

**Illinois State University  
Department of Curriculum & Instruction  
University Assessment Plan  
C&I Masters Program  
2009**

**Program: Master of Science degree in Curriculum and Instruction    Date Submitted: October, 2009**

**Program Standards (National Board Propositions)**

<b>Standard/Element</b>
1.1: NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
1.2: They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. -
1.3: NBCT's understand how students develop and learn. -
1.4: They respect the cultural and family differences students bring to their classroom. –
1.5: They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
1.6: NBCTs are also concerned with the development of character and civic responsibility. -
2.1: NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. –
2.2: They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
2.3: They are able to use diverse instructional strategies to teach for understanding.
3.1: NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
3.2: They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
3.3: NBCT's know how to assess the progress of individual students as well as the class as a whole.
3.4: They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
4.1: NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
4.2: They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
4.3: They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
5.1: NBCTs collaborate with others to improve student learning. -
5.2: They are leaders and actively know how to seek and build partnerships with community groups and businesses. –
5.3: They work with other professionals on instructional policy, curriculum development and staff development. –
5.4: They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. –
5.5: They know how to work collaboratively with parents to engage them productively in the work of the school. –

### Assessment #1 Content Assessment

<b>Program</b>	C&I Masters
<b>NCATE Assessment #</b>	1
<b>Assessment Title</b>	Application Paper #1: Learning Theory
<b>Course</b>	C&I 407
<b>Standards</b>	NBPTS Proposition Rubric Strands – 1.3, 4.1, 4.2, 4.3
<b>Date Implemented/ Revised</b>	8/09
<p>Choose a specific learning context (a lesson, a unit, a learning “moment”) in which you have been personally involved. What theory underlies the learning that took place? Explain your reasoning. Using the same specific example, how might the learning have occurred differently if other learning theories had been the foundation for the teaching? Choose 2 other learning theories discussed in class and apply them to your specific learning context. Be sure to consider the specific instructional strategies related to the learning theories. What are the strengths and weaknesses of each theory? Include whatever evidence is necessary to support your points.</p> <p>This paper should include more than just a general description and observations of the theories. It should demonstrate a strong understanding of the theories and your ability to analyze a learning situation from a theoretical perspective.</p> <p>This paper should be 6-8 double-spaced pages and contain citations from class and at least three other outside sources.</p>	

### Assessment #2: Content Assessment

<b>Program</b>	C&I Masters
<b>NCATE Assessment #</b>	2
<b>Assessment Title</b>	Application Paper #2: Assessment
<b>Course</b>	C&I 407
<b>Standards</b>	NBPTS Proposition Rubric Strands – 1.5, 3.3, 3.4, 4.1
<b>Date Implemented/ Revised</b>	8/09
<p>Choose an example of a learning activity that has been used in an actual classroom and describe how it was assessed. Use the same example and describe how it could be assessed differently. What would the rationale be for using this new assessment process? Would different conclusions be drawn or decisions made as a result?</p> <p>Also, include how you would explain each of the assessments discussed above and how they relate to students’ performance to parents of children or adolescents in that particular classroom.</p>	

### Assessment #3 Pedagogy Assessment

<b>Program</b>	C&I Masters
<b>NCATE Assessment #</b>	3 a & b
<b>Assessment Title</b>	Diversity Teaching Portfolio 3a Multi-culturally Respectful Teaching Critique 3b <b>Research-based Multicultural Activity and Demonstration</b>

