



WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: Department of Curriculum and Instruction

College: Education

Date of last review: AY 2010-2011

Date of last accreditation report (if relevant): Spring 2010

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Carroll

Degree: B.A. Elementary

CIP* code: 131202

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Submitted by: Janice K. Ewing, Department Chair
(name and title)

2014
allow highlighted areas,
data will be provided

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

Elementary Education - BA Middle/Secondary Education - Master of Arts in Teaching (MAT) and Master of Education (MEd)

[The following text is redacted with black bars]

thesis or non-thesis work. As with all programs in the department, the M.Ed. in C&I provides candidates with the tools necessary to become effective educators and “impact the greater good.”

- d. Has the mission of the Program (s) changed since last review? Yes No
i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission of the MEd in C&I has changed since the last review. The mission statement is as follows:

The mission of the MEd in C&I is to provide students with the knowledge and skills necessary to become effective educators and impact the greater good.

The mission of the MEd in C&I is to provide students with the knowledge and skills necessary to become effective educators and impact the greater good.

the program was revised in 2012 to include individuals who do not hold a teaching license. The revised mission statement is as follows: *The mission of the Master of Education in Curriculum and Instruction*

The mission of the MEd in C&I is to provide students with the knowledge and skills necessary to become effective educators and impact the greater good.

qualifying score on the specific licensure area Praxis content exam prior to admission to the program. The candidates in the T2T track are hired by a school district as the teacher-of-record on a two year

restricted license, the candidates in the residency programs are required to have either a para-educator position or complete their internship hours through WSU Cooperative Education positions. The MAT



Map
Ref

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included

- **Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs**

~~should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship) efforts to recruit/retain faculty~~

During the 2011, 2012 and 2013 calendar years, faculty in the department participated in obtaining external grants. There was a reduction in the number of grants awarded and submitted from 2011 to 2013 this was due in part to faculty turnover, the completion of several grants and the increased competition for

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

2012, there were 16 tenure eligible faculty, 6 non-tenure eligible faculty, and 21 lecturers in the

[REDACTED]

1. Is the program overall effective in preparing candidates to meet the expected outcomes:

a. program standards and,

Unit Conceptual Framework, Guiding Principles, and

[Redacted]

[Redacted]

c. NCATE Knowledge standards (for education personnel program only)

2. Is the program effective in preparing graduates for state licensure exams (if required) in both total scores and the category scores?

[Redacted]

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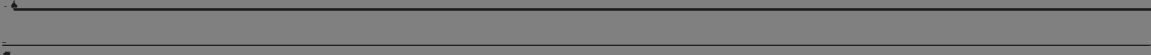
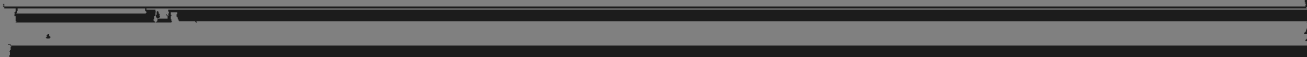
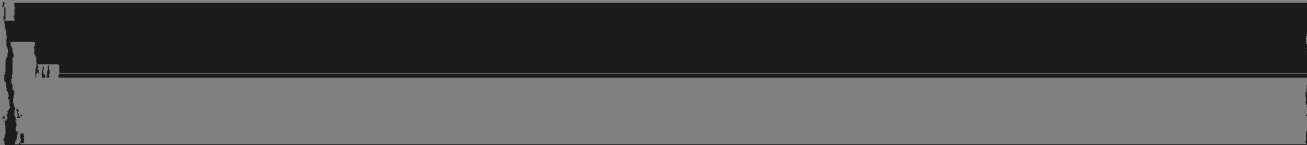
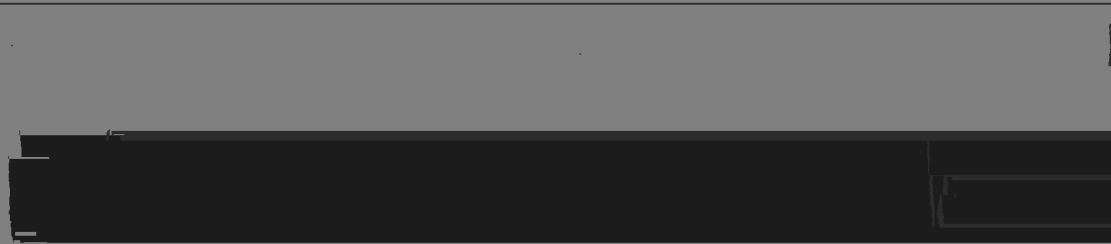
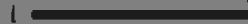
to enhance student learning” and alumni were asked to respond to statements such as “I was prepared to graduate lessons plans that promote critical thinking in students.” The data provided in summary II is



Outcomes:

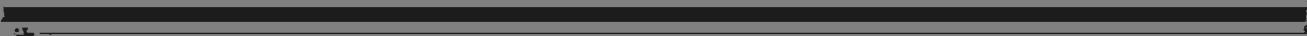
Results

- Have acquired knowledge in the arts, humanities, and natural and social sciences
- Think critically and independently



aggregated and represents the percentage of respondents who agree or strongly agree with the statements on the surveys.

