

University of North Georgia
College of Education
M.Ed. in Curriculum and Instruction
Program Evaluation for Graduates



All surveys are anonymous.

Please circle your response to the questions below:

1. I would recommend this program to colleagues interested in working toward a master's degree for a certificate upgrade.
 - a. Strongly agree
 - b. Agree

If in need of this content in an alternate format for accessibility (e.g. Braille, large print, audio, etc.), please contact Kathy.Moody@ung.edu or call 706-864-1757.

- c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
2. This program challenged me academically.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
3. This program taught me information that has helped me in my current position as an educator.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
4. The professors in this program were supportive regarding my educational needs.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
5. Overall, I am satisfied with my experience in the Curriculum and Instruction Program at the University of North Georgia.
- a. Strongly agree

- b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
6. After completing this program, I feel confident in conducting my own research studies to improve student learning.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
7. After participating in this program, I feel confident in my ability to design, implement, and evaluate **curriculum** to promote student learning.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
8. After participating in this program, I feel confident in my ability to plan, implement, and evaluate **instruction** to facilitate student learning.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

9. After completing this program, I feel that I have increased my depth and breadth of knowledge and skills as related to my academic discipline and pedagogy.
 - a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

10. After completing this program, I have advanced knowledge of the student as influenced by cognitive, emotional, social, cultural, environmental, and economic factors.
 - a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

11. After completing this program, I have the ability to use research to promote students' learning and to contribute to the teaching profession.
 - a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

12. After completing this program, I feel confident in assessing the research of others to pinpoint strengths and weaknesses.
 - a. Strongly agree
 - b. Agree

- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

13. After completing this program, I have advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

14. This program helped me to continue to demonstrate high standards for professional practice.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

15. My logistical experiences in this program were positive (the application process, the certification process, the graduation process, advising, and communications).

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

16. I was pleased with the location of the campus on which we met for classes.

- a. Strongly agree

- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

17. My program expanded my knowledge of student diversity.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

18. My program expanded my knowledge of utilizing technology to engage students in their learning.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

19. My program advisor communicated with me regularly about the program.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

20. If given the option, I would have preferred the following program format:

- a. Hybrid (both face-to-face and online learning experiences)
- b. Fully face-to-face
- c. Fully online

Please provide us with open-ended feedback regarding your experiences below:

21. What did you like best about the Curriculum and Instruction program at the University of North Georgia?
22. In terms of academics (i.e., courses, content, research, assessments), what suggestions for improvement would you have for the Curriculum and Instruction program at the University of North Georgia?
23. In terms of logistics (i.e., advising, general communications, graduation), what suggestions for improvement would you have for the Curriculum and Instruction program at the University of North Georgia?
24. How did the professors support you during your program?
25. In what ways could you professors have better supported you?
26. How did the program help you in furthering your educational career?
27. How did the program help you to become a stronger educator?
28. Any additional comments?

University of North Georgia
College of Education
Program Completer Follow-Up Plan

For the purposes of our Georgia Professional Standards Commission (GaPSC) and Council for the Accreditation of Educator Preparation (CAEP) accreditation requirements, we are **mandated** to survey our program completers one year after graduation for all initial and advanced programs. (While you are not mandated to respond, of course, we are required to send these out to all completers). Please provide us with your contact information so that we may send you a brief electronic survey one year from now.

Name: _____

School of Employment: _____

Supervisor: _____

Email (not UNG): _____

Preferred Phone: _____

We also need to follow-up with completers via focus groups and interviews, just to ensure that we have more than quantitative data. As you know, numbers speak, but sometimes personal stories have an even greater impact. If you agree to participate, please keep in mind that all data will be anonymized—any identifying data will be removed and pseudonyms will be utilized. Please let us know if you are interested: We will come to you so that you do not have to travel to campus.

