***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2015-2016***

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 15, 2016**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@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.

B.S. in Early Childhood Education

**Degree and**

**Program Name:**

# Submitted By:

**Dana Stodden**

**Please use size 10 font or larger.**

**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?**  (Results are based on summer, fall and spring data from the previous year) | **Committee/ person responsible? How are results shared?** |
| 1. Majors will demonstrate proficiency in the new (2013) Illinois Professional Teaching Standards (IPTS) defined as:  #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.  #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.  .#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 *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 *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 *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 *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 *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 *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.  \* Please note that the above standards are also aligned with the EIU-CEPS Unit Standards and with the Specialty Professional Association (SPA) Standards for NAEYC | The department has developed an assessment plan which evaluates each student’s progress throughout their program. These assessments are included in an **attached table**. Assessments are categorized as either Unit Assessments or Program Assessments. Unit Assessments look at teacher candidates across programs, while program assessments allow our department to take a closer look at our teacher candidates and their progress within the Early Childhood Program. All teacher education candidates are assessed on content proficiency as well as professional dispositions.  Unit and Program Assessments are aligned to National and State Teacher Education Standards as are required through NCATE, ISBE and NAEYC. In addition to these formal assessments informal assessments and class projects are completed throughout the program.  Additional informal information is gathered through the use of the Teacher Graduate Survey as well as the department advisory committee which includes students, faculty, public school administrators and teachers throughout the state. | Students will **exceed** standards as assessed through both unit and program assessment rubrics as follows:  90% of majors will **exceed** expectations (rating of 4-5) for content and pedagogy as assessed through unit and program rubrics.  90% of majors will **exceed** expectations (rating of 3) for professional dispositions as assessed through dispositional rubrics  85% of majors will score 240 + (passing) on the Illinois Certification Testing System: Subject-Matter Knowledge Test.  90% of majors will **exceed** Student Teaching Evaluation Standards.  85% of ECE majors will pass the. Illinois Certification Testing System: Assessment of Professional Teaching (APT) Test. | Candidates’ development of a content knowledge is measured by evaluating the standards within each of the five Conceptual Framework domains (Diverse Students, Diverse Strategies, Diverse Subjects and Levels, Diverse Societies and Communities, and Diverse Technologies) with a rating of 1-5. The five categories are: Does Not Meet standard (1); Occasionally Meets standard (2); Meets standard (3); Occasionally Exceeds standard (4), or Exceeds standard (5). In the Fall 2013-Spring 2014, ­­14 candidates were assessed using the Program Assessment-ELE Reading Lesson Plan. Mean scores in all areas range from 3.4-4.2. The average mean score was 3.7. 100 % of candidates met standards, demonstrating that candidates are successful with their content knowledge in reading.  Candidates’ ability to plan instruction is measured by evaluating the standards within each of the five Conceptual Framework domains (Diverse Students, Diverse Strategies, Diverse Subjects and Levels, Diverse Societies and Communities, and Diverse Technologies) with a rating of 1-5. The five categories are: Does Not Meet standard (1); Occasionally Meets standard (2); Meets standard (3); Occasionally Exceeds standard (4), or Exceeds standard (5). 2013-2014, 26 candidates were assessed. Mean scores in all areas ranged from 4.2-4.5. In each of the rating categories 100% of candidates ranked in the Met or /Exceeded Categories.. In each of the rating categories 80%-88% of candidates ranked in the Occasionally Exceeds/Exceeds Categories.  Candidates’ teaching performance is measured by evaluating the standards within each of the five domains with a rating of 1-5: Does Not Meet standard (1), Occasionally Meets standard (2), Meets standard (3), Occasionally Exceeds standard (4), or Exceeds Standard (5).  