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs) *N/A*



Provide a brief assessment of the overall quality of the academic program using the data from 2a

[Redacted]

[Redacted]

[Redacted]

[Redacted]

The number of applicants for the M.Ed. in C&I has continued to decrease since 2010, although at a slower rate than in previous years. The number of candidates enrolled on census day in 2013 was slightly higher than the number of candidates in 2012. In 2012 faculty in the department began revisions of the program and final revisions were approved in 2013. The M.Ed. in C&I was the only program for which five year rolling averages were available. The five year rolling average for 2009-2013 showed a 27%

[REDACTED]

decrease from the 2007-2011 rolling average and a 22% decrease from the 2008-2012 rolling average. With the revisions the department has made to the program the expectation is that enrollment will increase.

The exception to the noted decline in candidate applications, admittance and enrollment was in the M.Ed.

[REDACTED]

in Special Education. Although the numbers were not large, there was an increase in applicants from

[REDACTED]

below the university average for URM on census day and for degreed conferred students. Data for all the department programs can be found in appendix K.

b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors* Teachers

	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1	46,598	n/a	n/a	n/a	n/a	10%	
Year 2	46,718	n/a	n/a	n/a	n/a	10%	
Year 3	47,466	n/a	n/a	n/a	n/a	5%	6% to 13% (see narrative)

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov>

According to the BLS the growth rate for teachers ranges from 6% to 13%. For high school teachers the growth rate of 6% is slower than average and for middle school teachers the growth rate is 10% or about



[Redacted Table Content]

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall

[Redacted Table Content]

60,050. The average salary data for teachers in Kansas is presented in the above table. Teacher's salaries in Kansas are typically below the national average. Kansas was ranked 41st in teachers' salaries in 2011-2012 and 42nd in teachers' salaries in 2012-2013 (National Education Association (NEA) Research

There are several disciplines represented in the department and faculty from across department disciplines have collaborated on research projects such as MIPDA grants. Faculty in the department collaborated

Department of Communication Sciences and Disorders - MURDA - Special Education Goals

[Redacted]

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[Redacted]

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(For Last 3 FYs) involved in a Project Life grant with Kansas University. Assessment Data Analyzed Outcome

The department has called on external financial resources to implement various

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[Redacted]

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[Redacted]

(ECU Residency and Middle/Secondary Residency) which were not dependent on school districts hiring

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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production for several reasons; the ECU Residency candidates are required to complete the MAT as are the Middle/Secondary Residency candidates whereas the T2T candidates in the past were able to complete the endorsement only portion of the program.

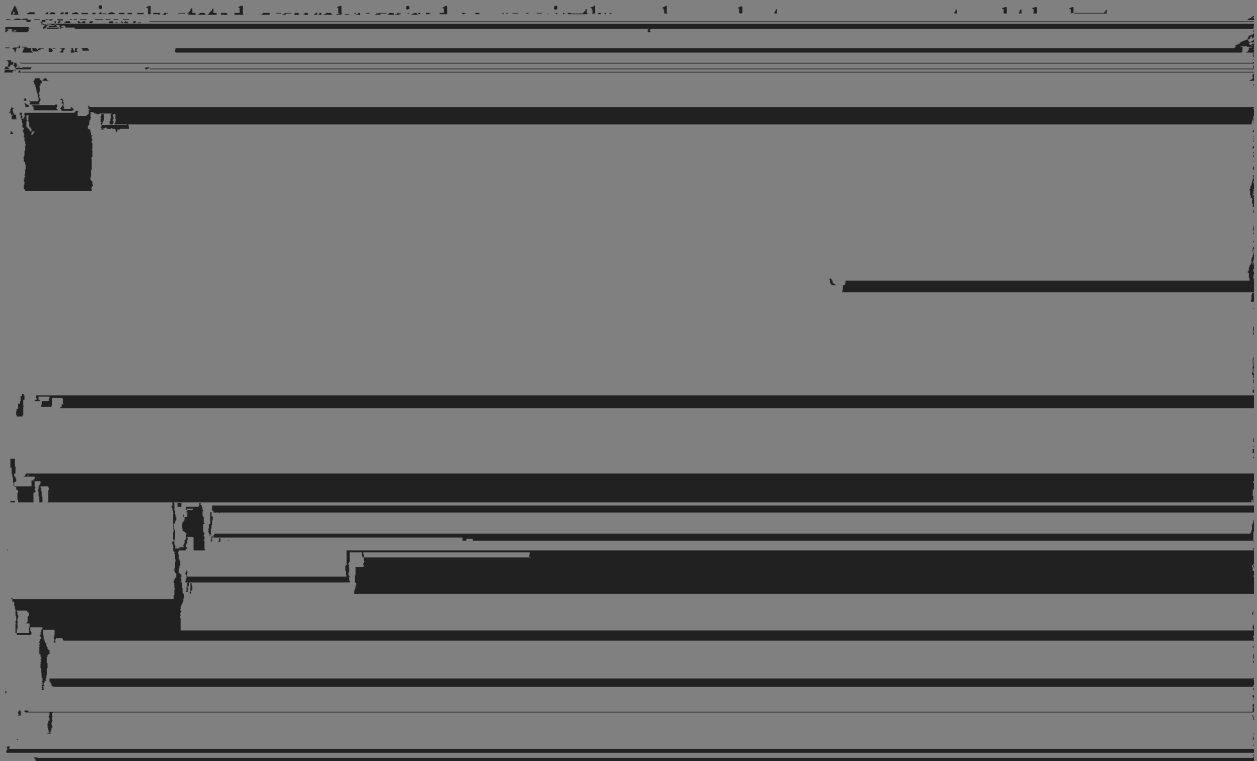
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

