

**CLAS Deans' comments on  
BA English Language Arts-Teacher Licensure (accredited) report  
Reviewer: Christopher J. Mitchell, Ph.D., Associate Dean**

**Last report submitted by department:** Fall 2020 (Initial Assessment Plan).

**Documents submitted for this review:**

- SLO Table for Program
- CAEP/NCTE Accreditation document

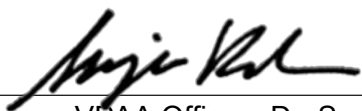
**Comments:**

Even though the program is accredited, the Department of English has chosen to employ the template in addition to providing accreditation information, because they feel the table provides useful tracking and data for SLO application, and we of course agree. We noted that the SLOs were well-defined, measurable, and appropriate in the 2020 plan and overall was ready-to-go for data collection. The SLOs are synched with NCTE standards. There is ample evidence that the assessment data is informing curricular evolution, which of course is great to see—we certainly encourage this practice to continue. It is also very encouraging to see that the assessment measures yield data that indicate the program is consistently meeting or exceeding NCTE benchmarks. The Department notes that the ELA program is recognized/accredited through NCTE through 2/1/2024, and that the university's larger Education Preparation Program will go through its accreditation cycle in 2024-2025 (with a site visit in Fall 2024). Based on the evidence presented in this report, we are confident that this cycle will yield renewal of the accreditation.

**Academic Affairs – Review & Feedback**

**B.A. English Language Arts-Teacher Licensure (accredited)**

The B.A in English Language Arts-Teacher Licensure program has been very active in the realm of assessment, partly due to external requirements and partly due to internal determination. The work of the English Education Committee demonstrates a strong commitment to aligning learning goals to state standards and, in particular, student success. The thorough and substantial Program Report for NCTE indicates that the ELA program has enrolled between 62 and 64 students between academic years 2018 and 2020. The number of students who completed the program has been between 3 to 6 per year.



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VPAA Office Dr. Suzie Park

2/28/23

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Date

## English Language Arts Assessment Plan – Year Four

### Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Demonstrate the ability to think and write critically about clinical experiences.
2. Demonstrate the ability to use English language arts to help students become familiar with their own and others’ cultures, thereby promoting global citizenship.
3. Demonstrate knowledge of writing processes.
4. Demonstrate knowledge of and skills in use of the English Language, including effective speaking skills.
5. Demonstrate knowledge of the range and influences of print and nonprint media and technology in contemporary cultures.

#### Overview of Measures/Instruments

<i>SLO(s)</i>	<i>ULG*</i>	<i>Measures/Instruments</i> <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>	
1. Demonstrate the ability to think and write critically about clinical experiences.	C, W, R	<b>Pedagogy Reflection (Clinical Experience) Essay Assessment</b> given in ENG 3401, 3402, & 4801 assessed by the professor with the Pedagogy Reflection Rubric each time the course is offered. Results are shared with the English Education Committee, English Assessment Committee, and English Department as a whole, as well through the Annual ISBE Report (as needed) and CAEP Accreditation Report.	Aligned with NCTE Standards	Target Mean Score
			NCTE III.1	2.25/3.0
			NCTE III.6	2.25/3.0
			NCTE IV.4; V.1; V.2	2.25/3.0
			NCTE VI.1	2.25/3.0
			NCTE VI.2	2.25/3.0
1. Demonstrate the ability to think and write critically about clinical experiences.	C, W, R	<b>Student Teaching P-12 Assessment</b> , assessed by Director of Education via D2L Rubric at completion of Student Teaching. Results are shared with the English Education Committee, English Assessment Committee, and English Department as a whole, as well through the Annual ISBE Report (as needed) and CAEP Accreditation Report.	Aligned with NCTE Standards	Target Mean Score
			NCTE I.2; II.3	3.0/4.0

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>	
			NCTE II.1	3.0/4.0
			NCTE III.2	3.0/4.0
			NCTE III.4	3.0/4.0
			NCTE IV.2	3.0/4.0
			NCTE V.2	3.0/4.0
			NCTE V.3	3.0/4.0
			NCTE V.4	3.0/4.0
			NCTE VII.1	3.0/4.0
			NCTE VII.2	3.0/4.0
<p>2. Demonstrate the ability to use English language arts to help students become familiar with their own and others' cultures, thereby promoting global citizenship.</p>	<p>C, W, R</p>	<p><b>Pedagogy Reflection Essay Assessment</b> (see above) in these categories: “Candidate demonstrates a commitment to customizing instruction to draw upon students’ home and community languages, cultural backgrounds, individual differences, and literacy levels to create inclusive learning environments that contextualize curriculum and help students participate actively in their own learning in ELA” (NCTE IV.4, V.1, V.2); “Candidate articulates instructional plans that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society” (NCTE VI.1); “Candidate skillfully analyzes learning environments and draws upon a range of theories and research to consider instructional approaches that are responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects” (NCTE VI.2).</p> <p>Results are shared with the English Education Committee, English Assessment Committee, and English Department as a whole, as well through the Annual</p>	<p>Aligned with NCTE Standards</p>	<p>Target Mean Score</p>
			NCTE IV.4; V.1; V.2	2.25/3.0
			NCTE VI.1	2.25/3.0
			NCTE VI.2	2.25/3.0

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>	
		<p>ISBE Report (as needed) and CAEP Accreditation Report.</p>		
		<p><b>Student Teaching Approval Portfolio</b>, assessed by the English Education Committee for final student teaching approval, in the rubric category: “Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts” (NCTE I.1).</p> <p>Results are shared with the English Education Committee, English Assessment Committee, and English Department as a whole, as well as through the Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<p>NCTE Standards</p>	<p>Mean Score</p>
			<p>NCTE I.1</p>	<p>3.5/5.0</p>
		<p><b>Unit Plan</b> assessed by method instructors in ENG 3401, ENG 3402, and ENG 4801 each time the course is taught via D2L Rubric, pertinent rubric category: “Candidate plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society” (NCTE VI.1).</p> <p>Results are shared with the English Education Committee, English Assessment Committee, and English Department as a whole, as well through the Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<p>Aligned with NCTE Standard</p>	<p>Target Mean Score</p>
			<p>NCTE VI.1</p>	<p>3.5/4.0</p>
<p>3. Demonstrate knowledge of writing processes.</p>	<p>C, W</p>	<p><b>Student Teaching Approval Portfolio</b> (see above), assessed through these categories:</p> <p>“Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate’s teaching philosophy and instructional material attend to the concept of dialect,</p>	<p>Aligned with NCTE Standard</p>	<p>Target Mean Score</p>
			<p>NCTE II.2</p>	<p>3.5/5.0</p>

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>	
		<p>the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society” (NCTE II.2); “Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments)” (NCTE II.3).</p> <p>Results are shared with the English Education Committee, English Assessment Committee, and English Department as a whole, as well through the Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<p>NCTE II.3</p>	<p>3.5/5.0</p>
<p>3. Demonstrate knowledge of writing processes.</p>	<p>C, W, Q</p>	<p><b>English Language Arts Content Exam &amp; EdTPA Exam.</b> These exams are administered externally by the state and local test administration proxy. All candidates are required to take these exams. A passing score on the content exam is required prior to student teaching and a passing score on the edTPA is required prior to licensure.</p> <p>Results shared by COE to English Education Director and then shared with English Education, English Department as a whole, Assessment Committees, and through Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<p>Target Mean Scores:</p> <p>80% or better pass rate on both tests</p>	
<p>4. Demonstrate knowledge of and skills in use of the English Language, including effective speaking skills.</p>	<p>S, R</p>	<p><b>Disposition Evaluations</b> Completed by Methods Instructors &amp; Student Teaching Coordinators, pertinent criterion: “Effective Communication” (NCTE VII.1).</p> <p>Results are shared with the English Education Committee, English Assessment Committee, and English Department as a whole, as well through the Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<p>80% of Teacher Candidates Receiving “Acceptable” or higher on this Evaluation during Methods Course Work; 100% of Candidates receiving “Acceptable” or higher during Student Teaching.</p>	
<p>4. Demonstrate knowledge of and skills in use of the English Language,</p>	<p>S</p>	<p><b>Faculty Evaluations sheets for Final Student Teaching Approval</b> assessed in the category “Speaking Skills.” Faculty evaluations for our teacher certification</p>	<p>100% of Teacher Candidates Receiving “Acceptable” or Higher on this</p>	

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>				
<p>including effective speaking skills.</p>		<p>candidates take place in every course that counts toward this major.</p> <p>Results are shared with the English Education Committee, English Assessment Committee, English Department as a whole, and through the Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<p>evaluation criterion prior to Student Teaching Placement.</p>				
<p>5. Demonstrate knowledge of the range and influences of print and nonprint media and technology in contemporary cultures.</p>	<p>C, W, R</p>	<p><b>Student Teaching Approval Portfolio</b> (see above), Rubric Category: “Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts” (NCTE 1.1).</p> <p>Results are shared with the English Education Committee, English Assessment Committee, English Department as a whole, and through the Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<table border="1"> <thead> <tr> <th data-bbox="1096 739 1349 863">Aligned with NCTE Standard</th> <th data-bbox="1349 739 1534 863">Target Mean Score</th> </tr> </thead> <tbody> <tr> <td data-bbox="1096 863 1349 940">NCTE 1.1</td> <td data-bbox="1349 863 1534 940">3.5/5.0</td> </tr> </tbody> </table>	Aligned with NCTE Standard	Target Mean Score	NCTE 1.1	3.5/5.0
Aligned with NCTE Standard	Target Mean Score						
NCTE 1.1	3.5/5.0						
<p>5. Demonstrate knowledge of the range and influences of print and nonprint media and technology in contemporary cultures.</p>	<p>C, W</p>	<p><b>Student Teaching Evaluation</b>, rubric category “Candidate is knowledgeable about how adolescents read and compose texts and make meaning through interaction with media environments” (NCTE I.2, II.3).</p> <p>Results are shared with the English Education Committee, English Assessment Committee, English Department as a whole, and through the Annual ISBE Report (as needed) and CAEP Accreditation Report.</p>	<table border="1"> <thead> <tr> <th data-bbox="1096 1299 1349 1423">Aligned with NCTE Standards</th> <th data-bbox="1349 1299 1534 1423">Target Mean Score</th> </tr> </thead> <tbody> <tr> <td data-bbox="1096 1423 1349 1501">NCTE I.2, II.3</td> <td data-bbox="1349 1423 1534 1501">3.0/4.0</td> </tr> </tbody> </table>	Aligned with NCTE Standards	Target Mean Score	NCTE I.2, II.3	3.0/4.0
Aligned with NCTE Standards	Target Mean Score						
NCTE I.2, II.3	3.0/4.0						

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

**NCTE Standards Referenced Above**

Content Knowledge

**I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.**

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

**Content Knowledge**

**II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.**

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

**Content Pedagogy: Planning Literature and Reading Instruction in ELA**

**III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.**

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

**Content Pedagogy: Planning Composition Instruction in ELA**

**IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.**

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

**Learners and Learning: Implementing English Language Arts Instruction**

**V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.**

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

**Professional Knowledge and Skills**

**VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.**

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

**Professional Knowledge and Skills**

**VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.**

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.



## Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four 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?

### English Language Arts Specific Program Changes:

- **Revised Assessment Tools (for ENG 3401, ENG 3402, ENG 4801, Student Teaching Approval & Student Teaching Clinical Experience):** One ongoing program change that should be noted relates to all of the assessments discussed throughout this report. During the 2020-2021 academic year the Director of English Education served as the Chair of the Initial Assessment Subcommittee responsible for revising all of the rubrics utilized across all of our Education Preparation Programs (EPP) at EIU. These rubrics were reviewed by K-12 partners from our Education Consortium and faculty from the various EPP programs in Fall 2021 and Spring 2022. These revised rubrics were approved by the Council for Teacher Education in Spring 2022 and will be put into practice during this current 2022-2023. Two of the ELA methods instructors helped pilot these assessments during the 2021-2022 academic year. In addition to revisions to the rubrics, training materials and protocols are being revised and established to better ensure the reliability and validity of these assessment tools. The Director of English Education is currently chairing the Reliability, Validity, and Training Assessment Subcommittee for the university. The English Education Committee is currently reviewing its assessment plan and rubrics in response to feedback from the Fall 2021 Accreditation Report submitted to the National Council for Teachers of English (NCTE) and plan to implement changes to program-specific assessments and rubrics in Spring 2023.
- **Revised Program Procedures Relating to Departmental Disposition Evaluation (Approval for Student Teaching) Data:** There were program procedures that changed during this review cycle that are focused on candidate dispositions and retention. Although all target goals were hit on a Dispositions Evaluation tool that we use for accreditation purposes, feedback provided on this tool (along with the departmental online form that all English instructors fill out for candidates – The Department Disposition Evaluation Form that grants them Approval to Student Teach) revealed the need for additional programmatic supports for candidates struggling in dispositional and academic areas. As a result, in 2020-2021 we revised our practices for candidate remediation and had our official policy passed by the English Department and Council on Teacher Education. The policy explains that the English Department wants to support all teacher certification as they work toward their goal of entering the field of education. As such, information on student progress is monitored in various ways throughout the program so that interventions can be made if a student is struggling to meet the criteria for advanced education courses and student teaching. The policy explains the various ways that advisors obtain information about students' success in the program and the steps that take place if a student is not reaching the appropriate thresholds to continue on with the degree. The impact of these newly implemented procedures will be discussed in the next accreditation report. Besides for reflecting on student dispositions, the online form that faculty complete informally assess students' academic skills in areas relating to all of our SLOs (see the example provided above about how our SLO 4, "Demonstrate knowledge of and skills in use of the English Language, including effective speaking skills," is assessed through this tool). We revised this online form to assess

more up-to-date dispositional categories that are important for student academic and career success such as “professionalism” and “time management.”

- **Textbook Review & Adoption for Methods Courses:** In an earlier assessment cycle (2015-2016), English 3402 (Methods of Teaching Literature) was revised to place a greater emphasis on developing close reading skills, assessing reading comprehension, and planning interdisciplinary instructional activities and literacy instruction that promotes social justice. English 3401 (Methods of Teaching Composition) was revised with increased attention to multimodal composition, contemporary approaches to teaching language and grammar skills, and best practices for teaching second language learners. English 4801 (Integrating the English Language Arts) was revised to include additional focus on genre study, digital reading and writing practices, as well as updated pedagogical approaches for studying media texts and implementing technology within the classroom. Although new textbooks were selected at that time, these particular pedagogical areas are ever-evolving and it is important to have up-to-date material to assist teacher candidates in training to meet the needs of 21<sup>st</sup> century learners. As such, in Spring 2021 the English Education Committee completed a textbook review for English 3402 that resulted in adopting new texts. This process was repeated in Fall 2021 for English 3401 and in Spring 2022 for English 4801. As of the 2022-2023 all of these textbooks will have been in use for at least one cycle and the English Education Committee will re-assess their utility and consider the best practices contained within them when revising the curriculum based on the two alignment needs discussed next. We hope to see increased performance related to SLO 2 “Demonstrate the ability to use English language arts to help students become familiar with their own and others’ cultures, thereby promoting global citizenship” and SLO 5 “Demonstrate knowledge of the range and influences of print and nonprint media and technology in contemporary cultures” as a result of these changes.
- **Curricular Alignment with the Illinois Culturally Responsive Teaching Standards:** While all target goals were hit in relation to student learning across all of the data collected from all program assessments, candidates did often receive slightly lower scores on performance indicators tied to SLO 2 “Demonstrate the ability to use English language arts to help students become familiar with their own and others’ cultures, thereby promoting global citizenship,” in particular as it aligns with the following national standard concerning using “data about their students individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning” (NCTE 5.2). The English Education Committee plans to locate opportunities for increased attention to this area throughout our three methods courses. The forthcoming changes to the professional education courses (prompted by the new mandated Illinois Culturally Responsive Teaching Standards) may produce increased performance in these skill areas in the coming assessment cycle as well. Further, in accordance with state law, all education preparation programs must be in alignment with these standards by Fall 2025. Therefore, the English Education Committee is currently analyzing the entire program (including every required English course for this major) to complete a matrix that will reveal areas of alignment (or lack thereof) to these external state standards. This review will be completed in Spring 2022 with related curricular revision expected in the 2022-2023 academic year. One related curriculum change that has already taken place during this assessment cycle related to this SLO includes the creation of a new general education course that ELA students can count toward their multicultural literatures requirement and/or electives: English 2706G: Latinx Literatures.

Further, during the Textbook Review completed by English Education (mentioned above), textbooks were adopted that will help our methods courses better address culturally responsive and social justice pedagogy within all our methods courses. (The Director of English Education is also currently reviewing supplemental pedagogy research on trauma-informed pedagogy that might be integrated into these classes and help support these goals).

- **Curricular Alignment with the Revised Illinois Professional Teaching Standards:** the state of Illinois will release its updated Professional Teaching Standards in Fall 2022. All education preparation programs in the state must demonstrate alignment to these standards. Therefore, the English Education Committee will analyze the entire program (including every required English course for this major) to complete a matrix that will reveal areas of alignment (or lack thereof) to these external state standards. This review will be completed in Spring 2023 (at the same time as the above-mentioned review relating to the Illinois CRT Standards) with related curricular revision expected in the 2023-2024 academic year.

#### Curricular Changes that Apply to English Language Arts Program & the Aligned Regular English Major:

- **Recent Curricular Review & Considerations of Time Toward Degree Completion:** during the 2021-2022 academic year the department had an ongoing conversation about the size of our major and we decided to make changes that could help students decrease their time toward completion. These decisions were informed by student feedback collected on Departmental Exit Surveys. At this time the English Language Arts major eliminated one elective and reduced the overall major size by three credits. However, other curricular changes, including three new/revised courses for our general education offerings ENG 2705G & 2706G (Introduction to African American Literatures & Introduction to Latinx Literatures, both of which can fulfill ELA multicultural literatures requirements) and ENG 2504G (Film & Literature, which can fulfill the ELA genre studies requirement), may also play a role in decreasing student time to degree completion (in these cases by allowing courses that fulfill both general education Humanities requirements and major requirements to double count).
- **Ongoing Curricular Review & Consideration of Required Core English Courses:** In Fall 2022, the English Undergraduate Studies Committee (UGS) decided that a curricular review was in order. Although this departmental governing body will only make recommendations specific to the four concentrations relating to our non-teacher licensure English major, because the English Language Arts Major has historically been aligned with the other English majors, these procedures are relevant and will likely result in revision to the ELA major as well. Because the department has not undertaken a major curricular review since the curriculum was revised and implemented in 2015, UGS is currently conducting a focus group in September 2022 to assess student experiences in the major with specific attention given to the required core classes (shared by both the English and ELA majors), as well as their emphasis or major, and high-impact experiences in the major. Questions were created to gauge what students see as high impact learning experiences as they relate to departmental SLOs. Students were interviewed by graduate students trained to facilitate the group with a list of questions provided by UGS. After student comments and their implications are discussed internally by UGS and the English Education Committees, the results will be reported to the department with recommendations.

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Select Examples (for further examples please see Appendixes):

- **SLO 1 “Demonstrate the ability to think and write critically about clinical experiences”:**  
Candidates are required to complete five clinical experience hours in each of the three required content methods courses (ENG 3401: Methods of Teaching Composition, ENG 3402: Methods of Teaching Literature, ENG 4801: Integrating the English Language Arts). While these hours are documented on a Clinical Experience Log, and record of completed field work is kept on file in the department and in the College of Education, this assessment serves as additional evidence of completion of this program requirement. The Pedagogy Reflection (Clinical Experience) Essay finds candidates reflecting not only on their observations within secondary English Language Arts classrooms, but also on their own educational experiences and related pedagogy theory/research. In this assessment candidates showcase their ability to make connections between their coursework and training and their applied experiences and field work. Collectively, the assessment data gathered during this period (and prior) indicates that this student learning outcome is being met. With the exception of Fall 2020 (which was not only a challenging semester due to the global health pandemic, but also included an abnormally high number of ELA candidates who struggled academically), mean scores for candidate data for all performance indicators exceeded 2.0 out of a 3.0 scale (with 2.0 aligned with the “Meets Standard” score on the assessment rubric). Looking at individual criterion suggests programmatic strengths in terms of training candidates to engage in professional reflection as in five out of the six semesters candidate mean scores were at a perfect 3.0. In terms of areas for potential growth, the third performance indicator (“candidate demonstrates a commitment to customizing instruction to draw upon students’ home and community language, cultural backgrounds, individual differences, and literacy levels to create inclusive learning environments that contextualize curriculum and help students participate actively in their own learning in ELA” suggests opportunities for potential monitoring or growth. While mean scores were typically close to 2.5, compared to other performance indicators this one was often slightly lower than the others included in the assessment. A review of the data also reveals higher scores in the upper-division capstone methods course (ENG 4801) than in the lower-division ones (ENG 3401, ENG 3402). Mean scores from the three datasets collected from ENG 4801 typically scored 2.7 or higher. This finding suggests growth across our program being that students tend to take the lower-division methods courses earlier in their studies and the capstone methods course toward the end of the program (usually the semester prior to student teaching).
- **SLO 2 “Demonstrate the ability to use English language arts to help students become familiar with their own and others’ cultures, thereby promoting global citizenship”:** The Unit Plan (along with the *Student Teaching Approval Portfolio*) is among the most in depth and comprehensive of our program assessments. The Unit Plan’s rationale draws upon pedagogy research/theory and justifies the candidate’s instructional design. For example, this front matter (and the course schedule itself) highlights the candidate’s ability to select and integrate age/skill-

appropriate, diverse texts and resources into their instructional plans. Each unit plan requires a section within the rationale discussing reading strategies and the writing process, but the varying areas of emphasis among the three unit plans allows for candidates to show additional mastery of key standards through writing. For example, ENG 3401 highlights candidates' knowledge of contemporary writing practices, including those relating to multimodal composition and digital communication. The Unit Plan completed in ENG 3401 also provides candidates with an opportunity to showcase their instructional skills relating to teaching language and grammar and integrating learning technologies into the classroom. While all three Unit Plans assess candidate's understanding and application of reading strategies, ENG 3402 does so with a particular focus on studying literary texts. ENG 4801, which has a strong focus on media literacy and social justice pedagogy, finds candidates crafting a Unit Plan that highlights their understanding of how adolescents read and compose within digital spaces and how to design instruction that develops critical thinking skills and reflects on important societal issues. Regardless of the Unit Plan's focus, this assessment demonstrates candidates' master of a key pedagogy writing genre and their ability to scaffold skill instruction and craft informal, formal, and authentic assessments across all areas of ELA. Further, this assessment asks candidates to consider ways to cultivate safe learning environments, differentiate to meet the needs of all learners, and draw upon instructional materials that both reflect students' own identities and cultures, but also expose them to experiences and perspectives beyond their own communities. The data from the Unit Plan Assessments indicates mastery of this student learning outcome. Both the Unit Plan Assessment Scoring Rubric and the ELA-Specific Unit Plan Addendum Rubric are designed as a five-point scale with three indicating that the relevant standards have been met. The combined average of mean scores from all individual performance levels reveal scores that all exceed the 3.0 ("Meets") target goal. Further, a look at mean scores for individual performance indicators within particular assessment datasets shows few instances where a 3.0 failed to be reached. Out of the 198 mean scores (11 indicator mean scores for each of 18 datasets), 188 of the 198 (95%) had a mean score of 3.0 or higher. This suggests students have a strong understanding of key ELA pedagogy.

