

## **Ed.D. in Curriculum and Instruction**

### **Plan to Assess and Improve Student Learning**

C&I Doctoral program standards are as follows:

**Research and Scholarship.** Candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. Candidates engage in written and verbal interaction to expand the knowledge based related to teacher education and/or curriculum and instruction. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility. Candidates demonstrate ability to work both individually and with others, contributing to a learning community through shared problem solving and decision making.

**Curriculum & Instruction.** Candidates critically examine and evaluate curriculum & instruction foundations, principals of design and theory, and methodology related to the following: socio-cultural, historical, and political frameworks; applying technology consistently with diverse pedagogies; analyzing and understanding diverse assessment strategies in the evaluation of teaching; and designing and evaluating curricula and instructional strategies.

**Diversity.** Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education through processes which include but are not limited to the following: critiquing bias and underrepresentation in literature; investigating traditionally underserved and/or marginalized students and communities; and applying nontraditional understandings of diversity to scholarship, teaching and community.

Six assessments are used to assess whether the learning objectives as described in the program standards are met. These six assessments are categorized using a system provided by NCATE. The graduate faculty at ISU determined which specific assessment to use within those categories. For this program, the Assessments are as follows:

1. Content: Grades in the core courses (content defined as the *course* content)

Individual students will be assessed using their own core course grades. Core course grades will be gathered to observe group performance in core courses.

2. Content: Dissertation (content defined as *research*)

The dissertation is assessed using the following rubric. It is acknowledged that there will be components unobserved in the rubric due to the varied nature of individual students' dissertations.

## Content-Research Dissertation

<b>Performance Indicator Candidates:</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not Addressed</b>
<b>Analyze, evaluate and compare curricula/instruction theory (2.1, 2.3)</b>	Examines and communicates curriculum design and theory by reviewing and analyzing varying curricular approaches.	Articulates basic ideas of curriculum theory and the components of curriculum design that result from that theory	Conceptualizes elements of curriculum theory and the components of curriculum design that result from that theory	Cannot identify tenets of curriculum theory and the components of curriculum design that result from that theory	
<b>Analyze, evaluate and compare curricula/instruction approaches (2.1)</b>	Examines and communicates curriculum design and theory by reviewing and analyzing varying curricular approaches.	Articulates basic ideas of curriculum theory and the components of curriculum design that result from that theory	Conceptualizes elements of curriculum theory and the components of curriculum design that result from that theory	Cannot identify tenets of curriculum theory and the components of curriculum design that result from that theory	
<b>Critically examine principles of curriculum and instruction within socio-cultural, historical, and political frameworks (2.2)</b>	Scrutinizes and critiques how socio-cultural, historical, and political contexts have influenced curriculum and instruction.	Articulates how principles of curriculum and instruction function within socio-cultural, historical, and political frameworks.	Recognizes principles of curriculum and instruction function within socio-cultural, historical, and political frameworks.	Cannot recognize principles of curriculum and instruction that function within socio-cultural, historical, and political frameworks.	
<b>Articulate and critically examine technological approaches to curriculum and instruction. (2.4)</b>	Critiques and demonstrates ability to apply varying technological tools and approaches to a variety of pedagogical approaches.	Articulates basic ability to apply varying technological tools and approaches to a variety of pedagogical approaches.	Identifies basic ideas of varying technological tools and approaches to a variety of pedagogical approaches.	Cannot articulate basic ideas of varying technological tools and approaches to a variety of pedagogical approaches.	
<b>Understand and analyze diverse assessment strategies in curricular/instructional approaches. (2.5)</b>	Articulates complex components of the relationships between researched based assessment strategies to curriculum and instructional approaches.	Makes connections among varying research based assessment strategies to curriculum and instruction	Identifies researched based assessment strategies in curricular and instructional approaches.	Cannot identify assessment strategies or describe how assessment strategies match with curricular or instructional approaches.	
<b>Candidates can analyze components of curriculum and instruction that affect student learning. (2.1)</b>	Candidates compare and contrast components of curriculum and instruction that affect student learning.	Candidates describe components of curriculum and instruction that affect student learning.	Candidates identify components of curriculum and instruction that affect student learning.	Candidates are unable to describe components of curriculum and instruction that affect student learning.	