to teach in the undergraduate program. Full-time faculty teaching in the undergraduate program is an excellent way to recruit undergraduates into the department's graduate programs.



Appendix A

Table 1: Student enrollment for all departments

100-299	852	852	928	882	903	879
300-499	8,068	9,175	8,843	7,727	7,035	8,170
				2,030		

700-799	2,701	2,347	2,003		1,944	2,205
800-899	1,919	1,591	1,419	1,304	1,269	1,500
				12,853		

Elementary

Junior	108	115	99	104	99	105
Elementary	217	268	226	198	211	224

Secondary

Junior	168	199	162	167	176	174
Senior	344	437	409	366	365	384
Total Secondary	768			772		

	FY 2011	FY 2012	FY 2013	5 Yr. Average
Secondary	133	188	189	157
				156
				165

				19
	3			9

year for 2009-2013

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The kindergarten through sixth grade teacher knows,	Fine Arts Collection	Minimum score of 45	96.6%	Meets the required passing percentage for all assessments
	Elementary Education Lesson	Acceptable or Target on	90%	
	Health/Physical Education		97%	
	Comprehensive Exam			
	Student Teaching Evaluations		93%	Meets the required passing percentage for all assessments
	KPTP Task 2 and 3			

Appendix C

For all department programs the minimum percent of candidates passing each required assessment is 80%. This

[Redacted text]

Middle/Secondary program

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Middle Level English Language Arts	Lesson Plans	Assessments	100% Pass Rate	Analysis
The teacher of English Language Arts demonstrates	Lesson Plans	Assessments	100% Pass Rate	Analysis
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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knowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interrelationships.	KPTP Task 3 Teaching and Learning	assessments listed)	assessments listed	required passing percentage for
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analytical and research skills.	equivalent				Lesson Plan Assessment
The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas and is able to utilize essential analytical and research skills.	Lesson Plans	Acceptable	100%		Meets the required passing percentage for Lesson Plan Assessment
	Course Grades: HIST 535 (History of Kansas) or transfer equivalent	C- or higher overall grade			
The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Lesson Plans	Acceptable	100% on all assessments listed		Meets the required passing percentage for all assessments
	Candidate Student Teaching Evaluation	3 or higher on each statement			No data available
	KPTP – Task 3	Acceptable			No data available
The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.	Course Grades: POL SCI 121 (American Politics) or transfer equivalent	C- or higher overall grade			No data available
The teacher of comprehensive history has knowledge	Course Grades: ECON 400 (Economics in the Classroom 1) or transfer equivalent	C- or higher overall grade			No data available
and understanding of major economic concepts,	Course Grades: GEOG 125 (World Geography) or transfer equivalent	C- or higher overall grade			available
	Course Grades: ANTHRO 303 (World Cultures) or transfer equivalent	C- or higher overall grade			
The teacher of mathematics has conceptual and procedural understanding of mathematics.	Final Student Teaching Supervisor Evaluation Form: Instructional Planning and Design, Items 1-4, 7		100%		
			100%		
			96.9%		
nations.					No data available
The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.					No data available
			100%		

perspectives and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Technology Integration Project