- **Impact of Revised Remediation/Intervention Processes on ELA Candidates' Success:** One intervention that took place during this time period, the creation of our Remediation/Student Success Plan Procedures, does not have conclusive data. This process is still relatively new, but a cursory review indicates that the majority of students placed on Remediation/Student Success plans successfully complete them and finish the program. In the next assessment cycle we will report more detailed findings of not only this process, but also our review of candidate program completion rates and teacher licensure major changes (which, along with the College of Education, we are analyzing with attention to student demographic information).
3. Using the form below, 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).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
Fall 2020	English Education Committee	Revision to Department Dispositions Online Evaluation Form (Student Teaching Approval Feedback from English Faculty Members).

Fall 2020- Spring 2021	English Education Committee, English Department Faculty	Creation and Implementation of Remediation/Student Success Plan Procedures.
Spring 2021	English Education Committee	Textbook Review for English 3402.
Spring 2021- Fall 2021	Director of English Education, Initial Assessment EPP Committee, K-12 Partners	Revision of Field Experience, Unit Plan, Student Teaching & P-12 Rubrics.
Spring 2021- Fall 2021	English Education Committee	Review of 2020-2021 Program Assessment Data.
Fall 2021	Director of English Education	Submission of NCTE Program Accreditation Report.
Fall 2021	English Education Committee	Textbook Review for English 3401.
Fall 2021- Spring 2022	English Education Methods Instructor	Early Planning for EPP Curricular Review Related to Illinois Culturally Responsive Standards
Spring 2022	Director of English Education, English Education Methods Instructor, COE Professional Dispositions Ad Hoc Committee, Initial Assessment EPP Committee, K-12 Partners	Revision of Dispositions Evaluation Rubric.
Spring 2022	English Education Committee	Textbook Review for English 4801.
Spring 2020- Spring 2022	Undergraduate Studies Committee; English Department faculty	Discussed, developed, and passed the revision of general education course offerings, including ENG 2504G (revised course), ENG 2705G (revised course), and ENG 2706G (new course). Particular attention was paid to the way these courses would also benefit students in the majors. For example, one of these courses (ENG 2706G) widens the selections for multicultural literature required for ELA students, while another allows for a course that fulfills the genre requirement for ELA (ENG 2504G) to potentially double count and fulfill general education requirements in the Humanities (decreasing time toward degree completion).
Spring 2022	English Education Committee, English Department faculty	In April 2022, the Director of English Education presented ELA Assessment Data to the department in a formal presentation.
Spring 2022	English Education Committee, Undergraduate Studies Committee, English Department faculty	Discussed revision of the various majors to reduce the number of electives to allow for a quicker time to degree completion (in the case of ELA). Reduction of electives was passed at a department meeting in April 2022.
Spring 2022- Fall 2022	English Education Director, EPP Reliability, Validity, and Training Subcommittee	Data Collection & Analysis to determine reliability & validity of revised assessment rubrics. Development of training materials for revised assessment rubrics.
Fall 2022	Undergraduate Studies Committee	Trained graduate students facilitated focus group with a group of 13 undergraduate students using a set of questions developed by UGS relating to students' thoughts on required core classes. UGS then reviewed this data, which was collected in a way to protect student anonymity.
Fall 2022	English Education Committee	Review of 2021-2022 Program Assessment Data. Early Planning for Program Assessment Revision based on Fall 2021 NCTE Accreditation Report Response.
Fall 2022	Director of English Education, EPP Accreditation/CAEP Steering Committee	EIU's EPP Accreditation/CAEP Steering Committee was formed and includes the Director of English Education.

**See Also Appendixes:** Evidence of Ongoing Accreditation/Recent (NCTE) Program Accreditation Report & Assessment Data (Data, Summary, SLO Alignment)

**Dean Review & Feedback**

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Dean or designee

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Date

**Program Report for the  
Preparation of English Language Arts Teachers**  
National Council of Teachers of English (NCTE)  
2012 Standards – Option 1

**Cover Sheet**

**SECTION I— CONTEXT**

**1. Description of any state or institutional policies that may influence the application of NCTE Standards (Response limited to 4,000 characters)**

Eastern Illinois University (EIU) has a tradition of providing an educational environment that is conducive to interaction, inquiry, and service. The goal of the College is to prepare professionals who will advance the intellectual, physical, psychological and social well-being of a pluralistic democracy and global society. Eastern Illinois University seeks to foster cultural understanding to assist its students in becoming responsible citizens in a diverse world. The English Language Arts/English Education major is designed to meet state, university, college, department, and NCTE goals and objectives. The EPP Conceptual Framework provides the context for developing and assessing candidates' proficiencies based on the Illinois Professional Teaching Standards at the initial level. All teacher candidates in the State of Illinois must meet the Illinois Professional Teaching standards and their content area standards. Since the last accreditation cycle, the English Language Arts program and relating assessments have been revised to align more fully with the 2012 NCTE standards. The State of Illinois has undergone changes to its established teacher licensure testing program. Previously, all candidates had to pass a series of state tests documenting they possess the knowledge and skills needed to be effective teachers. The Illinois Test of Academic Proficiency (formerly the Basic Skills Test) was taken prior to admission to the Teacher Education Program, a state content test was required prior to Student Teaching, and Assessment of Professional Teaching Test had to be passed in order to be granted licensure. The state has since eliminated the requirement for the Academic Proficiency Test and has replaced the Assessment of Professional Teaching Test with the edTPA Exam (which candidates must pass in order to be granted licensure). One program assessment report (e.g. the Impact on P-12 Assessment) has been revised to align with the edTPA Exam. In Spring 2021, the state of Illinois also passed the Illinois Culturally Responsive Teaching Standards. Since these were passed during end of this assessment cycle no related revisions are reflected in the assessments contained within this report. However, these recently passed standards align well with NCTE Standards (particularly standards 6.1, 6.2, 7.1, 7.2) and revisions will be forthcoming and reflected in the following accreditation report.

**2. Description of the field and clinical experience hours required for the program, including the number of hours for field experiences and the number of hours/weeks for student teaching internships. (Response limited to 8,000 characters)**



English Language Arts candidates are required to complete 120 hours of pre-student teaching field and clinical experiences. All field and clinical experiences take place in public schools at the junior and senior high level (due to changes in state licensure during this review period, all field experiences beyond early field experience observations take place in high schools). Candidates complete a series of clinical experience hours that immerse them more and more fully in the teaching process. They take Secondary Education (SED) 2000 (Inquiry into Teaching) first in which they primarily observe other teachers for at least 30 hours. Then they complete 60 hours of field experiences in SED 3330 (Instructional Tasks in the Secondary Schools), an intense six-week practicum experience in which they gradually gain access to independent teaching, as well as 15 semester hours of field experience in the paired course, SED 4330 (Literacy, Assessment, and Differentiation in Secondary Schools). In addition, all English with Teacher Licensure majors complete 15 hours of clinical experience attached to their three content area methods courses: ENG 3401 (Methods of Teaching Composition), ENG 3402 (Methods of Teaching Literature), and ENG 4801 (Integrating the English Language Arts). In these three methods courses, candidates complete Pedagogy Reflection (clinical experience) essays in conjunction with their field experiences. Candidates will then complete a full semester (15 weeks) of full-time student teaching (STG 4001) and an additional 25 hours of multicultural field experiences in STG4000.

**3. Description of the criteria for admission to the program, including required overall GPAs and minimum grade requirements for English content courses accepted by the program. Also describe any other requirements such as standardized testing results, recommendations, and/or entrance portfolios. (Response limited to 4,000 characters)**

In order to be approved to student teach, candidates must formally apply and have completed all coursework with a cumulative EIU GPA of 2.75/4.00 and a major GPA of 2.75/4.00 (calculated only for courses taken at Eastern Illinois University). Additionally, in alignment with state requirements, all coursework used towards completion of their teacher licensure degree (general education, major, professional education, and elective coursework) must have been completed with a grade of 'C' or better; document that they have attended at the equivalent of at least two professional conferences (or six professional development hours); present at the English Studies Student Conference; document membership in a professional organization such as NCTE or IATE; earn positive evaluations from faculty for each English course taken that counts toward the major on Department Disposition Evaluation forms; complete the second criminal background investigation; and pass the Illinois Content Area Exam in English Language Arts. Candidates who receive two negative faculty evaluations on the Departmental Disposition Evaluation forms must successfully complete a Remediation Plan in order to be approved to student teach. In addition, all candidates must complete a comprehensive, professional portfolio, submitted to the English Education Committee prior to student teaching approval, which contains the following artifacts:

Submitted Fall 2021 by ELA Program

- \* Table of Contents
- \* Résumé
- \* Completed “Checklist for English Majors”
- \* Comprehensive Teaching Philosophy
- \* Literacy Narrative
- \* 3 writing samples - 1 from a multicultural literature course and 2 from other English courses
- \* Unit Plans from ENG 3401, ENG 3402, and ENG 4801
- \* Evidence of Professional Organization Membership
- \* Evidence of presentation at English Studies Student Conference (i.e. program)
- \* Pedagogy Reflection (Clinical Experience) Essays from ENG 3401, ENG 3402, and ENG 4801
- \* Portfolio Reflection

In order to complete the program the student must complete student teaching with a satisfactory evaluation from the cooperating teacher. While not required for graduation or exit from the program, but required for licensure in Illinois, in accordance with state law, all candidates must pass the edTPA Exam. The certifying dean documents that all the criteria have been met for graduation and the Associate Dean of the College of Education & Professional Studies (Teacher Licensure Officer for the Institution) recommends candidates for their Professional Educator License from the state of Illinois.

This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, PDF files, and other commonly used file formats are acceptable.

A LINK to upload or manage your uploaded file(s)

N/A

Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

A LINK to upload or manage your uploaded file(s):

File Name: English Language Arts Catalog Checklist

Candidate Information Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<b>Program: English Language Arts - Secondary Licensure</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers(2)</b>
<b>2018-2019</b>	<b>62</b>	<b>3</b>
<b>2019-2020</b>	<b>57</b>	<b>8</b>
<b>2020-2021</b>	<b>64</b>	<b>6</b>

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Faculty Information Directions: Complete the following information for each faculty member responsible for key content and professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

### **Information from English Department Methods Faculty Below**

<b>Faculty Member Name</b>	Melissa Ames
<b>Highest Degree, Field &amp; University (3)</b>	Ph.D., English (Literary & Cultural Studies), Wayne State University
<b>Assignment: Indicate the role of the faculty member (4)</b>	Director of English Education & Methods Instructor
<b>Faculty Rank (5)</b>	Full Professor
<b>Tenure Track</b>	YES
<b>Scholarship (6), Leadership in Professional Associations, and Service (7): List up to 3</b>	1) <b>Multiple publications and academic presentations</b> (e.g. <i>Small Screen, Big Feels: Television &amp; Cultural Anxiety in 21<sup>st</sup> Century Programming</i> , U. Kentucky Press, 2020, "Affective Resistance: Examining the Hashtag Feminism of the Women's March." <i>First Monday</i> , 2021); 2) <b>various service &amp;</b>

<p><b>major contributions in the past 3 years (8)</b></p>	<p><b>leadership roles</b> (e.g. Chair of Council on Teacher Education, Chair of English Education Committee, Director of English Education, Director of English Studies Camp for High School Students, Director of English Graduate Studies, Director of Film Studies, College of Liberal Arts &amp; Science Curriculum Committee Member); 3) <b>completed various professional training</b> (e.g. Advanced Placement Composition Exam Reader; Assessment Institute Participant)</p>
<p><b>Teaching or other professional experiences in P-12 schools</b></p>	<p>Six years teaching high school in Michigan; five years as literacy volunteer at the elementary school level in Illinois; PTA board officer; professional development workshop leader for multiple Illinois secondary schools</p>

<p><b>Faculty Member Name</b></p>	<p><b>Donna Bins</b></p>
<p><b>Highest Degree, Field &amp; University (3)</b></p>	<p>Ph.D. in English/Composition Studies University of Kansas</p>
<p><b>Assignment: Indicate the role of the faculty member (4)</b></p>	
<p><b>Faculty Rank (5)</b></p>	
<p><b>Tenure Track</b></p>	<p><b>YES</b></p>
<p><b>Scholarship (6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years (8)</b></p>	<p>Director of Illinois Association of Teachers of English, Eastern Region; Member of English Department English Education Committee; YouTube Video on Eastern Illinois University graduate, Screenwriter and Executive Producer</p>
<p><b>Teaching or other</b></p>	<p>One year as a substitute teacher, Lawrence Kansas Public Schools; three years as an</p>

<b>professional experiences in P-12 schools</b>	English Teacher (Lawrence High School, Lawrence Kansas & Tonganoxie High School in Tonganoxie, Kansas)
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<b>Faculty Member Name</b>	
<b>Highest Degree, Field &amp; University (3)</b>	
<b>Assignment: Indicate the role of the faculty member (4)</b>	
<b>Faculty Rank (5)</b>	<b>Elizabeth Tacke</b>
<b>Tenure Track</b>	<b>YES</b>
<b>Scholarship (6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years (8)</b>	<p>1) <b>published multiple educator and curriculum guides</b> (e.g. “An Educator’s Guide to <i>Letters from Cuba</i>.” <i>Penguin Classroom</i>, 2020; “Writing Rhetorically: Crafting the Rhetorical Analysis Essay.” <i>Wolverine Pathways 10<sup>th</sup> Grade Curriculum</i>, University of Michigan, 2018; “Writing Ourselves: Exploring Identity through Rhetorical Analysis and Critical Literacy.” <i>Wolverine Pathways 10<sup>th</sup> Grade Curriculum</i>, University of Michigan, 2018), as well as a joint research policy brief for NCTE (e.g. “How Standardized Tests Shape—and Limit—Student Learning,” 2014); 2) <b>various leadership and professional service roles</b> (e.g. English Education Committee, Visiting Scholars &amp; Lectures [chair], Disposition/Professionalism Committee, Theory Group Member, Training Co-Facilitator for Prison Creative Arts Project Theatre Workshop, Steering Committee Co-Coordinator and Founding Member for Carceral Studies Rackham Interdisciplinary Group, University of Michigan); 3) <b>workshop facilitator/trainer relating to higher education</b> (e.g. <i>Admissions Workshop Co-Facilitator</i>, Yearly Application and Essay Writing Workshops, Sweetland Center for Writing at the U-M Detroit Center; “SMART” Goals and Organizational Support Workshops for Students at Eastern Illinois University, <i>Instructional Consultant</i>, Center for Research on Learning and Teaching, University of Michigan)</p>

<b>Teaching or other professional experiences in P-12 schools</b>	Holds an active California Clear Credential Secondary ELA; worked as a middle school English teacher in Oakland, CA from 2010-2014; worked on Leadership/Teacher Councils; worked as a clinical field instructor for University of Michigan graduate students, in Ann Arbor/Detroit school; conducted various in-service trainings.

(3) For example, PhD in Curriculum & Instruction, University of Nebraska. (4) For example, faculty, clinical supervisor, department chair, administrator (5) For example, professor, associate professor, assistant professor, adjunct professor, instructor (6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation. (7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission. (8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program. (9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCTE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide the following assessment information (Response limited to 250 characters in each field)

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	<b>Assessment #1: Licensure assessment, or other content-based assessment (required)</b>	ELA Content Exam  <small>File Name: Assessment #1-ELA Content Exam</small>	Content Certification Exam  <small>*Due to COVID-19, the State of Illinois allowed candidates to student teach prior to taking the content exam during the Spring 2020, Fall 2020, &amp; Spring 2021 Semesters</small>
2	<b>Assessment #2: Content knowledge in English (required)</b>	Student Teaching Approval Portfolio  <small>File Name: Assessment #2-Student Teaching Approval Portfolio</small>	Comprehensive Portfolio  Before Student Teaching
3	<b>Assessment #3: Candidate ability to plan instruction (required)</b>	Unit Plan	Unit Plans submitted through Live Text  In three content methods courses:

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
	<p>File Name: Assessment #3 Unit Plan</p>		<p>English 3401 (Composition Methods), English 3402 (Literature Methods), English 4801 (Integrating the English Language Arts)</p>
4	<p><b>Assessment #4: Student Teaching or Internship (required)</b></p> <p>Student Teaching Evaluation</p> <p>File Name: Assessment #4 - Student Teaching Evaluation</p>	<p>Student Teaching Evaluations through Live Text</p>	<p>After Student Teaching</p>
5	<p><b>Assessment #5: Candidate effect on student learning (required)</b></p> <p>Impact on P-12 Assessment</p> <p>File Name: Assessment #5 - Impact on P-12 Assessment</p>	<p>Impact On P-12 Student Learning Assessment through Live Text</p>	<p>During Student Teaching</p>
6	<p><b>Assessment #6: Additional assessment that addresses NCTE Standards (required)</b></p> <p>Pedagogy Reflection (Clinical Experience) Essay</p> <p>File Name: Assessment #6 - Pedagogy Reflection Clinical Experience Essay</p>	<p>Clinical Experience Essays</p>	<p>In three content methods courses: English 3401 (Composition Methods), English 3402 (Literature Methods), and 4801</p>



Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
			(Integrating the English Language Arts)
7	<b>Assessment #7: Additional assessment that addresses NCTE Standards (optional)</b>	edTPA Exam  File Name: Assessment #7 – edTPA Exam	Pedagogy Licensure Exam  During Student Teaching
8	<b>Assessment #8: Additional assessment that addresses NCTE standards (optional)</b>	Dispositions Evaluation  File Name: Assessment #8 – Dispositions Evaluation	Dispositions Assessment  In three content methods courses (English 3401, English 3402, English 4801) and During Student Teaching

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

### SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

<p><b>NCTE STANDARDS</b></p>	<p><b>APPLICABLE ASSESSMENTS FROM SECTION II</b></p>
<p><b>1. CONTENT KNOWLEDGE</b> Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.</p>	
<p><i>Element 1:</i> Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</p>	<p><b>X#1   X#2   X#3   □#4</b> <b>X#5   □ #6   □#7   □#8</b></p>
<p><i>Element 2:</i> Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.</p>	
<p><b>2. CONTENT KNOWLEDGE</b> Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users</p>	
<p><i>Element 1:</i> Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p>	<p><b>X#1   X#2   X#3   X#4</b> <b>X#5   □#6   □#7   □#8</b></p>
<p><i>Element 2:</i> Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English Language Arts content; and they understand the impact of language on society.</p>	
<p><i>Element 3:</i> Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.</p>	
<p><b>3. CONTENT PEDAGOGY</b> Planning Literature and Reading Instruction in English Language Arts Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.</p>	
<p><i>Element 1:</i> Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and</p>	

<b>NCTE STANDARDS</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<p>various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p>	
<p><i>Element 2:</i> Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</p>	
<p><i>Element 3:</i> Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</p>	<p><b>X#1    X#2    X#3    X#4</b>  <b>X#5    X #6    □#7    X#8</b></p>
<p><i>Element 4:</i> Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</p>	
<p><i>Element 5:</i> Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.</p>	
<p><i>Element 6:</i> Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.</p>	
<p><b>4. CONTENT PEDAGOGY</b>            Planning Composition Instruction in English Language Arts Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p>	
<p><i>Element 1:</i> Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p>	
<p><i>Element 2:</i> Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to</p>	<p><b>X#1    X#2    X#3    X#4</b>  <b>X#5    X#6    X#7    □#8</b></p>

<b>NCTE STANDARDS</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
finished texts in ways that engage students’ ideas and encourage their growth as writers over time.	
<i>Element 3:</i> Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities	
<i>Element 4:</i> Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	
<b>5. LEARNERS &amp; LEARNING</b> Implementing English Language Arts Instruction Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.	
<i>Element 1:</i> Candidates plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.	
<i>Element 2:</i> Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<i>Element 3:</i> Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.	
<i>Element 4:</i> Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	
<b>6. PROFESSIONAL KNOWLEDGE AND SKILLS</b> Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.	

<b>NCTE STANDARDS</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<i>Element 1:</i> Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<i>Element 2:</i> Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in English Language Arts.	
<b>7. PROFESSIONAL KNOWLEDGE AND SKILLS</b> Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.	
<i>Element 1:</i> Candidates model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<i>Element 2:</i> Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	

## **SECTION IV—EVIDENCE FOR MEETING STANDARDS**

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP's Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment 4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing an NCATE Program Report found on the NCATE web site at the following URL: <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedure>

Submitted Fall 2021 by ELA Program

1. Data licensure tests for content knowledge in English language arts. (Assessment Required) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

File Name: Assessment #1-ELA Content Exam

2. Assessment of content knowledge in English language arts.(13) (Assessment Required) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s):

File Name: Assessment #2-Student Teaching Approval Portfolio

(13)For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. (Assessment Required) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

File Name: Assessment #3 Unit Plan

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. (Assessment Required) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

File Name: Assessment #4 Student Teaching Evaluation

5. Assessment that demonstrates candidate effects on student learning. (Assessment Required) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

File Name: Assessment #5 – Impact on P-12 Assessment

6. Additional assessment that addresses NCTE Standards (Assessment Required) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

File Name: Assessment #6 – Pedagogy Reflection Clinical Experience Essay

7. Additional assessment that addresses NCTE standards. (Optional) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

File Name: Assessment #7 – edTPA Exam

8. Additional assessment that addresses NCTE standards. (Optional) Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

File Name: Assessment #8 – Dispositions Evaluation

## SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

This assessment data from the current and previous review cycles have contributed to program changes at the university and department level. Although our candidates have met or exceeded all standards throughout both time periods, attention to our lowest mean scores across the eight assessments have prompted changes relating to Content Knowledge; Professional and Pedagogical Knowledge, Skill, and Dispositions; and Student Learning goals.

