE CF 7 |   |   |   |   |
| 2.13 Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning. COE CF 1 |   |   |   |   |
2.14 Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives. COE CF 5

2.15 Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. CF 4

2.16 Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. COE CF 2

2.17 Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving. COE CF 7

2.18 Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. COE CF 2

2.19 Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives. COE CF 2

2.20 Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. COE CF 1

2.21 Ability to collaborate with others to incorporate accommodations into all assessments as appropriate. COE CF 1

2.22 Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. COE CF 5

2.23 Ability to develop rubrics and to teach students how to use them to assess their own performance. COE CF 2

2.24 Ability to develop and select appropriate performance assessments. COE CF 2

2.25 Ability to engage all students in assessing and understanding their own learning and behavior. COE CF 6

2.26 Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences. COE CF 6

**Teaching and Learning Subtotal**

**Literacy**

3.01 Ability to model appropriate oral and written communications. COE CF 7

3.02 Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening. COE CF 7

3.03 Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. COE CF 7

3.04 Ability to integrate skill development in oral and written communications into all content areas that one teaches. COE CF 7

3.05 Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students. COE CF 7

3.06 Ability to integrate reading instruction into all content areas that one teaches. COE CF 2

3.07 Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure. COE CF 7

**Literacy Subtotal**

**Diversity**

4.01 Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction. COE CF 5

4.02 Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation. COE CF 5

4.03 Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning. COE CF 5

4.04 Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom. COE CF 7

4.05 Ability to identify and refer students for diagnosis for special services. COE CF 5

4.06 Ability to address learning differences and disabilities that are prevalent in an inclusive classroom. COE CF 5
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.07</td>
<td>Ability to help students assess their own learning styles and to build upon identified strengths. COE CF 5</td>
</tr>
<tr>
<td>4.08</td>
<td>Ability to design learning experiences that engage all learning styles. COE CF 5</td>
</tr>
<tr>
<td>4.09</td>
<td>Ability to create a learning community in which individual differences are respected. COE CF 1</td>
</tr>
<tr>
<td>4.10</td>
<td>Ability to assess and diagnose individual students’ contexts, strengths, and learning needs and to tailor curriculums and teaching to address these personal characteristics. COE CF 2</td>
</tr>
</tbody>
</table>

**Diversity Subtotal**

**Professionalism**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.01</td>
<td>Ability to involve parents and/or families as active partners in planning and supporting student learning. COE CF 1</td>
</tr>
<tr>
<td>5.02</td>
<td>Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. COE CF 1</td>
</tr>
<tr>
<td>5.03</td>
<td>Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include individual Education Plans and other plans such as Section 504 goals for students with disabilities. COE CF 1</td>
</tr>
<tr>
<td>5.04</td>
<td>Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are inclined and valued equally as partners. COE CF 7</td>
</tr>
<tr>
<td>5.05</td>
<td>Ability to exhibit the professional dispositions delineated in professional, state, and instructional standards while working with students, colleagues, families, and communities. COE CF 6</td>
</tr>
<tr>
<td>5.06</td>
<td>Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. COE CF 2</td>
</tr>
<tr>
<td>5.07</td>
<td>Ability to integrate statewide programs and initiatives into the curriculum and instructional processes. COE CF 2</td>
</tr>
<tr>
<td>5.08</td>
<td>Ability to communicate with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives. COE CF 7</td>
</tr>
<tr>
<td>5.09</td>
<td>Ability to use and maintain confidential student information in an ethical and professional manner. COE CF 6</td>
</tr>
<tr>
<td>5.10</td>
<td>Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies. COE CF 2</td>
</tr>
<tr>
<td>5.11</td>
<td>Ability to access school, community, state, and other resources and referral services. COE CF 2</td>
</tr>
<tr>
<td>5.12</td>
<td>Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications. COE CF 2</td>
</tr>
</tbody>
</table>

**Professionalism Subtotal**

**Scale:** Score of 2.6 and above is passing  
Score below 2.6 is failing

**Score:**  
Content Knowledge Subtotal  
Teaching and Learning Subtotal  
Literacy Subtotal  
Diversity Subtotal  
Professionalism Subtotal  
Total
Note: Form from observation must be signed by both the evaluator and the teacher candidate.

_____________________________________________________________
Evaluator’s Signature                                             Date

_____________________________________________________________
Teacher Candidate’s Signature                                    Date
Planning and Assessment Approval

**Department or Division:** Department of Curriculum and Instruction
**Chair or Director:** Dr. Esther Howard
**Dean or Vice President:** Dr. Chandler

<table>
<thead>
<tr>
<th>ANNUAL PLAN</th>
<th>Approved</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>YES</strong></td>
<td></td>
</tr>
<tr>
<td>Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit’s mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes/Objectives</strong></td>
<td><strong>YES</strong></td>
<td></td>
</tr>
<tr>
<td>Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit’s mission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measures</strong></td>
<td><strong>YES</strong></td>
<td></td>
</tr>
<tr>
<td>Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Achievement Targets</strong></td>
<td><strong>YES</strong></td>
<td></td>
</tr>
<tr>
<td>Achievement targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Achievement targets are measurable statements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Approved</td>
<td>Remarks</td>
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<tr>
<td>----------------------</td>
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<tr>
<td><strong>Findings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each achievement target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weakness.</td>
<td>YES ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td><strong>Action Plans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening. The plan includes a projected completion date, implementation description, responsible person(s)/group, resources required, and budget amount (if applicable). Action plans created in previous cycles have been updated with implementation notes.</td>
<td>YES ✓</td>
<td>The action plan for outcome Z reads that the target was partially met. This statement should be changed to reflect the fact that the target was met.</td>
</tr>
<tr>
<td></td>
<td>× NO ✓</td>
<td>one small correction</td>
</tr>
<tr>
<td><strong>Annual Report</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Annual Report section contains information on key achievements, faculty and/or staff achievements, and community/public.</td>
<td>YES ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis Report</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The unit has reflected on and created narratives for each of the following areas: specific strengths and progress made on outcomes/objectives, specific weaknesses or challenges, plans that were and were not implemented, and how assessment results will be used for continuous improvement.</td>
<td>YES ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

Approved by: __________________________ Date: 7/27/12

Received by OIE: ________________________ Date: 8-9-12