100%

all assessments

The teacher of mathematics can demonstrate the

Praxis Exam

100% for all

Comprehensive Exam

Technology Integration Project

The teacher of mathematics can demonstrate

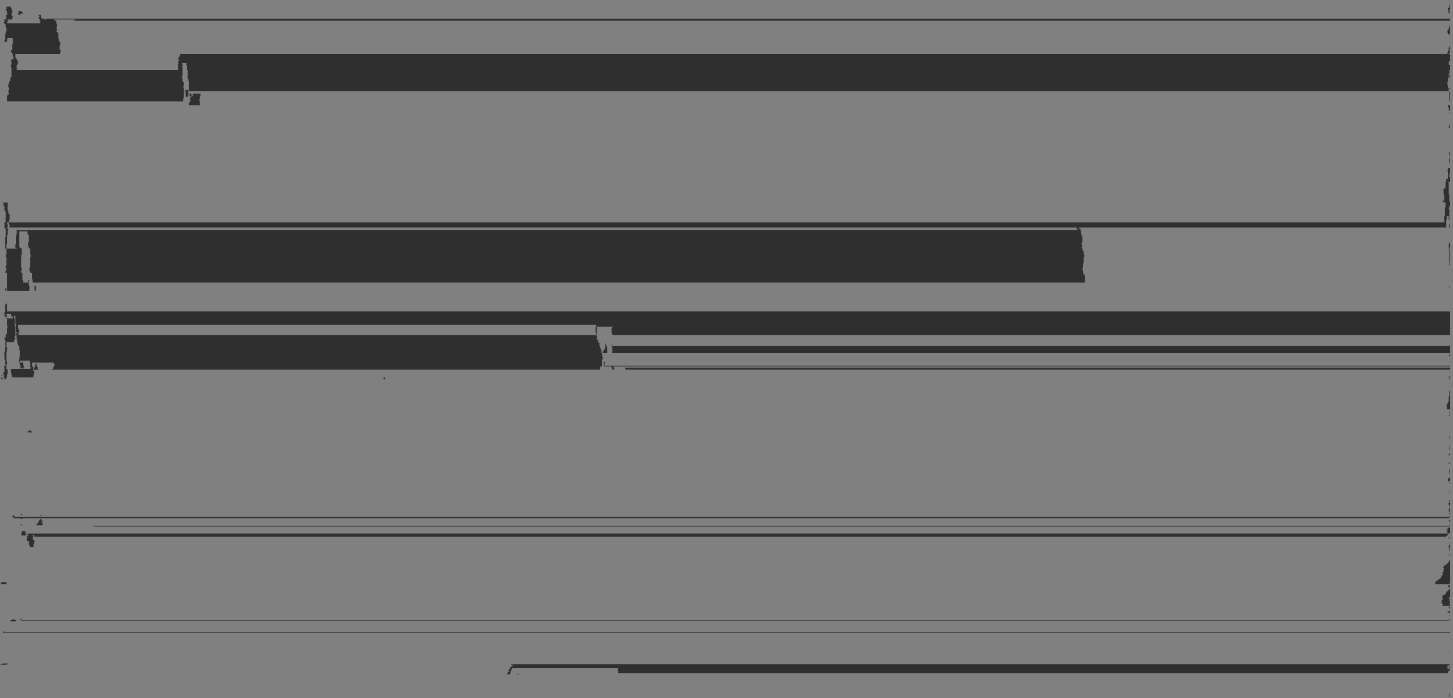
need for, uses of, and conceptual and procedural

