Concurrent Enrollment Assessment Report Spring 2011
Introduction to the Education Profession (CI 270)

The Department of Curriculum and Instruction in the College of Education at Wichita State University offers concurrent enrollment credit for *CI 270 Introduction to the Education Profession,* which is a College of Education teacher preparation introductory course. This course offering in the 9 area high schools appears as *Exploring Teaching as a Career* or *Training Tomorrows Teachers Today* and has been aligned with the 3 credit hour *CI 270 Introduction to the Education Profession* curriculum. An articulation agreement is in place with leadership of the districts.

In this course students examine the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving, and inquiry. Embedded within the class are electronic classroom observations and common resource materials. Students are engaged in activities using common textbooks, resources software support, legal briefs, and they experience teaching first hand.

Textbook(s) and Related Material:
Powell, S. D. (2009). An introduction to education: Choosing your teaching path. Upper Saddle River, NJ: Pearson Education.

Prerequisite: Successful completion of the fall semester high school course with a B or better to enroll in the spring semester concurrent enrollment course (*CI 270: Introduction to the Education Profession*).

Major topics covered in the course for on-campus as well as local high school classes include:

- techniques for collecting evidence of knowledge, skills, performance, and dispositions of a future teacher;
- analysis of a classroom teacher's role;
- choices and decisions teachers make daily as they plan, instruct, and evaluate;
- personal suitability for the teaching profession;
- understanding schooling in America;
- utilizing children's development;
- relating diversity to education;
- social influences and legal issues;
- technology integration;
- contextual factors and their implications.

The course outcomes for all sections of CI 270 offered on-campus and in the local high schools are:

- observe and interpret interactions between students and educators, to become aware of how learning occurs;
- collect evidence to support the knowledge gained about teaching, learning, and assessment;

- begin to collect evidence from a variety of sources to demonstrate awareness of the skills needed, for becoming a teacher;
- demonstrate having appropriate dispositions for becoming a teacher;
- show evidence toward gaining knowledge about standards in education for both content and pedagogy;
- identify tools of inquiry during classroom observations;
- describe and analyze the governance of schools;
- identify technologies used in teaching;
- practice observation and interpretation skills through the use of teaching vignettes;
- keep a reflective journal of observations;
- describe and analyze instructional strategies observed in the classroom;
- identify well planned lessons, giving supporting evidence for each.

All teachers providing instruction have participated in a two-day summer academy reviewing the resources and outcome expectations. They have concurrently planned the year course delivery with faculty and meet each semester to discuss course delivery and alignment of instruction. Blackboard services are used by many for assignments and common resources. Each of the eight teachers meets the Kansas Board of Regents (KBOR) requirement of a Masters degree and one teacher has 24 graduate hours in assigned course content. Each year the high school teachers submit syllabi that are reviewed by faculty in the department of Curriculum and Instruction to assure course delivery and alignment.

Additionally, all the high school students are invited to participate in four common events a) meeting the Kansas Teacher of the Year candidates, b) a fall area-wide teacher event at North High, c) a winter Education Career Fair, and d) a summer academy "Shock U" sponsored by WSU to enhance the classroom experiences. WSU also coordinates guest speakers to attend classes and speak with the students about teaching as a career and to answer questions they might have.

The culminating experience for WSU students enrolled in CI 270 is to design a charter school demonstrating their understanding of complex educational systems. Students complete this task in teams and use technology to present their design to their peers. The assignment is judged against a rubric. Each of the high school teachers design similar culminating experiences for their students and use the common assessments in the resource materials to determine grades.

The decision points for grades are as follows: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

Table one on the following page shows the teachers in the Wichita area high schools that are delivering the aligned curriculum and number of concurrent credit high school students enrolled during the spring 2011 semester.

Table 1: Spring 2011 Schools, Teachers, and Enrollment in Concurrent CI 270 classes

School	Teacher	Enrollment
East High School	D. DeMarco	2
Heights High School	M. Talbott	4
Maize High School	K. Call	3
North High School	E. Roberts	3
Northeast Magnet H.S.	B. Renich	9
Northwest High School	P. Kitchen	11
South High School	C. Mong	5
Southeast High School	R. Maddux	3
West High School	V. Cartledge	2
Total Enrollment	**42 Students**	

There were eighty-one high school students in the spring classes who completed the course satisfaction survey. Forty-two of the students were taking concurrent course credit and 39 were taking high school credit only. Results of the survey are shown in Table 2.

Table 2: Student Satisfaction with High School concurrent credit program

Teacher Quality Partnership Grant Activities:	Number Valid Responses*	Very Satisfied	Somewhat Satisfied	Neither Satisfied / Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
Guest Speakers at your school	76	58/76%	12/16%	5/7%	0/0%	1/1%
North High Seminar	52	30/58%	14/27%	5/10%	2/4%	1/ 2%
Kansas Teacher of Year	35	23/66%	10/29%	2/10%	0/0%	0/0%
College Career Fair	53	29/55%	16/30%	3/6%	1/ 2%	4/8%
Shock U Summer Camp	13	6/46%	5/38%	2/15%	0/0%	0/0%
Overall, how satisfied have you been during this school year with the activities provided through the Future Educators of America Club?	74	48/65%	19/26%	3 /4%	2/3%	2/3%
Overall, how satisfied have you been during this school year with the coursework provided in the Training Tomorrow's Teachers or Teaching as a Career Classes?	71	48/68%	18/25%	1/1%	2/3%	2/3%

*Valid Responses omitted any Does Not Apply Answers. Total Valid Responses were used to compute percentages of categorical responses.

Data included in Table 2 show 85% to 94% of students were either somewhat or very satisfied with the activities listed. In addition, 91% expressed satisfaction with activities provided through the Future Educators of America Club during the 2010-2011 school year and 93% with the coursework provided in the *Training Tomorrow's Teachers* or *Teaching as a Career* classes.

2010-2011 was the first year the College of Education offered *CI 270 Introduction to the Education Profession* for concurrent enrollment. This fall (2011), there are over 100 students in area secondary schools enrolled in either *Training Tomorrow's Teachers* or *Teaching as a Career* classes. We conclude, from common assessments and feedback from students, that the concurrent enrollment students are receiving solid instruction in *CI 270 Introduction to the Education Profession* from our partner high schools.

Should you have questions regarding the concurrent *CI 270 Introduction to the Education Profession* classes, please contact either of the two individuals listed below:

Dr. Janice K. Ewing, Chair Curriculum and Instruction at janice.ewing@wichita.edu or 978-5355.

Dr. Terry Behrendt, Co-Director TQP at terry.behrendt@wichita.edu or 978-6945.