Institutional Plan for the Assessment of Student Learning Outcomes 2016-2020

Table of Contents

Table of Contents 2
Introduction 3
Definitions 3
Principles 3
Teachers College Mission and Competency Areas 4
Mission 4
Competency Areas 4
2011-2016 Assessment of Student Learning Report 5
Program Learning Goals 5
Learning Opportunities 6
Program Assessments 7
Use of Assessment Results for Program Improvement 9
Summary 9
2016-2020 Assessment of Student Learning Plan 10
Advisory Committee on Student Learning Outcome Assessment 12
Appendix A: Program Assessment Plan Progress Report 14
Appendix B: Program Coordinator Survey 25
Appendix C: Examples of Program Learning Goals 35
Table 1: School Psychology Ph.D. Learning Goals 35
Table 3: Community Health Education M.S. Learning Goals 39
Table 4: Diabetes Education and Management Learning Goals 41
Table 5: International and Comparative Education Learning Goals 42
Table 6: Higher and Postsecondary Education 43
Appendix D: Examples of Curriculum Mapping 45
Table D1: Community Health Education M.S. Curriculum Mapping 45
Table D2: School Psychology Ed.M. Curriculum Mapping 47
Appendix E: Assessment Template 49
Appendix F: Examples of Completed Assessment Templates 50
Appendix G: Assessment Framework 79

Introduction

Definitions

"**Assessment** is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999[1]).

"**Outcome assessment** is a formal, systematic method for collecting evidence about the quality of a program, that, in turn, can help faculty and other relevant stakeholders improve the quality of the learning enterprise. It involves specifying the desired outcomes that are expected to result from the learning experience, assess the degree to which those outcomes have been achieved, and then making judgments about the instructional program based on the evidence" (Lovitts, 2007, p. 21[2]).

Principles

The assessment of student learning outcomes at Teachers College is guided by four principles:

- *Direct assessment of student learning outcomes should be done at the program level.* Teachers College as a graduate and professional school of education is too complex and its educational programs are too diverse to create standardized college-wide assessment methods.
- *Direct assessment of student learning should be designed and managed by the faculty.* According to the Statutes, Teachers College "Faculty have ultimate authority to establish requirements for student admission, programs of instruction, and student academic progress, and to recommend the conferring of degrees and diplomas." Assessment, therefore, should be done by the same people who design and teach in the programs.
- *Direct assessment of student learning should draw as much as possible upon already existing methods.* Cost-effective assessment processes are designed so that their value is in proportion to the time and resources devoted to them. To this end, the programs should use assessment measures that are already in place, including direct evidence such as capstone projects, field experience evaluations, and performance on licensure examinations.
- *Direct assessment of student learning should serve improvement rather than compliance purposes.* Assessment processes should help faculty and staff make appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations.

[1] Palomba, C.A. & Bunta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass Publishers.
[2] Lovitts, B. E. (2007). Making the implicit explicit: Creating performance expectations for the dissertation. Sterling, VA: Stylus Publishing.

Teachers College Mission and Competency Areas

Mission

Teachers College, the nation's oldest and largest graduate school of education, is dedicated to promoting excellence in education, and to overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. Through programs of teaching, research, and service, the College draws upon the expertise of a diverse community of faculty in education, psychology, and health, as well as students and staff from across the country and around the world.

Historically, and presently, Teachers College prepares practitioners and researchers in a wide range of disciplines across the fields of education, psychology, and health. Programs are designed to provide researchers, policymakers, practitioners, teachers, and educational leaders with the intellectual tools needed to re-imagine solutions to the complex challenges present within both local and international contexts.

Together, TC's three highly complementary and interrelated areas of study—education, psychology, and health—work to fulfill our vision of Teachers College as a preeminent international human resource development institution committed to systematic teaching and learning in all the major educative institutions.

Teachers College is committed to developing and supporting a cohesive community of scholars by nurturing a sense of equity, respect, and professionalism. The College welcomes the collaboration and active participation of students, administration, faculty, staff, and alumni in the various academic, experiential, and extra-curricular opportunities, and remains dedicated to initiatives and activities that support and advance the College's mission of diversity, equity, and excellence in education.

Competency Areas

Teachers College's student learning goals are directly informed by Teachers College mission and core values, as well as by the missions of academic departments and degree programs. While education and training models can vary widely based on the discipline or professional field and degree level, Teachers College is committed to ensuring that all students, regardless of their chosen program, receive systematic instruction and demonstrate achievement in the five Competency Areas:

- **Professional Practice:** Demonstrate mastery of the content and methodologies of their discipline or profession.
- **Inquiry and Research:** Use skills of inquiry, research, critical thinking, and problem solving to pursue and evaluate knowledge.
- **Professionalism and Lifelong Learning:** Engage in the profession and take responsibility for their personal and professional growth.
- **Communication, Collaboration, and Leadership:** Demonstrate effective communication, collaboration and leadership skills to convert goals and commitments into action.
- **Diversity, Multiculturalism, and Social Justice:** Appreciate diversity, understand nature and causes of injustice, and take actions to promote a better world.

2011-2016 Assessment of Student Learning Report

In 2010-2011, building on the work carried out by its professional education programs (primarily, teacher education and applied psychology), Teachers College embarked on implementing assessment plans for all graduate and professional programs. The main tasks included:

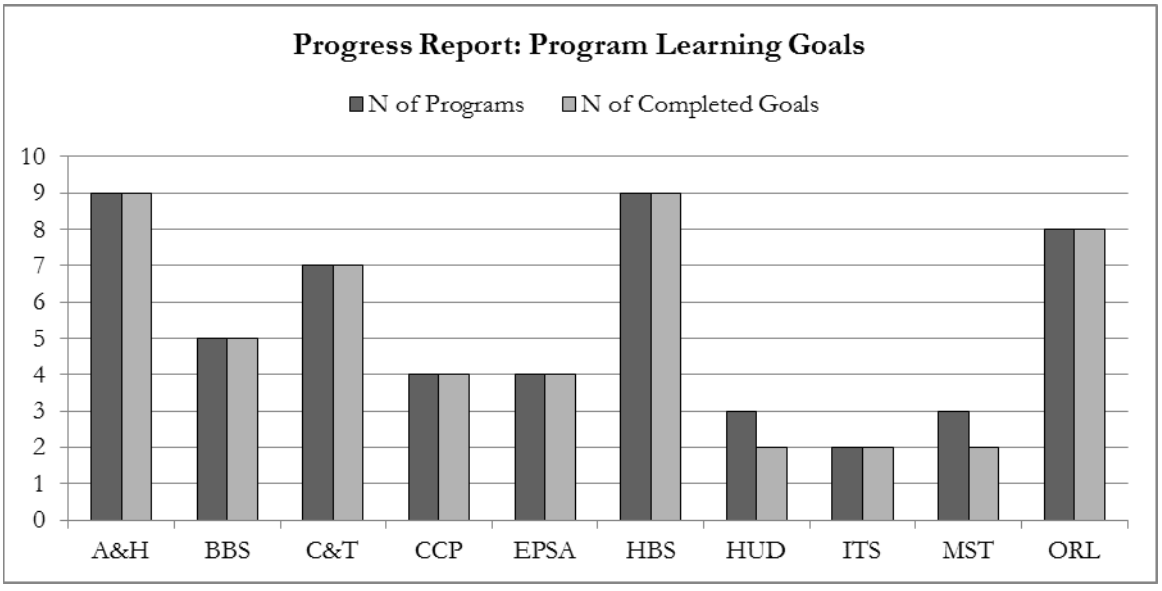
- Developing clearly articulated written statements of program learning goals and aligning these goals with the five Competency Areas;
- Identifying and aligning courses and experiences that provide intentional opportunities for students to achieve the learning goals;
- Assessing student achievement of the learning goals; and
- Using the results of the assessments to improve teaching and learning.

The sections below summarize the progress made in 2011-2016 on each of these tasks and identify areas for further development.

Program Learning Goals

Between 2011 and 2015, each program examined its goals for alignment with the five Competency Areas as well as with the relevant professional or state standards (when applicable). Based on the review conducted by the Office of Accreditation and Assessment in September of 2015 (Appendix A), 96% of the programs (52 of 54 programs) developed clearly articulated written statements of program learning goals (Chart 1).

Chart 1: Progress Report: Program Learning Goals



In October of 2015, the Office of Accreditation and Assessment surveyed program coordinators about their experience developing program assessment plan (Appendix B). All 46 program coordinators who responded to the survey (85% response rate) stated that the program learning goals aligned with the five Competency Areas accurately described their programs and 97% stated that all program faculty members were aware of the program learning goals. According to the respondents, these goals were developed by select faculty members or faculty committees, sometimes with input from adjunct faculty, professional staff, students, or broader professional

community. Three fourth of the respondents stated that the Middle States accreditation process helped them to articulate or clarify the program learning goals (39% yes and 35% somewhat). The respondents' comments suggest that the Middle States process helped the program to start a conversation, provided a framework, forced to be explicit about expectations for student learning, and led to better curriculum alignment and revisions.

Appendix C (Tables 1-6) shows six examples of the alignment between the five Competency Areas and the program learning goals. The first three examples are from the professional programs, which include alignment with the relevant professional standards. The last three examples are from the other graduate programs.

Although almost all programs (96%) developed learning goals, these goals are not always accessible to students or larger community through program websites or other program materials. As one program coordinator stated, "We orient our students to the program's goals and mission using our own framing that does not in all instances align with the format mandated in this exercise." It is recommended that the Office of Accreditation and Assessment continue working with the programs on refining the program learning goals and communicating these goals to faculty, students, and community.

Learning Opportunities

The program learning goals are used to create a coherent, purposeful program of study that leads to the desired outcomes. Academic, clinical, and co-curricular experiences offer students an opportunity to achieve program learning goals (and the five Competency Areas). For example, all degree programs from M.A. to Ph.D. require a set of core courses in their discipline or field of study. In addition, advanced masters and doctoral students are required to take concentration or specialization courses and research methods courses. All professional education programs leading to license or certification require clinical experiences and many other graduate programs encourage students to complete optional clinical experiences. Additionally, many programs, particularly at the doctoral level, require or encourage students to take graduate assistantships, research assistantships, and teaching assistantships. Doctoral students work with faculty on conference presentations, apply for small grants to support research, teach master's-level courses, and work with faculty on research and related projects.

In the September of 2015 review of the alignment between the program learning goals and learning opportunities, the Office of Accreditation and Assessment found that 96% of the programs (52 of 54 programs) generally completed this alignment task. While the learning opportunities related to Professional Practice; Inquiry and Research; and Diversity, Multiculturalism, and Social Justice were straightforward, some programs found it challenging to pinpoint specific elements of the program curricula that align with Professionalism and Lifelong Learning or to identify experiences most relevant for Communication, Collaboration, and Leadership.

The academic programs have begun work on identifying clear linkages between the design of specific courses or clinical experiences and the articulated program learning goals. In 2011, the Faculty Executive Committee approved the change to the policy on course syllabi in the Faculty Handbook. According to this policy, learning objectives are required for all College syllabi. However, more work needs to be done to connect course learning objectives to the overall program goals. Examples of the several professional education programs in Appendix D show the work of aligning the program learning goals and course learning objectives as well as the relevant professional standards.

It is recommended that the Office of Accreditation and Assessment continue to work with the programs on curriculum mapping identifying links between program- and course-level learning goals. In addition, the next step in the curriculum mapping is to ensure that all program curricula exhibit sufficient content, rigor, and depth; and responsiveness to new research findings and modes of inquiry.

Program Assessments

The programs were asked to identify a minimum of five assessments at the master's level (one of them had to be a master's project) and a minimum of two assessments at the doctoral level (including a doctoral certification exam and a dissertation). Collectively, these (5+2) assessments should address all five Competency Areas and the program learning goals. In September of 2015, the Office of Accreditation and Assessment reviewed the program assessment plans and found that 96% of the programs (52 of 54 programs) selected the 5+2 assessments. All program coordinators who responded to the survey (Appendix B) stated that the selected assessments reflected the program goals and that these assessments were selected by the program coordinator or assigned faculty (33), the faculty committee (23), or all program faculty (9).

The diversity of the academic programs is reflected in the diversity of the selected assessment methods. Program assessments are typically embedded in the required courses. The most common assessment methods include course papers, projects, and exams that are assessed by the course instructor of record. In the professional education programs, clinical supervisors evaluate student performance on a variety of outcomes and report the results back to the programs. Table 1 below shows examples of the assessment methods used to assess students' achievement in the five Competency Areas.

Table 1: Examples of Assessment Methods by Competency Area

Competency Area	Examples of Assessment Methods
Professional Practice	• Adolescent Sequential Lesson Paper (Art and Art Education) • Critical Review Paper (Science Education) • Objective Structured Clinical Exam (Applied Exercise Physiology) • Pedagogical Position Paper (Applied Linguistics / TESOL) • Research Study and Report (English Education) • Theoretical Perspectives in Policy Analysis Paper (Educational Policy and Social Analysis)
Inquiry and Research	• Contextualization Project (Social Studies Education) • Doctoral Certification Exam (Sociology and Education) • Doctoral Dissertation (Educational Leadership) • Master's Integrative Project (Psychology in Education) • Pre-Clinical Assessment (Communication Sciences and Disorders) • New School Design Project (Summer Principal Academy)
Professionalism and Lifelong Learning	• Field Research Paper (Anthropology) • Professional Development Coaching Sequence (Reading Specialist) • Teaching Philosophy (Intellectual Disabilities/ Autism) • Master Teacher (10 Modules) (Applied Behavior Analysis) • Case Study of a Patient Receiving Dialysis for the Management of

	Stage 5 Chronic Kidney Disease (Nutrition Education) • Student Teaching Evaluations (Science Education)
Communication, Collaboration, and Leadership	• Group Policy Memo and Policy Simulation (Educational Policy and Social Analysis) • ITSF 4090 Group Project and Presentation (International and Comparative Education) • Practicum in School Leadership (Klingenstein Center for Independent School Leadership) • Language Analysis Project (Deaf and Hard of Hearing) • Inquiry Project (Adult Learning and Leadership)
Diversity, Multiculturalism, and Social Justice	• Group Research Project (Higher and Postsecondary Education) • Reading Portfolio (Literacy Specialist) • Final Project (Leadership and Education Change) • Assessment of Young Children (Early Childhood and Special Education Program) • Paper on Multiculturalism and Diversity (Mathematics Education) • Moodle Reflections on Race, Racism, Multiculturalism, and Privilege in Social Structures and Adult Education (Adult Learning and Leadership)

For each of the selected assessments, the programs were asked to complete an assessment template (Appendix E) which included a brief description of the assignment, course it comes from (if any), expected learning outcomes, assessment process, most recent summary of assessment results, and implications for improvements. The assessment templates should be accompanied by four attachments: guidelines given to students, assessment rubric or scoring guide, summary of assessment results, and samples of student work. Each assessment template was reviewed for completeness by the Office of Accreditation and Assessment and rated on a 4-point scale (1—no template; 2—incomplete template; 3—complete template but missing one or more attachments; 4—complete template with all attachments). Appendix A shows the programs' progress in completing all assessment templates as of September 2015. Many programs (n=23/50 for masters' programs; n=20/38 for doctoral programs) completed all assessment templates (rating 4). Some programs had missing attachments, most often data tables or rubrics (rating 3) and a few programs were still working on summarizing the data and planning program improvements (rating 2). For rating 2 & 3 combined, n=25/50 for masters' programs and n=14/38 for doctoral programs. Only a handful of programs (n=2/50 for masters' programs; n=4/38 for doctoral programs) did not have completed assessment templates (rating 1). Appendix F shows several examples of the completed templates. All assessment templates, along with samples of student work, are posted on a password-protected website: https://sites.google.com/a/tc.columbia.edu/tc-outcome-assessment/.

It is recommended that the Office of Accreditation and Assessment continue to work with the programs on thinking through and completing each part of the assessment template, particularly the data summaries and implications sections.

Use of Assessment Results for Program Improvement

The audit conducted in 2010-2011 by the Office of Accreditation and Assessment revealed that the faculty members were regularly reviewing and revising program curricula, instruction, and support services that facilitate student learning. In some cases, the programs were able to provide a direct link between the assessment findings derived from either direct or indirect measures of student learning and the implemented programmatic changes. However, in many cases, such connections were less evident. The last two rows of the assessment template (Appendix E) were created to make the link between the assessment results and program improvements more explicit. The examples of completed templates in Appendix F demonstrate how program assessments lead to program changes. However, the review of the assessment templates shows that in many cases the implications section was challenging for many programs and more work needs to be done to connect the assessment results, faculty reflections, and improvements both at the course level and at the program level.

Summary

In 2011-2015, 96% of the programs across the College articulated programs goals and selected the 5+2 assessments to gauge students' progress and performance in achieving the program learning goals and the five Competency Areas. The professional education programs generally lead the way in assessing student learning but there are many examples of the programs that do not have external requirements that embraced the process. When asked if the Middle States accreditation process helped the program to improve the assessment of student learning (Appendix B), 12 program coordinators said that it did, 20 said that it did somewhat, and 13 program coordinators said that it did not. The process was most helpful in clarifying the purposes of assignments and aligning them with the program goals, refining already existing assessments and creating assessment rubrics, and starting new conversations about how to improve student learning.

2016-2020 Assessment of Student Learning Plan

Goal 1: Direct Assessment by Program. Implement program assessment plans.	
a. Map program curricula to align with the program goals. Include learning objectives on all course syllabi. (*learning opportunities* section of the assessment plan)	Timeline: 2016-2020 Responsible: Program coordinators, program faculty Performance Indicators: 100% of program completed curriculum maps, 70% syllabi for required courses have learning objectives
b. Develop schedules for data collection and analysis for each program. Collect at least two rounds of data for each key assessment. (*summary of findings* section of the assessment template and attachment 3)	Timeline: 2016-2020 Responsible: Program coordinators, program faculty Performance Indicators: at least two years of data summaries and analyses are available for each key assessment by May 2020
c. Make changes in response to the assessment results. Keep record of the changes made and their effectiveness. (*implications* section of the assessment template)	Timeline: 2016-2020 Responsible: Program coordinators, program faculty Performance Indicators: list of changes made in 2016-2020 and analysis of their effectiveness for each program
Goal 2: Direct Assessment across the College.[3] Conduct college-wide student learning studies.	
d. Conduct an audit/inventory of the master's projects across all master's programs	Timeline: 2016-2017 Responsible: Provost's Office, OAA, SLOA Performance Indicators: an audit report, inventory of master's projects and recommendations
e. Conduct an audit/inventory of the certification exams across all doctoral programs	Timeline: 2018-2019 Responsible: Provost's Office, OAA, SLOA Performance Indicators: an audit report, inventory of certification examinations and recommendations
Goal 3: Indirect Assessment. Regularly provide the programs with program-level summaries of college-wide data.	

[3] Other ideas for college-wide studies: research methods, diversity, leadership, course syllabi, admissions criteria

f. Create and share with the programs program-level summaries for admissions, enrollment, graduation, and demographics data	Timeline: annually Responsible: Institutional Studies Performance Indicators: program-level summaries of data for each program
g. Create and share with the programs program-level summaries for all College-wide surveys	Timeline: according to the survey schedule Responsible: Institutional Studies Performance Indicators: program-level data summaries for each program
Goal 4: Closing the Loop. Create program and college-level structures to discuss student learning.	
h. Designate one program meeting a year to discuss the assessment data and complete the assessment report	Timeline: annually Responsible: Program Coordinator, OAA Director Performance Indicators: # of meetings held, 70% of the programs complete the annual assessment report
i. Include discussion of student learning assessment on the agenda of the department meetings	Timeline: annually Responsible: Department Chair, OAA Director Performance Indicators: # of department meeting presentations
Goal 5: Outcome Disclosure. Share assessment results with the Teachers College and larger community.	
j. Create a public disclosure template for each program (to possibly include program mission/goals, program statistics, program assessments, licensure/certification information, employment outcomes)	Timeline: 2018-2019 Responsible: OAA, SLOA, Program Coordinators Performance Indicators: 70% of the programs will have the public disclosure template completed and posted by May 2020
k. Regularly update and post the student learning information on the Institutional Studies website and the Student Affairs consumer information website	Timeline: annually Responsible: Institutional Studies, OAA, SLOA Performance Indicators: up-to-date information posted by August 1 each year
Goal 6: College Policies on Student Learning Assessment. Review and update the policies related to student learning and assessment.	
l. Review and update new course and new program approval forms to make learning goals and assessments more	Timeline: 2016-2017 Responsible: OAA, SLOA, FEC

explicit	Performance Indicators: updated new course and new program approval forms approved by FEC and published in the Faculty Handbook
m. Ensure compliance with the updated policies through the Registrar's Office, FEC, New Faculty Orientations, and emails to all faculty	Timeline: 2016-2017 Responsible: FEC, Registrar's, Provost's Office Performance Indicators: 100% compliance with the new policies for new course and new program approvals
Goal 7: Assessment Technology and Training. Provide support to program faculty and professional staff through assessment technology and training.	
n. Use information technology to collect, analyze, report, and share assessment information	Timeline: 2016-2020 Responsible: OAA, CIS, Program Coordinators Performance Indicators: types of information technology used
o. Use information technology to facilitate use of learning goals, learning objectives, and learning assessments through electronic forms and templates	Timeline: 2016-2020 Responsible: OAA, CIS Performance Indicators: online templates for course syllabi, new course or new program forms, etc.
p. Develop workshops and tutorials	Timeline: 2016-2020 Responsible: OAA, SLOA Performance Indicators: # of workshops or tutorial held, number of participants
q. Support faculty and staff participation in assessment training at professional meetings and conferences	Timeline: 2018-2019 Responsible: OAA, SLOA Performance Indicators: # of faculty or professional staff attending assessment trainings; $ provided for attendance

2016-2017 Priorities:

- Curriculum mapping and data collection/analysis in CAEP programs
- Audit/Inventory of master's projects
- Program-level data summaries for CAEP programs
- Individual program meetings and department presentations
- Outcome disclosure for CAEP programs
- New course/new program forms review and update
- Information technology

Advisory Committee on Student Learning Outcome Assessment

The Advisory Committee on Student Learning Outcomes Assessment (SLOA) develops strategies and coordinates a college-wide process of student learning assessment. The Committee's membership includes the Provost, Director for Accreditation and Assessment and one representative from each academic department.