assessments required

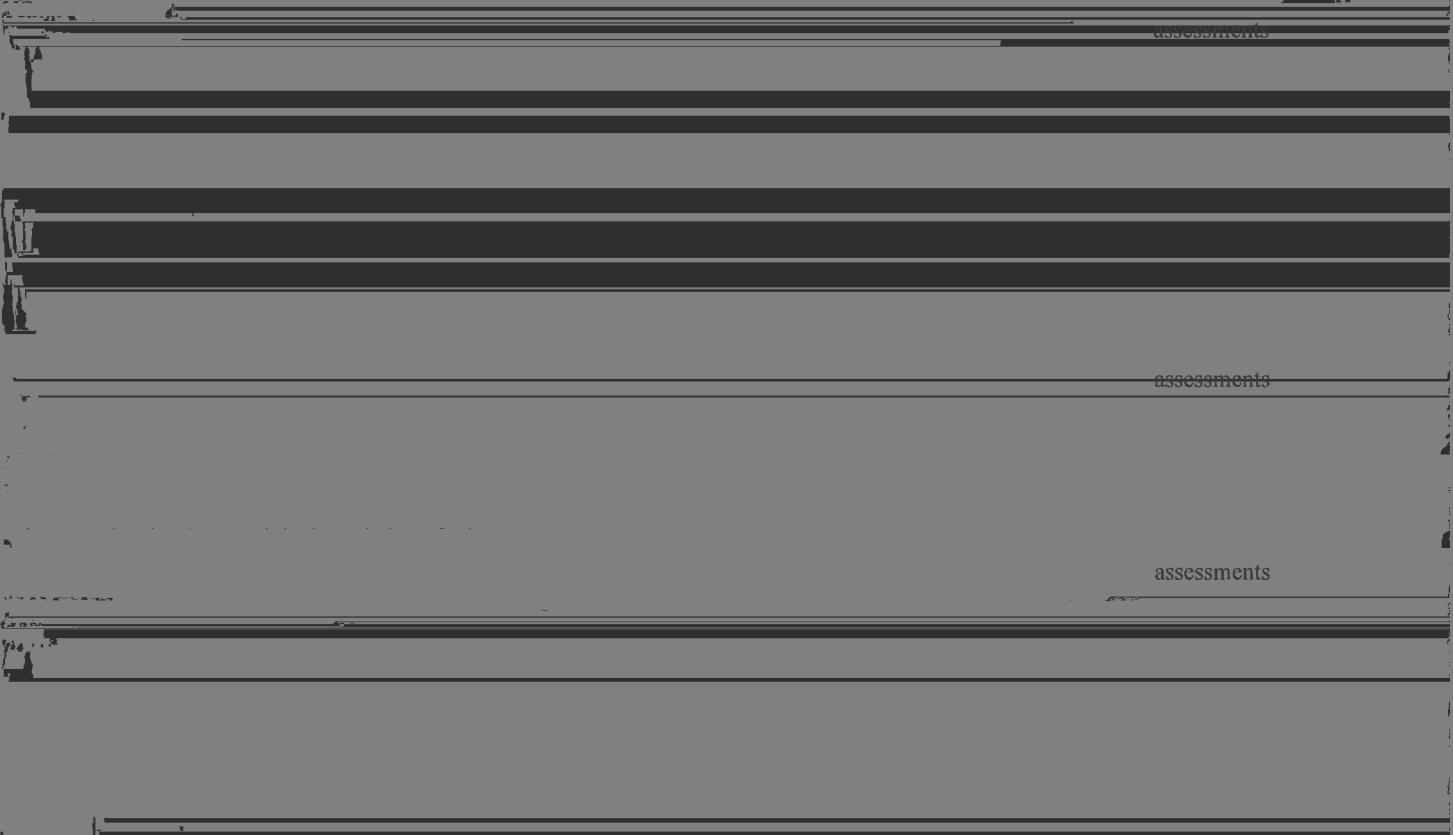
within the real world context, including the use of appropriate technology.

Praxis Exam

The teacher of science demonstrates an understanding of the nature of science and the skills necessary to help students do scientific inquiry.	Unit Scope/Lesson Sequence	80% and above	100% for all	Meets the
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necessary to help students do scientific inquiry.	Student Teaching Evaluation Form		listed	passing percentage for all assessments
The teacher of science demonstrates an understanding of the nature of science and the skills necessary to help students do scientific inquiry.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the



				Assessment
The teacher of U.S. history and U.S. government	Lesson Plans	Acceptable	100%	Meets the
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Identificant individuals, groups, ideas, events, and Course Grade: HIST 122 C or higher

The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Praxis	Passing Score	100%	assessments
Math 511		87.5%	Meets the required passing percentage for all assessments
Technology Integration Project			

The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and data analysis, statistics, and probability.

Praxis	Passing Score	100%	Meets the
Math 621		88.9%	

need for, uses of, and conceptual and procedural understanding of geometry, measurement, and data analysis, statistics, and probability.

		100%	required passing
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Unit Plans

The teacher of biology demonstrates an understanding of chromosomes, genes, and the molecular basis of heredity.

Final Course Grade: BIOL 419 (Genetics) [redacted]

C (2.0) or better

86%

percentage Meets the required [redacted]

Evolution Exam in BIOL 211 (General Biology II)

C (2.0) or better

95.3%

passing

The teacher of biology demonstrates an understanding of the interdependence of organisms and their interaction with the physical environment including energy flow, nutrient cycling, and population [redacted]

86%

86%

Final Course Grade: BIOL 330 [redacted]

Reproduction in Living [redacted]

C (2.0) or better

211 (General Biology II)

The teacher of biology demonstrates an [redacted]

100%

evolution.

Diversity of Living Organism: Exam #1 – BIOL 418 (General Ecology)

70% or better

passing percentage Meets the required passing [redacted]

				all assessments
The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form	3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments

KPTP – Task 3

The teacher of biology designs and manages safe and	Unit Scope/Lesson Sequence	80% or better	100% for all assessments listed	Meets the required passing percentage for all assessments
	Student Teaching Evaluation Form			
	Unit Scope/Lesson Sequence			

The teacher of chemistry demonstrates an understanding of the core theories and principles of chemistry and maintains ongoing professional practice.		50%ile and above (for all assessments)		Meets the required passing percentage for all assessments
	Student Teaching Evaluation Form	3 or higher	100% for all assessments listed	

