Program Outcomes Assessment

MED in Curriculum

Created on: 11/18/2009 03:57:00 PM CDT
Last Modified: 10/21/2015 02:36:03 PM CDT
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<td>Action Plan</td>
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General Information (Program Outcomes Assessment)

File Attachments:

1. Media Technology (See appendix)
   Media Technology Assessment Plan

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## Standing Requirements

### Mission Statement

The Department of Curriculum, Instruction and Media Technology directly supports the University’s mission at both the graduate and undergraduate program levels through the integration of innovative teaching, research, and creative activity designed to produce competent professionals who desire to teach or assume positions of service and/or leadership in schools or other service organizations.

### Outcomes Library

**MED in Curriculum & Instruction Outcome Set**

<table>
<thead>
<tr>
<th>Commitment to students and their learning</th>
<th>*NBPTS Core Proposition 1: Educators are committed to students and their learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>Mapping</strong></td>
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<tr>
<td>Commitment to learning</td>
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<tr>
<td>Projects convey an overall commitment to facilitating student learning and the environments that support them.</td>
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<table>
<thead>
<tr>
<th>Knowledge of subject matter and pedagogy.</th>
<th>*NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.</th>
</tr>
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<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>Mapping</strong></td>
</tr>
<tr>
<td>Knowledge and pedagogy.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Projects demonstrate a deep level of content knowledge and pedagogy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing and monitoring student learning.</th>
<th>*NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>Mapping</strong></td>
</tr>
<tr>
<td>Managing and monitoring student growth.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>*NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.</th>
</tr>
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<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>Mapping</strong></td>
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<tr>
<td>Reflection</td>
<td>No Mapping</td>
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<tr>
<td>Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.</td>
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</table>
**Member of learning communities.**

NBPTS Core Proposition 5: Educators are members of learning communities.

<table>
<thead>
<tr>
<th>Outcome</th>
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<tr>
<td>Participation in the learning community.</td>
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<tr>
<td>Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.</td>
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**Curriculum Map**

**Active Curriculum Maps**

- **M.Ed. in Curriculum and Instruction** (See appendix)
  
  Alignment Set: MED in Curriculum & Instruction Outcome Set
  
  Created: 08/31/2010 3:58:22 pm CDT
  
  Last Modified: 08/31/2010 4:00:35 pm CDT

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**Communication of Outcomes**

Outcomes are communicated to students through project rubrics and formative feedback. Stakeholders include members of the department and university. Outcomes are communicated through program data.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)
### Assessment Plan

<table>
<thead>
<tr>
<th>Outcomes and Measures</th>
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<tbody>
<tr>
<td><strong>MED in Curriculum &amp; Instruction Outcome Set</strong></td>
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<tr>
<td><strong>Commitment to students and their learning</strong></td>
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<tr>
<td>NBPTS Core Proposition 1: Educators are committed to students and their learning.</td>
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<tr>
<td><strong>Commitment to learning</strong></td>
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<tr>
<td>Projects convey an overall commitment to facilitating student learning and the environments that support them.</td>
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</tbody>
</table>
# Assessment Plan

## Outcomes and Measures

### MED in Curriculum & Instruction Outcome Set

#### Commitment to students and their learning

**NBPTS Core Proposition 1:** Educators are committed to students and their learning.

<table>
<thead>
<tr>
<th>Commitment to learning</th>
<th>Measure: Action Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects convey an overall commitment to facilitating student learning and the environments that support them.</td>
<td>Direct - Student Artifact</td>
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**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Program Director

| Measure: Disposition Assessment |
| Direct - Student Artifact |

**Details/Description:** CIMT 610 and CIMT 775 - disposition assessment  
**Target:**  
**Implementation Plan (timeline):** Annually  
**Responsible Individual(s):** Program Director

| Measure: Diversity Assessment |
| Direct - Student Artifact |

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

| Measure: Field Assessment |
| Direct - Student Artifact |

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Program Director

| Measure: Research Proposal |
| Direct - Student Artifact |

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2010-2011 Assessment Cycle
<table>
<thead>
<tr>
<th>Details/Description: CIMT 610</th>
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<td><strong>Target:</strong></td>
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<td><strong>Responsible Individual(s):</strong> Program Director</td>
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**Measure:** Technology Assessment  
Direct - Student Artifact

<table>
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<tbody>
<tr>
<td><strong>Target:</strong></td>
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<tr>
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<tr>
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**Knowledge of subject matter and pedagogy.**  
NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

**Knowledge and pedagogy.**  
Projects demonstrate a deep level of content knowledge and pedagogy.

<table>
<thead>
<tr>
<th>Details/Description: CIMT 775</th>
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<tbody>
<tr>
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**Measure:** Action Research Project  
Direct - Student Artifact

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**Measure:** Disposition Assessment  
Direct - Student Artifact

<table>
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<th>Details/Description: CIMT 610, 660, and 775 - disposition assessment</th>
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<td><strong>Target:</strong></td>
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<td><strong>Implementation Plan (timeline):</strong> Annually</td>
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**Measure:** Diversity Assessment  
Direct - Student Artifact

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### Measure: Field Assessment
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

### Measure: Research Proposal
Direct - Student Artifact

**Details/Description:** CIMT 610

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

### Measure: Technology Assessment
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

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**Managing and monitoring student learning.**

*NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.*

Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

### Measure: Action Research Project
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

### Measure: Disposition Assessment
Direct - Student Artifact

**Details/Description:** CIMT 610 and CIMT 775 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

### Measure: Diversity Assessment
Direct - Student Artifact

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**Reflection**

NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.

Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.

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<td><strong>Measure:</strong> Diversity Assessment</td>
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</table>

**Member of learning communities.**

NBPTS Core Proposition 5: Educators are members of learning communities.

**Participation in the learning community.**

Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Action Research Project</th>
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<th><strong>Measure:</strong> Curriculum Analysis</th>
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**Target:**
Implementation Plan (timeline): annually
Responsible Individual(s): Project Director

**Measure:** Disposition Assessment
Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

**Measure:** Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

**Measure:** Field Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

**Measure:** Research Proposal
Direct - Student Artifact

Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

**Measure:** Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

**Assessment Findings**
Finding per Measure
MED in Curriculum & Instruction Outcome Set

Commitment to students and their learning

NBPTS Core Proposition 1: Educators are committed to students and their learning.

Commitment to learning

Projects convey an overall commitment to facilitating student learning and the environments that support them.

Measure: Action Research Project
Direct - Student Artifact

Details/Description: CIMT 775

Target:

Implementation Plan (timeline):

Responsible Individual(s): Program Director

Findings for Action Research Project

Summary of Findings: Pass rate for work sample in 2010-11 = 100% (n=6)

See attachment for data.

Results: Target Achievement: Met

Recommendations: In terms of effectiveness of the curriculum and the instruction, it would appear that instruction is quite effective as most indicators reveal students achieving a rating of "E". Where there are deviations such as noted previously in the category Methods/Intervention Plan, and specifically in the indicators Research Instruments and Research Methods and Procedures, the number of students achieving a rating of "E" increased between the two reporting academic years. The ratio of students receiving an "E" rating in Research Instruments in 2009-2010 was 2/5 (.40) while the ratio in 2010-2011 was 5/6 (.83). For Research Methods and Procedures the ratio in 2009-2010 was 4/5 (.80) while in 2010-2011 the ratio was 5/6 (.83).

Reflections/Notes: Overall, means for each indicator and category have increased between the reporting years 2009-2010 and 2010-2011 save for a slight decrease in the overall rating for the category Methods/Intervention Plan (the mean declined from 3.00 to 2.83). However individual indicator means in that category increased. For instance, in the Methods/Intervention Plan category the mean for the indicator Research Instruments increased from 2.40 to 2.83 and the mean for the indicator Research Methods and Procedures increased from 2.80 to 2.83. To then have the overall rating mean slip .17 point confirms that some subjectivity is allowed for in the rater’s consideration of the overall rating of the category. The department should consider if this sort of deviation indicates a need for “calibration” of the raters prior to reviews, especially between years, to ensure inter-rater reliability.

Substantiating Evidence:


These Findings are associated with the following Actions:
Calibration of raters
(Action Plan; 2010-2011 Assessment Cycle)

Measure: Disposition Assessment
Direct - Student Artifact

Details/Description: CIMT 610 and CIMT 775 - disposition assessment

Target:

Implementation Plan (timeline): Annually

Responsible Individual(s): Program Director

Findings for Disposition Assessment
Summary of Findings: Mean of 3.0 for all subcategories.

Data presented in the attachment.

Results: Target Achievement: Exceeded

Recommendations: Overall, means for each indicator and category have remained the same between the reporting years 2009-2010 and 2010-2011. Interestingly, the overall rating for each student in each category is 3.00 (Exceeds Expectations). It is appreciated that our candidates are perceived to perform at this level in regard to dispositions in the field. Perhaps the department should also consider a need for “calibration” of the raters prior to reviews to ensure “rating inflation” is not occurring.

Reflections/Notes:

Substantiating Evidence:

Measure: Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Diversity Assessment

Summary of Findings: Diversity composite mean = 2.93.

See attachment for data.

Results: Target Achievement: Exceeded

Recommendations: Overall, means for each item have remained the same between the reporting years 2009-2010 and 2010-2011 save for a slight decrease in the overall rating for the item Worked with diverse populations (the mean declined from 3.00 to 2.89). While it is discouraging to have a decline in the overall mean, it does tend to indicate that the ratings were thoughtfully applied. As with other assessments of this sort (i.e. disposition), the department should consider if there is a need for “calibration” of the raters prior to reviews, especially between years, to ensure inter-rater reliability.

Reflections/Notes:

Measure: Field Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline):
Responsible Individual(s): Program Director

Findings for Field Assessment

No Findings Added
Measure: Research Proposal
Direct - Student Artifact

Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Research Proposal
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Technology Assessment

Summary of Findings: Technology Composite Mean = 3.0
Data presented in attachment.
Results: Target Achievement: Exceeded
Recommendations: Overall, means for each item have remained the same between the reporting years 2009-2010 and 2010-2011. Interestingly, as with the Diversity assessment, the overall rating for each student in each category is 3.00 (Exceeds Expectations). It is appreciated that our candidates are perceived to perform at this level in regard to use of technology. Perhaps the department should also consider a need for “calibration” of the raters prior to reviews to ensure “rating inflation” is not occurring.

Reflections/Notes:
Substantiating Evidence:

Knowledge of subject matter and pedagogy.
NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

Knowledge and pedagogy.
Projects demonstrate a deep level of content knowledge and pedagogy.

Measure: Action Research Project
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Action Research Project
**Summary of Findings:** See Objective 1.

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Curriculum Analysis  
Direct - Student Artifact

**Details/Description:** CIMT 660

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Project Director

---

**Findings for Curriculum Analysis**

**Summary of Findings:** See Objective 1.

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Disposition Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 610, 660, and 775 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

---

**Findings for Disposition Assessment**

**Summary of Findings:** See Objective 1.

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Diversity Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings for Diversity Assessment**

**Summary of Findings:** See Objective 1.
### Measure: Field Assessment
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

- Implementation Plan (timeline): annually
- **Responsible Individual(s):** Program Director

**Findings** for Field Assessment

*No Findings Added*

### Measure: Research Proposal
Direct - Student Artifact

**Details/Description:** CIMT 610

**Target:**

- Implementation Plan (timeline): annually
- **Responsible Individual(s):** Program Director

**Findings** for Research Proposal

*No Findings Added*

### Measure: Technology Assessment
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

- Implementation Plan (timeline): annually
- **Responsible Individual(s):** Program Director

**Findings** for Technology Assessment

- **Summary of Findings:** See Objective 1.
- **Recommendations :**
- **Reflections/Notes :**

---

**Managing and monitoring student learning.**

*NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.*
Managing and monitoring student growth.
Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

<table>
<thead>
<tr>
<th>Measure: Action Research Project Direct - Student Artifact</th>
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</thead>
<tbody>
<tr>
<td>Details/Description: CIMT 775</td>
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<tr>
<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline): annually</td>
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<td>Responsible Individual(s): Program Director</td>
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Findings for Action Research Project

Summary of Findings: See Objective 1.
Recommendations :
Reflections/Notes :

<table>
<thead>
<tr>
<th>Measure: Disposition Assessment Direct - Student Artifact</th>
</tr>
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<tbody>
<tr>
<td>Details/Description: CIMT 610 and CIMT 775 - disposition assessment</td>
</tr>
<tr>
<td>Target:</td>
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<td>Implementation Plan (timeline): Annually</td>
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<td>Responsible Individual(s): Program Director</td>
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Findings for Disposition Assessment

Summary of Findings: See Objective 1.
Recommendations :
Reflections/Notes :

<table>
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<th>Measure: Diversity Assessment Direct - Student Artifact</th>
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<tr>
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<td>Target:</td>
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<td>Implementation Plan (timeline): annually</td>
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<td>Responsible Individual(s): Program Director</td>
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Findings for Diversity Assessment

Summary of Findings: See Objective 1.
Recommendations :
Reflections/Notes :

| Measure: Research Proposal Direct - Student Artifact |
Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Research Proposal
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Technology Assessment

Summary of Findings: See Objective 1.
Recommendations :
Reflections/Notes :

Reflection
NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.

