

**Department of Curriculum & Instruction
Elementary Education Program 10 Year Review
2015**

The mission of the Elementary Education program is:

To provide an intellectually challenging professional program that promotes social justice through multicultural education and critical reflection.

This entails educating teacher leaders who:

- Are well educated in academic content and dedicated to continued learning;
- Recognize the powers, limits, and controversies of particular disciplines;
- Understand that schooling is fully integrated with the ways in which people conceive of themselves and others;
- Know that institutions like schools have the potential to both perpetuate inequities and effect change in society;
- Work for social justice through research-based curricular planning and instructional practices that promote high academic achievement for all students, particularly those who have been historically underserved;
- Are responsive to their students' needs by learning from their teaching, collaborating with other professionals, and changing their practices;
- Welcome, recruit and work as partners with families, caregivers and community members;
- Contribute to and benefit from communities of professional practice;
- Treat teaching as intellectual work that requires developing and refining beliefs, dispositions and specialized knowledge over time.

The Elementary Education program was last reviewed in 2005. That review suggested that we shorten the program from 5 to 4 semesters, reduce the number of students admitted from 150 to 100, involve more faculty in the program, provide more consistent information to graduate students teaching and supervising, communicate more clearly to the cooperating teachers, and work to make our admissions more diverse.

We unveiled a new set of programs in 2012 that were much different from the initial program. Elementary Education transitioned from two relatively similar program options (*Early Childhood through Middle Childhood* and *Middle Childhood through Early Adolescence*), to four distinct strands:

- Early Childhood (approximately pre-kindergarten through grade 3), coupled with English-as-a-Second Language (ESL) certification. This is referred to below as *EC/ESL*.
- Middle Childhood through Early Adolescence (approximately grades 1 through 8) with ESL certification. This is referred to as *MC-EA/ESL*.

- Middle Childhood through Early Adolescence with a content minor in English, Mathematics, Science, or Social Studies, called *Content Focused MC-EA* below.
- Middle Childhood through Early Adolescence with a second major in Special Education and certification in both Elementary Education and Special Education. This is the *MC-EA Dual Certification* program.

Special issues to be addressed by this review:

This review will focus on addressing the how the design of the program supports the enactment of the program's mission, the degree to which our El Ed program revisions have adequately addressed concerns raised in the 2005 review and whether they are sustainable.

Evaluation questions:

1. How has the program reforms enhanced the El Ed program?
 - a. How do they enact the programmatic mission?
 - b. What are its strengths?
 - c. What are its weaknesses?
 - d. Is it sustainable?

Data to be collected:

1. Enrollment trend data
2. Time to degree
3. Descriptive data
 - a. Number of applicants to each cohort
 - b. Number of completions for each cohort
 - c. Gender breakdown of elementary education students
 - d. Race/ethnicity
 - e. Students employed in education immediately after graduation
4. Data collection with program stakeholders:
 - a. current elementary education students, graduates from the new program, elementary education faculty, graduate students employed in the program, cooperating teachers, academic staff engaged in program support, district leadership involved in the program.
 - b. Survey of all groups
 - c. Interviews with sample of each group
5. Program plans
6. Syllabi of courses
7. CVs of faculty

The review team will be composed of 3 faculty from other universities with expertise in the areas of program focus and 1 local education practitioner. We anticipate that the self-study will take place in fall 2015 and that external reviewers will be on campus in April 2017. The following is a faculty nomination list from which we will make invitations:

Potential review committee members

Name	Equity	Early Childhood	Special Education	English as a 2nd Language/ bilingual	Elementary (K-8)
Celia Genishi Teachers' College	x	x		x	
Susan Fowler Illinois		x	x		
Karen Wohlwend Indiana		x			
Kris Guitierrez Berkeley	x			x	
Jenn Adair University of Texas Austin	x	x		x	
Angela Calabrese Barton Michigan State	x				x
Carey Drake Michigan State	x				x
Chezare Warren Michigan State	x				x
Melinda Leko Kansas			x		
Sharon Ryan Rutgers	x	x			
Audrey Sorrells UT-Austin	x		x		
Alfredo Artiles Arizona State	x		x		

5. Budget for the review.

- 3 external review stipends
 - 2 team members @\$500 each \$1000
 - 1 team leader @ \$1000 \$1000
- Travel, lodging, & meals @\$3000 \$3000
- Total \$5000

- From Departmental funds
 - Substitute teacher pay \$150/day \$ 300