***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM***

M.S in Elementary Education

**Degree and**

**Program Name:**

# Submitted By:

**J. Bickford, Graduate Coordinator**

**PART ONE**

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| --- | --- | --- | --- | --- |
| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| *Advanced Candidate Assessment:*  1.a. The graduate candidate demonstrates a depth of content knowledge in the discipline. | Degree seeking students are assessed by a committee of graduate faculty members using the Advanced Candidate Assessment Rubrics at three points within the program of study. **Entry Level Data** is collected upon admission to the program, **Mid-point Data** is compiled once two of the following three classes (i.e., ELE 5250, ELE 5260 and/or ELE/MLE 5270) have been completed, and **Completion Data** is obtained from the faculty members serving on the Applied/ Action Research **or** Thesis Committee. | Upon completion of the program 100% of the graduate candidates are expected to meet or exceed expectations for each of the Graduate Standards. (NOTE: Graduate students who are “proficient” at entry and/or mid-point are considered to be meeting the standard in question.)  The completion data reported in the next column (Spring 2013, Summer 2013 and Fall 2013) includes results for:  Action Research = 12  Thesis = 1  TOTAL = 13 | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | **Entry Level** and **Mid-point Data** are compiled by standing committees consisting of members of the graduate faculty, while  **Completion Data** is obtained from the faculty members serving on the Applied/ Action Research or Thesis Committees.    The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the graduate faculty at the annual departmental retreat. |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 78% 7 /9  Proficient 22% 2/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 1.a.** |
| *Advanced Candidate Assessment:*  1.b. The graduate candidate demonstrates effective use of technology as appropriate. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 1.b.** |
| *Advanced Candidate Assessment:*  1.c. The graduate candidate demonstrates the ability to apply content knowledge to practice. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 100% 9 /9  Proficient 0% 0/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 23% 5/22  Exceeds 77% 17/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 1.c.** |
| *Advanced Candidate Assessment:*  1.d. The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 80% 8/10  Proficient 20 % 2/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 78% 7 /9  Proficient 22% 2/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 1.d.** |
| *Advanced Candidate Assessment:*  1.e. The graduate candidate demonstrates a respect for the professional environment through their honesty, integrity, and professionalism. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 67% 6 /9  Proficient 22% 2/9  No Basis 11% 1/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 23% 5/22  Exceeds 77% 17/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 1.e.** |
| *Advanced Candidate Assessment:*  2.b. The graduate candidate demonstrates the ability to effectively evaluate situations and identify an appropriate course of action. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
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| **Mid-point Data**  Unacceptable 0% 0/9  Developing 67% 6 /9  Proficient 22% 2/9  No Basis 11% 1/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 2.b.** |
| *Advanced Candidate Assessment:*  3.a. The graduate candidate demonstrates effective oral communication skills. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 50% 5/10  Proficient 50 % 5/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 23% 5/22  Exceeds 77% 17/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 3.a.** |
| *Advanced Candidate Assessment:*  3.b. The graduate candidate demonstrates effective written communication skills. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
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| **Mid-point Data**  Unacceptable 0% 0/9  Developing 67% 6 /9  Proficient 22% 2/9  No Basis 11% 1/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 23% 5/22  Exceeds 77% 17/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 3.b.** |
| *Advanced Candidate Assessment:*  3.c. The graduate candidate demonstrates effective, fair, and honest communication considering not only the message but also the audience. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 45% 10/22  Exceeds 55% 12/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 3.c.** |
| *Advanced Candidate Assessment:*  4.a. The graduate candidate demonstrates an understanding of the role of research in the discipline. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
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| **Mid-point Data**  Unacceptable 0% 0/9  Developing 100% 9 /9  Proficient 0% 0/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 23% 5/22  Exceeds 77% 17/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 4.a.** |
| *Advanced Candidate Assessment:*  4.b. The graduate candidate demonstrates the ability to conduct research and apply it to practice. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 67% 6 /9  Proficient 22% 2/9  No Basis 11% 1/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 4.b.** |
| *Advanced Candidate Assessment:*  5.a. The graduate candidate demonstrates an understanding of individual differences in clientele. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 50% 5/10  Proficient 50 % 5/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 5.a.** |
| *Advanced Candidate Assessment:*  5.b. The graduate candidate demonstrates a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 67% 6 /9  Proficient 22% 2/9  No Basis 11% 1/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 23% 5/22  Exceeds 77% 17/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 5.b.** |
| *Advanced Candidate Assessment:*  5.c. The graduate candidate demonstrates a respect for individual differences through the use of rich and varied approaches. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 100% 9 /9  Proficient 0% 0/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 45% 10/22  Exceeds 55% 12/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 5.c.** |
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| *Advanced Candidate Assessment:*  6.a. The graduate candidate demonstrates the ability to collaborate with other professionals to promote the success of their clientele. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9 |
| **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 6.a.** |
