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## NCE Program Assessment Report Template (2011-2012)

Program: **Elementary Education Master of Arts in Teaching**

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### Section I: Program Overview

This section provides an overview into your programs' candidates and completers. The data needed to complete this chart will be provided to your program's identified contact person from the Office of Institutional Research by June 15, 2012.

#### 2011-2012 (September 1, 2011 – December 31, 2012) Number of Students:

	Undergraduate	Graduate	Alternative Programs (AUSL, TFA, etc.)	Online
Number of Students Admitted to the Program		101		
Number of Students Enrolled in the Program		567		

If deemed helpful, a brief overview of the program can be provided to assist reviewers in understanding the framework, philosophy and key elements of the program.

### Section II: Relationship of Assessments to Program Outcomes and Standards

Please complete the following two charts below. In the first chart, show the alignment of the program's assessments to the NCE Conceptual Framework/Outcomes. In the second chart, show the alignment of the program's assessments to the program outcomes and other professional standards.

In addition, a narrative description of the alignment in these charts to supply further description can be provided.

#### Alignment of Program Assessments to NCE Conceptual Framework/Outcomes

NCE Conceptual Framework/Outcomes	Program Assessments
<b>NCE Candidates:</b>	
Envision, articulate and model democratic and progressive education	ELE 590 Competency Appraisal Indicators Teacher Sample
Design powerful learning environments that integrate appropriate technologies	ELE 590 Competency Appraisal Indicators
Design powerful learning environments that utilize multiple meaningful assessments	ELE 590 Competency Appraisal Indicators MAT Lesson Plan and Analysis
Design powerful learning environments that enable self-directed learning	ELE 590 Competency Appraisal Indicators Teacher and Instructor

Work collaboratively in diverse communities and with diverse learners to achieve learning goals	ELE 590 Competency Appraisal Indicators Teacher Work Sample
Advocate for democratic values, equity, access and resources to assure educational success for all	ELE 590 Competency Appraisal Indicators Teaching and Students
Cultivate curiosity and excitement for learning in themselves and others	ELE 590 Competency Appraisal Indicators Teaching and Instruction/Teaching and Curriculum
Respect and learn from other peoples, cultures, and points of view	ELE 590 Competency Appraisal Indicators
Demonstrate a caring attitude in recognizing the needs of others and acting to promote their growth	ELE 590 Competency Appraisal Indicators Teaching and Instruction
Act with confidence and self-knowledge to assume professional leadership roles and responsibilities	ELE 590 Competency Appraisal Indicators Teaching and the Profession
Use information from self and others to continuously improve	ELE 590 Competency Appraisal Indicators Teaching and the Profession

**Alignment of Program Assessments to Professional Standards and Program Outcomes (see attached chart)**

<b>Program Outcomes</b>	<b>Professional Standards ACEI Association for Childhood Education International</b>	<b>Program Assessments</b>
Are knowledgeable about a variety of philosophical, theoretical, historical, and practical approaches to teaching	<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	ELE 590 Competency Appraisal Indicators
Draw on knowledge bases which underlie the program to make informed decisions that support the intellectual, social, and personal development of their students.	<b>1.0 Development, Learning, and Motivation</b> --Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation	ELE 590 Competency Appraisal Indicators Teaching and Students Teacher Work Sample
Adapt to diverse educational contexts while maintaining professional integrity.	<b>3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments	ELE 590 Competency Appraisal Indicators- Teaching and the Environment Teacher Work Sample
Make linkage between theory, research, and practice, the university and the school classroom	<b>3.3 Development of critical thinking and problem solving</b> —Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	ELE 590 Competency Appraisal Indicators Teacher Work Sample
Are knowledgeable, critical consumers of research; understand implications from	<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on	ELE 590 Competency Appraisal Indicators

research for their own classroom practices.	knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	
Work collaboratively with other professionals in the school, with parents, with children, and with the community.	<b>5.2 Collaboration with families, colleagues, and community agencies</b> —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	ELE 590 Competency Appraisal Indicators Teaching and the Profession
Model and demonstrate a commitment to the importance of life-long learning.	<b>5.1 Professional growth, reflection, and evaluation</b> —Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally	ELE 590 Competency Appraisal Indicators- Teaching and the Profession
Acknowledge, respect, and critically support multiple perspectives within the educational and social contexts.	<b>3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments	ELE 590 Competency Appraisal Indicators
Meet the challenges of students with diverse learning abilities.	<b>3.2 Adaptation to diverse students</b> —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students	ELE Competency Appraisal Indicators- Teaching and Students Teacher Work Sample
Internalize and demonstrate a beginning repertoire of practices characteristic of effective, novice teachers.	<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	ELE 590 Competency Appraisal Indicators
Create a learning environment which allows experiential, integrated, and investigative learning developed around accepted curriculum standards.	<b>3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments	ELE 590 Competency Appraisal Indicators- Teaching and the Environment Teacher Work Sample
Implement on-going assessments of curriculum and instructional practices.	<b>4.0 Assessment for instruction</b> —Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen	ELE 590 Competency Appraisal Indicators- Teaching and Instruction MAT Lesson Plan and Analysis

	instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student	Teacher Work Sample
Base planning and organization of classroom experiences upon process as well as outcome assessments	<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	ELE 590 Competency Appraisal Indicators- Teaching and Instruction Teacher Work Sample MAT Lesson Plan and Analysis
Create student assessments which include teacher evaluation, peer evaluation, and self-evaluation.	<b>4.0 Assessment for instruction</b> — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student	ELE 590 Competency Appraisal Indicators- Teaching and Instruction Teacher Work Sample MAT Lesson Plan and Analysis
Create teacher assessments which include student evaluation, peer evaluation, and self-evaluation	<b>4.0 Assessment for instruction</b> — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student	ELE 590 Competency Appraisal Indicators- Teaching and Instruction MAT Lesson Plan and Analysis Teacher Work Sample

The Elementary and Middle Level Teacher Education (EMLTE) department advocates for all learners in K- 8 schools. As a result, the Master of Arts in Teaching (MAT) program in Elementary Education prepares teacher candidates to meet the diverse needs of K-8 students in today's classrooms in order to positively impact learning outcomes. The work of the EMLTE department supports the larger mission of the National College of Education (NCE) in preparing teachers to make a difference, classroom by classroom, through bringing effective teaching and enhanced learning opportunities to everyone's children. Championing social justice issues and closing achievement gaps occur when teachers are well prepared to implement teaching practices that honor and support the students sitting in all classrooms. The NCE Conceptual Framework sets forth a set of outcomes embraced by the MAT program's curriculum. These outcomes follow:

**NCE Conceptual Framework Outcomes - 2007**

**NCE Faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect P-12 student learning by:**

- Envisioning, articulating, and modeling democratic and progressive education.
- Designing powerful learning environments that:
  - integrate appropriate technologies.
  - utilize multiple meaningful assessments.
  - enable self-directed learning.
- Working collaboratively in diverse communities and with diverse learners to achieve learning goals.

- Advocating for democratic values, equity, access and resources to assure educational success for all.

**NCE Faculty and candidates continuously demonstrate a high standard of professional ethics by:**

- Cultivating curiosity and excitement for learning in themselves and others.
- Respecting and learning from other peoples, cultures, and points of view.
- Demonstrating a caring attitude in recognizing the needs of others and acting to promote their growth.
- Acting with confidence and self-knowledge to assume professional leadership roles and responsibilities.
- Using information from self and others to continuously improve.

<b>NCE Outcomes</b> Faculty & students use scholarly habits of mind and methods of inquiry to:	<b>NCE Dispositions</b> Faculty & students demonstrate a high standard of professional ethics by:	<b>NCATE Standards</b>	<b>ISBE IL - Professional Teaching Standards</b>	<b>ACEI Association for Childhood Education International</b>	<b>ITS Illinois Tech Standards</b>
1. envision, articulate, model democratic & progressive education	1. cultivating curiosity & excitement for learning	(CK) Content knowledge (CK)	1. Content Knowledge	1. Development, Learning, Motivation	1. Basic Computer Operations and Standards
2. design powerful learning environments	2. respecting & learning from other peoples, cultures, & points of view	(KSD) Pedagogical or professional knowledge, skills or dispositions (KSD)	2. Human Development Learning Environment	2. Curriculum	2. Personal and Professional Use
2.a. that integrate appropriate technologies	3. demonstrating a caring attitude in recognizing the needs of others & acting to promote their growth	(SL) Effects on student learning (SL)	3. Diversity 4. Planning for Instruction	3. Instruction	3. Application for Instruction
2.b. that utilize multiple	4. acting with confidence & self-		6. Instructional	4, Assessment	4. Social, Ethical and Human Issues

meaningful assessments	knowledge to assume professional leadership		Delivery		
2.c. that enable self-directed learning	5. use information from self & others to continuously improve		7. Communication 8. Assessment	5. Professionalism	5. Productivity Tools
3. work collaboratively in diverse communities with diverse learners			9. Collaborative Relationships 10. Reflection and Professional Growth		6. Telecommunications 7. Research, Problem Solving and Product Development
4. advocate for democratic values, equity, access, & resources to ensure success for all			11. Professional Conduct		8. Information Literacy Skills

In our electronic portfolio and competency appraisals we ask teacher candidates to respond to their understanding of and identification with the (NCE) National College of Education program and conceptual framework and professional outcomes Our program outcomes are aligned with the (ISBE) Illinois State Board of Education Professional Teaching Standards, (ACEI) Association for Childhood Education International Standards and (ITS) Illinois Technology Standards.

Teacher candidates show evidence of their understandings of these standards by including common program assignments and assessments that were designed to connect to these standards in their electronic portfolio. Our practicum course (ELE 587) and student teaching (ELE 597) have a field component as part of the curriculum requirement, and the Competency Appraisals are further aligned with these program outcomes and standards.

These competency appraisals indicate that teacher candidates are meeting the standards. The competency appraisals are completed by university supervisors, mentor teachers and teacher candidates (residents) twice during the program. The use of these on-going assessments is designed to assess our teacher candidates in the following areas: Teaching and Students, Teaching and Instruction, Teaching and the Environment, Teaching and Curriculum and Teaching and the Profession. These are the same categories in our electronic portfolio. See the list below for a comprehensive display of how each of these five areas addresses the key program standards.

**The Knowledge and Performance Standards on Which the Competency Appraisal Indicators are based**

(B) ISBE CAST – Illinois State Board of Education Content Area Standard for All Teachers

(D) INTASC – Interstate New Teacher Assessment and Support Consortium Standard

(E) ACEI – Association for Childhood Education International Standard

**1. Teaching and Students**

Candidates provide opportunities that support all students’ intellectual, social, and personal development (D – #2, E – #1) and address the diversity of students and their learning needs (B Technology – #4, D – #3, E - #3.2).

**2. Teaching and the Environment**

Candidates demonstrate an awareness of and the ability to maintain a classroom environment conducive to learning (D – #5, E – #3.4).

**3. Teaching and Instruction**

Candidates possess the skills of planning and teaching lessons appropriate for the students, subject, and curriculum (B Technology – #3, 5, 6, 7 & 8, D – #4 & 7, D – #3.1 & 3.3). Candidates utilize effective modes of communication (verbal, nonverbal, written, and/or technology) (A – #13, B Technology – #6, D – #6, E – #3.5). Interns demonstrate the ability to incorporate assessment in their teaching (B – Technology #5 & 8, D – #8, E – #4).

**4. Teaching and Curriculum**

Candidates understand and demonstrate the central concepts, tools of inquiry, and structures of content and create meaningful integrated learning experiences that develop all students' competence in subject matter and skills for various developmental levels (B Technology – #1, D – #1, E – #2.8).

**5. Teaching and the Profession**

Candidates collaborate with school colleagues (including support services personnel), parents/families and community agencies to support students and their learning (D – #10, E – #5.3 & 5.4). Candidates are reflective/analytic practitioners in ways that support their own professional development (B Technology – #2, D – #9, E – #5.1 & 5.2).

Please refer to the chart below that clearly shows our benchmarks and assessment that provide evidence of meeting program standards.

<b>Knowledge Type</b>	<b>Transition Point 1 Admission</b>	<b>Transition Point 2 Practicum I ELE 500</b>	<b>Transition Point 3 Practicum II ELE510</b>	<b>Transition Point 4 Student Teaching ELE 590</b>
<b>Content</b>	Basic Skills Test Content Test 110	Lesson Planning, Teaching and Analysis	Lesson Planning, Teaching & Analysis Competency	Lesson Planning, Teaching, & Analysis Teacher Work

			Appraisal	Sample Video Sample and Analysis Competency Appraisal
<b>Pedagogical Content</b>		Lesson Planning, Teaching and Analysis Competency Appraisal	Content Test Lesson Planning, Teaching and Analysis Competency Appraisal	Lesson Planning, Teaching & Analysis Teacher Work Sample Video Sample and Analysis Competency Appraisal
<b>Professional and Pedagogical</b>		Lesson Planning, Teaching and Analysis Competency Appraisal	Lesson Planning, Teaching and Analysis Competency Appraisal	APT Test Lesson Planning, Teaching and Analysis-Teacher Work Sample Video Sample and Analysis Competency Appraisal

<b>Aspect of Standard</b>	<b>Transition Point 1 ELE 500</b>	<b>Transition Point 2 ELE590</b>
<b>Student Learning</b>	Lesson Planning, Competency Appraisal	Lesson Planning, Competency Appraisal
<b>Dispositions</b>	Competency Appraisal Remediation Plan	(6) Competency Appraisal (7) Remediation Plan
<b>Technology</b>	Competency Appraisal Technology Use in Portfolio	(6) Competency Appraisal (8) Technology Use in Portfolio

### **Section III: Key Program Assessments**

Using the chart below, indicate the name, type, and administration point for each of the assessments that the program uses to assess candidate learning and evaluate program effectiveness. Refer to the specific requirements of the program's SPA (if any) to ensure that the program is meeting these standards. **For non-SPA programs**, only one content knowledge assessment domain is necessary.