Charge:

- Engage Teachers College community in identifying college-wide student learning goals that are consistent with the College's mission, goals and objectives;
- Study, develop, and promote policies, procedures, and programs aimed at assessing student learning across the College;
- Provide continuing oversight of all student learning assessment activities and recommend strategies for improving student learning;
- Educate and inform faculty, administration, and students of the purposes and outcomes of student learning assessment;
- Communicate and collaborate with the Office of Accreditation and Assessment, the Office of Institutional Studies, and other units on assessment issues;
- Make reports and recommendations on student learning assessment to the Provost, faculty and other units and officials of the College;
- Periodically evaluate the effectiveness of the student learning assessment program.

Committee Membership 2016-2017:

Thomas James—Provost

Sasha Gribovskaya—Director for Accreditation and Assessment

A&H

BBS

C&T

CCP

EPSA

HBS

HUD

ITS

MST

ORL

Committee Meeting Schedule:

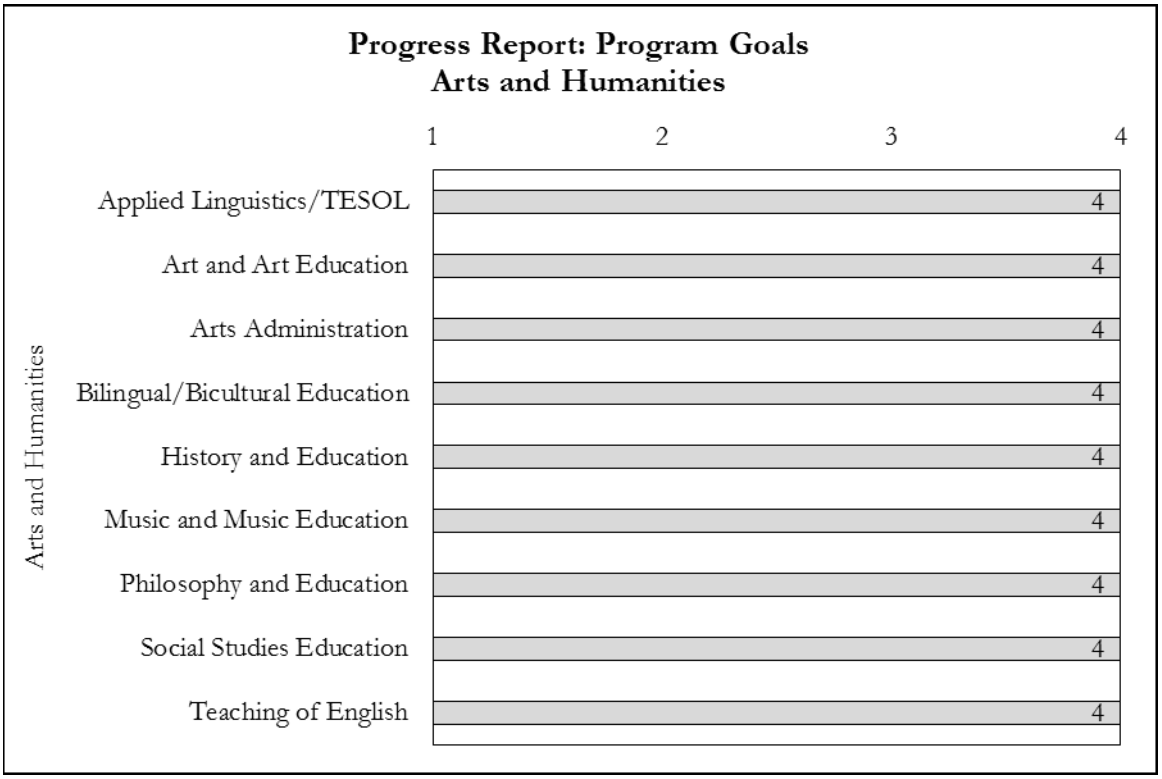
SLOA meets approximately 2-3 times each fall and spring semester on Thursdays at 12 noon following the Faculty meeting.

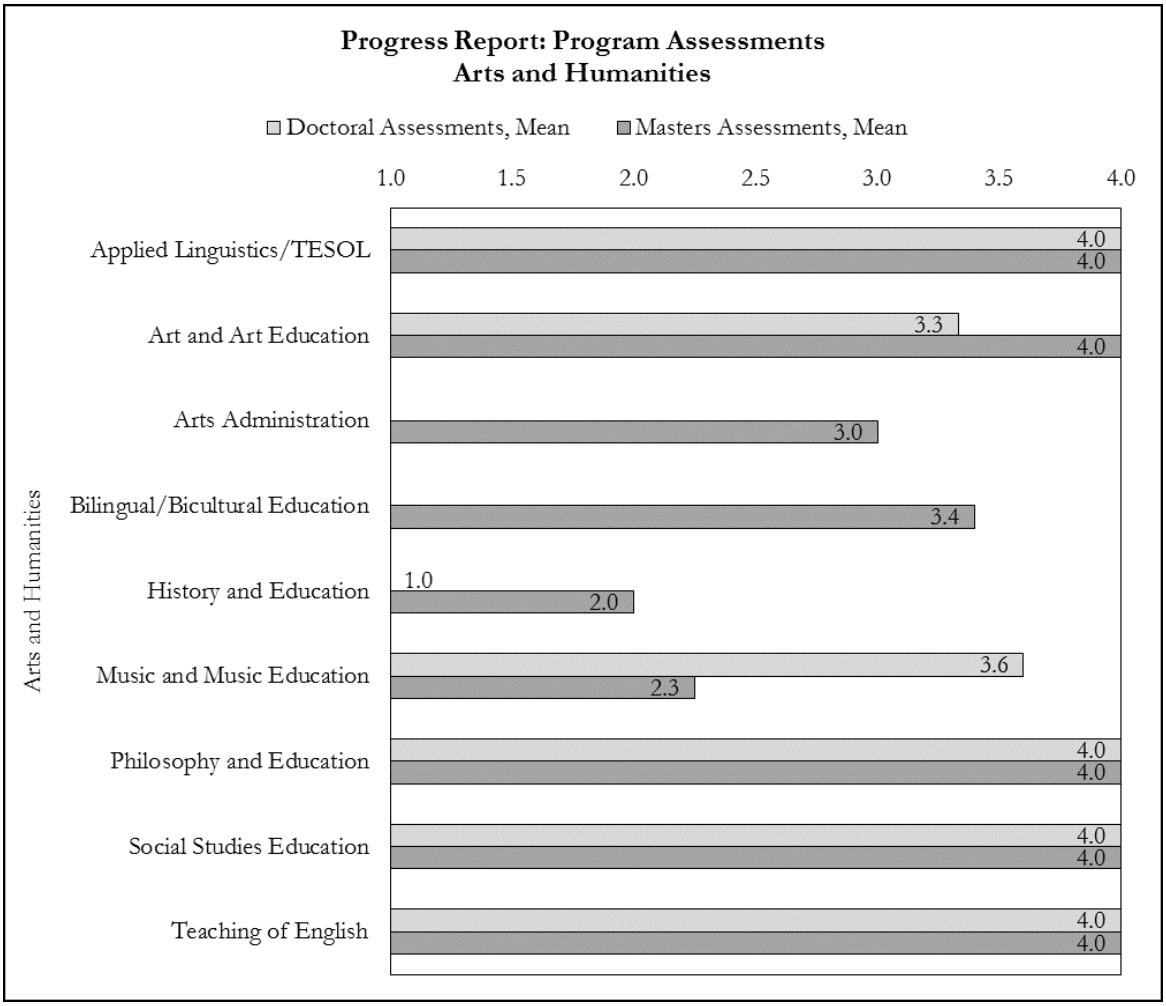
Appendix A: Program Assessment Plan Progress Report

Program Name

Program Assessment Plan Status

		Missing 1	Incomplete 2	Need revision 3	Complete 4
Program Goals					
MA/EDM Assessments					
Assessment 1	Template				
	Samples				
Assessment 2	Template				
	Samples				
Assessment 3	Template				
	Samples				
Assessment 4	Template				
	Samples				
Assessment 5	Template				
	Samples				
EDD/PHD Assessments					
Assessment 6	Template				
	Samples				
Assessment 7	Template				
	Samples				
Assessment 8	Template				
	Samples				


Progress Report: Program Goals
Arts and Humanities
1
2
3
4
Arts and Humanities
Applied Linguistics/TESOL
Art and Art Education
Arts Administration
Bilingual/Bicultural Education
History and Education
Music and Music Education
Philosophy and Education
Social Studies Education
Teaching of English
4
4
4
4
4
4
4
4
4


Progress Report: Program Assessments
Arts and Humanities
Doctoral Assessments, Mean
Masters Assessments, Mean
1.0
1.5
2.0
2.5
3.0
3.5
4.0
Arts and Humanities
Applied Linguistics/TESOL
Art and Art Education
Arts Administration
Bilingual/Bicultural Education
History and Education
Music and Music Education
Philosophy and Education
Social Studies Education
Teaching of English
4.0
4.0
3.3
4.0
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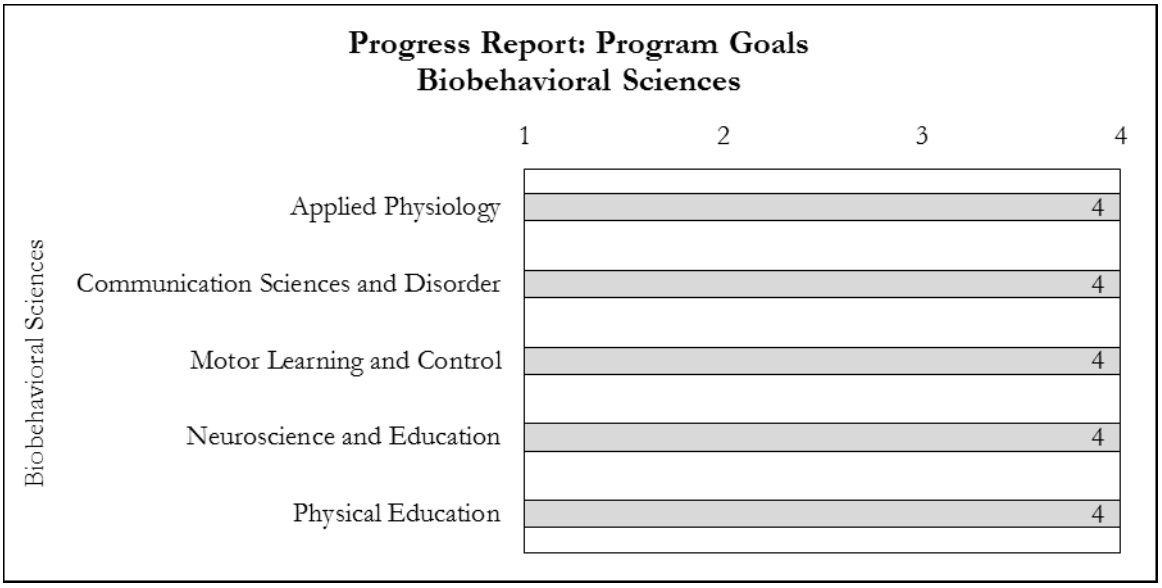
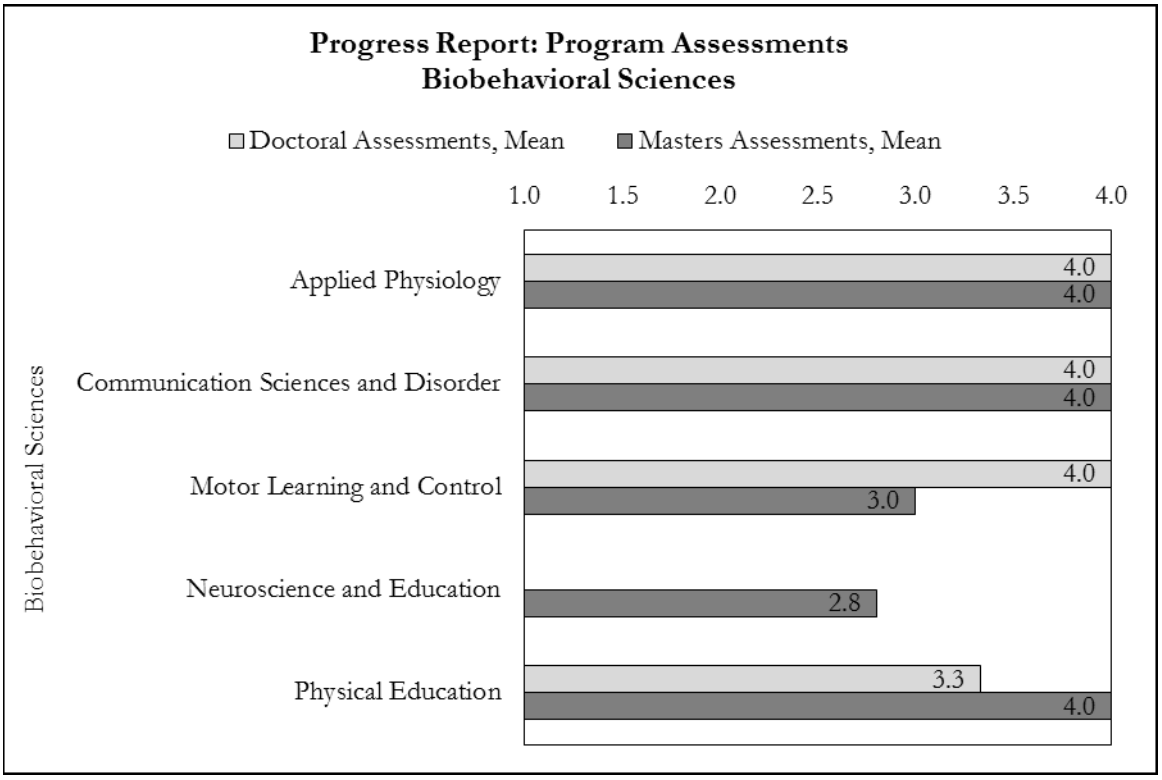
4.0
4.0


Progress Report: Program Goals
Biobehavioral Sciences
1
2
3
4
Biobehavioral Sciences
Applied Physiology
Communication Sciences and Disorder
Motor Learning and Control
Neuroscience and Education
Physical Education
4
4
4
4
4