| *Advanced Candidate Assessment:*  6.b. The graduate candidate demonstrates the ability to effectively work with the community to promote the success of their clientele. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 50% 5/10  Proficient 50 % 5/10  No Basis 0% 0/10  - - - - - - - - - - - - - - - - - - - - - - | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 67% 6 /9  Proficient 22% 2/9  No Basis 11% 1/9 - - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/22  Meets 45% 10/22  Exceeds 55% 12/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 6.b.** |
| *Advanced Candidate Assessment*  *(Departmental Item):*  2.a. The graduate candidate demonstrates an ability to provide evidence of critical thinking and problem solving. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10  - - - - - - - - - - - - - - - - - - - - - -  **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9  - - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 2.a.** | (Same as above.) |
| *Advanced Candidate Assessment*  *(Departmental Item):*  5.d. The graduate candidate demonstrates an ability to provide evidence of differentiation of curricula. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10  - - - - - - - - - - - - - - - - - - - - - -  **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9- - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 5.d.** | (Same as above.) |
| *Advanced Candidate Assessment*  *(Departmental Item):*  5.e. The graduate candidate demonstrates an ability to provide evidence of inquiry based instruction. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10  - - - - - - - - - - - - - - - - - - - - - - | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/9  Developing 67% 6 /9  Proficient 22% 2/9  No Basis 11% 1/9  - - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/22  Meets 9% 2/22  Exceeds 91% 20/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 5.e.** |
| *Advanced Candidate Assessment*  *(Departmental Item):*  5.f. The graduate candidate demonstrates an ability to engage in reflective practice. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/10  Developing 100% 10/10  Proficient 0 % 0/10  No Basis 0% 0/10  - - - - - - - - - - - - - - - - - - - - - -  **Mid-point Data**  Unacceptable 0% 0/9  Developing 55% 5 /9  Proficient 45% 4/9  No Basis 0% 0/9  - - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/22  Meets 23% 5/22  Exceeds 77% 17/22  No Basis 0% 0/22  **Upon completion of the program 100% (22/22) of the graduate candidates met or exceeded expectations for Standard 5.f.** | (Same as above.) |
| Reading Teacher Content Area Standards - Please refer to the Reading Teacher Standards provided below for a complete listing of the learning objectives assessed by the State test (i.e., Reading Teacher Survey 1A-5D). | Candidates completed the Reading Teacher Content Area Test (#177) through the Illinois Licensure Testing System (ILTS) on  February 9, April 13, & June 1, 2013. | Candidates who are pursuing reading as their area of emphasis within the program must pass the Reading Teacher Content Area Test (#177) in order to qualify for the Reading Teacher Endorsement in Illinois. | **Passed Failed**  **EIU 6 (100%) 0 (0%)**  **State 102 (91%) 13 (9%)** | The candidates’ scores are reported by ILTS to the Associate Dean’s office in CEPS that in turn provides the information to the department chair, graduate coordinator, and reading faculty members. |
| *M.S. in Education Survey:*  1.a. Extending depth of content knowledge in the discipline | During the final semester of the graduate program, candidates are sent (via e-mail) the M.S. in Elementary Education Graduate Survey that asks them to indicate the degree to which the program has met their needs as professional educators for advancement and growth in regard to the graduate standards at EIU. | Upon completion of the program 90% or more of the graduate candidates are expected to self-report ratings of “meets” or “exceeds” in regard to the items on the M.S. in Elementary Education Graduate Survey.  NOTE: Data for 18 graduate students is reported in the next column. A total of 20 students were surveyed (i.e. Response Rate = 90%).  Please refer to the attachment in order to review student comments. | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the graduate faculty at the annual departmental retreat. Carrie Gossett in the Office of Academic Assessment and Testing provides assistance with the actual survey distribution and tabulation of the data. |
| *M.S. in Education Survey:*  1.b. Effectively using technology | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  1.c. Applying content knowledge to practice | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  1.d. Understanding professional ethics in the discipline | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  1.e. Exhibiting honesty, integrity, & professionalism | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  2.a. Engaging in critical thinking and problem solving | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  2.b. Evaluating situations to identify an appropriate course of action | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  3.a. Employing effective oral communication skills | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  3.b. Employing effective written communication skills | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  3.c. Utilizing effective, fair, and honest communication | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  4.a. Understanding the role of research in the discipline | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  4.b. Conducting research and applying it to practice | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.a. Understanding individual differences in students | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.b. Fostering a supportive and encouraging atmosphere in the workplace | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.c. Using rich and varied approaches | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.d. Providing for the differentiation of curricula | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.e. Employing inquiry based instruction | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.f. Engaging in reflective practice | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  6.a. Collaborating with other professionals | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  6.b. Working with the community to promote the success of students | (Same as above.) | (Same as above.) | **Does Not Meet: 0/5 (0%)**  **Meets/Exceeds: 5/5 (100%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.1. The competent reading teacher knows theoretical models and philosophies of reading education and their relevance to instruction. | Candidates who have completed the Graduate Reading Practicum (ELE 5620) are sent the Reading Teacher Survey via e-mail at the close of the semester. | Upon completion of ELE 5620 90% or more of the candidates are expected to report ratings of “adequate” or “strong preparation” in regard to the Reading Teacher Standards.  **NOTE: Data for 2 graduate students is reported in the next column. A total of 12 students were surveyed (i.e. Response Rate = 17%).**  Please refer to the attachment in order to review student comments. | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the faculty members who teach reading classes. Carrie Gossett in the Office of Academic Assessment and Testing provides assistance with the actual survey distribution and tabulation of the data. |