<b>Assessment Domain</b>	<b>Type or Form of Assessment (Note if assessments are different for Undergraduate, Graduate, Alternative Programs or Online)</b>	<b>When the Assessment Is Administered</b>
Assessment of Content Knowledge I (i.e., Licensure assessment, or other content-based assessment) *Note: Non-SPA programs do not have state content tests)	Illinois State Licensure Test Basic Skills Test 96 Elementary Grades Content Test 110 Assessment of Professional Teaching 102	Prior to Admission Prior to Student Teaching ELE 590 Prior to certification
Assessment of Content Knowledge II	Competency Appraisal- Teaching and the Curriculum	Completion of Final Term ELE 590 Student Teaching
Assessment of Professional Knowledge (Pedagogical content knowledge)	Project/Lesson Plan-Analysis	Midpoint Practicum II-ELE 510
Assessment of Field Experiences	Competency Appraisal	Completion of Final Term ELE 590 Student Teaching
Assessment of Candidate Impact on Student Learning	Project/Teacher Work Sample	Midpoint and Completion of Final Term: ELE 510 Practicum II and ELE 590 Student Teaching
Assessment of Candidate Dispositions	Checklist Competency Appraisal	Completion of ELE 500 and ELE 510 Completion of Final Term-ELE 590 Student Teaching
Assessment of Candidate Diversity Proficiencies	Competency Appraisal	Completion of Final Term- ELE 590 Student Teaching
Assessment of Candidate Technology Proficiencies	Competency Appraisal	Completion of Final Term-ELE 590 Student Teaching

## Section IV: Assessment Tools and Data Analysis

In this section, to provide a complete picture of each assessment and its findings, include information for the components listed below for **each** individual assessment. Note: If the program does not use an assessment for any of the required assessment domains in Section III (Content Knowledge, Professional/Pedagogical Knowledge, Field Experience, Impact on Student Learning, Dispositions, Diversity and Technology), in section V below you will be asked to provide a description of how the program is working toward developing an assessment for that category or a rationalization for why it is not applicable to the program.

### Required components to include for each assessment tool:

#### Program Assessments

1. A narrative description of the assessment including:
  - why it was developed and what it assesses,
  - how and when it is implemented (i.e. where is it administered in the program, the course in which it is a part of, etc.)
  - how and when it is evaluated, and
  - who evaluates the assessment.
2. A blank sample of the assessment.
3. A blank sample of the scoring guide/rubric that is used to assess the tool.

#### Assessment Data

1. Annual data collected from the tool.
2. A narrative interpretation of what the data means to your program in terms of candidate learning and performance.

## Section V: Use of Assessment Results to Improve Candidate and Program Performance

1. Describe the steps that program faculty have taken to use information from the key assessments for improvement of both candidate performance and of the program. Provide information for **each** tool related to the domains from section III: (1) content knowledge, (2) professional/pedagogical knowledge, (3) field experiences, (4) candidate impact on student learning, (5) candidate dispositions, (6) candidate diversity proficiencies, and (7) candidate technology proficiencies. If the program does not have an assessment in place for any of the required domains, please provide a rationalization for why the component is not applicable to the program or how the program is working toward developing an assessment for that category.
2. Reflect on the previous year's assessment and recommendations from the NCE Assessment Council review (2010-2011). How did/can the program use the feedback? Were changes to the program's assessments/assessment system implemented? What progress has been made? Feedback from the NCE Assessment Council for your program can be located on the I drive. Follow this pathway: *Councils and Committees* folder, *Assessment Council* folder, *2011-2012* folders, *Program Assessment Reports 2010-11* folders, *2010-11 Assmt. Report Reviews* folder.
3. Describe how the assessment data inform the program of candidate achievement related to the NCE Conceptual Framework/Outcomes.

4. Based on the programs 2011-12 candidate and program data, describe recommendations or changes the program could/will make related to the program's assessment system and curriculum.

## 1. ASSESSMENT OF CONTENT KNOWLEDGE

1. A Narrative description of the assessment including:

**Name of Assessment:** Basic Skills Test 96, Elementary/Middle Grades Content Test 110,

**How and why it was developed:**

This state licensure test is used to assess teacher candidates' knowledge of content in elementary education. The test is administered several times a year and teacher candidates can take the test up to five times to pass.

The Elementary Middle Grades Content Test #110 is based on current and relevant expectations for elementary teacher candidates as defined by the Illinois Content Area Standards for Educators. This test covers content in five subareas: Language Arts and Literacy, Mathematics, Science, Social Science, and the Arts, Health and Physical Education. The test objectives are broad, conceptual, meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs to teach effectively in an elementary classroom. The test has established reliability and validity.

The content area test consists of 125 multiple-choice questions. Scores are represented on a scale of 100-300. A total test scaled score of 240 or above is required to pass the test. Each multiple-choice question counts the same toward the total score. Please refer to the scoring guide for more detailed information.

**Basic Skills Test 96:**

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment?</b>
The State of Illinois requires a passing score on the Basic Skills Test #96 for admission to teacher certification programs.	Must have a passing score before beginning a teacher certification program	ISBE

**Content Test 110:**

MAT Teacher Candidates are required to the Elementary Middle Grades Content Test #110 before Student Teaching ELE 590	The content area test consists of 125 multiple-choice questions. Scores are represented on a scale of 100-300. A total test scaled score of 240 or above is required to pass the test. Each multiple-	ISBE
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	<p>choice question counts the same toward the total score. Please refer to the scoring guide for more detailed information.</p> <p>MAT teacher candidates are required to pass the Elementary Middle Grades Content Test #110 before Student Teaching ELE 590</p>	
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**2. A blank sample of the assessment.** NA

**3. The scoring guide/rubric used to assess the tool:** See Appendix #2 for scoring guide

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

Historically, Master of Arts in teaching completers has had consistently high passing scores on the Elementary Middle Grades Content Test #110. Data for MAT teacher candidates is displayed in the following two displays. The first table details the pass rate for all ELE/MAT candidates from the year 2011-2012 as raw scores. The second display gives us a clear picture of the strengths of our teacher candidates' content knowledge and the areas for further investigation and program enhancement. Additionally, we have attached the Elementary Middle Grades Content Test Score Explanation Guide provided by the Illinois State Board of Education.

As shown, the overall number of ELE/MAT program completers who are successful has surpassed the state pass rate of 80% with our own ELE/MAT teacher candidates displaying a pass rate of 88% in 2011-2012. This is two percentage points better than 2010-2011.

year	total	Total passed	Total failed	% passed	% failed
11-12	131	114	17	88	12

year		Total Test	Sub #1	Sub #2	Sub #3	Sub #4	Sub #5
11-12	Mean	261	256	267	256	256	268

**Key**

Subtest 1: Language Arts and Literacy

Subtest 2: Mathematics

- Subtest 3: Science
- Subtest 4: Social Science
- Subtest 5: Arts, Health and Physical Education

ELE/MAT candidate completers' scores on the Elementary Middle Grades Content Test # 110 document that ELE//MAT teacher candidates have sufficient knowledge, as defined by the test, to be considered highly qualified to teach elementary students in the State of Illinois. Our teacher candidates well exceed the 80% passage rate on these exams. Furthermore, the data suggests that ELE//MAT teacher candidates possess the required content knowledge to meet the standards established by the State of Illinois Board of Education for certification as elementary educators. In addition, the results support teacher candidates meet the following ACEI standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7. Further analysis shows that the four strongest areas for the MAT candidates were: Mathematics, Science, Social Science, and Arts, Health and Physical Education. While still displaying strong scores, the area of Language Arts and Literacy was lower in comparison.

**Name of Assessment:** Assessment of Professional Teaching 102 (APT102)

**How and why it was developed:** The ELE/MAT teacher candidates who seek Type 03 elementary education certification must pass the Assessment of Professional Teaching (APT K-9) Test #10 prior to state certification. This state certification test is used to assess teacher candidates' pedagogical and professional knowledge, skills and dispositions as specified by ISBE and aligned with ACEI standards

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment?</b>
This test is administered several times throughout the year and resident teacher candidates can take the test up to five times to pass. Resident teacher candidates are required to pass the APT test prior to becoming certified in the State of Illinois.	Each APT test consists of 120 multiple-choice questions and two constructed-response assignments. Constructed-response assignments are scored on a four-point scale. Within the range of scores (i.e., from 1-4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Each category of the four-point scale reflects a range of ability across that score point. Each response is graded by two readers and the sum of the two readers' scores will be the examinee's total score for each constructed-response assignment. The test has established reliability and validity. Scores for the APT tests are reported on a scale of 100-300. A total test scaled score of 240 or above is required to pass these tests. The	<b>ISBE</b>

	multiple-choice section represents 80% of the total test and the constructed-response assignments combined represent 20% of the total score. ay	
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2. *A blank sample of the assessment.* N/A

3. *The scoring guide/rubric used to assess the tool:* See Appendix: #3 for scoring guide

4. *Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.*

Historically, Master of Arts in teaching completers has had consistently high passing scores on the Assessment of Professional Teaching #102. Data for MAT teacher candidates is displayed in the following two displays. The first table details the pass rate for all ELE/MAT candidates from the year 2011-2012 as raw scores. The second display gives us a clear picture of the strengths of our teacher candidates' knowledge in the areas of: Foundations, Characteristics and Assessment, Planning and Delivering Instruction, Managing the Learning Environment, Collaboration, Communication and Professionalism, Language Arts, Educational Technology and Constructed Response. The second display also shows the areas for further investigation and program enhancement. Additionally, we have attached the Assessment of Professional Teaching Test Guide provided by the Illinois State Board of Education.

**APT Test Overview**

Year	Total	Total passed	Total failed	% passed	% failed
11-12	227	218	9	96%	4%

**APT Test Mean Scores**

Year		Total Test	Sub #1	Sub #2	Sub #3	Sub #4	Sub #5	Sub #6	Sub #7
11-12	Mean	266	267	280	262	270	264	265	258

Key:

Sub Test 1- Foundations, Characteristics and Assessment

Sub Test 2- Planning and Delivering Instruction

Sub Test 3- Managing the Learning Environment

Sub Test 4- Collaboration, Communication and Professionalism

Sub Test 5- Language Arts

Sub Test 6- Educational Technology

Sub Test 7- Constructed Response

The APT K-9 #102 data from 2011-2012 are reported in the following displays. The results show that 96% of our teacher candidates passed the APT in 2011-2012. This is a consistent rate of passage with the last previous two years of data 2009-2010 98% and 2010-2011-96% respectively. These scores well exceed the state pass rate of 80%.

In analyzing the APT data from the three years posted, it is apparent that the four strongest areas for the MAT candidates were: Foundations, Characteristics and Assessment, Planning and Delivering Instruction, Collaboration, Communication and Professionalism and Educational Technology. While still displaying strong scores, the areas of Managing the Learning Environment, Language Arts and Constructed Response were lower in comparison. It is impressive to note the continued gain in the area of Educational Technology. We have continued to add technology based assignments to our teacher preparation curriculum.

## 2. ASSESSMENT OF CONTENT KNOWLEDGE II

### 1. A Narrative description of the assessment including:

#### *Name of Assessment*

Student Teaching Competency Appraisal - Teaching and the Curriculum Section

#### *How and why it was developed:*

The competency appraisal for this data set is from ELE 590 Student Teaching final evaluation. The competency appraisal is divided into five sections: Teaching and Students, Teaching and Instruction, Teaching and the Environment, Teaching and the Curriculum, and Teaching and the Profession. The data set for this assessment comes from the **Teaching and the Curriculum** section of the appraisal. The content knowledge indicators found on the appraisal are aligned to the following 2007 ACEI standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7.

Content knowledge directly impacts teacher candidates' ability to plan and organize for instruction. The competency appraisal measures the teacher candidates' use of content knowledge to both plan and implement lessons in K-8 classrooms.

In the ELE MAT program a competency appraisal, including five areas and a total of 42 indicators of success, is used as an assessment of fieldwork in the program. One section of the competency appraisal, **Teaching and the Curriculum** is designed to assess content knowledge in the subject areas our candidates teach across the K-8 grade range. The data set for this assessment of content knowledge focuses solely on the content areas our candidates teach in the elementary and middle level classroom. There are nine indicators within the Teaching and the Curriculum section of the competency appraisal. Six of the nine indicators are aligned with ACEI content knowledge standards 2.1-2.7. The other three indicators are aligned to ACEI standards 3.3 and 3.4. Each indicator is rated on a 4-point Likert scale (4=Excellent, 3=Good, 2=Fair, 1=Poor, 0=Unable to Assess).

Candidates, cooperating teachers and university supervisor all complete the competency appraisal section, **Teaching and the Curriculum**, at both the mid-point and at the end of the student teaching term. End of term ratings are entered, and recorded, into the online LIVETEXT system.

In order to strengthen our program’s assessment of content knowledge, we as a faculty decided to display only the combined ratings from the cooperating teachers and university supervisors for this yearly application of data. Looking at combined data from only the vantage point of the cooperating teachers and university supervisors allows us, as program faculty, to view candidate content knowledge (both individually and collectively) in an objective manner. In leaving the candidate self-ratings aside, for the purpose of this assessment, we feel that we have created a stronger, more reliable, assessment of content knowledge for our program review.

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment</b>
The ELE/MAT teacher candidates use a competency appraisal at two benchmark points in ELE 590 Student Teaching, mid-term and final.	ELE/MAT teacher candidates are observed four times during their student teaching experience and their weekly lessons are evaluated by cooperating teachers and university supervisors. This process allows the opportunity for the university supervisors, cooperating teachers and teacher candidates to determine the extent to which the teacher candidates are meeting this requirement.	University supervisors, cooperating teachers, and teacher candidates

**2. A blank sample of the assessment.**

See Appendix # 4 \_\_\_\_\_

**3. The scoring guide/rubric used to assess the tool:**

Contained in sample Competency Appraisal in Appendix #4 \_\_\_\_\_

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

<b>ACEI Standard</b>	<b>Competency Appraisal Indicator</b>	<b>Mean Score (out of possible 4 points)</b>	<b>Percentage Meeting Standards</b>	<b>Percentage Partially Meeting Standards</b>	<b>Percentage Not Meeting Standards</b>
3.3	4.a- Analysis, Synthesis, Evaluation	3.76	98%	1%	1%



2.1	4 b.- Reading and Language Arts concepts	3.86	97%	1%	2%
2.3	4 c.- Mathematical content	3.8	90%	2%	8%
2.2	4 d.- Science content	3.87	82%	1%	17%
2.4	4 e.- Social Studies content	3.86	84%	2%	14%
2.6/2.7	4 f.- Physical Development/ Health content	3.8	82%	2%	16%
2.5	3 h.- Fine Arts content	3.82	81%	19%	0%
3.3	4 i.- Multiple ways of knowing	3.83	96%	2%	2%
3.4	4 j.- Enthusiasm for curriculum	3.91	98%	1%	1%

The data demonstrate that the Elementary MAT ELE candidates meet the ACEI standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 ACEI standards at high levels. Candidates have achieved above the 80% level in all content areas. As an ELE/MAT program we are looking for ways to help our teacher candidates grow as content area experts related to both ACEI standards and elementary/ middle grades curricula.

In the 2011-2012 academic year we are looking at adding additional content to our teacher preparation curriculum. Ongoing conversations in 2011 with our Elementary Education Advisory Board will help us understand the changing nature of K-8 curriculum and the requisite content knowledge teacher candidates must possess in order to be considered highly effective educators. Additional conversations with college and university faculty, outside the ELE MAT program, will help infuse additional ways of thinking about the needs of teacher preparation and ways to further build the content knowledge of candidates within our own graduate level coursework, especially in the areas of Mathematics, Physical Education, Health Education and Fine Arts.