Progress Report: Program Assessments
Biobehavioral Sciences
Doctoral Assessments, Mean
Masters Assessments, Mean
1.0
1.5
2.0
2.5
3.0
3.5
4.0
Biobehavioral Sciences
Applied Physiology
Communication Sciences and Disorder
Motor Learning and Control
Neuroscience and Education
Physical Education
4.0
4.0
4.0
4.0
4.0
3.0
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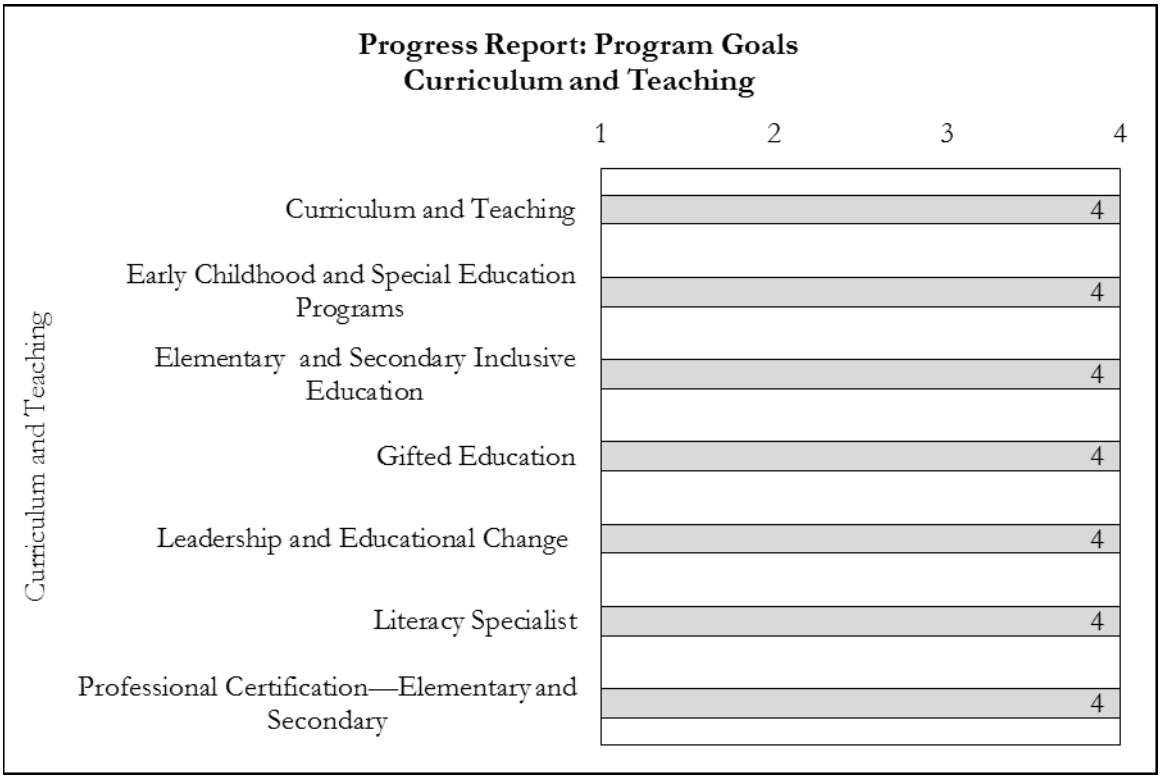
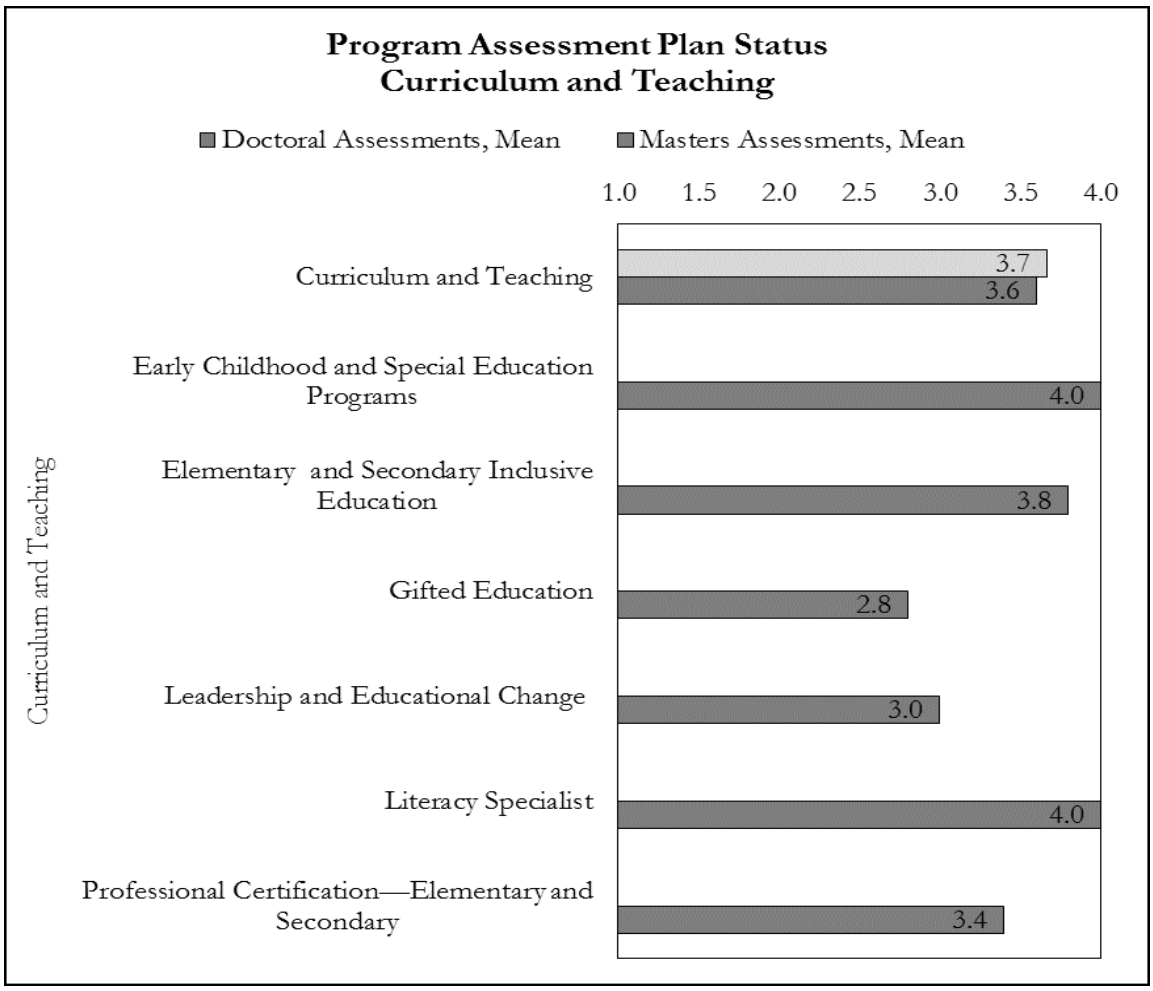
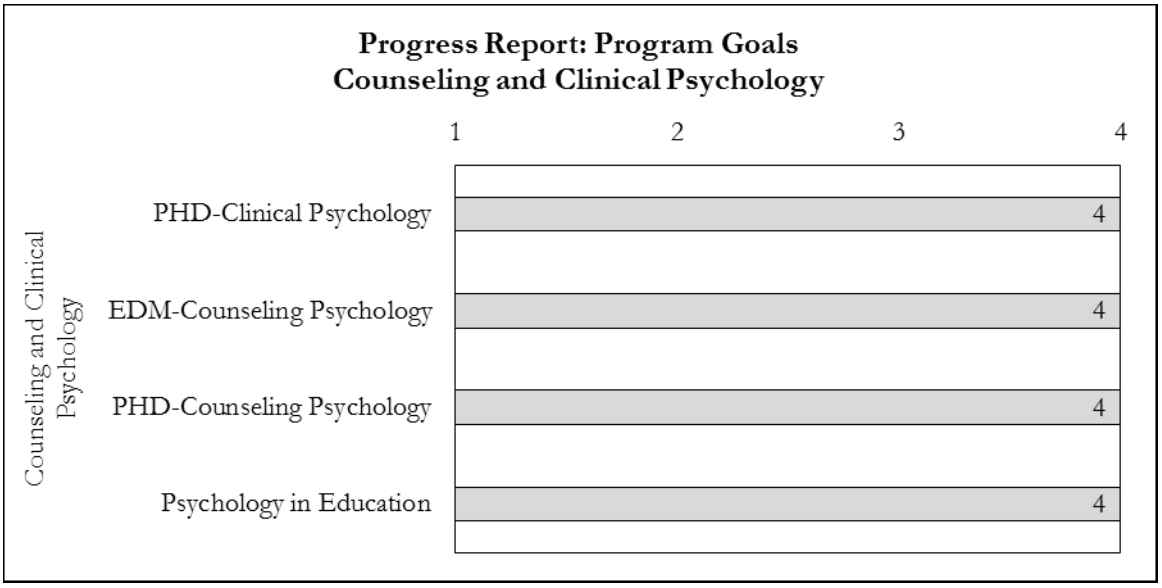
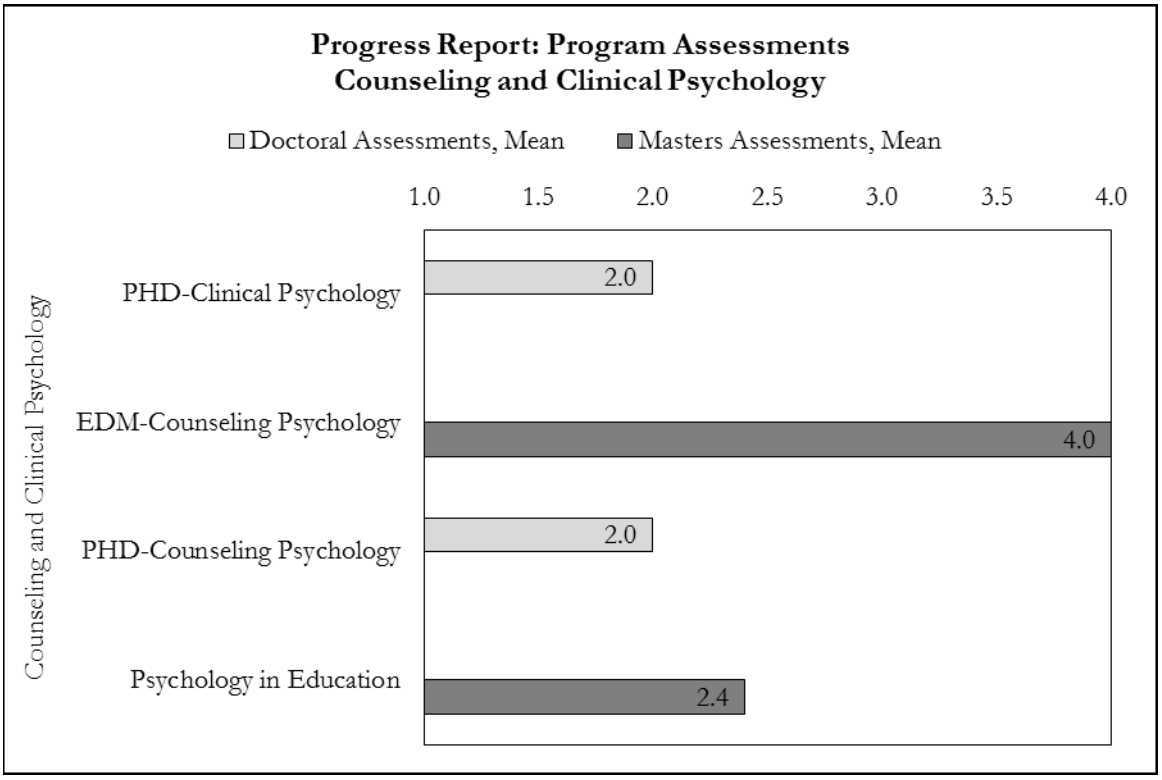
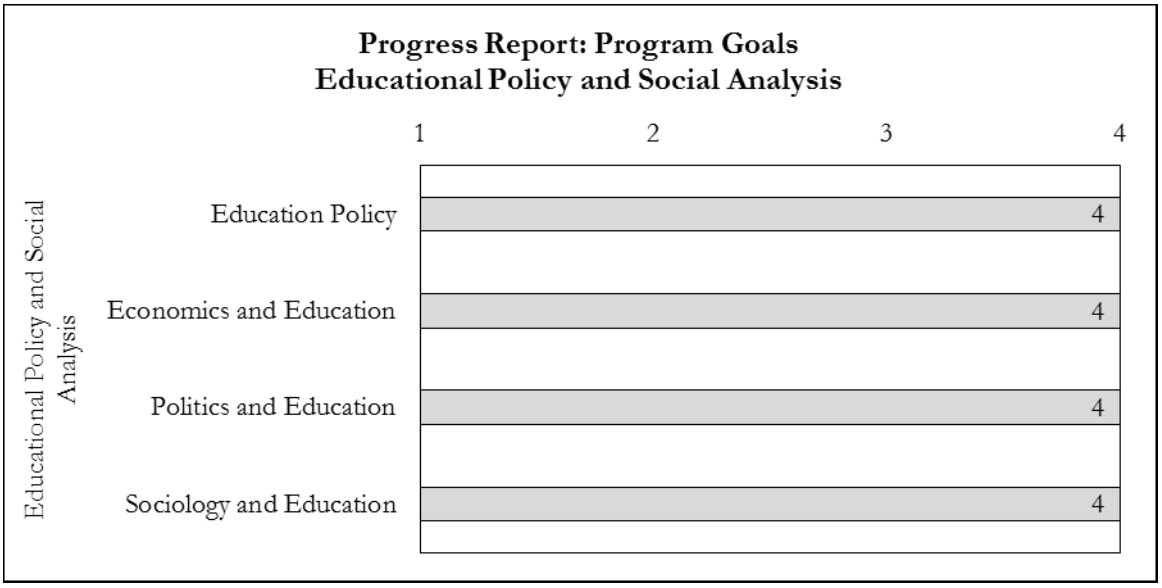
3.3
4.0


Progress Report: Program Goals
Curriculum and Teaching
1
2
3
4
Curriculum and Teaching
Curriculum and Teaching
4
Early Childhood and Special Education Programs
4
Elementary and Secondary Inclusive Education
4
Gifted Education
4
Leadership and Educational Change
4
Literacy Specialist
4
Professional Certification—Elementary and Secondary
4


Program Assessment Plan Status
Curriculum and Teaching
Doctoral Assessments, Mean
Masters Assessments, Mean
1.0
1.5
2.0
2.5
3.0
3.5
4.0
Curriculum and Teaching
Curriculum and Teaching
3.7
3.6
Early Childhood and Special Education Programs
4.0
Elementary and Secondary Inclusive Education
3.8
Gifted Education
2.8
Leadership and Educational Change
3.0
Literacy Specialist
4.0
Professional Certification—Elementary and Secondary
3.4


Progress Report: Program Goals
Counseling and Clinical Psychology
1
2
3
4
Counseling and Clinical Psychology
PHD-Clinical Psychology
EDM-Counseling Psychology
PHD-Counseling Psychology
Psychology in Education
4
4
4
4


Progress Report: Program Assessments
Counseling and Clinical Psychology
Doctoral Assessments, Mean
Masters Assessments, Mean
1.0
1.5
2.0
2.5
3.0
3.5
4.0
Counseling and Clinical Psychology
PHD-Clinical Psychology
EDM-Counseling Psychology
PHD-Counseling Psychology
Psychology in Education
2.0
4.0
2.0
2.4


Progress Report: Program Goals
Educational Policy and Social Analysis
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2
3
4
Educational Policy and Social Analysis
Education Policy
4
Economics and Education
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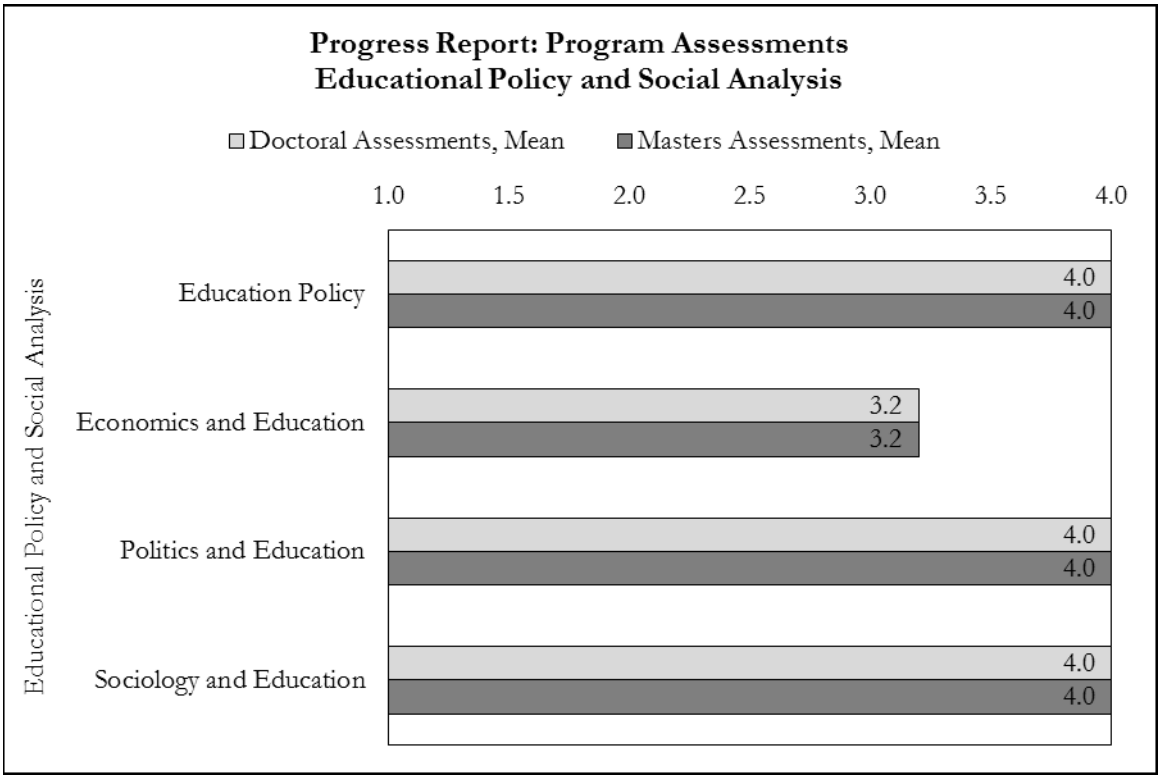
Politics and Education
4
Sociology and Education
4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Masters Assessments, Mean
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2.0
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3.0
3.5
4.0
Educational Policy and Social Analysis
Education Policy
4.0
4.0
Economics and Education
3.2
3.2
Politics and Education
4.0
4.0
Sociology and Education
4.0
4.0

