

Keene State College
Advanced Program for Teachers
M.Ed. in Curriculum and Instruction, Professional Development

This is a new program option, currently in its second year. The program was redesigned to use a 2-year cohort model and focus on the development of teacher leaders. The program's curriculum weaves an individualized specialization into study of technology, curriculum theory, assessment and evaluation, and school law, and culminates with the action research experience known as Demonstration of Professional Leadership. This 12 credit culminating action research process is described in a separate narrative. All candidates are experienced classroom teachers who must be currently employed in a classroom setting. For more information, visit <http://keenestateinfo.com/gradstudies/curriculuminstruction/>.

Because the program is new, our first full cohort is completing the Demonstration of Professional Leadership this year. Prior data reflect a different course sequence and less-focused program outcomes. We have used data collected from the Demonstration of Professional Leadership component to assess candidate progress and performance to date. Now we are planning additional key assessments for the 36-credit cohort members in order to ensure that these candidates develop the knowledge and skills to be teacher leaders.

1. How have you used your data to make changes in the following areas of your program?

a. advisement practices:

Advisement has been consolidated and is being managed through a core team leader and mentors for the individualized specialization. We are working on an evaluation of the specialization to improve its effectiveness.

b. assessment practices or tools:

These are under development. Plans include assessments of technology mastery, knowledge of legal and ethical issues, research and presentation skills, and professional dispositions.

c. curricular design:

The curriculum redesign was based on input from faculty, staff, and candidates, all of whom indicated the need for more coherence in the delivery of the program. These data led to the development of the cohort model. Because the program is small, practical staffing considerations require that we individualize the specialization. We are using marketing research and other contacts to develop specialization cohorts that are school based. A math and science cohort is being recruited for 2010-2012.

d. Other:

The program is just developing. We recognize the need to strengthen our assessments and are using the 5 Core Principles outlined by the National Board of Professional Teaching as our guide.

2. How do evaluation instruments and feedback from pre-service candidate and partners (formative/summative) directly inform your program design and delivery?

NA – candidates are all practicing professionals. However, they receive approval from their administrator in order to conduct their action research. We have not collected feedback from the field, but this will be developed. Candidate feedback has been critical to program improvements, as

mentioned previously. Several candidates in this program were pre-service teacher candidates from Keene State as undergraduates.

3. How is technology used in your program curriculum---

- a. to gather data and inform curriculum

We use Tk20 for the Demonstration of Professional Leadership data collection (described elsewhere). As we develop consistent assessments for the first year of the program, we will also use Tk20.

- b. to engage our pre-service candidates by modeling best practices in our classrooms

We require the Technology Integrated Teaching course for all candidates in this program. In this course candidates explore various forms of technology as it can be utilized in the classroom. They prepare presentations using appropriate technology and model it with each other. Discussion boards and a class wiki are also employed as tools in this experience. In addition we are using a hybrid model with some of the courses (Curriculum Theory, Assessment and Evaluation, Teachers as Leaders) using discussion boards. Instructors utilize PowerPoint, word processing; spread sheets; digital storytelling; WebQuest; mapping software (e.g. Inspiration); EBSCO Host; digital audio and video; course management systems (Blackboard and now Tk20), to mention a few examples.

- c. to inform the curriculum design and pedagogy with students in the field?

The focus of our Technology Integrated Teaching course is to develop knowledge of and comfort with technology that is appropriate for the age level and subject being taught by each candidate. Candidates use PowerPoint, word processing; spread sheets; digital storytelling; WebQuest; website design software; mapping software (e.g. Inspiration); digital audio and video in their presentations. Since these are practicing teachers, they take the technological tools and apply them to their classroom practice.

4. For your program, please list all forms of technology used to develop and / or reinforce content mastery for our pre-service candidate and in service candidates

PowerPoint, word processing; spread sheets; digital storytelling; WebQuest; website design software; mapping software (e.g. Inspiration); EBSCO Host; digital audio and video; course management systems (Blackboard and now Tk20)

5. How have you made program adjustments and changes through the examination of dispositional data (include unit and SPA related dispositional data) for our candidates over the past three years?

Since this program is only in its second year, we have not made changes based on dispositional data. We do however use review of a dispositions assessment and reference form in the admissions process. Ongoing documentation of candidate dispositions will need to be included in the key assessments under consideration as we have observed occasional examples of dispositional concerns, such as meeting deadlines or use of formal technical writing conventions. We have had to address these concerns on an individual basis. Having in place a systematic review will help emphasize the importance of professional dispositions.

6. If you did not provide student work samples demonstrating “did not meet” quality, please explain why:

Candidates in the Master’s program must maintain a B average. We also use a writing process wherein candidates submit drafts and benefit from instructor feedback prior to final evaluation. Candidates who are not able to meet expectations are expected to revise until they bring their work up to standard, or to withdraw from the program.

Additional comment on diversity: Our candidates are diverse in terms of experience in the field. They are all practicing teachers, but we have a range of gender, family, religious, ethnic, and cultural backgrounds, and they are employed in a range of educational settings (public, private, rural, small city) and with different ages and content (library and media classroom, elementary, middle school, K-8, early childhood, special education, etc.) in both New Hampshire and Vermont. This adds to a diversity of perspective and knowledge about the teaching profession.

Respectfully submitted,

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