33 candidates successfully completed student teaching 13-14. In the domain Diverse Students, which covers human development and learning, varied instructional strategies, goals, objectives, learning activities and monitoring student behavior, 84%-99% of the candidates were in the Occasionally Exceeds (4) and Exceeds (5) categories. All students met the standard in this domain.  The domain Diverse Strategiesrelates to human development, family and community relationships, observing, documenting, using varied methods of assessment, and teaching and learning. During the 13-14 school year 86%-96% of the candidates were in the Occasionally Exceeds (4) and Exceeds (5) categories. All students met the standards in this domain.  In the domain Diverse Subject Areas and Levels**,** candidates ranked between 90%-99% in the Occasionally Exceeds (4) or Exceeds (5) category for the six teaching and learning standards. This domain includes content knowledge, pedagogy, verbal and written language abilities. All students met the standards in this domain.  Diverse Societies and Communities has nine standards corresponding to assessment, record keeping, organization skills, articulation of the instructional program and student progress, collaborative relationships, service to the school/district, professionalism and ethical and responsible behavior. Candidates ranked from 88%-99% in the Occasionally Exceeds (4) or Exceeds (5) categories. All students met the standards in this domain.  In the domain of Diverse Technologies 93%-96% attained Occasionally Exceeds (4) or Exceeds (5) categories with no candidate failing to meet the standards. All students met the standards in this domain.  The Data Table from the Impact on P-12 Learning shows the percentage of candidates meeting the standards. The ratings are based on a scale of 1-5: Does Not Meet standard (1); Occasionally Meets standard (2); Meets standard (3); Occasionally Exceeds standard (4); and Exceeds standard (5). During 13-14, 18 candidates ranged from the 82%-94% in the Occasionally Exceeds (4) Exceeds (5) categories. The mean ranged from 4.5 to 4.9 on a five point scale. Standards assessed include: varied strategies and materials are used to accommodate learners’ academic needs; learners’ responses; strategies and materials are modified to impact learning; candidate maintains records of learner’s academic and behavioral performance on short and long range instructional goals; pre-test and post-test data are collected with alignment to short and long range instructional goals; based on data collected, candidate demonstrates a positive impact on the academic performance and classroom behavior of learners; candidate can articulate how his/her choices in instructional planning can impact student learning; and technology is used to collected data on student learning. All students met all standards.  The range for meeting the dispositional categories is: Not Acceptable; Acceptable; Exemplary; and No Basis for Judgment.  During 13-14 the percentage of candidates in the Stage I(ELE 3225; N=16) ranged from 31%-62 % in the Exemplary category; Stage II candidates (N=14) ranged from 85%-100% in the Exemplary category; Stage III candidates (N=25) ranged from 64%-80% in the Exemplary category; Student Teaching candidates (N=18) ranged from 76%-94% in the Exemplary category for each of the five dispositions. The overwhelming majority of candidates are ranked in the “exemplary” category in all dispositions, across all data collection points. Two Stage III candidates did not meet dispositional standards. Those students were referred and remediated through our Disposition Referral Process  100% of majors passed the Illinois Certification Testing System : Content Test for Early Childhood N=19    100 % of majors passed the. Illinois Certification Testing System: Assessment of Professional Teaching (APT) Test.  Teacher Graduate Survey results indicate 100% of students are satisfied/very satisfied with their preparation in the Early Childhood program. 29 % of students rated themselves as extremely/mostly prepared to teach English Language Learners; 75% felt they were extremely/mostly prepared to work with the community. N=4  Spring 2015/2016  Candidates’ development of a content knowledge is measured by evaluating the standards within each of the five Conceptual Framework domains (Diverse Students, Diverse Strategies, Diverse Subjects and Levels, Diverse Societies and Communities, and Diverse Technologies) with a rating of 1-5. The five categories are: Does Not Meet standard (1); Occasionally Meets standard (2); Meets standard (3); Occasionally Exceeds standard (4), or Exceeds standard (5). In the Fall 2013-Spring 2014, ­­ 76 candidates were assessed using the Program Assessment-ELE Reading Lesson Plan. Mean scores in all areas range from  3.7-3.9. The average mean score was 3.7. 