| *Reading Teacher Survey:*  1.2. The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.3. The competent reading teacher knows the history of reading instruction and its relevance to current theory and practice. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.4. The competent reading teacher is aware of trends, controversies, and issues in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.5. The competent reading teacher understands the construction and psychometric properties of classroom reading tests, including the State assessment. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.6. The competent reading teacher understands, respects, and values cultural, linguistic, and ethic diversity and knows how these differences can influence learning to read. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.7. The competent reading teacher understands the differences between reading skills and strategies and the role each plays in reading development. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.8. The competent reading teacher knows a wide range of quality literature for students. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.9. The competent reading teacher adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.10. The competent reading teacher locates, evaluates, and uses literature for readers of all abilities and ages. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.11. The competent reading teacher uses various tools to estimate the readability of texts. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.12. The competent reading teacher uses technology to support reading and writing instruction. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.1. The competent reading teacher understands models of reading diagnosis that include students’ proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.2. The competent reading teacher understands models of reading disabilities used in special education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.3. The competent reading teacher knows a wide variety of informal and formal assessments of reading, writing, spelling and oral language. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.4. The competent reading teacher understands the uses and limitations of informal and formal assessments. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.5E. The competent reading teacher is aware of a variety of individualized and group instructional interventions or programs for students with reading problems. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.6. The competent reading teacher knows models of and procedures for providing reading diagnosis and educational services to students with reading problems. | (Same as above.) | (Same as above.) | **I Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.7. The competent reading teacher screens classes to identify students in need of more thorough reading diagnosis. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.8. The competent reading teacher determines strengths and needs of individual students in the areas of reading, writing, and spelling. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.9. The competent reading teacher determines students’ reading levels (independent, instructional, frustrational). | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.10. The competent reading teacher gathers and interprets information for diagnosis of the reading problems of individual students. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.11. The competent reading teacher develops individual educational plans for students with severe learning problems related to literacy. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.12. The competent reading teacher interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.13. The competent reading teacher develops case study reports of students with reading problems. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.14. The competent reading teacher designs, implements, and evaluates appropriate reading programs for small groups and individuals. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.1. The competent reading teacher knows State and national educational standards that are relevant to reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.2. The competent reading teacher knows exemplary programs and practices in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.3. The competent reading teacher is aware of guidelines for the evaluation of curriculum material and instructional technology. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.4. The competent reading teacher participates in development and implementation of school improvement plans. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.5. The competent reading teacher participates in and facilitates reading curriculum design, revision, and implementation efforts. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.6. The competent reading teacher participates in the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.7. The competent reading teacher guides and trains paraprofessionals, tutors, and volunteers. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  4.1. The competent reading teacher understands the value of community support for school reading programs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  4.2. The competent reading teacher communicates effectively about reading to the general public. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  4.3. The competent reading teacher facilitates home-school connections and parental participation in school reading programs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.1. The competent reading teacher is aware of and adheres to ethical standards of professional conduct in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.2. The competent reading teacher reflects on teaching practices and conducts self-evaluation. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.3. The competent reading teacher stays current with developments in reading education and literature for children and adolescents by reading professional journals  and other publications and by attending professional conferences. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.4. The competent reading teacher participates in local, State, or national professional organizations in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 1/2 (50%)**  **Adequate /Strong**  **Preparation: 1/2 (50%)** | (Same as above.) |