<b>Course</b>	C&I 409
<b>Standards</b>	3a NBPTS Proposition Rubric Strands 1.1, 1.2, 1.3, 1.4, 1.6, 4.1, 4.3, 5.1 3b NBPTS Proposition Rubric Strands 1.2, 1.3, 1.5, 2.3, 3.1, 4.1, 4.2, 4.3
<b>Date Implemented/ Revised</b>	8/09
<p>Each student will videotape him or herself teaching a standard 45 minute lesson in his or her classroom.</p> <p>During an assigned class period, C&amp;I 409 students will watch each other's videos within small groups. Using guided response forms, members will provide written feedback about the filmed teaching performance to the subject member.</p> <p>Each student will independently review his or her video, considering the group members' comments, and write a 3-5 page reflection that addresses the following issues:</p> <ul style="list-style-type: none"> <li>• The extent to which students were treated respectfully in the classroom?</li> <li>• The extent to which the content of the lesson was multiculturally respectful?</li> <li>• The patterns of diversity (e.g., gender, religion) that were present in the classroom and how these were respected during the learning experience?</li> <li>• The extent to which recommendations/communications from other professionals were used as elements of the instructional strategies and how these strategies reinforced or weakened achievement patterns of disenfranchised student populations.</li> <li>• In what ways did the lesson prompt learners' character and civic responsibility? What were the strengths and weaknesses of these strategies? How could the weaknesses be improved?</li> </ul> <p><b>Research-based Multicultural Activity and Demonstration</b></p> <p>NBPTS Proposition Rubric Strands 1.2, 1.3, 1.5, 2.3, 3.1, 4.1, 4.2, 4.3</p> <p>Each student will develop and demonstrate an original learning experience that conveys the meanings of the research topic that he or she reviewed in this course. The lesson must include a fully developed rationale that contains the following elements:</p> <ul style="list-style-type: none"> <li>▪ An explanation of its appropriateness for students as guided by Banks's (2004) influences on student behavior;</li> <li>▪ A defense of the lesson's content that includes an explanation of how students may interpret the information through their various cultural lenses;</li> <li>▪ An explanation of the how the lesson enables students to view the content from a different perspective from the mainstream dominant culture; and</li> <li>▪ A justification of how current understandings of domain, psychological, sociological, and cultural learning theories support the instructional strategy employed.</li> </ul>	

#### Assessment #4 Assessment of Practical Experience

<b>Program</b>	C&I Masters
<b>NCATE Assessment #</b>	4
<b>Assessment Title</b>	Educational Community Multicultural Improvement Project – Diverse Field Experience - Practicum
<b>Course</b>	C&I 409
<b>Standards</b>	NBPTS Proposition Rubric Strands 1.4, 4.1, 4.3, 5.1, 5.2, 5.5
<b>Date Implemented/ Revised</b>	8/09
In groups, students will conduct interviews about community multicultural challenges with two leaders of	

organizations that serve underrepresented populations.

- Each group member will develop one (1) question for the interviews.
  - The question should elicit thoughtful responses from the interviewees.
  - The question must be written WELL prior to the interview and should clearly contain some depth of thought.
  - In addition to the developed questions, each group should ask the interviewees for recommendations for community improvement.
- Members are encouraged to ask additional questions to extend the interviewees' ideas.
- Groups must ask both interviewees the same set of questions.
- Each group member must attend at least one of the interviews.

Using the data, each group will develop a PowerPoint presentation that conveys the key points of the interview responses.

Using the PowerPoint, each group will facilitate a meeting with interviewees, school/district administrators and parents, business leaders to discuss the presented issues and develop a plan of action for improving the community's multicultural environment.

After facilitating the meeting students will present the results of their experience to the class, turning in a paper that contains the following information

- A brief introduction (e.g., name, position, responsibilities) of the interviewees and their selection basis
- A presentation of all the questions, indicating the group member who developed each question, the purpose of each question, and the interviewees' responses
- An account of the facilitated meeting which describes event attendees, discussion topics, successes and challenges.
- A plan of action, based on information collected from the interviews and community meeting.

A reflection by each individual that uses provided prompts to guide descriptions of her or his role in the processes and applications of the learning in his or her practice.