<b>Performance Indicator Candidates:</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not Addressed</b>
<b>Candidates know how to assess the progress of students. (2.5)</b>	Candidates demonstrate advanced knowledge of assessment techniques that support individual or group learning.	Candidates demonstrate knowledge of assessment techniques that support individual or group learning.	Candidates demonstrate some knowledge of assessment techniques that support individual or group learning.	Candidates do not demonstrate knowledge of assessment techniques that support individual or group learning.	
<b>Candidates know how to modify curriculum and instruction to improve student learning. (2.1, 2.3)</b>	Candidates demonstrate advanced knowledge of approaches to modify curriculum and instruction to improve student learning.	Candidates demonstrate knowledge of approaches to modify curriculum and instruction to improve student learning.	Candidates identify factors that indicate the necessity for modifications in curriculum and instruction to improve student learning.	Candidates cannot identify the need for or the ability to modify curriculum and instruction to improve student learning.	
<b>Candidates use multiple methods for measuring student growth. (2.5)</b>	Candidates demonstrate a full command of various designs to measure student growth.	Candidates demonstrate reasonable application of various designs to measuring student growth.	Candidates demonstrate limited employment of various designs to measure student growth.	Candidates demonstrate command of few designs to measure student growth.	
<b>Candidates demonstrate what it means to be an educated person – they read, they question, they create and they are willing to try new things. (1.1, 1.3)</b>	Candidates demonstrate intellectual maturity by reading widely, asking insightful questions and creating opportunities to enhance their professional lives.	Candidates demonstrate intellectual capacity by reading, asking questions, and exploring opportunities to enhance their professional lives.	Candidates demonstrate potential for intellectual maturity by reading, asking questions, and/or exploring opportunities to enhance their professional lives.	Candidates do not demonstrate intellectual maturity: they don't read widely, ask questions or create opportunities to enhance their professional lives.	
<b>5.1 Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education</b>	Candidates clearly articulate deep and substantive knowledge of diversity and equity issues in P-12 and higher education. Candidates extend their understandings into their teaching, scholarship, and community.	Candidates clearly articulate deep and substantive knowledge of diversity and equity issues in P-12 and higher education.	Candidates articulate an emerging knowledge of diversity and equity issues in P-12 and higher education.	Candidates cannot articulate knowledge of diversity and equity issues in P-12 and higher education.	
<b>5.2 Candidates critique bias and underrepresentation in research literature</b>	Candidates thoroughly evaluate and challenge bias and underrepresentation in research literature.	Candidates thoroughly evaluate bias and underrepresentation in research literature.	Candidates identify bias and underrepresentation in research literature.	Candidates cannot identify bias and underrepresentation in research literature.	

<b>5.3 Candidates investigate traditionally underserved and/or marginalized students and communities</b>	Candidates consistently identify and examine traditionally underserved and/or marginalized students and communities. Candidates apply this understanding to educational issues	Candidates consistently identify and examine traditionally underserved and/or marginalized students and communities.	Candidates recognize and consider traditionally underserved and/or marginalized students and communities.	Candidates cannot identify and do not consider traditionally underserved and/or marginalized students and communities.	
<b>5.4 Candidates apply nontraditional understandings of diversity.</b>	Candidates consistently relate nontraditional understandings of diversity to their scholarship, teaching and community.	Candidates consistently relate traditional understandings of diversity to educational issues.	Candidates recognize nontraditional understandings of diversity.	Candidates do not recognize nontraditional understandings of diversity.	

### 3. Pedagogy: Curriculum project (completed in C&I 576)

A curriculum project will be completed in C&I 576 (Contemporary Curriculum Theory and Design). The project is in the form of a reflection paper with specific requirements designed by the faculty instructor for which the following rubric will be implemented.

### **Pedagogy Assessment rubric**

<b>Performance Indicator Candidates:</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not Able to Assess</b>
<b>Analyze, evaluate and compare curricula/instruction theory (2.1, 2.3)</b>	Examines and communicates curriculum design and theory by reviewing and analyzing varying curricular approaches.	Articulates basic ideas of curriculum theory and the components of curriculum design that result from that theory	Conceptualizes elements of curriculum theory and the components of curriculum design that result from that theory	Cannot identify tenets of curriculum theory and the components of curriculum design that result from that theory	
<b>Analyze, evaluate and compare curricula/instruction approaches (2.1)</b>	Examines and communicates curriculum design and theory by reviewing and analyzing varying curricular approaches.	Articulates basic ideas of curriculum theory and the components of curriculum design that result from that theory	Conceptualizes elements of curriculum theory and the components of curriculum design that result from that theory	Cannot identify tenets of curriculum theory and the components of curriculum design that result from that theory	
<b>Critically examine principles of curriculum and instruction within socio-cultural, historical, and political frameworks (2.2)</b>	Scrutinizes and critiques how socio-cultural, historical, and political contexts have influenced curriculum and instruction.	Articulates how principles of curriculum and instruction function within socio-cultural, historical, and political	Recognizes principles of curriculum and instruction function within socio-cultural, historical, and political frameworks.	Cannot recognize principles of curriculum and instruction that function within socio-cultural, historical, and political	