_____ Yes, I would be willing to participate in a follow-up focus group or interview.

_____ I'm not sure at this time; please contact me in a year.

_____ No, I am unwilling to participate in a follow-up focus group or interview.

Results: Three Cycles

Questions	Spring 2018	Spring 2019	Spring 2020
	Response Rate: 90.91% (10 of 11)	Response Rate: 100% (14 of 14)	Response Rate: 70% (7 of 10)
Q1: I would recommend this program to colleagues interested in working toward a master's degree for a certificate upgrade.	Strongly Agree: 0% Agree: 30% Neither Agree nor Disagree: 40% Disagree: 20% Strongly Disagree: 10%	Strongly Agree: 7.14% Agree: 64.29% Neither Agree nor Disagree: 14.29% Disagree: 7.14% Strongly Disagree: 0%	Strongly Agree: 28.57% Agree: 42.86% Neither Agree nor Disagree: 28.57% Disagree: 0% Strongly Disagree: 0%
Q2: This program challenged me academically.	Strongly Agree: 40% Agree: 50% Neither Agree nor Disagree: 0% Disagree: 10% Strongly Disagree: 0%	Strongly Agree: 92.86% Agree: 7.14% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 71.43% Agree: 28.57% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q3: This program taught me information that has helped me in my current position as an educator.	Strongly Agree: 0% Agree: 80% Neither Agree nor Disagree: 10% Disagree: 0% Strongly Disagree: 10%	Strongly Agree: 71.43% Agree: 21.43% Neither Agree nor Disagree: 0% Disagree: 7.14% Strongly Disagree: 0%	Strongly Agree: 71.43% Agree: 28.57% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q4: The professors in this program were supportive regarding my educational needs.	Strongly Agree: 10% Agree: 60% Neither Agree nor Disagree: 30% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 78.57% Agree: 21.43% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 57.14% Agree: 28.57% Neither Agree nor Disagree: 14.29% Disagree: 0% Strongly Disagree: 0%
Q5: Overall, I am satisfied with my experience in the	Strongly Agree: 0% Agree: 40%	Strongly Agree: 28.57% Agree: 50%	Strongly Agree: 42.86% Agree: 57.14%

Curriculum and Instruction Program at the University of North Georgia.	Neither Agree nor Disagree: 20% Disagree: 30% Strongly Disagree: 10%	Neither Agree nor Disagree: 21.43% Disagree: 0% Strongly Disagree: 0%	Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q6: After completing this program, I feel confident in conducting my own research studies to improve student learning.	Strongly Agree: 20% Agree: 80% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 50% Agree: 50% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 71.43% Agree: 28.57% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q7: After participating in this program, I feel confident in my ability to design, implement, and evaluate curriculum to promote student learning.	Strongly Agree: 0% Agree: 50% Neither Agree nor Disagree: 30% Disagree: 20% Strongly Disagree: 0%	Strongly Agree: 50% Agree: 42.86% Neither Agree nor Disagree: 7.14% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 28.57% Agree: 28.57% Neither Agree nor Disagree: 0% Disagree: 42.86% Strongly Disagree: 0%
Q8: After participating in this program, I feel confident in my ability to plan, implement, and evaluate instruction to facilitate student learning.	Strongly Agree: 0% Agree: 50% Neither Agree nor Disagree: 40% Disagree: 0% Strongly Disagree: 10%	Strongly Agree: 64.29% Agree: 35.71% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 42.86% Agree: 42.86% Neither Agree nor Disagree: 14.29% Disagree: 0% Strongly Disagree: 0%
Q9: After completing this program, I feel that I have increased my depth and breadth of knowledge and skills as related to my academic discipline and pedagogy.	Strongly Agree: 10% Agree: 70% Neither Agree nor Disagree: 10% Disagree: 10% Strongly Disagree: 0%	Strongly Agree: 57.14% Agree: 35.71% Neither Agree nor Disagree: 7.14% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 57.14% Agree: 42.86% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q10: After completing this program, I have advanced	Strongly Agree: 10% Agree: 40%	Strongly Agree: 35.71% Agree: 50%	Strongly Agree: 28.57% Agree: 57.14%

