#### 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

Performance Indicator Candidates:	Exceeds	Meets	Developing	Unacceptable	Not Addressed
Analyze, evaluate and compare curricula/instruction theory (2.1, 2.3)  Analyze, evaluate and compare	Examines and communicates curriculum design and theory by reviewing and analyzing varying curricular approaches.  Examines and communicates	Articulates basic ideas of curriculum theory and the components of curriculum design that result from that theory  Articulates basic ideas of curriculum	Conceptualizes elements of curriculum theory and the components of curriculum design that result from that theory  Conceptualizes elements of	Cannot identify tenets of curriculum theory and the components of curriculum design that result from that theory  Cannot identify tenets of curriculum	Addressed
curricula/instruction approaches (2.1)	curriculum design and theory by reviewing and analyzing varying curricular approaches.	theory and the components of curriculum design that result from that theory	curriculum theory and the components of curriculum design that result from that theory	theory and the components of curriculum design that result from that theory	
Critically examine principles of curriculum and instruction within socio-cultural, historical, and political frameworks (2.2)	critiques how socio-cultural, historical, and political contexts have influenced curriculum and instruction.	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.	
Articulate and critically examine technological approaches to curriculum and instruction. (2.4)	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.	
Understand and analyze diverse assessment strategies in curricular/instructional approaches. (2.5)	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.	
Candidates can analyze components of curriculum and instruction that affect student learning. (2.1)	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.	

Performance Indicator	Exceeds	Meets	Developing	Unacceptable	Not Addressed
Candidates: Candidates know how to assess the progress of students. (2.5)	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.	Addressed
Candidates know how to modify curriculum and instruction to improve student learning. (2.1, 2.3)	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. (2.5)	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: they don't read widely, ask questions or create opportunities to enhance their professional lives.	
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 underrepresentatio n in research literature.	Candidates thoroughly evaluate bias and underrepresentation in research literature.	Candidates identify bias and underrepresentatio n in research literature.	Candidates cannot identify bias and underrepresentation in research literature.	

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

## 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**

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

Performance Indicator Candidates:	Exceeds	Meets	Developing	Unacceptable	Not Able to Assess
Articulate and critically examine technological approaches to curriculum and instruction. (2.4)	Critiques and demonstrates ability to apply varying technological tools	frameworks.  Articulates basic ability to apply varying technological tools	Identifies basic ideas of varying technological tools and approaches to a	frameworks.  Cannot articulate basic ideas of varying technological tools	
	and approaches to a variety of pedagogical approaches.	and approaches to a variety of pedagogical approaches.	variety of pedagogical approaches.	and approaches to a variety of pedagogical approaches.	
Understand and analyze diverse assessment strategies in curricular/instructional approaches. (2.5)	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**

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

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Critically examine	Scrutinizes and	Articulates how	Recognizes	Cannot recognize
principles of	critiques how	principles of	principles of	principles of
curriculum and	socio-cultural,	curriculum and	curriculum and	curriculum and
instruction within	historical, and	instruction function	instruction function	instruction that
socio-cultural,	political contexts	within socio-	within socio-	function within
historical, and political	have influenced	cultural, historical,	cultural, historical,	socio-cultural,
frameworks (2.2)	curriculum and	and political	and political	historical, and
	instruction.	frameworks.	frameworks.	political
	111501 00010111	Traine Worlds.	Traine worths.	frameworks.
Articulate and	Critiques and	Articulates basic	Identifies basic	Cannot articulate
critically examine	demonstrates	ability to apply	ideas of varying	basic ideas of
technological	ability to apply	varying	technological tools	varying
approaches to	varying	technological tools	and approaches to a	technological tools
curriculum and	technological tools	and approaches to a	variety of	and approaches to a
instruction. (2.4)	and approaches to a	variety of	pedagogical	variety of
	variety of	pedagogical	approaches.	pedagogical
	pedagogical	approaches.		approaches.
	approaches.			
Understand and	Articulates	Makes connections	Identifies	Cannot identify
analyze diverse	complex	among varying	researched based	assessment
assessment strategies in	components of the	research based	assessment	strategies or
curricular/instructional	relationships	assessment	strategies in	describe how
approaches. (2.5)	between researched	strategies to	curricular and	assessment
approaches. (2.3)	based assessment	curriculum and	instructional	strategies match
	strategies to	instruction	approaches.	with curricular or
	curriculum and	msu ucuon	approacties.	instructional
	instructional			approaches.
C 1114	approaches.	Candidates describe	C 1' 1 . ( ' 1 ' f	Con l' laterana
Candidates can analyze	Candidates		Candidates identify	Candidates are
components of	compare and	components of	components of	unable to describe
curriculum and	contrast	curriculum and	curriculum and	components of
instruction that affect	components of	instruction that	instruction that	curriculum and
student learning. (2.1)	curriculum and	affect student	affect student	instruction that
	instruction that	learning.	learning.	affect student
	affect student			learning.
	learning.			
Candidates know how	Candidates	Candidates	Candidates	Candidates do not
to assess the progress	demonstrate	demonstrate	demonstrate some	demonstrate
of students. (2.5)	advanced	knowledge of	knowledge of	knowledge of
` ′	knowledge of	assessment	assessment	assessment
	assessment	techniques that	techniques that	techniques that
	techniques that	support individual	support individual	support individual or
	support individual	or group learning.	or group learning.	group learning.
	or group learning.	or group rearming.	or group rearming.	group rearring.
	of group learning.			
Candidates know how	Candidates	Candidates	Candidates identify	Candidates cannot
to modify curriculum	demonstrate	demonstrate	factors that indicate	identify the need for
and instruction to	advanced	knowledge of	the necessity for	or the ability to
		_	modifications in	
improve student	knowledge of	approaches to	curriculum and	modify curriculum and instruction to
learning. (2.1, 2.3)	approaches to	modify curriculum		
	modify curriculum	and instruction to	instruction to	improve student
	and instruction to	improve student	improve student	learning.
	improve student	learning.	learning.	
	learning.			