Measure: Action Research Project
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Action Research Project

Summary of Findings: See Objective 1.
Recommendations :
Reflections/Notes :

Measure: Curriculum Analysis
Direct - Student Artifact

Details/Description: CIMT 660
### Target:
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Project Director  

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<th>Findings for Curriculum Analysis</th>
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<tbody>
<tr>
<td><em>No Findings Added</em></td>
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### Measure: Disposition Assessment  
Direct - Student Artifact  

| Details/Description: CIMT 610, 660, and 775 - disposition assessment  
|---|
| **Target:**  
| **Implementation Plan (timeline):** Annually  
| **Responsible Individual(s):** Program Director  

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<td><strong>Recommendations:</strong></td>
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<td><strong>Reflections/Notes:</strong></td>
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### Measure: Diversity Assessment  
Direct - Student Artifact  

| Details/Description: CIMT 775  
|---|
| **Target:**  
| **Implementation Plan (timeline):** annually  
| **Responsible Individual(s):** Program Director  

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<td><strong>Reflections/Notes:</strong></td>
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### Measure: Field Assessment  
Direct - Student Artifact  

| Details/Description: CIMT 775  
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| **Target:**  
| **Implementation Plan (timeline):** annually  
| **Responsible Individual(s):** Program Director  

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<tr>
<th>Findings for Field Assessment</th>
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### Measure: Research Proposal
**Direct - Student Artifact**

**Details/Description:** CIMT 610

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings** for Research Proposal

No Findings Added

### Measure: Technology Assessment
**Direct - Student Artifact**

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings** for Technology Assessment

**Summary of Findings:** See Objective 1.

**Recommendations:**

**Reflections/Notes:**

---

**Member of learning communities.**

NBPTS Core Proposition 5: Educators are members of learning communities.

**Participation in the learning community.**

Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.

### Measure: Action Research Project
**Direct - Student Artifact**

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings** for Action Research Project

**Summary of Findings:** See Objective 1.

**Recommendations:**

**Reflections/Notes:**
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**Findings for Curriculum Analysis**

No Findings Added

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<th>Details/Description: CIMT 610, 660, and 775 - disposition assessment</th>
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<td>Target: Program Outcomes Assessment (MED) in Curriculum</td>
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<td>Implementation Plan (timeline): Annually</td>
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**Findings for Disposition Assessment**

Summary of Findings: See Objective 1.
Recommendations: 
Reflections/Notes: 

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<th>Measure: Diversity Assessment</th>
<th>Details/Description: CIMT 775</th>
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<tbody>
<tr>
<td></td>
<td>Target: Program Outcomes Assessment (MED) in Curriculum</td>
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<tr>
<td></td>
<td>Implementation Plan (timeline): annually</td>
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<td>Responsible Individual(s): Program Director</td>
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**Findings for Diversity Assessment**

Summary of Findings: See Objective 1.
Recommendations: 
Reflections/Notes: 

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<th>Measure: Field Assessment</th>
<th>Details/Description: CIMT 775</th>
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<tbody>
<tr>
<td></td>
<td>Target: Program Outcomes Assessment (MED) in Curriculum</td>
</tr>
</tbody>
</table>
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Field Assessment
No Findings Added

Measure: Research Proposal
Direct - Student Artifact

Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Research Proposal
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Technology Assessment

Summary of Findings: See Objective 1.

Recommendations:

Overall Recommendations

Strengths and Weakness of Current Assessment Model:
Until this cycle, we have only collected data related to the outcomes of the final worksample associated with CIMT 775 which is the culminating course for the M.Ed. program. These have given us sufficient indication of a need to address the issue of inter-rater reliability. What is abundantly apparent is that there is no data collected for the Curriculum Analysis project associated with CIMT 660 or with the initial portion of the worksample (students in CIMT 610 complete the following sections of the worksample as an introduction to research in education: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Clearly, a weakness of the model is not having a systematic approach for collecting the missing data.

Overview of Recent Revisions/Future Curriculum Plans:
No recent revisions of the M.Ed. have been undertaken. Current data do not indicate a need for change other than considering "calibration" of raters to ensure inter-rater reliability. Effort must be made to gather data on the Curriculum Analysis project associated with CIMT 660.

Program Outcomes Assessment
MED in Curriculum
**Overall Reflection**

No text specified

**Action Plan**

**Commitment to students and their learning**

**NBPTS Core Proposition 1:** Educators are committed to students and their learning.

Projects convey an overall commitment to facilitating student learning and the environments that support them.

**Action:** Calibration of raters

This Action is associated with the following Findings

**Findings for Action Research Project**

(Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

**Summary of Findings:** Pass rate for work sample in 2010-11 = 100% (n=6)

See attachment for data.

**Action Details:** Strengths and Weakness of Current Assessment Model:

Until this cycle, we have only collected data related to the outcomes of the final work sample associated with CIMT 775 which is the culminating course for the M.Ed. program. These have given us sufficient indication of a need to address the issue of inter-rater reliability. What is abundantly apparent is that there is no data collected for the Curriculum Analysis project associated with CIMT 660 or with the initial portion of the work sample (students in CIMT 610 complete the following sections of the work sample as an introduction to research in education: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Clearly, a weakness of the model is not having a systematic approach for collecting the missing data.

**Overview of Recent Revisions/Future Curriculum Plans:**

No recent revisions of the M.Ed. have been undertaken. Current data do not indicate a need for change other than considering “calibration” of raters to ensure inter-rater reliability. Effort must be made to gather data on the Curriculum Analysis project associated with CIMT 660.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status Report**

**Action_statuses**

**MED in Curriculum & Instruction Outcome Set**

**Commitment to students and their learning**

**NBPTS Core Proposition 1:** Educators are committed to students and their learning.
**Commitment to learning**

Projects convey an overall commitment to facilitating student learning and the environments that support them.

---

**Action: Calibration of raters**

**Action Details: Strengths and Weakness of Current Assessment Model:**

Until this cycle, we have only collected data related to the outcomes of the final worksample associated with CIMT 775 which is the culminating course for the M.Ed. program. These have given us sufficient indication of a need to address the issue of inter-rater reliability. What is abundantly apparent is that there is no data collected for the Curriculum Analysis project associated with CIMT 660 or with the initial portion of the worksample (students in CIMT 610 complete the following sections of the worksample as an introduction to research in education: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Clearly, a weakness of the model is not having a systematic approach for collecting the missing data.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

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<th>Status for Calibration of raters</th>
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<tbody>
<tr>
<td>No Status Added</td>
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**Status Summary**

No text specified

---

**Summary of Next Steps**

No text specified
### Assessment Plan

#### Outcomes and Measures

<table>
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<th>MED in Curriculum &amp; Instruction Outcome Set</th>
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</thead>
<tbody>
<tr>
<td><strong>Commitment to students and their learning</strong></td>
</tr>
<tr>
<td>NBPTS Core Proposition 1: Educators are committed to students and their learning.</td>
</tr>
</tbody>
</table>

**Commitment to learning**
Projects convey an overall commitment to facilitating student learning and the environments that support them.

**Measure:** Action Research Project  
Direct - Student Artifact  
Details/Description: CIMT 775  
Target:  
Implementation Plan (timeline):  
Responsible Individual(s): Program Director

**Measure:** Disposition Assessment - Course-Based Assessment  
Direct - Other  
Details/Description: CIMT 660 - disposition assessment  
Target:  
Implementation Plan (timeline): Annually  
Responsible Individual(s): Program Director

**Measure:** Disposition Assessment - Field Assessment  
Direct - Other  
Details/Description: CIMT 775 - disposition assessment  
Target:  
Implementation Plan (timeline): Annually  
Responsible Individual(s): Program Director

**Measure:** Disposition Assessment - Self-Assessment  
Direct - Student Artifact  
Details/Description: CIMT 610 - disposition assessment  
Target:  
Implementation Plan (timeline): Annually  
Responsible Individual(s): Program Director

**Measure:** Diversity Assessment  
Direct - Student Artifact
<table>
<thead>
<tr>
<th>Details/Description: CIMT 775</th>
<th>Target:</th>
<th>Implementation Plan (timeline): annually</th>
<th>Responsible Individual(s): Program Director</th>
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<tbody>
<tr>
<td><strong>Measure:</strong> Field Assessment</td>
<td>Direct - Student Artifact</td>
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<td>Details/Description: CIMT 775</td>
<td>Target:</td>
<td>Implementation Plan (timeline):</td>
<td>Responsible Individual(s): Program Director</td>
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<tr>
<td><strong>Measure:</strong> Research Proposal</td>
<td>Direct - Student Artifact</td>
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<tr>
<td>Details/Description: CIMT 610</td>
<td>Target:</td>
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<td>Responsible Individual(s): Program Director</td>
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<tr>
<td><strong>Measure:</strong> Technology Assessment</td>
<td>Direct - Student Artifact</td>
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<tr>
<td>Details/Description: CIMT 775</td>
<td>Target:</td>
<td>Implementation Plan (timeline): annually</td>
<td>Responsible Individual(s): Program Director</td>
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</table>

**Knowledge of subject matter and pedagogy.**

NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

<table>
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<tr>
<th>Knowledge and pedagogy.</th>
<th><strong>Measure:</strong> Action Research Project</th>
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<tbody>
<tr>
<td>Projects demonstrate a deep level of content knowledge and pedagogy.</td>
<td>Details/Description: CIMT 775</td>
<td>Target:</td>
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<table>
<thead>
<tr>
<th><strong>Measure:</strong> Curriculum Analysis</th>
<th>Direct - Student Artifact</th>
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<tbody>
<tr>
<td>Details/Description: CIMT 660</td>
<td>Target:</td>
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<td>Measure</td>
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<tr>
<td>Disposition Assessment</td>
<td>CIMT 610, 660, and 775 - disposition assessment</td>
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<tr>
<td>Diversity Assessment</td>
<td>CIMT 775</td>
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<td>Field Assessment</td>
<td>CIMT 775</td>
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<tr>
<td>Research Proposal</td>
<td>CIMT 610</td>
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<tr>
<td>Technology Assessment</td>
<td>CIMT 775</td>
</tr>
</tbody>
</table>

Managing and monitoring student learning.

NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.

Managing and monitoring student growth.

Projects demonstrate a
Reflection

**NBPTS Core Proposition 4:** Educators think systematically about their practice and learn from experience.

Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.
**Measure: Curriculum Analysis**  
Direct - Student Artifact  

Details/Description: CIMT 660  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Project Director

**Measure: Disposition Assessment**  
Direct - Student Artifact  

Details/Description: CIMT 610, 660, and 775 - disposition assessment  
Target:  
Implementation Plan (timeline): Annually  
Responsible Individual(s): Program Director

**Measure: Diversity Assessment**  
Direct - Student Artifact  

Details/Description: CIMT 775  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Program Director

**Measure: Field Assessment**  
Direct - Student Artifact  

Details/Description: CIMT 775  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Program Director

**Measure: Research Proposal**  
Direct - Student Artifact  

Details/Description: CIMT 610  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Program Director

**Measure: Technology Assessment**  
Direct - Student Artifact  

Details/Description: CIMT 775  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Program Director
### Member of learning communities.