knowledge of the student as influenced by cognitive, emotional, social, cultural, environmental, and economic factors.	Neither Agree nor Disagree: 30% Disagree: 20% Strongly Disagree: 0%	Neither Agree nor Disagree: 7.14% Disagree: 7.14% Strongly Disagree: 0%	Neither Agree nor Disagree: 14.29% Disagree: 0% Strongly Disagree: 0%
Q11: After completing this program, I have the ability to use research to promote students' learning and to contribute to the teaching profession. Q12: After completing this program, I feel confident in assessing the research of others to pinpoint strengths and weaknesses.	Strongly Agree: 30% Agree: 60% Neither Agree nor Disagree: 10% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 64.29% Agree: 35.71% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 85.71% Agree: 14.29% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q12: After completing this program, I feel confident in assessing the research of others to pinpoint strengths and weaknesses.	Strongly Agree: 30% Agree: 60% Neither Agree nor Disagree: 10% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 28.57% Agree: 64.29% Neither Agree nor Disagree: 0% Disagree: 7.14% Strongly Disagree: 0%	Strongly Agree: 71.43% Agree: 28.57% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q13: After completing this program, I have advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.	Strongly Agree: 10% Agree: 50% Neither Agree nor Disagree: 30% Disagree: 10% Strongly Disagree: 0%	Strongly Agree: 50% Agree: 35.71% Neither Agree nor Disagree: 14.29% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 28.57% Agree: 28.57% Neither Agree nor Disagree: 42.86% Disagree: 0% Strongly Disagree: 0%

Q14: This program helped me to continue to demonstrate high standards for professional practice.	Strongly Agree: 30% Agree: 50% Neither Agree nor Disagree: 20% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 57.14% Agree: 42.86% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%	Strongly Agree: 57.14% Agree: 42.86% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 0%
Q15: My logistical experiences in this program were positive (the application process, the certification process, the graduation process, advising, and communications).	Strongly Agree: 10% Agree: 20% Neither Agree nor Disagree: 0% Disagree: 50% Strongly Disagree: 0% No Response: 10%	Strongly Agree: 0% Agree: 50% Neither Agree nor Disagree: 7.14% Disagree: 42.86% Strongly Disagree: 0%	Strongly Agree: 28.57% Agree: 42.86% Neither Agree nor Disagree: 28.57% Disagree: 0% Strongly Disagree: 0%
Q16: I was pleased with the location of the campus on which we met for classes.	Strongly Agree: 40% Agree: 50% Neither Agree nor Disagree: 0% Disagree: 0% Strongly Disagree: 10%	Strongly Agree: 64.29% Agree: 21.43% Neither Agree nor Disagree: 7.14% Disagree: 0% Strongly Disagree: 7.14%	Strongly Agree: 57.14% Agree: 14.29% Neither Agree nor Disagree: 14.29% Disagree: 14.29% Strongly Disagree: 0%
Q17: My program expanded my knowledge of student diversity.	Strongly Agree: 10% Agree: 40% Neither Agree nor Disagree: 20% Disagree: 30% Strongly Disagree: 0%	Strongly Agree: 14.29% Agree: 50% Neither Agree nor Disagree: 21.43% Disagree: 14.29% Strongly Disagree: 0%	Strongly Agree: 14.29% Agree: 57.14% Neither Agree nor Disagree: 28.57% Disagree: 0% Strongly Disagree: 0%
Q18: My program expanded my knowledge of utilizing technology to engage students in their learning.	Strongly Agree: 0% Agree: 20% Neither Agree nor Disagree: 30%	Strongly Agree: 7.1% Agree: 35.71% Neither Agree nor Disagree: 35.71%	Strongly Agree: 0% Agree: 28.57% Neither Agree nor Disagree: 42.86%