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| *ESL Teacher Survey:*  1. understands the spectrum of student diversity as related to English language learners (ELL and the assets that each student brings to learning across the curriculum). | Candidates who have completed the Graduate ESL Certification are sent the Survey via e-mail at the close of the semester. | Upon completion of the program 90% or more of the candidates are expected to report ratings of “adequate” or “strong preparation” in regard to the Reading Teacher Standards.  NOTE: Data for 5 graduate students is reported in the next column. A total of 11 students were surveyed (i.e. Response Rate = 45%).  Please refer to the attachment in order to review student comments. | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the faculty members who teach reading classes. Carrie Gossett in the Office of Academic Assessment and Testing provides assistance with the actual survey distribution and tabulation of the data. |
| *ESL Teacher Survey:*  2. understands how teaching and student learning are influenced by linguistic development past experiences, talents, prior knowledge, economic circumstances and diversity within the community | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  3. understands the impact of linguistic and cultural diversity on learning and communication. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  4. differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of language development and to students with diverse learning needs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  5. uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  6. understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  7. understands cultural and linguistic, differences, and considers the needs of each student when planning instruction. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  8. analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  9. knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics and varying levels of language proficiency. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  10. uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of language proficiencies and experiences. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  11. uses student data to adapt the curriculum and implement instructional strategies and materials according to the language proficiency of each ELL student | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  12. understands communication theory, language development, and the role of language in learning. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  13. selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (especially ELLs, and struggling and advanced readers). | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  14. knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for ELL student populations | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  15. uses various types of assessment procedures appropriately, including making accommodations for ELL students in specific contexts. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  16. uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of ELL students | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  17. understands the benefits, barriers, and techniques involved in parent and family collaborations with ELL students | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  18.proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/5 (0%)**  **Adequate /Strong**  **Preparation: 5/5 (100%)** | (Same as above.) |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed. **Assessment Accomplishments:**

