Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(*updated 9/19/23)*

Program Type: **Non-Accredited Program**

Program Name: **Middle-Level Education (MLE)**

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Submission Date: October 28, 2024

Review Cycle:
- o **Even Year**
- o Odd Year

Review Round:

- o **Round A** (Associate Dean review)
- o **Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: https://www.eiu.edu/assess/majorassessment.php

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: **Career and Technical Education (CTE)**

Illinois Professional Teaching Standards = Student Learning Goals
1. **Standard 1 - Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
2. **Standard 2 - Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
3. **Standard 3 - Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
4. **Standard 4 - Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
5. **Standard 5 - Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
6. **Standard 6 - Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
7. **Standard 7 - Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
8. **Standard 8 - Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

9. **Standard 9 - Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What **measures and instruments** are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework. **Scale:** *1-2 = Does Not Meet Standard* *3 = Meets Standard* *4-5 = Exceeds Standard*	How are you using this info to improve student learning? What are you hoping to learn from your data? Include **target score(s) and results**, and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an **undergraduate learning goal (ULG)**: writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1 - Teaching Diverse Students	Unit Plan Student Teaching Evaluation	UNIT PLAN –Data provided for Spring 2023 only (N=6): 67% meets or exceeds standard; 33% (2) does not meet standard. STUDENT TEACHING Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=2) --100% meets or exceeds the standard	Critical Thinking
2 - Content Area and Pedagogical Knowledge	Unit Plan Student Teaching Evaluation	UNIT PLAN –Data provided for Spring 2023 only (N=6): 100% meets or exceeds standard STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Critical Thinking

3 - Planning for Differentiated Instruction	Unit Plan Student Teaching Evaluation	UNIT PLAN –Data provided for Spring 2023 only (N=6): 100% meets or exceeds standard. STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Writing & Critical Reading
4 - Learning Environment	Student Teaching Evaluation	STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Responsible Citizenship
5 - Instructional Delivery	Unit Plan Student Teaching Evaluation	UNIT PLAN –Data provided for Spring 2023 only (N=6): 67% meets or exceeds standard; ==33% (2) does not meet standard.== STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Critical Thinking Speaking & Listening
6 - Reading, Writing, and Oral Communication	Unit Plan Student Teaching Evaluation	UNIT PLAN –Data provided for Spring 2023 only (N=6): 100% meets or exceeds standard STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Writing & Critical Reading Speaking & Listening

7 - Assessment	Unit Plan Student Teaching Evaluation	UNIT PLAN –Data provided for Spring 2023 only (N=6): 83% meets or exceeds standard; <mark>17% (1) does not meet standard</mark>. STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Quantitative Reasoning
8 - Collaborative Relationships	Student Teaching Evaluation	STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Responsible Citizenship
9 - Professionalism, Leadership, & Advocacy	Student Teaching Evaluation	STUDENT TEACHING: Results for Spring 2023 (N=4) --100% meets or exceeds the standard Results for Spring 2024 (N=7) --100% meets or exceeds the standard	Responsible Citizenship

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

  I am unaware of curricular actions that took place over the past 2 years. It could be that the constant change in leadership has created difficulty in sustaining efforts toward curricular change. Future changes proposed include establishing a curricular review process and an ongoing assessment plan. For instance, there may need to be more work done in the areas of Assessment, Instructional Delivery, and Teaching Diverse Students for our middle-level candidates.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

  Improvements in the overal assessment process for TLF programs are needed. It is unclear from the data which middle school education candidates are not meeting standards (e.g,. language arts, mathematics, science, social sciences). The enrollment for the MLE program is low and recruitment efforts need to be increased to help the program grow. Based on licensure exam scores, MLE students may need more support to help them pass. For example, in Fall 2023, the

three candidates who took the licensure exam that semester repeatedly failed. One of the candidates passed it on the 3rd try. Another passed the exam in Spring 2024. It appears the third candidate gave up after 3 tries. It would be interesting to know when during their program they attempted the exam as well as other information that might be helpful for knowing how to best serve students in this regard.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Record of a formal annual review of data or minutes to meetings that focused on reviewing data was not located from the 2022-2024 academic years. However, there was a Curriculum Committee, but many of its members retired from the university after the Spring 2024 semester.	TLF Department	In August 2024, a new Curriculum Committee was constituted.
In August 2024 semester, TLF met to discuss adding Assessment to the Curriclum Committee. Initially, there was already a Curriculum Committee, and there had been discussion of forming a separate Assessment Committee. However, it was decided to combine this work into one committee.	TLF Department	The Curriculum and Assessment Committee was established and members + a chair were selected.\n\nMoving forward, the Curriculum & Assessment Committee will work with the new department chair to revamp the assessment process for TLF.

Dean Review and Feedback The Middle Level Education (MLE) is housed in the Department of Teaching, Learning, and Foundations. Of all the programs, the MLE program is one of the lower enrolled educator programs at EIU. One of the reasons for its low enrollment is because of the scope of licensure (grades 5-8). Given elementary education entitlement encompasses grades 1-6, the middle level entitlement for EIU candidates is more of a subsequent entitlement than an initial entitlement which means that many candidates use the MLE option to extend the grade range of learners whom they can teach.

The assessment system is derived from EIU's EPP assessments (assessments taken by all candidates), but the data reported is based on candidates in the MLE program. Each assessment is aligned to the Illinois Professional Teaching Standards which serves as the student learning outcomes. Additionally, the assessments are aligned to EIU's Undergraduate Student Learning Goals. Each of the assessments listed are appropriate to measuring the identified student learning outcomes and the undergraduate student learning goals. As the program moves forward, the focus should be on developing an assessment system grounded in program-specific assessments where data can be collected, analyzed, and used to inform programmatic change.

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Dean or designee   Dr. Christy Hooser, Associate Dean,   Date 11/04/2024
College of Education

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee   Date