American Chemical Society
 General Chemistry (Second Term) Exam - CHEM 212
 (General Chemistry II) 100%

American Chemical Society
 Instrumental Methods Exam – CHEM 524 (Instrumental Methods of Chemical Analysis)

American Chemical Society

The teacher of earth and space science demonstrates an understanding of the sources of energy that power the dynamic earth system.	Course Exam Covering Sources of Energy in GEOL 102 (Earth Science and the Environment) -	70% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the actions and the interactions of the earth's subsystems: the geosphere, hydrosphere, atmosphere, and biosphere.	Final Exam in GEOL 302 (Earth and Space Sciences)	70% or above		No data available
The teacher of earth and space science demonstrates an understanding of the origin and evolution of the dynamic earth system.	Course Exam Covering the Origin and Evolution of the Earth System GEOL 312 (Historical Geology and Stratigraphy)	70% or above		No data available
The teacher of earth and space science demonstrates an understanding of the organization of the universe and its development.	Cosmology/Galaxies Quizzes in PHYS 195 (Modern Astronomy)	70% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science demonstrates an understanding of the basic relationships between science and technology.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the concepts and processes	Unit Score/Lesson Sequence	80% or above	100% on all assessments	Meets the required
		3 or higher		

3 or higher

methods.

KPTP Task 3

8 or higher

listed

passing percentage for all assessments

The teacher of earth and space science lessons and

Unit Score/ Lesson Sequence

90% on all

100% on all

Meets the

3 or higher

manages safe and supportive learning environments.

Student Teaching Evaluation Form

assessments listed 100% on all

required passing percentage for all

The teacher of earth and space science lessons and

Unit Score/ Lesson Sequence

90% on all

100% on all

Meets the

100% on all

Form

percentage for
all
assessments

80% or above

100%

Student Teaching Evaluation
Form

3 or higher

80% or above

100%

Appendix D

For all department programs, the minimum percent of candidates passing each required assessment is 90%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Master of Arts in T

multiple outcomes)	portfolios, rubrics, exams)	(desired program level achievement)	Pass Rate	
Transition to Teaching and Middle/Secondary Residency			100%	
The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create	Candidate Student Teaching Evaluation – Item 1	Acceptable or higher for all assessments	98.6%	Meets the required passing
opportunities that make these aspects of subject matter meaningful for all students.	KPTP Task 2 Focus Area A		100%	percentage for all assessments
The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.	Planning for Differentiated Instruction: Items 1, 5, 6, 9, 10, 12, 13	Acceptable or higher for all assessments	100%	Meets the required passing percentage for all assessments
	Candidate Student Teaching Evaluation, Item 3		98.6%	
	KPTP Task 1: Focus Area A			

interaction in the classroom.

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Planning for Differentiated Instruction – Items 1, 6, 7, 11

Acceptable or higher for all assessments

100%

Candidate Student Teaching Evaluation – Item 2

98.6%

KPTP Task 2: Focus Area B

100%

all assessments
Meets the required passing percentage for all assessments

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Planning for Differentiated Instruction – Items 8-10, 12

Acceptable or higher for all assessments

100%

Candidate Student Teaching Evaluation – Item 9

98.6%

KPTP Task 2: Focus Area E

100%

Meets the required passing percentage for all assessments

The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process.

KPTP Task 3: Focus Area E

100%

Candidate Student Teaching Evaluation – Item 11

Acceptable or higher for all assessments

98.6%

KPTP Task 3: Focus Area F

100%

KPTP Task 4: Focus Area F

100%

Meets the required passing percentage for all assessments

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger

Candidate Student Teaching Evaluation – Item 12

Acceptable or higher for all assessments

98.6%

Meets the required

community to support all students' learning and well-being.

KPTP Task 4: Focus Area F

100%

100%

passing percentage for all assessments

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and

Planning for Differentiated Instruction - Items 6, 9, 10, 13

Acceptable or higher for all assessments

Meets the required

[REDACTED]

with the family and other professionals to design a (2) or higher on Trait assessments required

[REDACTED]

Date	Description	Amount
1/1/19	To Balance	1000.00
1/2/19	By Cash	500.00
1/3/19	To Cash	250.00
1/4/19	By Cash	125.00
1/5/19	To Cash	62.50
1/6/19	By Cash	31.25

Specialization (Adaptive) – Trait B or higher

the required passing percentage

Field Experience Performance Score of Acceptable (2) 100% Meets the

[Redacted]

[Redacted]

76.3%

[Redacted]

100%

Evaluation – Adaptive: Traits D and I or higher

required passing percentage

The teacher of students with adaptive learning needs demonstrates promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive

Teacher Work Sample – Adaptive: Traits A and D

Score of Acceptable (2) or higher

100% 100%

Meets the required passing

Master of Education – S Education: Childhood Unified

learning needs

Comprehensive Performance Score of Acceptable (2) 100% Meets the

[Redacted]