**NBPTS Core Proposition 5:** Educators are members of learning communities.

#### Participation in the learning community.
Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.

<table>
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<tr>
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<td>Implementation Plan (timeline): annually</td>
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<td>Details/Description: CIMT 610</td>
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**Assessment Findings**

**Finding per Measure**

**MED in Curriculum & Instruction Outcome Set**

**Commitment to students and their learning**

**NBPTS Core Proposition 1:** Educators are committed to students and their learning.

**Commitment to learning**

Projects convey an overall commitment to facilitating student learning and the environments that support them.

**Measure:** Action Research Project

Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

Implementation Plan (timeline): annually

Responsible Individual(s): Program Director

**Findings** for Action Research Project

**Summary of Findings:** Worksmaple (CIMT 775)

Outcomes reveal a mean of 3.0/3.0, standard deviation landing at 0 for all major and subcategories (N=6). All students exceeded expectations. See Table 6.

**Results:** Target Achievement: Met

**Recommendations:** Until this cycle, we have only collected data related to the outcomes of the final worksample associated with CIMT 775 which is the culminating course for the M.Ed. program. These have given us sufficient indication of the strength of the curriculum and assessment measures. What is abundantly apparent is that there is no data collected for the Curriculum Analysis project associated with CIMT 660 or with the initial portion of the worksample (students in CIMT 610 complete the following sections of the worksample as an introduction to research in education: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan). A weakness of the model may be not having a systematic approach for collecting the missing data.

It is recommended that the graduate committee consider whether data should be gathered on the worksmaple in CIMT 610 and the Curriculum Analysis project associated with CIMT 660. Such data from CIMT 610 would allow the department to judge progress between program beginning and end in terms of the worksmaple, but data from 660 would be static. Thus consideration of these two aspects should be undertaken.

**Reflections/Notes:** Discussion of Work Sample:

Overall, means for each indicator and category have remained strong between the reporting years (2.4 - 3.0 on a 3 point scale; 2.0 = meets expectations while 3.0 = exceeds expectations).
In terms of effectiveness of the curriculum and the instruction, it would appear that instruction is quite effective as most indicators reveal students achieving a rating of "E". Because course-based ratings form the basis for review, and the same instructors complete the rating, "calibration" of the raters is not indicated. However, the rubric is used across all BCOE programs, so if "calibration" is considered, this would be conducted by TEC.

**Substantiating Evidence:**
Table 6 (Adobe Acrobat Document) (See appendix)

---

**Measure: Disposition Assessment - Course-Based Assessment**

**Direct - Other**

**Details/Description:** CIMT 660 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

---

**Findings for Disposition Assessment - Course-Based Assessment**

**Summary of Findings:** Disposition Assessment: Course-Based Assessment (CIMT 660)

Outcomes reveal a mean of 2.5/3.0, standard deviation landing at .71 for Educator as Person categories (N=40). Outcomes for the categories of Educator as Mediator of Learning and Member of Community reveal a mean of 2.3/3.0, standard deviation landing at .52 (N=40). Only one student failed to meet expectations across all categories. See Table 2.

**Results:** Target Achievement: Met

**Recommendations:** Implications for an Action Plan: Continue current practices; review next year's data in light of this to identify possible trends. Such may reveal if the single student who failed to meet expectations is an outlier or if modification of the curriculum is warranted. Consideration of a dispositional intervention may be warranted as well.

**Reflections/Notes:** Discussion of Disposition Assessment:

Overall, means for each indicator and category have remained strong between the reporting years (2.0 – 3.0 on a 3 point scale; 2.0 = meets expectations while 3.0 = exceeds expectations). Because course-based ratings form the basis for review, and the same instructors complete the rating, "calibration" of the raters is not indicated. However, the rubric is used across all BCOE programs, so if "calibration" is considered, this would be conducted by TEC.

**Substantiating Evidence:**
Table 2 (Adobe Acrobat Document) (See appendix)

---

**Measure: Disposition Assessment - Field Assessment**

**Direct - Other**

**Details/Description:** CIMT 775 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

---

**Findings for Disposition Assessment - Field Assessment**

**Summary of Findings:** Disposition Assessment: Field-Based Assessment (CIMT 775)
Outcomes reveal a mean of 3.0/3.0, standard deviation landing at 0 for all categories (N=6). All students exceeded expectations. See Table 3.

Results: Target Achievement: Met

Recommendations: Implications for an Action Plan: Continue current practices; review next year’s data in light of this to identify possible trends.

Reflections/Notes: Overall Disposition Assessment
• Outcomes reveal a trend from higher means in 610 (self-assessment) to lower means in 660 (course-based assessment) and then a return to higher means in 775 (field-based assessment).
• Implications for an Action Plan: Continue current practices; review next year’s data in light of this to identify possible trends. Should trends appear, consideration should be given to curriculum, instructional practices, and inter-rater reliability checks.

Measure: Disposition Assessment - Self-Assessment
Direct - Student Artifact

Details/Description: CIMT 610 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Findings for Disposition Assessment - Self-Assessment

Summary of Findings: Disposition Assessment: Self-Assessment (CIMT 610)

Outcomes reveal a mean of 2.5/3.0, standard deviation landing at .71 for all major categories (N=2). One student exceeded expectations and one met expectations. See Table 1.

Recommendations: Implications for an Action Plan: The population in this review is too small to allow for interpretation. Action is already underway to encourage participation – making completion of the instrument a course requirement.

Reflections/Notes:
Substantiating Evidence:
Table 1 (Adobe Acrobat Document) (See appendix)

Measure: Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Diversity Assessment

Summary of Findings: Diversity Assessment (CIMT 775)

Outcomes reveal a mean of 2.83/3.0, standard deviation landing at .41 for each category (N=6). All students exceeded expectations save one. See Table 4.

Results: Target Achievement: Exceeded

Recommendations: Implications for an Action Plan: Continue current practices; review next year’s data in light of this to identify possible trends. Such may reveal if this single student is an
outlier or if modification of the curriculum is warranted.

**Reflections/Notes:** Discussion of Diversity Assessment:

Overall, means for each indicator and category have remained strong between the reporting years (2.78 – 3.0 on a 3 point scale; 2.0 = meets expectations while 3.0 = exceeds expectations). Because course-based ratings form the basis for review, and the same instructors complete the rating, "calibration" of the raters is not indicated. However, the rubric is used across all BCOE programs, so if "calibration" is considered, this would be conducted by TEC.

**Substantiating Evidence:**

Table 4 (Adobe Acrobat Document) (See appendix)

---

**Measure:** Field Assessment
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

Implementation Plan (timeline):

**Responsible Individual(s):** Program Director

---

**Findings** for Field Assessment

No Findings Added

**Measure:** Research Proposal
Direct - Student Artifact

**Details/Description:** CIMT 610

**Target:**

Implementation Plan (timeline): annually

**Responsible Individual(s):** Program Director

---

**Findings** for Research Proposal

No Findings Added

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

Implementation Plan (timeline): annually

**Responsible Individual(s):** Program Director

---

**Findings** for Technology Assessment

**Summary of Findings:** Technology Assessment (CIMT 775)

Outcomes reveal a mean of 3.0/3.0, standard deviation landing at 0 for all major and subcategories (N=6). All students exceeded expectations. See Table 5.
Results: Target Achievement: Exceeded

Recommendations: Implications for an Action Plan: Continue current practices; review next year's data in light of this to identify possible trends.

Reflections/Notes: Discussion of Technology Assessment:

Overall, means for each item have remained the same between the years (3.0 on a 3 point scale; 3.0 = exceeds expectations). It is appreciated that our candidates are perceived to perform at this level in regard to use of technology. Because course-based ratings form the basis for review, and the same instructors complete the rating, “calibration” of the raters is not indicated. However, the rubric is used across all BCOE programs, so if “calibration” is considered, this would be conducted by TEC.

Substantiating Evidence:

Table 5 (Adobe Acrobat Document) (See appendix)

---

Knowledge of subject matter and pedagogy.

NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

Knowledge and pedagogy.

Projects demonstrate a deep level of content knowledge and pedagogy.

Measure: Action Research Project

Direct - Student Artifact

Details/Description: CIMT 775

Target:

Implementation Plan (timeline): annually

Responsible Individual(s): Program Director

Findings for Action Research Project

Summary of Findings: See above: Commitment to students and their learning

Recommendations:

Reflections/Notes:

Measure: Curriculum Analysis

Direct - Student Artifact

Details/Description: CIMT 660

Target:

Implementation Plan (timeline): annually

Responsible Individual(s): Project Director

Findings for Curriculum Analysis

No Findings Added

Measure: Disposition Assessment

Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment

Target:
**Implementation Plan (timeline):** Annually  
**Responsible Individual(s):** Program Director

**Findings for Disposition Assessment**

**Summary of Findings:** See above: Commitment to students and their learning  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** Diversity Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Diversity Assessment**

**Summary of Findings:** See above: Commitment to students and their learning  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** Field Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Field Assessment**

*No Findings Added*

**Measure:** Research Proposal  
Direct - Student Artifact

**Details/Description:** CIMT 610  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Research Proposal**
No Findings Added

**Measure: Technology Assessment**
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings for Technology Assessment**

**Summary of Findings:** See above: Commitment to students and their learning

**Recommendations:**

**Reflections/Notes:**

---

Managing and monitoring student learning.

NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.

Managing and monitoring student growth.

Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

**Measure: Action Research Project**
Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings for Action Research Project**

**Summary of Findings:** See above: Commitment to students and their learning

**Recommendations:**

**Reflections/Notes:**

---

**Measure: Disposition Assessment**
Direct - Student Artifact

**Details/Description:** CIMT 610 and CIMT 775 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

---

**Findings for Disposition Assessment**

**Summary of Findings:** See above: Commitment to students and their learning

**Recommendations:**

**Reflections/Notes:**
Reflections/Notes:

**Measure:** Diversity Assessment  
**Direct - Student Artifact**

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Diversity Assessment**

**Summary of Findings:** See above: Commitment to students and their learning  
**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Research Proposal  
**Direct - Student Artifact**

**Details/Description:** CIMT 610  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Research Proposal**

*No Findings Added*

---

**Measure:** Technology Assessment  
**Direct - Student Artifact**

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Technology Assessment**

**Summary of Findings:** See above: Commitment to students and their learning  
**Recommendations:**

**Reflections/Notes:**

---

**Reflection**

NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.
### Reflection
Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.

| **Measure:** Action Research Project  
<table>
<thead>
<tr>
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<tbody>
<tr>
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<td><strong>Target:</strong></td>
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<td><strong>Implementation Plan (timeline):</strong> annually</td>
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<td><strong>Responsible Individual(s):</strong> Program Director</td>
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| **Measure:** Curriculum Analysis  
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<td><strong>Findings for Curriculum Analysis</strong></td>
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<tr>
<td><strong>Details/Description:</strong> CIMT 610, 660, and 775 - disposition assessment</td>
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<td><strong>Target:</strong></td>
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<td><strong>Responsible Individual(s):</strong> Program Director</td>
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<td><strong>Findings for Disposition Assessment</strong></td>
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<tr>
<td><strong>Summary of Findings:</strong> See above: Commitment to students and their learning</td>
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<td><strong>Recommendations:</strong></td>
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</table>
Findings for Diversity Assessment

Summary of Findings: See above: Commitment to students and their learning
Recommendations:
Reflections/Notes:

Measure: Field Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Field Assessment
No Findings Added

Measure: Research Proposal
Direct - Student Artifact

Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Research Proposal
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Technology Assessment

Summary of Findings: See above: Commitment to students and their learning
Recommendations:
Reflections/Notes:

Member of learning communities.
NBPTS Core Proposition 5: Educators are members of learning communities.