In summary, our candidates performed well during student teaching on all 2007 ACEI Standards, 2.1-2.7, based on the competency appraisal data analyzed from the 2011-2012 data **teaching and the Curriculum** section. The findings from this specific content knowledge assessment will guide our plans as we continue to assess MAT candidate competencies and look toward further program change and improvement in all areas related to building content knowledge for our candidates. Our ELE MAT program faculty value the role content knowledge plays in preparing highly qualified candidates for the elementary schools.

### **3. ASSESSMENT OF PROFESSIONAL KNOWLEDGE (PEDAGOGICAL CONTENT KNOWLEDGE)**

#### **1. A Narrative description of the assessment including:**

##### ***Name of Assessment***

Lesson plan assignment ELE 510 Practicum II

***How and why it was developed***

Lesson planning is a major focus of the ELE/ MAT program and the department utilizes a standardized lesson plan template that can be adapted to individual content areas and a variety of lesson plan formats found in the school systems where teacher candidates fulfill hours for field experiences. In order to assure consistency across the program, all lesson plans must include the essential elements of planning found in the ELE MAT Lesson Plan: Connecting to Standards, Learning Outcomes, Assessments, Materials, References, Technology, Procedures and Differentiation.

The introduction of the MAT Elementary Education program’s lesson plan format occurs early in the program as an introduction to teaching and learning. Later in the more advanced ELE510: Practicum II course and aligned field experience, candidates continue to learn about effective planning for instruction as a means to impact student learning. At this point in the program, teacher candidates teach four lessons. One lesson is planned and taught in each of the major content areas (reading, writing, oral language, science, mathematics and social studies). In ELE510: Practicum II, the four lesson plans are collected and analyzed. One analysis looks at the overall pedagogy of the lesson plan. Another set of analyses look at the specific content field and its application related to teaching and learning.

The final assessment of candidates’ ability to plan and organize instruction before beginning the student teaching experience occurs during ELE 510 Practicum II course.

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment</b>
The introduction of the ELEM/MAT program’s lesson plan format occurs early in the program (ELE 500) as an introduction to teaching and learning. Later in the more advanced ELE510 Practicum II course, teacher candidates continue to learn about effective planning for instruction as a means to impact student learning.	A benchmark of readiness as teacher candidates transition from Practicum I to Practicum II is the ability to plan instruction that delivers appropriate content while both engaging students in critical thinking and motivating them to learn. In order to determine a readiness to move into the capstone Student Teaching experience, lesson plans are evaluated using lesson plan rubrics designed by the MAT faculty. The final assessment of candidates’ ability to plan and organize instruction before beginning the student teaching experience occurs during ELE 510 Practicum II. A candidate’s ability to plan instruction is assessed using a three-point rubric ranging from Met (3) to Not Met (1).	Feedback is given on the lesson plan by the university supervisor and seminar leader for Practicum II. The lesson plan is observed by the university supervisor and evaluated by the seminar leader and university supervisor.

**2. A blank sample of the assessment.**

See Appendix # 5 \_\_\_\_\_

**3. The scoring guide/rubric used to assess the tool:**

Contained in sample Lesson plan assignment in Appendix # 5 \_\_\_\_\_

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

**2011-2012**

**Lesson Plan Assessment: Instructional Design**

**Practicum II: ELE510 2011-2012 (Sample Size=68 Students)**

<b>ACEI Standard</b>	<b>Lesson Plan Component</b>	<b>Mean Score (out of 3 possible points)</b>	<b>Percentage Meeting Standards</b>	<b>Percentage Partially Meeting Standards</b>	<b>Percentage Not Meeting Standards</b>
3.1	<b>Standards</b>	<b>3</b>	100%	0%	0%
3.1	<b>Learning Outcomes/Objectives</b>	<b>2.82</b>	84%	15%	1%
4.0	<b>Assessment</b>	<b>2.79</b>	83%	15%	2%
N/A	<b>Materials and References</b>	<b>3</b>	100%	0%	0%
1.0	<b>Opening</b>	<b>2.93</b>	94%	4%	2%
3.3	<b>Instruction -Critical Thinking</b>	<b>2.91</b>	91%	9%	0%
3.4	<b>Instruction -Active Engagement</b>	<b>2.94</b>	94%	6%	0%
3.5	<b>Instruction - Communication and Collaboration</b>	<b>2.96</b>	96%	4%	0%
3.1	<b>Closing</b>	<b>2.72</b>	79%	13%	8%
3.2	<b>Differentiation</b>	<b>2.87</b>	90%	7%	3%

**The data from 2011-2012 Practicum II lesson plan assessment show that our ELE/MAT teacher candidates overall have the ability to plan for instruction well. Findings show that candidates are strongest in the pedagogical areas related to identifying standards, materials and resources, planning**

procedures/instruction that encourage critical thinking and active engagement in the classroom as well as communication and collaboration. Areas in need of additional emphasis include: assessment, identifying standards, closing lessons, and differentiation. Continued emphasis on lesson planning, content knowledge, and pedagogical applications for teaching and learning will be explored by faculty in order to help MAT candidates impact student learning outcomes in their field experiences and beyond.

**Lesson Plan Assessment: Content Knowledge  
Practicum II: ELE510 Spring 2011 (Sample Size=49 Students)**

ACEI Standard	Lesson Plan Component	Mean Score (out of 3 possible points)	Percentage Meeting Standards	Percentage Partially Meeting Standards	Percentage Not Meeting Standards
2.1	Reading, Writing and Oral Language	2.94	98	2	0
2.2	Science	2.82	94	6	0
2.3	Mathematics	2.82	94	6	0
2.4	Social Studies	2.82	94	6	0

Beginning in fall 2011, the teaching of lesson design will have increased emphasis placed upon the five areas (assessment, identifying standards, lesson openings, lesson closings, communication and collaboration, and differentiation) where outcomes have not been as strong according to the data findings. The ELE510 seminars will continue teaching lesson planning with renewed emphasis on these four aforementioned areas. Furthermore, the MAT faculty will continue to work with candidates to ensure that all areas of lessoning planning are equally emphasized in seminar and that application of exemplary planning is carried into the advanced ELE510 experience where it is formally assessed.

**4. ASSESSMENT OF FIELD EXPERIENCES**

**1. A Narrative description of the assessment including:**

*Name of Assessment:* Student Teaching Competency Appraisal

***How and why it was developed:***

All ELE/MAT teacher candidates complete a minimum ten-week student teaching experience. They are given opportunities during student teaching to integrate theory and practice in one elementary classroom setting with diverse learners. ELE/MAT teacher candidates are assessed on five aspects of their professional practice in their full-day student teaching experience using the competency appraisal. The five aspects are: Teaching and Students, Teaching and the Environment, Teaching and Instruction, Teaching and Curriculum and Teaching and the

Profession. There are 42 indicators on the competency appraisal and each indicator is rated on a 4-point Likert scale (4-Excellent, 3-Good, 2-Fair, 1-Poor and 0-Unable to Assess).

Teacher candidates are observed by a university supervisor four times during their student teaching experience and all of their weekly lesson plans are monitored by university supervisors and their mentor teachers. This process allows the opportunity for the university supervisors, resident teacher candidates and the mentor teachers to determine the extent to which the resident teacher candidates are demonstrating the ability to plan and implement lessons in K-8 classrooms with success.

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment</b>
A competency appraisal is used at the mid-point and end of ELE590-Student Teaching Teacher Candidates, Cooperating Teachers, and university supervisors each complete the same version of the appraisals. In addition to the rating scale, there are comment sections on the competency appraisal for both the mid-term and final evaluations.	After the mid-point evaluation of ELE 590 teacher candidates receive feedback from cooperating teachers and university supervisors in preparation for assuming a leading role in the classroom. The competency appraisal is then assessed at the end of the field experiences: ELE590 Student Teaching.	Teacher Candidate, University Supervisor, and Cooperating Teacher

**2. A blank sample of the assessment.**

See Appendix # 4

**3. The scoring guide/rubric used to assess the tool:**

Contained in sample Competency Appraisal in Appendix # 4

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

This data set is taken from our ELE590 Student Teaching competency appraisal. Competency appraisal data from the teacher candidate, university supervisor, and cooperating teacher is analyzed for the purposes of this field work assessment. The data presented here comes from the spring 2011 application of the competency appraisal.

Note: Only the quantitative data are presented in this report due to limited space.

The ELE//MAT resident teacher candidates had fairly high ratings across all four areas of the spring 2011 application of the competency appraisal by the raters (i.e., cooperating teachers, and university supervisors). Almost all scores for all individual items/indicators were above 85% level. Those areas between 80-84% will be reviewed by faculty in the coming year in order to determine new approaches to guiding resident competency and success.

Several interesting findings have emerged from the data. First, our ELE/AUSL/MAT resident teacher candidates scored the highest in the area of Teaching and the Profession. Our resident teacher candidates are clearly showing their commitment to the profession as lifelong learners with an emphasis on self-reflection, self-assessment and lifelong learning.

Second, it appears from the data that our resident teacher candidates are weaker in areas requiring the use of IEPs and making modifications for special needs students in their classrooms. Direct experiences applying IEPs will need to be added to the program’s curriculum for the coming year.

Third, resident teacher candidates did not do as well in the area of planning and teaching lessons in the content areas related to the fine arts (2.5) and health and physical education (2.6 and 2.7) as in the other content areas. This finding bears further investigation by faculty.

Overall, our resident teacher candidates performed well during resident student teaching (ELE 597) on all ACEI standards based on the competency appraisal data. The findings from the spring 2011 assessment will guide our actions in program improvements and changes. More details will be discussed in the section V of this report.

**Table 4-A: Separated Scores by Theme  
Spring 2012 Data Student Teaching Competency Appraisal N=109**

Year 2012	Teaching and Students	Teaching and the Environment	Teaching and Instruction	Teaching and Curriculum	Teaching and the Profession	Summative Scores
Cooperating Teachers	3.81	3.71	3.72	3.78	3.85	3.77
University Supervisors	3.9	3.84	3.81	3.87	3.95	3.87

**Table 4-B: Combined Scores on Competency Appraisal from University Supervisors and Cooperating Teachers**

ELE 590

ACEI Standard	Competency Appraisal Indicator	Mean Score (out of possible 4 points)	Excellent	Good	Fair	Poor	Not Applicable
	The candidate...						

3.3	1 A - The candidate demonstrates sensitivity to cultural and gender differences of learners.	3.95	94%	6%	0%	0%	0%
3.2	1 B - The resident models effective communication strategies in conveying ideas and information and in asking questions.	3.76	78%	21%	1%	0%	0%
3.5	1 C -The candidate makes proficient use of oral and written English in his or her teaching.	3.84	86%	11%	3%	0%	0%
2.1	1 D -The candidate adapts instruction to meet individual students' needs.	3.67	69%	28%	3%	0%	0%
3.1	1 E -The candidate understands how individual experiences, talents, knowledge, and prior learning influence student learning	3.82	82%	17%	1%	0%	0%
3.2	1 F -The candidate facilitates a learning community in which individual differences and cultural diversity are respected.	3.9	91%	8%	1%	0%	0%
1.0	1 G -The candidate believes that all children can learn at high levels and persists in helping all children achieve success.	3.91	91%	9%	0%	0%	0%
3.2	1 H -The candidate appreciates cultural and linguistic diversity and shows respect for students' varied talents, perspectives, and learning styles.	3.92	92%	7%	1%	0%	0%
3.2	1 I -The candidate is sensitive to community and cultural norms.	3.94	94%	6%	0%	1%	0%
3.4	2 A -The candidate organizes and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.	3.7	73%	24%	3%	0%	0%
3.4	2 B -The candidate uses different motivational strategies that are likely to encourage development for each student.	3.68	71%	26%	3%	0%	0%
3.4	2 C -The candidate promotes a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.	3.86	88%	10%	2%	0%	0%
3.4	2 D -The candidate creates a smoothly functioning learning community that supports purposeful learning activities.	3.76	81%	15%	4%	0%	0%
3.4	2 E -The candidate uses a range of strategies and can collaborate with specialists to promote positive relationships, cooperation, and conflict resolution in the classroom.	3.75	69%	17%	3%	0%	11%
3.4	2 F -The candidate values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	3.86	85%	14%	0%	0%	1%
3.4	2 G -The candidate recognizes the value of intrinsic motivation to students' life-long growth and learning.	3.83	83%	15%	1%	0%	1%
3.1	3 A -The candidate plans and teaches lessons appropriate for the students, subject, curriculum and community.	3.87	88%	11%	1%	0%	0%
3.2	3 B -The candidate understands how individualized education programs [IEPs] impact instruction.	3.68	51%	22%	1%	1%	25%
3.3	3 C -The candidate applies understanding of the cognitive processes associated with various kinds of learning [e.g., critical and creating thinking, problem structuring and problem solving, memorization, and recall] and how these processes can be stimulated.	3.69	72%	25%	3%	0%	0%
3.5	3 D -The candidate knows how to enhance learning through the use of a wide range of materials such as computers, audio-visual technologies, videotapes and disks, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources.	3.81	83%	15%	2%	0%	0%
3.5	3 E -The candidate demonstrates flexibility in the teaching process as necessary for instruction to student responses, ideas, and needs.	3.81	85%	11%	4%	0%	0%
3.5	3 F -The candidate evaluates plans in relation to short- and long-term goals and systematically adjusts plans to meet student needs and enhance learning.	3.75	78%	16%	5%	0%	1%
4.0	3 G -The candidate uses a variety of assessments to evaluate progress and performance of students.	3.69	71%	28%	1%	0%	0%

4.0	3 H -The candidate uses assessment results to diagnose student learning, align and modify instruction, and design teaching strategies.	3.69	67%	25%	2%	0%	6%
5.2	3 I -The candidate collaborates with resource personnel on accommodating and assessing the needs of students with exceptionalities.	3.76	57%	17%	0%	1%	25%
4.0	3 J -The candidate uses a variety of formative and summative assessment to determine student understanding in each subject area.	3.71	72%	23%	3%	0%	2%
4.0	3 K -The candidate involves students in self-assessment, reflection, and goal setting.	3.61	59%	28%	3%	1%	9%
4.0	3 L -The candidate helps maintain useful and accurate records of student work and performance.	3.82	77%	14%	2%	0%	7%
3.3	3 M -The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.	3.82	83%	15%	1%	0%	1%
3.1	3 N -The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.	3.86	87%	11%	1%	0%	1%
3.1	3 O -The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.	3.89	89%	9%	1%	0%	1%
3.5	3 P -The candidate values planning as a collegial activity.	3.9	90%	8%	1%	0%	1%
3.3	4 A -The candidate uses teaching techniques that demonstrate higher level thinking [i.e., analysis, synthesis, evaluation] about real-world situations and across content areas.	3.76	78%	20%	1%	0%	1%
2.1	4 B -The candidate makes proficient use of reading and language arts concepts [reading, writing, listening, and speaking] when planning and teaching curriculum.	3.86	85%	13%	1%	0%	1%
2.3	4 C -The candidate makes proficient use of mathematical concepts, processes, and reasoning to foster student understanding when planning and teaching curriculum.	3.8	73%	15%	2%	0%	10%
2.2	4 D -The candidate makes proficient use of science content [physical, life, and earth] and scientific concepts, thinking, and reasoning when planning and teaching curriculum.	3.87	69%	9%	1%	0%	21%
2.4	4 E - The candidate makes proficient use of social science content, concepts, and the interrelationships of the disciplines when planning and teaching curriculum.	3.86	70%	9%	2%	0%	19%
2.7	4 F - The candidate makes proficient use of physical development content when planning and teaching curriculum.	3.73	35%	12%	0%	1%	52%
2.6	4 G - The candidate makes proficient use of health education content when planning and teaching curriculum.	3.8	36%	9%	0%	0%	55%
2.5	4 H - The candidate makes proficient use of fine arts content across academic disciplines when planning and teaching curriculum.	3.82	52%	12%	0%	0%	36%
3.3	4 I - The candidate values multiple ways of knowing and conveys to students that knowledge is developed from the vantage point of the knower.	3.83	80%	16%	0%	0%	4%
3.4	4 J - The candidate shows enthusiasm for the curriculum being taught and helps students make curriculum connections to everyday life.	3.91	91%	9%	0%	0%	0%
5.2	5 A - The candidate collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.	3.85	85%	10%	3%	0%	2%
5.1	5 B - The candidate demonstrates commitment to reflection, assessment, and learning as an ongoing process.	3.86	89%	8%	3%	0%	0%
5.1	5 C - The candidate is willing to seek and integrate constructive feedback.	3.9	92%	6%	2%	0%	0%