The birth through third grade teacher meets the unique needs of general education and exceptional student and families within communities.	Learning Environment Assessment Project	rubric score less than 2 (Scale 1-3) 80% of total points; no rubric score less than 2 (Scale 1-3)	92%	Meets the required passing percentage for all assessments
	Field Experience Performance Evaluation	No rubric score less than 2 (Scale 1-3)	100%	
The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.	Case Quest	80% of total points; no rubric score less than 2 (Scale 1-3)	100% for all assessments listed	Meets the required passing percentage for all assessments
	Integrated/Adaptive Lesson Plan: K-3	80% of total points; no rubric score less than 2 (Scale 1-3)		
	Field Experience Performance Evaluation	No rubric score less than 2 (Scale 1-3)		
			100%	
			100%	
of informal and formal assessment strategies in collaboration with other professionals and family		rubric score less than 2 (Scale 1-3)	assessments listed	required passing

phenomena, solve problems, and manage data.

The birth through third grade teacher knows, understands, and uses fundamental concepts in the

Elementary Program Assessment/Elementary Level

See Elementary Program for

All candidates

All candidates meet licensure

Master of Education –

Education – Functional

100%

requirements

science and technology, science in personal and social perspectives, the history and nature of science,

Assessment - Trait C

or higher

all

Score of Acceptable (2) 98%
or higher

Field Experience Performance

Score of Acceptable (2)
or higher

assessments

The teacher of students with functional curriculum needs demonstrates knowledge of general education

Evaluation: Functional: Traits

96%

C and I

Teacher Work Sample -
Functional: Traits C, E, and F

96%

curriculum, transition, developmentally appropriate needs and practices, and skills implementing instruction.

Teacher Work Sample

Score of Acceptable (2)

100%

Specialty (Functional) -

50.00%

Functional: Traits B, D, and E

or higher

Specialty (Functional) -

Question - Trait B

The teacher of students with functional curriculum needs demonstrates promotes learning by providing planned, orderly, supportive environments.

Evaluation - Functional: Traits D and I

passing percentage

Transition Planning Assignment

Score of Acceptable (2) or higher

Meets the required passing percentage

Teacher Work Sample - Functional: Traits A and D

Score of Acceptable (2) or higher

Score of Acceptable (2) or higher

Does not meet the required

continued growth in instructional leadership and learning.				passing percentage for all assessments
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Appendix H

Table 1: Employer Satisfaction Survey (2013) Aggregated Data
Rate – 27%

	Percent Range	or	Average
Foundations of Teaching (7 items)	64%-96%		86.9%
Planning (6 items)	68%-96%		87.3%
Instruction (5 items)	72%-88%		79.2%
Assessment (6 items)	68%-92%		80%
Technology (5 items)	96%-100%		98.4%
Diversity (5 items)	80%-92%		85.6%
Motivation and Engagement (6 items)	76%-96%		84.7%
Professionalism and Ethical Behavior (5 items)	92%-100%		98.4%
Reflective Practice (5 items)	88%-95%		89.6%

Table 2: Alumni Satisfaction Survey (2013) Aggregated Data

	Rate	22.9%	Range	Average
Foundations of Teaching (6 items)				
Planning (5 items)				
Assessment (5 items)			64.6%-95.8%	87.5%
Instruction (5 items)			81.3%-95.9%	91.2%
Diversity (5 items)			77.1%-85.4%	79.6%
Motivation and Engagement (6 items)			72.9%-81.3%	76.4%
Professionalism and Ethical Behavior (5 items)			77.1%-80.0%	78.5%

Appendix I

Table 1: Elementary Education Program

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year for the last three

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	87	PLT	100%	n/a
	87	Praxis Content	91%	82.09%
	148	TWS/KPTP	98%	n/a
2 2012	77	PLT	100%	87.01%
	77	Praxis Content	88%	81.01%
	156	KPTP	95%	n/a
3 2013	62	PLT	100%	n/a
	67	Praxis Content	100%	n/a

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year for the last three years

Table 2: Middle Education P Middle

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	2	PLT	100%	n/a
	2	Praxis Content	100%	n/a
	2	TWS/KPTP	100%	n/a
2 2012	8	PLT	100%	82.75%
	7	Praxis Content	100%	n/a
	5	KPTP	71.4%	n/a
3 2013	1	PLT	100%	n/a
	2	Praxis Content	100%	n/a
	2	KPTP	100%	n/a

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year for the last three

Table 3: Middle Education P Middle

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	14	PLT	100%	n/a
	12	Praxis Content	83%	n/a
	14	TWS/KPTP	100%	n/a
2 2012	12	PLT	100%	80.42%
	18	Praxis Content	100%	n/a
	12	KPTP	100%	n/a
3 2013	13	PLT	100%	n/a
	8	Praxis Content	87.5%	n/a
	15	KPTP	100%	n/a