<table>
<thead>
<tr>
<th>Participation in the learning community.</th>
<th>Measure: Action Research Project</th>
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<tr>
<td>Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.</td>
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<tr>
<td><strong>Details/Description:</strong> CIMT 775</td>
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<tr>
<td><strong>Details/Description:</strong> CIMT 610, 660, and 775 - disposition assessment</td>
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<td><strong>Target:</strong></td>
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<td><strong>Findings</strong> for Disposition Assessment</td>
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<td><strong>Summary of Findings:</strong> See above: Commitment to students and their learning</td>
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<td><strong>Responsible Individual(s):</strong> Program Director</td>
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</table>
Findings for Diversity Assessment

Summary of Findings: See above: Commitment to students and their learning
Recommendations:
Reflections/Notes:

Measure: Field Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Field Assessment
No Findings Added

Measure: Research Proposal
Direct - Student Artifact

Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Research Proposal
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Technology Assessment

Summary of Findings: See above: Commitment to students and their learning
Recommendations:
Reflections/Notes:
**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

## Action Plan

### Actions

#### MED in Curriculum & Instruction Outcome Set

**Action Plan**

**Action:** Consider gathering worksample data from CIMT 610 and/or 660

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** The CIMT Graduate Committee should consider whether it will be informative to gather worksample data from CIMT 610 for comparison with the final worksample produced in CIMT 775. The specific portions that could be compared are: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Consideration should also be given to whether static data from CIMT 660 would provide any instructive insights for program development.

**Implementation Plan (timeline):** Fall 2013 for consideration. If determination made, design data collection methods during Spring 2014 and collect data beginning Fall 2014. See attached document for detailed timeline.

**Key/Responsible Personnel:** Department chair

**Measures:** Decision made and, if determined that desirable to collect data at start of program, methods developed and data collection implemented.

**Resource Allocations:** None requested

**Priority:** Medium

**Supporting Attachments:**

**Action Details:** The CIMT Graduate Committee should consider whether it will be informative to gather worksample data from CIMT 610 for comparison with the final worksample produced in CIMT 775. The specific portions that could be compared are: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Consideration should also be given to whether static data from CIMT 660 would provide any instructive insights for program development.

**Implementation Plan (timeline):** Fall 2013 for consideration. If determination made, design data collection methods during Spring 2014 and collect data beginning Fall 2014. See attached document for detailed timeline.

**Key/Responsible Personnel:** Department chair

**Measures:** Decision made and, if determined that desirable to collect data at start of program, methods developed and data collection implemented.

**Resource Allocations:** None requested

**Priority:** Medium

**Supporting Attachments:**

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<tr>
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</table>

**Status Summary**

CIMT Graduate Committee will make determination during Fall 2013 concerning collecting worksample data in CIMT 610 and/or 660.

See rationale and timeline in Action Plan and Status report document attached above.

**Summary of Next Steps**

*No text specified*
### Assessment Plan

#### Outcomes and Measures

<table>
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<tr>
<th>MED in Curriculum &amp; Instruction Outcome Set</th>
<th>Commitment to students and their learning</th>
</tr>
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<tbody>
<tr>
<td>NBPTS Core Proposition 1: Educators are committed to students and their learning.</td>
<td>Commitment to learning</td>
</tr>
<tr>
<td>Projects convey an overall commitment to facilitating student learning and the environments that support them.</td>
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**Measure:** Action Research Project  
Direct - Student Artifact  
**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** Annually  
**Responsible Individual(s):** Program Director

**Measure:** Disposition Assessment - Course-Based Assessment  
Direct - Other  
**Details/Description:** CIMT 660 - disposition assessment  
**Target:**  
**Implementation Plan (timeline):** Annually  
**Responsible Individual(s):** Program Director

**Measure:** Disposition Assessment - Field Assessment  
Direct - Other  
**Details/Description:** CIMT 775 - disposition assessment  
**Target:**  
**Implementation Plan (timeline):** Annually  
**Responsible Individual(s):** Program Director

**Measure:** Disposition Assessment - Self-Assessment  
Direct - Student Artifact  
**Details/Description:** CIMT 610 - disposition assessment  
**Target:**  
**Implementation Plan (timeline):** Annually  
**Responsible Individual(s):** Program Director

**Measure:** Diversity Assessment  
Direct - Student Artifact  

---

2012-2013 Assessment Cycle
Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Field Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline):
Responsible Individual(s): Program Director

Measure: Research Proposal
Direct - Student Artifact

Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Knowledge of subject matter and pedagogy.
NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

Knowledge and pedagogy.
Projects demonstrate a deep level of content knowledge and pedagogy.

Measure: Action Research Project
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Curriculum Analysis
Direct - Student Artifact

Details/Description: CIMT 660
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Project Director
### Measure: Disposition Assessment
**Direct - Student Artifact**

- **Details/Description:** CIMT 610, 660, and 775 - disposition assessment
- **Target:**
- **Implementation Plan (timeline):** Annually
- **Responsible Individual(s):** Program Director

### Measure: Diversity Assessment
**Direct - Student Artifact**

- **Details/Description:** CIMT 775
- **Target:**
- **Implementation Plan (timeline):** Annually
- **Responsible Individual(s):** Program Director

### Measure: Field Assessment
**Direct - Student Artifact**

- **Details/Description:** CIMT 775
- **Target:**
- **Implementation Plan (timeline):** Annually
- **Responsible Individual(s):** Program Director

### Measure: Research Proposal
**Direct - Student Artifact**

- **Details/Description:** CIMT 610
- **Target:**
- **Implementation Plan (timeline):** Annually
- **Responsible Individual(s):** Program Director

### Measure: Technology Assessment
**Direct - Student Artifact**

- **Details/Description:** CIMT 775
- **Target:**
- **Implementation Plan (timeline):** Annually
- **Responsible Individual(s):** Program Director

---

**Managing and monitoring student learning.**

NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.

**Managing and monitoring student growth.**

Projects demonstrate a...
Program Outcomes Assessment
MED in Curriculum

deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

<table>
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**Measure:** Disposition Assessment  
Direct - Student Artifact

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<th>Details/Description</th>
<th>CIMT 610 and CIMT 775 - disposition assessment</th>
</tr>
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<tr>
<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline): Annually</td>
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<tr>
<td>Responsible Individual(s): Program Director</td>
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**Measure:** Diversity Assessment  
Direct - Student Artifact

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<tr>
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**Measure:** Research Proposal  
Direct - Student Artifact

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**Reflection**

NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.

**Reflection**

Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.

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<td>Details/Description: CIMT 660</td>
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</table>
### Member of learning communities.

**NBPTS Core Proposition 5:** Educators are members of learning communities.

#### Participation in the learning community.
Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.

**Measure:** Action Research Project  
Direct - Student Artifact

- **Details/Description:** CIMT 775  
- **Target:**  
  - Implementation Plan (timeline): annually  
  - Responsible Individual(s): Program Director

**Measure:** Curriculum Analysis  
Direct - Student Artifact

- **Details/Description:** CIMT 660  
- **Target:**  
  - Implementation Plan (timeline): annually  
  - Responsible Individual(s): Project Director

**Measure:** Disposition Assessment  
Direct - Student Artifact

- **Details/Description:** CIMT 610, 660, and 775 - disposition assessment  
- **Target:**  
  - Implementation Plan (timeline): Annually  
  - Responsible Individual(s): Program Director

**Measure:** Diversity Assessment  
Direct - Student Artifact

- **Details/Description:** CIMT 775  
- **Target:**  
  - Implementation Plan (timeline): annually  
  - Responsible Individual(s): Program Director

**Measure:** Field Assessment  
Direct - Student Artifact

- **Details/Description:** CIMT 775  
- **Target:**  
  - Implementation Plan (timeline): annually  
  - Responsible Individual(s): Program Director

**Measure:** Research Proposal  
Direct - Student Artifact

- **Details/Description:** CIMT 610
Assessment Findings

MED in Curriculum & Instruction Outcome Set

Commitment to students and their learning
NBPTS Core Proposition 1: Educators are committed to students and their learning.

Commitment to learning
Projects convey an overall commitment to facilitating student learning and the environments that support them.

Measure: Action Research Project
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Action Research Project

Summary of Findings: Outcomes reveal a 3.0/3.0 for all evaluated sections of the research project.

Recommendations: This is the final project in the culminating seminar and a high level of performance is expected but as the results for two assessment cycles don't appear to offer any discrimination between students this may not be an appropriate measure for our assessment plan. I would suggest that the graduate committee either create a new rubric for the project or find a more discriminatory evaluation for this purpose.

Reflections/Notes:

Measure: Disposition Assessment - Course-Based Assessment
Direct - Other

Details/Description: CIMT 660 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director
Findings for Disposition Assessment - Course-Based Assessment

Summary of Findings: The primary professor for this course reports problems getting online students to complete this assessment as a result we do not have data for the 2012-2013 assessment cycle relating to dispositions. Additionally TK20, our collection software is not required to be purchased by students who take the course outside of the department or outside of their program of study (not in sequence).

Recommendations:

Reflections/Notes:

Measure: Disposition Assessment - Field Assessment
Direct - Other

Details/Description: CIMT 775 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Findings for Disposition Assessment - Field Assessment

Summary of Findings: Outcomes reveal a mean of 3.0/3.0 on all measures. All students exceeded expectations
Results: Target Achievement: Exceeded
Recommendations: Although the lack of variance does not indicate a good discriminator, the number of students being evaluated was low so it is difficult to evaluate the effectiveness of this indicator. Recommend to continue current practices and review next year's data.

Reflections/Notes:

Measure: Disposition Assessment - Self-Assessment
Direct - Student Artifact

Details/Description: CIMT 610 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Findings for Disposition Assessment - Self-Assessment

Summary of Findings: No data was gathered for this measure, the previous year’s cycle only included an N of 2. Recommend possibly placing this measure in a more highly populated course.

Recommendations:

Reflections/Notes:

Measure: Diversity Assessment
Direct - Student Artifact
### Diversity Assessment

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

<table>
<thead>
<tr>
<th>Findings for Diversity Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Findings:</strong> Outcomes reveal a mean of 3.0/3.0 all students exceeded expectations.</td>
</tr>
<tr>
<td><strong>Results:</strong> Target Achievement: Exceeded</td>
</tr>
<tr>
<td><strong>Recommendations:</strong> Continue current practices.</td>
</tr>
<tr>
<td><strong>Reflections/Notes:</strong></td>
</tr>
</tbody>
</table>

### Field Assessment

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Program Director

<table>
<thead>
<tr>
<th>Findings for Field Assessment</th>
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</table>
| **Measure:** Field Assessment  
**Direct - Student Artifact** |
| **No Findings Added** |

### Research Proposal

**Details/Description:** CIM 610  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

<table>
<thead>
<tr>
<th>Findings for Research Proposal</th>
</tr>
</thead>
</table>
| **Measure:** Research Proposal  
**Direct - Student Artifact** |
| **Summary of Findings:** No data entered. A rubric in TK20 has not been created for the research proposal and thus no data was collected over the past two cycles. |
| **Recommendations:** Suggest removing this measure from the department metrics for evaluation. |
| **Reflections/Notes:** |

### Technology Assessment

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually
### Responsible Individual(s):
Program Director

#### Findings for Technology Assessment

**Summary of Findings:** All students scored a 3/3 and thus exceeded expectations.
**Results:** Target Achievement: Exceeded
**Recommendations:** Continue current practices.
**Reflections/Notes:**

#### Knowledge of subject matter and pedagogy.

**NBPTS Core Proposition 2:** Educators know the subjects they teach and how to teach those subjects to students.

<table>
<thead>
<tr>
<th>Knowledge and pedagogy.</th>
</tr>
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<tbody>
<tr>
<td>Projects demonstrate a deep level of content knowledge and pedagogy.</td>
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#### Measure: Action Research Project

**Direct - Student Artifact**

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<td><strong>Responsible Individual(s):</strong></td>
<td>Program Director</td>
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#### Findings for Action Research Project

*No Findings Added*

#### Measure: Curriculum Analysis

**Direct - Student Artifact**

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th>CIMT 660</th>
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<tbody>
<tr>
<td><strong>Target:</strong></td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td>Project Director</td>
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</table>

#### Findings for Curriculum Analysis

*No Findings Added*

#### Measure: Disposition Assessment

**Direct - Student Artifact**

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<tr>
<th>Details/Description:</th>
<th>CIMT 610, 660, and 775 - disposition assessment</th>
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<td>Program Director</td>
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#### Findings for Disposition Assessment

*No Findings Added*
<table>
<thead>
<tr>
<th>Measure: Diversity Assessment</th>
<th>Details/Description: CIMT 775</th>
<th>Target:</th>
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<th>Details/Description: CIMT 610</th>
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</table>
Managing and monitoring student learning.
NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.