### 1. Content Knowledge

Assessment data from the previous review cycle influenced changes to our major. In Fall 2015 our English Language Arts major went through a substantial revision. The Portfolio Assessment data indicated areas for improvement concerning candidates' "knowledge of, and uses for, an extensive range of literature" (**previously NCTE Standard 3.5**). The updated 2012 NCTE Standards further stressed the importance of candidates' breadth of knowledge (**e.g. NCTE 1.2**). To address this, we added four new courses. To expand candidates' knowledge of literary history/movements and the impact of language on society (**NCTE 1.2, 2.1**) we created ENG 2950: Transatlantic Literary History I and ENG 2960: Transatlantic Literary History II.



These required courses focus on an expansive range of pre- and post-1800 texts and serve as a foundation for the upper-division literature course work candidates take. We also added ENG 3008: Multimodal Digital Texts & Multimodal Writing which finds candidates studying digital and media texts (NCTE 1.1), the impact of contemporary technologies on communication (NCTE 2.1), and the way adolescents engage with media environments (NCTE 1.2, 2.3). In addition to these, we added ENG 4742: Studies in Genre, part of a new Genre Studies requirement (NCTE 1.1). We also revised the Literacy Narrative (a required item in our Portfolio Assessment) which finds candidates analyzing their coursework, focusing on their exposure to different literary genres, periods, authors, and cultures and how this foundation will impact them as future educators. The impact of these changes was evident not only in increased scores on the Portfolio Assessment but also within the Unit Plan Assessment as one of the performance indicators with the highest mean scores dealt with the candidate's ability to use a wide range of texts and diverse materials in course instruction (NCTE 1.1).

In 2015 we completed revisions to all three methods courses so that they would better align with the Common Core Standards (as well as the revised Illinois Professional Teaching Standards and NCTE Standards). Grants obtained from the Illinois State Board of Education and the Illinois Board of Higher Education provided funds to community partners (secondary ELA teachers and community college instructors) to review our program data, syllabi, and assessments, and to consult with us as we made program revisions, selected new textbooks, etc. English 3402 (Methods of Teaching Literature) was revised during the end of the previous assessment cycle to place a greater emphasis on developing close reading skills, assessing reading comprehension, and planning interdisciplinary instructional activities and literacy instruction that promotes social justice. English 3401 (Methods of Teaching Composition) was revised with increased attention to multimodal composition, contemporary approaches to teaching language and grammar skills, and best practices for teaching second language learners. English 4801 (Integrating the English Language Arts) was revised to include additional focus on genre study, digital reading and writing practices, as well as updated pedagogical approaches for studying media texts and implementing technology within the classroom.

## **2. Professional and Pedagogical Knowledge, Skill, and Dispositions**

The abovementioned changes to the curriculum also enhance our candidates' professional and pedagogical knowledge. Mini-lessons specific to each methods course were revised and/or made into program requirements: grammar & language mini-lessons in ENG 3401, a close reading mini-lesson in ENG 3402, and a speaking/listening/presenting mini-lesson in ENG 4801. Despite students having success on these individual tasks in classes, the scores on related performance

indicators areas on key program assessments did not always reflect these strengths. For example, while still hitting the target level, criterion #4 on the Portfolio Assessment (“candidate’s teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society,” **NCTE 2.2**) yielded lower scores comparatively. The English Education Committee needs to consider whether there is a better way to feature these lesson plans and related pedagogical skills in the Portfolio and Unit Plan Assessments or whether these mini-lessons need to be assessed separately.

While hitting all target goals on each assessment, the data from across our eight program assessments do suggest potential areas for program growth or attention. For example, data from the Portfolio, Unit Plan, and Impact on P-12 Assessment, while typically at or above the “meets” level, was slightly lower than normal for performance indicators that assessed candidate’s ability to draw upon student data concerning student interests and reading levels (**NCTE 3.4**). Additional focus on these skills will be addressed in ENG 3402: Methods of Teaching Reading.

Some program assessment revealed inconclusive or contradictory findings about our program strengths. For example, data from the Portfolio Assessment produced high scores relating to candidates’ ability to plan instruction and design assessments for reading that promote learning for all students (**NCTE 3.1-6**). However, other assessments (e.g. The Pedagogy Reflection/Clinical Experience Essay and Dispositions Evaluation) – again while hitting target goals in these areas – indicate that differentiating instruction, gathering data about and considering students’ diverse characteristics and backgrounds to inform instruction and guide assessment decisions, could be potential areas for improvement (**NCTE 3.1, 4.1, 4.2, 4.4., 5.1, 5.2, 6.1, 6.2**). These will be monitored accordingly in the next two semesters of assessment. These areas may be impacted by changes made to the Disposition Evaluation Assessment used across the Education Preparation Program. The English Education Director and another content area methods instructor are currently serving on a College of Education Committee on Dispositions and Teacher Education. This committee is not only tasked with revising the Disposition Evaluation, but also the clinical experience professional guidelines (many of which have outdated language concerning things such as professional appearance). This committee will also work with other committees tasked with revising our teacher licensure programs to align with the newly passed Illinois Culturally Responsive Teaching Standards and with meeting state goals for increasing diversity within Education Preparation Programs and the field at large. The next accreditation cycle will see revisions to professional education courses and assessments that should have a positive impact candidate mastery of the abovementioned standards.

There were program procedures that changed during this review cycle that are focused on candidate dispositions and retention. Although all target goals were hit for the Dispositions Evaluation, feedback provided on this tool (along with the

departmental online form that all English instructors fill out for candidates) revealed the need for additional programmatic supports for candidates struggling in dispositional and academic areas. As a result, in 2020-2021 we revised our practices for candidate remediation and had our official policy passed by the English Department and Council on Teacher Education. The policy explains that the English Department wants to support all teacher certification as they work toward their goal of entering the field of education. As such, information on student progress is monitored in various ways throughout the program so that interventions can be made if a student is struggling to meet the criteria for advanced education courses and student teaching. The policy explains the various ways that advisors obtain information about students' success in the program and the steps that take place if a student is not reaching the appropriate thresholds to continue on with the degree. The impact of these newly implemented procedures will be discussed in the next accreditation report.

The assessment data from the past three academic years also indicates programmatic strength related to professional dispositions and practices, particularly in the area of critical reflection (**NCTE 7.1, 7.2**). Across multiple assessments (e.g. Portfolio, Impact on P-12 Assessment, Pedagogy Reflection Essay) candidates consistently scored high in these areas. This indicates that the program's emphasis on pedagogical reflection and professional development need to remain central to our program.

### **3. Student Learning**

A task piloted during the last accreditation cycle became a standing program requirement during this one. In order to increase skills relating to evaluating student writing (**formerly NCTE 4.10, currently NCTE 4.1, 4.2**), candidates complete an Evaluating Writing Simulation in ENG 3401 (Methods of Composition). This task has candidates assessing a sample class set of student essays, allowing for reflection on best assessment practices for evaluating writing. Besides practicing skills that benefit student learning, this activity is modeled off of Task 3 of the edTPA licensure exam, providing candidates with useful practice in terms of analyzing assessment data.

While all target goals were hit in relation to student learning across all of the data collected from all program assessments, candidates did often receive slightly lower scores on performance indicators tied to using “data about their students individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning” (**NCTE 5.2**), and “differentiating instruction based on students’ self-assessments,” and communicating “with students about their performance in ways that actively involve them in their own learning” (**NCTE 5.3**). The English Education Committee plans to locate opportunities for increased attention to these areas throughout our three methods courses. The forthcoming changes to the professional education courses (prompted by the Illinois Culturally Responsive Teaching Standards) may produce increased performance in these skill areas in the coming assessment cycle as well.

One additional forthcoming program change that should be noted relates to all of the assessments discussed throughout this report. During the 2020-2021 academic year the Director of English Education served as the Chair of the Initial Assessment Subcommittee responsible for revising all of the rubrics utilized across our Education Preparation Program. These rubrics were reviewed by K-12 partners from our Education Consortium last year. Feedback will be sought during the 2021-2022 academic year from methods instructors across the Education Preparation Programs and these should be approved by the Council for Teacher Education and put into practice by 2022-2023. In addition to revisions to the rubrics, training materials and protocols are being revised and established to better ensure the reliability and validity of these assessment tools. The need for this was evident in the ELA program assessment data discussed earlier in this report (**see Assessment #4 – Student Teaching Evaluation**).

## **Assessment #1-ELA Content Exam**

### **SLO 3: Demonstrate knowledge of writing processes**

#### **Part I. Narrative**

##### **A. Description**

Per the ILTS website, “the content tests are designed to assess a candidate’s knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators.”

The English Language Arts (ELA) Content Exam (Test #207) is computer-based test containing 100 multiple choice questions. The test is divided into four subareas: 1) Reading Comprehension (comprising 28% of the exam), 2) Reading Literary & Informational Texts (comprising 22% of the exam), 3) Writing & Research (comprising 39% of the exam), and Speaking, Listening, & Viewing (comprising 11% of the exam). A passing score for the exam is 240.

The ELA Content Exam is taken by candidates toward the end of their studies. Candidates must receive a passing score on the content exam prior to student teaching.

##### **B. Alignment with Standards**

The four subareas of the ELA Content Exam are aligned with 18 specific objectives that align with the following NCTE Standards: **NCTE 1.1, 1.2, 2.1,2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4**. The below chart groups the standards according to the section of the exam wherein they appear. To further showcase the alignment, the objectives for each subarea are listed as well. The following four examples, one from each subarea, serve to show the alignment between individual ELA Content Exam objectives and the relevant NCTE Standards:

*Example from Subarea 1: NCTE Standard 3.4* “Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes” aligns with the ELA Content Exam Objective 0005: “Apply knowledge of principles, skills, and approaches for assessing students' reading comprehension.”

*Example from Subarea 2: NCTE Standard 1.1:* “Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts” aligns with ELA Content Exam Objective 006 “Apply knowledge of literature from a variety of eras, cultures, traditions, genres, and media.”

*Example from Subarea 3: NCTE Standard 2.1* “Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse” aligns with the ELA Content Exam Objective 0010 “Apply knowledge of writing processes and of principles, skills, and approaches for successfully engaging students in writing processes.”

*Example from Subarea 4:* NCTE Standard 3.2 “Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting” aligns with the ELA Content Exam Objective 0018 “Apply knowledge of principles and approaches for developing listening and viewing skills.”

Subarea 1	Subarea 2	Subarea 3	Subarea 4
NCTE 1.1, 1.2, 3.2, 3.3, 3.4	NCTE 1.1, 3.1, 3.3, 3.5, 3.6	NCTE 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4	NCTE 3.1, 3.2
<b>ELA Content Exam Objectives by Subarea (as listed in ISBE’s Testing Framework)</b>			
0001 Apply knowledge of the nature, development, and relevancy of reading in all content areas.  0002 Apply knowledge of the selection and use of various materials to plan reading instruction appropriate to students' knowledge and abilities.  0003 Apply knowledge of principles, skills, and approaches for teaching and assessing word identification skills and vocabulary development, including academic-language development. 0004 Apply knowledge of reading fluency and appropriate strategies for using oral language to help students develop reading skills. 0005 Apply knowledge of principles, skills, and approaches for assessing students' reading comprehension.	0006 Apply knowledge of literature from a variety of eras, cultures, traditions, genres, and media.  0007 Apply knowledge of literary nonfiction and other informational texts from a variety of eras, cultures, traditions, genres, and media.  0008 Apply knowledge of principles, skills, and approaches for developing comprehension and analysis of literary texts.  0009 Apply knowledge of principles, skills, and approaches for developing comprehension and analysis of informational texts.	0010 Apply knowledge of writing processes and of principles, skills, and approaches for successfully engaging students in writing processes. 0011 Apply knowledge of elements of effective composition and of principles, skills, and approaches for teaching students to use elements of composition effectively. 0012 Apply knowledge of strategies for writing arguments.  0013 Apply knowledge of strategies for writing informative and explanatory texts.  0014 Apply knowledge of strategies for locating, analyzing, evaluating, and organizing information from multiple sources that represent multiple perspectives. 0015 Apply knowledge of principles, skills, and approaches for writing narratives. 0016 Apply knowledge of principles, skills, and approaches for revising, editing, proofreading, and publishing documents and for guiding students through these stages of writing processes.	0017 Apply knowledge of principles and approaches for developing skills for speaking, presenting, and participating in academic discussions.  0018 Apply knowledge of principles and approaches for developing listening and viewing skills.

### C-D. Analysis of Data & Evidence for Meeting Standards

#### *Data Breakdown by Test Taker Status:*

#### **Status of Test Taker**

Total # of Candidates: 22

Total # of Test Attempts: 27

Total # of Test Takers Representing Program Completers (i.e. candidate who graduated with ELA major and was granted licensure): 17

Total # of Test Takers Representing Program Non-Completers (e.g. candidate who changed majors): 2

Total # of Test Takers Representing In-Progress Program Completers (e.g. candidate not yet eligible for licensure): 3

### **Passage Rates & Attempts**

Percentage of Candidates Passing Content Exam on First Attempt: 77%

Percentage of Candidates Passing Content Exam after Additional Attempt(s): 100%

Percentage of Program Completers Passing Content Exam: 100%

### **Test Averages (Overall & Sub-Scores for all test attempts)**

Mean Overall Test Score: 247.8

Mean Sub-Score 1 (Reading Comprehension): 232.8

Mean Sub-Score 2 (Reading Literary & Informational Texts): 253.4

Mean Sub-Score 3 (Writing & Research): 250.3

Mean Sub-Score 4 (Speaking, Listening, & Viewing): 266.6

### **Test Averages (Overall & Sub-Scores for program completers)**

Mean Overall Test Score: 255.2

Mean Sub-Score 1 (Reading Comprehension): 247.6

Mean Sub-Score 2 (Reading Literary & Informational Texts): 260.8

Mean Sub-Score 3 (Writing & Research): 256.4

Mean Sub-Score 4 (Speaking, Listening, & Viewing): 277

### ***Evidence of Meeting Standards:***

Data available from the ELA Content Exam during the past three academic years (2018-2019; 2019-2020; 2020-2021) indicate that candidates are meeting the aligned NCTE Standards. 100% of program completers earned a passing score of 240 or higher and 77% of all candidates taking the exam did so on their first attempt. Notably, all candidates who required an additional attempt at passing the content exam were successful. High candidate scores were reported in all four exam subareas: 282 (sub-score 1), 289 (sub-score 2), 287 (sub-score 3), 300 (sub-score 4). The overall mean score for program completers, as well as the individual sub-score averages, were above the 240 threshold: 255.2 (overall mean), 247.6 (sub-score 1), 260.8 (sub-score 3), and 277 (sub-score 4). Additional review of data highlights program strengths and suggests opportunities for additional emphasis (see **Section V** for an expanded discussion). The average for Sub-Score 4 was 277 and multiple candidates earned a perfect 300 in this subarea suggesting program strengths in terms of developing skills for teaching Speaking, Listening, & Viewing and, therefore, demonstrates mastery of the related standards (**NCTE 3.1, 3.2**). However, the average for Sub-Score 1 was 247.6, just above the ideal 240 score. This suggests additional program emphasis on Reading Comprehension could better help candidates meet the related NCTE Standards (**NCTE 1.1, 1.2, 3.2, 3.3, 3.4**).

## **Part 2: Assessment Documentation**

### **E. Assessment Tool**

As an official licensure exam, a copy of the assessment tool (the actual exams taken by candidates) is unavailable. Information concerning the exam structure, content, and objectives can be found in the Illinois Licensure Testing System Field 207: English Language Arts Test Framework (Illinois State Board of Education, 2017).

### **F. Scoring Rubric**

As a computer-based test this assessment does not contain a scoring rubric. But, as noted above, an overall score of 240 out of 300 is needed to earn a passing score on the ELA Content Exam.

### **G. Candidate Data**

#### **English Language Arts Content Exam Assessment Data (Fall 2018-Spring 2022) Pre-Student Teaching (STG 4000) Entrance Assessment\***

Last Name	First Name	Middle Initial	Gender Reported	Test Year	Test Code	Test Result	Test Score	# of Subtests	Subscore 1 NCTE 1.1, 1.2, 1.4, 1.5, 3.3, 3.4, 4.4	Subscore 2 NCTE 1.1, 3.1, 3.3, 3.5, 3.6	Subscore 3 NCTE 2.1, 2.2, 2.3, 4.1, 4.2	Subscore 4 NCTE 3.1, 3.2	
A	J	M		2	2021	207	F	233	4	250	207	244	207
B	R	E		2	2021	207	P	279	4	272	277	287	277
B	M	M		2	2022	207	P	256	4	262	277	239	254
B	H	M		2	2020	207	P	267	4	250	288	258	300
C	A	L		2	2019	207	F	238	4	236	256	229	233
C	A	L		2	2019	207	P	255	4	255	267	242	278
C	N	W		1	2021	207	P	266	4	253	265	266	300
H	E	P		2	2021	207	F	218	4	179	264	206	276
H	E	P		2	2021	207	F	235	4	198	265	233	277
H	E	P		2	2022	207	P	240	4	214	276	231	276
K	O	R		2	2019	207	P	243	4	218	256	242	278
K	A	G		2	2021	207	F	235	4	240	239	231	229
L	K	L		2	2020	207	P	254	4	232	264	272	229



M	K	E	2	2019	207	P	258	4	264	278	229	300
N	M	M	2	2021	207	P	267	4	270	264	272	252
P	J	R	2	2019	207	P	253	4	255	244	248	278
P	T	P	2	2021	207	F	223	4	197	239	225	252
P	B	L	2	2019	207	P	248	4	255	200	255	300
S	B	E	2	2021	207	F	223	4	180	231	253	209
S	B	E	2	2021	207	F	230	4	197	218	265	229
S	B	E	2	2021	207	P	245	4	198	277	266	231
S	A	J	0	2021	207	P	277	4	281	277	273	277
S	R	A	1	2019	207	P	253	4	236	256	255	278
S	J	U	2	2020	207	P	243	4	223	229	251	300
V	C	O	2	2019	207	P	243	4	236	233	242	278
V	A	D	2	2021	207	F	226	4	153	229	258	300
W	P	K	2	2019	207	P	283	4	282	267	287	300

\*Due to the COVID-19 Health Pandemic Candidates (Spring 2020-Spring 2021) Were Able to Student Teach Prior to Passing the Content Exam but Required a Passing Score to Complete the Program & Earn Certification

White=Program Completer

Gray=Non-Program Completer

Blue= In-Progress toward Program Completion

## Assessment #2-Student Teaching Approval Portfolio

**SLO 2 - Demonstrate the ability to use English language arts to help students become familiar with their own and others' cultures, thereby promoting global citizenship.**

**SLO 3 - Demonstrate knowledge of writing processes.**

**SLO 5- Demonstrate knowledge of the range and influences of print and nonprint media and technology in contemporary cultures.**

### Part I. Narrative

#### A. Description

The Student Teaching Approval Portfolio is a key assessment that relates to content and pedagogical knowledge, including teaching reading, writing, speaking, listening, and viewing skills. The successful completion of this comprehensive portfolio, along other program requirements (see E. **Assessment Tool: Checklist for English Education Majors**), is required in order for candidates to receive departmental approval to student teach. The items housed within the Student Teaching Approval Portfolio (see E. **Assessment Tool: Checklist for English Education, #6 Professional Portfolio**) include sample course work that showcase their English Studies skills (e.g. *Writing Samples, Presentation at English Studies Student Conference*), their breadth of their knowledge (e.g. *Literacy Narrative, English Course List*), instructional planning skills (e.g. *Unit Plans*), reflective practices (e.g. *Pedagogy Reflection Clinical Experience Essay, Portfolio Reflection, Teaching Philosophy*), and professionalization (e.g. *documented Professional Development Activities, Resume*).

#### B. Alignment with Standards

The Student Teaching Approval Portfolio aims to demonstrate candidates' competency in various areas aligned with the NCTE Standards. For example, candidates are able to highlight their knowledge of a wide-range of texts (**NCTE 1.1**) through artifacts such as the *Literacy Narrative* (which includes a list of all English courses taken, a log of key literary works studied, and a reflective essay that details current areas of expertise and gaps in knowledge relating to various literary genres, eras, regions, etc.) and *Writing Samples* (which includes one essay from a multicultural literature course).

The portfolio assessment requires *Unit Plans* from each of the three content methods course, which thereby highlights instructional planning skills tied to teaching composition (ENG 3401), teaching literature and close reading skills (ENG 3402), and developing speaking, listening, and media analysis skills (ENG 4801). These unit plans include research/theory-based rationales (**NCTE 3.1, 4.1**) supporting instructional choices, such as text selection and choice of instructional resources (**NCTE 3.4, 3.6**), and supplemental teaching materials. Therefore, they easily assess various NCTE competencies. For example, all three unit plans require sections on the writing process (**NCTE 2.1, 2.3**), differentiated instruction (**NCTE 3.1**), and assessment as it relates to the ELA focus for that particular course/unit (**NCTE 3.2, NCTE 4.2**). In addition, each unit plan includes required mini-lessons designed to teach key areas of ELA instruction: the grammar/language mini-lesson (**NCTE 2.2, 3.5, 4.3**), the close reading strategies mini-lesson (**NCTE 1.2, 3.3**); and the speaking/listening mini-lesson (**NCTE 3.2, 4.3, NCTE 4.4**).