<b>Performance Indicator Candidates:</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not Able to Assess</b>
		frameworks.		frameworks.	
<b>Articulate and critically examine technological approaches to curriculum and instruction. (2.4)</b>	Critiques and demonstrates ability to apply varying technological tools and approaches to a variety of pedagogical approaches.	Articulates basic ability to apply varying technological tools and approaches to a variety of pedagogical approaches.	Identifies basic ideas of varying technological tools and approaches to a variety of pedagogical approaches.	Cannot articulate basic ideas of varying technological tools and approaches to a variety of pedagogical approaches.	
<b>Understand and analyze diverse assessment strategies in curricular/instructional approaches. (2.5)</b>	Articulates complex components of the relationships between researched based assessment strategies to curriculum and instructional approaches.	Makes connections among varying research based assessment strategies to curriculum and instruction	Identifies researched based assessment strategies in curricular and instructional approaches.	Cannot identify assessment strategies or describe how assessment strategies match with curricular or instructional approaches.	

#### 4. Professional Practice: Professional Practice experience (C&I 598)

The professional practice experience is designed to be applicable to an individual student's experiences and intentions for dissertation. The faculty member mentoring the student for the Professional Practice will evaluate the student using the following rubric. It is acknowledged that there will be components unobserved in the rubric due to the varied nature of individual students' Professional Practice experience.

### Professional Practice

<b>Performance Indicator Candidates:</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not Addressed</b>
<b>Analyze, evaluate and compare curricula/instruction theory (2.1, 2.3)</b>	Examines and communicates curriculum design and theory by reviewing and analyzing varying curricular approaches.	Articulates basic ideas of curriculum theory and the components of curriculum design that result from that theory	Conceptualizes elements of curriculum theory and the components of curriculum design that result from that theory	Cannot identify tenets of curriculum theory and the components of curriculum design that result from that theory	
<b>Analyze, evaluate and compare curricula/instruction approaches (2.1)</b>	Examines and communicates curriculum design and theory by reviewing and analyzing varying curricular approaches.	Articulates basic ideas of curriculum theory and the components of curriculum design that result from that theory	Conceptualizes elements of curriculum theory and the components of curriculum design that result from that theory	Cannot identify tenets of curriculum theory and the components of curriculum design that result from that theory	

<b>Critically examine principles of curriculum and instruction within socio-cultural, historical, and political frameworks (2.2)</b>	Scrutinizes and critiques how socio-cultural, historical, and political contexts have influenced curriculum and instruction.	Articulates how principles of curriculum and instruction function within socio-cultural, historical, and political frameworks.	Recognizes principles of curriculum and instruction function within socio-cultural, historical, and political frameworks.	Cannot recognize principles of curriculum and instruction that function within socio-cultural, historical, and political frameworks.	
<b>Articulate and critically examine technological approaches to curriculum and instruction. (2.4)</b>	Critiques and demonstrates ability to apply varying technological tools and approaches to a variety of pedagogical approaches.	Articulates basic ability to apply varying technological tools and approaches to a variety of pedagogical approaches.	Identifies basic ideas of varying technological tools and approaches to a variety of pedagogical approaches.	Cannot articulate basic ideas of varying technological tools and approaches to a variety of pedagogical approaches.	
<b>Understand and analyze diverse assessment strategies in curricular/instructional approaches. (2.5)</b>	Articulates complex components of the relationships between researched based assessment strategies to curriculum and instructional approaches.	Makes connections among varying research based assessment strategies to curriculum and instruction	Identifies researched based assessment strategies in curricular and instructional approaches.	Cannot identify assessment strategies or describe how assessment strategies match with curricular or instructional approaches.	
<b>Candidates can analyze components of curriculum and instruction that affect student learning. (2.1)</b>	Candidates compare and contrast components of curriculum and instruction that affect student learning.	Candidates describe components of curriculum and instruction that affect student learning.	Candidates identify components of curriculum and instruction that affect student learning.	Candidates are unable to describe components of curriculum and instruction that affect student learning.	
<b>Candidates know how to assess the progress of students. (2.5)</b>	Candidates demonstrate advanced knowledge of assessment techniques that support individual or group learning.	Candidates demonstrate knowledge of assessment techniques that support individual or group learning.	Candidates demonstrate some knowledge of assessment techniques that support individual or group learning.	Candidates do not demonstrate knowledge of assessment techniques that support individual or group learning.	
<b>Candidates know how to modify curriculum and instruction to improve student learning. (2.1, 2.3)</b>	Candidates demonstrate advanced knowledge of approaches to modify curriculum and instruction to improve student learning.	Candidates demonstrate knowledge of approaches to modify curriculum and instruction to improve student learning.	Candidates identify factors that indicate the necessity for modifications in curriculum and instruction to improve student learning.	Candidates cannot identify the need for or the ability to modify curriculum and instruction to improve student learning.	