Candidates use multiple methods for measuring student growth. (2.5)	Candidates demonstrate a full command of various designs to	Candidates demonstrate reasonable application of	Candidates demonstrate limited employment of various designs to	Candidates demonstrate command of few designs to measure
g: 0 (2.10)	measure student growth.	various designs to measuring student growth.	measure student growth.	student growth.
Candidates demonstrate what it means to be an educated person – they read, they question,	Candidates demonstrate intellectual maturity by reading widely, asking	Candidates demonstrate intellectual capacity by reading, asking questions, and	Candidates demonstrate potential for intellectual maturity by	Candidates do not demonstrate intellectual maturity: they don't read widely, ask
they create and they are willing to try new things. (1.1, 1.3)	insightful questions and creating opportunities to enhance their professional lives.	exploring opportunities to enhance their professional lives.	reading, asking questions, and/or exploring opportunities to enhance their professional lives.	questions or create opportunities to enhance their professional lives.
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 underrepresentatio n in research literature.	Candidates thoroughly evaluate bias and underrepresentation in research literature.	Candidates identify bias and underrepresentatio n 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.

#### 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**

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

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

### 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**

	Exceeds	Meets	Developing	Unacceptable	Not Able
					to Assess
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	Candidates	Candidates	Candidates	Candidates
critique bias and	thoroughly	thoroughly	identify bias and	cannot identify
underrepresentatio	evaluate and	evaluate bias and	underrepresentatio	bias and
n in research	challenge bias and	underrepresentatio	n in research	underrepresent
literature	underrepresentatio	n in research	literature.	ation in
merature	n in research	literature.	interature.	research
		interature.		
5 2 Co. 1: 1-4	literature.	C 1: 1-4	C 1: 1-4	literature.
5.3 Candidates	Candidates	Candidates	Candidates	Candidates
investigate	consistently	consistently	recognize and	cannot identify
traditionally	identify and	identify and	consider	and do not
underserved	examine	examine	traditionally	consider
and/or	traditionally	traditionally	underserved	traditionally
marginalized	underserved	underserved	and/or	underserved
students and	and/or	and/or	marginalized	and/or
communities	marginalized	marginalized	students and	marginalized
	students and	students and	communities.	students and
	communities.	communities.		communities.
	Candidates apply			
	this understanding			
	to educational			
	issues			
5.4 Candidates	Candidates	Candidates	Candidates	Candidates do
apply	consistently relate	consistently relate	recognize	not recognize
nontraditional	nontraditional	traditional	nontraditional	nontraditional
understandings of	understandings of	understandings of	understandings of	understandings
diversity.	diversity to their	diversity to	diversity.	of diversity.
a1, 51510 <sub>j</sub> .	scholarship,	educational issues.	ar, orbity.	or ar ersity.
	teaching and	caucational issues.		
	community.			
	Community.			

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.