	Disagree: 50% Strongly Disagree: 0%	Disagree: 21.43% Strongly Disagree: 0%	Disagree: 28.57% Strongly Disagree: 0%
Q 19: My program advisor communicated with me regularly about the program.	Strongly Agree: 10% Agree: 30% Neither Agree nor Disagree: 30% Disagree: 30% Strongly Disagree: 0%	Strongly Agree: 7.14% Agree: 35.71% Neither Agree nor Disagree: 42.86% Disagree: 14.29% Strongly Disagree: 0%	Strongly Agree: 0% Agree: 14.29% Neither Agree nor Disagree: 28.57% Disagree: 57.14% Strongly Disagree: 0%
If given the option, I would have preferred the following program format:	Not asked this year.	Hybrid: 85.71% Fully Face-to-Face: 7.14% Fully Online: 7.14%	100% Hybrid
What did you like best about the Curriculum and Instruction program at the University of North Georgia?	We had no idea about how this program would culminate until almost a year in. It would have been helpful to know how everything would fit together from the beginning. I was not happy that I was still completing my endorsement classes during my capstone defense. I was very unhappy that I was dropped from the first reading endorsement class without notice summer 2016. That cost me \$\$ since I was then a part-time student and no longer qualified for financial aid. The support of my cohort	Fully prepared to continue into a doctoral program. My professors Wide variety of expertise It was a professional research based outlook. Hybrid classes Expanded my knowledge of research and curriculum design The knowledge I gained The rigor from Dr. Cuevas and the feedback given. This is	I really enjoyed the "boots-on-the-ground" approach for the gifted endorsement. I learned a lot of things that I could implement in my classroom immediately. Often we were "forced" to implement and report back which I found very beneficial. I also really valued the program implementation and evaluation as I think that is going to be a very practical skill set. I appreciate the serious dedication to research, and I have learned oh so much about research. I liked that I was able to get a degree in C&I at the Master's

	<p>friends. Working with them and learning from them.</p> <p>I liked collaborating with my cohort and implementing what we did in my classroom.</p> <p>Mostly online.</p> <p>The location of the classes and the small class size. Most professors were very supportive, offered quality feedback, and were dedicated to student success.</p> <p>It taught me to conduct research and had a gifted endorsement.</p> <p>Most of the professors—willing to work with you.</p> <p>Very little; I learned a minimal amount re: C&I it focused mainly on research.</p>	<p>where I grew the most.</p> <p>For the most part, I enjoyed the face-to-face classes the most. I felt that I gained the most knowledge from them due to the genuine interactions with professors and peers.</p> <p>Face-to-face discussion with professors and colleagues</p> <p>The flexibility, yet professionalism.</p>	<p>Level instead of having to wait until Specialist. I liked the hybrid format, especially since all the students are full-time teachers. I liked that I did not have to buy useless textbooks.</p> <p>I loved that we got to choose our research topics. Being able to choose topics to research, implement, evaluate, was great because then it was focused in our area (of interest) rather than a mandatory topic.</p> <p>I feel prepared to examine instructional programs and other research studies.</p> <p>I enjoyed most of my professors, as well as the cohort of the program. I enjoyed getting to know educators outside of my district and learning from them and my professors about educational practices and interests.</p> <p>It was conveniently located for me and taught me a lot about the value of educational</p>
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			<p>research.</p> <p>I liked best how we were given an opportunity to add a certification of our choice. It was an added benefit.</p>
<p>In terms of academics (i.e., courses, content, research, assessments), what suggestions for improvement would you have for the Curriculum and Instruction program at the University of North Georgia?</p>	<p>Actually focus on C&I and not just research.</p> <p>More focus on curriculum and instruction and less focus on research; GACE was very difficult</p> <p>To further prepare students for the GACE test courses in the program should focus more on pedagogy and how educators can use different strategies to better meet the needs of all students.</p> <p>Much of the GACE was focused on adult learning. A course covering adult learning would have had benefit to the GACE as well as to my own professional growth.</p> <p>I suggest that the program increase courses that align with</p>	<p>More classes on instruction—most courses were research based</p> <p>Reading endorsement professors organization and expectations (low)</p> <p>More focus on info needed for actual C&I (the GACE)</p> <p>I wish the classes would have been more cohesive and connected</p> <p>Curriculum and delivery courses could be more structured.</p> <p>Have the same professor teach all the graduate research classes within a cohort for consistency</p> <p>Very heavy on research, more of a focus on content, pedagogy</p>	<p>I appreciate the program development and strong research component of the background. I think the delivery course (next to last semester) should spend some time on curriculum specifics in the context of preparation for the GACE. I still don't know the answer... "Who is legally responsible for student learning in a system?" I would have appreciated some discussion and time spent on questions such as who ultimately decides curriculum and on what basis? Why are standards moved around from grade to grade, and who decides that? Are there "best practices" in revamping the curriculum? So many questions.</p> <p>I thought the research strand</p>