5.1	5 D - The candidate follows codes of professional conduct.	3.94	93%	5%	1%	0%	1%
5.1	5 E - The candidate follows school policy and procedures, respecting boundaries of professional responsibilities, when working with students, colleagues, and/or families.	3.95	94%	5%	0%	0%	1%

**d. Interpretation of Data as Evidence of Meeting ACEI Standards**

The above analysis suggests that all candidates in the Elementary Education MAT Program meet a high standard of performance in all areas of clinical experience and fieldwork as defined by 2007 ACEI Standards. The competency appraisal used by the ELE MAT program aligns with the following 2007 ACEI standards related to performance in field experiences for candidates seeking elementary certification. These 2007 ACEI standards include: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, .3.2, 3.3, 3.4, 3.5, and 4.0.

As reported, our ELE MAT candidates, as a whole, perform well in all areas addressed by the five themes (Teaching and the Students, Teaching and the Environment, Teaching and Instruction, Teaching and the Curriculum and Teaching and the Profession) of the appraisal. As evidenced by the spring 2011 data, candidates scored above the 80% level in all areas assessed.

As we looked at the evidence presented by our competency appraisal data, we as program faculty have set some future goals for our continued work as a teacher preparation program. These goals include:

- The ELE MAT lesson plan templates will be used to generate cross-department discussions in order to align common expectations and lesson planning outcomes for all teacher candidates.
- MAT program faculty and methods instructors across content areas will work together to assure that our teacher candidates have a deeper understanding of the content needed to teach exemplary lessons in the elementary grades.

Overall, our teacher candidates performed well during student teaching on all 2007 ACEI standards based on the competency appraisal data. Areas in need of improvement will be addressed and plans will continue to be made in order to impact our own candidates’ outcomes as they engage in their capstone student teaching field experiences. The findings from this assessment will serve to guide our actions in program improvements and changes. More details will be discussed in the section V of this report.

**5. ASSESSMENT OF CANDIDATE IMPACT ON STUDENT LEARNING**

1. A Narrative description of the assessment including:

**Name of Assessment:** Teacher Work Sample

**How and why it was developed:**

Exemplary teacher candidates support K-8 student learning by designing a Teacher Work Sample (TWS) employing a wide range of strategies that build on each student’s strengths, needs, and prior experiences. The Elementary Education department MAT/BA investigated the TWS design during the 2008-2009 academic years prior to requiring this assessment for all teacher candidates in the department in winter 2010. We first piloted the assessment during the spring 2009 and fall 2009 terms. Additionally, during the pilots, we collected and analyzed teacher candidate feedback data to revise our initial project. The ELE MAT/BA department, as a whole, decided to require the Teacher Work Sample assessment for all teacher candidates beginning in winter 2010.

Through the Teacher Work Sample performance assessment, teacher candidates provide evidence of their ability to design units of study for all of the diverse learners in their classrooms. Teacher candidates are required to design a TWS (unit of study) that connects the complexities of teaching with an assessment-eye toward student learning. By using the TWS design (see Teacher Work Sample framework that follows) elementary and middle level teacher candidates plan coherent curriculum grounded in the application of effective instruction and assessment practices in teaching and learning.

The Teacher Work Sample protocol includes six teaching components:

1. Context of the Classroom and Community
2. Planning for Instruction
3. Assessment Plan
4. Instructional Design
5. Analysis of Teaching and Learning
6. Learning and Reflection and Evaluation.

These six teaching components are identified by research and best practice as fundamental to improving student learning. Our goal is for our teacher candidates to develop “a teacher’s way of thinking” as they develop as future teachers through the design of this Teacher Work Sample assessment.

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment</b>
The TWS is a scaffold assignment that begins at the start of ELE510 with an analysis of the school community and designing a rationale and essential questions for the unit of study. The instructional plan is	The TWS is evaluated at the end of the ELE590 experience using the rubric below.	The seminar leader for ELE 590 and the university supervisor give feedback to the teacher candidate on all components of the

drafted Practicum II, and the teaching plans, teaching of the lessons and analysis occurs during ELE Student Teaching.		TWS. The ELE590 seminar leader evaluates the final TWS.
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**2. A blank sample of the assessment.**

See Appendix # 5

**3. The scoring guide/rubric used to assess the tool:**

Contained in sample Teacher Work Sample in Appendix # 5

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

**2011-2012 Data- Teacher Work Sample (Sample Size= 145 Students) MAT**

ACEI Standard	TWS Component	Mean Score (out of possible 3 points)	Percentage Meeting Standards	Percentage Partially Meeting Standards	Percentage Not Meeting Standards
1.0	Context of Classroom and Community	2.92	92%	8%	0%
3.1	Planning for Instruction	2.94	94%	6%	0%
4.0	Assessment Plan	2.87	87%	12%	1%
3.2	Instructional Design	2.9	90%	10%	0%
3.3	Instructional Design	2.92	92%	8%	0%
3.4	Instructional Design	2.92	92%	8%	0%
4.0	Analysis of Teaching/Learning	2.84	86%	13%	1%
5.1	Reflection/Self-Evaluation	2.92	92%	7%	1%

The Teacher Work Sample (TWS) is a relatively new requirement for all MAT teacher candidates that was launched in the fall 2009. Developing, planning, assessing student learning and reflecting on the outcomes of the Teacher Work Sample requires MAT candidates to integrate their knowledge, skills and dispositions for teaching a diversity of learners and meeting their varied learning needs in classrooms. The TWS assessment is aligned to and meets the following ACEI standards: 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0 and 5.1. As the data reflects, our MAT candidates scored well above the 80% level in meeting these standards.

In analyzing the TWS data, it is apparent that the strongest areas for our teacher candidates were: context of classroom and community, instructional design, and reflection/self-evaluation. Areas of additional emphasis include: assessment plan and analysis of teaching and learning.

In further reviewing the data, the faculty concluded that the candidate outcomes were as good as they were because we start the TWS process in the earlier Practicum 2 experience. Furthermore, we use two terms, back-to back, to fully implement and assess the outcomes of the TWS project. Over the course of these two terms, we provide numerous formative assessment opportunities for feedback and learning prior to requiring the final summative TWS assessment in the ELE590 student teaching term.

**6. ASSESSMENT OF CANDIDATE DISPOSITIONS**

**1. A Narrative description of the assessment including:**

*Name of Assessment:* Student Teaching Competency Appraisal- specific indicators

*How and why it was developed*

How and when it is implemented	How and when it is evaluated	Who evaluates the assessment
A competency appraisal is used at the end of ELE590 Student Teaching. Teacher candidates, university supervisors, and cooperating teachers each complete the same version of the appraisals. In addition to the rating scale, there are comment sections on the competency appraisal for both the mid-term and final evaluations.	After the mid-term evaluation (End of ELE590) teacher candidates receive feedback from cooperating teachers and university supervisors in preparation for assuming a leading role in the classroom. The competency appraisal is then evaluated at the end of the field experiences: ELE590 t Student Teaching.	Teacher candidate, University Supervisor, and cooperating teacher evaluate the final assessment. This assessment is shared with the NLU faculty seminar leader for ELE 590.

**2. A blank sample of the assessment.**

See Appendix # 4

**3. The scoring guide/rubric used to assess the tool:**

Contained in sample Disposition assignment in Appendix #4

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

ACEI Standard	Competency Appraisal Indicator	Mean Score (out of possible 4 points)	Percentage Meeting Standards	Percentage Partially Meeting Standards	Percentage Not Meeting Standards

	<b>The candidate...</b>				
1.0	believes that all children can achieve at high levels and consistently helps all children succeed	3.91	99%	1%	0%
3.4	Assists in building and supporting a positive climate and learning community in the classroom and through the school setting	3.83	98%	1%	1%
3.4	uses a range of strategies and can collaborate with specialists to promote positive relationships in the classroom and through the school setting.	3.80	93%	2%	5%
3.4	shows enthusiasm for the curriculum being taught and helps students make curriculum connections to everyday life.	3.86	98%	1%	1%
5.2	collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences and seeking feedback.	3.78	97%	1%	2%
5.1	demonstrates commitment to self-reflection, self- assessment and life-long learning...	3.92	99%	1%	0%

This data set is taken from our ELE590 Student Teaching competency appraisal. Competency appraisal data from the teacher candidate, university supervisor and cooperating teacher ratings is analyzed for the purposes of this disposition assessment. The data presented here comes from the spring 2011 application of the competency appraisal.

The ELE/MAT teacher candidates had fairly high ratings across all indicators above that relate to dispositions of teacher candidates. The 2011-2012 application of the competency appraisal by the raters (i.e., cooperating teachers and university supervisors) of all scores for the disposition indicators were above 90% level, a strong showing for all of our teacher candidates.

## 7. ASSESSMENT OF CANDIDATE DIVERSITY

### A Narrative description of the assessment including:

*Name of Assessment:* Student Teaching Competency Appraisal- specific indicators

*How and why it was developed*

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment</b>
A competency appraisal is used at the end of ELE590 Student Teaching. Teacher candidates, university supervisors, and	After the mid-term evaluation (End of ELE590) teacher candidates receive feedback from cooperating teachers and university supervisors in preparation for	Teacher candidate, University Supervisor, and

cooperating teachers each complete the same version of the appraisals. In addition to the rating scale, there are comment sections on the competency appraisal for both the mid-term and final evaluations.	assuming a leading role in the classroom. The competency appraisal is then evaluated at the end of the field experiences: ELE590 t Student Teaching.	cooperating teacher evaluate the final assessment. This assessment is shared with the NLU faculty seminar leader for ELE 590.
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**2. A blank sample of the assessment.**

See Appendix #4 for the full Competency Appraisal. Specific indicators used to assess candidate dispositions are indicated in the Aggregated Data Table below.

**3. The scoring guide/rubric used to assess the tool:**

Contained in sample Competency Appraisal in Appendix #4

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

ACEI Standard	Competency Appraisal Indicator	Mean Score (out of possible 4 points)	Percentage Meeting Standards	Percentage Partially Meeting Standards	Percentage Not Meeting Standards
	<b>The candidate...</b>				
3.3	interacts equitably and with sensitivity with diverse learners	3.95	99%	1%	0%
3.1	assess the background knowledge, skills prior knowledge and talents of individual students	3.82	89%	3%	8%
3.2	is sensitive to community and cultural norms and facilitates a learning community in which individual differences and cultural diversity are respected	3.94	98%	1%	1%
3.2	appreciates cultural and linguistic diversity and shows respect for students' varied abilities, intellect and learning styles	3.92	99%	0%	1%

The lowest score was in relation to assessing background, skills and prior knowledge of students, though when “Excellent” and “Good” rankings are examined together this area is 89%. This further discussed in Section V in relation to our continued work with the Teacher Work Sample.

## 8. ASSESSMENT OF CANDIDATE TECHNOLOGY PROFICIENCIES

### 1. A Narrative description of the assessment including:

**Name of Assessment:** Student Teaching Competency Appraisal- specific indicators

#### 7. *How and why it was developed:*

They are given opportunities during student teaching to integrate theory and practice in one elementary classroom setting with diverse learners. ELE/MAT teacher candidates are assessed on five aspects of their professional practice in their full-day student teaching experience using the competency appraisal. The five aspects are: Teaching and Students, Teaching and the Environment, Teaching and Instruction, Teaching and Curriculum and Teaching and the Profession. There are 42 indicators on the competency appraisal and each indicator is rated on a 4-point Likert scale (4-Excellent, 3-Good, 2-Fair, 1- Poor and 0-Unable to Assess).

Teacher candidates are observed by a university supervisor four times during their student teaching experience and all of their weekly lesson plans are monitored by university supervisors and their mentor teachers. This process allows the opportunity for the university supervisors, resident teacher candidates and the mentor teachers to determine the extent to which the resident teacher candidates are demonstrating the ability to plan and implement lessons in K-8 classrooms with success.

<b>How and when it is implemented</b>	<b>How and when it is evaluated</b>	<b>Who evaluates the assessment</b>
A competency appraisal is used at the end of ELE590 Student Teaching. Teacher candidates, university supervisors, and cooperating teachers each complete the same version of the appraisals. In addition to the rating scale, there are comment sections on the competency appraisal for both the mid-term and final evaluations.	After the mid-term evaluation (End of ELE590) teacher candidates receive feedback from cooperating teachers and university supervisors in preparation for assuming a leading role in the classroom. The competency appraisal is then evaluated at the end of the field experiences: ELE590 t Student Teaching.	Teacher candidate, University Supervisor, and cooperating teacher evaluate the final assessment. This assessment is shared with the NLU faculty seminar leader for ELE 590.

### 2. *A blank sample of the assessment.*

See Appendix #4 for the full Competency Appraisal. Specific indicators used to assess candidate dispositions are indicated in the Aggregated Data Table below.

### 3. *The scoring guide/rubric used to assess the tool:*

Contained in sample Competency Appraisal in Appendix #4.

**4. Aggregated data tables and a narrative interpretation of what the data means to the program in terms of candidate learning and performance.**

ACEI Standard	Competency Appraisal Indicator	Mean Score (out of possible 4 points)	Percentage Meeting Standards	Percentage Partially Meeting Standards	Percentage Not Meeting Standards
	<b>The candidate...</b>				
3.5	uses a wide range of ancillary materials (e.g., videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources) to enhance teaching and learning.	3.81	95%	3%	2%
3.5	uses a wide range of technology (e.g., PowerPoint, united streaming, web-based instruction, computer-based instruction) to enhance teaching and learning.	3.37	89%	3%	8%

Our competency appraisals throughout the program include indicators that assess our teacher candidates' understanding of the use of technology in their practice. (Competency appraisals ELE 500, ELE 510, and ELE 590)

The indicators are under the category Teaching and Instruction-

3E. The candidate uses a wide range of ancillary materials (e.g., Power Point, united streaming, web-based instruction, computer-based information) to enhance teaching and learning).