The various artifacts housed in the portfolio assessment consist of various genres intended for different audiences (e.g. career placement items such as the *Resume* and *Teaching Philosophy*). Therefore, this assessment documents the candidates' abilities to write within, to,

and through different forms, audiences, contexts, and technologies (NCTE 2.1). Reflective components are threaded throughout the required components as well. The *Pedagogy Reflection (Clinical Experience) Essay* finds candidates reflecting on field experience, course materials, and personal experience as they relate to their professional goals and development (NCTE 7.1). Similarly, the *Portfolio Reflection* and *Teaching Philosophy* likewise reflect on professional values and aims (NCTE 7.1). Artifacts such as the *Literacy Narrative* demonstrate critical thinking as candidates analyze their breadth of content knowledge and address areas for growth (NCTE 7.2) and the checklist documenting *Professional Development Activities* reveals candidates' engagement with professional learning communities (NCTE 7.2).

#### **C-D. Analysis of Data & Evidence for Meeting Standards**

Data collected from the Student Teaching Portfolio Assessment during the past three academic years (2018-2019; 2019-2020; 2020-2021) indicate that candidates are meeting the aligned NCTE Standards (NCTE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4). In each of the six semesters during which data was obtained, mean scores for all eight criteria assessed on the scoring rubric were 3.0 or higher. In the rubric's five-point scale (see **F. Scoring Rubric**), a score of one indicates "Does Not Meet the Standards," a score of two indicates "Occasionally Meets the Standards," a score of three indicates "Meets the Standards," a score of four indicates "Occasionally Exceeds the Standard," and a score of five indicates "Exceeds the Standards." Therefore, the target level ("Meets the Standard") was consistently met for all criteria. Further, there were only two single incidents of a score for any criterion earning less than a 3.0. (Two candidates scored a 2.0 on criterion #2 concerning assessing knowledge of reading strategies, NCTE 1.2). Again, the prevalence of scores in the 3.0 to 5.0 range indicate that candidates nearing the completion of the program (i.e. preparing to student teach the following semester) have obtained mastery of the NCTE Standards assessed through this comprehensive portfolio. Notably, two data sets for assessment (e.g. Spring 2020 and Fall 2020) showcase very high averages across the performance indicators. Candidate data from Spring 2020 averaged 4.25-5.00 across all indicators and data from Fall 2020 averaged 4.33-5.00 across all indicators.

The data also reveals potential areas for growth and opportunities to build further upon program strengths (both will be discussed in greater length in **Section V**). While still hitting the target level, criterion #4 ("Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society," NCTE 2.2) yielded the lowest scores within the assessment data with the following averages: 3.667, 3.6, 3.0, 4.25, 4.33, 3.2. These scores suggest reviewing how these standards are addressed and assessed in our program. Assessment data for criterion #6 ("Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students," NCTE 3.1-6) was the highest in terms of consistent averages (ranging from 4.5-5.0) suggesting that a strength within our program is our attention to differentiating instruction and materials for student engagement.

**Part 2: Assessment Documentation**

**E. Assessment Tool (see #6 below specifically)**

**Checklist for English Education Majors**

Name \_\_\_\_\_

E # \_\_\_\_\_

- \_\_\_\_\_ 1. Complete course requirements with a C or better in every required course.
- \_\_\_\_\_ 2. Earn at least a 2.75 GPA in English and a cumulative GPA of 2.75 overall.
- \_\_\_\_\_ 3. Be a member of a professional organization before student teaching.
- \_\_\_\_\_ 4. Six hours of professional development or attendance at 2 professional conferences. (Professional development hours can include attending lectures, workshops, trainings, readings, etc. related to English and/or Education).

Professional Development Activity  1. 2. 3. 4. 5. 6.	Verifying Signature from Faculty Member or Other Evidence Documenting Completion
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- \_\_\_\_\_ 5. Present at the SPRING English Studies Student Conference at least once.
- \_\_\_\_\_ 6. **Prepare a professional portfolio.** Portfolios should be submitted electronically to the English Education Director by Monday of Week 14 the semester prior to student teaching. The final product should be logically organized with a purposeful, professional, appealing design. This should include your best work (e.g. revised copies of assignments free of feedback). The portfolio should contain at least the following artifacts:
  - \_\_\_\_\_ Table of Contents
  - \_\_\_\_\_ Résumé
  - \_\_\_\_\_ Completed “Checklist for English Majors”
  - \_\_\_\_\_ Comprehensive Teaching Philosophy (from ENG 4801)
  - \_\_\_\_\_ Literacy Narrative (from ENG 3402 with updated list of English Courses Taken)
  - \_\_\_\_\_ 3 writing samples -- one from a Multicultural course (i.e. ENG 3705) and two from other English courses
  - \_\_\_\_\_ Unit plans from ENG 3401, ENG 3402, and ENG 4801 (include required mini-lessons: grammar/language, close reading strategies, speaking/listening)
  - \_\_\_\_\_ Evidence of professional organization membership
  - \_\_\_\_\_ Evidence of presentation at English Studies (or other approved) Conference (i.e. program)
  - \_\_\_\_\_ Pedagogy Reflection/Clinical Experience Essays from ENG 3401, ENG 3402, and ENG 4801
  - \_\_\_\_\_ Portfolio Reflection (1-2pg single-spaced essay reflecting on portfolio contents, highlighting at least three artifacts within that showcase your teaching philosophy/strengths)\*
- \_\_\_\_\_ 7. Complete Post-Graduation Contact Form (provided at midterm approval)
- \_\_\_\_\_ 8. Earn positive evaluations from English faculty on digitally submitted Department Disposition Evaluation Forms (formerly the print “Yellow Sheets”).

**F. Scoring Rubric**

**Candidate Name:** \_\_\_\_\_

**Reviewer Number:** \_\_\_\_\_

**Student Teaching Approval Portfolio Rubric**

<b>Performance Assessment</b>	<b>Does Not Meet (1pt)</b>	<b>Occasionally Meets (2pts)</b>	<b>Meets (3pts)</b>	<b>Occasionally Exceeds (4pts)</b>	<b>Exceeds (5pts)</b>	<b>Score</b>
1. Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts. NCTE 1.1						
2. Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts and make meaning through interaction with media environments). NCTE 1.2						
3. Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate's teaching philosophy and instructional material demonstrates that writing is a recursive process and highlights the ways in which contemporary technologies and/or digital media can be used to compose multimodal discourse. NCTE 2.1						
4. Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society. NCTE 2.2						
5. Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments). NCTE 2.3						
6. Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students. NCTE 3.1-6						
7. Candidate plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. NCTE 4.1-4						
8. Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices, professional development, as well as a readiness for leadership, collaboration, and community engagement. NCTE 7.1-2						
<b>Total Score (out of 40 points)</b>						

## G. Candidate Data

### Student Teaching Approval Portfolio Assessment Data (Fall 2018 – Spring 2022) Pre-Student Teaching (STG 4000) ELA Entrance Assessment

#### Student Teaching Approval Portfolio - Fall 2018

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets (3 pts)	Occasionally Exceeds (4 pts)	Exceeds (5 pts)	Mean	Mode	Stdev
1. Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts. NCTE 1.1	0	0	0	2	1	4.333	4.000	0.471
2. Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts and make meaning through interaction with media environments). NCTE 1.2	0	0	1	2	0	3.667	4.000	0.471
3. Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate's teaching philosophy and instructional material demonstrates that writing is a recursive process and highlights the ways in which contemporary technologies and/or digital media can be used to compose multimodal discourse. NCTE 2.1	0	0	0	2	1	4.333	4.000	0.471
4. Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society. NCTE 2.2	0	0	1	2	0	3.667	4.000	0.471
5. Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments). NCTE 2.3	0	0	0	1	2	4.667	5.000	0.471
6. Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students. NCTE 3.1-6	0	0	0	0	3	5.000	5.000	0.000
7. Candidate plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. NCTE 4.1-4	0	0	0	1	2	4.667	5.000	0.471
8. Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices, professional development, as well as a readiness for leadership, collaboration, and community engagement. NCTE 7.1-2	0	0	0	0	3	5.000	5.000	0.000

## Student Teaching Approval Portfolio - Spring 2019

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets (3 pts)	Occasionally Exceeds (4 pts)	Exceeds (5 pts)	Mean	Mode	Stdev
1. Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts. NCTE 1.1	0	0	1	0	4	4.600	5.000	0.800
2. Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts and make meaning through interaction with media environments). NCTE 1.2	0	2	0	1	2	3.600	2.000	1.356
3. Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate's teaching philosophy and instructional material demonstrates that writing is a recursive process and highlights the ways in which contemporary technologies and/or digital media can be used to compose multimodal discourse. NCTE 2.1	0	0	0	3	2	4.400	4.000	0.490
4. Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society. NCTE 2.2	0	0	2	3	0	3.600	4.000	0.490
5. Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments). NCTE 2.3	0	0	1	3	1	4.000	4.000	0.632
6. Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students. NCTE 3.1-6	0	0	0	0	5	5.000	5.000	0.000
7. Candidate plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. NCTE 4.1-4	0	0	0	2	3	4.600	5.000	0.490
8. Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices, professional development, as well as a readiness for leadership, collaboration, and community engagement. NCTE 7.1-2	0	0	0	0	5	5.000	5.000	0.000

## Student Teaching Approval Portfolio Rubric - Fall 2019

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets (3 pts)	Occasionally Exceeds (4 pts)	Exceeds (5 pts)	Mean	Mode	Stdev
1. Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts. NCTE 1.1	0	0	0	1	0	4.000	4.000	0.000
2. Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts and make meaning through interaction with media environments). NCTE 1.2	0	0	0	1	0	4.000	4.000	0.000
3. Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate's teaching philosophy and instructional material demonstrates that writing is a recursive process and highlights the ways in which contemporary technologies and/or digital media can be used to compose multimodal discourse. NCTE 2.1	0	0	1	0	0	3.000	3.000	0.000
4. Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society. NCTE 2.2	0	0	1	0	0	3.000	3.000	0.000
5. Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments). NCTE 2.3	0	0	1	0	0	3.000	3.000	0.000
6. Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students. NCTE 3.1-6	0	0	0	0	1	5.000	5.000	0.000
7. Candidate plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. NCTE 4.1-4	0	0	0	1	0	4.000	4.000	0.000
8. Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices, professional development, as well as a readiness for leadership, collaboration, and community engagement. NCTE 7.1-2	0	0	0	1	0	4.000	4.000	0.000



## Student Teaching Approval Portfolio - Spring 2020

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets (3 pts)	Occasionally Exceeds (4 pts)	Exceeds (5 pts)	Mean	Mode	Stdev
1. Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts. NCTE 1.1	0	0	0	0	4	5.000	5.000	0.000
2. Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts and make meaning through interaction with media environments). NCTE 1.2	0	0	1	1	2	4.250	5.000	0.829
3. Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate's teaching philosophy and instructional material demonstrates that writing is a recursive process and highlights the ways in which contemporary technologies and/or digital media can be used to compose multimodal discourse. NCTE 2.1	0	0	0	0	4	5.000	5.000	0.000
4. Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society. NCTE 2.2	0	0	0	3	1	4.250	4.000	0.433
5. Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments). NCTE 2.3	0	0	0	2	2	4.500	4.000	0.500
6. Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students. NCTE 3.1-6	0	0	0	1	3	4.750	5.000	0.433
7. Candidate plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. NCTE 4.1-4	0	0	0	0	4	5.000	5.000	0.000
8. Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices, professional development, as well as a readiness for leadership, collaboration, and community engagement. NCTE 7.1-2	0	0	0	0	4	5.000	5.000	0.000

## Student Teaching Approval Portfolio - Fall 2020

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets (3 pts)	Occasionally Exceeds (4 pts)	Exceeds (5 pts)	Mean	Mode	Stdev
1. Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts. NCTE 1.1	0	0	0	0	3	5.000	5.000	0.000
2. Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts and make meaning through interaction with media environments). NCTE 1.2	0	0	1	0	2	4.333	5.000	0.943
3. Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate's teaching philosophy and instructional material demonstrates that writing is a recursive process and highlights the ways in which contemporary technologies and/or digital media can be used to compose multimodal discourse. NCTE 2.1	0	0	0	0	3	5.000	5.000	0.000
4. Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society. NCTE 2.2	0	0	0	2	1	4.333	4.000	0.471
5. Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments). NCTE 2.3	0	0	0	1	2	4.667	5.000	0.471
6. Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students. NCTE 3.1-6	0	0	0	0	3	5.000	5.000	0.000
7. Candidate plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. NCTE 4.1-4	0	0	0	0	3	5.000	5.000	0.000
8. Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices, professional development, as well as a readiness for leadership, collaboration, and community engagement. NCTE 7.1-2	0	0	0	0	3	5.000	5.000	0.000

## Student Teaching Approval Portfolio - Spring 2021

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets (3 pts)	Occasionally Exceeds (4 pts)	Exceeds (5 pts)	Mean	Mode	Stdev
1. Candidate is knowledgeable about texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different identities (e.g. genders, ethnicities, social classes); he/she is able to use literary and pedagogical theories to interpret and critique a range of texts. NCTE 1.1	0	0	0	4	1	4.200	4.000	0.400
2. Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts and make meaning through interaction with media environments). NCTE 1.2	0	0	4	0	1	3.400	3.000	0.800
3. Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate's teaching philosophy and instructional material demonstrates that writing is a recursive process and highlights the ways in which contemporary technologies and/or digital media can be used to compose multimodal discourse. NCTE 2.1	0	0	1	4	0	3.800	4.000	0.400
4. Candidate knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); candidate's teaching philosophy and instructional material attend to the concept of dialect, the history of the English language, and/or relevant grammar systems, and indicate an understanding of the principles of language acquisition and the impact that language has on society. NCTE 2.2	0	0	4	1	0	3.200	3.000	0.400
5. Candidate is knowledgeable about writing processes (i.e. how adolescents compose texts and make meaning through interaction with media environments). NCTE 2.3	0	0	0	4	1	4.200	4.000	0.400
6. Candidate plans instruction and designs assessments for reading and the study of literature to promote learning for all students. NCTE 3.1-6	0	0	0	3	2	4.400	4.000	0.490
7. Candidate plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. NCTE 4.1-4	0	0	0	3	2	4.400	4.000	0.490
8. Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices, professional development, as well as a readiness for leadership, collaboration, and community engagement. NCTE 7.1-2	0	0	0	1	4	4.800	5.000	0.200

(Note: In the 2021-2022 academic year EIU discontinued using Live Text for their EPP and Program Assessments and transitioned over to D2L rubrics with different rubric formatting and calculations. The data for Fall 2021 and Spring 2022 for this assessment was reviewed in conjunction with this set but does not align in format or allow for the same statistical computations so it is not contained here. This is available as an additional electronic file for review upon request.)



## Assessment #3 Unit Plan & Unit Plan Addendum

**SLO 2 “Demonstrate the ability to use English language arts to help students become familiar with their own and others’ cultures, thereby promoting global citizenship”**

### **Part I. Narrative**

#### **A. Description**

The Unit Plan Assessment is embedded into all three of the program’s content methods courses: English 3401 (Methods of Teaching Composition), English 3402 (Methods of Teaching Literature & Reading), and English 4801 (Integrating the English Language Arts). In this task candidates craft a six-to-eight Unit Plan relevant to the specific ELA instructional focus areas aligned with the course. Regardless of the ELA skills that are featured more heavily in the instructional plans and assessments, shared content area and pedagogy competencies are assessed. While ENG 3401 and ENG 3402 can be taken in any order, typically one or both courses will be completed before the candidate takes ENG 4801 (the capstone methods course). This latter course is typically taken the semester prior to student teaching. The goal with this recurrent assessment is to see candidate growth between the 3000-level and 4000-level methods courses. Further, this assessment prepares candidates to some degree for the edTPA pedagogy exam that they take during student teaching. The repeated areas of pedagogical focus, as well as some similar instructional tasks and expectations, reflects purposeful program scaffolding reinforced by key assessment tasks.

#### **B. Alignment with Standards**

The Unit Plan (along with the *Student Teaching Approval Portfolio*) is among the most in depth and comprehensive of our program assessments. As such, this assessment aligns with many key standards: **NCTE 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1**. The Unit Plan’s rationale draws upon pedagogy research/theory and justifies the candidate’s instructional design. For example, this front matter (and the course schedule itself) highlights the candidate’s ability to select and integrate age/skill-appropriate, diverse texts and resources into their instructional plans (**NCTE 1.1, 3.4**). Each unit plan requires a section within the rationale discussing reading strategies (**NCTE 1.2, 3.3**) and the writing process (**NCTE 2.1**), but the varying areas of emphasis among the three unit plans allows for candidates to show additional mastery of key standards. For example, ENG 3401 highlights candidates’ knowledge of contemporary writing practices, including those relating to multimodal composition and digital communication (**NCTE 2.2, 2.3**). The Unit Plan completed in ENG 3401 also provides candidates with an opportunity to showcase their instructional skills relating to teaching language and grammar (**NCTE 3.5, 4.3**) and integrating learning technologies into the classroom (**NCTE 5.4**). While all three Unit Plans assess candidate’s understanding and application of reading strategies, ENG 3402 does so with a particular focus on studying literary texts (**NCTE 3.3**). ENG 4801, which has a strong focus on media literacy and social justice pedagogy, finds candidates crafting a Unit Plan that highlights their understanding of how adolescents read and compose within digital spaces (**NCTE 1.2, 2.1**) and how to design instruction that develops critical thinking skills and reflects on important societal issues (**NCTE 6.1**). Regardless of the Unit Plan’s focus, this assessment demonstrates candidates’ ability to scaffold skill instruction and craft informal, formal, and authentic assessments across all areas of ELA (**NCTE 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4**). In addition to the Unit Plan Addendum, which has an ELA focus and is aligned specifically with the NCTE Standards, the Unit Plan Rubric aligned with the Illinois Professional Teaching Standard further breaks down competencies aligned with the NCTE Standards. For example, this rubric, which is utilized across our Educator Preparation program, provides an in-depth breakdown of how instructional design and assessment skills are evaluated. (See #3: *Instructional Strategies*, #4 *Monitoring Student Progress*, #6 *Goals & Objectives*, and #8 *Scaffolding Knowledge* on the university’s shared Unit Plan Rubric for its Education Preparation Program.)

### C-D. Analysis of Data & Evidence for Meeting Standards

The three-year data from the Unit Plan Assessments indicate that the aligned NCTE Standards are being met. Both the Unit Plan Assessment Scoring Rubric and the ELA-Specific Unit Plan Addendum Rubric are designed as a five-point scale with three indicating that the relevant standards have been met. The below chart calculates the combined average of mean scores from all individual performance levels revealing scores that all exceed the 3.0 (“Meets”) target goal. Further, a look at mean scores for individual performance indicators within particular assessment datasets shows few instances where a 3.0 failed to be reached. Out of the 198 mean scores (11 indicator mean scores for each of 18 datasets), 188 of the 198 (95%) had a mean score of 3.0 or higher. The few outlier scores (the 10 instances where an average fell below 3.0) and patterns across the data sets suggest program strengths and potential areas for growth or monitoring (see Section V for more detail). For example, performance indicators on both rubrics aligned with the goal of drawing upon diverse texts reveal notably high average scores (e.g. 4.89, 5.0) on. This suggests the program is exposing candidates to a wide range of texts and to pedagogical best practices concerning the value of integrating diverse materials in course instruction (NCTE 1.1, 3.1). However, two instances where a 3.0 mean was not hit for a particular criterion involve “Text Selection and Assessment.” The target goal for this indicator reads: “Candidate selects appropriate reading texts & assessments that inform instruction by using data about student interests, reading proficiencies, and reading processes” (NCTE 3.4). The lower scores here suggest that while candidates can integrate a range of texts into their instructional plans, they may need additional training in order to adequately justify their inclusion (with particular attention paid to how candidates draw upon student data to do this). While collectively target goals were met for all performance indicators, the below chart reveals that the goal of showcasing candidate growth between their initial (3000-level) and capstone (4000-level) methods course was not met. Since this data is grouped by course and semester it cannot perfectly track cohort progress (since not all students progress at the same rate and different courses may see a combination of students from different cohorts). However, as a general trend in past assessment cycles, it is common to see higher overall average scores stemming from ENG 4801. This deviation from past years is likely due to a recent two-year cycle of candidates who are performing at academic levels below past cohorts. The global health pandemic also makes comparing scores across courses and semesters challenging due to external factors that may have negatively impacted student performance during this period. For example, the below chart reveals a noticeable drop in average scores during the 2020-2021 academic year.

Semester & Course	Unit Plan Rubric (Average of Mean Scores on All Criteria)	Unit Plan Addendum (Average of Mean Scores on Criteria)
English 3401 – Fall 2018	4.42	4.17
English 3401 – Fall 2019	4.56	4.62
English 3401 – Fall 2020	3.27	3.15
English 3402 – Spring 2019	4.78	4.11
English 3402 – Spring 2020	4.22	3.75
English 3402 – Spring 2021	3.50	3.42
English 4801 – Spring 2019	4.20	4.14
English 4801 – Spring 2020	4.74	4.27
English 4801 – Spring 2021	3.90	3.33
	<b>Combined Average Score:</b> 4.18	<b>Combined Average Score:</b> 3.88

Gray = Semester from 2020-2021 academic year impacted by Covid-19 health pandemic

## **Part 2: Assessment Documentation**

### **E. Assessment Tool**

#### **English 4801: A (Multi-Media/Multi-Genre/Technology-Integrated) Conceptual Unit for a Secondary ELA Course<sup>1</sup>**

**Task:** For this assignment you will be crafting a six-to-eight-week unit to be utilized in a secondary English Language Arts course. Although Language Arts courses often have units that are devoted more to literature or composition, in an ideal situation each unit we teach will have some balance – they will include literature selections (often some from both within and outside the canon), writing assignments, exercises to develop skills (i.e. vocabulary/grammar), the viewing of media (whole texts or clips), opportunities to develop listening & speaking skills, lessons that utilize advanced technology, and ample opportunity for both whole-class and small group cooperative learning. You are to envision this as part of a Language Arts class that may have multiple units that build off of one another. This unit that you create will demonstrate your ability to integrate all of these important skills listed above (representing the various Common Core Standard strands) within one small period of time. You may choose to develop a unit that is focused on a specific genre (memoir, satire, fantasy, argument), a unit that is focused on a conceptually related skill set (speaking, listening, presenting), a unit devoted to a specific time period (e.g. Harlem Renaissance), or a thematic unit that utilizes various scaffolded assignments/activities to explore a topic and improve English Language Arts skills (e.g. coming of age, heroism, rebellion, etc).