Managing and monitoring student growth.
Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

**Measure: Action Research Project**  
Direct - Student Artifact

Details/Description: CIMT 775  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Program Director

Findings for Action Research Project
No Findings Added

**Measure: Disposition Assessment**  
Direct - Student Artifact

Details/Description: CIMT 610 and CIMT 775 - disposition assessment  
Target:  
Implementation Plan (timeline): Annually  
Responsible Individual(s): Program Director

Findings for Disposition Assessment
No Findings Added

**Measure: Diversity Assessment**  
Direct - Student Artifact

Details/Description: CIMT 775  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Program Director

Findings for Diversity Assessment
No Findings Added

**Measure: Research Proposal**  
Direct - Student Artifact

Details/Description: CIMT 610  
Target:  
Implementation Plan (timeline): annually  
Responsible Individual(s): Program Director

Findings for Research Proposal
**Reflection**

NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.

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**Details/Description:** CIMT 775

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**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

**Findings for Technology Assessment**

No Findings Added

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**Responsible Individual(s):** Program Director

**Findings for Action Research Project**

No Findings Added

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**Details/Description:** CIMT 660

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Project Director

**Findings for Curriculum Analysis**

No Findings Added

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**Details/Description:** CIMT 610, 660, and 775 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually
### Responsible Individual(s): Program Director

#### Findings for Disposition Assessment

No Findings Added

#### Measure: Diversity Assessment

Direct - Student Artifact

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| Implementation Plan (timeline) | annually |

| Responsible Individual(s) | Program Director |

| Findings for Diversity Assessment |

No Findings Added

#### Measure: Field Assessment

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| Implementation Plan (timeline) | annually |

| Responsible Individual(s) | Program Director |

| Findings for Field Assessment |

No Findings Added

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| Implementation Plan (timeline) | annually |

| Responsible Individual(s) | Program Director |

| Findings for Research Proposal |

No Findings Added

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| Implementation Plan (timeline) | annually |
### Member of learning communities.

**NBPTS Core Proposition 5:** Educators are members of learning communities.

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Program Outcomes Assessment
MED in Curriculum

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Diversity Assessment
No Findings Added

Measure: Field Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Field Assessment
No Findings Added

Measure: Research Proposal
Direct - Student Artifact

Details/Description: CIMT 610
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Research Proposal
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Technology Assessment
No Findings Added

Overall Recommendations

No text specified
### Overall Reflection

No text specified

### Action Plan

#### Actions

**MED in Curriculum & Instruction Outcome Set**

**Action Plan**

<table>
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<tr>
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<tbody>
<tr>
<td>This Action is associated with the following Findings</td>
<td></td>
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</tbody>
</table>
No supporting Findings have been linked to this Action. |
| **Action Details**: Set the disposition evaluation for measure two in a course less sparsely populated and recommend that measure 5 be dropped from the metrics used to evaluate the program. Until enrollment numbers increase (last year the department had an FTE student count of 20), data collected may not be discriminatory enough to inform practice, continue to work to increase enrollment. |
| Implementation Plan (timeline): |
| **Key/Responsible Personnel:** |
| **Measures:** |
| **Resource Allocations:** |
| **Priority**: Medium |

### Status Report

#### Action Statuses

**MED in Curriculum & Instruction Outcome Set**

**Action Plan**

<table>
<thead>
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<td></td>
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<tr>
<td><strong>Measures:</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Resource Allocations:**

**Priority:** Medium

---

**Status** for Action Plan 2012-13

**Current Status:** In Progress

**Resource Allocation(s) Status:** Data is being gathered outside of TK20 until rubrics for all measures can be established. The graduate committee will be charged with examining the efficacy of each of the measures established.

**Next Steps/Additional Information:**

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<th>Status Summary</th>
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2013-2014 Assessment Cycle

Assessment Plan
Outcomes and Measures

MED in Curriculum & Instruction Outcome Set

<table>
<thead>
<tr>
<th>Commitment to students and their learning</th>
<th>Measure: Disposition Assessment - Course-Based Assessment</th>
<th>Details/Description: CIMT 660 - disposition assessment</th>
</tr>
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<tbody>
<tr>
<td>Commitment to learning</td>
<td>Direct - Other</td>
<td>Target:</td>
</tr>
<tr>
<td>Projects convey an overall commitment to facilitating student learning and the environments that support them.</td>
<td>Implementation Plan (timeline): Annually</td>
<td>Responsible Individual(s): Program Director</td>
</tr>
</tbody>
</table>

| Measure: Disposition Assessment - Field Assessment |
| Direct - Other | Details/Description: CIMT 775 - disposition assessment |
| Target: |
| Implementation Plan (timeline): Annually | Responsible Individual(s): Program Director |

| Measure: Disposition Assessment - Self-Assessment |
| Direct - Student Artifact | Details/Description: CIMT 610 - disposition assessment |
| Target: |
| Implementation Plan (timeline): Annually | Responsible Individual(s): Program Director |

| Measure: Diversity Assessment |
| Direct - Student Artifact | Details/Description: CIMT 775 |
| Target: |
| Implementation Plan (timeline): annually | Responsible Individual(s): Program Director |

| Measure: Technology Assessment |
| Direct - Student Artifact |
Knowledge of subject matter and pedagogy.

NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

Knowledge and pedagogy.
Projects demonstrate a deep level of content knowledge and pedagogy.

Measure: Disposition Assessment
Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Measure: Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Work Sample
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):
### Managing and monitoring student learning.

**NBPTS Core Proposition 3:** Educators are responsible for managing and monitoring student learning.

#### Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

| **Measure:** Disposition Assessment  |
| Direct - Student Artifact  |
| **Details/Description:** CIMT 610 and CIMT 775 - disposition assessment  |
| **Target:**  |
| **Implementation Plan (timeline):** Annually  |
| **Responsible Individual(s):** Program Director  |

| **Measure:** Diversity Assessment  |
| Direct - Student Artifact  |
| **Details/Description:** CIMT 775  |
| **Target:**  |
| **Implementation Plan (timeline):** annually  |
| **Responsible Individual(s):** Program Director  |

| **Measure:** Technology Assessment  |
| Direct - Student Artifact  |
| **Details/Description:** CIMT 775  |
| **Target:**  |
| **Implementation Plan (timeline):** annually  |
| **Responsible Individual(s):** Program Director  |

| **Measure:** Work Sample  |
| **Details/Description:**  |
| **Target:**  |
| **Implementation Plan (timeline):**  |
| **Responsible Individual(s):**  |

### Reflection

**NBPTS Core Proposition 4:** Educators think systematically about their practice and learn from experience.

#### Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.

| **Measure:** Disposition Assessment  |
| Direct - Student Artifact  |
| **Details/Description:** CIMT 610, 660, and 775 - disposition assessment  |
| **Target:**  |
| **Implementation Plan (timeline):** Annually  |
| **Responsible Individual(s):** Program Director  |

<p>| <strong>Measure:</strong> Diversity Assessment  |
| Direct - Student Artifact  |</p>
<table>
<thead>
<tr>
<th>Details/Description: CIMT 775</th>
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<tr>
<td><strong>Target:</strong></td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> annually</td>
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<td><strong>Responsible Individual(s):</strong> Program Director</td>
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<th>Measure: Technology Assessment</th>
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<tr>
<th>Measure: Work Sample</th>
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<td>Details/Description:</td>
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<td><strong>Target:</strong></td>
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<thead>
<tr>
<th>Member of learning communities.</th>
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<tr>
<td>NBPTS Core Proposition 5: Educators are members of learning communities.</td>
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</table>

<table>
<thead>
<tr>
<th>Participation in the learning community.</th>
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<tr>
<td>Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.</td>
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<tr>
<th>Measure: Disposition Assessment</th>
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<td>Direct - Student Artifact</td>
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<td><strong>Implementation Plan (timeline):</strong> annually</td>
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<td><strong>Responsible Individual(s):</strong> Program Director</td>
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</table>
Measure: Work Sample

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Assessment Findings

Finding per Measure

MED in Curriculum & Instruction Outcome Set

Commitment to students and their learning

NBPTS Core Proposition 1: Educators are committed to students and their learning.

Commitment to learning

Projects convey an overall commitment to facilitating student learning and the environments that support them.

Measure: Disposition Assessment - Course-Based Assessment

Details/Description: CIMT 660 - disposition assessment

Target:

Implementation Plan (timeline): Annually

Responsible Individual(s): Program Director

Findings for Disposition Assessment - Course-Based Assessment

Summary of Findings: No data were gathered for the period under examination.

This course is delivered in an online format in most semesters making it challenging for the rating to be completed by the instructor with a level of confidence. In the one semester where a face-to-face section was offered (Fall, 2013), the rating was not completed. TEC has considered this concern so the department will follow the decision forthcoming.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

Measure: Disposition Assessment - Field Assessment

Details/Description: CIMT 775 - disposition assessment

Target:

Implementation Plan (timeline): Annually

Responsible Individual(s): Program Director

Findings for Disposition Assessment - Field Assessment
**Summary of Findings:** No data were gathered for the period under examination.

This course is delivered in an online format in most semesters making it challenging for the rating to be completed by the instructor with a level of confidence. In the one semester where a face-to-face section was offered (Fall, 2013), the rating was not completed. TEC has considered this concern so the department will follow the decision forthcoming.

**Recommendations:**
**Reflections/Notes:**

**Substantiating Evidence:**
- MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

---

**Measure:** Disposition Assessment - Self-Assessment

**Direct - Student Artifact**

**Details/Description:** CIMT 610 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

---

**Findings for Disposition Assessment - Self-Assessment**

**Summary of Findings:** No data were gathered for the period under examination.

This course is delivered in an online format in most semesters making it challenging for the rating to be completed by the instructor with a level of confidence. In the one semester where a face-to-face section was offered (Fall, 2013), the rating was not completed. TEC has considered this concern so the department will follow the decision forthcoming.

**Recommendations:**
**Reflections/Notes:**

**Substantiating Evidence:**
- MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

---

**Measure:** Diversity Assessment

**Direct - Student Artifact**

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings for Diversity Assessment**

**Summary of Findings:** The one outcome assessed (Worked with diverse populations in clinical or field setting) reveals a mean of 2.0/3.0. All students met expectations for both Fall and Spring semesters.

**Results:** Target Achievement: Met

**Recommendations:**
**Reflections/Notes:** Because there is no field or clinical teaching experience associated with the
work sample, it is difficult to provide a rating for this rubric utilized for Unit Assessment data. The outcomes do not reflect what is required in the course except tangentially at best. However, where ratings were able to be applied as a consequence of work students completed for the work sample (action research project), one finds that students performed at the required level (2 = meets expectations). Because the rubric is used across all BCOE programs, we do complete ratings as applicable but discussion of this circumstance should be revisited at the assessment council’s meetings.