Progress Report: Program Goals
Health and Behavior Studies
1
2
3
4
Health and Behavior Studies
Applied Behavior Analysis
Deaf and Hard of Hearing
Diabetes Education and Management
Health Education
Intellectual Disabilities/Autism
Nursing Education
Nutrition Programs
Reading Specialist
School Psychology
4
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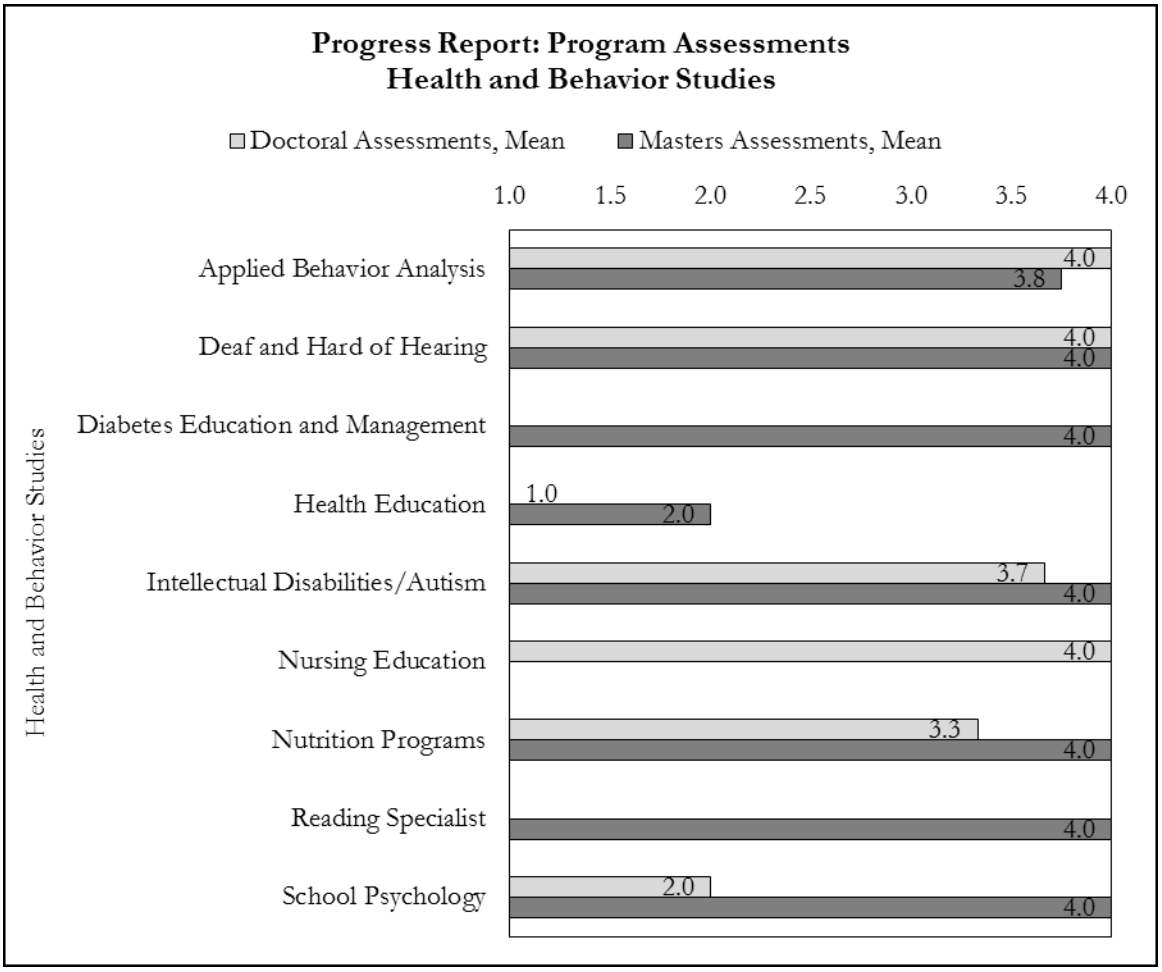
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Doctoral Assessments, Mean
Masters Assessments, Mean
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2.0
2.5
3.0
3.5
4.0
Health and Behavior Studies
Applied Behavior Analysis
Deaf and Hard of Hearing
Diabetes Education and Management
Health Education
Intellectual Disabilities/Autism
Nursing Education
Nutrition Programs
Reading Specialist
School Psychology
4.0
3.8
4.0
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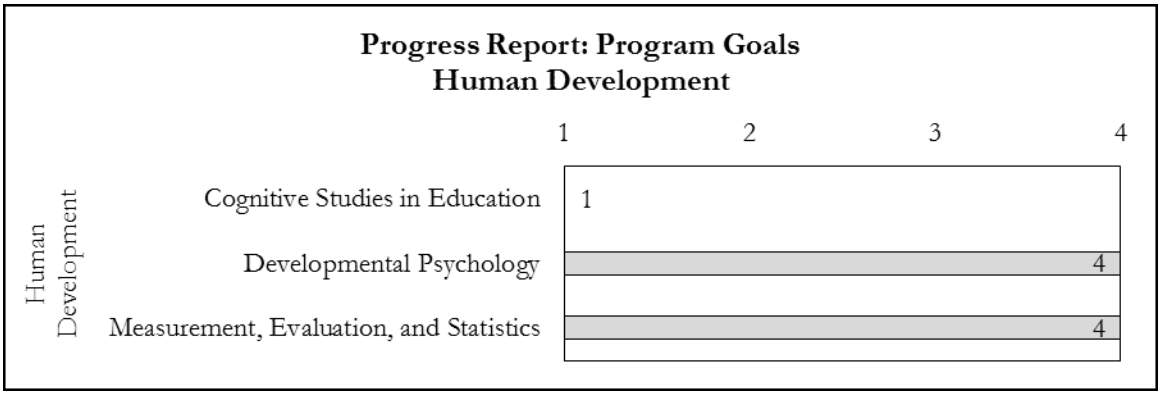
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Human Development
Cognitive Studies in Education
Developmental Psychology
Measurement, Evaluation, and Statistics
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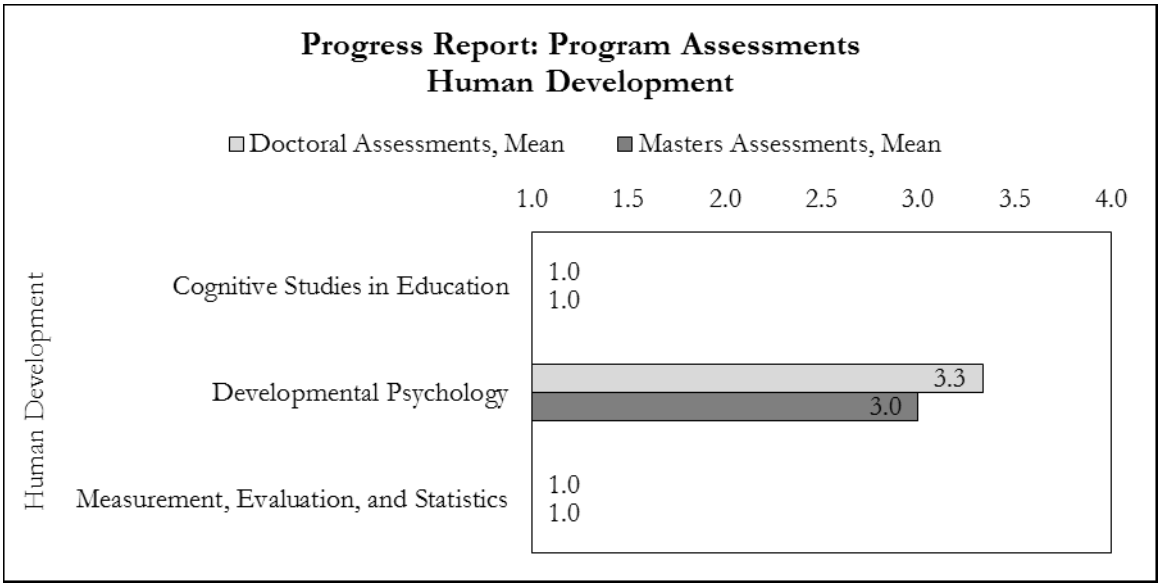
4
4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Cognitive Studies in Education
Developmental Psychology
Measurement, Evaluation, and Statistics
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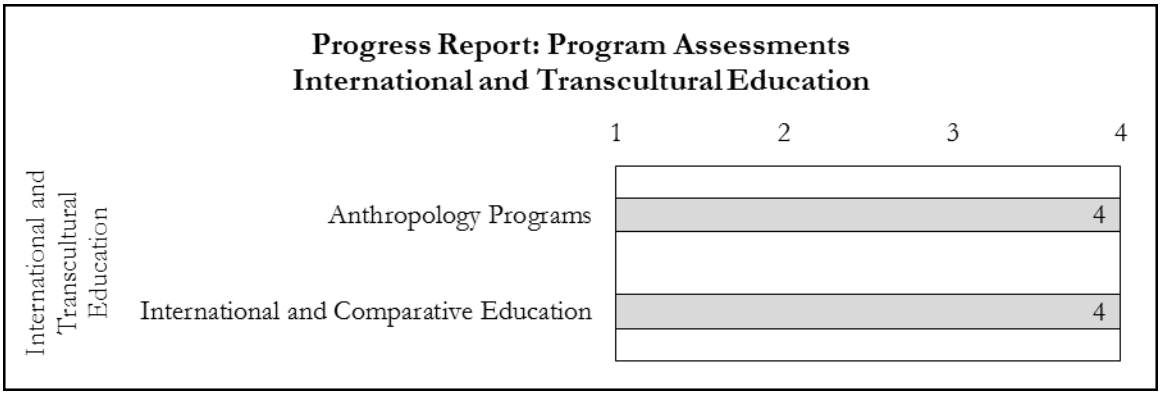
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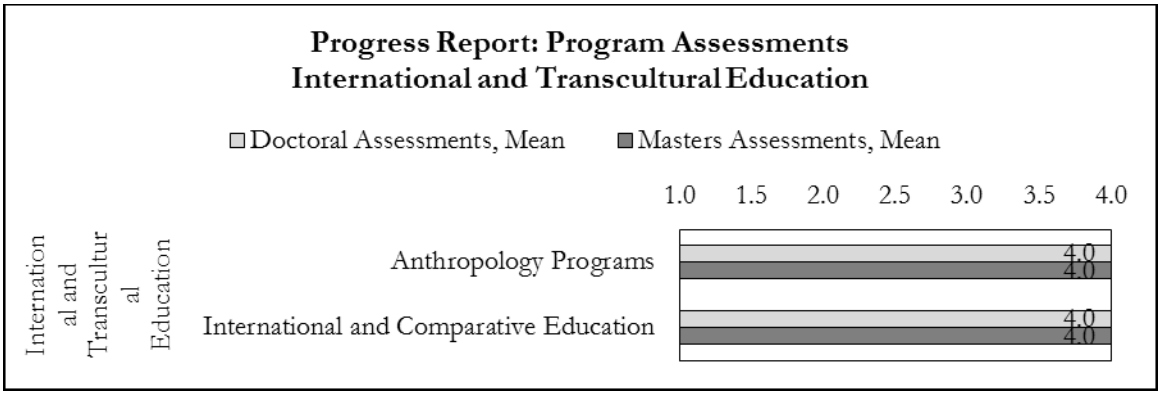
International and Transcultural Education
Anthropology Programs
4
International and Comparative Education
4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Masters Assessments, Mean
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Anthropology Programs
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International and Comparative Education
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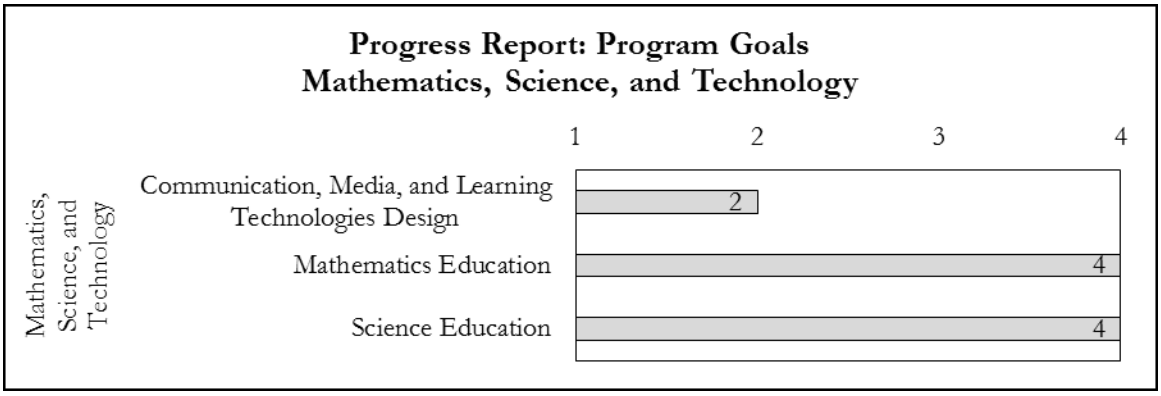
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2
3
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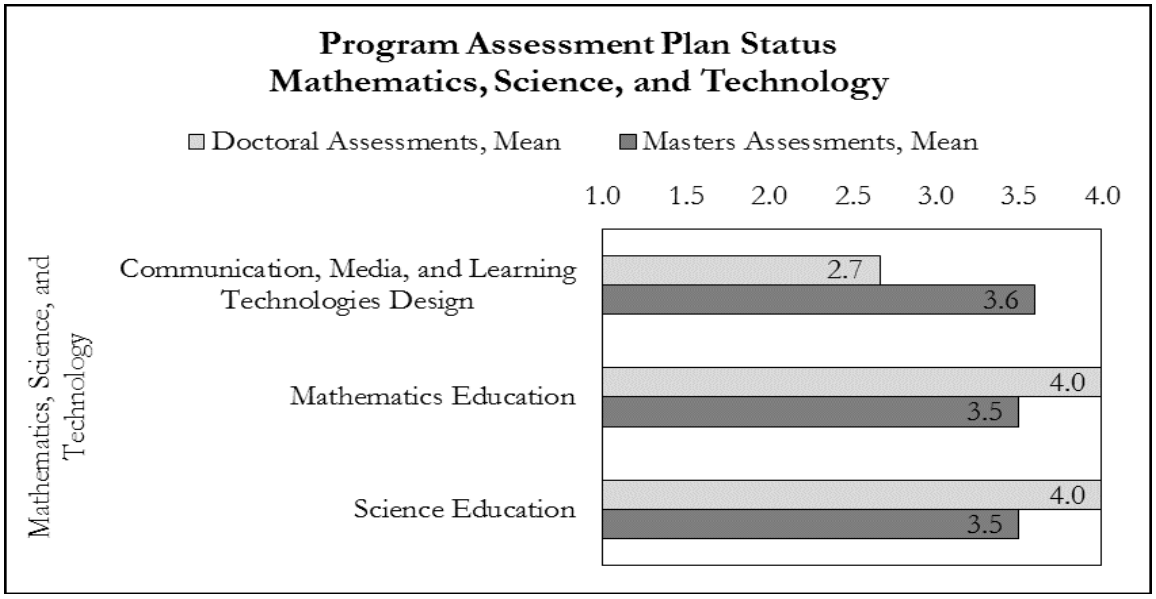
Mathematics, Science, and Technology
Communication, Media, and Learning Technologies Design
Mathematics Education
Science Education
2
4
4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Masters Assessments, Mean
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1.5
2.0
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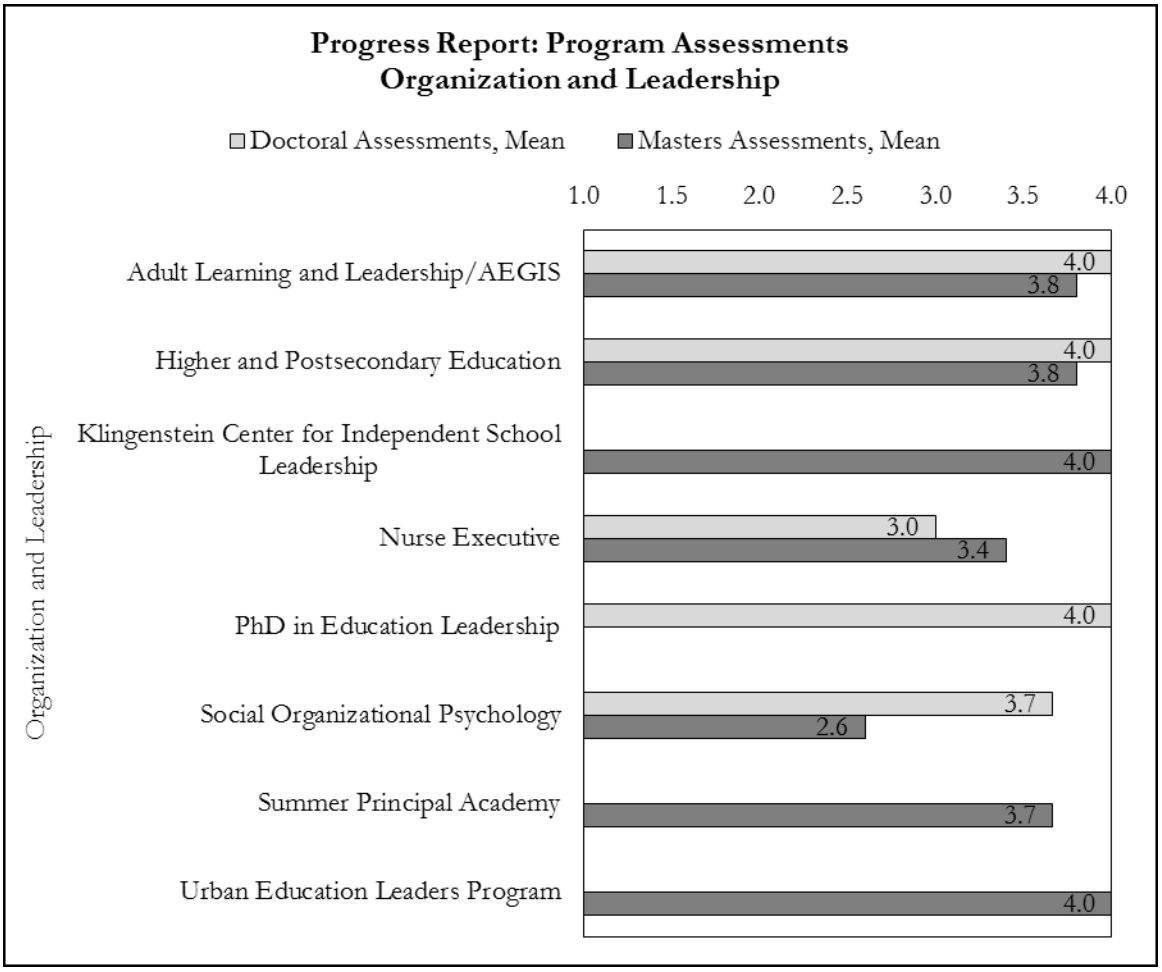
3.5
4.0
Mathematics, Science, and Technology
Communication, Media, and Learning Technologies Design
Mathematics Education
Science Education
2.7
3.6
4.0
3.5
4.0
3.5

Progress Report: Program Goals
Organization and Leadership
1
2
3
4
Organization and Leadership
Adult Learning and Leadership/AEGIS
4
Higher and Postsecondary Education
4
Klingenstein Center for Independent School Leadership
4
Nurse Executive
4
PhD in Education Leadership
4
Social Organizational Psychology
4
Summer Principal Academy
4
Urban Education Leaders Program
2


Progress Report: Program Assessments
Organization and Leadership
Doctoral Assessments, Mean
Masters Assessments, Mean
1.0
1.5
2.0
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3.0
3.5
4.0
Organization and Leadership
Adult Learning and Leadership/AEGIS
4.0
3.8
Higher and Postsecondary Education
4.0
3.8
Klingenstein Center for Independent School Leadership
4.0
Nurse Executive
3.0
3.4
PhD in Education Leadership
4.0
Social Organizational Psychology
3.7
2.6
Summer Principal Academy
3.7
Urban Education Leaders Program
4.0

Appendix B: Program Coordinator Survey

Program Goals & Assessments

Fall 2015

Q1) Respondent Information:

1a) Program Name:
1b) Name of the person completing this form:
1c) Email address of person completing this form:

Q2) Do the program learning goals on the student learning website accurately describe your program expectations for student learning?

- ❍ Yes
- ❍ No
- ❍ Somewhat

Q3) Are your program faculty aware of your program learning goals?

- ❍ Yes
- ❍ No
- ❍ Somewhat

Q4) Who worked on articulating your program learning goals? Please check all that apply.

- ☐ Program coordinator/ assigned individual faculty
- ☐ Core faculty/ committee
- ☐ All faculty (including adjuncts and/ or supervisors)
- ☐ With students' input
- ☐ With practitioners/ community input
- ☐ Other (please specify) _____

Q5) Did the Middle States accreditation process help you to articulate/clarify your program learning goals?

- ❍ Yes
- ❍ No
- ❍ Somewhat

Q5a) If yes, please describe how:

Q6) How do you inform students of the program learning goals? Please check all that apply.

- ❑ TC Catalog
- ❑ Program brochure
- ❑ Program website
- ❑ Orientation/ student meetings
- ❑ Do not inform students
- ❑ Other (please specify): _____

Q7) Do your selected assessments on the student learning website reflect your program goals?

- ❍ Yes
- ❍ No
- ❍ Somewhat

Q8) Who was involved in selecting these assessments? Please check all that apply.

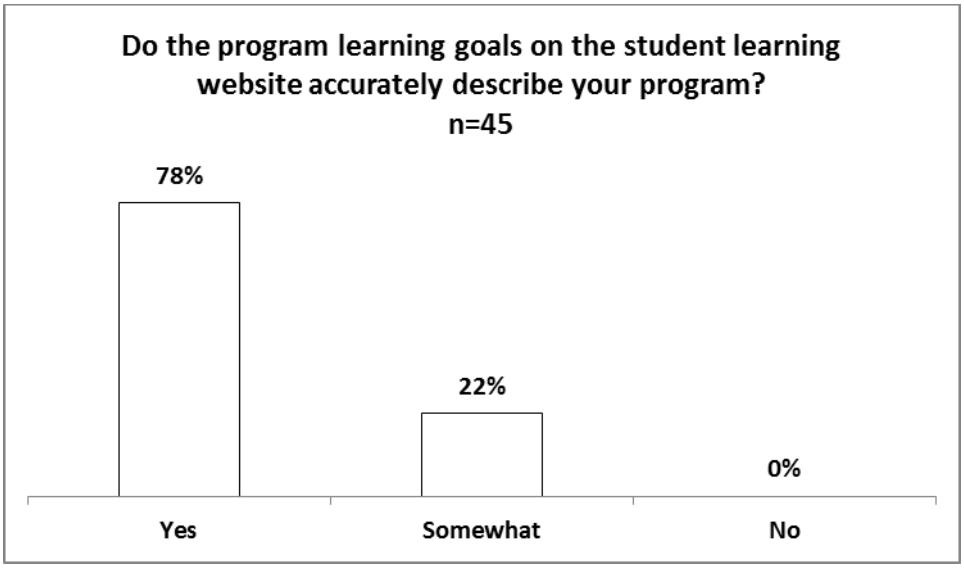
- ❑ Program coordinator/ assigned individual faculty
- ❑ Core faculty/ committee
- ❑ All faculty (including adjuncts and/ or supervisors)
- ❑ Other (please specify): _____

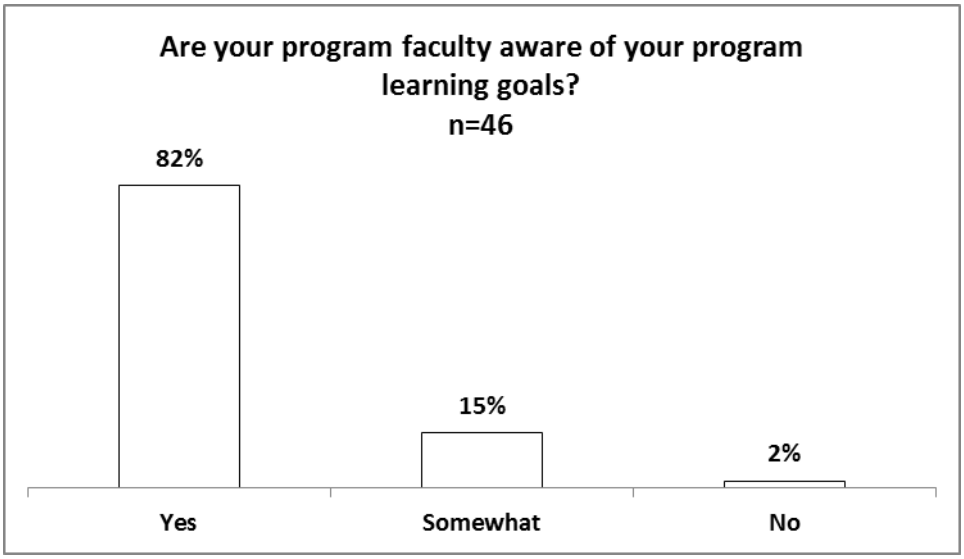
Q9) Did the Middle States accreditation process helped you to improve assessment of student learning in your program?