### **Assessment #5: Assessment of Impact on Student Learning**

<b>Program</b>	C&I Masters
<b>NCATE Assessment #</b>	5
<b>Assessment Title</b>	Curriculum Project
<b>Course</b>	C&I 411
<b>Standards</b>	NBPTS Proposition Rubric Strands – 1.1, 1.3, 2.1, 2.2, 2.3, 4.1, 4.3
<b>Date Implemented/ Revised</b>	8/09

As part of the requirements to successfully complete the C & I 411 course and meet the expectations of the Department of Curriculum and Instruction, candidates will undertake and complete a Curriculum Project. The Curriculum Project will include several components and will be assessed both for a course grade and using a program rubric designed to provide data about our Master's candidates for program improvement and continuing accreditation. The Curriculum Project will allow students in the C & I 411 course an opportunity to demonstrate mastery of the subject area(s) they teach and an indication of the student's ability to develop and choose appropriate teaching and assessment approaches in their content area(s).

The Curriculum Project is an examination of relevant content in your instructional setting and the best instructional, assessment practices, and classroom management for pupils in your setting. For example, at the early childhood level, an examination of early mathematical skills such as sorting or grouping, counting, number recognition, etc. could be described. Recent and relevant research, and data from school report cards and other school data sources that supports appropriate curricula in this area would be included. The project would also include a plan for the best way to teach and assess these concepts. The paper should examine many different teaching, assessment, and classroom management strategies, weighing their relative strengths and weaknesses given the content and developmental characteristics of the learners. Clear, research supported best practices for teaching and assessing the content, as well as effective classroom management approaches, must be articulated. Teaching and assessment approaches described in the Project must be diverse and effective in helping pupils understand the content in deep and meaningful ways and in addressing any skill gaps or preconceptions that pupils may have related to the content.

The written length of the Curriculum Project will be determined by the course instructor. Your instructor may require additional components in the project and also if there is to be a presentation of student projects in the course. Students should give serious consideration to sharing their completed projects at the C & I Master's symposium, the ISU Graduate Symposium and any relevant state or national conferences. Please ask your instructor for details about these potential outlets for disseminating your work.

#### Assessment #6 Optional Assessment

<b>Program</b>	C&I Masters
<b>NCATE Assessment #</b>	6
<b>Assessment Title</b>	Symposium Research Paper
<b>Course</b>	C&I 481/482
<b>Standards</b>	NBPTS Proposition Rubric Strands – 4.1, 4.2, 4.3, 5.1, 5.3, 5.4
<b>Date Implemented/ Revised</b>	8/09

Overview of the Symposium Research Paper assignment:

Masters' candidates 481 & 482 are required to:

1. Design a curricular or instructional research project in an educational setting and
2. Collect multiple sources of relevant data, analyze data both in class and out of class, and
3. Write up findings for a state or national publication.

In C&I 481 and 482, candidates:

Review the rationale, issues, and implications of current teacher-research movement on the research strategies and techniques that can be used by teachers in conducting research in their own classroom settings. The main impetus for this research assignment comes from the notion that teachers can and should be researchers in their own classroom settings, both to add to their own understanding about teaching and learning, to improve practice, and to contribute to the broader field of education. The research proposal assignment and the subsequent research effort are a synthesizing experience bringing together all that the candidates have learned from their coursework to enhance teaching practice.

NBPTS Proposition 4.1, 4.3

1. Discuss the theoretical foundation of teacher-research with insightful

questions, i.e., why teacher-research is important to teachers and their professional life, and to the broader field of education. Candidates discuss and write various research strategies used in qualitative and quantitative research, including issues of data collection, data analysis, research design, and presenting findings (both orally and in writing). Candidates review and discuss ways to assess school progress using multiple data-based approaches in their school context (school improvement plans, school report card data, large scale assessment data, demographic data) and be able to allocate school resources to meet their educational goals and objectives. Candidates demonstrate their understanding of learning theories and teaching strategies, and apply knowledge concerning the appreciation of the diversity among learners and the appropriate teaching strategies.

NBPTS Proposition 4.2, 4.3, 5.4

2. Since this course is designed as a collaborative, reflective, critical examination of teacher-research, and candidates depend on their joint willingness to read and discuss, ask questions, try out research strategies, and critically analyze research methodologies among their peers. Candidates become part of a strong working community including their school-based colleagues and their school administrators, which supports and enhances student learning through advances in curriculum and teaching practice, as well as school policy and staff development.

NBPTS Proposition 5.1, 5.3