100 % of candidates met standards, demonstrating that candidates are successful with their content knowledge in reading.  Candidates’ ability to plan instruction is measured by evaluating the standards within each of the five Conceptual Framework domains (Diverse Students, Diverse Strategies, Diverse Subjects and Levels, Diverse Societies and Communities, and Diverse Technologies) with a rating of 1-5. The five categories are: Does Not Meet standard (1); Occasionally Meets standard (2); Meets standard (3); Occasionally Exceeds standard (4), or Exceeds standard (5). In 13-14 140 candidates were assessed. Mean scores in all areas ranged from 3.8-4.4. In each of the rating categories 70% plus are meeting in all categories ranked in the Occasionally Exceeds/Exceeds Categories. Two candidates did not meet standards in category Diverse Societies 2. (Collaboration and communication with parents)  From the last report 12-13 an area that indicated the need for improvement was Assessment Development. The 13-14 data in that area shows significant growth indicating 98% Met, Occasionally Exceeded or Exceeded that standard.  Candidates’ teaching performance is measured by evaluating the standards within each of the five domains with a rating of 1-5: Does Not Meet standard (1), Occasionally Meets standard (2), Meets standard (3), Occasionally Exceeds standard (4), or Exceeds Standard (5).  115 candidates successfully completed student teaching 13-14. In the domain Diverse Students, which covers human development and learning, varied instructional strategies, goals, objectives, learning activities and monitoring student behavior, 85%-98% of the candidates were in the Occasionally Exceeds (4) and Exceeds (5) categories. All students met the standard in this domain.  The domain Diverse Strategiesrelates to human development, family and community relationships, observing, documenting, using varied methods of assessment, and teaching and learning. During the 13-14 school year 88%-97% of the candidates were in the Occasionally Exceeds (4) and Exceeds (5) categories. All students met the standards in this domain.  In the domain Diverse Subject Areas and Levels**,** candidates ranked between 90%-93% in the Occasionally Exceeds (4) or Exceeds (5) category for the six teaching and learning standards. This domain includes content knowledge, pedagogy, verbal and written language abilities. All students met the standards in this domain.  Diverse Societies and Communities has nine standards corresponding to assessment, record keeping, organization skills, articulation of the instructional program and student progress, collaborative relationships, service to the school/district, professionalism and ethical and responsible behavior. Candidates ranked from 92%-97% in the Occasionally Exceeds (4) or Exceeds (5) categories. All students met the standards in this domain.  In the domain of Diverse Technologies 94%-95% attained Occasionally Exceeds (4) or Exceeds (5) categories with no candidate failing to meet the standards. All students met the standards in this domain.  The Data Table from the Impact on P-12 Learning shows the percentage of candidates meeting the standards. The ratings are based on a scale of 1-5: Does Not Meet standard (1); Occasionally Meets standard (2); Meets standard (3); Occasionally Exceeds standard (4); and Exceeds standard (5). During 13-14, 113 candidates ranged from the 82%-96% in the Occasionally Exceeds (4) Exceeds (5) categories. The means ranged from 4.4 to 4.8 on a five point scale. Standards assessed include: varied strategies and materials are used to accommodate learners’ academic needs; learners’ responses; strategies and materials are modified to impact learning; candidate maintains records of learner’s academic and behavioral performance on short and long range instructional goals; pre-test and post-test data are collected with alignment to short and long range instructional goals; based on data collected, candidate demonstrates a positive impact on the academic performance and classroom behavior of learners; candidate can articulate how his/her choices in instructional planning can impact student learning; and technology is used to collected data on student learning. All students met all standards.  The range for meeting the dispositional categories is: Not Acceptable; Acceptable; Exemplary; and No Basis for Judgment.  During 13-14 the percentage of candidates in the Introductory course (Stage I; N=77) 95% candidates were rated in the Consistently Exhibits category; (exemplary)  Stage II candidates (N=90) ranged from 69%-88% in the Exemplary category; Stage III candidates (N=114) ranged from 76%-87% in the Exemplary category; Student Teaching candidates (N=114) ranged from 85%-89% in the Exemplary category for each of the five dispositions. The overwhelming majority of candidates are ranked in the “exemplary” category in all dispositions, across all data collection points. Two Stage III candidates did not meet dispositional standards. Those student was referred and remediated through our Disposition Referral Process  100% of majors passed the Illinois Certification Testing System : Content Test for Elementary N=88    100 % of majors passed the. Illinois Certification Testing System: Assessment of Professional Teaching (APT) Test.  