	<p>the content of the C&I GACE. Offering a wider variety of endorsement choices would also be a positive change.</p> <p>More content that is on the GACE or in a classroom</p> <p>More content specific to what we needed to know for the GACE.</p> <p>Organize the schedule.</p> <p>A lot of things we were expected to know on the GACE were not taught in the classes. On the GACE there was more C&I questions and less research questions. The program was opposite.</p>	<p>and various teaching strategies would have been helpful.</p> <p>I think everything was fine. All classes built on one another in a cohesive way.</p>	<p>was great, and I had no issues with it. I also had a fine endorsement experience. However, the program orientation at the beginning of the program made it seem like the curriculum/instruction strand would be more thorough than it was. I was not pleased with EDUC 6519 in fall of 2019. It's titled Instructional Delivery, and I can't name one beneficial thing I learned. We made a PPT about our names-as graduate students. I understand that teaching occurs in the process as well as the final product, but that did not feel like a graduate level course. I felt like my time was wasted in that particular class. I was also confused why we had to submit field hours for some of the EDUC classes (not endorsement classes) when we were all full-time teachers.</p> <p>My number one suggestion would be to base some of the classes (like EDUC6519 or one of the LART classes) on the</p>
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			<p>actual persons in the classroom. This is a graduate course for people that HAVE to be teaching. You do not have the option to not teach during this program. Considering this class is the second to last class we take, that means that everyone is in at least their second year teaching. The content needs to reflect that. It should not be for undergraduates who have never taught and it should not involve get-to-know-you games, when everyone has already been together in the same class/cohort for a year and a half. It needs to be based on the people in the room. For the LART class, it should not be geared towards elementary teachers, when only 1 out of the 5 people teach elementary and the rest taught middle and high.</p> <p>More emotional support from professors.</p> <p>I would have liked to have some of my curriculum classes be more geared at looking at</p>
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			<p>different types of curriculums. I felt like I wrote many papers and explored a lot of my own research, which was somewhat helpful. However, I do not know that I would be able to evaluate and program with the current knowledge I have.</p> <p>The Instructional Delivery course should be revamped. This was the only course that I didn't feel added to my knowledge in any way.</p> <p>There was not much preparation for the GACE. I felt very lost on the practice tests for the GACE. I passed it, but I was really worried about it. I think there was too much emphasis on research.</p>
<p>In terms of logistics (i.e., advising, general communications, graduation), what suggestions for improvement would you have for the Curriculum and Instruction program at the University of North Georgia?</p>	<p>Registration was always an issue.</p> <p>There was a lack of communication on requirements for the program. There were some changes that were unannounced.</p>	<p>A meeting face to face at the beginning to help with advising and understanding the whole scale and plan of the program.</p> <p>The price quoted for the full program was less than what we actually paid. Making the total out the price easily available</p>	<p>I didn't feel like I needed a great deal of help - except registering, which Regina had to do for me most semesters. I will say that when I first applied, I never heard anything, and I had to reach out to find out if I was in the program. That left me feeling like things</p>