3F. The candidate uses a wide range of technology (e.g., Power Point, united streaming, web-based instruction, computer-based instruction) to enhance teaching and learning).

This data set is taken from our ELE590 Student Teaching competency appraisal. Competency appraisal data from the university supervisor and cooperating teacher ratings is analyzed for the purposes of this technology assessment. The data presented here comes from the 2011-2012 application of the competency appraisal.

The ELE/MAT resident teacher candidates had average ratings across all indicators above that relate to technology proficiencies. The application of the competency appraisal by the raters (i.e., cooperating teachers, and university supervisors) show all scores for the technology indicators



were above 80% level. We continue to seek out technology rich placements for our teacher candidates. The use of technology both in our NLU classes and in our field placements will be a critical topic of discussion for our program this year.

### **On-line competency appraisals**

For the 2011-2012, we have all of our competency appraisals on-line for our teacher candidates, university supervisors, and cooperating teachers.

## **Section V: Use of Assessment Results to Improve Candidate and Program Performance**

1. Describe the steps that program faculty have taken to use information from the key assessments for improvement of both candidate performance and of the program. Provide information for **each** tool related to the domains from section III: (1) content knowledge, (2) professional/pedagogical knowledge, (3) field experiences, (4) candidate impact on student learning, (5) candidate dispositions, (6) candidate diversity proficiencies, and (7) candidate technology proficiencies. If the program does not have an assessment in place for any of the required domains, please provide a rationalization for why the component is not applicable to the program or how the program is working toward developing an assessment for that category.
2. Reflect on the previous year's assessment and recommendations from the NCE Assessment Council review (2010-2011). How did/can the program use the feedback? Were changes to the program's assessments/assessment system implemented? What progress has been made? Feedback from the NCE Assessment Council for your program can be located on the I drive. Follow this pathway: *Councils and Committees* folder, *Assessment Council* folder, *2011-2012* folders, *Program Assessment Reports 2010-11* folders, *2010-11 Assmt. Report Reviews* folder.
3. Describe how the assessment data inform the program of candidate achievement related to the NCE Conceptual Framework/Outcomes.
4. Based on the program's 2011-12 candidate and program data, describe recommendations or changes the program could/will make related to the program's assessment system and curriculum.

The Elementary Education program at National-Louis University is reviewed annually as part of the larger college assessment schedule. Faculty writes annual reports based on program data for the assessments used in this report as well as other assessments used within the program. We use this data to determine strengths and uncover weaknesses in the program. Below, we discuss the Master of Arts in teaching program assessment 2011-2012 data. We are pleased to report that in February, 2012, the Master of Arts in Teaching program Elementary Education received notification that it is NCATE nationally recognized. Our response to conditions was well received and we are proud of our work. **Ayn Keneman** and **Sherri Bressman** wrote the rejoinder for the response. We greatly thank them for their hard work regarding our favorable NCATE response in February, 2012.

Our current data will be used it to inform continuous improvement, make changes and set an agenda for further work to improve candidate performance and strengthen the program. The

evidence presented in our response to conditions includes data sets in the areas where new, improved assessments were administered and analyzed during the spring term 2011. These updated assessments relate to Lesson Planning, our Teacher Work Sample and an Analysis of Teaching and Learning. A further look at our candidates' content knowledge was analyzed with a new lens; this lens now includes using a rubric based upon the current 2007 ACEI standards.

The NCATE process, initially and again in response to the conditions set forth by ACEI, provided us with the opportunity to examine our ELE MAT program as we work to improve its curriculum, instruction and assessments that support the more complex knowledge and skills needed in twenty-first century schools. After receiving ACEI's feedback in February 2011, we developed new and improved assessments that now measure the ways in which the 2007 ACEI Standards are reflected in our candidates' knowledge, skills and dispositions related to their teaching abilities that impact learning for all students. Most importantly, the revised assessments developed for a spring 2011 application were written using the 2007 ACEI standards in order to focus our standards of measurement on candidate competencies using the language, and vision, of ACEI as our guide. We feel that our assessments are now much stronger as a result of these revisions.

## **1. Content Knowledge**

### Principal Findings from Evidence:

Our data provides solid evidence that our candidates are able to demonstrate their knowledge and preparedness in the content areas. The content areas assessed include reading, science, mathematics, social studies, the arts, health and physical education (ACEI Standards 2.1-2.7). Competency appraisals for every teacher candidate in the program are completed by university supervisors and cooperating teachers; data from competency appraisals analyzed this year documents that our candidates possess the required content knowledge related to these aforementioned curriculum areas taught in the elementary and middle level classrooms. Candidates scored above the 80% level in all areas assessed (2.1-2.7) as assessed by the **Teaching and Curriculum** (content area) section of the competency appraisal.

### Faculty Interpretation of these Findings:

Our candidates show a high level of success in meeting the 2007 ACEI Standards associated with content knowledge for elementary school teachers. Although the scores are above the 80% level for our candidates, we would like to continue to strengthen these numbers. Our next step, beginning in the fall of 2012, is to have candidates build content area lesson plans and ask our arts and science faculty representing the content disciplines to assess the plans using content based rubrics as assessment guides. Our MAT program faculty would like to involve a wide range of content experts from across the university landscape to help support our work in elementary teacher preparation. These new content specific assessments will need to be developed in tandem with our arts and sciences colleagues. Moreover, a future goal will be to have all scores on next spring 2012 competency appraisals reflect an 85% benchmark for content knowledge expertise. In

order to achieve this goal, continued work on lesson planning related to content knowledge will need to be emphasized by faculty in program's seminars.

## **2. Professional and pedagogical knowledge, skill, and dispositions**

### Principal Findings from Evidence:

Our practicum experiences require candidates to engage in a minimum of 100 hours of preclinical fieldwork prior to the student teaching experience at the end of the program. The early field work requires the candidates to work on problem-solving and decision-making skills while taking the initiative to actively participate in the fieldwork experience. We recognize and value the critical role that early field experiences and the student teaching experience will have on the development of our future teachers. Our program faculty strongly believe that multiple, direct experiences with children in diverse educational settings is an essential component in helping candidates learn the exemplary habits of mind of educational professionals. The strong evidence from the competency appraisal data provides evidence that the preclinical fieldwork prior to student teaching is valuable for our candidates.

The use of **competency appraisal** data to measure teacher candidates' professional and pedagogical knowledge, skills and dispositions has been documented successfully in our program for many years. The data report candidate effectiveness by category (Teaching and the Student, Teaching and the Environment, Teaching and Planning, Teaching and the Curriculum and Teaching and the Profession), related to delivering instruction, planning curriculum and student assessment.

Our program faculty strongly believes that becoming a "reflective practitioner" is a critical goal for all candidates. Teaching is a complex process and the task of teaching requires constant observation, assessment and action. It is not enough to be able to recognize only what happens in the classroom. In order to become an effective educator, it is important to understand the "why's" and "how's" of the classroom. This understanding is developed through the constant practice of analyzing one's own teaching. The data from two assessments, the **MAT Lesson Plan and the Analysis of Teaching and Learning**, are emerging data that we are closely monitoring and continuously adjusting. We see improving trends with this data and growth across student populations. The spring 2011 assessment based upon the 2007 ACEI standards have improved faculty understanding of candidates' abilities to plan, implement and analyze instruction that reflect the quality of teaching necessary for today's diverse schools and inclusive classrooms.

We also added questions for our teacher candidates to complete on our competency appraisals for ELE 590 Student Teaching. Our faculty strongly believe that experiences with children in diverse educational settings is an essential component in helping candidates learn the exemplary habits of mind of educational professionals. Analyzing the data regarding the questions displayed in the table below will help us critically assess the field placements of our teacher candidates. We will discuss these findings with our program faculty as we continue to strive to provide our teacher candidates with exemplary field placements for student teaching. It is interesting to note that the class size of students' placement has increased. We will further discuss this finding during the 2012-2013 academic year.

N=109 2011-2012 ELE 590 Teacher Candidates competency appraisals

	<b>Diversity Question on Teacher candidate competency appraisal- final</b>	<b>Average class size</b>	<b>Percentage of Total Students</b>
70	What is the total number of students in your field experience classroom?	33.39	
71	Approximately how many students are identified as racially or culturally minority students?	15.72	46%
72	Approximately how many students are identified as English language learners?	4.34	12%
73	Approximately how many students are identified as having special education needs or learning disabilities?	3.31	10%
74	Approximately how many students are identified as gifted or talented?	4.71	14%

Faculty Interpretation of these Findings:

Our candidates begin the process of analyzing lesson plans in early in their teacher preparation program. Early on, our program faculty takes time to emphasize the importance of analyzing one’s own practice. We have added newer assessments based upon the language of the 2007 ACEI standards for examining teacher candidates’ planning for instruction and analysis of student work through the use of both the **Analysis of Teaching and Learning** assignment as well as the **Lesson Plan** assignment. Both assessments are given mid-way through MAT program in the ELE510 Practicum II course. The implementation of these refined assessments has already had a direct impact on our coursework. Specifically, the language of the 2007 ACEI standards has helped faculty focus their teaching around the intended outcome of the assessments. For example, with an emphasis on planning for instruction using the language of ACEI, comes a greater focus on all aspects of the 2007 ACEI standards including those related to development, learning and motivation, curriculum, instruction and assessment. We will continue to apply the lesson plan content area rubrics in the coming year in the areas of reading, science, mathematics and social studies. Additionally, we plan on collaborating with content area faculty to ensure that all candidates are ready and able to teach all areas of the elementary curriculum with the competence required to motivate and impact student learning.

**3. Student Learning**

Principal Findings from Evidence:

Measuring the impact that our candidates have on student learning is perhaps the most challenging requirement of the NCATE process. **Teacher Work Sample (TWS)** data show a continuous improvement of teacher candidate competency with each application of the teacher work sample and specifically its impact on student learning. In the first pilot of the TWS there was a clearly evident weakness in the area of student learning. In the latest application of the TWS from this year, major gains in student learning and our teacher candidates' understanding of that were seen. The TWS assessment was revised using the 2007 ACEI standards.

#### Faculty Interpretation of these Findings:

**Teacher Work Sample** - The current version of the Elementary Program Teacher Work Sample (TWS) was a new requirement for candidates in fall 2009. In winter 2010 during a quarterly university supervisors' workshop, all faculty and university supervisors participated in training devoted to guiding and assessing the TWS process. It was clear to the faculty that we needed a shared training after reviewing the original data sets. In the summer of 2011 the Elementary Education university supervisors received updated training regarding the Teacher Work Sample document and its updated assessment. As faculty, we continue to focus our supervisor training on ways to help our teacher candidates improve their practices related to teaching for, and measuring, student learning outcomes.

During the most current application of the TWS in the 2011-2012 academic year, faculty shared strategies used to support elementary and middle level student learning, as well as other insights intended to support teacher candidate success with this work. Areas for improvement, based on data collected, include the need to help our candidates align assessment and instructional decision making and implementation related to the revised TWS rubric in order to strengthen each candidate's ability to impact K-8 student learning and achievement gains.

#### **Elementary Education Advisory Board**

In October, 2011 we presented a topic to our Elementary Education Advisory Board on *Engaging Families for Student Achievement* (see Appendix # 7). We invited Dr. Daniel Schwartz, Head Baker Demonstration School to be a guest speaker at this meeting. We discussed with the wider educational community how we can support schools as they look at the best ways to build strong and caring relationships with teachers, parents and guardians. Additionally, we met in small groups to share experiences regarding, what has been the most important element in building these caring relationships in school communities.

In April, 2012 we a topic to our Elementary Advisory Board on 21st *Learning and Assessment* (see Appendix #7). We invited three administrators to share their perspectives on preparing tomorrow's teachers for assessing learning. The three administrators were; Dr. Ivy Sukenik - Principal, Glenview District 34, Dr. Michael Lubelfeld - Superintendent, Pennoyer District 79 and Dr. Denise Welter - Principal, Wilmette District 39. We will continue to focus on this important topic as we work to improve our program for our future teacher candidates.

## **Summary**

As we look ahead, we need to continue to work hard as a MAT program in preparing our candidates for teaching in an era of accountability where the focus on improving performance of all learners is top priority. Closing achievement gaps and helping all students succeed are the goals of education and the expectation of all teacher candidates graduating from our MAT program. Therefore, in fall 2012, we will be sharing our TWS results from the past year with other faculty members across the College of Education who are responsible for teaching coursework in the MAT program. We hope to plan series of meetings, beginning in September 2012, to help college-wide faculty understand and support the mission of the TWS methodology and plan for its continued improvement. We plan on meeting with methods faculty in tandem with elementary education faculty to support our collective work. Methods faculty will help enhance the content applications of curriculum development and instructional design while elementary education faculty will work on components related to assessment and reflection and evaluation. The MAT program goal related to our continued work and assessment surrounding the TWS assignment is simple. Teacher candidates must understand that impact on K-8 student learning is their mission as future educators. Candidates must start by learning to plan high level, engaging, technology enriched curriculum that they deliver and assess in their capstone student teaching experience.

## **Overall Program Changes:**

In closing, we would like to say we are integrating our updated assessments from 2011- 2012 into the fabric of our work at the Master of Arts in teaching program and within the larger EMLTE department. We are committed to the assessment process as a means to strengthen our program and its impact on our teacher candidates' practice. Most importantly, we are committed to the enhancement of learning outcomes of the K-8 students our candidates teach. Thus, as a teacher preparation program committed to continuous learning and improvement, we value the process of implementing a well-designed assessment system and understand that its findings lead to improved learning for all. We are pleased to report that that our latest ACEI assessment report in response to the conditions set forth and passed with national recognition has greatly improved our own work as a teacher preparation program. Using the language of the current ACEI standards our assessments are more focused and help us look at assessment in new, meaningful ways. This work, we are happy to report, has positively impacted the quality of the MAT program and will continue to shape its direction for years to come.

## Appendix for MAT ELE Assessment Report

1. Chart from Spa Report
2. Content Test #110 Scoring Guide
3. Assessment of Professional Teaching Scoring Guide
4. ELE590 Competency Appraisal and Rubric Scoring Guide
5. Lesson Plan Assignment and Rubric
6. Teacher Work Sample
7. Elementary Advisory Board, April 2011

### Appendix #1: Relationship of Assessment to Standards

**Section II - Relationship of Assessment to Standards  
Elementary Education- MAT ACEI  
September, 2011  
National-Louis University**

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address each standard. One assessment may apply to multiple ACEI standards.

