

College of Education
Department of Curriculum and Instruction
Concurrent Enrollment Assessment Report 2011-2012
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f. The Department of Curriculum and Instruction in the College of Education offers concurrent enrollment credit for *CI 270 Introduction to the Education Profession* the introductory teacher preparation course. This course is offered in nine area high schools as either *Exploring Teaching as a Career* or *Training Tomorrows Teachers Today*. Both high school courses are the equivalent of 3 credit hours and are aligned to *CI 270 Introduction to the Education Profession* curriculum.

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

Textbook

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.

In the 2011-2012 academic year, all teachers providing instruction participated in 2 half-day trainings sessions in the fall semester. The sessions focused on reviewing resources and course outcome expectations. In the spring of 2012, teachers met with Dr. Alan Aagaard to ensure course content alignment. Individuals responsible for the courses meet the Kansas Board of Regents (KBOR) requirements.

All of the high school teachers provided a similar culminating experience for students and used the common assessments identified in the resource materials to determine grades. Grades were awarded using the following standard: 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

In addition to coursework, all of the high schools students enrolled in *Exploring Teaching as a Career* or *Training Tomorrows Teachers Today* were invited to participate in four common events a) meeting and interacting with the Kansas Teacher of the Year Team, b) a fall area-wide teacher event at North High, c) a winter Education Career Fair, and d) a spring college day on the WSU campus. All four events were intended to extend and enhance the classroom experience. Individuals from the Department of Curriculum and Instruction were recruited to attend the high school classes to speak with students about teaching as a career.

There were 102 students enrolled in *Exploring Teaching as a Career* or *Training Tomorrows Teachers Today* classes across the 9 area high schools in spring of 2012. Of these, 50 students enrolled in and qualified for concurrent enrollment; however only 45 students completed the requirements to be awarded grades for CI 270 Concurrent Enrollment.

Table one shows the teachers in the Wichita area high schools who delivered the aligned curriculum and number of concurrent credit high school students enrolled during spring 2012.

Table 1: Spring 2012 Schools, Teachers, and Enrollment in Concurrent CI 270 classes

School	Teacher	Enrollment
East High School	D. DeMarco	2
Heights High School	M. Talbott	8
Maize High School	K. Call	2
North High School	E. Roberts	0
Northeast Magnet H.S.	T. Criss	9
Northwest High School	P. Kitchen	14
South High School	C. Mong	10
Southeast High School	R. Maddux	4
West High School	V. Cartledge	1
Total Enrollment	50 Students	

Table two shows the grading pattern for the 45 students who completed the course requirements.

Table 2: Concurrent Enrollment Grading Pattern for High School Students

Grades	Number of Student
A	26
A-	8
B+	2
B	5
B-	1
C	1
F	1
No Grade Assigned	1

A course satisfaction survey was administered to the high school students in the spring semester. Sixty-two high students completed the survey. Of the survey completers, 50 of the students were taking concurrent course credit. The remaining 12 were taking high school credit only. Results of the survey are shown in Table 3.

Table 3: 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	44	31/70%	13/30%	0/0%	0/0%	0/0%

North High Seminar	35	15/43%	19/54%	0/0%	1/3%	0/0%
Kansas Teacher of Year	20	11/55%	7/35%	0/0%	1/5%	1/5%
College Career Fair	57	46/81%	10/17%	0/0%	0/0%	1/2%
Overall, how satisfied have you been during this school year with the activities provided through the Future Educators of America Club?	42	28/67%	14/33%	0/0%	0/0%	0/0%
Overall, how satisfied have you been during this school year with the coursework provided in the <i>Training Tomorrow's Teachers</i> or <i>Teaching as a Career Classes</i> ?	50	31/62%	17/34%	0/0%	1/2%	1/2%

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

Data included in Table 3 show 90-100% of students who made valid responses on the survey were either somewhat or very satisfied with the activities listed. In addition, 96% expressed satisfaction with the coursework provided in the *Training Tomorrow's Teachers* or *Teaching as a Career* classes.

2011-1012 was the second year *CI 270 Introduction to the Education Profession* was offered for concurrent enrollment. The number of students enrolled in *Training Tomorrow's Teachers* or *Teaching as a Career* classes showed an increase in the 2011-2012 academic year. In spring 2011 there were 81 students enrolled in the high school classes (year one) and in spring 2012 there were 102. The number of students who took *CI 270* for concurrent enrollment credit also increased from 42 in spring 2011 to 50 in spring 2012. Based on the data provided, concurrent enrollment students continue to receive good quality instruction in *CI 270 Introduction to the Education Profession* from our partner high schools.