	<p>Increase communication about expectations, registrations, deadlines, etc.</p> <p>Communication—there was a serious lack of communication the majority of the program.</p> <p>Communication about different things could have been better. Things were very inconsistent.</p>	<p>and accurate would have been nice.</p> <p>Be more clear about financial cost</p> <p>Price should be honored. Money issues over incorrect pricing was unfair.</p> <p>Face-to-face advisement meetings would be very beneficial</p> <p>Need someone organized to be advising us.</p> <p>I think that communication between the COE and students needs a lot of improvement. Often times I would have to contact UNG through multiple avenues and attempt to have questions answered. Also, I think that the registration process could be streamlined by automatically enrolling students in the next courses in the program, rather than the students having to reach out to the COE to be registered.</p>	<p>were disorganized. Having help navigating LiveText and the PSC would have been nice, but I fumbled around and sent emails to faculty and staff until I figured out my answers.</p> <p>When I applied to the program, it was advertised on UNG's website as a 5-semester program. However, at orientation I learned I would be paying for 6 semesters. I went back to the program website at the end of my time, and it still says it's a 5-semester program. That was disappointing because I had to pay for another semester. The coursework is much more manageable and beneficial over 6 semesters, but the website needs to match so students know what they're getting into. I can't speak to graduation since ours was cancelled.</p> <p>The advisor should probably be someone who knows the whole program well and can answer questions readily. This was not necessarily true for the advisor we had for 3/4ths of our program. All other communications were great!</p> <p>I would have liked a little more</p>
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			<p>guidance and understanding about my classes. My curriculum and instruction courses also felt like they were research courses and it was hard to distinguish between the two at times. I feel like if we had a better explanation as the reasoning behind our classes, we would have been a little more apt at doing the skills differently within the courses.</p> <p>I only remember hearing from my initial advisor once at the very beginning of the program. After that, she was difficult to get in touch with. I didn't even know who she was until I had her as a professor in the second-to-last semester. It would probably be good for advisors to be instructors with whom the student were familiar from the onset of the program. I feel like my real advisor was Dr. Cuevas, who was tremendously helpful and supportive.</p> <p>I could not even tell you who</p>
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			<p>my advisor was. We met the first night, and they said you take these classes in this order. Luckily, I kept that paper the whole time. I just followed it.</p>
<p>How did the professors support you during your program?</p>	<p>They were very supportive and willing to work with you. Responded quickly and provided multiple forms of communication.</p> <p>Dr. Cuevas was very tough but seemed to be very invested in growth</p> <p>They gave constructive feedback and were invested in student success.</p> <p>Dr. Washell, Dr. Childers, and Dr. Cuevas were always available and supportive in this journey.</p> <p>Most professors understood that we were also working full time. However, not all professors understood this.</p>	<p>They answered emails and communicated well.</p> <p>Dr. Cuevas provided wonderful, consistent feedback!</p> <p>Many professors provided an abundance of feedback and made themselves very available to students through multiple means.</p> <p>Through email and office hours if requested.</p> <p>Good.</p> <p>Communication was great—all questions answered in a timely manner</p> <p>Constant feedback</p> <p>They were there at any point for support.</p>	<p>All my professors were gracious and supportive and uniquely themselves.</p> <p>The professors answered emails in a timely manner, clarified questions, and provided flexible office hours and phone conferences. I also appreciated that the majority of the professors used our class time very well and respected us as professionals.</p> <p>They always answered my (many) questions. They were supportive of my extended time. They pushed me to do and be better. I truly liked probably 6 or 7 out of my 8 professors. I overall really liked my experience with my professors. I am the kind of the person that asks a lot of questions, and they always answered them, no hesitation.</p>

		<p>They provided time and resources as needed</p> <p>Dr. Jordan was amazing. Dr. Cuevas was extremely knowledgeable and helpful.</p> <p>They wanted everything we did to be beneficial to our classrooms and to us. They helped us develop and implement our ideas.</p>	<p>Mostly positive, I feel that some professors instilled fear about assignments.</p> <p>Most professors were supportive in answering questions and helping guide us through our different tasks and different parts of research.</p> <p>Most professors were supportive by keeping us in the loop regarding assignments and due dates.</p> <p>The professors always answered emails in timely fashion. Professors were flexible with phone conferences.</p>
<p>In what ways could you professors have better supported you?</p>	<p>Preparing for GACE; consistent across all classes (lit review was required in more than 1 and we were told to do it different ways.)</p> <p>Understood we have jobs and families; maybe been a little more flexible (1 professor)</p>	<p>I felt supported. For what we completed and accomplished, I feel that they supported us in a way that allowed us to grow independently. Some might feel it was a lack of support, but I disagree.</p> <p>I don't see how.</p>	<p>Nothing I can think of. Each one was accessible and professional.</p> <p>I believe they did a great job.</p> <p>Honestly, N/A. Other than the one specific class mentioned above, in which the syllabus changed, the content in D2L</p>