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
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ACEI STANDARD	APPLI CABLE ASSESSMENTS FROM SECTION II
<p><b>DEVELOPMENT, LEARNING AND MOTIVATION</b>            1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3  <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input type="checkbox"/>#6</p>
<p><b>CURRICULUM STANDARDS</b>            2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;</p>	<p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input checked="" type="checkbox"/>#3  <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6</p>
<p>2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;</p>	<p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input checked="" type="checkbox"/>#3  <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6</p>
<p>2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;</p>	<p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input checked="" type="checkbox"/>#3  <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6</p>
<p>2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</p>	<p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input checked="" type="checkbox"/>#3  <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6</p>
<p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;</p>	<p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input type="checkbox"/>#3  <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6</p>
<p>2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;</p>	<p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6</p>
<p>2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>	<p><input checked="" type="checkbox"/>#1   <input checked="" type="checkbox"/>#2   <input type="checkbox"/>#3  <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6</p>



ACEI STANDARD	APPLI CABLE ASSESSMENTS FROM SECTION II
<b>INSTRUCTION STANDARDS</b> 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;	<input type="checkbox"/> #1 <input type="checkbox"/> #2   X <input type="checkbox"/> #3   X <input type="checkbox"/> #4 X <input type="checkbox"/> #5 <input type="checkbox"/> #6
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	<input type="checkbox"/> #1   X <input type="checkbox"/> #2   X <input type="checkbox"/> #3 X <input type="checkbox"/> #4 X <input type="checkbox"/> #5   X <input type="checkbox"/> #6
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;	<input type="checkbox"/> #1   X <input type="checkbox"/> #2   X <input type="checkbox"/> #3 X <input type="checkbox"/> #4 X <input type="checkbox"/> #5 <input type="checkbox"/> #6
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;	<input type="checkbox"/> #1   X <input type="checkbox"/> #2   X <input type="checkbox"/> #3 X <input type="checkbox"/> #4 X <input type="checkbox"/> #5 <input type="checkbox"/> #6
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 X <input type="checkbox"/> #4 X <input type="checkbox"/> #5 <input type="checkbox"/> #6
<b>ASSESSMENT STANDARDS</b> 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	<input type="checkbox"/> #1 <input type="checkbox"/> #2   X <input type="checkbox"/> #3   X <input type="checkbox"/> #4 X <input type="checkbox"/> #5   X <input type="checkbox"/> #6
<b>PROFESSIONALISM STANDARDS</b> 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3   x <input type="checkbox"/> #4 X <input type="checkbox"/> #5 <input type="checkbox"/> #6
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 x <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6

## Appendix # 2: ELE MAT Content Test #110 Scoring Guides and Rubric

### Illinois Certification Testing System SCORE REPORT EXPLANATION Content-Area Tests

(For all content-area fields except foreign language fields)

#### Overview

Your score report provides information regarding the content-area test you took at the recent administration of the Illinois Certification Testing System (ICTS). The report includes information regarding your Pass/Did Not Pass status for that test, your performance on the test as a whole, and your performance on the major subareas of the test. Your scores are reported to you, to the Illinois State Board of Education, and to the institution(s) you indicated during the registration process. The content-area tests each contain 125 multiple-choice test questions.

#### Total Test Score

Scores for the content-area tests are reported on a scale from 100 to 300. A total test scaled score of 240 or above is required to pass these tests. Candidates with a total test score below 240 do not pass the test. Each multiple-choice test question counts the same toward the total score. You do not "lose" any points for wrong answers. Your total test score is based on the **total** number of test questions you answered correctly.

#### Subarea Scores

The scores listed in the "Subarea" section are also reported on a scale from 100 to 300 and are intended to provide you with feedback on your performance in the major subareas of the test. This information is descriptive only and will help you assess your areas of strength and weakness. Generally, a score at or above 240 on a given subarea indicates satisfactory performance within that subarea. You do not have to "pass" each subarea or section of the test—there is no "passing" score associated with individual subareas. Subareas with more objectives receive more coverage on the test. Because subareas have different numbers of test questions, it is not possible to average your performance across subareas to arrive at the total test score. Your total test score is **not** an average of your subarea scores.

*See the Illinois Certification Testing System content-area test study guides for further information on how your tests are scored. Study guides are available on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).*

#### Passing Scores

The passing scores for the ICTS were established by the Illinois State Board of Education with input from Illinois educators.

## Appendix #3: Assessment of Professional Teaching Scoring Guide

### Illinois Certification Testing System SCORE REPORT EXPLANATION Assessment of Professional Teaching Tests Fields: 101, 102, 103, and 104

#### Overview

Your score report provides information regarding the Assessment of Professional Teaching (APT) test you took at the recent administration of the Illinois Certification Testing System (ICTS). The report includes information regarding your Pass/Did Not Pass status for that test, your performance on the test as a whole, and your performance on the major subareas of the test. Your scores are reported to you, to the Illinois State Board of Education, and to the institution(s) you indicated during the registration process. The APT tests each contain 120 multiple-choice test questions as well as 2 constructed-response assignments.

#### Total Test Score

Scores for the APT tests are reported on a scale from 100 to 300. A total test scaled score of 240 or above is required to pass these tests. Candidates with a total test score below 240 do not pass the test. Your scaled total test score for the APT test that you took is based on your performance on the entire test, including the number of multiple-choice test questions you answered correctly and the scores you received on the two constructed response assignments. The multiple-choice section represents 80 percent of your total test score and the constructed-response assignments combined represent 20 percent of your total test score.

#### Subarea Scores

The scores listed in the "Subarea" section are also reported on a scale from 100 to 300 and are intended to provide you with feedback on your performance in the major subareas of the test. Performance Indicators for the two constructed-response assignments are also provided. This information is descriptive only and may help you assess your areas of strength and weakness. Generally a score at or above 240 on a given subarea or the constructed-response assignments indicates satisfactory performance within that subarea/assignment. You do not have to "pass" each subarea or section of the test—there is no "passing" score associated with individual subareas. Subareas with more objectives receive more coverage on the test and thus contribute more to your total test score. It is therefore not possible to average your performance across subareas to arrive at the total test score. Your total test score is **not** an average of your subarea scores.

#### Multiple-Choice Scores

Your performance on the multiple-choice test section is based on the number of test questions answered correctly; you do not "lose" any points for wrong answers. Each multiple-choice test question counts the same toward the total score.

#### Constructed-Response Scores

Each of the responses to the two constructed-response assignments for the APT tests is scored by at least two qualified educators. Scorers are unaware of the identities of the individuals whose responses they score and are unaware of the score(s) assigned by others to the same response. Scorers receive extensive orientation in standardized scoring procedures and take a qualifying assessment to ensure that they are ready to score. Scorers judge the overall effectiveness of each response while focusing on a set of characteristics that have been defined by Illinois educators as important. Scorers are oriented to provide an overall judgment, not to indicate specific errors. Scorers base their judgments on the quality of pedagogical knowledge demonstrated in the constructed response assignments rather than on penmanship, length, or neatness.

In general, a response that receives a passing score demonstrates the following performance characteristics:

- **Purpose:** the fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment
- **Application of Professional Knowledge:** the application of accurate, effective, and Current professional knowledge and practices relevant to the specific performance assignment and to the appropriate subarea of the APT test framework
- **Support/Elaboration:** the appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and to the appropriate subarea of the APT test framework

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read and scored by two readers; the sum of the two readers' scores is the total score assigned to the response. Any pair of scores that differs by more than one point is regarded as discrepant and is scored by a third reader. For example, a total score of 5 can result only from readers' scores of 2 plus 3, not from scores of 1 plus 4, since the scores in the latter pair differ by more than one point.

The raw scores from each of the two constructed-response assignments are then **combined** into a single score. The combined raw score for the two constructed responses is converted to a scale from 100 to 300, with 240 or above representing acceptable performance on the assignment. If your response is off topic, illegible, written in a language other than English, of insufficient quantity to score, or merely a repetition of the assignment, you will receive a score of "U" for unscorable. A designation of "B" is assigned if the constructed-response form is blank.

*See the Illinois Certification Testing System Assessment of Professional Teaching (APT) test study guides for an explanation of the performance characteristics and for further information on how the responses are scored. Study guides are available on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).*

## Passing Scores

The passing scores for the ICTS were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators.

## Constructed Response Assignment: Score Point Description

**The "4" response reflects a thorough understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.**

- The response completely fulfills the purpose of the assignment by responding fully and appropriately to the given task.
- The response demonstrates an accurate, highly effective application of current professional knowledge and practices that is entirely relevant to the subarea of the APT test framework being assessed.
- The response is well elaborated through the use of high-quality examples, strong supporting evidence, and effective rationales relevant to the subarea of the APT test framework being assessed.

**The "3" response reflects a general understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.**

- The response generally fulfills the purpose of the assignment in a generally appropriate manner.
- The response demonstrates a generally accurate, effective application of current professional knowledge and practices that is relevant to the subarea of the APT test framework being assessed.
- The response is elaborated through the use of some effective examples, supporting evidence, and rationales relevant to the subarea of the APT test framework being assessed.

**The "2" response reflects a limited understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.**

- The response partially fulfills the purpose of the assignment by attempting to respond to the given task in a partially appropriate manner.
- The response demonstrates a partially accurate, partially effective application of current professional knowledge and practices that has limited relevance to the subarea of the APT test framework being assessed.
- The response is not well elaborated, containing few effective examples or rationales and minimal supporting evidence relevant to the subarea of the APT test framework being assessed.

**The "1" response reflects little or no understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.**

- The response does not fulfill the purpose of the assignment in an appropriate manner.

- The response demonstrates a largely inaccurate, ineffective application of current professional knowledge and practices that may be irrelevant to the subarea of the APT test framework being assessed.
- The response contains little or no effective elaboration, with few, if any, effective examples or rationales and little, if any, supporting evidence relevant to the subarea of the APT test framework being assessed.

**“U”:** The response is unscorable because it is not written to the assigned topic, illegible, written in a language other than English, of insufficient length to score, or merely a repetition of the assignment.

**“B”:** The constructed-response section is blank.

#### **Appendix #4: ELE590 Competency Appraisal and Rubric Scoring Guide**



National College of Education  
Elementary Education Program  
ELE 470/ELE 590 Student Teaching Competency Appraisal

**This Competency Appraisal is a tool used to assess the active involvement of the candidate (the National-Louis student) with the cooperating teacher and students during his/ her ELE 590 Student Teaching experience. These Competency Appraisals help determine the course grade for the experience and become a part of the candidate's permanent record at the university.**

**Please indicate the level of competence attained by the candidate for each item – an O at midterm **and** an X at the end of the term. **You are encouraged to use the space provided for comments.****

The cooperating teacher, university supervisor and candidate each complete a Competency Appraisal at the midterm and end of the experience.

Please PRINT below in ink

Candidate Name	Cooperating Teacher Name
University Supervisor Name	This form was completed by

Please PRINT the dates of the midterm and final Competency Appraisal Meetings and SIGN in ink at the final Competency Appraisal Meeting

Midterm Meeting Date _____	Final Meeting Date _____
Candidate Signature	Cooperating Teacher Signature
University Supervisor Signature	
School _____	
School Address _____	

The University Supervisor brings all 3 forms to the Exit Interview.

### ELE 590 Competency Assessment Rubric

The rubric serves as a guide for understanding the terms of the scale (Excellent to Unable to Assess) used to assess each indicator. **The candidate is to be assessed at this point in their development as a preservice teacher.** Please include comments in the space provided.

	Quality	Frequency
Excellent	Complete understanding and outstanding performance of a very high quality is evident in this area.	Consistently present throughout the entire experience.
Good experience.	Thorough understanding and acceptable performance of high quality is evident in this area.	Present throughout most of the
Fair experience.	Partial understanding and uneven performance of some quality is evident in this area.	Present throughout some of the
Poor experience.	Minimal understanding and performance of questionable quality is evident in this area.	Present throughout very little of the
Unable to was Assess	Understanding or performance of this area was not observed.	Understanding or performance of this area not observed.

### The Knowledge and Performance Standards Aligned to Elementary Education Competency Appraisal Indicators

#### 1. Teaching and Students

Candidates provide opportunities that support all students' intellectual, social, and personal development, and address the diversity of students and their learning needs.

*ACEI 2007 – 1.0, 2.1, 3.1, 3.2, 3.3, 3.5*  
*IL-PTS 2010- Standard 1*  
*InTASC 2011- Standard 1, Standard 2*

#### 2. Teaching and Instruction

Candidates possess the skills of planning and teaching lessons appropriate for the students, subject, and curriculum. Candidates utilize effective modes of communication (verbal, nonverbal, written, and/or technology). Candidates demonstrate the ability to incorporate assessment in their teaching.

*ACEI 2007 – 3.1, 3.2, 3.3, 3.5, 4.0, 5.2*  
*IL-PTS 2010- Standard 3, Standard 5, Standard 6, Standard 7*  
*InTASC 2011- Standard 5, Standard 6, Standard 7, Standard 8*

#### 3. Teaching and the Environment

Candidates demonstrate an awareness of and the ability to maintain a classroom environment conducive to learning.

*ACEI 2007 – 3.4,*



#### 4. Teaching and Curriculum Items

Candidates understand and demonstrate the central concepts, tools of inquiry, and structures of content and create meaningful integrated learning experiences that develop all students' competence in subject matter and skills for various developmental levels.

ACEI 2007 – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  
 IL-PTS 2010- Standard 2  
 InTASC 2011- Standard 4

#### 5. Teaching and the Profession Items

Candidates collaborate with school colleagues (including support services personnel), parents/families and community agencies to support students and their learning. Candidates are reflective/analytic practitioners in ways that support their own professional development. Candidates demonstrate a commitment to teaching as a profession.