Substantiating Evidence:  
MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

**Measure:** Technology Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Technology Assessment**

**Summary of Findings:** The outcomes assessed reveal a mean of 2.0/3.0 in the Fall and a mean of 3.0/3.0 in the Spring. All students met or exceeded expectations.  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Overall, means for each item have remained the same between the years (3.0 on a 3 point scale; 3.0 = exceeds expectations) with the exception of the fall 2013 semester, and this in relationship to the criteria regarding integration of technology into the learning environment. Because the instructor had no evidence on which to base a judgment (the course does not have a field or clinical experience), the rating of No Basis (NB) was applied. For the remainder, it is appreciated that our candidates are perceived to perform at this level in regard to use of technology. However, the data related to the fall 2013 semester does warrant discussion at the department level and awareness raised with the unit assessment committee.  
**Substantiating Evidence:**  
MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

**Measure:** Work Sample  
Direct - Student Artifact

**Details/Description:** CMIT 775  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**Findings for Work Sample**

**Summary of Findings:** Outcomes reveal a range of means from 1.71/3.0 to 2.71/3.0 for all evaluated sections of the research project in the Fall. On average, students met or exceeded expectations.  
Outcomes reveal a mean of 3.0/3.0 for all evaluated sections of the research project in the
Spring. All students exceeded expectations.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Overall, means for each indicator and category have remained strong between the reporting years. Ratings in the Overall summaries ranged from 2.0 to 3.0 for each category on a 3 point scale where 2.0 = meets expectations and 3.0 = exceeds expectations. In terms of effectiveness of the curriculum and the instruction, it would appear that both are effective as most indicators reveal students achieving a rating of exceeding expectations. However, for the single semester in which the greatest number of students participated (Fall 2013, N=7) more variance is noted. Although this variance is likely attributable to individual learning capacities among students, note should be taken for future courses to ensure sufficient support is offered. Because course-based ratings form the basis for review, and the same instructors complete the rating, “calibration” of the raters is not indicated. However, the rubric is used across all BCOE programs, so if “calibration” is considered, this would be conducted by TEC.

**Substantiating Evidence:**

MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

---

**Knowledge of subject matter and pedagogy.**

**NBPTS Core Proposition 2:** Educators know the subjects they teach and how to teach those subjects to students.

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<thead>
<tr>
<th>Knowledge and pedagogy.</th>
<th>Measure: Disposition Assessment</th>
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<tbody>
<tr>
<td>Projects demonstrate a deep level of content knowledge and pedagogy.</td>
<td>Disposition Assessment</td>
</tr>
<tr>
<td>Details/Description: CIMT 610, 660, and 775 - disposition assessment</td>
<td>Direct - Student Artifact</td>
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<tr>
<td>Target:</td>
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<td>Implementation Plan (timeline): Annually</td>
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<td>Responsible Individual(s): Program Director</td>
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**Findings for Disposition Assessment**

*No Findings Added*

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<th>Knowledge and pedagogy.</th>
<th>Measure: Diversity Assessment</th>
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<td>Diversity Assessment</td>
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<td>Direct - Student Artifact</td>
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<td>Implementation Plan (timeline): annually</td>
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<td>Responsible Individual(s): Program Director</td>
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**Findings for Diversity Assessment**

*No Findings Added*

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<th>Measure: Technology Assessment</th>
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<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline): annually</td>
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Managing and monitoring student learning.

**NBPTS Core Proposition 3:** Educators are responsible for managing and monitoring student learning.

**Managing and monitoring student growth.**
Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

**Measure:** Disposition Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 610 and CIMT 775 - disposition assessment  
**Target:**  
**Implementation Plan (timeline):** Annually  
**Responsible Individual(s):** Program Director

**Findings for Disposition Assessment**  
No Findings Added

**Measure:** Diversity Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 775  
**Target:**  
**Implementation Plan (timeline):** annually  
**Responsible Individual(s):** Program Director

**Findings for Diversity Assessment**  
No Findings Added

**Measure:** Technology Assessment  
Direct - Student Artifact

**Details/Description:** CIMT 775
Reflection

NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.

Reflection

Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.

Measure: Disposition Assessment
Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Findings for Disposition Assessment
No Findings Added

Measure: Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Diversity Assessment
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact
### Details/Description: CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings for Technology Assessment**

*No Findings Added*

### Measure: Work Sample

---

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings for Work Sample**

*No Findings Added*

### Member of learning communities.

**NBPTS Core Proposition 5:** Educators are members of learning communities.

---

**Measure: Disposition Assessment**

**Direct - Student Artifact**

**Details/Description:** CIMT 610, 660, and 775 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

---

**Findings for Disposition Assessment**

*No Findings Added*

---

**Measure: Diversity Assessment**

**Direct - Student Artifact**

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings for Diversity Assessment**

*No Findings Added*
Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Technology Assessment
No Findings Added

Measure: Work Sample

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Work Sample
No Findings Added

Overall Recommendations
No text specified

Overall Reflection

Data related to the outcomes of the final worksample associated with CIMT 775, the culminating course for the M.Ed. program, have given us sufficient indication of the strength of the curriculum and assessment measures. What is abundantly apparent is that there is no data collected with the initial portion of the work sample completed by students in CIMT 610 (students in CIMT 610 complete the following sections of the worksample as an introduction to research in education: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan). A weakness of the model may be not having a systematic approach for collecting the missing data and, as such, should be investigated. The Curriculum Analysis project associated with CIMT 660 may provide other developmental information to the committee and should be discussed in terms of relevance for “during program” monitoring of student achievement in service of program development.

No recent revisions of the M.Ed. have been undertaken. We are fully accredited and have completed our latest accreditation review. Current data do not indicate a need for change in light of student outcomes. However, it is recommended that the graduate committee consider whether data should be gathered on the worksample in CIMT 610 and the Curriculum Analysis project associated with CIMT 660. Such data from CIMT 610 would allow the department to judge progress between program beginning and end in terms of the worksample, but data from 660 would be static. Thus consideration of these two aspects should be undertaken.

Action Plan

Actions

Action Plan
The CIMT Graduate Committee should consider whether it will be informative to gather worksample data from CIMT 610 for comparison with the final worksample produced in CIMT 775. The specific portions that could be compared are: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Consideration should also be given to whether static data from CIMT 660 would provide any instructive insights for program development.

**Action:** 1. Consider whether drawing data from 610 would be beneficial

*This Action is associated with the following Findings*
No supporting Findings have been linked to this Action.

*Action Details:* Charge to graduate committee: Consider whether drawing data from 610 and/or 660 for program review would be beneficial for program development.

*Implementation Plan (timeline):* Fall 2014

*Key/Responsible Personnel:* Dept. chairperson

*Measures:* Meeting minutes

*Resource Allocations:* Committee

*Priority:* Medium

*Supporting Attachments:* MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

**Action:** 2. Deliberate pros and cons

*This Action is associated with the following Findings*
No supporting Findings have been linked to this Action.

*Action Details:* committee deliberates pros and cons

*Implementation Plan (timeline):* Fall 2014

*Key/Responsible Personnel:* Committee chairperson

*Measures:* Meeting minutes

*Resource Allocations:* Committee

*Priority:* Medium

**Action:** 3. Finalize determination about data collection from 610

*This Action is associated with the following Findings*
No supporting Findings have been linked to this Action.

*Action Details:* Committee finalizes a determination about data collection from CIMT 610 and/or 660. If either or both courses will become data sources, specific methods for collecting data will be determined (TK20, spreadsheets, or other). Necessary rubrics developed.

*Implementation Plan (timeline):* Spring 2015

*Key/Responsible Personnel:* Committee chairperson

*Measures:* Meeting minutes

*Resource Allocations:* Committee

*Priority:* Medium
Action: 4. Data collection methods codified

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: data collection methods codified for courses if determination is made to collect data from either or both courses.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Committee chairperson

Measures: Meeting minutes

Resource Allocations: Committee

Priority: Medium

Action: 5. Data collection

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Data collection begins at conclusion of Fall 2015 semester and proceeds at the conclusion of Spring 2016 semester.

Implementation Plan (timeline): Fall 2015 and Spring 2016

Key/Responsible Personnel: Individual Instructors

Measures: Data reported in repository or with committee chair

Resource Allocations: Dept. chairperson supports

Priority: High

Action: 6. Data reviewed

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: data reviewed, further steps determined

Implementation Plan (timeline): Fall 2016

Key/Responsible Personnel: Committee chairperson

Measures: NCA report, meeting minutes

Resource Allocations: Committee

Priority: High
### Action Statuses

#### Action Plan

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Decison about gathering worksample data from CIMT 610 for comparison with final worksample</th>
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</table>

The CIMT Graduate Committee should consider whether it will be informative to gather worksample data from CIMT 610 for comparison with the final worksample produced in CIMT 775. The specific portions that could be compared are: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Consideration should also be given to whether static data from CIMT 660 would provide any instructive insights for program development.

#### Action: 1. Consider whether drawing data from 610 would be beneficial

**Action Details:** Charge to graduate committee: Consider whether drawing data from 610 and/or 660 for program review would be beneficial for program development.

**Implementation Plan (timeline):** Fall 2014

**Key/Responsible Personnel:** Dept. chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee

**Priority:** Medium

**Supporting Attachments:**
- MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML)) (See appendix)

**Status for 1. Consider whether drawing data from 610 would be beneficial**

- **Current Status:** In Progress

- **Resource Allocation(s) Status:**

- **Next Steps/Additional Information:**

#### Action: 2. Deliberate pros and cons

**Action Details:** committee deliberates pros and cons

**Implementation Plan (timeline):** Fall 2014

**Key/Responsible Personnel:** Committee chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee

**Priority:** Medium

**Status for 2. Deliberate pros and cons**

- **Current Status:** In Progress

- **Resource Allocation(s) Status:**

- **Next Steps/Additional Information:**
**Action: 3. Finalize determination about data collection from 610**

**Action Details:** Committee finalizes a determination about data collection from CIMT 610 and/or 660. If either or both courses will become data sources, specific methods for collecting data will be determined (TK20, spreadsheets, or other). Necessary rubrics developed.

**Implementation Plan (timeline):** Spring 2015

**Key/Responsible Personnel:** Committee chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee

**Priority:** Medium

**Status** for 3. Finalize determination about data collection from 610

**Current Status:** Not started

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**

**Action: 4. Data collection methods codified**

**Action Details:** Data collection methods codified for courses if determination is made to collect data from either or both courses.

**Implementation Plan (timeline):** Spring 2015

**Key/Responsible Personnel:** Committee chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee

**Priority:** Medium

**Status** for 4. Data collection methods codified

**Current Status:** Not started

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**

**Action: 5. Data collection**

**Action Details:** Data collection begins at conclusion of Fall 2015 semester and proceeds at the conclusion of Spring 2016 semester.

**Implementation Plan (timeline):** Fall 2015 and Spring 2016
<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th>6. Data reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Details:</strong></td>
<td>data reviewed, further steps determined</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td>Fall 2016</td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td>Committee chairperson</td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td>NCA report, meeting minutes</td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
<td>Committee</td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
<td>High</td>
</tr>
</tbody>
</table>

**Status for 6. Data reviewed**

- **Current Status:** Not started
- **Resource Allocation(s) Status:**
- **Next Steps/Additional Information:**

---

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*
## Assessment Plan

### Outcomes and Measures

#### MED in Curriculum & Instruction Outcome Set

**Commitment to students and their learning**

NBPTS Core Proposition 1: Educators are committed to students and their learning.