	<p>Clearer expectations of what the end result/responsibilities would be.</p> <p>Explain the big picture for the program better.</p>	<p>The spring semester change of Cuevas teaching the course is a good change. The semester with Dr. Jordan was not as helpful and I had to redo for Cuevas.</p>	<p>did not match the syllabus, the assignments did not match the rubrics, and there seemed to be a lot of work that either did not make sense or was extremely repetitive, I have no other suggestions. My professors overall were great!!!</p> <p>Treat assignments as something to help us grow, not intimidate us.</p> <p>I feel that the biggest thing that some of our professors forgot was that we were not full-time students. We had full-time jobs and were working very hard to be good at both, but were definitely struggling at different points. Understanding would have gone a long way.</p> <p>In the online classes, it would have been helpful for professors to host virtual meetings with students via Microsoft Teams or GoogleMeet to further explain some of the assignments.</p>
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<p>How did the program help you in furthering your educational career?</p>	<p>Observation and reflection on teaching and learning</p> <p>Helped me guide my career toward academic research</p> <p>I have become a better consumer of research which will help me be a better decision maker</p> <p>Understanding educational research and program evaluation.</p> <p>The research part (dissertation and defense) prepared me for a doctorate program.</p>	<p>I got the degree which helped me on a stepping stone</p> <p>It helped me to gain confidence as a research and educator. Also, I will obtain the degree necessary to be a curriculum coach.</p> <p>Prepared me to be a mentor or question the validity or lack of programs implemented in schools.</p> <p>I am now a producer and effective consumer of research</p> <p>Broadened my view of the effectiveness of research in the classroom</p> <p>Made me a better teacher</p> <p>It showed me the next steps I want to take as a professional</p> <p>The history courses I took brought me greater awareness to the plight of minority groups. The importance of</p>	<p>I didn't know how much I didn't know. Now I am suspicious about what else is out there that I've never heard of.</p> <p>I learned many things that I could easily apply in my classroom, especially in my endorsement strand. I also have a better understanding of educational logistics that will prepare me for my future goals.</p> <p>In so many ways. It helped me learn more teaching strategies. It helped me learn how to actually research. It helped me learn how to evaluate my instruction/a program. It helped me to view education in a slightly different way.</p> <p>This program helps me analyze the programs my school is using and helps me make informed decisions for my students.</p> <p>This program helped me to learn more about research, as</p>
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		<p>research based strategies and what good research is.</p> <p>I obtained a new degree and feel more confident and being a teacher leader for curriculum and instruction.</p>	<p>well as receive my ESOL endorsement which will help me further my learning and teaching techniques. I will also be ready for my next steps when I decide what that is.</p> <p>The types of assignments given in this program prepared me to begin a doctoral program. Knowledge of Curriculum and Instruction also furthers my future plan to teach pre-service teachers at the college level.</p>
<p>How did the program help you to become a stronger educator?</p>	<p>It didn't.</p> <p>Added skills for gifted differentiation and data driven instruction</p> <p>Gave me research based strategies and an action plan for how to face challenges.</p> <p>Understand research better.</p> <p>Showed me how to research before trying new ideas.</p>	<p>Countless ways! Research methods and best practices. Continually developing myself and equipping others.</p> <p>Made me more confident in my teaching abilities. Allowed me the opportunity to see and practice research based strategies. Made me more aware of minority students and the harder road they must travel.</p> <p>It showed me how to evaluate</p>	<p>I've gone from a place of anecdotal experiences to now having the ability to test these experiences to have data on which to base instructional decisions, and this is powerful for any educator.</p> <p>I learned about foundational literacy in my reading endorsement, which is very helpful since the undergrad middle grades program (appropriately) doesn't cover it. This has helped me teach my</p>