#### **Your Unit Plan should contain all of the following elements:**

- 1. A Research-Based Rationale** (a minimum of 5 pages, not including Works Cited Page & Appendix, drawing upon relevant pedagogy research/theory) for your unit that includes an audience description (e.g. student background, developmental stages)<sup>2</sup> and a persuasive argument as to why the theme/topic you have chosen will serve this student audience well.<sup>3</sup> Explain what students will gain from completing the unit and why those gains are important.

The following topics should be addressed within this rationale and should be found under labeled section headers (although you may change the order and phrasing as needed): unit goals/objectives, text/material selections, writing process, reading processes/close reading skills, speaking/listening skills, visual/media analysis, technology integration, efforts to address student/cultural diversity, differentiated instruction to reach different learning styles and levels, and accommodations made for special needs/gifted learners.<sup>4</sup> Your unit should include an assessment plan that aligns with unit goals and objectives and discusses how you will use assessment data to inform your instructional practices.<sup>5</sup> This plan should describe the various products that you expect students to complete and may include brief prompts for all of these products. The unit should highlight how you plan to scaffold skill instruction and student practice in order to successfully complete these tasks and should discuss your means of providing evaluation and feedback. You may wish to refer to sample rubrics, grading sheets, and so forth included in the Supplementary Material section.

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<sup>1</sup> The Unit Plan Assessment takes place in all three ELA methods courses that have different foci. The opening paragraph (labeled “The Task”) varies slightly for each Assignment Sheet because each unit plan finds candidates focusing more heavily on certain ELA skills than others. For example, the ENG 3401 (Methods of Teaching Composition) finds candidates crafting a unit with a heavy emphasis on writing instruction; ENG 3402 (Methods of Teaching Literature & Reading) finds candidates crafting a unit with a heavy emphasis on teaching close reading skills; and ENG 4801 (Integrating the English Language Arts), featured here, builds upon these and also requires candidates to include instruction related to speaking, listening, and media analysis. Besides for the opening paragraph the Assessment Tool/Assignment sheet is identical in all three applications and the Unit Plans, regardless of the course/focus, are assessed against the same rubric. In order to save space for the purposes of this report only one of the three version of this Assessment Tool are provided here.

<sup>2</sup> Consider this as preparation for the question posed in edTPA 2.b: “What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?”

<sup>3</sup> Consider this as preparation for the question posed in edTPA 1.d: “Explain how your plans build on each other to help students make connections between textual references, constructions of meaning, interpretations, and responses to a text to deepen their learning of English Language Arts.”

<sup>4</sup> This should provide you with practice for the edTPA prompts: “Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with special learning needs. Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students” (3.b); “Explain how the design or adaptation of your planned assessments allow students with specific needs to demonstrate their learning.”

<sup>5</sup> This is ideal practice for responding to the following edTPA prompts: “Describe common student errors or misunderstandings within your central focus and how you will address them” (3.c); “Describe how your planned formal and informal assessments will provide direct evidence of students’ abilities to construct meaning from, interpret, and/or respond to a complex text throughout the learning segment (5.a).

Remember that while this unit unlike others may focus more heavily on ELA strands not stressed as heavily in the unit's completed for ENG 3401 & ENG 3402 (e.g. speaking, listening, media analysis), you should aim to address all the major strands of Common Core English Language Arts Standards to some degree as well (e.g. writing, grammar, vocabulary, reading etc.).

2. **Long-term Goals:** When crafting your goals, incorporate (as possible) the terminology (language functions) required by edTPA (e.g. analyze, argue, describe, evaluate, explain, interpret, justify, synthesize).<sup>6</sup> These goals should be tied to the relevant Common Core Standards. It is suggested that you refer to these by the official number/lettering system in parenthetical citations or footnotes within your rationale as you discuss important points. These abbreviated codes will align with the full description of the standards housed in the Common Core Alignment sheet which you will complete and include in your Appendix. This document will allow you to document more fully where you fulfill the various standards. This will allow you, and your reader, to see at-a-glance which skills your unit focuses on most heavily and where potential gaps and room for additional instructional coverage exist. When discussing your long-term goals, you should consider what prior knowledge your students need in order to successfully reach them (and how you might assess whether they have this prior knowledge).<sup>7</sup>
3. **Course Schedule & Daily Objectives:** your unit should be organized by week, day, and date. You must include a daily overview (3 sentences minimum per day, a paragraph maximum) that includes a description of the events that will occur within that given class period. This detailed overview should be detailed enough so that someone other than yourself can understand the skill coverage occurring on that day. (For example, writing “discuss Act III of *Romeo & Juliet*” would be too vague. Writing “discuss the elements of foreshadowing, climax, and metaphor as they relate to Mercutio’s death scene in Act III, scene 1” would be much clearer). Things to include are listed below:
  - Discussion plans
  - Texts and other resources (including multicultural readings and technology/media)
  - Tools you plan to use in the classroom, including technology/media
  - Related assignments (formal and informal) you plan to incorporate

In order to assist you in using this unit plan in the future to create lesson plans, you may find it useful to list the Common Core Standards covered either daily or weekly. (See student samples online for models)

4. **Sample Lesson Plan:** at least one detailed learning lesson plan, representative of the unit as a whole, must be present within this unit.
5. **Supplementary Material:** Other detailed lesson plans and/or supplementary material should be turned in that best represents your unit. It is suggested that you have at least two supplementary items (beyond the required lesson plan).

## F. Scoring Rubric

Unit Plan Rubric – EIU University-Wide Education Rubric

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<sup>6</sup> For more information on how you will document student mastery of these language functions, see 4a-d.

<sup>7</sup> Consider this as practice for answering the following edTPA prompts: “What do your students know, what can they do, and what are they learning to do?” (2.a); “Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets guided your choice of adaptation of learning tasks and materials”



Unit Plan Assessment

	Does Not Meet (1 pt)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)
<b>1. Human Development and Learning DSTU, PTSL/SDE</b> IL-PTS-2012.1.B IL-PTS-2012.1.C IL-PTS-2012.2.A IL-PTS-2012.2.E IL-PTS-2012.2.G IL-PTS-2012.3.A IL-PTS-2012.3.C	Candidate's unit plan did not demonstrate knowledge or understanding of the cognitive, social, linguistic, emotional, ethical and/or physical domains at the appropriate level of development.		Candidate's unit plan demonstrated knowledge and basic understanding of the cognitive, social, linguistic, emotional, ethical and physical domains at the appropriate level of development.		Candidate's unit plan demonstrated in-depth knowledge and understanding of the cognitive, social, linguistic, emotional, ethical and physical domains at the appropriate level of development.
<b>2. Development of Conceptual Understanding Knowledge DSTR, PTSL</b> IL-PTS-2012.1.B IL-PTS-2012.1.C IL-PTS-2012.2.G	Candidate's unit plan did not incorporate a variety of explanations or representations that resulted in learners' conceptual understanding.		Candidate's unit plan incorporated a variety of explanations or representations that resulted in learners' conceptual understanding.		Candidate's unit plan reflected student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' conceptual understanding.
<b>3. Instructional Strategies DSTR, PTSL/SDE</b> IL-PTS-2012.1.C IL-PTS-2012.1.G IL-PTS-2012.3.B IL-PTS-2012.3.K IL-PTS-2012.4.D IL-PTS-2012.5.C IL-PTS-2012.5.F	Candidate did not design a unit plan that included a range of instructional strategies that engaged, motivated and reflected student experiences, stages of development, learning styles, readiness, and cultural experiences.		Candidate designed a unit plan that incorporated a range of instructional strategies that engaged, motivated, and reflected student experiences, stages of development, learning styles, readiness, and cultural experiences.		Candidate designed a unit plan that included a wide range of instructional strategies and materials that engaged, motivated, and reflected student experiences, stages of development, learning styles, readiness, and cultural experiences.
<b>4. Monitoring Student Progress DSTR, PTSL</b> IL-PTS-2012.7.B IL-PTS-2012.7.E IL-PTS-2012.7.F	Candidate's unit plan did not include assessment/evaluation procedures for learner performance.		Candidate's unit plan included assessment/evaluation procedures for maintaining accurate records of learner performance on goals and objectives.		Candidate's unit plan included high quality assessment/evaluation procedures for maintaining useful and accurate records of learner performance on goals and objectives.
<b>5. Content Knowledge and Connections DSUB, PTSL</b> IL-PTS-2012.2.B IL-PTS-2012.2.D IL-PTS-2012.3.L	Candidate's unit plan reflected errors in major concepts, assumptions, debates, principles, and theories central to the discipline. Connections to other content areas and life applications were not observable.		Candidate's unit plan reflected major concepts, assumptions, debates, principles, and theories that were accurate. Connections to other content areas and life applications were observable, but at times lacked clarity.		Candidate's unit plan reflected major concepts, assumptions, debates, principles, and theories that were accurate. Connections to other content areas and life applications were clear and observable.
<b>6. Goals and Objectives DSTR, PTSL</b> IL-PTS-2012.3.B IL-PTS-2012.3.I	Short- and long-term goals and objectives for the unit plan were not included. Scope and sequence of curricular content was not observable.		Short- and long-term goals and objectives for the unit plan were included. Scope and sequence of curricular content was observable and generally accurate. A relationship between goals/objectives and the content of the unit plan were reflected.		Short- and long-term goals and objectives for the unit plan were included. Scope and sequence of curricular content was observable and accurate. A direct relationship between goals/objectives and the content of the unit plan were reflected.

Unit Plan Assessment

	Does Not Meet (1 pt)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)
<b>7. Resources DTEC, DSTR, DSUB, PTSL</b> IL-PTS-2012.2.B IL-PTS-2012.2.F IL-PTS-2012.3.E IL-PTS-2012.3.G IL-PTS-2012.3.Q IL-PTS-2012.5.C IL-PTS-2012.6.G	The unit plan did not reflect use of multiple resources. Materials and resources selected lacked relevance to the curriculum goal(s) of the unit plan, and did not accurately demonstrate discipline specific content.		The unit plan reflected use of multiple resources. Materials and resources selected were usually relevant to the curriculum goal(s) of the unit plan, and accurately demonstrated discipline specific content.		The unit plan reflected use of multiple resources from diverse sources. Materials and resources selected were consistently relevant to the curriculum goal(s) of the unit or lesson plan, and demonstrated accuracy and current discipline specific content.
<b>8. Scaffolding Knowledge DSTU, DSTR, PTSL, SDE</b> IL-PTS-2012.2.A IL-PTS-2012.2.C IL-PTS-2012.2.E IL-PTS-2012.2.G IL-PTS-2012.3.A IL-PTS-2012.3.B IL-PTS-2012.3.C IL-PTS-2012.3.K IL-PTS-2012.3.Q IL-PTS-2012.5.A IL-PTS-2012.5.C IL-PTS-2012.5.E IL-PTS-2012.5.H IL-PTS-2012.6.A IL-PTS-2012.6.F IL-PTS-2012.6.G IL-PTS-2012.6.I	Candidate did not design a unit plan that introduced concepts and principles based on students' prior knowledge and experiences at different levels of complexity so that learners could link the new concepts and principles to familiar ideas to develop conceptual understanding.		Candidate designed a unit plan that adequately introduced concepts and principles based on students' prior knowledge and experiences at different levels of complexity so that learners could link the new concepts and principles to familiar ideas to develop conceptual understanding.		Candidate designed a unit plan that extensively introduced concepts and principles based on students' prior knowledge and experiences at different levels of complexity so that learners could link and apply the new concepts and principles to familiar ideas to develop conceptual understanding.
<b>9. Adaptations for Diverse Learners DSTU, DSOC, PTSL, SDE</b> IL-PTS-2012.1.A IL-PTS-2012.1.B IL-PTS-2012.1.C IL-PTS-2012.1.G IL-PTS-2012.2.A IL-PTS-2012.2.E IL-PTS-2012.3.A IL-PTS-2012.3.C IL-PTS-2012.3.E IL-PTS-2012.3.Q	Candidate did not design a unit plan that reflected a basic understanding of the needs of learners at various levels and who demonstrated diverse learning characteristics.		Candidate designed a unit plan that reflected a basic understanding of the needs of learners at various levels and who demonstrated diverse learning characteristics. Provisions (adaptations) were present for learners with diverse learning characteristics.		Candidate designed a unit plan that reflected an in-depth understanding of the needs of learners at various levels and who demonstrated diverse learning characteristics. Extensive, clear provisions (adaptations) were present and appropriate for learners with diverse learning characteristics.
<b>10. Personal and Professional Use of Technology DSTR, DTEC, PTSL, DSUB</b> IL-PTS-2012.2.F IL-PTS-2012.3.E IL-PTS-2012.3.Q IL-PTS-2012.5.C IL-PTS-2012.9.A	Candidate did not use learning technologies to develop the unit plan and/or copyright infringement was evident.		Candidate effectively used learning technologies to develop the unit plan. Copyright infringement was not evident.		Candidate effectively & extensively used a variety of learning technologies to develop the unit plan. Copyright infringement was not evident.
<b>11. Critical Thinking Skills DSUB, DSTU, DSTR, PTSL</b> IL-PTS-2012.2.A IL-PTS-2012.2.B IL-PTS-2012.2.C IL-PTS-2012.2.E IL-PTS-2012.5.A IL-PTS-2012.5.E	Candidate did not design learning tasks, assignments, and assessments that reflected higher level thinking skills.		Candidate adequately designed learning tasks, assignments, and assessments that reflected higher level thinking skills.		Candidate extensively designed learning tasks, assignments, and assessments that reflected higher level thinking skills.

## Unit Plan Addendum

### English Language Arts Teacher Education Candidate

Assess the English Language Arts-specific competencies listed below as demonstrated in the candidate's unit plan by marking the appropriate score (1=does not meet the standard, 2=occasionally meets the standard, 3=meets the standard, 4=occasionally exceeds the standard, 5=exceeds the standard)

	1	2	3	4	5		
English Language Arts Specific Competencies	DOES NOT MEET STANDARDS	MEETS STANDARDS		EXCEEDS STANDARDS		NOT APPLICABLE	CANDIDATE SCORE
<b>Diversity of Texts/ Resources</b>  <b>NCTE I.1</b>	Candidate fails to integrate a range of texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) into instruction that represent a range of world literatures, historical traditions, genres, and/or the experiences of different identities (genders, ethnicities, social classes).	Candidate integrates a range of texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) into instruction that represent a range of world literatures, historical traditions, genres, and/or the experiences of different identities (genders, ethnicities, social classes).		Candidate integrates a wide range of texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, young adult) into instruction that represent a wide range of world literatures, historical traditions, genres, and/or the experiences of different identities (genders, ethnicities, social classes).			
<b>Reading Strategies</b>  <b>NCTE I.2 &amp; III.3</b>	Candidate is not knowledgeable about reading strategies (i.e. how adolescents read texts).	Candidate is knowledgeable about reading strategies (i.e. how adolescents read texts).		Candidate is knowledgeable about a variety of reading strategies (i.e. how adolescents read texts).		<b>(e.g. ENG 3401)</b>	
<b>Media Literacy</b>  <b>NCTE I.2 &amp; II.3</b>	Candidate is not knowledgeable about how adolescents make meaning through interaction with media environments	Candidate is knowledgeable about how adolescents make meaning through interaction with media environments		Candidate is knowledgeable about various ways in which adolescents make meaning through interaction with media environments.		<b>(e.g. ENG 3401 &amp; ENG 3402)</b>	
<b>Writing Process &amp; Language</b>  <b>NCTE II.1-3</b>	Candidate is not knowledgeable about the writing process (i.e. how adolescents compose texts), language, grammar, and characteristics of adolescents language users.	Candidate is knowledgeable about the writing process (i.e. how adolescents compose texts), language, grammar, and characteristics of adolescents language users.		Candidate demonstrates in depth knowledge about the writing process (i.e. how adolescents compose texts), language, grammar, and characteristics of adolescents language users.		<b>(e.g. ENG 3402)</b>	
<b>Authentic Assessment</b>	Candidate does not design a range of authentic assessments (e.g., formal and informal, formative and summative) that demonstrate an understanding of how learners develop and that address interpretive,	Candidate designs authentic assessments (e.g., formal and informal, formative and summative) that demonstrate an understanding of how learners develop and that address		Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative			

<b>NCTE III.2</b>	critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and/or presenting.	interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and/or presenting.	abilities in reading, writing, speaking, listening, viewing, and/or presenting.		
<b>Text Selection &amp; Assessment</b> <b>NCTE III.4</b>	Candidate does not select appropriate reading texts & assessments that inform instruction by using data about student interests, reading proficiencies, and reading processes	Candidate selects appropriate reading texts & assessments that inform instruction by using data about student interests, reading proficiencies, and/or reading processes.	Candidate selects appropriate reading texts & assessments that inform instruction by using data about student interests, reading proficiencies, and reading processes.		
<b>Language Pedagogy</b> <b>NCTE III.5</b>	Candidate does not plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.	Candidate plans instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.	Candidate plans detailed instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.	<b>(e.g. ENG 3402 &amp; ENG 4801)</b>	
<b>Grammar Pedagogy</b> <b>NCTE IV.3</b>	Candidate does not design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.	Candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.	Candidate designs detailed instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.	<b>(e.g. ENG 3402 &amp; ENG 4801)</b>	
<b>Instructional Planning &amp; Assessment</b> <b>NCTE III.1, IV.1-3, V.1-4</b>	Candidate does not plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.	Candidate plans, implements, assesses, and reflects on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.	Candidate skillfully plans, implements, assesses, and reflects on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.		
<b>Technology Resources</b> <b>NCTE V.4</b>	Candidate fail to select, create, & use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	Candidate selects, creates, and uses a wide variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	<b>(e.g. ENG 3401 &amp; ENG 3402)</b>	
<b>Critical Thinking &amp; Societal Impact</b> <b>NCTE VI.1</b>	Candidate does not plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	Candidate plans and implement English language arts and literacy instruction that promotes social justice and/or critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	Candidate plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	<b>(e.g. ENG 3401 &amp; ENG 3402)</b>	

## G. Candidate Data

### Unit Plan & Unit Plan ELA Addendum Assessment Data (Fall 2018 – Spring 2022)

For Three Content Area Methods Courses (ENG 3401, ENG 3402, ENG 4801)

#### ENG 3401: Methods of Teaching Composition at the Middle & Secondary Levels

Unit Plan Assessment – ENG 3401 – Fall 2018

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	0	4	5	3	3.917	4.000	0.759
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	0	0	6	6	4.500	4.000	0.500
Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, & cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a, 1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	0	0	4	8	4.667	5.000	0.471
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	0	3	5	4	4.083	4.000	0.759
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	0	1	8	3	4.167	4.000	0.553
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	0	0	4	8	4.667	5.000	0.471

The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	0	3	3	6	4.250	5.000	0.829
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	0	1	5	6	4.417	5.000	0.640
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	0	0	5	3	4	3.917	3.000	0.862
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	0	0	0	12	5.000	5.000	0.000
Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	0	0	0	12	5.000	5.000	0.000

Unit Plan ELA Addendum – ENG 3401 – Fall 2018

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources	0	0	2	3	7	0	0	4.417	5.000	0.759
Reading Strategies	0	0	6	4	2	0	0	3.667	3.000	0.745
Media Literacy	0	0	8	3	1	0	0	3.417	3.000	0.640
Writing Process and Language	0	0	2	5	5	0	0	4.250	4.000	0.722
Authentic Assessment	0	0	1	7	4	0	0	4.250	4.000	0.595
Text Selection & Assessment	0	0	2	5	5	0	0	4.250	4.000	0.722
Language Pedagogy	0	0	3	5	4	0	0	4.083	4.000	0.759
Grammar Pedagogy	0	0	4	4	4	0	0	4.000	3.000	0.816

Instructional Planning & Assessment	0	0	1	4	7	0	0	4.500	5.000	0.645
Technology Resources	0	0	4	2	6	0	0	4.167	5.000	0.898
Critical Thinking & Societal Impact	0	0	3	6	3	0	0	4.000	4.000	0.707

Unit Plan Assessment – ENG 3401 – Fall 2019

Rubric View: Unit Plan Assessment

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	0	3	1	5	4.222	5.000	0.916
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	0	1	1	7	4.667	5.000	0.667
Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a, 1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	0	1	3	5	4.444	5.000	0.685
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	0	3	2	4	4.111	5.000	0.875
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	0	1	2	6	4.556	5.000	0.685
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	0	0	1	8	4.889	5.000	0.314
The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	0	1	1	7	4.667	5.000	0.667
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c	0	0	1	0	8	4.778	5.000	0.629

IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a

Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	0	0	3	5	1	3.778	4.000	0.629
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Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	0	0	0	9	5.000	5.000	0.000
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Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	0	0	0	9	5.000	5.000	0.000
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Unit Plan ELA Addendum – ENG 3401 – Fall 2019

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources	0	0	0	1	8	0	0	4.889	5.000	0.314
Reading Strategies	0	0	2	4	3	0	0	4.111	4.000	0.737
Media Literacy	0	0	0	2	7	0	0	4.778	5.000	0.416
Writing Process and Language	0	0	0	1	8	0	0	4.889	5.000	0.314
Authentic Assessment	0	0	1	3	5	0	0	4.444	5.000	0.685
Text Selection & Assessment	0	0	0	2	7	0	0	4.778	5.000	0.416
Language Pedagogy	0	0	2	1	6	0	0	4.444	5.000	0.831
Grammar Pedagogy	0	0	1	1	7	0	0	4.667	5.000	0.667
Instructional Planning & Assessment	0	0	1	1	7	0	0	4.667	5.000	0.667
Technology Resources	0	0	1	2	6	0	0	4.556	5.000	0.685
Critical Thinking & Societal Impact	0	0	0	1	8	0	0	4.889	5.000	0.314