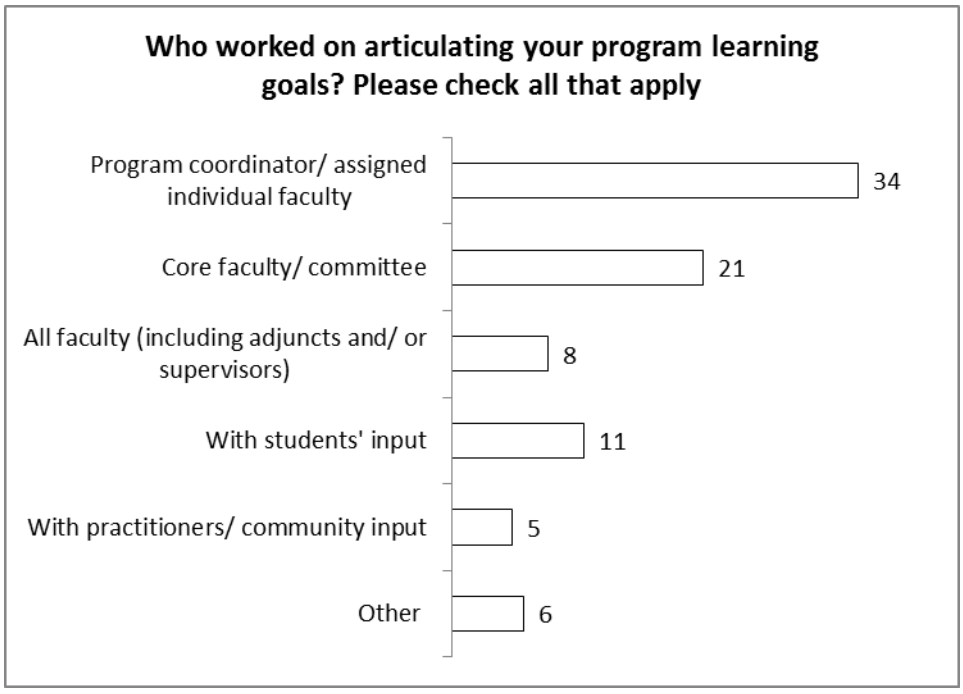
- ❍ Yes
- ❍ No
- ❍ Somewhat

Q9a) If yes, please describe how: _____

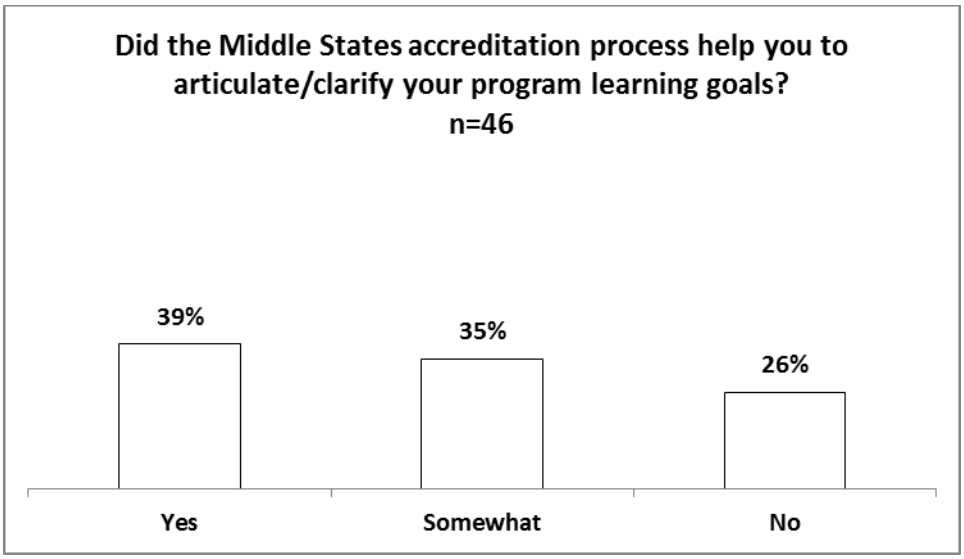
Data Summary





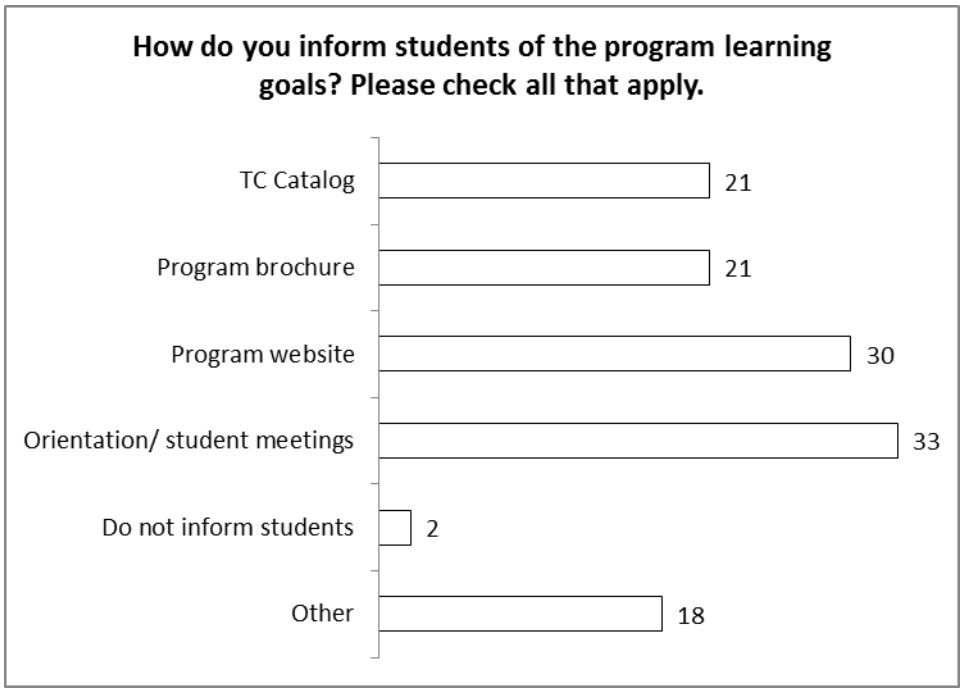


If other, please specify:
Committee that developed the program
Lecturers
Many faculty including adjuncts had input into relevant goals
Peter Simpson- Klingenstein Center Asst. Director
Student assistant
There is only one full-time faculty member in this program

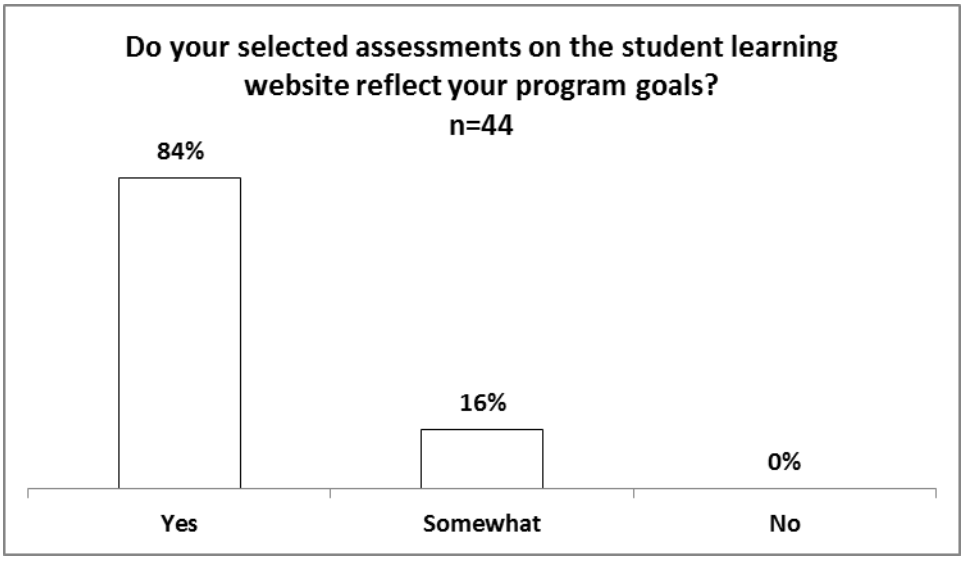


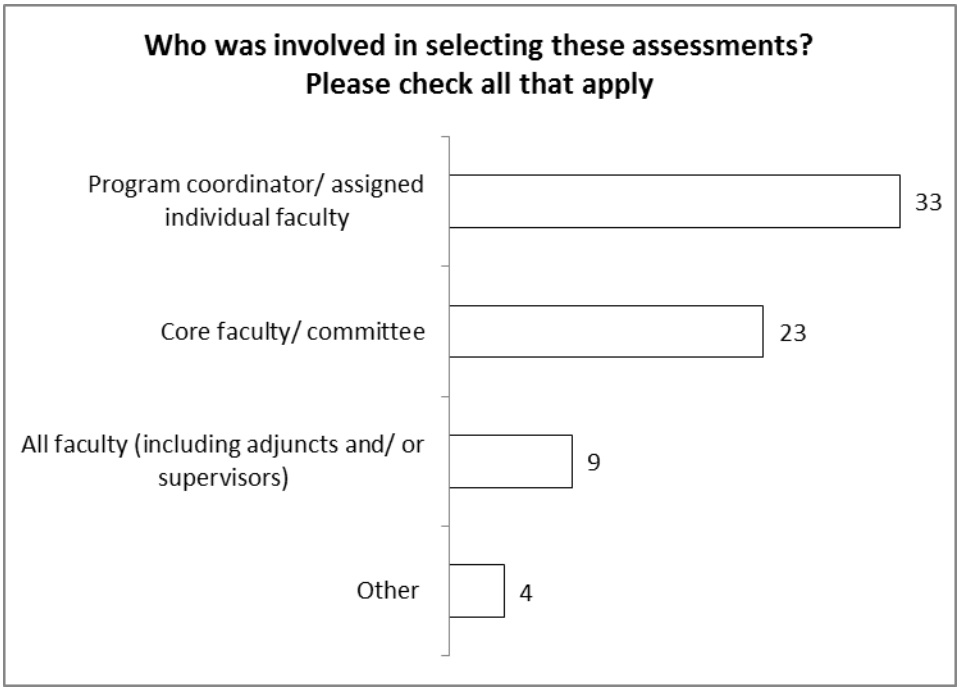
If Yes, please describe-
Helped to start a conversation among program faculty to clarify and articulate our program learning goals
As program, we have many structural pieces in place to help with articulation of program learning goals, including faculty meetings and an advisory committee of respected leaders from the field. As an addition to these practices, the accreditation process was helpful to further clarify these goals using a new framework.
Collaborative decisions re goals and assessment tools
Forced us to be explicit about what we wanted students to be learning
Helped to focus on what was needed and what should be changed
Helped us to come up with learning goals for the program and for our courses
I took on the role of program director in September. This process made me aware of the program learning goals.
It assisted in being more specific about the learning objectives and outcomes.
It forced us to make explicit what had previously not been articulated thoroughly
It had been awhile since we took time to think about what we wanted students to get out of the program and whether the current program structure supported those goals. We ended up making some modifications to our curriculum as a result.
It helped us to match goals, objectives, instructional content, and learning outcome evaluations.
It was so helpful. Thank you!!

Review of syllabi led to refinements/clarifications. (Our program completed ASHA accreditation the year prior so much of this was already completed before the Middle States process.)
The goals of the program have been described in general in the College Catalog, but we refined them somewhat for this purpose, which helps to provide more coherence program wide
The PL who coordinated this is now on sabbatical and there is a new faculty member also joining the department so this has come at a good time for us.
The process of articulation required deliberation and careful consideration of the program learning goals.
The reflection and analysis necessary to complete the report, as well as student survey responses proved instrumental.
We clarified language around the learning goals, though I think they were already implicitly in place.
We developed the program and had Sasha advise us along the way. But we were doing this anyway.
We had not considered carefully overall goals nor evaluated systematically where in our curriculum we meet these goals
We had these set up for our accreditation with NYS
We have been working on our program identity, mission, and learning goals for some time and this only enhanced that effort.
While we were aware of the learning goals we had for our students, having to articulate them, talk about them, and relate them to our specific courses has provided an opportunity to look at the entire courses and align them better with the goals.

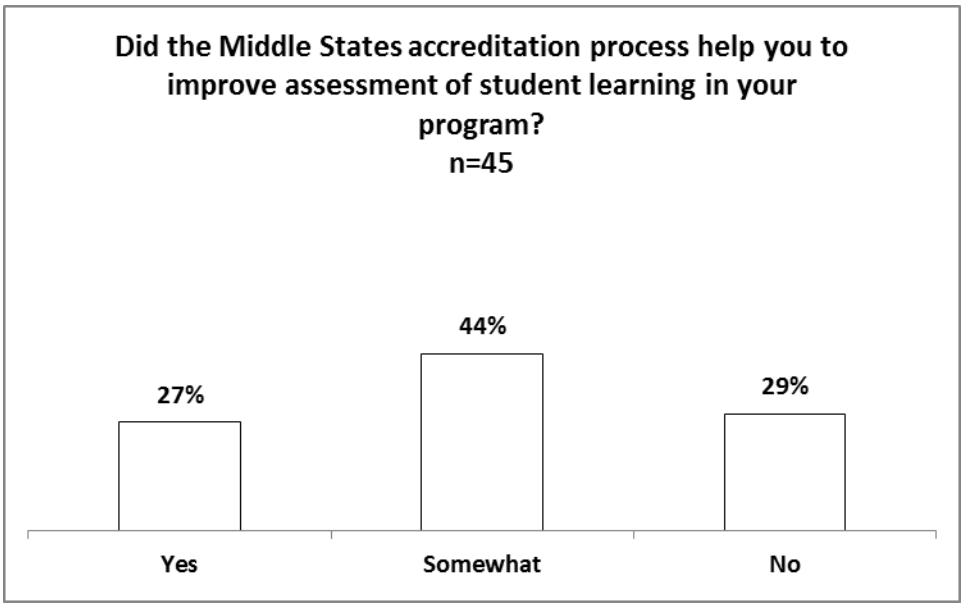


If other, please specify:	n
Course Syllabi	10
Discuss in relation to course requirements	1
Program Study Guides/Booklets	3
Individual Advisory Meetings	1
Orientation/Open House	2
We orient the students to the program's goals and mission using our own framing that does not in all instance align with the format mandated in this exercise	1





If others, please specify:
Doctoral student assistant
Committee that developed the program
Students
Peter Simpson- Klingenstein Center Asst. Director



If yes, please describe how:
Again, it forced us to think through and articulate our principles of assessment.
Being aware of what is involved and making sure everything lines up.
Better monitoring of individual dimensions of performance over time
Clarity of assessment, rubrics
Helped up for formalize our assessments
I don't have any other faculty besides myself. When others come onboard, we may revise these assessments.
It didn't help us improve assessment as much as it helped us ensure that our program goals were aligned to the TC learning standards in a more transparent fashion. It also helped us to create a database that can be used for accountability for meeting student learning objectives across many different purposes.
It provided invaluable student survey information which has led to specific program improvement goals and strategies.
Middle States help to refine already established assessments utilized in NCATE process.
The process reinforced for me how we were meeting standards.
The rubrics that we created were more explicit than the prior summative statements appended to the various assessment means.
They will help us have a new conversation about how we can improve the assessment of our students' learning.
Very helpful

We are accredited by NYS for professional schools first
We can see areas
We created rubrics that we will continue to use to measure how effectively our learning goals are being implemented by all the faculty in the program
We haven't made radical changes to our assessments but our revision and discussion of assessments across courses have helped us to shift or develop more some assignments to ensure we are addressing the Learning goals.
We worked on refining the integrated project.
While the process did not lead us to change any assessments of student learning, it led us to reflect upon assessments in place and their role in the program. From that perspective holistic program administration, the process was a mechanism for improvement.
Why do you only want to know if yes? This does not seem to resonate with an improvement oriented assessment. If you would like feedback on why this process was less than helpful, I would be happy to discuss.
Yes. It served to make the tie in between goals, learning activities, and summative evaluations.

Appendix C: Examples of Program Learning Goals

Table C1: School Psychology Ph.D. Learning Goals

Competency Area	Program Learning Goals
Professional Practice	**Goal 1:** To prepare scientists/ practitioners who (a) demonstrate knowledge and skills concerning fundamentals of measurement and assessment, including the use of psychological and educational assessment measures in a nondiscriminatory, reliable and valid manner; and (b) demonstrate knowledge and skills concerning the theories and techniques used to guide the design, implementation, and evaluation of effective interventions for children and adolescents. *Objectives:* 1) Students will define problem areas, strengths, and needs of clients through a variety of assessment procedures. 2) Students will interpret psychological results, write psychological reports, and develop recommendations based upon psychological data. 3) Students will demonstrate knowledge and skills concerning the theories and tactics used to guide the design, implementation, and evaluation of effective interventions for children and adolescents. 4) Students will conceptualize a treatment plan with measureable goals, apply their knowledge of intervention by implementing a theoretically sound and empirically based prevention and/or intervention program, and evaluate its efficacy using data.
Inquiry and Research	**Goal 4:** Demonstrate (a) a sound theoretical foundation in psychological science and (b) use this knowledge as scientists/practitioners to plan, conduct, and evaluate theoretically driven psychological and educational research. *Objectives:* 1) Students will demonstrate knowledge of psychological science and apply this knowledge to service delivery and research. 2) Students will demonstrate knowledge of the tools of psychological research and apply this knowledge to service delivery and research.
Professionalism and Lifelong Learning	**Goal 5:** To prepare scientists/ practitioners who are actively involved in the profession, committed to professional ethics and standards, and to lifelong learning. *Objectives:*

	1) Students will demonstrate an active involvement in the profession. 2) Students will practice in ways that are consistent with ethical standards. 3) Students will practice in ways that are consistent with state and federal regulations.
Communication, Collaboration, and Leadership	**Goal 2:** Demonstrate the ability to apply knowledge and skills when consulting with teachers, parents, and other professionals. *Objectives:* 1) Students will demonstrate appropriate communication and listening skills when consulting with professionals and parents. 2) Students will demonstrate knowledge of and ability to use consultative techniques. 3) Students will consult with teachers, parents, and other mental health professionals.
Diversity, Multiculturalism, and Social Justice	**Goal 3:** Demonstrate an understanding of individual and cultural differences (e.g., race, ethnicity, language, religion, socioeconomic status, gender and sexual orientation etc.) and the ability to apply this knowledge effectively in multicultural and pluralistic social contexts. *Objectives:* 1) Students will gain knowledge of diversity relevant to the cognitive, academic, social, emotional and behavioral problems in school aged youth. 2) Students will engage in practice that is sensitive to the needs of culturally and linguistically diverse individuals, families, groups and communities. 3) Students will gain awareness of one's own culture and worldview, and respect for the worldview of the diverse populations of children and families they serve.

Table C2: Psychological Counseling Ed.M. Learning Goals

Competency Area	Program Learning Goals
Professional Practice	**Goal 1: To prepare Professional Counselors who provide culturally relevant and psychologically appropriate services in a variety of settings** *Objectives:* a) Demonstrate broad understanding of scientific psychology, including biological, cognitive, affective, and social aspects of behavior, and human development (MCAC 5b and 5c) b) Demonstrate mastery of scientific, methodological and theoretical foundations of counseling practice (including individual, group, couples, marriage, family, addiction, and career counseling) (MCAC 5e and 5g) c) Demonstrate competence in selecting and administering a variety of tests and assessment strategies (MCAC 5i and 5h) d) Demonstrate competence in designing, implementing, and evaluating prevention, intervention, and consultation programs (MCAC 5e and 5g)
Inquiry and Research	**Goal 2: To prepare Professional Counselors who use research and evidence-based strategies in clinical and professional practice** *Objectives:* a) Demonstrate understanding of psychological measurement, research methodology, program evaluation, statistics, and techniques of data analysis b) Critically analyze and interpret research findings as they pertain to clinical service delivery and professional practice (MCAC 5j)
Professionalism and Lifelong Learning	**Goal 3: To prepare Professional Counselors who are socialized into the profession and committed to professional ethics and standards** *Objectives:* a) Demonstrate knowledge of the history of the helping profession, professional counseling roles and functions, professional organizations, preparation standards and credentials, professional ethics and standards b) Demonstrate ability to articulate, model and advocate for an appropriate Professional Counselor identity and program and to contribute to the profession through service and/or scholarship c) Demonstrate commitment to adhere to ethical and legal standards

	in clinical and professional practice (MCAC 6a)
Communication, Collaboration, and Leadership	**Goal 4: To prepare Professional Counselors who effectively participate in organizations and communities to promote the cognitive, emotional, social and educational well-being of individual and groups** *Objectives:* a) Demonstrate ability to communicate effectively orally and in writing with diverse audiences b) Demonstrate ability to work collaboratively with peers, supervisors, and other members of community c) Demonstrate responsibility and initiative in clinical and professional practice
Diversity, Multiculturalism, and Social Justice	**Goal 5: To prepare Professional Counselors who understand and respect diversity and who can work effectively in multicultural social contexts to promote equity and help individuals and groups utilize internal and environmental resources to live more optimally** *Objectives:* a) Demonstrate understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity and equity, and opportunities and barriers that may enhance or impede academic, career, and personal/social development b) Demonstrates ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (MCAC 6d and 6e) c) Demonstrate ability to advocate on behalf of the profession, clients, and the communities that they serve (MCAC 6a)

Table C3: Community Health Education M.S. Learning Goals

Competency Area	Program Learning Goals
Professional Practice	**1. Behavioral and Social Sciences:** Demonstrate understanding of the principles of behavioral and social sciences and apply these principles to facilitate voluntary health-related behavioral change **2. Health Needs Assessment:** Assess health determinants and health needs of individuals and communities **3. Planning and Administration:** Apply evidence-based principles and scientific knowledge base to plan, implement and evaluate community health programs and services
Inquiry and Research	**4. System and Critical Thinking:** Demonstrate intellectual discipline, system and critical thinking in considering and addressing community health issues **5. Statistics and Research Design:** Demonstrate understanding of basic concepts of research design and statistical analysis and conduct independent research in community health
Professionalism and Lifelong Learning	**6. Ethical Principles:** Demonstrate understanding of the legal and ethical bases for public health systems and services and adhere to ethical and legal standards of practice **7. Professional Identity:** Develop a sense of professional identity and commitment to health profession and lifelong learning
Communication, Collaboration, and Leadership	**8. Communication Skills:** Use appropriate modalities, channels, and technology effectively to communicate public health information to lay and professional audiences **9. Collaboration and Leadership:** Demonstrate leadership and team building in developing and advocating for effective health policy and programs
Diversity,	**10. Health Inequities:** Understand cultural, social, and behavioral factors

Multiculturalism, and Social Justice	that impact individual and community health and determine the accessibility, availability, and delivery of public health services **11. Advocacy**: Respond to diverse health needs of individual and communities and advocate for improving their health and well-being.