ACEI 2007 – 5.1, 5.2  
 IL-PTS 2010- Standard 8, Standard 9  
 InTASC 2011- Standard 9, Standard 10

#### Standards Alignment Key:

**ACEI 2007– Association of Childhood Education International Standards**  
**IL-PTS 2010– Illinois State Board of Education Professional Teaching Standards**  
**InTASC 2011– Interstate New Teacher Assessment and Support Consortium Model Core Standards**

**Please circle the letter (E=Excellent, G= Good, F=Fair, P=Poor, U=Unable to Assess) to indicate the level of competence attained. Please use an O for the MIDTERM ASSESSMENT and an X for the FINAL ASSESSMENT. Please refer to the rubric on page 2 for an explanation of E, G, F, P and U.**

#### 1. Teaching and Students

The candidate demonstrates sensitivity to cultural and gender differences of learners.	E	G	F	P	U
The candidate models effective communication strategies in conveying ideas and information and in asking questions.	E	G	F	P	U
The candidate makes proficient use of oral and written English in their teaching.	E	G	F	P	U
The candidate adapts instruction to meet individual students' needs.	E	G	F	P	U
The candidate understands how individual experiences, talents, knowledge, and prior learning, influence student learning.	E	G	F	P	U
The candidate facilitates a learning community in which individual differences and cultural diversity is respected.	E	G	F	P	U
The candidate believes that all children can learn at high levels and persists in helping all children achieve success.	E	G	F	P	U
The candidate appreciates cultural and linguistic diversity and shows respect for students' varied talents, perspectives and learning styles.	E	G	F	P	U

The candidate is sensitive to community and cultural norms. E G F P U

**MIDTERM** Comments:

**FINAL** Comments:

## 2. Teaching and Instruction

The candidate plans and teaches lessons appropriate for the students, subject, curriculum and community E G F P U

The candidate understands how individualized education programs (IEP's) impact instruction. E G F P U

The candidate applies understanding of the cognitive processes associated with various kinds of learning (e.g., critical thinking, problem structuring & problem solving, invention, memorization & recall) and how these processes can be stimulated. E G F P U

**Please circle the letter (E=Excellent, G= Good, F=Fair, P=Poor, U=Unable to Assess) to indicate the level of competence attained. Please use an O for the MIDTERM ASSESSMENT and an X for the FINAL ASSESSMENT. Please refer to the rubric on page 2 for an explanation of E, G, F, P and U.**

The candidate knows how to enhance learning through the use of a wide range of materials such as computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature and other print resources. E G F P U

The candidate demonstrates flexibility in the teaching process as necessary for instruction to student responses, ideas, and needs. E G F P U

The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet student needs and enhance learning. E G F P U

The candidate uses a variety of assessments to evaluate student learning. E G F P U

The candidate uses assessment results to diagnose student learning, align and modify instruction, and design teaching strategies. E G F P U

The candidate collaborates with resource personnel on accommodating and assessing the needs of students with exceptionalities. E G F P U

The candidate uses a variety of formative and summative assessments to determine student understanding in each subject area. E G F P U

The candidate involves students in self-assessment, reflection, and goal setting. E G F P U

The candidate helps maintain useful and accurate records of student work and performance. E G F P U

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities E G F P U

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. E G F P U

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. E G F P U

\* The teacher values planning as a collegial activity E G F P U

**MIDTERM** Comments:

**FINAL** Comments:

Please circle the letter (E=Excellent, G= Good, F=Fair, P=Poor, U=Unable to Assess) to indicate the level of competence attained. Please use an **O** for the **MIDTERM ASSESSMENT** and an **X** for the **FINAL ASSESSMENT**. Please refer to the rubric on page 2 for an explanation of E, G, F, P and U.

### 3. Teaching and the Environment

The candidate organizes and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.	E	G	F	P	U
The candidate uses different motivational strategies that are likely to encourage development for each student.	E	G	F	P	U
The candidate promotes a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.	E	G	F	P	U
The candidate creates a smoothly functioning learning community that supports purposeful learning activities.	E	G	F	P	U
The candidate uses a range of strategies and can collaborate with specialists to promote positive relationships, cooperation, and conflict resolution in the classroom.	E	G	F	P	U
The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	E	G	F	P	U
The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.	E	G	F	P	U

**MIDTERM** Comments:

**FINAL** Comments:

### 4. Teaching and Curriculum

Candidates understand and demonstrate the central concepts, tools of inquiry, and structures of content and create meaningful integrated learning experiences that develop all students' competence in subject matter and skills for various developmental levels.

The candidate uses teaching techniques that demonstrate higher-level thinking (i.e., analysis, synthesis, evaluation) about real-world situations within and across content areas.	<b>E</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>U</b>
The candidate makes proficient use of reading and language arts concepts (reading, writing, listening, and speaking) when planning and teaching curriculum.	E	G	F	P	U
The candidate makes proficient use of mathematical concepts, processes and reasoning to foster student understanding when planning and teaching curriculum.	E	G	F	P	U
The candidate makes proficient use of science content (physical, life, and earth) and scientific concepts, thinking and reasoning when planning and	<b>E</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>U</b>

teaching curriculum.

The candidate makes proficient use of social science content, concepts, and the interrelationships of the disciplines when planning and teaching curriculum **E G F P U**

The candidate makes proficient use of physical development and health content when planning and teaching curriculum **E G F P U**

The candidate makes proficient use of fine arts content across academic disciplines when planning and teaching curriculum **E G F P U**

The candidate values multiple ways of knowing and conveys to students that knowledge is developed from the vantage point of the knower. **E G F P U**

The candidate shows enthusiasm for the curriculum being taught and helps students make curriculum connections to everyday life. **E G F P U**

**MIDTERM** Comments:

**FINAL** Comments:

### **5. Teaching and the Profession**

The candidate collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback. **E G F P U**

The candidate demonstrates commitment to reflection, assessment, and learning as an ongoing process. **E G F P U**

The candidate is willing to seek and integrate constructive feedback. **E G F P U**

The candidate follows codes of professional conduct. **E G F P U**

The candidate follows school policy and procedures, and respects legal and professional responsibilities when working with students, colleagues, and families. **E G F P U**

**MIDTERM** Comments:

**FINAL** Comments:

**Appendix # 5: ELEMAT Lesson Plan and Rubric**

Name of Student teacher \_\_\_\_\_ School \_\_\_\_\_

Subject being taught \_\_\_\_\_ Grade Level \_\_\_\_\_

Date of Lesson \_\_\_\_\_ Time frame of lesson \_\_\_\_\_

Connecting to Standards State/District Goal(s), Standard(s), Benchmark(s)	
Learning Outcomes (Objectives)	
Assessment(s) Formative/Summative	
Materials/References/ Technology	
Procedures:  Opening  Instruction  Closing	
Differentiation	

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Lesson Plan	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
<b>Standards</b>	<b>3.1</b> Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Lesson plan does not include appropriate standards representing learning goals and benchmarks related to the content of the curriculum, student learning needs and community context.	Lesson plan partially includes appropriate standards representing learning goals and benchmarks related to the content of the curriculum, student learning needs and community context.	Lesson plan clearly includes appropriate standards representing learning goals and benchmarks related to the content of the curriculum, student learning needs and community context.
<b>Learning Outcomes/ (Objectives)</b>	<b>3.1</b> Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Learning outcomes are not connected to knowledge of the students, learning theory, curricular goals and community context.	Learning outcomes show a partial connection to knowledge of the students, learning theory, curricular goals and community context.	Learning outcomes show a clear connection to knowledge of the students, learning theory, curricular goals and community context.
<b>Assessment[s]</b>	<b>4.0</b> Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social,	Formal and Informal assessments are not aligned to the learning outcomes, and do not provide any structure for planning and evaluating instruction.	Formal and Informal assessments show partial alignment to the learning outcomes, and do not provide a clear structure for planning and evaluating instruction.	Formal and Informal assessments show a clear alignment to the learning outcomes, providing a clear structure for planning and evaluating instruction.

Lesson Plan	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
	emotional and physical development of each elementary student.			
<b>Materials, References &amp; Technology</b>	N/A	Materials and technological resources that support meaningful engagement of learning are not included.	Materials and technological resources that engage students in meaningful learning are only partially included	Materials and technological resources that engage students in meaningful learning. Are included
<b>Procedures: Opening</b>	<b>1.0</b> Candidates know, understand, and use major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development acquisition of knowledge and motivation.	Lesson opening is not connected to an understanding of the concepts, principles and research related to students' prior knowledge, interests and motivation to learn.	Lesson opening is partially connected to an understanding of the concepts, principles and research related to students' prior knowledge, interests and motivation to learn.	Lesson opening is clearly connected to an understanding of the concepts, principles and research related to activating students' prior knowledge, interests and motivation to learn.
<b>Procedures: Instruction</b>	<b>3.3</b> Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and	Instructional delivery is not connected to an understanding and use of various teaching practices that encourage the development of critical thinking and problem solving for all students in the	Instructional delivery is partially connected to an understanding and use of various teaching practices that encourage the development of critical thinking and problem solving for all students in the classroom	Instructional delivery is clearly connected to an understanding and use of various teaching practices that encourage the development of critical thinking and problem solving for all students in the classroom



Lesson Plan	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
	problem solving	classroom		
<b>Procedures: Instruction</b>	<b>3.4</b> Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation and positive social interaction to create supportive learning environments.	Instruction does not demonstrate an understanding of individual and group motivation and behavior. Instruction does not fosters active engagement in learning and social interaction resulting in supportive learning environments	Instruction partially demonstrates an understanding of individual and group motivation and behavior. Instruction partially fosters active engagement in learning and social interaction resulting in supportive learning environments,	Instruction clearly demonstrates an understanding of individual and group motivation and behavior. Instruction clearly fosters active engagement in learning and social interaction resulting in supportive learning environments.
<b>Procedures: Instruction</b>	<b>3.5</b> Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the elementary classroom	Instruction does not demonstrate a knowledge and understanding of using communication techniques to foster active inquiry and collaboration in the classroom.	Instruction partially demonstrates a knowledge and understanding of using communication techniques to foster active inquiry and collaboration in the classroom	Instruction clearly demonstrates a knowledge and understanding of using communication techniques to foster active inquiry and collaboration in the classroom.
<b>Procedures: Closing</b>	<b>3.1</b> Candidates plan and implement instruction based on knowledge of	Closing of the lesson does not demonstrate an understanding of lesson design, learning theory, and	Closing of the lesson partially demonstrates an understanding of lesson design, learning theory, and	Closing of the lesson clearly demonstrates an understanding of lesson design, learning theory, and creating curricular

Lesson Plan	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
	students, learning theory, connections across the curriculum, curricular goals, and community	creating curricular connections in order to support student learning.	creating curricular connections in order to support student learning.	connections in order to support student learning.
<b>Differentiation</b>	<b>3.2</b> Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.	Lesson plan does not demonstrate an approach to instruction that is appropriately differentiated and adapted to the developmental learning needs of diverse students.	Lesson plan partially demonstrates an approach to instruction that is appropriately differentiated and adapted to the developmental learning needs of diverse students.	Lesson plan clearly demonstrates an approach to instruction that is appropriately differentiated and adapted to the developmental learning needs of diverse students

**Elementary Education Lesson Plan Content Application Rubric  
Reading, Writing, and Oral Language 2.1 ACEI**

	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
Developmentally Appropriate Strategies	2.1	Developmentally appropriate strategies are not incorporated into in the design of lessons to teach reading, writing and oral language to children	Developmentally appropriate strategies are partially incorporated into in the design of lessons to teach reading, writing and oral language to children	Developmentally appropriate strategies are incorporated into in the design of lessons to teach reading, writing and oral language to children

Standards	2.1	Standards for reading and language are not the focal point of the lessons.	Standards for reading and language are partially the focal point of the lessons.	Standards for reading and language are clearly the focal point of the lessons.
Content	2.1	Little, or no, understanding of the content of reading, writing and oral language is evident.	Partial understanding of the content of reading, writing and oral language is evident.	Clear understanding of the content of reading, writing and oral language is evident.
Application	2.1	Application of content does not support enhanced understanding and new ideas	Application of content partially supports enhanced understanding and ideas.	Application of content clearly supports enhanced understanding and new ideas.
Critical Thinking	2.1	Reading and language concepts are not taught in engaging ways to help students think critically.	Reading and language concepts are partially taught in engaging ways to help students think critically.	Reading and language concepts are taught in engaging ways to help students think critically.
Materials/Technology	2.1	Little, or very few, materials and technology resources are used to teach reading, writing, and oral language	A partially selection of materials and technology resources ideas are used to teach reading, writing, and oral language	A variety of materials and technology resources are used to teach reading, writing, and oral language.
<b>Total Score out of 18 points</b>		<b>11 points or less</b>	<b>12-14 points</b>	<b>15-18 points</b>

**NOTE: Holistic scores were determined using 18 points as the maximum score possible. Means were calculated using data from the holistic scores.**

### Elementary Education Lesson Plan Content Application Rubric Science ACEI 2.2

	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
Developmentally Appropriate Strategies	2.4	Developmentally appropriate inquiry strategies	Developmentally appropriate inquiry strategies	Developmentally appropriate inquiry strategies

		are not incorporated into in the design of lessons to teach science to children.	are partially incorporated into in the design of lessons to teach science to children.	are incorporated into in the design of lessons to teach science to children.
Standards	2.4	Standards for science are not the focal point of the lessons.	Standards for science are partially the focal point of the lessons.	Standards for science re clearly the focal point of the lessons.
Content	2.4	Little, or no, understanding of the concepts of physical, life and earth/space science is evident.	Partial understanding of the concepts of physical, life and earth/space science is evident.	Clear understanding of the concepts of physical, life and earth/space science is evident.
Application	2.4	Personal and social application of content does not support enhanced understanding and new ideas in science.	Personal and social application of content partially supports enhanced understanding and new ideas in science.	Personal and social application of content clearly supports enhanced understanding and new ideas in science.
Critical Thinking	2.4	Science concepts are not taught in engaging ways to help students think critically.	Science concepts are partially taught in engaging ways to help students think critically.	Science concepts are taught in engaging ways to help students think critically.
Materials/Technology	2.4	Little, or very few, materials and technology resources are used to teach science.	A partially selection of materials and technology resources ideas are used to teach science.	A variety of materials and technology resources are used to teach science.
<b>Total score out of 18 points</b>		<b>11 points or less</b>	<b>12-14 points</b>	<b>15-18 points</b>

**NOTE: Holistic scores were determined using 18 points as the maximum score possible. Means were calculated using data from the holistic scores.**

**Elementary Education Lesson Plan Content Application Rubric  
Mathematics 2.3 ACEI**

	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
Developmentally Appropriate Strategies	2.3	Developmentally appropriate strategies and procedures are not incorporated into in the design of lessons to teach mathematics to children.	Developmentally appropriate strategies and procedures re partially incorporated into in the design of lessons to teach mathematics to children.	Developmentally appropriate strategies and procedures are incorporated into in the design of lessons to teach mathematics to children.
Standards	2.3	Standards for mathematics are not the focal point of the lessons.	Standards for mathematics are partially the focal point of the lessons.	Standards for mathematics are clearly the focal point of the lessons.
Content	2.3	Little, or no, understanding of the concepts of mathematics is evident.	Partial understanding of the major concepts of mathematics is evident	Clear understanding of the major concepts of mathematics is evident.
Application	2.3	Application of content does not support enhanced understanding and problem solving in mathematics.	Application of content partially supports enhanced understanding and problem solving mathematics.	Application of content clearly supports enhanced understanding and problem solving in mathematics.
Critical Thinking	2.3	Mathematics concepts are not taught in engaging ways to help students think critically.	Mathematics concepts are partially taught in engaging ways to help students think critically.	Mathematics concepts are taught in engaging ways to help students think critically.
Materials/Technology	2.3	Little, or very few, materials and technology resources are used to teach mathematics.	A partially selection of materials and technology resources ideas are used to teach	A variety of materials and technology resources are used to teach mathematics.

			mathematics.	
<b>Total score out of 18 points</b>		<b>11 points or less</b>	<b>12-14 points</b>	<b>15-18 points</b>