Unit Plan Assessment – ENG 3401 – Fall 2020

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	1	4	3	1	3.444	3.000	0.831
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in	0	1	5	2	1	3.333	3.000	0.816



learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e,1d, 3b, 3c										
Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a,1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	2	3	4	0	3.222	4.000	0.786		
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	3	4	2	0	2.889	3.000	0.737		
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	1	8	0	0	2.889	3.000	0.314		
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	1	2	6	0	3.556	4.000	0.685		
The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	1	2	5	1	3.667	4.000	0.816		
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	3	2	4	0	3.111	4.000	0.875		
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	0	3	6	0	0	2.667	3.000	0.471		
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	2	0	6	1	3.667	4.000	0.943		
Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	0	4	5	0	3.556	4.000	0.497		

Unit Plan ELA Addendum – ENG 3401 – Fall 2020

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources NCTE-2012.1.1	0	2	5	1	1	0	0	3.111	3.000	0.875
Reading Strategies NCTE-2012.1.2 NCTE-2012.3.3	0	0	0	0	0	9	0	--	--	--
Media Literacy NCTE-2012.1.2 NCTE-2012.2.3	0	0	0	0	0	9	0	--	--	--

Writing Process and Language NCTE-2012.2.1 NCTE-2012.2.2 NCTE-2012.2.3	0	2	3	4	0	0	0	3.222	4.000	0.786
Authentic Assessment NCTE-2012.3.2	0	1	4	4	0	0	0	3.333	3.000	0.667
Text Selection & Assessment NCTE-2012.3.4	0	0	5	3	1	0	0	3.556	3.000	0.685
Language Pedagogy NCTE-2012.3.5	0	0	7	2	0	0	0	3.222	3.000	0.416
Grammar Pedagogy NCTE-2012.4.3	2	0	7	0	0	0	0	2.556	3.000	0.831
Instructional Planning & Assessment NCTE-2012.3.1 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.5.4	0	1	7	1	0	0	0	3.000	3.000	0.471
Technology Resources NCTE-2012.5.4	0	0	0	0	0	9	0	---	---	---
Critical Thinking & Societal Impact NCTE-2012.6.1	0	0	0	0	0	9	0	---	---	---

## ENG 3402: Methods of Literature & Reading at the Middle & Secondary Levels

Unit Plan Assessment – ENG 3402 – Spring 2019

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	0	0	3	6	4.667	5.000	0.471
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	0	2	0	7	4.556	5.000	0.831
Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a, 1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	0	0	5	4	4.444	4.000	0.497
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	0	3	0	6	4.333	5.000	0.943
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	1	1	1	6	4.333	5.000	1.054
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	0	1	3	5	4.444	5.000	0.685

The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	0	0	0	9	5.000	5.000	0.000
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	0	2	1	6	4.444	5.000	0.831
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	2	0	2	1	4	3.556	5.000	1.571
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	0	0	0	9	5.000	5.000	0.000
Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	0	1	0	8	4.778	5.000	0.629

Unit Plan ELA Addendum – ENG 3402 – Spring 2019

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources NCTE-2012.1.1	0	0	0	7	2	0	0	4.222	4.000	0.416
Reading Strategies NCTE-2012.1.2 NCTE-2012.3.3	0	1	1	1	6	0	0	4.333	5.000	1.054
Media Literacy NCTE-2012.1.2 NCTE-2012.2.3	0	0	0	0	0	9	0	---	NA	0.000
Writing Process and Language NCTE-2012.2.1 NCTE-2012.2.2 NCTE-2012.2.3	0	0	0	0	0	9	0	---	NA	0.000
Authentic Assessment NCTE-2012.3.2	0	2	0	0	7	0	0	4.333	5.000	1.247
Text Selection & Assessment NCTE-2012.3.4	4	1	1	1	2	0	0	2.556	1.000	1.641
Language Pedagogy NCTE-2012.3.5	0	0	0	0	0	0	0	---	NA	---
Grammar Pedagogy NCTE-2012.4.3	0	0	0	0	0	9	0	---	NA	---
Instructional Planning & Assessment NCTE-2012.3.1 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.5.4	0	1	2	1	5	0	0	4.111	5.000	1.100

Technology Resources NCTE-2012.5.4	0	0	0	0	0	9	0	---	NA	---
Critical Thinking & Societal Impact NCTE-2012.6.1	0	0	0	0	0	9	0	---	NA	---

Unit Plan Assessment – ENG 3402 – Spring 2020

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stddev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	0	3	2	4	4.111	5.000	0.875
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	1	3	1	4	3.889	5.000	1.100
Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a, 1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	0	2	5	2	4.000	4.000	0.667
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	0	1	3	5	4.444	5.000	0.685
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	0	1	2	6	4.556	5.000	0.685
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	0	2	3	4	4.222	5.000	0.786
The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	0	0	4	5	4.556	5.000	0.497
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	0	3	2	4	4.111	5.000	0.875
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	1	0	3	2	3	3.667	3.000	1.247
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	0	2	1	6	4.444	5.000	0.831

Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f

0	0	1	3	5	4.444	5.000	0.685
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Unit Plan ELA Addendum – ENG 3402 – Spring 2021

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources NCTE-2012.1.1	0	1	3	3	2	0	0	3.667	3.000	0.943
Reading Strategies NCTE-2012.1.2 NCTE-2012.3.3	0	1	3	1	4	0	0	3.889	5.000	1.100
Media Literacy NCTE-2012.1.2 NCTE-2012.2.3	0	0	0	0	2	0	0	5.000	5.000	0.000
Writing Process and Language NCTE-2012.2.1 NCTE-2012.2.2 NCTE-2012.2.3	0	0	0	1	1	0	0	4.500	4.000	0.500
Authentic Assessment NCTE-2012.3.2	0	1	3	2	3	0	0	3.778	3.000	1.030
Text Selection & Assessment NCTE-2012.3.4	0	5	1	3	0	0	0	2.778	2.000	0.916
Language Pedagogy NCTE-2012.3.5	0	2	0	0	0	0	0	2.000	2.000	0.000
Grammar Pedagogy NCTE-2012.4.3	0	0	1	0	0	0	0	3.000	3.000	0.000
Instructional Planning & Assessment NCTE-2012.3.1 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.5.4	0	0	4	1	4	0	0	4.000	3.000	0.943
Technology Resources NCTE-2012.5.4	0	0	0	2	0	0	0	4.000	4.000	0.000
Critical Thinking & Societal Impact NCTE-2012.6.1	0	0	0	1	2	0	0	4.667	5.000	0.471

Unit Plan Assessment – ENG 3402 – Spring 2021

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	1	4	3	0	3.250	3.000	0.661
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	2	1	3	2	3.625	4.000	1.111

Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a,1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	1	2	3	2	3.750	4.000	0.968
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	2	5	1	0	2.875	3.000	0.599
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	1	2	5	0	3.500	4.000	0.707
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	1	3	2	2	3.625	3.000	0.992
The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	1	2	4	1	3.625	4.000	0.857
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	2	4	1	1	3.125	3.000	0.927
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	0	2	3	3	0	3.125	3.000	0.781
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	1	1	0	6	4.375	5.000	1.111
Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	1	3	2	2	3.625	3.000	0.992

Unit Plan ELA Addendum – ENG 3402 – Spring 2021

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources NCTE-2012.1.1	0	1	2	2	3	0	0	3.875	5.000	1.053
Reading Strategies NCTE-2012.1.2 NCTE-2012.3.3	0	1	4	2	1	0	0	3.375	3.000	0.857
Media Literacy NCTE-2012.1.2 NCTE-2012.2.3	0	0	1	1	0	0	0	3.500	3.000	0.500
Writing Process and Language	0	1	4	2	0	0	0	3.143	3.000	0.639

NCTE-2012.2.1 NCTE-2012.2.2 NCTE-2012.2.3

Authentic Assessment NCTE-2012.3.2	0	1	4	3	0	0	0	3.250	3.000	0.661
Text Selection & Assessment NCTE-2012.3.4	0	1	2	5	0	0	0	3.500	4.000	0.707
Language Pedagogy NCTE-2012.3.5	0	1	2	4	1	0	0	3.625	4.000	0.857
Grammar Pedagogy NCTE-2012.4.3	0	0	0	0	0	8	0	---	NA	---
Instructional Planning & Assessment NCTE-2012.3.1 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.5.4	0	1	3	4	0	0	0	3.375	4.000	0.696
Technology Resources NCTE-2012.5.4	0	1	4	2	1	0	0	3.375	3.000	0.857
Critical Thinking & Societal Impact NCTE-2012.6.1	0	1	2	5	0	0	0	3.500	4.000	0.707

### ENG 4801: Integrating the English Language Arts (Capstone Methods Course)

Unit Plan Assessment – ENG 4801 – Spring 2019

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	0	3	2	2	3.857	3.000	0.833
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	0	2	2	3	4.143	5.000	0.833
Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a, 1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	0	2	5	0	3.714	4.000	0.452
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	0	0	2	5	4.714	5.000	0.452
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	1	1	3	2	3.857	4.000	0.990
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	0	0	3	4	4.571	5.000	0.495

The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	0	0	2	5	4.714	5.000	0.452
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	0	0	4	3	4.429	4.000	0.495
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	0	2	1	3	1	3.429	4.000	1.050
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	0	0	4	3	4.429	4.000	0.495
Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	0	1	2	4	4.429	5.000	0.728

Unit Plan ELA Addendum – ENG 4801 – Spring 2019

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources NCTE-2012.1.1	0	0	3	1	3	0	0	4.000	3.000	0.926
Reading Strategies NCTE-2012.1.2 NCTE-2012.3.3	0	1	2	3	1	0	0	3.571	4.000	0.904
Media Literacy NCTE-2012.1.2 NCTE-2012.2.3	0	0	2	2	3	0	0	4.143	5.000	0.833
Writing Process and Language NCTE-2012.2.1 NCTE-2012.2.2 NCTE-2012.2.3	0	0	2	3	1	0	0	3.833	4.000	0.687
Authentic Assessment NCTE-2012.3.2	0	0	1	2	4	0	0	4.429	5.000	0.728
Text Selection & Assessment NCTE-2012.3.4	0	2	3	2	0	0	0	3.000	3.000	0.756
Language Pedagogy NCTE-2012.3.5	0	0	0	0	0	0	0	--	NA	--
Grammar Pedagogy NCTE-2012.4.3	0	0	0	0	0	0	0	--	NA	--
Instructional Planning & Assessment NCTE-2012.3.1 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.5.4	0	0	3	2	2	0	0	3.857	3.000	0.833
Technology Resources NCTE-2012.5.4	0	0	0	4	3	0	0	4.429	4.000	0.495



Critical Thinking & Societal Impact NCTE-2012.6.1	0	0	1	4	2	0	0	4.143	4.000	0.639
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Unit Plan Assessment – ENG 4801 – Spring 2020

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	0	2	0	10	4.667	5.000	0.745
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	0	1	2	9	4.667	5.000	0.624
Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a, 1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	1	1	3	7	4.333	5.000	0.943
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	1	1	3	7	4.333	5.000	0.943
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	0	0	1	0	11	4.833	5.000	0.553
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	0	2	1	9	4.583	5.000	0.759
The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	0	0	0	12	5.000	5.000	0.000
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	0	1	0	11	4.833	5.000	0.553
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	0	0	0	0	12	5.000	5.000	0.000
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	0	0	0	12	5.000	5.000	0.000

Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	0	0	1	11	4.917	5.000	0.276
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Unit Plan ELA Addendum – ENG 4801 – Spring 2020

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources NCTE-2012.1.1	0	0	1	0	11	0	0	4.833	5.000	0.553
Reading Strategies NCTE-2012.1.2 NCTE-2012.3.3	1	0	1	0	10	0	0	4.500	5.000	1.190
Media Literacy NCTE-2012.1.2 NCTE-2012.2.3	3	0	1	0	8	0	0	3.833	5.000	1.724
Writing Process and Language NCTE-2012.2.1 NCTE-2012.2.2 NCTE-2012.2.3	0	0	2	3	7	0	0	4.417	5.000	0.759
Authentic Assessment NCTE-2012.3.2	0	1	1	1	9	0	0	4.500	5.000	0.957
Text Selection & Assessment NCTE-2012.3.4	0	0	4	3	5	0	0	4.083	5.000	0.862
Language Pedagogy NCTE-2012.3.5	1	4	2	1	4	0	0	3.250	2.000	1.422
Grammar Pedagogy NCTE-2012.4.3	1	3	4	0	4	0	0	3.250	3.000	1.362
Instructional Planning & Assessment NCTE-2012.3.1 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.5.4	0	0	1	0	11	0	0	4.833	5.000	0.553
Technology Resources NCTE-2012.5.4	0	0	2	0	10	0	0	4.667	5.000	0.745
Critical Thinking & Societal Impact NCTE-2012.6.1	0	0	1	0	11	0	0	4.833	5.000	0.553

Unit Plan Assessment – ENG 4801 – Spring 2021

	Does Not Meet (1 pts)	Occasionally Meets (2 pts)	Meets Standards (3 pts)	Occasionally Exceeds Standards (4 pts)	Exceeds Standards (5 pts)	Mean	Mode	Stdev
Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	0	0	2	3	2	4.000	4.000	0.756
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e, 1d, 3b, 3c	0	1	2	2	2	3.714	3.000	1.030

Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a,1b, 1d, 1e, 2a, 2b 3a, 3b, 3c	0	1	1	3	2	3.857	4.000	0.990
Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	0	0	1	4	2	4.143	4.000	0.639
Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	1	0	0	3	3	4.000	4.000	1.309
Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	0	3	3	1	0	2.714	2.000	0.700
The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	0	0	0	0	7	5.000	5.000	0.000
Candidate Scaffold Knowledge by introducing concepts and principles based on students' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	0	3	1	3	0	3.000	2.000	0.926
Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	0	1	1	1	4	4.143	5.000	1.125
Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	0	0	4	0	3	3.857	3.000	0.990
Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	0	0	2	0	5	4.429	5.000	0.904

Unit Plan ELA Addendum – ENG 4801 – Spring 2021

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	N/A (0 pts)	Total Points (0 pts)	Mean	Mode	Stdev
Diversity of Texts/Resources NCTE-2012.1.1	0	0	5	1	1	0	0	3.429	3.000	0.728
Reading Strategies NCTE-2012.1.2 NCTE-2012.3.3	1	2	2	2	0	0	0	2.714	2.000	1.030
Media Literacy NCTE-2012.1.2 NCTE-2012.2.3	0	5	2	0	0	0	0	2.286	2.000	0.452
Writing Process and Language NCTE-2012.2.1 NCTE-2012.2.2 NCTE-2012.2.3	0	0	2	2	3	0	0	4.143	5.000	0.833
Authentic Assessment NCTE-2012.3.2	0	0	2	2	3	0	0	4.143	5.000	0.833
Text Selection & Assessment NCTE-2012.3.4	0	0	7	0	0	0	0	3.000	3.000	0.000
Language Pedagogy NCTE-2012.3.5	0	0	0	0	0	7	0	---	0.000	0.000

Grammar Pedagogy NCTE-2012.4.3	0	0	0	0	0	7	0	---	0.000	0.000
Instructional Planning & Assessment NCTE-2012.3.1 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.5.1 NCTE- 2012.5.2 NCTE-2012.5.3 NCTE-2012.5.4	0	1	2	2	2	0	0	3.714	3.000	1.030
Technology Resources NCTE-2012.5.4	0	3	2	2	0	0	0	2.857	2.000	0.833
Critical Thinking & Societal Impact NCTE-2012.6.1	1	1	2	0	3	0	0	3.429	5.000	1.498

(Note: In the 2021-2022 academic year EIU revised and piloted a new version of this rubric. Because of this, not all performance indicators align with the ones listed above. Further, in this year EIU discontinued using Live Text for their EPP and Program Assessments and transitioned over to D2L rubrics with different rubric formatting and calculations. The data for Fall 2021 and Spring 2022 for this assessment was reviewed in conjunction with this set but does not align in format or allow for the same statistical computations so it is not contained here. This is available as an additional electronic file for review upon request.)

## Assessment #4 Student Teaching Evaluation

**SLO 5 - Demonstrate knowledge of the range and influences of print and nonprint media and technology in contemporary cultures.**

### **Part I. Narrative**

#### **A. Description**

Throughout their placement, student teachers must complete daily lesson plans that will be available for review by their coordinators or their cooperating teachers at any time. They are also in regular dialogue with their cooperating teacher and coordinator concerning opportunities for professional development and growth. The Student Teaching Assessment reflects the level of pedagogical effectiveness our candidates demonstrate throughout their student teaching. During student teaching, cooperating teachers and university coordinators observe the candidates as they plan and implement daily instruction, maintain a positive learning environment, and utilize assessment data to ensure student growth. Based on their own observations along with cooperating teachers' recommendations, university coordinators complete the Student Teaching Evaluation through Live Text after candidates complete their student teaching experiences. This assessment is conducted across our Education Preparation Program. The cooperating teacher completes the Student Teaching Evaluation Addendum which is focused on ELA skills (and aligned with NCTE Standards) and submits it to the Director of English Education. The Student Teaching Evaluation rubric contains subcategories that reflect the five domains emphasized in Eastern Illinois University's Education Preparation Program Conceptual Framework: Diverse Students, Diverse Strategies, Diverse Subject Areas and Levels, Diverse Societies and Communities, and Diverse Technologies. The Student Teaching Evaluation Addendum is aligned with key NCTE Standards as discussed below.

#### **B. Alignment with Standards**

The Student Teaching Evaluation Addendum asks cooperating teachers to draw upon their observations and knowledge of the candidate's instruction, interactions with students, instructional planning tools, assessment practices, and professional engagement in order to assess their content knowledge and pedagogical practices. The items on this assessment tool focus particularly on candidates' skills relating to composition (NCTE 2.1), grammar/language (NCTE 2.2, 4.3) reading (NCTE 3.3), media literacy (NCTE 1.2, 2.3), text selection (NCTE 3.4), instructional planning (NCTE 5.4), and assessment (NCTE 3.2). This assessment also asks the cooperating teacher to consider the candidate's implementation of best practices relating to social justice pedagogy (NCTE 6.1). Finally, this tool allows the cooperating teacher to reflect on the candidate's interactions and collaboration with colleagues and community members, as well as their engagement in professional development and readiness for leadership opportunities (NCTE 7.2).

## C-D. Analysis of Data & Evidence for Meeting Standards

The data from the Student Teaching Assessment over the past three academic years indicates that the candidates are meeting the desired standards as they near program completion. Mean scores for every performance indicator on both rubrics meet or exceed the target goal of 3.0 (which indicates the standard has been met). The vast majority of the scores range between 3.0 and 5.0 in all assessed areas. Furthermore, data from individual student teaching cohorts often show advanced performance levels. For example, the data sets from Fall 2018 and Fall 2020 consist of mean scores of 4.5 or higher. Further, in analyzing individual candidate scores across both rubrics, there were only three incidents of a score of 1.0 (“did not meet standard”) being recorded. This represents a mere .9% (3 out of 330 indicator scores) of the entire assessment pool.

With average scores of 3.0 or higher on all criteria listed on the Student Teaching Assessment Addendum, the data indicate that candidates exit our program having mastered the NCTE Standards aligned with this assessment. A closer look at the mean scores also suggests program strengths and potential areas for growth (for additional detail see **Section V**). For example, the three lowest mean scores (calculated at 3.0, 3.33, and 3.4) align with **NCTE Standards 2.3, 3.2, and 4.3** respectively. Monitoring candidate progress in these three areas (e.g. media literacy, authentic assessments, and grammar instruction) may be useful. The data also reveals an evident program strength with candidates scoring extremely high in the performance indicator aligned with **NCTE Standard 7.2**: “Candidate consistently engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.” With the exception of Spring 2021, all data sets showcased a perfect mean score of 5.0. As this performance indicator focuses on reflection it suggests that our program’s recurrent emphasis on pedagogical reflection (as seen in various assessment tools showcased in this report, e.g. *Pedagogy Reflection Clinical Experience Essay, Unit Plan, Student Teaching Approval Portfolio*) has a positive impact on candidate’s professional behavior and overall performance. The scores related to this criterion also suggest that encouraging candidates to take an active role in their own professional development throughout their undergraduate studies (completing six hours of required professional development activities prior to student teaching, see **Assessment #2 - Student Teaching Approval Portfolio**) prepares them to be active members of the professional learning communities in which they are placed.