Teacher Graduate Survey results indicate 100% of students are satisfied/very satisfied with their preparation in the Early Childhood program. 45 % of students rated themselves as extremely/mostly prepared to teach English Language Learners; 62% felt they were extremely/mostly prepared to work with the community. N=21 | Results from coursework assessments as well as State Assessments are shared with students.  The overall evaluation  results from both Unit and Program Assessments are shared with the  EC/ELE/MLE faculty at the annual faculty retreat. After data is analyzed goals are developed for student and program improvement. Committees within the department meet throughout the year to complete each of these goals (see sections II and III). |
| 2. Majors will clearly demonstrate and document sufficient oral and written communication skills. | A. Communication is included on the rubrics for the following assessments:  -Disposition Stage I  Impact on P-12;  -Dispositions Rubrics Stage II  -Dispositions Rubrics Stage III  -Dispositions Rubrics Student Teaching  B. Electronic Writing Portfolio (EWP).  C. Speaking Report from CMN 1310G & Senior Seminar | 90% of students will **exceed** or **consistently exhibit** writing standards as determined by, Unit and Program assessments, the Electronic Writing Portfolio, and the EIU Speaking Report. | Spring 2014  100% of majors **consistently exhibited effective communication** as reported on the Stage I Disposition Rubric N=13  88% of majors **occasionally exceeded/exceeded communication standards** in Impact on P-12 rubric. N=18  **EWP** results = Fall 13 (N=188) average 3.43  Spring 14 (N=162) average 3.35  **EWP** results =  Fall 13 (N=188) average 3.43  Spring 14 (N=162) average 3.35  (EC/ELE/MLE Programs)  Summer 15 (N=14) average 3.39  Fall 15 (N=167) average 3.4  Spring 16 (N=110) average 3.33  **Speaking Report –AY 13** 3.23 major average in CMN 1310 (N= 92)  3.71 major average inSenior Seminar (N= 150).  Ratings reflect 0.01 increase from previous year  **Speaking Report –**  **AY 13** 3.23 major average in CMN 1310 (N= 92)  **AY 14**  **AY 15**  Fall 15 3.19 major average in CMN 1310 (N= 46)  **Spring 16** 2.88 major average in CMN 1310 (N= 17).  3.71 major average inSenior Seminar (N= 150).  Ratings reflect 0.01 increase from previous year  **Summer 15 3.63 major average in Senior Seminar (N=30).**  **Fall 15 3.45 major average in Senior Seminar (N= 31).**  **Spring 15 3.63 major average in Senior Seminar (N= 20).** |  |
| 3. Majors will demonstrate the ability to think critically. | A. Watson- Glaser Critical Thinking Appraisal results are reviewed and compared to unit and program data  B. Student Teaching Evaluation-Diverse Strategies Section. | 90% of students will **exceed** critical thinking standards as determined by unit assessments. (Student Teaching Evaluation) | Watson-Glaser (AY14) 23.5 out of 40.00. N=15. Lowest score in the area of inferences, recognize assumption, and interpretation.  94% of majors **occasionally exceeded/exceeded critical thinking standards i**n the Student Teaching evaluation N=115  Watson-Glaser (AY15)  24.2 out of 40.00. N=6. Lowest score in the area of inferences, recognize assumption, and interpretation.  Summer 15 (N=1) 28 out of 40  Fall 15 (N=5) 23.1 out of 40  Spring 16 ( N= 6) 25.1 out of 40.  94% of majors **occasionally exceeded/exceeded critical thinking standards i**n the Student Teaching evaluation N=115 |  |
| 4. Majors will demonstrate the ability to function as responsible citizens. | A. Program and Unit Assessments-Diverse Societies- Student Teaching Evaluation & Impact on P- 12.  Disposition Rubric- Professional Ethics and Practices, Sensitivity to Diversity and Equity, | 90% of students will **exceed** responsible citizenship standards as determined by unit assessments. | 93 % of majors **occasionally** **exceeded/ exceeded diversity standards** in the Student Teaching Evaluation. N=33  93 % of majors exceeded diversity standards in the Impact on P-12 Evaluation N=18.  Professional Ethics and Practices, Stage II N=14 92% Exemplary  Sensitivity to Diversity and Equity Stage II N=14 100% Exemplary  Professional Ethics and Practices, Stage III N=25 64% Exemplary  Sensitivity to Diversity and Equity Stage III N=25 68% Exemplary  Professional Ethics and Practices STG N=18  88% Exemplary  Sensitivity to Diversity and Equity STG N=18  94% Exemplary |  |