Table C4: Diabetes Education and Management Learning Goals

Competency Area	Program Learning Goals
Professional Practice	a. Demonstrate knowledge of pathogenesis and physiology of diabetes; knowledge of treatment of diabetes; and knowledge of socio-cultural contexts in which diabetes is diagnosed, treated, and managed b. Assess health and educational needs; facilitate behavior change; develop, institute, and manage diabetes education and programs
Inquiry and Research	c. Use research studies in diabetes prevention and diabetes self-management behavior to improve interventions for diabetes and to challenge current practice standards, guidelines, and protocols when current research and evidence indicate that revision in the delivery of diabetes care may improve outcomes
Professionalism and Lifelong Learning	d. Identify opportunities to advocate for people with diabetes and opportunities for professional growth. Assess oneself as a diabetes educator, and determine ways to more effectively work with people living with diabetes
Communication, Collaboration, and Leadership	e. Work collaboratively within the multidisciplinary team to apply evidence-based practices derived from biological and social science research; use effective communication and counseling skills; and employ sound educational strategies to empower individuals with, and at risk for, diabetes to achieve behavior changes that optimize health
Diversity, Multiculturalism, and Social Justice	f. Advocate for persons with diabetes at institutional, local, state, and national levels to reduce health disparities that continue to exist among ethnic groups g. Influence public policy, third party payers, employers, and regulatory agencies to improve the quality and availability of diabetes care and to modify social and societal conditions such that behaviors that prevent diabetes are enabled and supported

Table C5: International and Comparative Education Learning Goals

Competency Area	Program Learning Goals
Professional Practice	a. Develop an understanding of the economic, social, cultural, and political dimensions of educational development within and across national boundaries by comparing and contrasting theoretical approaches that have shaped the field (Core Courses) b. Deepen an understanding of the role of international, national, and local actors and institutions in educational planning and practice (Concentration) c. Deepen an understanding of "developing" and "less wealthy" countries, drawing on different theoretical perspectives (Transcultural/Area Studies)
Inquiry and Research	d. Understand and effectively apply quantitative, qualitative or mixed methods research methodologies to address real-world research problems (Research Methods)
Professionalism and Lifelong Learning	e. Demonstrate professionalism and commitment to lifelong learning (Internship)
Communication, Collaboration, and Leadership	f. Demonstrate ability to communicate and collaborate effectively with various members of the community (Group work and presentations)
Diversity, Multiculturalism, and Social Justice	g. Understand the structural character of poverty, inequality, and injustice and apply social sciences research to fight discrimination and to develop and advocate for policy related to social and educational equality (Diversity and Social Justice)

Table C6: Higher and Postsecondary Education

Competency Area	Program Learning Goals
Professional Practice	a. Demonstrate facility to think about, analyze, and explain key higher education issues as they may materialize at all three levels of the HPSE's knowledge framework: <u>Knowledge about Educating:</u> - Demonstrate understanding of the importance and place of teaching and learning in higher and postsecondary education - Demonstrate knowledge of college student development theory <u>Knowledge about Organization:</u> - Demonstrate knowledge of organization, administration, and governance theories applicable to higher education and apply this knowledge in planning and administering organizational leadership - Develop applications for strategic leadership, administration, policy, and governance action <u>Knowledge about Social Context:</u> - Demonstrate understanding of historical and contemporary purposes and polices of higher education as a social institution b. Develop, design, and implement programs, services, and initiatives that put the theory into practice
Inquiry and Research	c. Critically review research in postsecondary education and apply research findings to improve practice d. Demonstrate ability to conceptualize (identify, explain, assess) phases of academic research: research questions and their origins, conceptual frameworks and perspectives, research design, data collection, data analysis, write-up e. Offer proposal for future research, application to policy, and/or application to practice
Professionalism and Lifelong Learning	f. Locate and make use of key professional resources, beyond coursework, for professional development and for inquiry/ knowledge development about higher and postsecondary education g. Articulate reasoned stances on moral/ethical quandaries and deliberations in professional practice and research
Communication, Collaboration, and Leadership	h. Communicate effectively for different purposes to academic and non-academic audiences, including what students produce for external and professional audiences i. Demonstrate skills to work collaboratively

	j. Demonstrate leadership skills in group work
Diversity, Multiculturalism, and Social Justice	k. Demonstrate an understanding of the theories of diversity in higher education and nature and causes of inequity l. Reformulate systems, processes, and practices (programming, governance and administration) to enhance equity and opportunity across diverse social groups on campus and in society at large

Appendix D: Examples of Curriculum Mapping

Table D1: Community Health Education M.S. Curriculum Mapping

Courses	Credits	CEPH Core Requirements					Program Learning Objectives/Outcomes										
		Biostatistics	Epidemiology	Environmental Health Sciences	Health Service Administration	Social and Behavioral Sciences	Behavioral and Social Sciences	Health Needs Assessment	Planning and Administration	Systems and Critical Thinking	Statistics and Research Design	Ethical Principles	Professional Identity	Communication Skills	Collaboration and Leadership	Health Inequities	Advocacy
Public Health Core Knowledge	**21**																
HBSS 4100	3					X	X						X			X	
HBSS 4102	3		X					X		X	X						
HBSS 4118	3					X	X	X	X								
HBSS 4160	3	X									X						
HBSS 4161	3			X					X				X			X	
HBSS 4162	3				X				X								
HBSS 6100	3											X					
Community Health Core Knowledge	**9**																
HBSS 4114	3									X						X	X
HBSS 5111	3								X						X		
HBSS 5112	3							X						X			
Practical Skills	**3**																
HBSS 5410	3						X							X	X		X
Broad and Basic Requirements	**6**																

Elective	**3**																
Total	**42**																

HBSS 4100 Behavioral and Social Science Foundations of Health Education
HBSS 4102 Principles of Epidemiology in Health Promotion
HBSS 4118 Principles of Health Related Behavioral and Social Change: Initiation to Maintenance
HBSS 4160 Introduction to Biostatistics for Community Health Educators
HBSS 4161 Environmental Health
HBSS 4162 Health Services Administration
HBSS 6100 Program Evaluation
HBSS 4114 Competency with Multicultural Populations: Research and Practice
HBSS 5111 Planning Health Education Programs
HBSS 5112 Social Marketing and Health Communications
HBSS 5408 Practicum in Health Education

Table D2: School Psychology Ed.M. Curriculum Mapping

Alignment Matrix Organized by Course

The required courses listed in the first column serve as primary (marked **X**) or secondary (marked x) sources of evidence for candidates' mastery of content for the corresponding standards. As is expected, most of our courses address more than one NASP standard. For data summaries, analysis, and interpretation, we selected the courses that are most relevant or capture most of the identified competencies (marked **X**).

Standards Courses	II[4]	III[5]	IV.1[6]	IV.2[7]	V.1[8]	V.2[9]	VI[10]	VII[11]	VIII.1[12]	VIII.2[13]
HBSK 4025 Professional and Ethical Functions of School Psychologists					**X**			x		**X**
HBSK 4030 Multicultural Issues in School Psychology		x					**X**	**X**		
HBSK 4072 Theory and Techniques of Reading Assessment and Intervention	x		**X**							
HBSK 4073 Childhood Disorders	x			**X**	x	X				
HBSK 4074 Reading Comprehension Strategies and Study Skills			x							
HBSK 5031 Families as a Context for Child Development					x	**X**	**X**	x		
HBSK 5050 Therapeutic Interventions for School Psychologists	**X**		x	x					**X**	
HBSK 5051 Child-Adolescent PTSD and Related Disorders	x			x		**X**				
HBSK 5070 Neural Bases of Language and Cognitive Development	x									
HBSK 5085 Observing and Assessing the Preschool Child			x							
HBSK 5096 The Psychology of Memory			**X**	x				x		

[4] Data-Based Decision Making
[5] Consultation and Collaboration
[6] Interventions and Instructional Support to Develop Academic Skills
[7] Interventions and Mental Health Services to Develop Social and Life Skills
[8] School-Wide Practices to Promote Learning
[9] Preventive and Responsive Services
[10] Family-School Collaboration Services
[11] Diversity in Development and Learning
[12] Research and Program Evaluation
[13] Legal, Ethical, and Professional Practice

Standards Courses	II[4]	III[5]	IV.1[6]	IV.2[7]	V.1[8]	V.2[9]	VI[10]	VII[11]	VIII.1[12]	VIII.2[13]
HBSK 5280 Fieldwork Practicum	X	X	X	X	X	X	X	X	X	X
HBSK 5320 Individual Psychological Testing I	x							**X**		
HBSK 5321 Individual Psychological Testing II	**X**			**X**				x		
HBSK 5378 Psychoeducational Assessment of School Subject Difficulties	x	x	**X**							
HBSK 6380 Psychoeducational Assessment of Culturally Diverse Students	x	x		x				**X**		**X**
HBSK 6382 Advanced Practicum in Psychoeducational Interventions in Schools	x			**X**	**X**	**X**		x		
HBSK 6383 Neuropsychological Assessment of Children			x					x		
HBSK 6584 Consultation in Schools		**X**	x		x		**X**			
HBSS 6100 Measurement and Program Evaluation	x								**X**	
ORL 5362 Group Dynamics: A Systems Perspective				x	**X**		x			
CCPJ 6362 Group Practicum				x						
HUDM 4122 Probability and Statistical Inference									**X**	

Appendix E: Assessment Template

Assignment

Assignment Title	Choose a good descriptive title for your assessment, preferably including the assessment's type and emphasis, e.g., Social Justice Action Research Project, Final Paper on Multiculturalism and Diversity, Student Teaching Evaluation by Field Supervisor, etc.
Course	If the assessment is course-based, include course number and title. Leave blank if the assessment is not course-based.
Description	Briefly (in 1-2 paragraphs) describe the main purpose of the assessment, when in students' academic progression they are most likely to complete this assessment, critical tasks that students are required to complete, and main components of the final product.
Learning Objectives/ Outcomes	(What learning outcomes are you seeking? How would you know the outcome if you saw it? What will the student know or be able to do?) List main (optimally 4-6) criteria that students' final product is evaluated on. These criteria should match the criteria listed on the scoring guide/evaluation rubric.
Assessment Process	(How would you measure each of the desired outcomes?) Identify who and when reviews and evaluates students' work. Include description of formative feedback and evaluation, if available (revisions allowed, scaffolding provided, etc.)
Summary of Findings	(What are the assessment findings?) Briefly (in 1-2 paragraphs) describe: how many students attempted and successfully completed the overall assessment last year; how many students achieved proficiency on each of the evaluation criteria; which criteria were most rewarding and which were most challenging.
Implications	(Briefly (in 1-2 paragraphs) describe: how well your program meet its learning objectives based on the assessment findings; what, if anything, would you change to improve the assessment or the program.

Attachments:

a. **Guidelines** that are given to students on how to complete the assignment, e.g., description of the assignment from the course syllabus, assessment handout, or an excerpt from program handbook/manual)
b. **Scoring guide or evaluation rubric** identifying specific evaluation criteria (corresponding to the learning goals/outcomes but can be more detailed) and ways to measure student performance on these criteria (scoring procedure, formula applied or rubric criteria).
c. **Summary of findings** including number of student assignments reviewed, scores or ratings for each of the learning goals/outcomes, (optional) other statistics (means, medians, SD, etc.)
d. **Samples of student work (2-3)**

Appendix F: Examples of Completed Assessment Templates

Example F1: Final Research Proposal (Higher and Postsecondary Education)

Assignment Title	Final Research Proposal
Course	ORL 5521: Introduction to Research Methods in Education
Description:	MAIN PURPOSE OF ASSESSMENT: The aim of the Final Research Proposal is to have the student draw on learning from throughout the research methods course to develop a thoughtful and clear proposal for a potential research project in an area of interest to the student. The Proposal, and the range of topics about which students may write, is structured in such a way that it should serve not only those individuals who are interested in becoming future scholars but also those (the majority in most MA cohorts) who will be practitioners. Students complete this assignment at the end of the semester in which they enroll in ORL 5521. All students are encouraged to take this course as early in their programs as possible, and many do so in their first semesters. The assignment builds on the earlier assignments in the course, each of which asks students to work deeply on a single aspect of the final proposal: a problem statement, research questions, a brief literature review including a deep analysis of selected sources as well as a list of additional relevant sources, and a proposed methodology. The final proposal asks each student to incorporate the feedback that they receive over the course of the semester from both their peers and the instructor to ensure that it not only includes the necessary components but also that each student has had the opportunity to learn from earlier drafts and to improve their final product based on that learning. The final product is a 10-12 page paper that includes: • An introduction that states clearly the topic/problem and why the student thinks it is important to study. (2-3 pages in the proposal) • Revised research questions. (1 page) • A brief literature review (based on the source analysis) and a list of additional sources that are relevant to the proposed study. (3-5 pages) • A proposed methodology. (2-3 pages)
Learning Objectives/ Outcomes:	Program Learning Goal: "Demonstrate ability to conceptualize (identify, explain, assess) phases of academic research: research questions and their origins, conceptual frameworks and perspectives, research design, data collection, data analysis, write-up" Learning Objectives: 1) Identify appropriate source material from a variety of electronic and

	physical locations. 2) Analyze the content of the research, its quality, and its potential utility in a range of contexts. 3) Synthesize the findings across a variety of source material, including assessments of varying qualities of research. 4) Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand. 5) Writes appropriate research questions based on the literature reviewed. *6)* Describes an appropriate method to explore the research question.
Assessment Process:	*How we prepare students for the Final Research Paper, including opportunities for formative feedback and formative evaluation:* Students are prepared for this paper and receive formative feedback in four ways: 1) Course readings that specifically address the discrete steps of the research process; 2) Course readings that demonstrate by example these steps in action; 3) Individual assignments that build on both sets of readings, on class lectures, and on previous assignments; 4) Parallel class-wide exercises that mirror the research process being taught through the stepped individual assignments and provide an opportunity to work through the challenges of each research stage as a group; 5) Feedback provided by instructor and peers on those earlier individual assignments. *Assessment process is as follows:* An instructor of the Research Methods course grades and provides extensive feedback on the Final Research Paper assignment using the scoring guide (or rubric) attached in this report. The paper is scored on a scale of 0-100, and contributes 20% to the student's total grade for the course.
Summary of Findings	Based on an analysis of a sample of five student papers, chosen at random, the students largely meet or exceed the standards as detailed in the assessment rubric. On all six standards, the students averaged between 3 (meets standards) and 4 (exceeds standards): • Writes appropriate research questions based on the literature reviewed (M=3.2; SD=0.4) • Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand (M=3.2; SD=0.4) • Identify appropriate source material from a variety of electronic and physical locations (M=3.6; SD=0.5) • Analyze the content of the research, its quality, and its potential utility in a range of contexts (M=3.2; SD=0.7) • Synthesize the findings across a variety of source material, including assessments of varying qualities of research (M=3.2; SD=0.7) • Describes an appropriate method to explore the research question

	(M=3.0; SD=0.6)
Implications	The findings indicate that the program learning goals are, on average, being realized (meeting or exceeding standards) in terms of students' learning about research and inquiry. The analysis of the sample of student responses indicates that, overall, the students demonstrate proficiency in demonstrating an ability to conceptualize (identify, explain, assess) phases of academic research: research questions and their origins, conceptual frameworks and perspectives, research design, data collection, data analysis, write-up of findings.

Attachment 1: Guidelines

ORL 5521: Introduction to Research Methods in Education (CRN: 51354)

Teachers College, Columbia University

Professor: Dr. Katie Conway

Email: kgm11@columbia.edu * Phone: 212-678-6625

Final Research Proposal – Due March 8

Drawing on the earlier assignments (being sure to include revisions made over the course of the semester), develop a proposal (10-12 pages in length) for your study.

For both the Proposal Presentation and the Final Research Proposal, be sure to include:

- An introduction that states clearly your topic/problem and why you think it is important to study. (2-3 pages in the proposal)
- Your revised research questions. (1 page)
- A brief literature review (based on your source analysis) and a list of additional sources that you think might be relevant to your proposed study. (3-5 pages)
- Your proposed methodology. (2-3 pages)

Note: You will receive detailed information about this assignment later in the semester.

The Final Research Proposal might be structured as follows:

☐ Problem Statement
Maxwell statement
A brief introduction: Introduce and explain the general topic/problem that you are interested in studying. Be sure to describe what it is about this topic/problem that interests you.
Your rationale: Explain why you believe it is important for a broader community (academic or practice) to understand more about this topic/problem.

☐ Research Questions

☐ Literature Review
One paragraph providing an overview of what literatures you would look to (describe your "daisy")
3-5 pages of solid, integrated analysis of one of the "petals" of your daisy

☐ Proposed Methodology
What methodology have you chosen, and why?
How will you operationalize the important concepts?
What is your unit of analysis?
What will your site(s) be? How will you select it/them?
How will you select your sample?
What generalizations do you hope to be able to make?
What limitations will your study have?

☐ Bibliography (at least 10-12 sources)

Grading

Each of these assignments will be graded according to two criteria:

- Substance: Care and thoroughness in completing the assignment; evidence that you have worked hard, reflected carefully on what you are doing, and polished the final product; quality and integrity of the ideas, methods, and materials that are represented in the assignment; evidence that you have thought seriously about the activity, utilized what we have covered in class, and approached the assignment with a deep and broad range of thought.
- Style and Form: Quality of the writing and format of the assignment; evidence of a well-organized, well-written, and carefully proofread product.

Attachment 2: Scoring Guide or Evaluation Rubric

Program Learning Goal: "Access, comprehend, synthesize, use, research; facilitate others' research efforts; begin to prepare to conduct independent research"

Assignment: Final Research Proposal

Course: ORL 5521: Introduction to Research Methods in Education

Evaluation Rubric

Learning Objectives:	Exceeds standard	Meets standard	Partially meets standard	Does not meet standard
Identify appropriate source material from a variety of electronic and physical locations. [Identifies scholarly research articles related to their research topic that are not on the course syllabus, accesses the articles, and appropriately cites them]				
Analyze the content of the research, its quality, and its potential utility in a range of contexts. [Critically analyzes what each article on its own as well as a set of related articles				

contributes to knowledge about the topic]				
Synthesize the findings across a variety of source material, including assessments of varying qualities of research. [Capably writes an analysis of findings that reaches across multiple articles to make broader statements that cannot be drawn from individual articles alone]				
Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand. [Writes clearly, defines terms, and proofreads well]				
Writes appropriate research questions based on the literature reviewed. [Writes clear research questions that address the problem statement and are based in the literature review.]				
Describes an appropriate method to explore the research question. [Demonstrates a basic knowledge of a method of research and explores how it would address the research question in the proposal.				

Attachment 3: Summary of Findings

	Score [Exceeds standard=4, Meets standard=3 ,Partially meets standard=2, Does not meet standard=1]						
LEARNING OBJECTIVES	**Paper 1**	**Paper 2**	**Paper 4**	**Paper 7**	**Paper 10**	**Average**	**Standard Deviation**
Identify appropriate source material from a variety of electronic and physical locations. [Identifies scholarly research articles related to their research topic that are not on the course syllabus, accesses the articles, and appropriately cites them]	3	4	4	4	3	3.6	0.49

Analyze the content of the research, its quality, and its potential utility in a range of contexts. [Critically analyzes what each article on its own as well as a set of related articles contributes to knowledge about the topic]	3	4	4	3	2	3.2	0.75
Synthesize the findings across a variety of source material, including assessments of varying qualities of research. [Capably writes an analysis of findings that reaches across multiple articles to make broader statements that cannot be drawn from individual articles alone]	2	4	4	3	3	3.2	0.75
Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand.[Writes clearly, defines terms, and proofreads well]	3	4	3	3	3	3.2	0.40
Writes appropriate research questions based on the literature reviewed. [Writes clear research questions that address the problem statement and are based in the literature review.]	3	3	4	3	3	3.2	0.40
Describes an appropriate method to explore the research question.[Demonstrates a basic knowledge of a method of research and explores how it would address the research question in the proposal.]	4	3	3	3	2	3	0.63
Score (With all areas weighted equally)	3	4	4	3	2.7	3.2	0.39

Example F2: Theoretical Perspectives in Policy Analysis Paper (Education Policy)

Assignment Title	Theoretical Perspectives in Policy Analysis Paper (EDPA 6542 Mid-term paper)
Course	EDPA 6542 Education Policy Foundations Seminar
Description	Writing assignment 1 identifies how two different disciplines (from the four that are reviewed in class—Economics, Political Science, Sociology and Law) inform the research of a school reform topic of student's choice. *Theoretical Perspectives in Policy Analysis*: Students write an essay that identifies how two different disciplines (Economics, Political Science, Sociology and Law …which are reviewed in class during the first half of the semester) inform the research of a school reform topic of their choice. First, students choose a school reform to write about (e.g. class size reduction, common core/academic standards and testing, parent involvement/participation, school funding, charter schools, vouchers, hands-on math, teacher evaluation, whole language, desegregation, etc.). Then they write an essay that draws from two disciplinary lenses and identifies the specific theories, concepts and methodologies that the two disciplines bring to the research and analysis of the reform (e.g. How does the discipline approach the study of social structure and social change? How does research through the lens of the discipline address different indicators that may yield varied results?). The essays include a description of the policy problem(s) that the specific reform effort aims to address; Provide a brief review of the reform's aims and theory of action, followed by a brief review of the literature that has measured the reform's impacts on schools (e.g. school organizations, communities or students) and its effectiveness in increasing student achievement or other measured effects; Describe how specific theories, concepts, and methodologies from two different disciplinary lenses can inform the research and analysis of the reform (using examples from the literature to reinforce ideas); Discuss whether the use of different disciplinary lenses leads to a more informed understanding of the reform's effects or results in inconsistency and diffuseness? Assignments must be clearly written, tightly organized and thoroughly address the assignment instructions. Essay length is limited to 3 pages, single space, at *least* 12 point font.
Learning Objectives/ Outcomes	The Education Policy Program foundations course has four rationales: 1. Create a cohort experience so that incoming MA students can get to know each other and develop a group experience. This is important not only to enhance cooperative learning in and out of classes but also to help create a strong alumni network. 2. Introducing the Education Policy Program's curriculum framework, including the foundational core of disciplinary and interdisciplinary courses, courses in research methods, and the four substantive specialization areas.