## **Part 2: Assessment Documentation**

### **E-F. Assessment Tool & Scoring Rubric**

#### **Student Teaching Assessment Addendum English Language Arts Teacher Education Candidates**

Student Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

School Name: \_\_\_\_\_

School \_\_\_\_\_

Address: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

City/Town \_\_\_\_\_

Directions for Cooperating Teacher: Please check to see if the information above has been completed correctly. Next, assess the English Language Arts-specific competencies listed below as demonstrated by the candidate by marking the appropriate box in each category. Following this assessment, please insert this evaluation form in the blank envelope that the teacher candidate has provided you with and sign across the seal on the back of the envelope. This protocol is in place to ensure confidentiality so that we can ensure that feedback remains confidential. Finally, return the envelope to the teacher candidate who is then responsible for ensuring that it is submitted to EIU before the stated deadline (Monday, Week 14 of the university calendar). Alternatively, please fill out the digital copy of this evaluation you have been provided with and email it to [mames@eiu.edu](mailto:mames@eiu.edu) prior to the abovementioned date.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
ELA Specific Competencies	Does Not Meet Standard	Occasionally Meets Standard	Meets Standard	Occasionally Exceeds	Exceeds Standard	Candidate Score
<b>NCTE I.2, II.3</b>	Candidate does not consistently demonstrate knowledge about how adolescents read and compose texts and make meaning through interaction with media environments.		Candidate is knowledgeable about how adolescents read and compose texts and make meaning through interaction with media environments.		Candidate is highly knowledgeable about how adolescents read and compose texts and make meaning through interaction with media environments.	
<b>NCTE II.1</b>	Candidate does not demonstrate an ability to compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.		Candidate can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.		Candidate can compose a wide range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates skillfully can use contemporary technologies and/or digital media to compose meaningful multimodal discourse.	
<b>NCTE II.2</b>	Candidate does not demonstrate mastery of the conventions of English language as they		Candidate knows the conventions of English language as they relate to various rhetorical		Candidate demonstrates mastery concerning the conventions of English language as they	

	relate to various rhetorical situations (grammar, usage, and mechanics); he/she is not knowledgeable concerning the concept of dialect, relevant grammar systems (e.g., descriptive and prescriptive); the principles of language acquisition, the influence of English language history on ELA content, and the impact of language on society.		situations (grammar, usage, and mechanics); he/she understands the concept of dialect and is familiar with relevant grammar systems (e.g., descriptive and prescriptive); he/she has some understanding concerning the principles of language acquisition, the influence of English language history on ELA content, and the impact of language on society.		relate to various rhetorical situations (grammar, usage, and mechanics); he/she understands the concept of dialect and is familiar with relevant grammar systems (e.g., descriptive and prescriptive); he/she understands principles of language acquisition; he/she recognizes the influence of English language history on ELA content; and he/she understands the impact of language on society.
<b>NCTE III.2</b>	Candidate does not design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and/or presenting.		Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and/or presenting.		Candidate designs a wide range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an in depth understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
<b>NCTE III.3</b>	Candidate does not plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.		Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.		Candidate plans standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that effectively utilize individual and collaborative approaches and a wide variety of reading strategies.
<b>NCTE III.4</b>	Candidate does not knowledgeably select appropriate reading texts and designs/utilizes assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.		Candidate knowledgeably selects appropriate reading texts and designs/utilizes assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.		Candidate knowledgeably and consistently selects appropriate reading texts and designs/utilizes assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.
<b>NCTE IV.2</b>	Candidate does not design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidate is unable to consistently respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.		Candidate designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidate is able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.		Candidate designs an impressive range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidate is able to give detailed, useful feedback to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.
<b>NCTE IV.3</b>	Candidate does not design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the		Candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of		Candidate designs engaging instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the



	context of students' writing for different audiences, purposes, and modalities.		students' writing for different audiences, purposes, and modalities.		context of students' writing for different audiences, purposes, and modalities.
<b>NCTE V.4</b>	Candidate does consistently select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.		Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.		Candidate selects, creates, and skillfully uses a wide variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.
<b>NCTE VI.1</b>	Candidate does not plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.		Candidate plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.		Candidate skillfully plans and implements innovative English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
<b>NCTE VII.2</b>	Candidate does not engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and/or community engagement.		Candidate engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and/or community engagement.		Candidate consistently engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

**TOTAL SCORE:** \_\_\_\_\_

**Additional Comments (Optional):**

## G. Candidate Data

### Student Teaching Evaluation & Addendum Assessment Data (Fall 2018 – Spring 2021) ELA Student Teaching Cohorts (STG 4001)

#### Student Teaching Evaluation – Fall 2018

	Does Not Meet Standard (1 pts)	Occasionally Meets (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1	0	0	1	0	1	4.000	5.000
Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a	0	0	1	0	1	4.000	5.000
Q1b. The candidate 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 development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b	0	0	1	0	1	4.000	5.000
IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	0	0	1	0	1	4.000	5.000
Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	0	0	1	0	1	4.000	5.000
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	0	0	1	0	1	4.000	5.000
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	0	0	0	1	1	4.500	5.000
IPTS Standard 3 (Holistic) The candidate 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. IPTS 3; inTASC 2, 7, 8, 9	0	0	1	0	1	4.000	5.000
Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I, 3O; DF: 1c, 1e; inTASC 2e, 7f	0	0	1	0	1	5.000	5.000
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	0	1	0	0	1	3.500	2.000

Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	0	0	1	0	1	4.000	5.000
IPTS Standard 4 (Holistic) The candidate 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. IPTS 4; inTASC 2, 3	0	0	1	0	1	4.000	5.000
Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	0	0	1	0	1	4.000	5.000
Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	0	0	1	0	1	54000	5.000
Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	0	0	1	0	1	4.000	5.000
IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9	0	0	1	0	1	4.000	5.000
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	0	0	1	0	1	4.000	5.000
Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	0	1	0	0	1	3.500	2.000
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	0	0	1	0	1	4.000	5.000
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	0	1	0	0	1	3.500	5.000
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	0	0	1	0	1	4.000	5.000
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	0	0	1	0	1	4.000	5.000
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	0	0	1	0	1	4.000	5.000
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	0	0	1	0	1	4.000	5.000

Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	0	1	0	0	1	3.500	2.000
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	0	0	1	0	1	4.000	5.000
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	0	0	1	0	1	4.000	5.000
IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10	0	0	1	0	1	4.000	5.000
Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g	0	1	0	0	1	3.500	5.000
Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b	0	0	1	0	1	4.000	5.000
Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f	0	1	0	0	1	3.500	5.000
Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d	0	0	1	0	1	4.000	5.000
IPTS Standard 8 (Holistic) The candidate 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. IPTS 8; inTASC 1, 3, 5, 7, 9, 10	0	1	0	0	1	3.500	5.000
Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,	0	0	1	0	1	4.000	5.000
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e	0	1	0	0	1	3.500	5.000
Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c, 4d; inTASC 5g, 9d, 10g, 10h,	0	0	1	0	1	4.000	5.000
IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10	0	1	0	0	1	3.500	5.000
Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through	0	1	0	0	1	3.500	5.000

participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d , 4f ; inTASC 9b, 9f, 10k								
Q9b The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i	0	1	0	0	1	3.500	5.000	
Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d	0	1	0	0	1	3.500	5.000	
Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	0	0	1	0	1	4.000	5.000	
Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f	0	1	0	0	1	3.500	5.000	
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	0	1	0	0	1	3.500	5.000	
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	0	1	0	0	1	3.500	5.000	

### Student Teaching Assessment Addendum – Fall 2018

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>4 (4 pts)</b>	<b>5 (5 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE1.2;2.3	0	0	0	0	2	0	5.000	5.000
NCTE 2.1	0	0	0	0	2	0	5.000	5.000
NCTE 2.3	0	0	0	1	1	0	4.500	4.000
NCTE 3.2	0	0	0	0	2	0	5.000	5.000
NCTE 3.3	0	0	0	0	2	0	5.000	5.000
NCTE 3.4	0	0	0	1	1	0	4.500	4.000
NCTE 4.2	0	0	0	0	2	0	5.000	5.000
NCTE 4.3	0	0	0	0	2	0	5.000	5.000
NCTE 5.4	0	0	0	0	2	0	5.000	5.000
NCTE 6.1	0	0	0	0	2	0	5.000	5.000
NCTE 7.2	0	0	0	0	2	0	5.000	5.000

## Student Teaching Evaluation – Spring 2019

	Does Not Meet Standard (1 pts)	Occasionally Meets (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1	0	0	1	2	0	3.667	4.000
Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a	0	0	1	2	0	3.667	4.000
Q1b. The candidate 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 development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b	0	0	1	2	0	3.667	4.000
IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	1	0	0	2	0	3.000	4.000
Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	0	0	1	2	0	3.667	4.000
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	0	0	1	2	0	3.667	4.000
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	0	0	1	2	0	3.667	4.000
IPTS Standard 3 (Holistic) The candidate 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. IPTS 3; inTASC 2, 7, 8, 9	0	0	1	2	0	3.667	4.000
Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I, 3O; DF: 1c, 1e; inTASC 2e, 7f	0	0	1	2	0	3.667	4.000
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	0	1	0	2	0	3.333	4.000
Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	0	0	0	3	0	4.000	4.000
IPTS Standard 4 (Holistic) The candidate 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. IPTS 4; inTASC 2, 3	0	0	1	2	0	3.667	4.000
Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	0	1	0	2	0	3.333	4.000
Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	0	0	1	2	0	3.667	4.000

Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	0	0	1	2	0	3.667	4.000
IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9	0	0	1	2	0	3.667	4.000
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	0	0	1	2	0	3.667	4.000
Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	0	0	1	2	0	3.667	4.000
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	0	0	1	2	0	3.667	4.000
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	0	0	1	2	0	3.667	4.000
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	0	0	1	2	0	3.667	4.000
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	0	0	0	2	1	4.333	4.000
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6C, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	0	0	1	2	0	3.667	4.000
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	0	0	1	2	0	3.667	4.000
Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	0	0	1	2	0	3.667	4.000
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	0	0	1	2	0	3.667	4.000
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	0	0	1	2	0	3.667	4.000
IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10	0	0	1	2	0	3.667	4.000
Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g	0	1	1	2	0	3.667	4.000
Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b	0	0	1	2	0	3.667	4.000

Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f	0	0	1	2	0	3.667	4.000
Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d	0	0	0	3	0	4.000	4.000
IPTS Standard 8 (Holistic) The candidate 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. IPTS 8; inTASC 1, 3, 5, 7, 9, 10	0	0	1	2	0	3.667	4.000
Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,	0	0	1	2	0	3.667	4.000
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e	0	0	0	2	1	4.333	4.000
Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c, 4d; inTASC 5g, 9d, 10g, 10h,	0	0	0	2	1	4.333	4.000
IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10	0	0	0	2	1	4.333	4.000
Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d, 4f; inTASC 9b, 9f, 10k	0	0	0	3	0	4.000	4.000
Q9b The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i	0	0	0	2	1	4.333	4.000
Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d	0	0	0	3	0	4.000	4.000
Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	0	0	1	2	0	3.667	4.000
Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f	0	0	1	2	0	3.667	4.000
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	0	0	1	2	0	3.667	4.000
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	0	0	1	2	0	3.667	4.000



## Student Teaching Assessment Addendum – Spring 2019

	<b>1</b> (1 pts)	<b>2</b> (2 pts)	<b>3</b> (3 pts)	<b>4</b> (4 pts)	<b>5</b> (5 pts)	<b>Total Points</b> (0 pts)	<b>Mean</b>	<b>Mode</b>
NCTE1.2;2.3	0	0	0	3	0	0	4.000	4.000
NCTE 2.1	0	0	1	1	1	0	4.000	3.000
NCTE 2.3	0	0	1	1	1	0	4.000	3.000
NCTE 3.2	0	0	0	2	1	0	4.333	4.000
NCTE 3.3	0	0	0	2	1	0	4.333	4.000
NCTE 3.4	0	0	0	2	1	0	4.333	4.000
NCTE 4.2	0	0	0	3	0	0	4.000	4.000
NCTE 4.3	0	0	0	3	0	0	4.000	4.000
NCTE 5.4	0	0	0	1	2	0	4.667	5.000
NCTE 6.1	0	0	0	0	3	0	5.000	5.000
NCTE 7.2	0	0	0	0	3	0	5.000	5.000

## Student Teaching Evaluation – Fall 2019

	<b>Does Not Meet Standard</b> (1 pts)	<b>Occasionally Meets</b> (2 pts)	<b>Meets Standard</b> (3 pts)	<b>Occasionally Exceeds</b> (4 pts)	<b>Exceeds Standard</b> (5 pts)	<b>Mean</b>	<b>Mode</b>
IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1	0	0	0	1	4	4.800	5.000
Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a	0	0	1	0	4	4.600	5.000
Q1b. The candidate 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 development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b	0	0	0	3	2	4.400	4.000

IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	0	0	0	1	4	4.800	5.000
Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	0	0	0	2	3	4.600	5.000
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	0	0	1	1	3	4.400	5.000
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	0	0	0	0	5	5.000	5.000
IPTS Standard 3 (Holistic) The candidate 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. IPTS 3; inTASC 2, 7, 8, 9	0	0	0	2	3	4.600	5.000
Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I, 3O; DF: 1c, 1e; inTASC 2e, 7f	0	0	0	2	3	4.600	4.000
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	0	0	1	1	3	4.400	5.000
Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	0	0	1	2	2	4.200	4.000
IPTS Standard 4 (Holistic) The candidate 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. IPTS 4; inTASC 2, 3	0	0	0	1	4	4.800	5.000
Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	0	0	0	0	5	5.000	5.000
Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	0	0	1	1	3	4.400	5.000
Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	0	0	0	0	5	5.000	5.000
IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates	0	0	2	1	2	4.000	5.000

an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9							
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	0	0	2	1	2	4.000	5.000
Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	0	0	0	1	4	4.800	5.000
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	0	0	0	0	5	5.000	5.000
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	0	0	2	1	2	4.000	3.000
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	0	0	0	3	2	4.400	4.000
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	0	0	0	2	3	4.600	5.000
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	0	0	0	1	4	4.800	5.000
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	0	0	1	1	3	4.400	5.000
Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	0	0	0	0	5	5.000	5.000
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	0	0	2	0	3	4.200	5.000
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	0	0	2	0	3	4.200	5.000
IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The	0	0	0	1	4	4.800	5.000

candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10							
Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g	0	0	1	2	2	4.200	4.000
Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b	0	0	1	2	2	4.200	4.000
Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f	0	0	2	0	3	4.200	5.000
Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d	0	0	1	1	3	4.400	5.000
IPTS Standard 8 (Holistic) The candidate 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. IPTS 8; inTASC 1, 3, 5, 7, 9, 10	0	0	0	2	3	4.400	5.000
Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,	0	0	1	1	3	4.400	3.000
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e	0	0	0	0	5	5.000	5.000
Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c, 4d; inTASC 5g, 9d, 10g, 10h,	0	0	0	1	4	4.800	5.000
IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10	0	0	0	0	5	5.000	5.000
Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d, 4f; inTASC 9b, 9f, 10k	0	0	1	1	3	4.400	5.000

Q9b The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i	0	0	1	0	4	4.600	5.000
Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d	0	0	0	0	5	5.000	5.000
Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	0	0	0	0	5	5.000	5.000
Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f	0	0	0	0	5	5.000	5.000
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	0	0	0	0	5	5.000	5.000
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	0	0	2	0	3	4.200	5.000

### Student Teaching Assessment Addendum – Fall 2019

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	Total Points (0 pts)	Mean	Mode
NCTE 1.2;2.3	0	0	0	2	3	0	4.600	5.000
NCTE 2.1	0	0	1	0	4	0	4.600	5.000
NCTE 2.3	0	0	2	1	2	0	4.000	3.000
NCTE 3.2	0	0	1	2	2	0	4.200	4.000
NCTE 3.3	0	0	2	2	1	0	3.800	3.000
NCTE 3.4	0	0	2	1	2	0	4.000	3.000
NCTE 4.2	0	0	2	1	2	0	4.000	3.000
NCTE 4.3	1	0	1	2	1	0	3.400	4.000
NCTE 5.4	0	0	0	3	2	0	4.400	4.000
NCTE 6.1	0	0	1	1	3	0	4.400	5.000
NCTE 7.2	0	0	0	0	5	0	5.000	5.000

## Student Teaching Evaluation – Spring 2020

	Does Not Meet Standard (1 pts)	Occasionally Meets (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1	0	0	0	1	1	4.500	4.000
Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a	0	0	0	1	1	4.500	4.000
Q1b. The candidate 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 development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b	0	0	1	1	0	3.500	3.000
IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	0	0	1	1	0	3.500	3.000
Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	0	0	0	1	1	4.500	4.000
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	0	0	0	2	0	4.000	4.000
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	0	0	0	1	1	4.500	4.000
IPTS Standard 3 (Holistic) The candidate 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. IPTS 3; inTASC 2, 7, 8, 9	0	0	0	1	1	4.500	5.000
Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I, 3O; DF: 1c, 1e; inTASC 2e, 7f	0	0	0	1	1	4.500	4.000
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	0	0	1	1	0	3.500	3.000
Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	0	0	0	1	1	4.500	4.000
IPTS Standard 4 (Holistic) The candidate 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. IPTS 4; inTASC 2, 3	0	0	1	0	1	4.000	3.000
Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	0	0	0	1	1	4.500	4.000
Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	0	0	0	2	0	4.000	4.000

Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	0	0	1	0	1	4.000	3.000
IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9	0	0	0	1	1	4.500	4.000
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	0	0	0	1	1	4.500	4.000
Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	0	0	1	0	1	4.000	3.000
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	0	0	0	1	1	4.500	4.000
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	0	0	0	2	0	4.000	4.000
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	0	0	0	2	0	4.000	4.000
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	0	1	0	0	1	3.500	2.000
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	0	0	0	1	1	4.500	4.000
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	0	0	0	1	1	4.500	4.000
Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	0	0	0	0	2	5.000	5.000
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	0	0	0	0	2	5.000	5.000
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	0	0	0	2	0	4.000	4.000
IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10	0	0	0	1	1	4.500	4.000
Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g	0	0	0	1	1	4.500	4.000
Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b	0	0	0	1	1	4.500	4.000

Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f	0	0	0	1	1	4.500	4.000
Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d	0	0	1	1	0	3.500	3.000
IPTS Standard 8 (Holistic) The candidate 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. IPTS 8; inTASC 1, 3, 5, 7, 9, 10	0	0	0	2	0	4.000	4.000
Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,	0	0	1	0	1	4.000	3.000
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e	0	0	0	2	0	4.000	4.000
Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c, 4d; inTASC 5g, 9d, 10g, 10h,	0	0	1	0	1	4.000	3.000
IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10	0	0	1	0	1	4.000	3.000
Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d, 4f; inTASC 9b, 9f, 10k	0	0	1	0	1	4.000	3.000
Q9b The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i	0	0	0	2	0	4.000	4.000
Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d	0	0	0	1	1	4.500	4.000
Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	0	0	0	1	1	4.500	4.000
Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f	0	0	1	0	1	4.000	3.000
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	0	0	0	1	1	4.500	4.000
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	0	0	1	0	1	4.000	3.000



## Student Teaching Assessment Addendum - Spring 2020

	<b>1</b> (1 pts)	<b>2</b> (2 pts)	<b>3</b> (3 pts)	<b>4</b> (4 pts)	<b>5</b> (5 pts)	<b>Total Points</b> (0 pts)	<b>Mean</b>	<b>Mode</b>
NCTE1.2;2.3	0	0	0	1	1	0	4.500	4.000
NCTE 2.1	0	0	0	1	1	0	4.500	4.000
NCTE 2.3	0	1	0	1	0	0	3.000	2.000
NCTE 3.2	0	0	1	0	1	0	4.000	3.000
NCTE 3.3	0	0	0	1	1	0	4.500	4.000
NCTE 3.4	0	0	1	0	1	0	4.000	3.000
NCTE 4.2	0	0	0	2	0	0	4.000	4.000
NCTE 4.3	0	0	0	1	1	0	4.500	4.000
NCTE 5.4	0	0	0	1	1	0	4.500	4.000
NCTE 6.1	0	0	0	1	1	0	4.500	4.000
NCTE 7.2	0	0	0	0	2	0	5.000	5.000

## Student Teaching Evaluation – Fall 2020

	<b>Does Not Meet Standard</b> (1 pts)	<b>Occasionally Meets</b> (2 pts)	<b>Meets Standard</b> (3 pts)	<b>Occasionally Exceeds</b> (4 pts)	<b>Exceeds Standard</b> (5 pts)	<b>Mean</b>	<b>Mode</b>
IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1	0	0	0	2	3	4.600	5.000
Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a	0	0	0	2	3	4.600	5.000
Q1b. The candidate 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 development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b	0	0	0	1	4	4.800	5.000
IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	0	0	0	2	3	4.600	5.000

Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	0	0	1	1	4	4.800	5.000
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	0	0	1	2	3	4.600	45000
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	0	0	1	1	3	4.400	5.000
IPTS Standard 3 (Holistic) The candidate 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. IPTS 3; inTASC 2, 7, 8, 9	0	0	1	2	2	4.200	4.000
Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I, 3O; DF: 1c, 1e; inTASC 2e, 7f	0	0	0	2	3	4.600	5.000
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	0	0	1	2	2	4.200	4.000
Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	0	0	0	2	3	4.600	5.000
IPTS Standard 4 (Holistic) The candidate 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. IPTS 4; inTASC 2, 3	0	0	1	1	3	4.400	5.000
Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	0	0	1	1	3	4.400	5.000
Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	0	0	1	1	3	4.400	5.000
Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	0	0	1	1	3	4.400	5.000
IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9	0	0	1	2	2	4.600	3.000
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	0	0	1	1	3	4.400	5.000
Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	0	0	1	2	2	4.200	4.000
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	0	0	0	2	3	4.600	5.000
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	0	0	0	1	4	4.800	5.000
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	0	0	1	1	3	4.400	5.000

IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	0	0	1	1	3	4.400	5.000
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	0	1	0	1	3	4.200	5.000
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	0	0	0	2	3	4.600	5.000
Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	1	0	0	2	2	3.800	4.000
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	0	0	0	1	4	4.800	5.000
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	0	0	0	2	3	4.600	5.000
IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10	0	0	2	1	2	4.000	3.000
Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g	0	0	1	1	3	4.400	5.000
Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b	0	1	0	2	2	4.600	4.000
Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f	0	0	2	1	2	4.000	3.000
Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d	0	0	1	2	2	4.000	3.000
IPTS Standard 8 (Holistic) The candidate 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. IPTS 8; inTASC 1, 3, 5, 7, 9, 10	0	0	0	2	3	4.200	5.000
Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,	0	0	0	1	4	4.800	5.000
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e	0	0	0	2	3	4.600	5.000
Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c, 4d; inTASC 5g, 9d, 10g, 10h,	0	0	0	2	3	4.600	5.000
IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10	0	0	1	2	2	4.200	3.000

Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d , 4f ; inTASC 9b, 9f, 10k	0	0	0	2	3	4.600	5.000
Q9b The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i	0	0	0	1	4	4.800	5.000
Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d	0	0	1	1	3	4.400	5.000
Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	0	0	0	1	4	4.800	5.000
Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f	0	0	1	1	3	4.400	5.000
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	0	0	0	1	4	4.800	5.000
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	0	0	0	1	4	4.800	5.000