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

**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.

Data from the past year indicates that students met goals in the exceeds category for all IPTS standards, written and oral communication in field experience II, field experience III and student teaching, professional dispositions in field experience I, II,III and student teaching, oral and written communication, and responsible citizenship. Areas in the meets category include: critical thinking, written communication for field experience I, inferences, deduction, and interpretation. Early Childhood majors have shown marked improvement for successfully passing the state certification content test. Support continues to be in place for assisting preparation for state certification. Currently, individual instructors meet one-on-one with students to review the testing framework and offer resources. Testing resources and practice materials are shared with students through student organizational webpages. The department website continues to be updated consistently to include testing resources.

The Department of Early Childhood, Elementary, and Middle Level Education annually review multiple data sources regarding pre-service candidates content knowledge, pedagogical knowledge, clinical experience, and dispositions collected throughout the candidates program. This is accomplished at an annual department retreat. The purpose of the retreat is to focus on the data collection process as well as the data collected during the past year. The retreat is also used to determine goals for each of the department committees for the upcoming year as well as to discuss accomplishments from committees from the previous year.

Examples of these data sources reviewed include: Unit Assessments, Program Assessments, survey data from our graduates, their supervisors, and our Advisory Committee. A chart listing our data collection process and rubrics used is attached. Goals developed by the Department Assessment Committee for the 2013-14 terms were implemented as assessment/rubrics were utilized to gather information from the new Illinois Professional Teaching Standards as well as EdTPA preparation.

Faculty in the Department of Early Childhood, Elementary, and Middle Level Education has organized multiple department committees to complete departmental goals. Not all faculty serve on all committees. Faculty, in collaboration with the Department Chair and Assistant Chair determined that an annual retreat would allow for all faculty to review data and determine committee goals. The retreat is planned and presented by faculty, the Department Chair, the Assistant Chair and the Associate Dean. Inter-rater reliability among faculty is greater as we use the retreat to train and discuss how we are assessing our students using our rubrics.

**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?

The Department Curriculum Committee developed a multi-phase curriculum revision plan to incorporate needs identified through data collection and to build upon the pre-service teachers’ skill set in preparation for successful teaching. The newly designed Early Childhood Education Program was approved through all University Committees and was implemented Fall 2013. A transition plan was developed as not to negatively impact students that were currently in the program.

The Early Childhood Education program consists of 121 hours. Students may elect to take additional coursework for Early Childhood Special Education approval or additional endorsement areas. Concentrations were removed to accommodate the need for more explicit coursework in literacy, social science, math, diversity, and assessment. Early Childhood majors may also “enhance” their program by selecting to complete Elementary Education expectations. This is an offering to help marketability and to address state requirements for licensure. This will allow students to specialize and prepare for specific grade level preferences.

A new course was developed ELE 1050-Introduction to Teaching as a Profession, designed to enhance the transition, integration and retention of freshmen and transfer students who wish to pursue a career in Early Childhood, Elementary and Middle Level education. Students are introduced to the EC/ELE/MLE program, with particular emphasis on the specific skill sets and dispositions necessary for success in the major. After its first year of implementation, positive student feedback was received.

This revised program consists of three **C.O.R.E**. field experiences. This **C.O.R.E.** is a scaffolding of integrated coursework which includes: **C**ontent-Knowledge, **O**utreach, **R**eflection, and **E**valuation. An additional field experience was added in this revised program, ELE 3225- Early Childhood Curriculum, Methods, and Assessment: Birth-Age 5, in **C.O.R.E I**, to assist pre-service candidates in becoming adept at collaborating with school personnel, family and community while making the connection between early learning and preparation for school. The three **C.O.R.E** ‘s, in addition to student teaching are intended to offer pre-service candidates four consecutive semesters of working with children in a variety of settings. Pre-service candidates will log more than 180 hours observing and working with children in educational environments prior to their student teaching semester. All ECE majors are now being required to take an additional literacy course, ELE 4280-Content Area Reading.

A new course ELE 4890- Culturally and Linguistically Diverse Students/English Language Learners: Instructional Methods was developed to assist pre-service teachers to accommodate the needs of Cultural Diverse and English Language Learners. This is a required course within the ECE program. According to the Graduate Assessment Data, graduates indicated a significant increase in the extent to which they felt prepared in working with English Language Learners. Continued improvement in this area is expected as the course is further developed.

Increasing field experience hours and writing requirements/reflection, adding content to courses to reflect current national and state-level reform mandates, and providing more explicit instruction and hands-on experience for our candidates in learning to use assessment data to inform pedagogical decisions are major components of these revisions. Writing reflections for edTPA preparation are integrated throughout multiple courses at various stages of the program. Academic language is being infused within reading methods courses and English/language arts courses. Students will be expected to become proficient in the academic language and incorporate the language within their reflections. Syllabi are being updated to reflect this academic language as represented in Common Core Standards and edTPA.