**NOTE: Holistic scores were determined using 18 points as the maximum score possible. Means were calculated using data from the holistic scores.**

### **Elementary Education Lesson Plan Content Application Rubric Social Studies ACEI 2.4**

	ACEI Standard	Not Met (1)	Partially Met (2)	Met (3)
Developmentally Appropriate Strategies	2.4	Developmentally appropriate inquiry strategies are not incorporated into in the design of lessons to teach social studies to children.	Developmentally appropriate inquiry strategies are partially incorporated into in the design of lessons to teach social studies to children.	Developmentally appropriate inquiry strategies are incorporated into in the design of lessons to teach social studies to children.
Standards	2.4	Standards for social studies are not the focal point of the lessons.	Standards for social studies are partially the focal point of the lessons.	Standards for social studies are clearly the focal point of the lessons.
Content	2.4	Little, or no, understanding of the major concepts of social studies is evident.	Partial understanding of the major concepts of social studies is evident.	Clear understanding of the major concepts of social studies is evident.
Application	2.4	Application of content partially does not support students' abilities to make informed decisions as citizens in a diverse society and interdependent world.	Application of content partially supports students' abilities to make informed decisions as citizens in a diverse society and interdependent world.	Application of content clearly supports students' abilities to make informed decisions as citizens in a diverse society and interdependent world.
Critical Thinking	2.4	Social studies	Social studies	Social studies

		concepts are not taught in engaging ways to help students think critically.	concepts are partially taught in engaging ways to help students think critically.	concepts are taught in engaging ways to help students think critically.
Materials/Technology	2.4	Little, or very few, materials and technology resources are used to teach social studies.	A partial selection of materials and technology resources are used to teach social studies.	A variety of materials and technology resources are used to teach social studies.
<b>Total score out of 18 points</b>		<b>11 points or less</b>	<b>12-14 points</b>	<b>15-18 points</b>

**NOTE: Holistic scores were determined using 18 points as the maximum score possible. Means were calculated using data from the holistic scores.**

## **Appendix #6: Teacher Work Sample and Scoring Rubric**

### **Teacher Work Sample (TWS): Elementary and Middle Level Teacher Education Vision and Conceptual Framework**

The purpose of the Teacher Work Sample (TWS) is to link K-8 student learning with the preparation of elementary and middle level teacher candidates. Teacher candidates in the Elementary Education program are required to design a TWS (unit of study) that connects the complexities of teaching with an assessment-eye toward student learning. Using a TWS design (described below) elementary and middle level teacher candidates plan coherent curriculum grounded in the application of effective instructional and assessment practices in teaching and learning. The goals of the TWS include:

- identifying desired learning outcomes based upon the content of curriculum to be taught
- developing a knowledge /understanding of the context of the candidate's own classroom
- developing a knowledge /understanding of student learning needs
- linking instruction with an understanding of national, state and local curriculum standards
- understanding professional teaching standards and pedagogies of practice
- designing assessment practices linked to the measurement of student achievement
- designing instruction to impact student learning
- analyzing student gains related to instruction
- reflecting upon the outcomes of student learning
- reflecting upon one's own areas for professional growth
- designing next steps in curriculum and instruction for all K-8 students

Teacher candidates in the Elementary and Middle Level Teacher Education Program are required to design and document a Teacher Work Sample that contains a minimum of ten lessons. The planning of a TWS grounded in coherent curriculum and instruction for K-8 students provides candidates the opportunity to fully assess learning and adjust instruction accordingly. Formative and summative assessment of student learning underscores the TWS design. As a result, TWS planning is outcomes oriented and results driven; this type of planning enables teacher candidates to understand the connection between teaching and learning.

Planning for the TWS begins in Practicum II and extends through Student Teaching. The Elementary Education TWS includes the following required components. Each component is assessed by a corresponding rubric that identifies the knowledge, skill(s) and dispositions of each teacher candidate related to the areas of curriculum planning, instructional practice, assessment of learning outcomes and classroom management. Teacher candidate impact on K-8 student learning is the goal of the TWS.

#### **Components and Implementation Schedule: An Overview**

##### ***Component #1: Context of the Classroom and Community***

*Draft in Practicum/ Revise in Student Teaching*

Suggested length of component #1: 2-4 pages

- Provide an analysis of the context of the school community. Include information about the geographic location, school population, race/ethnicity, socioeconomic conditions, family involvement, and other relevant information specific to this school and community. Some of this information may be found on the Illinois School Report Card or on the school's website.



- Describe the students in your classroom. Include information about the students’ Learning Styles, ELL/ Language abilities, Special Needs, Strengths/Talents, Culture, Parent/Guardian support at home, etc.
- Identify information related to students’ skill levels and varied approaches to learning.
- After identifying implications for instructional planning and assessment based upon the context described, and taking into account students’ skill levels and varied approaches to learning, include a set of recommendations that will impact student learning and an analysis of:
  - Differentiation of instruction based upon student characteristics and learning needs
  - Identification of resources and technology/media applications that you might need to support instruction

**Component #2: Planning for Instruction**

*Draft in Practicum/ Complete in Student Teaching*

Suggested Length of component # 2: 2-4 pages

**Identify and explain:**

- Topic and grade level of unit to be taught.
- Rationale – Why is it important to teach this topic?
- Scope and Sequence – General content included in the unit and where the unit fits within the academic year.
- Essential Questions – What are the 2-4 key questions and/or big ideas that **connect to** the unit’s curriculum and instructional planning?

**Identify Learning Goals, Standards and Outcomes:**

- Illinois State Goals and Standards– include all subjects that apply. For example ----- English/Language Arts, Science, Fine Arts, etc. ... Be sure to write out the entire text of each goal and standard you include.
- Local school or school district standards, if applicable.
- Specific unit learning outcomes (3-5) and describe how these outcomes are aligned with the identified learning standards. Think about what you would like the students to know and be able to do as a result of this unit.

**Component #3: Assessment Plan**

*Complete in Student Teaching*

Suggested length of Component # 3: 2-3 pages

- Identify the pre-assessment(s) you will use prior to teaching the unit. This assessment should provide baseline data about each student’s knowledge and skill related to the unit content. Examples might include quizzes, writing prompts, knowledge or skill checklists, etc.
- Analyze your results and discuss how you will use this information to plan your instruction
- Identify the post-assessments you will implement in order to assess your impact on student learning. What is the culminating activity/assessment that brings together the big ideas included in the unit [e.g., presentations, tests, writing sample projects
- Use the following chart to align pre and post assessments with standards and learning outcomes for the unit.

Standards	Unit Learning Outcomes	Pre -Assessment	Post-Assessment

- When you have completed teaching the unit, present pre and post assessment data that explains students achievement related to the identified learning outcome(s) (i.e., met, partially met, not met). Use a graphic organizer such as a checklist, chart or spreadsheet to profile student assessment outcomes.

**Component #4: Instructional Design**

*Complete in Student Teaching*

Suggested Length of Component# 4: 10 pages (or more as needed)

- Unit Overview - Make a chart or outline of a minimum of 10 lessons that includes lesson title, learning outcome, activity overview, lesson assessment, and technology (if applicable):

Lesson Title	Learning Outcome	Activity	Assessment	Technology

- Include a formal, detailed lesson plan for every lesson to be presented in the unit. Use the EMLTE department’s common lesson plan framework for each lesson in this unit. A minimum of ten lessons plans is required.
  - Lessons should be integrated across content areas, as appropriate. Language arts, math, science, social studies, technology, health, PE and the arts may contribute to the interdisciplinary design of the unit of study.
  - Reference the use of technology/media on individual lesson plans.
  - Include all handouts for students and all teaching materials needed for each plan.
- Include representative student work samples showing variations in achievement for students. Make sure to remove any identifying student information.
- Compile a resource list including all the materials you used in planning and teaching this unit including textbooks, trade books, reference materials, internet web sites. If you plan a field trip, include that information here.

**Component #5: Analysis of Teaching and Learning**

*Complete in Student Teaching*

Suggested Length of Component # 5: 2-4 pages

*Present and analyze pre and post assessment data that explains the extent to which students achieved the **unit** learning outcomes (i.e., met, partially met, not met). Use a graphic organizer such as a checklist, chart or spreadsheet to profile student assessment outcomes. Consider what the display of data tells you about student learning by answering the following question:*

- What does the display of data tell you about the learning gains for all students? Identify areas of strength and areas in need of additional work/improvement for individual students as well as for the entire class.
- For students who did not meet intended learning outcomes, how did you create new opportunities for student learning? Include here (if appropriate) a discussion of students with special needs, including IEP’s, English Language Learners, etc.
- For students meeting or exceeding expectations, how did you plan for enrichment and extension of learning?

## Component 6: Reflection and Self Evaluation

Complete in Student Teaching

Suggested Length of Component # 6: 2-3 pages

- Based on the unit you designed and taught and the analysis of student learning, what would you retain and what would you change in future planning and teaching? Explain why you would retain and/or revise these elements.
- What actions will you take for your own improved practice and professional development when teaching this unit, or another unit, in the future?

### Rubric for Teacher Work Sample

**Directions:** Refer to the scale below and circle the category that best represents the teacher candidate's level of performance.

- **Unsatisfactory**, performance does not meet expectations described in the component
- **Partially meets**, performance partially (vague details & minimal analysis) meets expectations described in the component
- **Meets**, performance meets expectations described in the component
- **Exceeds**, performance exceeds (thorough & specific details) expectations described in the component

Context of the Classroom & Community	Unsatisfactory	Partially Meets	Meets	Exceeds
<i>Provides detailed contextual information pertaining to students and school community that is subsequently used for instructional planning. Provides school overview; descriptive statistics of learners (gender, age range, ELL, special needs); descriptions of student skill level; and, based on this information, provides implications for teaching (types of differentiation, resources, etc.)</i>				
<b>Standards: IL-PTS.4: Planning for Instruction (and corresponding ACEI and INTASC standards)</b>				

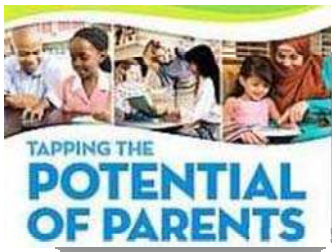
Planning for Instruction	Unsatisfactory	Partially Meets	Meets	Exceeds
<i>Sets standards based learning outcomes that are appropriate and challenging. Unit topic is guided by essential questions and connected to relevant standards; clear rationale for study is articulated; scope and sequence is described and connected to standards</i>				
<b>Standards: IL-PTS.4: Planning for Instruction &amp; IL-PTS.6: Instructional Delivery (and corresponding ACEI and INTASC standards)</b>				

Assessment Plan	Unsatisfactory	Partially Meets	Meets	Exceeds
<i>Uses multiple assessment approaches that connect standards and unit learning outcomes in order to assess student learning. Assessment plan is developed that includes pre-assessments &amp; post-assessments that are aligned to unit goals and standards.</i>				
<b>Standards: IL-PTS.3: Diversity &amp; IL-PTS.8: Assessment (and corresponding ACEI and INTASC standards)</b>				

Instructional Design	Unsatisfactory	Partially Meets	Meets	Exceeds
<i>Designs standards based instruction that reflects classroom and community context, and includes differentiation strategies &amp; assessment tools in order to guide instruction to meet individual student's learning needs. Instructional design is standards based; includes a minimum of 10 lessons that includes differentiation strategies and assessment tools; demonstrates (as appropriate) cross-curricular integration &amp; uses of technology; and includes handouts, examples of student work, and resource list.</i>				
<b>Standards: IL-PTS.1: Content Knowledge, IL-PTS.4: Planning for Instruction &amp; IL-PTS 6: Instructional Delivery (and corresponding ACEI and INTASC standards)</b>				

<b>Analysis of Teaching &amp; Learning</b>	<b>Unsatisfactory</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<i>Uses assessment data to analyze and describe student learning, and formulate ways to differentiate instruction (for all levels of learners). Descriptive statistics are provided to illustrate student learning, and articulates ways in which learning opportunities were differentiated for students who were not meeting or were exceeding learning expectations.</i>				
<b>Standards: IL-PTS.1: Content Knowledge, IL-PTS.3: Diversity, IL-PTS.6: Instructional Delivery &amp; IL-PTS 8: Assessment (and corresponding ACEI and INTASC standards)</b>				

<b>Reflection</b>	<b>Unsatisfactory</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<i>Reflects upon instruction and student learning in order to improve upon one's practice. Articulates what practices should be retained, revised, and what actions will be subsequently taken to improve upon one's professional practice and professional development.</i>				
<b>Standards: IL-PTS.10: Reflection and Professional Growth (and corresponding ACEI and INTASC standards)</b>				



**Appendix #7: Elementary Education Advisory Board  
October, 2011 and April, 2012**

**AGENDA**

**Elementary Education Advisory Board**

**Thursday, October 27<sup>th</sup>, 2011**

***Engaging Families for Student Achievement***

- 4:00 - 4:10** Meet and Reconnect
- 4:10 - 4:15** Welcome - Dr. Ayn Keneman
- Introduction - Daniel Schwartz, Baker Demonstration School
- 4:15 - 5:00** Relationship Building for Strong, Caring Parent/Teacher Interactions
- 5:00 - 5:15** Question/ Answer
- 5:15 - 5:50** Small Groups - What factors have been most important for your school in building strong caring parent/teacher relationships? **Dr. Sherri Bressman / Ms. Lisa Mozer / Dr. Jeff Winter / Dr. Ayn Keneman**
- 5:50 - 6:00** Family Partnerships and the Future - What do you envision for your district?  
- Dr. Jeff Winter
- Exit Slips/ Final Thoughts

***We appreciate your time and support.***

**Next Meeting - April 26<sup>th</sup>, 2012**

***Engaging Families for Student Achievement Part II  
Assessment and Parent Communication***

**Advisory Board Meeting Location:  
NLU Wheeling Campus  
1000 Capitol Drive, Wheeling, IL  
For directions use link:**

<http://www.nl.edu/locations/wheeling.cfm>



## **AGENDA**

### **Elementary Education Advisory Board Thursday, April 26<sup>th</sup>, 2012**

#### **21<sup>st</sup> Century Learning and Assessment**

#### ***Preparing Tomorrow's Teachers for Assessing Learning: Perspectives from Administrators***

- 4:00 - 4:10** Meet and Reconnect
- 4:10 - 4:15** Welcome and Introduction - Dr. Ayn Keneman
- 4:15 - 5:15** Dr. Ivy Sukenik - Principal, Glenview District 34  
Dr. Michael Lubelfeld - Superintendent, Pennoyer District 79  
Dr. Denise Welter - Principal, Wilmette District 39
- 5:15 - 5:45** Small Groups - What do new teachers need to know and be able to do for 21<sup>st</sup> learning and assessment?
- 5:45 - 6:00** Final Thoughts - Dr. Jeff Winter

***We appreciate your time and support.  
Dr. Sherri Bressman, Dr. Ayn Keneman, Ms. Lisa Mozer, Dr. Jeff Winter***