<table>
<thead>
<tr>
<th>Commitment to learning</th>
<th>Measure: Disposition Assessment - Course-Based Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct · Other</td>
</tr>
<tr>
<td>Projects convey an overall commitment to facilitating student learning and the environments that support them.</td>
<td></td>
</tr>
<tr>
<td><strong>Details/Description:</strong></td>
<td>CIM 660 - disposition assessment</td>
</tr>
<tr>
<td></td>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
</tr>
<tr>
<td></td>
<td><strong>Responsible Individual(s):</strong> Program Director</td>
</tr>
</tbody>
</table>

| Measure: Disposition Assessment - Field Assessment |
| Direct · Other |

| **Details/Description:** | CIM 775 - disposition assessment                           |
| **Target:** | **Implementation Plan (timeline):** Annually |
| **Responsible Individual(s):** Program Director |

| Measure: Disposition Assessment - Self-Assessment |
| Direct · Student Artifact |

| **Details/Description:** | CIM 610 - disposition assessment |
| **Target:** | **Implementation Plan (timeline):** Annually |
| **Responsible Individual(s):** Program Director |

| Measure: Diversity Assessment |
| Direct · Student Artifact |

| **Details/Description:** | CIM 775 |
| **Target:** | **Implementation Plan (timeline):** annually |
| **Responsible Individual(s):** Program Director |

| Measure: Technology Assessment |
| Direct · Student Artifact |

| **Details/Description:** | |
| **Target:** | |
| **Responsible Individual(s):** |

---
<table>
<thead>
<tr>
<th>Details/Description: CIMT 775</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
</tr>
<tr>
<td>Implementation Plan (timeline): annually</td>
</tr>
<tr>
<td>Responsible Individual(s): Program Director</td>
</tr>
</tbody>
</table>

**Measure:** Work Sample  
Direct - Student Artifact

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<table>
<thead>
<tr>
<th>Details/Description: CIMT 775</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
</tr>
<tr>
<td>Implementation Plan (timeline):</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
</tr>
</tbody>
</table>

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**Knowledge of subject matter and pedagogy.**

NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

<table>
<thead>
<tr>
<th>Knowledge and pedagogy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects demonstrate a deep level of content knowledge and pedagogy.</td>
</tr>
</tbody>
</table>

**Measure:** Disposition Assessment  
Direct - Student Artifact

<table>
<thead>
<tr>
<th>Details/Description: CIMT 610, 660, and 775 - disposition assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Annually</td>
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<tr>
<td>Responsible Individual(s): Program Director</td>
</tr>
</tbody>
</table>

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**Measure:** Diversity Assessment  
Direct - Student Artifact

<table>
<thead>
<tr>
<th>Details/Description: CIMT 775</th>
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<tr>
<td>Target:</td>
</tr>
<tr>
<td>Implementation Plan (timeline): annually</td>
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<td>Responsible Individual(s): Program Director</td>
</tr>
</tbody>
</table>

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**Measure:** Technology Assessment  
Direct - Student Artifact

<table>
<thead>
<tr>
<th>Details/Description: CIMT 775</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline): annually</td>
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<td>Responsible Individual(s): Program Director</td>
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</tbody>
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**Measure:** Work Sample

<table>
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<tbody>
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<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline):</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
</tr>
</tbody>
</table>
Managing and monitoring student learning.

NBPTS Core Proposition 3: Educators are responsible for managing and monitoring student learning.

Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

**Measure:** Disposition Assessment  
Direct - Student Artifact

Details/Description: CIMT 610 and CIMT 775 - disposition assessment

Target:

Implementation Plan (timeline): Annually

Responsible Individual(s): Program Director

**Measure:** Diversity Assessment  
Direct - Student Artifact

Details/Description: CIMT 775

Target:

Implementation Plan (timeline): annually

Responsible Individual(s): Program Director

**Measure:** Technology Assessment  
Direct - Student Artifact

Details/Description: CIMT 775

Target:

Implementation Plan (timeline): annually

Responsible Individual(s): Program Director

**Measure:** Work Sample

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Reflection

NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.

Projects demonstrate accurate reflection and the ability to integrate theory and practice to project pathways for productive future action.

**Measure:** Disposition Assessment  
Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment

Target:

Implementation Plan (timeline): Annually

Responsible Individual(s): Program Director

**Measure:** Diversity Assessment  
Direct - Student Artifact
Details/Description: CIMT 775
Target: 
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target: 
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Work Sample

Details/Description: 
Target: 
Implementation Plan (timeline): 
Responsible Individual(s): 

Member of learning communities.
NBPTS Core Proposition 5: Educators are members of learning communities.

Participation in the learning community.
Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.

Measure: Disposition Assessment
Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment
Target: 
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Measure: Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target: 
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target: 
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director
**Measure:** Work Sample

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Assessment Findings**

**Finding per Measure**

**MED in Curriculum & Instruction Outcome Set**

**Committment to students and their learning**

NBPTS Core Proposition 1: Educators are committed to students and their learning.

**Commitment to learning**

Projects convey an overall commitment to facilitating student learning and the environments that support them.

**Measure:** Disposition Assessment - Course-Based Assessment

**Details/Description:** CIMT 660 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

**Findings for Disposition Assessment - Course-Based Assessment**

**Summary of Findings:** This is the first year data has been gathered on the new scale. Although there is some variance in means across the two semesters, we find that, overall, candidates are performing at either a proficient or adequate rating.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


---

**Measure:** Disposition Assessment - Field Assessment

**Details/Description:** CIMT 775 - disposition assessment

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** Program Director

**Findings for Disposition Assessment - Field Assessment**

**Summary of Findings:** This is the first year data has been gathered on the new scale. Although there is some variance in means across the two semesters, we find that, overall, candidates are performing at either a proficient or adequate rating.
**Recommendations:**
**Reflections/Notes:**
**Substantiating Evidence:**


| Measure: Disposition Assessment - Self-Assessment |
| Direct - Student Artifact |

| Details/Description: CIMT 610 - disposition assessment |
| Target: |
| Implementation Plan (timeline): Annually |
| Responsible Individual(s): Program Director |

**Findings for Disposition Assessment - Self-Assessment**

**Summary of Findings:** This is the first year data has been gathered on the new scale. Although there is some variance in means across the two semesters, we find that, overall, candidates are performing at either a proficient or adequate rating.

**Recommendations:**
**Reflections/Notes:**
**Substantiating Evidence:**


| Measure: Diversity Assessment |
| Direct - Student Artifact |

| Details/Description: CIMT 775 |
| Target: |
| Implementation Plan (timeline): annually |
| Responsible Individual(s): Program Director |

**Findings for Diversity Assessment**

**Summary of Findings:** Because there is no field or clinical teaching experience associated with the work sample, it is difficult to provide a rating for this rubric utilized for Unit Assessment data. The outcomes do not reflect what is required in the course except tangentially at best. However, where ratings were able to be applied as a consequence of work students completed for the work sample (action research project), one finds that students performed at the required level (2 = meets expectations). At this point, and because the BCOE Assessment Committee determined that NB (no basis) ratings could no long be used, the forced rating of 1 (Does not meet expectations) does not appropriately communicate our candidates’ performance.

**Recommendations:**
**Reflections/Notes:**
**Substantiating Evidence:**

**Measure:** Technology Assessment  
**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

---

**Findings for Technology Assessment**

**Summary of Findings:** Overall, means for each item have remained at acceptable levels with means of 3 (exceeds expectations) and/or 2 (meets expectations) for each of the years. The current cycle (2014-2015) is an exception with all ratings at 2. Overall, it is appreciated that our candidates are perceived to perform at an acceptable level in regard to use of technology. However, the recent decline in means for the current period does warrant discussion at the department level and awareness raised with the unit assessment committee.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


---

**Measure:** Work Sample  
**Details/Description:** CMIT 775

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings for Work Sample**

**Summary of Findings:** Overall, means for each indicator and category have remained strong between the reporting years. Ratings in the Overall summaries ranged from 2.0 to 3.0 for each category on a 3 point scale where 2.0 = meets expectations and 3.0 = exceeds expectations. In terms of effectiveness of the curriculum and the instruction, it would appear that both remain effective as most indicators reveal students achieving a rating of meeting or exceeding expectations. However, for the single semester in which the greatest number of students participated (Fall 2013, N=7) more variance is noted. Although this variance is likely attributable to individual learning capacities among students, note should be taken for future courses to ensure sufficient support is offered. Because course-based ratings form the basis for review, and the same instructors complete the rating, "calibration" of the raters is not indicated. However, the rubric is used across all BCOE programs, so if "calibration" is considered, this would be conducted by TEC.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

Knowledge of subject matter and pedagogy.

NBPTS Core Proposition 2: Educators know the subjects they teach and how to teach those subjects to students.

Knowledge and pedagogy. Projects demonstrate a deep level of content knowledge and pedagogy.

Measure: Disposition Assessment
Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment

Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Findings for Disposition Assessment

Summary of Findings: This is the first year data has been gathered on the new scale. Although there is some variance in means across the two semesters, we find that, overall, candidates are performing at either a proficient or adequate rating.

Recommendations:

Reflections/Notes:

Substantiating Evidence:


Measure: Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775

Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Findings for Diversity Assessment

Summary of Findings: Because there is no field or clinical teaching experience associated with the work sample, it is difficult to provide a rating for this rubric utilized for Unit Assessment data. The outcomes do not reflect what is required in the course except tangentially at best. However, where ratings were able to be applied as a consequence of work students completed for the work sample (action research project), one finds that students performed at the required level (2 = meets expectations). At this point, and because the BCOE Assessment Committee determined that NB (no basis) ratings could no long be used, the forced rating of 1 (Does not meet expectations) does not appropriately communicate our candidates’ performance.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

**Measure: Technology Assessment**

Direct - Student Artifact

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

**Findings for Technology Assessment**

**Summary of Findings:** Overall, means for each item have remained at acceptable levels with means of 3 (exceeds expectations) and/or 2 (meets expectations) for each of the years. The current cycle (2014-2015) is an exception with all ratings at 2. Overall, it is appreciated that our candidates are perceived to perform at an acceptable level in regard to use of technology. However, the recent decline in means for the current period does warrant discussion at the department level and awareness raised with the unit assessment committee.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


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**Measure: Work Sample**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Work Sample**

**Summary of Findings:** Overall, means for each indicator and category have remained strong between the reporting years. Ratings in the Overall summaries ranged from 2.0 to 3.0 for each category on a 3 point scale where 2.0 = meets expectations and 3.0 = exceeds expectations. In terms of effectiveness of the curriculum and the instruction, it would appear that both remain effective as most indicators reveal students achieving a rating of meeting or exceeding expectations. However, for the single semester in which the greatest number of students participated (Fall 2013, N=7) more variance is noted. Although this variance is likely attributable to individual learning capacities among students, note should be taken for future courses to ensure sufficient support is offered. Because course-based ratings form the basis for review, and the same instructors complete the rating, "calibration" of the raters is not indicated. However, the rubric is used across all BCOE programs, so if "calibration" is considered, this would be conducted by TEC.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


---

**Managing and monitoring student learning.**

**NBPTS Core Proposition 3:** Educators are responsible for managing and monitoring student learning.
Managing and monitoring student growth.
Projects demonstrate a deep understanding of the theory and principles for managing, monitoring and ensuring student growth and development.

**Measure: Disposition Assessment**
Direct - Student Artifact

Details/Description: CIMT 610 and CIMT 775 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

**Findings for Disposition Assessment**

**Summary of Findings:** This is the first year data has been gathered on the new scale. Although there is some variance in means across the two semesters, we find that, overall, candidates are performing at either a proficient or adequate rating.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


**Measure: Diversity Assessment**
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

**Findings for Diversity Assessment**

**Summary of Findings:** Because there is no field or clinical teaching experience associated with the work sample, it is difficult to provide a rating for this rubric utilized for Unit Assessment data. The outcomes do not reflect what is required in the course except tangentially at best. However, where ratings were able to be applied as a consequence of work students completed for the work sample (action research project), one finds that students performed at the required level (2 = meets expectations). At this point, and because the BCOE Assessment Committee determined that NB (no basis) ratings could no long be used, the forced rating of 1 (Does not meet expectations) does not appropriately communicate our candidates’ performance.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


**Measure: Technology Assessment**
Direct - Student Artifact

Details/Description: CIMT 775
**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

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**Findings for Technology Assessment**

**Summary of Findings:** Overall, means for each item have remained at acceptable levels with means of 3 (exceeds expectations) and/or 2 (meets expectations) for each of the years. The current cycle (2014-2015) is an exception with all ratings at 2. Overall, it is appreciated that our candidates are perceived to perform at an acceptable level in regard to use of technology. However, the recent decline in means for the current period does warrant discussion at the department level and awareness raised with the unit assessment committee.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


---

**Measure: Work Sample**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

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**Findings for Work Sample**

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**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


---

**Reflection**

NBPTS Core Proposition 4: Educators think systematically about their practice and learn from experience.