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year for the last three years

Table 4: Middle Education P Middle Studies Middle

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	n/a	PLT	n/a	n/a
	2	Praxis Content	100%	72.73%
	n/a	TWS/KPTP	n/a	n/a
2 2012	6	PLT	100%	82.75%
	7	Praxis Content	100%	72.33%
	7	KPTP	100%	n/a

	11 n/a	Praxis Content TWS/KPTP	91% n/a	72.04% n/a
2012	12 17 9	PLT Praxis Content KPTP	100% 82% 89%	80.42% 70.96% n/a
3 2013	n/a 24 16	PLT Praxis Content KPTP	n/a 88% 94%	n/a n/a n/a

Table 6: Middle/Secondary Education P

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	6	PLT	100%	n/a
	4	Praxis Content	100%	n/a
	6	TWS/KPTP	100%	n/a
2 2012	7	PLT	100%	82.75%
	19	Praxis Content	89%	n/a
	19	KPTP	89.5%	n/a
3 2013	9	PLT	100%	n/a
	9	Praxis Content	100%	n/a
	9	KPTP	100%	n/a

Table 7: Middle Education P

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	12	PLT	100%	n/a
	9	Praxis Content	100%	n/a
	12	TWS/KPTP	100%	n/a
2 2012	3	PLT	100%	80.42%
	4	Praxis Content	100%	n/a
3 2013	6	PLT	100%	n/a
	6	Praxis Content	100%	n/a
	6	KPTP	100%	n/a

Table 8: Middle Level – data aggregated

Year	N	Name of Exam	Program Result	National Comparison
1 2011	3	PLT	100%	n/a
	14	Praxis Content	80%	71.89%
	3	TWS/KPTP	100%	n/a
2 2012	8	PLT	85%	82.75%
	7	Praxis Content	86%	69.88%
	8	KPTP	100%	n/a
3 2013	4	PLT	75%	
	7	Praxis Content	71%	
	5	KPTP	100%	

Table 9: Middle Level – data aggregated

Year	N	Name of Exam	Program Result	National Comparison
1 2011	3	PLT	100%	n/a

	n/a	Praxis Content	n/a	n/a
	5	KPTP	100%	n/a

Table 10: Master of Arts in Teaching (M.A.T.) - Career (Transition to Teaching and Residency/Secondary Residency)

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
		PLT		n/a
		Praxis Content		n/a
		TWS/KPTP		n/a
	12/13	PLT		80.42%
		Praxis Content		n/a
2012	12/11/27	KPTP	91%	n/a
		PLT	100%	n/a
		Praxis Content	100%	n/a
		KPTP	100%	n/a

Table 11: Master of Arts in Teaching (M.A.T.) - Career (Transition to Teaching and Residency/Secondary Residency)

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
		PLT	n/a	
		Praxis Content	n/a	
2012	11	TWS/KPTP	100%	
		PLT	94%	
		Praxis Content	94%	
		KPTP	100%	
*1 2011	5/13/0	PLT	100%	n/a
		Praxis Content	92%	n/a
		KPTP	n/a	n/a
* ECU residency program admitted first cohort spring 2012				85.54%
* Candidates take KPTP at end of their program, no candidates ready to take KPTP in spring 2013				n/a
	16			75.41%
	16			85.27%
	17			n/a

Table 12: Master of Education – in Education data not available

Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
2012	10	Praxis	100%	n/a
		Praxis Content		n/a

Appendix J

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enrollment credit for *CI 270 Introduction to the Education Profession*, which is a College of Education teacher preparation introductory course. This course was offered in area high schools as *Exploring Teaching as a Career* or

Appendix K

Table 1: Percent Underrepresented Minorities (URM) on Fall Census for

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	2008-2012
University	12.3%	13.0%	14.0%	14.9%	15.4%	13.9%
College	9.5%	9.4%	9.9%	12.5%	13.2%	10.9%
Elementary	8.9%	9.1%	8.3%	10.6%	11.3%	N/A
Middle/Secondary	9.6%	9.1%	8.4%	10.1%	10.4%	N/A

University	11.1%	12.0%	12.7%	12.7%	11.9%
College	9.1%	8.4%	7.2%	10.8%	N/A

University	6.8%	7.8%	8.2%	9.7%	11.3%	8.8%
College	5.7%		7.4%	10.6%	11.2%	N/A
MAT						N/A

University	6.4%	6.4%	8.7%	10.5%	7.6%
College		5.2%	5.6%		N/A

*Percentages are based on the fall census data for the fiscal year indicated.

Appendix L

**WSU Strategic Plan Goals
Department of Curriculum and Instruction**

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.

- Sustain the integrity as well as enhance the effectiveness of the undergraduate and graduate field experiences and