		<p>curriculum and teaching practices.</p> <p>Better presenter, writer, teacher</p> <p>Gave me confidence in addressing and researching problems in the school/classroom</p> <p>Self-evaluation</p> <p>All research courses helped me know how to critique and read studies</p> <p>Thinking more critically as an instructor and analyzing my instruction</p> <p>I learned more about research, policy, curriculum, and instruction</p>	<p>students better and transfer to another district. The program has broadened my perspective as an educator.</p> <p>In so many ways. It helped me learn more teaching strategies. It helped me learn how to actually research. It helped me learn how to evaluate my instruction/a program. It helped me to view education in a slightly different way.</p> <p>Giving me a better background on what we teach our students and why</p> <p>I think that the growing understanding of my personal interests in education helped me to be a better educator.</p> <p>I learned a lot about educational research and how to use it for both personal professional development and school improvement. I also feel like the program taught me a form of professional writing with which I was previously</p>
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			<p>unfamiliar.</p> <p>I have learned many new strategies in becoming a growing educational leader at my school.</p>
<p>Any additional comments?</p>	<p>I would not recommend this program.</p> <p>Logistics side led to an overall negative experience, but individual professors were positive</p> <p>Better preparation for GACE test.</p> <p>The program has good potential but for our cohort was very inconsistent and disorganized. Did not feel prepared for GACE and the semester we had Dr. Lee was a total waste of money. We learned absolutely nothing.</p> <p>Things were very inconsistent. For example—classes weren't always on the same days, classes weren't always the same (online and in class)—</p>	<p>Reading endorsement courses in an area of weakness in the program.</p> <p>While it was difficult, I feel that it prepared us and made us grow in meaningful ways. When comparing it to other graduate level programs, it seemed to be much more difficult. However, I feel I have learned more and feel equipped to continue my education.</p>	<p>I teach at an independent school, and I will say there were a few hurdles I had to jump over because of this. Having to get a state-endorsed gifted mentor was by far the biggest. The teachers at my school have different certifications, not state certifications. I literally called one of my daughter's public school teachers from two years prior because my daughter kept in touch with her, and fortunately she fit the criteria and was gracious enough to agree to be my mentor.</p> <p>I loved UNG as an undergrad and as a graduate student. I think UNG has strong education programs, and I've had an amazing experience once again.</p>

	professors didn't all have a general idea of what was coming next.		Nope. I thoroughly enjoyed this program. I thought it was SUPER hard, harder than many of my counterparts and the programs they have gone through. I thought it did what I wanted- helped me to help my students in the here and now. I thought the program pushed me and included a LOT of difficult work that I am pretty sure other programs do not have to do, but in the end, it was worth it.
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Discussion of Results

Overall, results increased substantially from the first cohort of Curriculum and Instruction (C&I) program graduates to the third cohort. In cohort one, many of the candidate comments were related to program logistics, including understanding how the program is structured and how courses connect, understanding registration, and receiving regular and consistent communication. In terms of academics, candidates wanted more curriculum and instruction content, specifically content related to and in preparation for the Georgia Assessments for the Certification of Educators (GACE) Content in Curriculum and Instruction. After this first year, we took their feedback and implemented several program changes, including the following:

- An orientation was developed for candidates to ensure that they felt comfortable with the program, from both an academic standpoint and from the logistical side. Faculty and the program coordinator met with candidates on the first night of the first class to introduce themselves, answer questions, provide an overview of the program and procedures, and discuss the handbook. This orientation is still ongoing, although it continues to be edited based on candidate feedback.
- A handbook was developed for candidates, one that we are currently revising based on continuous feedback from candidates.
- GACE practice tests are now purchased for all candidates so that they feel comfortable with the content and format of the test prior to taking it.

Feedback improved substantially over the next two cohorts. In terms of patterns, though, scores remain lower in the areas of technology integration and knowledge of diversity, and these are two areas on which we will continue to work. Syllabi are being reviewed for standards related to technology and diversity. Additionally, candidates feel less comfortable in regard to their abilities to design, plan, implement, and evaluate curriculum, which should be a major component of any C&I program. With this in mind, our faculty have met regularly over the past two years to review courses and their key assessments, they have revised courses to include additional content, and they have reviewed candidate data on assessments to help in determining needed changes. They have participated, as well, in norming sessions for key assessments to ensure that candidate expectations are similar in regard to research and writing. These meetings will continue as we move into academic year 2020-2021. Additionally, we have continued to provide new opportunities in the areas of endorsements, adding an autism endorsement this year. And lastly, candidates have a new advisor, as this seemed to be a pattern across the years, resulting in a lack of communication and assistance with logistical issues.