	3. Introducing foundational readings in the education policy literature. 4. Introducing students to the interdisciplinary nature of the Education Policy degree by presenting the four disciplinary perspectives that are foundational in P-20 education policy research (economics, law, political science, and sociology) and then applying these perspectives to a specific policy area that cross-cuts the four specializations addressed by the Program. The writing assignment focuses on students' ability to: • Identify contemporary education policy issues and the theoretical and practice elements that explain a policies theory of action; • Identify the research literature that has measured the impact of the policy/reform on schools; • Demonstrate knowledge of key concepts and method of inquiry of the four foundational disciplines—Economics, Political Science, Sociology and Law; • Apply this knowledge to the analysis of a specific policy topic that cross-cuts the four specializations addressed by the Program; • Debate and communicate policy issues with policy makers and lay audiences
Assessment Process	Writing assignments are assessed by the course instructor and count for 70% of course grade. The remaining 30% is linked to student participation in the seminar via discussions and attendance. The assignment grading scale is based on the following components and is weighted most heavily on the first component listed. • Substance. Does the paper reveal a thoughtful understanding of course readings/discussions to advance the argument? Is the research evidence accurately synthesized and assessed, as it relates to the policy problem? Is the analysis fully developed, including accurate interpretation and mobilization of theoretical constructs? Does the memo address the assignment charge? • Clear, concise and well organized writing. Is the paper tightly and clearly organized? Is the writing rough and/or need improvement? • Editing. Do typographical/grammatical errors detract from the quality of the argument? Memos are graded on a 10 point scale and assigned a letter grade. Late memos will incur a 20% grade reduction per day.
Summary of Findings	In fall 2015, 36 students enrolled and completed the course. Of the 36 students who completed the course, 64% received an A , 14% an A-, 8% a B+, and 14% a B or lower. In fall/spring 2013/14 (course meetings were spread over two semesters), 28 students enrolled and completed the course. Of the 28 students who completed the course, 16% received an A , 18% an

	A-, 14% a B+, and 11% a B or lower.
Implications	This mid-term assignment is completed after the 8th class meeting, when students have been exposed to the four disciplines (Economics, Political Science, Sociology and Law) in four course meetings taught by faculty with expertise in one of the disciplines. In addition, during the first eight course meetings students are also introduced to the foundational literature on policy analysis frameworks. The assignment is open-ended and allows students to choose two disciplines of interest and apply them in their analysis of a school reform/policy of their choosing. One of the intents of the course is to introduce students to program and department faculty, through guest lectures on the disciplinary frameworks (Economics, Political Science, Sociology and Law) and the education policy program specializations (Early Childhood Education Policy, K-12 Education Policy, Higher Education Policy, and Law and Education Policy). This assignment requires students to seek the assistance of the broader program and department faculty to both identify a policy topic and gain a stronger understanding of the disciplinary framework they will use in their analysis. Thus, the course meets its multiple objectives in both introducing students to the wider program and department faculty, and in in fostering a collaborative faculty effort to engage students. Lastly, in the first two years that this course has been offered, students have consistently reported on course evaluations that the course has fostered a cohesive and cooperate cohort experience, where students have had the opportunity to both meet all program and department faculty, but also engage with each other in the course's common experiences.

Attachment 1: Guidelines

[Mid-Term Assignment]
EDPA-6542 – Education Policy Foundations
Fall 2014, Prof. Luis Huerta
Writing Assignment #1
Theoretical Perspectives in Policy Analysis
Due: Friday, November 7th, 5 PM

Write an essay that identifies how two different disciplines (from the four that we will review in class this semester…Economics, Political Science, Sociology and Law) inform the research of a school reform topic of your choice. Begin by choosing a school reform to write about (e.g. class size reduction, common core/academic standards and testing, parent involvement/participation, school funding, charter schools, vouchers, hands-on math, teacher evaluation, whole language, desegregation, etc.). Then write an essay that draws from two disciplinary lenses and identifies the specific theories, concepts and methodologies that the two disciplines bring to the research and analysis of the reform (e.g. How does the discipline approach the study of social structure and social change? How does research through the lens of the discipline address different indicators that may yield varied results?).

Your essay should begin with a description of the policy problem(s) that the specific reform effort aims to address. Then provide a brief review of the reform's aims and theory of action, followed by a brief review of the literature that has measured the reform's impacts on schools (e.g. school organizations, communities or students) and its effectiveness in increasing student achievement or other measured effects. Then describe how specific theories, concepts, and methodologies from two different disciplinary lenses can inform the research and analysis of the reform (be sure to use examples from the literature to reinforce your ideas). Lastly discuss whether the use of different disciplinary lenses leads to a more informed understanding of the reform's effects or results in inconsistency and diffuseness?
Format: Essay length is limited to 3 pages, single space, at least 12 point font.

Attachment 2: Scoring Guide or Evaluation Rubric

Writing assignments are assessed by the course instructor and count for 70% of course grade. The remaining 30% is linked to student participation in the seminar via discussions and attendance.

The assignment grading scale is based on the following components and is weighted most heavily on the first component listed.

- Substance. Does the paper reveal a thoughtful understanding of course readings/discussions to advance the argument? Is the research evidence accurately synthesized and assessed, as it relates to the policy problem? Is the analysis fully developed, including accurate interpretation and mobilization of theoretical constructs? Does the memo address the assignment charge?
- Clear, concise and well organized writing. Is the paper tightly and clearly organized? Is the writing rough and/or need improvement?
- Editing. Do typographical/grammatical errors detract from the quality of the argument?

Memos are graded on a 10 point scale and assigned a letter grade. Late memos will incur a 20% grade reduction per day.

A+	Rare performance. Reserved for highly exceptional, rare achievement.
A	Excellent. Outstanding achievement.
A-	Excellent work, but not quite outstanding.
B+	Very good. Solid achievement expected of most graduate students.
B	Good. Acceptable achievement.
B-	Acceptable achievement, but below what is generally expected of graduate students.
C+	Fair achievement, above minimally acceptable level.
C	Fair achievement, but only minimally acceptable.
C-	Very low performance. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.
F	Failure. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at

Teachers College. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

Attachment 3: Summary of Findings

In fall 2015, 36 students enrolled and completed the course. Of the 36 students who completed the course, 64% received an A , 14% an A-, 8% a B+, and 14% a B or lower. In fall/spring 2013/14 (course meetings were spread over two semesters), 28 students enrolled and completed the course. Of the 28 students who completed the course, 16% received an A , 18% an A-, 14% a B+, and 11% a B or lower.

Example F3: Adolescent Sequential Lesson Plan (Art and Art Education)

Assignment Title	Adolescent Sequential Lesson Paper
Course	A&HA 4088 Artistic Development: Adolescence to Adulthood
Description	This assessment focuses upon the development of a sequence of six art lessons intended for adolescents. Sequences must consider and acknowledge artistic developmental theory and focus upon exponential student learning; as discussed in Artistic Development: Adolescence through Adulthood. Format of lessons as discussed in class must be followed.
Learning Objectives/ Outcomes	**Core Objective**: This course provides the opportunity for students to learn that a good lesson plan consists of several interweaving parts encapsulated within thoughtful dialogue; that a sequence consists of several lessons in which the development of skills, imagination and learning have a clear developmental flow. **Course Objective I** :Students will develop the ability to reflect upon, distill and interpret complex materials and present them thoughtfully and succinctly in clearly written form; be open to dialoguing with and learning from other members of the course **Course Objective II:** Students will become insightful about, and take responsibility for, personal development and recognize its on-going importance to becoming and being an insightful and imaginative art teacher of adolescents. The final assessment/product (Group Sequential Lesson Paper) is evaluated on the following criteria: Developmental Appropriateness; Flow of Lessons & Format; Provision of Exponential Learning Opportunities for Students; and Encompassing & Embracing a Student Centered Pedagogical Approach to Teaching/Learning; Ability to Work Collaboratively and in Groups- Respecting and Negotiating the Ideas and Opinions of each group member
Assessment Process	All coursework assessments are read, reviewed and evaluated by the course instructor. As the course meets bi-weekly (every two weeks) and students work within groups within their class (this year 4 groups of 5 students)- bi-weekly formative assessments/assignments are given and due the morning of each next class (every two weeks). The instructor provides written feedback to the each group, on the same day that they submit their assignments- so that further discussion of issues, challenges and successes may be followed-up in and during the class that evening. Formative assessments are not "graded" but are provided through written and oral feedback, which addresses the evaluative criteria of the final project (sequential lesson plan paper). Throughout the course of the semester groups are encouraged to re-submit work, meet with the instructor and scaffold off of prior learning and assignments throughout the semester. The final project/product (Sequential Lesson Plan Paper) is evaluated at the

	end of the semester after much feedback (both written and oral) provided to each group (and individual- should they desire). The final evaluation is based upon the rubric provided in the course syllabus indicated as "Levels of Performance for (Group) Sequential Lesson Paper" and when necessary additional written feedback. Additionally, each student is required to write a reflective evaluation of their performance and work as both a group participant and individuals per the writing and development of the final project.
Summary of Findings	20 students attempted and successfully completed the overall assessment in the past year. All students demonstrated proficiency on each of the evaluation criteria within the range of Excellent/Great rated as four (4) to Good/ Acceptable rated as three (3). Four groups of 5 students were evaluated in and through this final evaluation with the breakdown as follows: Two groups rated all fours (4s) in each of the four evaluation criteria categories; the remaining two groups rated two – fours(4s) and two – threes(3s) for their final project. All groups and by extension all students rated 4s for the first criteria of *Developmental Appropriateness* and the final criteria of *Student Centered*. Though successful overall, half of the students (2 groups) seemed to be a bit more challenged by adhering to the *Lesson Plan Format* and building *Exponential Learning*.
Implications	Based upon the assessment findings, the program met its learning objectives very well. While the program recognizes the during the first year of the program, students often have certain struggles in the development of lesson plans and sequences, as they are informed by theory and not hands-on experience of teaching and working with students; the findings herein will to some extent inform the focus of the teaching/learning as this current group of students transition into student teachers during the second year of the program. Additionally these findings will inform the teaching of lesson planning and sequential development for the incoming class of 2015 – as more time and focus will be spent on the comprehensive nature of the lesson plan format – as it is a way for students to think about engaging in and procuring student centered teaching/learning. More emphasis will also be placed on how to build one lesson to the next so to secure prior learning for students.

Attachment 1: Guidelines

Objectives addressed:

Objective: Develop the ability to reflect upon, distill and interpret complex materials and present them thoughtfully and succinctly in clearly written form; be open to dialoguing with and learning from other members of the course.

Objective: Become insightful about, and take responsibility for, personal development and recognize its on-going importance to becoming and being an insightful and imaginative art teacher of adolescents.

Assessment Overview:
This assessment focuses upon the development of a sequence of six art lessons intended for adolescents. Sequences must consider and acknowledge artistic developmental theory and focus upon exponential student learning; as discussed in *Artistic Development: Adolescence through Adulthood.* Format of lessons as discussed in class must be followed.

1. **Introduction**
   The introduction describes and includes:
   - Number of lessons in the sequence
   - The length of each lesson
   - The target audience for which the lesson(s) were designed
   - Ways that the materials chosen match or "fit" the learning
   - Any other information that helps to "set the scene" for your lesson plans (refer to readings to support your points)

2. **Theoretical Overview**
   a. Previous Development
      i. Describe the phase of development from which students are emerging- indicating what they are now capable of in terms of their art making (refer to readings to support your points)
   b. Present Phase of Development
      i. Describe the current stage of development of students (refer to readings to support your points)

3. **Observation**
   a. Characterize the group of students you have been observing and for which the sequence is planned
      i. Where are students "developmentally"?
      ii. With what are students at ease (artistically)?
      iii. With what do students struggle (artistically)?
      iv. What experiences have students had with materials?
      v. Are students familiar with dialoguing?
      vi. Include all significant material that best informs and illustrates the group for whom you are planning

4. **Rationale for Lesson Sequence**
   a. Define the artistic concept(s) you aim to support through your sequence of lessons
   b. Detail how your planning (motivations, materials, sequencing, and consideration of development) is most effective in reinforcing your aim. At least one page in length. (refer to readings to support your points)

5. **Lesson Plan Sequence**
   a. The sequence should include the following:
      i. Big/Umbrella Objective of Sequence
      ii. A sequence of six (6) lesson plan objectives (outline format)
      iii. 3 lessons fully realized lessons (2 of which to be sequential)
         1. Each Lesson Plan should include:

a. Title:
b. Activity:
c. Number in Group and Age:
d. Objective:
e. Materials:
f. Time Allotted:
g. Rationale:

1. Motivational Dialogue
    a. Topic Question
    b. Association
    c. Recap
    d. Visualization
    e. Recap
    f. Transition to Work

NOTE: Dialogue section must be written with teacher questions and perceived student responses. (It should read like the dialogue of a play)

6. A Word to the Substitute Teacher

a. How might you inform a substitute teacher to be able to execute your lessons effectively at any given time on any given day?

Specify:

a. How student come into the studio
b. Ways that materials are distributed
c. Where materials are stored
d. Length of class
e. The way that the dialogue is conducted
f. Clean-up procedures
g. Other significant aspects of art room learning, procedures and protocols that are necessary for effective art learning and activities

7. Bibliography

a. Please use APA format (material should come from Dr. Burtons' class list and other pertinent scholarship)

Attachment 2: Scoring Guide or Evaluation Rubric

Levels of Performance for (Group) Sequential Lesson Paper

	Excellent/ Great A+, A, (4) (A-)	**Good/Acceptable B+ B (3)**	**Fair/ Needs Improvement B- ,C+, C (2)**	**Unsatisfactory/ Unacceptable C- and below (1)**
Developmentally Appropriate	Sequence fully acknowledges where students are in their artistic	Sequence often acknowledges where students are in their artistic development	Sequence basically acknowledges where students are in their	Sequence barely acknowledges where students are in their artistic development

	development		artistic development	
Lesson Flow & Format	Lessons/ Sequence always demonstrates a student centered, dialogic format as discussed in class	Lessons/ Sequence usually demonstrates a student centered, dialogic format as discussed in class	Lessons/ Sequence basically demonstrated a student centered, dialogic format as discussed in class	Lessons/Sequence rarely demonstrates a student centered, dialogic format as discussed in class
Exponential Learning	Learning in lesson sequence wholly builds upon prior student learning; from one lesson to another	Learning in lesson sequence largely builds upon prior student learning; from one lesson to another	Learning in lesson sequence occasionally builds upon prior student learning; from one lesson to another	Learning in lesson sequence scarcely builds upon prior student learning; from one lesson to another
Student Centered	Content abundantly considers students' ages, developmental levels, interests and abilities	Content mostly considers students' ages, developmental levels, interests and abilities	Content often considers students' ages, developmental levels, interests and abilities	Content infrequently considers students' ages, developmental levels, interests and abilities

Attachment 3: Summary of Findings

As this was a group project, the 20 students in the class were broken into four groups of five participants, which accounts for why only 4 projects were graded. The chart below offers the level of performance per each group per each category as indicated on the rubric as well as across the board. (Final analysis is that 100% of the participants received a grade of Excellent/Great (A+, A, A-) as stipulated by the rubric- for this final project)

	Developmentally Appropriate	*Lesson Flow & Format*	*Exponential Learning*	*Student Centered*	Final Grade
Group #1 (5participants)	**Excellent/ Great A+**	**Excellent/Great A**	**Excellent/Great A**	**Excellent/Great A**	**Excellent/Great** A
Group #2 (5participants)	**Excellent/ Great A**	**Good/Acceptable** B+	**Excellent/Great** A-	**Excellent/Great** A	**Excellent/Great** A-
Group #3 (5participants)	**Excellent/ Great A+**	**Excellent/Great** A+	**Excellent/Great** A+	**Excellent/Great** A+	**Excellent/Great** A+
Group #4 (5participants)	**Excellent/ Great A**	**Excellent/Great** A-	**Excellent/Great** A-	**Excellent/Great** A	**Excellent/Great** A-
	100%Excellent/ Great	**75%Excellent/Great 25% Good/Acceptable**	**100%Excellent/ Great**	**100%Excellent/ Great**	**100%Excellent/ Great 25% A+ 25% A 50% A-**

Example F4: Masters Action Research Project (Literacy Specialist)

Assignment Title	Masters Action Research Project
Course	n/a
Description	This assessment tracks the cyclical process of research-reflection-instruction that grounds the meaningful, responsive nature of literacy education. Candidates will use what they learn from closely assessing children's literacy and then draw upon course material and program readings, mentorships and experiences in the classroom, and independent research in order to develop expertise in an area relevant to students' strengths and needs, and then candidates design interventions and instruction in that area. The candidate then teaches students and collects evidence of student growth, and then uses that evidence to inform revised teaching plans. The candidate participates in this cycle of research, planning, teaching, analysis, and further planning repeatedly, across at least four cycles. Each cycle of teaching and research builds upon the previous cycle and hones in on a particular aspect of the overall topic.
Learning Objectives/ Outcomes	**IRA standard 1.1** –Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. **TC standard S1.2** – Application of Research to Practice **IRA standard 1.2** –Demonstrate knowledge of reading research and histories of reading. **TC standard K1.2** - Relationship between Research and Practice **IRA standard 1**.3 – Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity. **TC standard K3.2** – Knowledge about Learners and Learning **IRA standard 2.2** –Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds. **TC standard K3.3** – Knowledge about Curriculum and Teaching **IRA standard 3.1** – Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. **TC standard S1.3** – Use of Research and Inquiry Methods in Practice **IRA standard 3.2** – Place students along a developmental continuum and identify students' proficiencies and difficulties.

	TC standard S1.3 – Use of Research and Inquiry Methods in Practice **IRA standard 3.3** – Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds. **TC standard S1.2** – Application of research to practice **IRA standard 4.1** –Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. **TC standard K5.1** –Democracy, Equity, and Schooling **D5.1** – Respect for Diversity and Commitment to Social Justice **IRA standard 5.1** – Display dispositions related to reading and the teaching of reading. **TC standard S1.1** - Self-Critique and Reflection **D1.1** - Open-mindedness and Commitment to Inquiry and Reflection **D2.1** - Commitment to Profession, Ethics and Lifelong Learning **IRA standard 5.2** – Continue to pursue the development of professional knowledge and dispositions. **TC standard K1.1** - Research and Inquiry Methods **K2.1** - Continuum of Lifelong Learning **S2.1** - Planning, Implementation and Evaluation of Professional Growth **IRA standard 5.3** – Work with colleagues to observe, evaluate, and provide feedback on each other's practice. **TC standard K4.1** – Processes and Strategies of Effective Cooperation and Collaboration **S4.1** –Interaction and Collaboration **D4.1** –Willingness to Cooperate
Assessment Process	The Literacy Specialist program introduces students to the Masters Action Research Project in a one-semester seminar offered every other week during fall semester. Students are introduced to the idea of teachers as researchers and teaching as inquiry, and conduct a mini-project so as to gain experience in the process of finding and framing a problem, collecting data, interpreting those data, and using their interpretations to design the next cycle of inquiry. They also learn to become conscious of their positionality and how that shapes the process of collecting and interpreting data. During the second semester, students are expected to conduct action research independently, however, 3-4 workshops are offered to provide additional support. Students submit a draft that reports their first cycle of research, and the seminar instructor provides feedback based on the rubric.