**Reflection**

Projects demonstrate accurate reflection and the
Program Outcomes Assessment
MED in Curriculum

ability to integrate theory and practice to project pathways for productive future action.

Details/Description: CIMT 610, 660, and 775 - disposition assessment
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Program Director

Findings for Disposition Assessment

Summary of Findings: This is the first year data has been gathered on the new scale. Although there is some variance in means across the two semesters, we find that, overall, candidates are performing at either a proficient or adequate rating.

Recommendations:
Reflections/Notes:
Substantiating Evidence:

Measure: Diversity Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director

Findings for Diversity Assessment

Summary of Findings: Because there is no field or clinical teaching experience associated with the work sample, it is difficult to provide a rating for this rubric utilized for Unit Assessment data. The outcomes do not reflect what is required in the course except tangentially at best. However, where ratings were able to be applied as a consequence of work students completed for the work sample (action research project), one finds that students performed at the required level (2 = meets expectations). At this point, and because the BCOE Assessment Committee determined that NB (no basis) ratings could no longer be used, the forced rating of 1 (Does not meet expectations) does not appropriately communicate our candidates’ performance.

Recommendations:
Reflections/Notes:
Substantiating Evidence:

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: CIMT 775
Target:
Implementation Plan (timeline): annually
Responsible Individual(s): Program Director
Findings for Technology Assessment

Summary of Findings: Overall, means for each item have remained at acceptable levels with means of 3 (exceeds expectations) and/or 2 (meets expectations) for each of the years. The current cycle (2014-2015) is an exception with all ratings at 2. Overall, it is appreciated that our candidates are perceived to perform at an acceptable level in regard to use of technology. However, the recent decline in means for the current period does warrant discussion at the department level and awareness raised with the unit assessment committee.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

Measure: Work Sample

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Work Sample

Summary of Findings: Overall, means for each indicator and category have remained strong between the reporting years. Ratings in the Overall summaries ranged from 2.0 to 3.0 for each category on a 3 point scale where 2.0 = meets expectations and 3.0 = exceeds expectations. In terms of effectiveness of the curriculum and the instruction, it would appear that both remain effective as most indicators reveal students achieving a rating of meeting or exceeding expectations. However, for the single semester in which the greatest number of students participated (Fall 2013, N=7) more variance is noted. Although this variance is likely attributable to individual learning capacities among students, note should be taken for future courses to ensure sufficient support is offered. Because course-based ratings form the basis for review, and the same instructors complete the rating, “calibration” of the raters is not indicated. However, the rubric is used across all BCOE programs, so if “calibration” is considered, this would be conducted by TEC.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

Member of learning communities.

NBPTS Core Proposition 5: Educators are members of learning communities.

Participation in the learning community.

Projects demonstrate the knowledge, skill, and inclination to be a productive member of a learning community.

Measure: Disposition Assessment Direct - Student Artifact

Details/Description: CIMT 610, 660, and 775 - disposition assessment

Target:

Implementation Plan (timeline): Annually
**Responsible Individual(s):** Program Director

**Findings for Disposition Assessment**

**Summary of Findings:** This is the first year data has been gathered on the new scale. Although there is some variance in means across the two semesters, we find that, overall, candidates are performing at either a proficient or adequate rating.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

**Measure:** Diversity Assessment

**Direct - Student Artifact**

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

**Findings for Diversity Assessment**

**Summary of Findings:** Because there is no field or clinical teaching experience associated with the work sample, it is difficult to provide a rating for this rubric utilized for Unit Assessment data. The outcomes do not reflect what is required in the course except tangentially at best. However, where ratings were able to be applied as a consequence of work students completed for the work sample (action research project), one finds that students performed at the required level (2 = meets expectations). At this point, and because the BCOE Assessment Committee determined that NB (no basis) ratings could no long be used, the forced rating of 1 (Does not meet expectations) does not appropriately communicate our candidates’ performance.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

**Measure:** Technology Assessment

**Direct - Student Artifact**

**Details/Description:** CIMT 775

**Target:**

**Implementation Plan (timeline):** annually

**Responsible Individual(s):** Program Director

**Findings for Technology Assessment**

---

**Program Outcomes Assessment**

MED in Curriculum
Summary of Findings: Overall, means for each item have remained at acceptable levels with means of 3 (exceeds expectations) and/or 2 (meets expectations) for each of the years. The current cycle (2014-2015) is an exception with all ratings at 2. Overall, it is appreciated that our candidates are perceived to perform at an acceptable level in regard to use of technology. However, the recent decline in means for the current period does warrant discussion at the department level and awareness raised with the unit assessment committee.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

Measure: Work Sample

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Work Sample

Summary of Findings: Overall, means for each indicator and category have remained strong between the reporting years. Ratings in the Overall summaries ranged from 2.0 to 3.0 for each category on a 3 point scale where 2.0 = meets expectations and 3.0 = exceeds expectations. In terms of effectiveness of the curriculum and the instruction, it would appear that both remain effective as most indicators reveal students achieving a rating of meeting or exceeding expectations. However, for the single semester in which the greatest number of students participated (Fall 2013, N=7) more variance is noted. Although this variance is likely attributable to individual learning capacities among students, note should be taken for future courses to ensure sufficient support is offered. Because course-based ratings form the basis for review, and the same instructors complete the rating, “calibration” of the raters is not indicated. However, the rubric is used across all BCOE programs, so if “calibration” is considered, this would be conducted by TEC.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions
# Action Plan

## Outcome

### Decision about gathering worksample data from CIMT 610 for comparison with final worksample

The CIMT Graduate Committee should consider whether it will be informative to gather worksample data from CIMT 610 for comparison with the final worksample produced in CIMT 775. The specific portions that could be compared are: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Consideration should also be given to whether static data from CIMT 660 would provide any instructive insights for program development.

**Action:** 1. Consider whether drawing data from 610 would be beneficial

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Charge to graduate committee: Consider whether drawing data from 610 and/or 660 for program review would be beneficial for program development.

**Implementation Plan (timeline):** Fall 2015

**Key/Responsible Personnel:** Dept. chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee

**Priority:** Medium

**Supporting Attachments:**

### Action: 2. Deliberate pros and cons

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** committee deliberates pros and cons

**Implementation Plan (timeline):** Fall 2015

**Key/Responsible Personnel:** Committee chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee

**Priority:** Medium

### Action: 3. Finalize determination about data collection from 610

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Committee finalizes a determination about data collection from CIMT 610 and/or 660. If either or both courses will become data sources, specific methods for collecting data will be determined (TK20, spreadsheets, or other). Necessary rubrics developed.

**Implementation Plan (timeline):** Spring 2016

**Key/Responsible Personnel:** Committee chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee
Action: 4. Data collection methods codified

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: data collection methods codified for courses if determination is made to collect data from either or both courses.

Implementation Plan (timeline): Spring 2016

Key/Responsible Personnel: Committee chairperson

Measures: Meeting minutes

Resource Allocations: Committee

Priority: Medium

Action: 5. Data collection

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Fall 2016 – data collection begins at conclusion of semester

Implementation Plan (timeline): Fall 2016

Key/Responsible Personnel: Individual Instructors

Measures: Data reported in repository or with committee chair

Resource Allocations: Dept. chairperson supports

Priority: High

Action: 6. Data Collection Proceeds

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: data collection proceeds at the conclusion of the semester

Implementation Plan (timeline): Spring 2017

Key/Responsible Personnel:

Measures: Data reported in repository or with committee chair

Resource Allocations: Dept. chairperson supports

Priority: High

Action: 7. Data reviewed
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

**Action Details:** data reviewed, further steps determined

**Implementation Plan (timeline):** Fall 2017

**Key/Responsible Personnel:** Committee chairperson

**Measures:** NCA report, meeting minutes

**Resource Allocations:** Committee

**Priority:** High

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**Status Report**

**Action Statuses**

**Action Plan**

**Outcome**

**Decision about gathering worksample data from CIMT 610 for comparison with final worksample**

The CIMT Graduate Committee should consider whether it will be informative to gather worksample data from CIMT 610 for comparison with the final worksample produced in CIMT 775. The specific portions that could be compared are: Introduction/Environmental Scan/Needs Assessment, Introduction Continued/Problem Identification, Problem Analysis/Literature Review, Methods/Intervention Plan. Consideration should also be given to whether static data from CIMT 660 would provide any instructive insights for program development.

**Action:** 1. Consider whether drawing data from 610 would be beneficial

**Action Details:** Charge to graduate committee: Consider whether drawing data from 610 and/or 660 for program review would be beneficial for program development.

**Implementation Plan (timeline):** Fall 2015

**Key/Responsible Personnel:** Dept. chairperson

**Measures:** Meeting minutes

**Resource Allocations:** Committee

**Priority:** Medium

**Supporting Attachments:**


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**Status** for 1. Consider whether drawing data from 610 would be beneficial

*No Status Added*

**Action:** 2. Deliberate pros and cons

**Action Details:** committee deliberates pros and cons

**Implementation Plan (timeline):** Fall 2015

**Key/Responsible Personnel:** Committee chairperson

**Measures:** Meeting minutes
Resource Allocations: Committee
Priority: Medium

Status for 2. Deliberate pros and cons
No Status Added

Action: 3. Finalize determination about data collection from 610
Action Details: Committee finalizes a determination about data collection from CIMT 610 and/or 660. If either or both courses will become data sources, specific methods for collecting data will be determined (TK20, spreadsheets, or other). Necessary rubrics developed.

Implementation Plan (timeline): Spring 2016
Key/Responsible Personnel: Committee chairperson
Measures: Meeting minutes
Resource Allocations: Committee
Priority: Medium

Status for 3. Finalize determination about data collection from 610
No Status Added

Action: 4. Data collection methods codified
Action Details: data collection methods codified for courses if determination is made to collect data from either or both courses.

Implementation Plan (timeline): Spring 2016
Key/Responsible Personnel: Committee chairperson
Measures: Meeting minutes
Resource Allocations: Committee
Priority: Medium

Status for 4. Data collection methods codified
No Status Added

Action: 5. Data collection
Action Details: Fall 2016 – data collection begins at conclusion of semester

Implementation Plan (timeline): Fall 2016
Key/Responsible Personnel: Individual Instructors
Measures: Data reported in repository or with committee chair

Resource Allocations: Dept. chairperson supports

Priority: High

Status for 5. Data collection

No Status Added

Action: 6. Data Collection Proceeds

Action Details: data collection proceeds at the conclusion of the semester

Implementation Plan (timeline): Spring 2017

Key/Responsible Personnel:

Measures: Data reported in repository or with committee chair

Resource Allocations: Dept. chairperson supports

Priority: High

Status for 6. Data Collection Proceeds

No Status Added

Action: 7. Data reviewed

Action Details: data reviewed, further steps determined

Implementation Plan (timeline): Fall 2017

Key/Responsible Personnel: Committee chairperson

Measures: NCA report, meeting minutes

Resource Allocations: Committee

Priority: High

Status for 7. Data reviewed

No Status Added

Status Summary

No text specified

Summary of Next Steps
2015-2016 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. Media Technology (Adobe Acrobat Document)
B. M.Ed. in Curriculum and Instruction (Curriculum Map)
F. Table 1 (Adobe Acrobat Document)
G. Table 2 (Adobe Acrobat Document)
H. Table 4 (Adobe Acrobat Document)
I. Table 5 (Adobe Acrobat Document)
J. Table 6 (Adobe Acrobat Document)
L. MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML))
M. MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML))
N. MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML))
O. MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML))
P. MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML))
Q. MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML))
R. MED in Curriculum and Instruction 2013-14 Findings (Word Document (Open XML))
T. Master of Education in Curriculum and Instruction Action Plan
Program Outcomes Assessment
MED in Curriculum