

**STUDENT LEARNING ASSESSMENT PROGRAM**  
**SUMMARY FORM AY 2004-2005**

**Degree and Program Name:**

B.S. Ed. – Elementary Education General and Middle School Options

**Submitted By:**

**The Department Assessment Committee: Judy Barford, Marilyn Lisowski, Marie Fero, Denise Reid and Merribeth D. Bruning, Dept. Chair**

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to [cskjs@eiu.edu](mailto:cskjs@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

**PART ONE**

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?
1. The Elementary Education Student (General and/or Middle School Option) student will demonstrate competence in child development; content knowledge in language arts; mathematics; science; social studies; health; physical education, and fine arts, as well as professional knowledge. (Refer to the Illinois Certification Testing System Study Guide-Elementary Education.	<p>How: Illinois Certification Testing System: Subject-Matter Knowledge Test (content)</p> <p>Coursework in content areas and ELE 2000 with a field Component in schools; Professional Development Report (PDR) initiated in ELE 2000; Assessment Professional Test</p> <p>Initiation of Live Text for unit assessment data</p> <p>WHERE: Various State Tests and courses in general studies and content areas</p> <p>WHEN: Testing in 2002-2005 and courses dependant upon when students are admitted into their program of study.</p>	<p>An overall score of 70 (i.e. a passing score)</p> <p>An overall GPA of 2.65 for a admission to teacher education</p> <p>Completion of activities with children and professional involvement for PDR</p> <p>Successful posting of passing Materials to Live Text</p>	<p>100% Met expectations</p> <p>____Did not meet expectations</p> <p>*Completers Only – Using Title II Report Card Data</p> <p>Commensurate with the achievement of C or better in professional courses</p>	<p>*To determine if the student will be eligible to be certificate in Elementary Education by the State of Illinois</p> <p>To determine if the student has the knowledge-base to be admitted to Block I</p> <p>Establish learning criteria which the Department will adjust guided by the Assessment Committee</p>

	<p><b><i>Block I Methods courses and Field Experience</i></b></p> <p>HOW: Elementary Education Block I Field Experience (ELE 3000 is taught in conjunction with ELE 3280 and 3350 and Middle School Education Block I – MLE 4000 Taught in conjunction with MLE 3110 and 3280 Field Experience; Professional Portfolio; Implementation of Live Text with a Field Experience Rubric; Lesson Plan Rubric</p> <p>WHERE: Public/Private Elementary and Middle Schools</p> <p>When: 2004-2005</p>	<p>A grade of “C” or better is required for each course.*</p> <p>Cooperating teachers and university supervisors also evaluate using a rubric. A positive field experience is required.</p> <p>*The grade is a reflection of the candidate’s performance in methods courses and practicum settings (e.g. through lesson planning/preparation; classroom observations; and evaluations by both the classroom cooperating teacher and the University supervisor) using both authentic assessment and traditional assessments.</p> <p>Professional membership and meeting attendance documentation for PDR. Completion of portions of a professional portfolio is a requirement. Posting information in Live Text is required as of Spring 2005.</p>	<p>100% Met expectations</p> <p>___Met expectations by completing additional field experience hours</p> <p>___Did not meet expectations</p>	<p>To determine if the student will be eligible to enroll in Block II</p>
	<p><b><i>Block II Methods courses and Field Experience</i></b></p> <p>HOW: Elementary Education Block II – ELE 4000 taught in conjunction with ELE 3290, 3340, and 4880; and Middle School Education Block II MLE</p>	<p>A grade of “C” or better is required with an overall GPA of 2.65.*</p> <p>*The grade is a reflection of the candidate’s performance in the methods course and in the practicum setting (e.g. through</p>	<p>100% Met expectations</p> <p>___Met expectations by completing additional field experience hours</p> <p>___Did not meet expectations</p>	<p>To determine if the student will be eligible to enroll in Student Teaching</p>

	<p>4000 Taught in conjunction with MLE 3150; 4280 and 4760 Field Experiences</p> <p>Written evaluations by cooperating teachers in schools and university supervisors based on rubric</p> <p>Professional Portfolio to help determine admission to Student Teaching; Live Text Lesson Plan Rubric</p> <p>WHERE: Public/Private Elementary Schools;</p> <p>WHEN: 2004-2005</p>	<p>lesson planning/preparation; classroom observations; and evaluations by both the classroom cooperating teacher and the University supervisor) using both authentic assessment and traditional assessments.</p> <p>Satisfactory evaluations by classroom teacher and university supervisor are required to successfully complete Block II. Live Text submissions are required as of Spring 2005.</p>		
<p>2. The Elementary (General and/or Middle School Option) student will demonstrate good communication skills.</p>	<p>HOW: Illinois Certification Testing System: Basic Skills (Assesses Reading Comprehension, Language Arts Mathematics, and Writing Competency)</p> <p>Also in evaluations of written work and oral presentations as well as lesson plans</p> <p>WHERE: Various State Test Sites</p> <p>In Block I and II Courses</p> <p>WHEN 2002-2005</p>	<p>To pass the Basic Skills test a total test score of 240 or higher is required.</p> <p>A grade of "C" or better is required for each course.</p> <p>Cooperating teachers and university supervisors also evaluate using a rubric.</p>	<p>100% Met expectations *</p> <p>____Did not meet expectations</p> <p>*Completers Only – Using Title II Report Card Data</p> <p>Commensurate with the achievement of : "C" or better in professional courses</p>	<p>*To determine if the student will be eligible to be certified in Elementary Education by the State of Illinois</p>

(Continue objectives as needed. Cells will expand to accommodate your text.)

## **PART TWO**

Describe what 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.

The Department of Early Childhood, Elementary, and Middle Level Education continues the process of modify the procedures for assessing the professional portfolios required of each major in the program. Informal feedback from faculty and students is funneled through the Department Curriculum Committee. Creation of reflective statements in the portfolios is another significant part of self-assessment that also leads faculty to make adjustments and reflect on this as an assessment of their own teaching. Live Text was implemented for the Education Unit Assessment system.

The survey of program effectiveness perceptions completed in 2003-2004 was very positive, however, we also noted that on the survey, students felt and were perceived by cooperating teachers and principals to have less competence in integrating the fine arts throughout the curriculum. Faculty are making informal but concerted efforts to include the fine arts more in their own teaching and encouraging students to include more in unit plans.

## **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?

Assessment was the focus of the Fall Faculty Retreat. The decision of the teacher education unit to use Live Text as an assessment and data collection tool overshadowed other aspects of assessment during the Spring 2005 semester. Faculty made personal adjustments per course. Improvement of assessment to determine student learning is ongoing. As faculty review the portfolios, areas of strength and areas for improvement become the topics of "job alike" meetings where faculty teaching the same courses but different sections meet to confer and adjust expectations. Implementation of Live Text will ultimately provide some additional assessment data that can be used as we continually evaluate our programs. The character of our programs contextualized in building competency in our students as they progress toward their professional goals.

As a department we continue to discuss assessment from course to program. We will continue to dialogue as we implement Live Text tools for assessment at the Unit level and its impact on individual courses and student achievement.