	Students are expected to use the rubric to reflect on their project as it develops. As the final step in the process, the seminar instructor uses the rubric to evaluate the final action research projects.
Summary of Findings	The findings indicate that all students succeeded on this assessment. The mean rating for the criteria ranged from 3.1 to 3.7, yet the 3.7 was an outlier, and the rest of the ratings were either 3.1 or 3.2. This demonstrates that students were successful in meeting the standards for the action research project. The 3.1 and 3.2 rating demonstrated that students had the knowledge, skills, and dispositions that were essential to approaching teaching as inquiry. The difference between a rating of 3 and 4 was the depth and sophistication of their inquiries. The outlier rating of 3.7 represented the students consistent commitment to collaboration and communication with peers, which the faculty regarded as a strength.
Implications	The students' performance on this assessment provides evidence that they have developed the knowledge, skills, and dispositions of teacher researchers. Seminar instructors are constantly pushing students to improve their action research, but these assessment data suggest the need to discuss ways to help students become more sophisticated in collecting and interpreting data, and designing learning experiences based on what they have learned. One challenge the program faces is that many students elect to complete the program in one academic year, which means they are taking classes and conducting action research simultaneously. Although this can and does promote theory-practice connections, students find themselves overloaded. There might be ways to better align their research with coursework, and this is an avenue the faculty will consider.

Attachment 1: Guidelines

Master's Action Research Project

This assessment tracks the cyclical process of research-reflection-instruction that grounds the meaningful, responsive nature of literacy education. Using what you observe and learn about children's literacy practices in your fieldwork and experiences in the classroom, focus on a topic of interest that you will continue to research throughout the academic year. Your topic should be broad enough to allow you to engage in three to four cycles of research-reflection-instruction throughout the year, each time building upon the previous cycle and honing in on a particular aspect of that topic that inspires you keep investigating students in action and your work as a literacy teacher.

The understanding that truly meaningful, responsive teaching draws from continual shifting among the stages of research-reflection-instruction is at the core of this project. Therefore, we expect your final project to be organized, but messy in the sense that such teaching can never be linear or sequential.

Literacy teachers research what children are doing in their literacy work, think about what that research reveals about those children and one's own teaching, and then try something new to help instruct students. Sometimes, that requires you to gather lots of data from lots of places during a research stage, holding several conferences with a particular child, photocopying notebook entries

and Post-it notes, conducting interviews, or even sitting back and observing the child in different parts of the school setting.

At first, the data may seem cumbersome and directionless. The next stage of the cycle—reflection—affords you the opportunity to soak in the data and plan instruction or decide which aspects to research further. This part of the project may include your own journal entries and comments about your research. Include discussions about you make sense of the data you collected and how your analysis helps you get closer to understanding your topic.

The third stage—instruction—is the point at which you experiment and try out your plans for addressing the child's needs. Discuss the results of these attempts. Naturally, this process leads back to the research stage, allowing you to refine your focus within your topic of interest, begin the cycle anew with sharper lenses for research, and become skilled at the topic you are studying.

Throughout the project, it is helpful to reference any literature or coursework that you have read around this topic and that influences your analyses and decisions.

Attachment 2: Scoring Guide or Evaluation Rubric

Master's Action Research Project Rubric

	Strong	Acceptable	Needs Revision	Unacceptable
IRA standard 1.1 – *Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.* **TC standard S1.2 –** *Application of Research to Practice*	Student analyzes and interprets data from multiple perspectives, supported by the relevant literature. Student significantly supported children's work with assessment and instruction grounded in knowledge from relevant literature.	Student analyzes and interprets data with some references to literature. Student supported children's work with assessment and instruction grounded in knowledge from relevant literature.	Student analyzes and interprets data with few references to literature. Student partially supported children's work with assessment and instruction grounded in knowledge from relevant literature.	Student does not analyze and interprets data with references to literature. Student did not support children's work with assessment and instruction grounded in knowledge from relevant literature.
IRA standard 1.2 – *Demonstrate knowledge of reading research and histories of reading.* **TC standard K1.2 -** *Relationship between Research and Practice*	Student demonstrates a sophisticated understanding of how action research informs practice and how practice provides research opportunities. Student significantly supported children's work through the process of research-reflection-action.	Student demonstrates an understanding of how action research informs practice and how practice provides research opportunities. Student supported children's work through the process of research-reflection-action.	Student demonstrates a partial understanding of how action research informs practice and how practice provides research opportunities. Student partially supported children's work through the process of research-reflection-action.	Student does not demonstrate understanding of how action research informs practice and how practice provides research opportunities. Student did not support children's work through the process of research-reflection-action.
IRA standard 1.3 – *Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.* **TC standard K3.2 –** Knowledge about Learners and Learning	Student demonstrates sophisticated understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.	Student demonstrates understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.	Student demonstrates partial understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.	Student does not demonstrate understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.

IRA standard 2.2 – *Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.* **TC standard K3.3 –** *Knowledge about Curriculum and Teaching*	Student demonstrates sophisticated knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken. Student takes various actions and identifies their effects student learning.	Student demonstrates knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken. Student takes some action and identifies their effects student learning.	Student demonstrates partial knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken. Student takes few actions or partially identifies the effects of few actions on student learning.	Student does not demonstrate knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken. Student does not take action or does not identify the effect of action on student learning.
IRA standard 3.1 – *Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.* **TC standard S1.3 –** *Use of Research and Inquiry Methods in Practice*	Student collects appropriate data from multiple sources to clarify identified problems in imaginative and/or highly effective ways.	Student collects appropriate data to clarify identified problems and potential action.	Student collects some appropriate data to clarify identified problems and potential action.	Student does not collect appropriate data to clarify identified problems and potential action.
IRA standard 3.2 – *Place students along a developmental continuum and identify students' proficiencies and difficulties.* **TC standard S1.3 –** *Use of Research and Inquiry Methods in Practice*	Student describes, with vivid examples, problem based on situational analysis and sophisticated reflection of literacy issues and student learning.	Student describes, with examples, problem based on situational analysis and reflection of literacy issues and student learning.	Student describes problem based on some situational analysis and some reflection of literacy issues and student learning.	Student does not describe problem based on situational analysis and does not reflect on literacy issues and student learning.

IRA standard 3.3 – *Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.* **TC standard S1.2 –** *Application of research to practice*	Student plans and takes significant action based on sophisticated reflection of findings. Student systematically assesses intended and unintended results of action taken for student learning, from multiple perspectives, supported by relevant literature, and plans appropriate further research and action.	Student plans and takes action based on findings. Student assesses results of action for student learning, with references to literature, and plans further research and action.	Student plans, but takes little or no action based on findings. Student partially assesses results of action for student learning and makes some plans for further research and action.	Student does not plan action based on findings. Student does not demonstrate assessment of the results of action for student learning nor plans further research and action.
IRA standard 4.1 – *Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.* **TC standard K5.1 –** *Democracy, Equity, and Schooling* **D5.1 –** *Respect for Diversity and Commitment to Social Justice*	Student systematically designs action research as a means for learning about issues of inclusion. Student shows a significant concern about how action research can enhance the literacy teaching and learning of all students. Student's research and action reflects significant work that moves children's work forward, based on sophisticated consideration of children's interests, abilities, and backgrounds.	Student designs action research as a means for learning about issues of inclusion. Student shows a concern about how action research can enhance the literacy teaching and learning of all students. Student's research and action reflects work that moves children's work forward, based on consideration of children's interests, abilities, and backgrounds.	Student partially designs action research as a means for learning about issues of inclusion. Student shows some concern about how action research can enhance the literacy teaching and learning of all students. Student's research and action reflects some work that attempts to move children's work forward, based on consideration of children's interests, abilities, and backgrounds.	Student does not design action research as a means for learning about issues of inclusion. Student does not show a concern about how action research can enhance the literacy teaching and learning of all students. Student's research and action does not reflect work that moves children's work forward, based on consideration of children's interests, abilities, and backgrounds.
IRA standard 5.1 – *Display dispositions related to reading and the teaching of reading*	Student demonstrates that he/she has some exposure to the literature and is critically open to identifying a question that is inherent	Student demonstrates that he/she has some exposure to the literature and is open to identifying a question that is inherent in practice.	Student demonstrates that he/she has some exposure to the literature, but has difficulty identifying a question that is inherent in	Student does not demonstrate that he/she has exposure to the literature or is not open to identifying a question that is

TC standard S1.1 - *Self-Critique and Reflection* **D1.1 -** *Open-mindedness and Commitment to Inquiry and Reflection* **D2.1 -** *Commitment to Profession Ethics and Lifelong Learning*	in practice. Student adheres strictly to the research by making adjustments to the design and reflects on the process. Student reflects significantly on the quality of research question and on the overall project throughout the process and upon its completion. Student significantly reflects on his or her continued professional growth and position as a learner as a result of conducting action research. Student significantly reflects on ethics in conducting own action research.	Student adheres to the research by making adjustments to the design and reflects on the process. Student reflects on the quality of research question and on the overall project upon its completion. Student reflects on his or her continued professional growth and position as a learner as a result of conducting action research. Student reflects on ethics in conducting own action research.	practice. Student adheres loosely to the research by making some adjustments to the design and reflects on the process. Student partially reflects on the quality of research question and on the overall project upon its completion. Student partially reflects on his or her continued professional growth and position as a learner as a result of conducting action research. Student partially reflects on ethics in conducting own action research.	inherent in practice. Student does not adhere to the research by making adjustments to the design and reflects on the process. Student does not reflect on the quality of research question and on the overall project upon its completion. Student does not reflect on his or her continued professional growth and position as a learner as a result of conducting action research. Student does not reflect on ethics in conducting own action research.
IRA standard 5.2 – *Continue to pursue the development of professional knowledge and dispositions.* **TC standard K1.1 -** Research *and Inquiry Methods* ***K2.1*** *-* *Continuum of Lifelong Learning* **S2.1 -** *Planning, Implementation and Evaluation of Professional Growth*	Student wrote a sophisticated research plan demonstrating a sophisticated understanding of research methods. Student sees the action research project as one of the milestones in his /her learning and professional development. Student designs and implements significant action based on research that is designed, conducted,	Student wrote a research plan demonstrating an understanding of research methods. Student sees the action research project as a step in his/her learning and professional development. Student designs and implements action based on research that is designed, conducted, and interpreted. Student then evaluates the action in terms of its	Student wrote a research plan demonstrating partial understanding of research methods. Student sees the action research project as part of a graduate school requirement. Student designs and implements action based on research that is not well designed, conducted, and interpreted. Student partially evaluates the action	Student did not write a research plan demonstrating understanding of research methods. Student does not see the action research project as important to his/her learning experience. Student designs and implements action based on research that is not properly designed, conducted, and interpreted. Student does not evaluate the action in

	and interpreted in a sophisticated manner. Student systematically evaluates the action in terms of its effectiveness and his/her professional growth.	effectiveness and his/her professional growth.	and its effectiveness, but with little evidence of evaluation of his/her professional growth.	terms of its effectiveness and his/her professional growth.
IRA standard 5.3 – *Work with colleagues to observe, evaluate, and provide feedback on each other's practice.* **TC standard K4.1 –** *Processes and Strategies of Effective Cooperation and Collaboration* **S4.1 –** *Interaction and Collaboration* **D4.1 –** *Willingness to Cooperate*	Student actively participated in the action research seminar where inquiry methods were discussed. Student regularly shared data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice. Student regularly provided feedback for colleagues about their own research and practice.	Student participated in the action research seminar where inquiry methods were discussed. Student shared data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice. Student provided feedback for colleagues about their own research and practice.	Student minimally participated in the action research seminar where inquiry methods were discussed. Student minimally shared data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice. Student minimally provided feedback for colleagues about their own research and practice.	Student missed sessions and rarely participated in the action research seminar where inquiry methods were discussed. Student did not share data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice. Student did not provide feedback for colleagues about their own research and practice.

Attachment 3: Summary of Findings

YEAR	N	Foundational Knowledge	Reading Research and History	Language Development	Instructional Approaches	Use of Assessment	Students' Proficiencies and Difficulties	Differentiated Instruction	Use of student Interest	Reading Dispositions	Professional Knowledge & Dispositions	Work with Colleagues
YEAR 1 (200805-200901)	37	3.7	3.8	3.8	3.7	3.7	3.8	3.7	3.7	3.7	3.7	3.8
YEAR 2 (200905-201001)	35	3.7	3.5	3.6	3.4	3.3	3.6	3.3	3.4	3.4	3.3	3.6
YEAR 3 (201005-201101)	45	3.4	3.7	3.4	3.6	3.4	3.7	3.6	3.3	3.2	3.5	3.9
YEAR 4 (201105-201201)	50	3.5	3.5	3.5	3.6	3.3	3.5	3.5	3.5	3.5	3.4	3.9
YEAR 5 (201205-201301)	49	3.3	3.2	3.2	3.3	3.2	3.3	3.4	3.3	3.3	3.2	3.8
YEAR 6 (201305-201401)	47	3.2	3.2	3.1	3.1	3.1	3.1	3.1	3.2	3.1	3.1	3.7
YEAR 7 (201405-201501)	18	3.3	3.4	3.3	3.4	3.2	3.2	3.2	3.3	3.3	3.2	3.3

Example F5: Doctoral Dissertation (Curriculum and Teaching)

Assignment Title	Doctoral Dissertation
Course	Students are required to prepare a dissertation proposal and to present it for official approval in dissertation seminar (C&T 7500/7501). Students are required to take two semesters of dissertation seminar (C&T 7500 and/or 7501 in any order) unless they successfully defend their proposal in the first semester of dissertation seminar. After the students successfully defend their proposal in the dissertation seminar, they are required to enroll in dissertation advisement (C&T 8900) to receive guidance from their sponsor while writing their dissertation.
Description	The dissertation submitted in partial fulfillment of the requirements for Degree of Doctor of Education in Curriculum and Teaching is an extensive written document reporting a disciplined, scholarly investigation of an educational issue. The dissertation's contribution to the field of Curriculum and Teaching must be in the extension of the influence of defensible professional practice, conceptualization, or theory into new areas of experience and/or by means previously unexplored. The steps in preparing a dissertation include: • Dissertation Proposal: The student prepares a dissertation proposal according to the departmental program requirements. Proposals may vary according to the nature of the study and the method of investigation used but ordinarily includes statement of the purpose, the problem or hypothesis, the procedures and the competencies and resources needed. Among other components, the proposal normally includes a tentative outline of the stages for the development of the dissertation. The student's dissertation proposal must be approved by his or her Dissertation Committee and Department at a formal meeting called the Dissertation Proposal Hearing. • IRB Review: After the successful Dissertation Proposal Hearing, the student applies for Institutional Review Board (IRB) approval. IRB approval is required regardless whether or not the student used human subjects. • Oral Defense: The purpose of the Dissertation Oral Defense is to determine the acceptability of the dissertation and to assess the need for revisions prior to preparation of the first deposit. Under the guidance of the Dissertation Committee, the student prepares an initial draft of the dissertation for critique and recommendations. The Dissertation Committee determines if the dissertation is ready for the Dissertation Oral Defense. The Dissertation Oral Defense is held on a set date and a specific time for two hours. The student will be asked to make a brief presentation (usually 10-15 minutes), including what he or she did, what the findings were, and what the

	significance of the findings is in the student's field of specialization. The assembled committee will then engage the student in a discussion of the study. Questioning begins with the sponsor, who is followed by the other committee member, one of the outside readers, and the other outside reader, who is the chair of the defense committee (although this order is rarely strictly maintained so that examiners can ask follow-up questions). Following that discussion, the student will be asked to allow the committee a period of privacy while they reach a decision with regard to the manuscript itself, the student's presentation of the study, and his or her response to their questions and comments.
Learning Objectives/ Outcomes	The quality of the dissertation will be determined by the candidate's demonstrated performance in the following areas: 1. Thorough knowledge, analysis, and synthesis of appropriate related literature, 2. Creative application of available pertinent knowledge to the problematic situation or question under consideration, 3. Evidence of social science, historical, or philosophical research techniques, 4. Consideration of implications for practice and/or further research, 5. A clearly organized, well-written final document developed in adherence with the appropriate form for the type of research being undertaken as well as accepted standards of accuracy, thoroughness and logical reasoning, 6. Application of the conventional tenets of academic scholarship. The dissertation proposal and the dissertation are formal academic work products and as such are expected to follow the conventions of scholarly writing. The dissertation proposal, when submitted to the dissertation committee, and the dissertation, when submitted to the dissertation oral defense committee, must be complete and free of errors in form, style, spelling, and grammar.
Assessment Process	Each dissertation is guided and supervised by two or more faculty members (one of whom serves as a dissertation sponsor) known as the Dissertation Committee. The dissertation sponsor is usually the candidate's major advisor but may be another professor if the major advisor approves. The Ed.D. Dissertation Oral Defense Committee consists of (a) the Dissertation Committee (usually 2 faculty members) and (b) two other faculty members whose specializations are related to the dissertation's subject matter. One of the latter two faculty members is selected by the student and the Dissertation Committee. This Committee member typically serves as the Oral Defense Chair and may not be from an institution outside of Teachers College or Columbia University. The fourth member is assigned by the Office of Doctoral Studies as the external examiner and is

	the member of the Committee that is from outside the student's department. The members of the Dissertation Oral Defense Committee may vote the results as follows: • The dissertation is deemed acceptable, subject to minor revisions. • The dissertation is deemed acceptable, subject to major revisions. • The dissertation is deemed unacceptable, the candidate is not recommended for the degree. At the conclusion, the Committee signs the Dissertation Oral Defense Report form to indicate the candidate's status after the Dissertation Oral Defense. If the Committee agrees by majority vote that the dissertation is acceptable or can be made acceptable with minor changes approved by the Dissertation Sponsor, the candidate receives a pass for the Dissertation Oral Defense and may proceed with the preparation of the first deposit. If the Committee accepts the Dissertation Oral Defense but requires substantial changes in the dissertation, the revised version must be approved by the Dissertation Sponsor and one other member. These two faculty members become the Dissertation Revisions Committee. If the Dissertation Oral Defense is judged unsatisfactory the candidate may have the privilege of another Doctoral Dissertation Defense only by permission of the Ed.D. Committee. No more than two Dissertation Oral Defenses are allowed.
Summary of Findings	In the last academic year (2013-14), sixteen doctoral students defended their dissertations. Of those sixteen, fourteen passed with minor revisions, and two passed with major revisions. All submitted their revisions, and their revisions were approved. All sixteen graduated during the 2013-2014 academic year.
Implications	Developing a high-quality dissertation is a demanding process that can take several years to complete. Further, faculty across the Department of Curriculum and Teaching are involved in the process. Under these circumstances, the number and quality of the dissertations completed this year are consistent with our expectations. Nonetheless, we continue to work on increasing the support available to students involved in the dissertation process. In the coming year, we expect that this will include developing colloquia as well as peer mentoring and writing groups that can give doctoral students in Curriculum and Teaching opportunities to share and discuss their work with one another and with members of the faculty inside and outside the department.

Attachment 1: Guidelines

Requirements for the Degree of Doctor of Education
Requirement for the Degree of Doctor of Philosophy

Attachment 2: Scoring Guide or Evaluation Rubric

Dissertation Oral Defense

Appendix G: Assessment Framework

DECISION POINT	DIRECT ASSESSMENT OF STUDENT LEARNING		FEEDBACK FROM STUDENTS	INSTITUTIONAL DATA
ADMISSION	- Transcript review of prior educational experiences, GPA - Test scores, e.g., GRE, TOEFL - Review of application materials including statement of purpose/essay, letters of recommendation, work samples, etc. - Interview		- New Admit Survey	- Application and yield data
ACADEMIC COURSEWORK	- Transcript review/course grades in required/core courses - Key course embedded assessments/portfolio review - Co-curricular requirements , e.g., service learning, workshop attendance, etc.	Annual Evaluation of Student Progress/Advisor Check-in	- Course Evaluations - Student Satisfaction Survey - Student Focus Groups	- Enrollment data - Retention data
CLINICAL EXPERIENCE	- Performance evaluation by supervising faculty - Performance evaluation by cooperating practitioners - Products/portfolio review		- Clinical Experience Evaluation, e.g., Student Teaching Feedback Survey	
GRADUATION	- Comprehensive exam - Master's project - Doctoral certification exam - Dissertation proposal - Dissertation defense		- Exit Survey - Exit Interview	- Graduation data
POST-GRADUATION	- Licensing exam - Performance evaluation by employer		- Alumni Feedback Survey - Alumni Focus Groups - Employer Survey - Employer Focus Groups	- Employment status data - Further education data - Other achievements, e.g., publications, awards, etc. - Alumni involvement and giving