<b>Candidates use multiple methods for measuring student growth. (2.5)</b>	Candidates demonstrate a full command of various designs to measure student growth.	Candidates demonstrate reasonable application of various designs to measuring student growth.	Candidates demonstrate limited employment of various designs to measure student growth.	Candidates demonstrate command of few designs to measure student growth.	
<b>Candidates demonstrate what it means to be an educated person – they read, they question, they create and they are willing to try new things. (1.1, 1.3)</b>	Candidates demonstrate intellectual maturity by reading widely, asking insightful questions and creating opportunities to enhance their professional lives.	Candidates demonstrate intellectual capacity by reading, asking questions, and exploring opportunities to enhance their professional lives.	Candidates demonstrate potential for intellectual maturity by reading, asking questions, and/or exploring opportunities to enhance their professional lives.	Candidates do not demonstrate intellectual maturity: they don't read widely, ask questions or create opportunities to enhance their professional lives.	
<b>5.1 Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education</b>	Candidates clearly articulate deep and substantive knowledge of diversity and equity issues in P-12 and higher education. Candidates extend their understandings into their teaching, scholarship, and community.	Candidates clearly articulate deep and substantive knowledge of diversity and equity issues in P-12 and higher education.	Candidates articulate an emerging knowledge of diversity and equity issues in P-12 and higher education.	Candidates cannot articulate knowledge of diversity and equity issues in P-12 and higher education.	
<b>5.2 Candidates critique bias and underrepresentation in research literature</b>	Candidates thoroughly evaluate and challenge bias and underrepresentation in research literature.	Candidates thoroughly evaluate bias and underrepresentation in research literature.	Candidates identify bias and underrepresentation in research literature.	Candidates cannot identify bias and underrepresentation in research literature.	
<b>5.3 Candidates investigate traditionally underserved and/or marginalized students and communities</b>	Candidates consistently identify and examine traditionally underserved and/or marginalized students and communities. Candidates apply this understanding to educational issues	Candidates consistently identify and examine traditionally underserved and/or marginalized students and communities.	Candidates recognize and consider traditionally underserved and/or marginalized students and communities.	Candidates cannot identify and do not consider traditionally underserved and/or marginalized students and communities.	
<b>5.4 Candidates apply nontraditional understandings of diversity.</b>	Candidates consistently relate nontraditional understandings of diversity to their scholarship, teaching and community.	Candidates consistently relate traditional understandings of diversity to educational issues.	Candidates recognize nontraditional understandings of diversity.	Candidates do not recognize nontraditional understandings of diversity.	

5. Impact on Student Learning: Activity completed in C&I 407

The following activity will serve as the assessment for Impact on Student Learning:

*Choose a specific data set indicating some aspect of student learning. This data set can be classroom data or beyond (for example, district or state level data). Write an analysis of the curricular, instructional, and assessment components that affected student learning. Make recommendations for possible curricular, instructional, or assessment modifications based on recent and relevant research. This paper should be 4-6 double-spaced pages and contain citations from class and at least three other outside sources in APA format.*

The following rubric will be used to assess this activity:

**Impact on Student Learning Activity rubric**

<b>Standard/Element</b>	<b>Excellent</b>	<b>Meets</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not Addressed</b>
Candidates can analyze components of curriculum and instruction that affect student learning. <b>(2.1)</b>	Candidates compare and contrast components of curriculum and instruction that affect student learning.	Candidates describe components of curriculum and instruction that affect student learning.	Candidates identify components of curriculum and instruction that affect student learning.	Candidates are unable to describe components of curriculum and instruction that affect student learning.	
Candidates know how to assess the progress of students. <b>(2.5)</b>	Candidates demonstrate advanced knowledge of assessment techniques that support individual or group learning.	Candidates demonstrate knowledge of assessment techniques that support individual or group learning.	Candidates demonstrate some knowledge of assessment techniques that support individual or group learning.	Candidates do not demonstrate knowledge of assessment techniques that support individual or group learning.	
Candidates know how to modify curriculum and instruction to improve student learning. <b>(2.1, 2.3)</b>	Candidates demonstrate advanced knowledge of approaches to modify curriculum and instruction to improve student learning.	Candidates demonstrate knowledge of approaches to modify curriculum and instruction to improve student learning.	Candidates identify factors that indicate the necessity for modifications in curriculum and instruction to improve student learning.	Candidates cannot identify the need for or the ability to modify curriculum and instruction to improve student learning.	
Candidates use multiple methods for measuring student growth. <b>(2.5)</b>	Candidates demonstrate a full command of various designs to measure student growth.	Candidates demonstrate reasonable application of various designs to measuring student growth.	Candidates demonstrate limited employment of various designs to measure student growth.	Candidates demonstrate command of few designs to measure student growth.	

Candidates demonstrate what it means to be an educated person – they read, they question, they create and they are willing to try new things. (1.1, 1.3)	Candidates demonstrate intellectual maturity by reading widely, asking insightful questions and creating opportunities to enhance their professional lives.	Candidates demonstrate intellectual capacity by reading, asking questions, and exploring opportunities to enhance their professional lives.	Candidates demonstrate potential for intellectual maturity by reading, asking questions, and/or exploring opportunities to enhance their professional lives.	Candidates do not demonstrate intellectual maturity: by not reading widely, asking insightful questions and creating opportunities to enhance their professional lives.	
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6. Diversity: Diversity project (completed in C&I 580)

*Students will write a detailed literature review of research or a seminar paper on the sub-topic of their choice as it relates to diversity and education. While the topic and approach is up to the student, the paper must address 1) basic issues of diversity and equity, 2) traditionally underserved or marginalized students or communities, and 3) non-traditional understandings of diversity. In addition, a component of the paper must address the possible bias or underrepresentation in the research literature. It is expected that significant outside resources will be cited (e.g., a reference list of 20-40 citations). Approximate length of paper: 15-25 pages.*

The following rubric will be used to assess this activity:

**Diversity**

	<b>Exceeds</b>	<b>Meets</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not Able to Assess</b>
5.1 Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education	Candidates clearly articulate deep and substantive knowledge of diversity and equity issues in P-12 and higher education. Candidates extend their understandings into their teaching, scholarship, and community.	Candidates clearly articulate deep and substantive knowledge of diversity and equity issues in P-12 and higher education.	Candidates articulate an emerging knowledge of diversity and equity issues in P-12 and higher education.	Candidates cannot articulate knowledge of diversity and equity issues in P-12 and higher education.	

5.2 Candidates critique bias and underrepresentation in research literature	Candidates thoroughly evaluate and challenge bias and underrepresentation in research literature.	Candidates thoroughly evaluate bias and underrepresentation in research literature.	Candidates identify bias and underrepresentation in research literature.	Candidates cannot identify bias and underrepresentation in research literature.	
5.3 Candidates investigate traditionally underserved and/or marginalized students and communities	Candidates consistently identify and examine traditionally underserved and/or marginalized students and communities. Candidates apply this understanding to educational issues	Candidates consistently identify and examine traditionally underserved and/or marginalized students and communities.	Candidates recognize and consider traditionally underserved and/or marginalized students and communities.	Candidates cannot identify and do not consider traditionally underserved and/or marginalized students and communities.	
5.4 Candidates apply nontraditional understandings of diversity.	Candidates consistently relate nontraditional understandings of diversity to their scholarship, teaching and community.	Candidates consistently relate traditional understandings of diversity to educational issues.	Candidates recognize nontraditional understandings of diversity.	Candidates do not recognize nontraditional understandings of diversity.	

The assessments above occur at specified times throughout the program, giving evaluative information from early in the program to the end.

In addition to the six assessments described above, faculty routinely and continuously observe and assess students for appropriate dispositions. The following form is used by faculty to assess dispositions.