* **We have noted our demonstrable decrease in graduate student enrollment, which dipped to as low as 26. We have since made many changes to address this very real concern.**
  + **Our MSED is now offered online starting Summer 2017**
  + **Our Reading Certification is transitioning to online starting Fall 2017 and will be fully online by Summer 2018**
  + **Our ESL program is transitioning to online starting Fall 2018 and will be fully online Summer 2019**
  + **We have developed a rigorous social media marketing campaign. We are active on both Twitter and Facebook with 5-15 posts every week. While data is not available on Twitter, the *reach* of our departmental Facebook page will soon exceed 100,000 *organic* users (*reach* is FB jargon for *appearing in newsfeed* and *organic* is FB jargon original, new users).**
  + **We have engaged in a frequent email marketing campaign by emailing the more than 5,000 Illinois principals and superintendents throughout the state. In more than 10 different emails, we have contacted all public school administration.**
  + **With a combination of social media and email marketing, our numbers of students in different graduate courses will exceed 80 (we had less than 25 last year). This represents an increase of more than 300%.**
  + **With a combination of social media and email marketing, we will have between 25 and 50 new MSED students starting in the fall. This represents an increase of between 100 and 200%.**
  + **We are developing an online Curriculum And Instruction MSED with Department of Secondary Education and Foundations to have a broader scope for potentially more students.**
* **The Department of Early Childhood, Elementary, and Middle Level Education published the sixth issue (Volume VI) of *Research in Action*, an online research journal that demonstrates our local commitment to the global academic community by preparing quality teachers and teacher-researchers (Fall 2016).** [**http://eiu.edu/researchinaction/index.php**](http://eiu.edu/researchinaction/index.php)
* **One student (Jena Borah) successfully completed a thesis, and eight more are in the process of completing a thesis, which is perhaps our biggest number.**
* **The Department of Early Childhood, Elementary, and Middle Level Education was awarded a Summer 2016 Graduate Assistantship from our First Choice status**
* **Our students have won various recognition for research and teaching:**
  + **Jena Borah’s thesis won *Thesis Awards of Excellence in the College of Education and Professional Studies*.**
  + **Kelli Wells won** *King-Mertz Award of Excellence* for ***College of Education and Professional Studies*.**
  + **Kelli Wells won** *ELE Distinguished Graduate Student Award* (MSED) for ***College of Education and Professional Studies*.**
  + **Esther Lutz** won *ELE Distinguished Graduate Student Award* (MSED with Teacher Certification) for ***College of Education and Professional Studies*.**
* **Our students have been very productive with their research publications and presentations:**
* **Kyle Sakowicz** had (an abridged version of) his thesis published in *Social Studies Research and Practice*.
* **Lieren Schuette** has (an abridged version of) her thesis submitted for publication to *The Councilor: A Journal of the Social Studies*.
* **Jena Bora** has (an abridged version of) her thesis published in *ReadWriteThink!* <http://www.readwritethink.org/parent-afterschool-resources/activities-projects/afterschool-summer-reading-with-31205.html>
* Bickford, J. & **Schuette, L.** (2016). Trade books’ historical representation of the Black Freedom Movement, slavery through civil rights. *Journal of Children’s Literature, 41*(1), 20-43.
* Bickford, J. & **Silva, K.** (2016). Trade books’ historical representation of Anne Sullivan Macy, *The Miracle Worker*. *Social Studies Research & Practice*, *11*(1), 56-72.
* **R. Diss** successfully earned a funded grant from *CEPS Development Grant for Graduate Student Research*.
* **L. Schuette** successfully earned a funded grant from *CEPS Development Grant for Graduate Student Research*.

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

* **Most of the graduate faculty completed online training (OCDI) in order to first develop hybrid modules and then move courses online.**
* **The graduate faculty have developed numerous online courses, which are to be implemented in upcoming semesters.**