### Student Teaching Assessment Addendum – Fall 2020

	<b>1</b> (1 pts)	<b>2</b> (2 pts)	<b>3</b> (3 pts)	<b>4</b> (4 pts)	<b>5</b> (5 pts)	<b>Total Points</b> (0 pts)	<b>Mean</b>	<b>Mode</b>
NCTE1.2;2.3	0	0	1	0	3	0	4.500	5.000
NCTE 2.1	0	0	0	2	2	0	4.500	4.000
NCTE 2.3	0	0	0	1	3	0	4.750	5.000
NCTE 3.2	0	0	0	1	3	0	4.750	5.000
NCTE 3.3	0	0	1	0	3	0	4.500	5.000
NCTE 3.4	0	0	1	0	3	0	4.500	5.000
NCTE 4.2	0	0	0	1	3	0	4.750	5.000
NCTE 4.3	0	0	0	2	2	0	4.500	4.000
NCTE 5.4	0	0	1	0	3	0	4.500	5.000
NCTE 6.1	0	0	0	1	3	0	4.750	5.000
NCTE 7.2	0	0	0	0	4	0	5.000	5.000

## Student Teaching Assessment Addendum – Spring 2021

	Does Not Meet Standard (1 pts)	Occasionally Meets (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1	0	0	1	1	1	4.000	4.000
Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a	0	0	0	2	1	4.333	4.000
Q1b. The candidate 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 development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b	0	0	1	1	1	4.000	3.000
IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	0	0	0	2	1	4.333	4.000
Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	0	0	0	2	1	4.667	4.000
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	0	0	0	1	2	4.333	5.000
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	0	0	0	2	1	4.333	4.000
IPTS Standard 3 (Holistic) The candidate 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. IPTS 3; inTASC 2, 7, 8, 9	0	0	0	2	1	4.000	4.000
Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I, 3O; DF: 1c, 1e; inTASC 2e, 7f	0	0	1	1	1	4.000	4.000
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	0	0	0	1	2	4.667	5.000
Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	0	0	1	1	1	4.000	4.000
IPTS Standard 4 (Holistic) The candidate 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. IPTS 4; inTASC 2, 3	0	0	1	1	1	4.000	4.000
Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	0	0	0	2	1	4.333	4.000
Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	0	0	2	0	1	3.667	3.000
Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	0	0	1	1	1	4.333	4.000

IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9	0	0	1	1	1	4.333	4.000
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	0	0	1	1	1	4.333	4.000
Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	0	0	1	0	2	4.333	5.000
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	0	0	1	1	1	4.000	4.000
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	0	0	1	1	1	4.000	4.000
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	0	0	2	0	1	3.667	3.000
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	0	0	0	2	1	4.333	4.000
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	0	1	0	2	1	4.333	4.000
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	0	0	0	2	1	4.333	4.000
Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	1	0	0	0	3	5.000	5.000
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	0	0	0	2	1	4.333	4.000
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	0	0	0	1	2	4.667	5.000
IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10	0	0	1	1	1	4.000	4.000
Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g	0	0	1	1	1	4.000	4.000
Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b	0	1	0	1	2	4.667	5.000
Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f	0	0	1	1	1	4.000	4.000
Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d	0	0	0	2	1	4.333	4.000

IPTS Standard 8 (Holistic) The candidate 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. IPTS 8; inTASC 1, 3, 5, 7, 9, 10	0	0	0	2	1	4.333	4.000
Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,	0	0	0	1	2	4.667	5.000
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e	0	0	0	2	1	4.333	4.000
Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c, 4d; inTASC 5g, 9d, 10g, 10h,	0	0	0	2	1	4.333	4.000
IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10	0	0	0	1	2	4.667	5.000
Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d, 4f; inTASC 9b, 9f, 10k	0	0	0	1	2	4.667	5.000
Q9b The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i	0	0	0	1	2	4.667	5.000
Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d	0	0	0	2	1	4.333	4.000
Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	0	0	0	0	3	5.00	5.000
Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f	0	0	0	1	2	4.667	5.000
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	0	0	2	0	1	3.667	3.000
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	0	0	1	1	1	4.000	4.000

Student Teaching Assessment Addendum – Spring 2021

	<b>1</b> (1 pts)	<b>2</b> (2 pts)	<b>3</b> (3 pts)	<b>4</b> (4 pts)	<b>5</b> (5 pts)	<b>Total Points</b> (0 pts)	<i>Mean</i>	<i>Mode</i>
NCTE1.2;2.3	0	0	0	3	0	0	4.000	4.000
NCTE 2.1	0	0	0	3	0	0	4.000	4.000
NCTE 2.3	0	0	0	3	0	0	4.000	4.000
NCTE 3.2	0	0	2	1	0	0	3.333	3.000
NCTE 3.3	0	0	1	2	0	0	3.667	4.000
NCTE 3.4	0	0	2	1	0	0	3.333	4.000
NCTE 4.2	0	0	0	2	0	0	4.000	4.000
NCTE 4.3	0	0	1	2	0	0	3.667	4.000
NCTE 5.4	0	0	0	3	0	0	4.000	4.000
NCTE 6.1	0	0	0	2	1	0	4.333	4.000
NCTE 7.2	0	0	0	2	1	0	4.333	4.000

(Note: In the 2021-2022 academic year EIU revised and piloted a new version of this rubric. Because of this, not all performance indicators align with the ones listed above. Further, in this year EIU discontinued using Live Text for their EPP and Program Assessments and transitioned over to D2L rubrics with different rubric formatting and calculations. The data for Fall 2021 and Spring 2022 for this assessment was reviewed in conjunction with this set but does not align in format or allow for the same statistical computations so it is not contained here. This is available as an additional electronic file for review upon request.)



## Assessment #5 Impact on P-12 Assessment

SLO 1 - Demonstrate the ability to think and write critically about clinical experiences

### Part I. Narrative

#### A. Description

The Impact on P-12 Assessment showcases candidates' competencies related to crafting and implementing assessments across the various strands of English Language Arts (reading, writing, speaking, listening, viewing), as well as their ability to analyze and utilize assessment data to inform their instructional choices. This assessment tool aligns with tasks candidates complete during student teaching related to the edTPA licensure test (**see Assessment #7**) but expands beyond it. For example, the edTPA exam's focus for ELA candidates is primarily on instruction and assessment relating to language functions and candidates, therefore, focus more heavily on their practices relating to developing and assessing reading and writing skills. This assessment purposely is more expansive and asks candidates to reflect on how they assessed and worked with assessment data concerning all ELA skills, particularly ones that are not addressed on the edTPA tasks (e.g. speaking, listening, viewing). The main Impact on P-12 Assessment is a shared assessment used across our Education Preparation Program. The university supervisors working with student teachers evaluate candidates on their submitted assessment materials during student teaching (via Live Text). The Impact on P-12 Addendum focusing on a wider range of ELA assessments (**see E. Assessment Tool below**) is aligned with key NCTE Standards. The material for this assessment (e.g. reflective essay, student data) is submitted by candidates during student teaching. The assessment is then reviewed and scored by members of the English Education Committee (which is comprised of all ELA content area methods instructors and the Director of English Education) via Live Text.

#### B. Alignment with Standards

The Impact on P-12 Assessment Addendum is aligned with multiple NCTE Standards. Within the reflective essay portion of the Impact on P-12 Assessment, candidates are asked to justify their "choices concerning assessment selection by drawing upon current educational research/best practices" (**NCTE 5.4**). This assessment highlights candidates' ability to craft and implement a range of formal and informal, formative and summative, and authentic assessments throughout their semester of instruction (**NCTE 3.2**). Candidates are required to include assessment tools and student data and to reflect upon their assessment practices that expand across the various areas of ELA, such as Reading (**NCTE 3.4**), Writing (**NCTE 2.1, 4.2**), and Viewing (**NCTE 1.2, 2.3**). Documenting their assessment practices alone is not suffice, this task also requires candidates to discuss how they "used data from the assessment to improve student learning within the various English Language Arts strands" (**NCTE 5.2**) and how such data allowed them to differentiate instruction to meet the

needs of different student learning populations (**NCTE 5.2**). The Impact on P-12 Assessment requires candidates to engage in meaningful professional reflection (**NCTE 7.1, 7.2**).

#### **C-D. Analysis of Data & Evidence for Meeting Standards**

The data collected from the Impact on P-12 Assessment & Addendum throughout the past three academic years indicate that candidates are meeting the aligned NCTE Standards. Both scoring rubrics (**See F below**) utilize a 5-point scale wherein a score of 3.0 indicates that the standards aligned with a particular performance indicator have been met. The mean scores on the main assessment rubric consistently average 3.0 or higher with the majority of them falling higher than 4.0. For the addendum, the vast majority of the mean scores fell above the 3.0 range as well. In fact, throughout the six semesters of data collection there were only two instances wherein a mean score in any performance indicator was below a 3.0. This indicates that performance goals were hit 99.4% of the time with 334 of 336 means for hitting the target of 3.0 or higher. Further, there were only 14 instances of individual candidate scores falling in the 1 or 2 point range, representing only .002% of the collective data. The mean scores between the two assessment components do vary with the addendum showcasing slightly lower scores. As will be discussed more in **Section V**, this may reflect not just the different focus assessment focus areas present between the two parts of this assessment but also the differences between those conducting the assessments (suggesting opportunities for additional training on use of the assessment tools). The six datasets do suggest areas of program strengths and potential areas for monitoring or growth. For example, while typically at or above the “meets” score, candidate scores relating to designing/utilizing “assessments that inform instruction by providing data about students interests, reading proficiencies, and reading processes” (**NCTE 3.4**), using “data about their students individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning” (**NCTE 5.2**), and “differentiating instruction based on students’ self-assessments” and communicating “with students about their performance in ways that actively involve them in their own learning” (**NCTE 5.3**) were slightly lower than other performance indicators. In terms of scores that tended to be slightly higher comparatively, candidates scored consistently high in regard to selecting, creating, and using “a wide variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts” (**NCTE 5.4**), as well as in relation to their abilities to engage in purposeful, critical reflection concerning their own professional experiences and growth (**NCTE 7.1, 7.2**).

## **Part 2: Assessment Documentation**

### **E. Assessment Tool**

## **Impact on P-12 (edTPA) Student Learning Assignment: English Language Arts**

### **Assignment Overview**

This assignment, aligned with the work you will submit for the edTPA, is designed to help you measure your impact on your students' learning during your student teaching. "Student learning" is a demonstrable change in student understanding of content, particularly with regard to reading, writing, speaking, and listening, as well as competency in terms of technology and media literacy skills. You have flexibility in how you assess student learning in these various areas. Quizzes/tests, writing assignments, projects, discussions, and many other forms of assessment are acceptable as long as they provide the required information on how you assess **all of the above areas** at *some point* during the semester.

For this assignment, you will need to go beyond creating a list of students' scores on tests and assignments; rather, you will *use* this data to assess their *gains* in understanding and critical thinking skills. One way to do this would be to give pre/post-tests before and after teaching a unit and compare the scores on the two tests. Another way to do this would be to compare the results of two assessments focused on the same skill-set spaced out throughout the semester (e.g. charting the improvement between two sets of class presentations or two research-based writing assignments). There are countless alternative assessments that will allow you to accomplish these tasks (e.g. a portfolio-style project).

### **Assignment Organization**

#### **Part I: Reflective Essay (Assessment Overview & Data Analysis)**

In a 2-3 page reflective essay, briefly discuss the various assessments you designed/utilized to evaluate student learning in terms of the various English language arts strands (reading, writing, speaking, listening, technology, media literacy). Justify your choices concerning assessment selection by drawing upon current educational research/best practices (cite as appropriate). Next, for the majority of the essay, analyze the data you collected and explain how it demonstrates student growth (refer to the statistics you include in Part II). Also, include specific examples of how you used data from the assessments to improve student learning within the various English language arts strands (i.e. Did assessment data inform your later text selection, lessons, assignments, etc? Did you differentiate instruction, re-teach, or review material based on students' scores?). In the end, this essay should prove that you skillfully and consistently analyzed assessment data throughout an extended time period, used that data to inform your instructional practices and planning, and that such practices resulted in acceptable levels of growth in terms of student learning.

#### **Part II: Supplementary Material (Assessments & Student Data)**

When you upload your essay, you should also submit the assessments (assignment sheets & rubrics, exams/quizzes, etc.) and data (student scores) that you referenced in Part I of your essay. (In order to protect student confidentiality, you may use student numbers instead of names or provide last initials instead of full last names). You may be selective when highlighting the assessments you used throughout the semester both here and within your essay. Options include: 1) choosing to discuss assessments all from one single unit (if

all ELA areas are assessed within that unit) or 2) selecting assessments from various points in the semester that demonstrate how you assess the various ELA areas at different points throughout the course. You should not feel compelled to discuss every formal or informal assessment you completed and/or to include all of those data sets in your final submission. If you are unable to address a standard due to the need to conform to the requirements your current teaching situation, discuss how you *could* address that standard in a follow-up assignment or activity.

### **Assignment Submission**

This assignment will be assessed by EIU English Education Methods Instructors against the criteria listed on the attached rubric which aligns with the relevant NCTE Standards ELA teacher candidates are expected to master. In order to earn recommendation for licensure, you will need to achieve at least an “Acceptable” rating for each standard. Reviewing this rubric early in the semester may prove useful as you begin planning assessments and analyzing student results.

Upload the reflective essay, the assessments, and the data you collected as attachments through the Live Text course set up for student teaching on or before Monday, Week 14 of EIU’s semester. (This does not need to be assessed by your Cooperating Teacher prior to submission although you may feel free to consult him/her should you so choose.) Failure to submit this assessment on time will result in an incomplete grade for student teaching and a delay in graduation. Please direct any questions you have about the assignment to the Director of English Education.

## F. Scoring Rubric

### Impact on P-12 Learning (edTPA) Assessment Addendum English Language Arts Teacher Education Candidates

Student Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

School Name: \_\_\_\_\_

City/Town \_\_\_\_\_

Assess the English Language Arts-specific competencies listed below as demonstrated in the candidate's assessment strategies by marking the appropriate box:

	1	2	3	4	5	
ELA Specific Competencies	Does Not Meet Standard	Occasionally Meets Standard	Meets Standard	Occasionally Exceeds Standard	Exceeds Standard	Candidate Score
<b>NCTE I.2, II.3</b>	Candidate does not consistently demonstrate knowledge about how adolescents read and compose texts and make meaning through interaction with media environments.		Candidate is knowledgeable about how adolescents read and compose texts and make meaning through interaction with media environments.		Candidate is highly knowledgeable about how adolescents read and compose texts and make meaning through interaction with media environments.	
<b>NCTE II.1</b>	Candidate does not demonstrate an ability to design a range of formal and informal composition assessments taking into consideration the interrelationships among form, audience, context, and purpose; candidate does not demonstrate that writing is a recursive process and guide students accordingly.		Candidate designs a range of formal and informal composition assessments taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process and guides students through the various stages.		Candidate designs a wide range of formal and informal composition assessments taking into consideration the interrelationships among form, audience, context, and purpose; candidate understands that writing is a recursive process and strategically guides students through the various stages.	
<b>NCTE III.2</b>	Candidate does not design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in multiple ELA areas: reading, writing, speaking, listening, viewing, and presenting.		Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in all but one ELA area: reading, writing, speaking, listening, viewing, and presenting.		Candidate designs a wide range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an in depth understanding of how learners develop and that address interpretive, critical, and evaluative abilities in all ELA areas: reading, writing, speaking, listening, viewing, and presenting.	
<b>NCTE III.4</b>	Candidate does not knowledgeably select appropriate reading texts and designs/utilizes assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.		Candidate knowledgeably selects appropriate reading texts and designs/utilizes assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.		Candidate knowledgeably and consistently selects appropriate reading texts and designs/utilizes assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	
<b>NCTE IV.2</b>	Candidate does not design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidate is unable to consistently respond to student writing in		Candidate designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidate is able to respond to student writing in process and to finished texts in ways that engage		Candidate designs an impressive range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidate is able to give detailed, useful feedback to student writing in	

	process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.		students' ideas and encourage their growth as writers over time.		process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	
<b>NCTE V.2</b>	Candidate does not use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.		Candidate uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate in their own learning in ELA.		Candidate skillfully uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	
<b>NCTE V.3</b>	Candidate does not show evident of differentiating instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.		Candidate differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.		Candidate successfully differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.	
<b>NCTE V.4</b>	Candidate does consistently select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.		Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.		Candidate selects, creates, and skillfully uses a wide variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	
<b>NCTE VII.1</b>	Candidate models literate and ethical practices in ELA teaching, and engages in/reflects on a variety of experiences related to ELA.		Candidate models literate and ethical practices in ELA teaching, and engages in/reflects on a variety of experiences related to ELA.		Candidate models literate and ethical practices in ELA teaching, and engages in/reflects on a variety of experiences related to ELA.	
<b>NCTE VII.2</b>	Candidate does not engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and/or community engagement.		Candidate engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and/or community engagement.		Candidate consistently engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	

**TOTAL SCORE:** \_\_\_\_\_

## G. Candidate Data

### Impact on P-12 Assessment & P-12 Addendum Assessment Data (Fall 2018 – Spring 2021) ELA Student Teaching Cohorts (STG 4001)

#### Impact on P-12 Assessment - Fall 2018

	Does Not Meet (1 pts)	Occasionally Meets Standard (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds Standard (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
1. Candidate assesses individual and group performance and prior knowledge to design and modify instruction. InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS: 1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e	0	0	0	1	1	4.500	5.000
2. Candidate designs instruction appropriate to learners' stages of development, learning styles, strengths and needs. InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e	0	0	0	1	1	4.500	5.000
3. Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence inTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a	0	0	0	1	1	4.500	5.000
4. Candidate's objectives reflect important learning and include assessment criteria. Goals and objectives are suitable for whole group learners. Assessments are non-discriminatory. InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.R DF: 1c, 2b, 2d, 3a	0	0	0	0	2	5.000	5.000
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials that are appropriate for diverse learners and are informed by curricular scope and sequence. InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e	0	0	0	1	1	4.500	5.000
6. Candidate uses a variety of strategies and materials/resources, based on data review, which were appropriate in accommodating learners' academic needs, behavioral needs, and experiences. InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.M DF: 1b, 1c, 1d, 1e, 2d	0	0	0	1	1	4.500	5.000
7. Candidate's modifications to strategies and materials are evident during instruction. InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e	0	0	1	0	1	4.000	3.000
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards. InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e	0	0	0	1	1	4.500	5.000
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. InTASC 1a, 6a, 6b, 7f IPTS 7.M DF: 4b	0	0	0	1	1	4.500	5.000
10. Candidate collects diagnostic, formative, and summative data using a variety of informal and formal assessments. Data are used to monitor student learning. InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d	0	0	0	2	0	4.000	4.000
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals. InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7.M DF: 1f, 4b	0	0	0	1	1	4.500	5.000
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners. InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b	0	0	0	1	1	4.500	5.000
13. Candidate uses classroom observation, information about students, pedagogical knowledge, and research as sources of reflection and revision of practice. InTASC 1a, 2b, 7f, 9d, 9c IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A, 2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A, 9.K, 9.O, 9.P DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f	0	0	0	1	1	4.500	5.000
14. Candidate articulates how choices in instructional planning and implementation impact student learning. Recommendations for changing candidate behaviors to increase impact on group learning are cited. InTASC 9d, 9c IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f	0	0	0	1	1	4.500	5.000
15. Candidate uses information about students' families, cultures, and communities to connect instruction to students' experiences. InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c	0	0	0	1	1	4.500	5.000
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences. InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c	0	0	0	1	1	4.500	5.000
17. Candidate designs, implements, and assesses student learning activities that integrate computers/technology. InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C, 5.N, 5.O DF: 1d, 3d	0	0	0	1	1	4.500	5.000
18. Candidate uses technology to analyze, organize, and display data. InTASC 6i, 9f IPTS 5.O, 7.A, 7.O, 8.M, 9.M DF: 4b	0	0	0	1	1	4.500	5.000

## P-12 Addendum Rubric – Fall 2018

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	Total Points (0 pts)	Mean	Mode
NCTE 1.2;2.3	0	0	0	1	1	0	4.500	4.000
NCTE 2.1	0	0	0	1	1	0	4.500	4.000
NCTE 3.2	0	0	0	0	2	0	5.000	5.000
NCTE 3.4	0	0	2	0	0	0	3.000	3.000
NCTE 4.2	0	0	0	1	1	0	4.500	4.000
NCTE 5.2	0	0	2	0	0	0	3.000	3.000
NCTE 5.3	0	0	2	0	0	0	3.000	3.000
NCTE 5.4	0	0	0	0	2	0	5.000	5.000
NCTE 7.1	0	0	0	0	2	0	5.000	5.000
NCTE 7.2	0	0	0	0	2	0	5.000	5.000

## Impact on P-12 Assessment – Spring 2019

	Does Not Meet (1 pts)	Occasionally Meets Standard (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds Standard (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
1. Candidate assesses individual and group performance and prior knowledge to design and modify instruction. InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS.1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e	0	0	1	1	1	4.000	4.000
2. Candidate designs instruction appropriate to learners' stages of development, learning styles, strengths and needs. InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e	0	0	1	1	1	4.000	4.000
3. Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence inTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a	0	0	1	1	1	4.000	4.000
4. Candidate's objectives reflect important learning and include assessment criteria. Goals and objectives are suitable for whole group learners. Assessments are non-discriminatory. InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.R DF: 1c, 2b, 2d, 3a	0	0	1	1	1	4.000	4.000
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials that are appropriate for diverse learners and are informed by curricular scope and sequence. InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e	0	0	1	1	1	4.000	4.000
6. Candidate uses a variety of strategies and materials/resources, based on data review, which were appropriate in accommodating learners' academic needs, behavioral needs, and experiences. InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.M DF: 1b, 1c, 1d, 1e, 2d	0	0	1	1	1	4.000	4.000
7. Candidate's modifications to strategies and materials are evident during instruction. InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e	0	0	1	1	1	4.000	4.000
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards. InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e	0	0	1	1	1	4.000	4.000
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. InTASC 1a, 6a, 6b, 7f IPTS 7.M DF: 4b	0	0	1	1	1	4.000	4.000



10. Candidate collects diagnostic, formative, and summative data using a variety of informal and formal assessments. Data are used to monitor student learning. InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d	0	0	1	1	1	4.000	4.000
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals. InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7M DF: 1f, 4b	0	0	1	1	1	4.000	4.000
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners. InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b	0	0	1	1	1	4.000	4.000
13. Candidate uses classroom observation, information about students, pedagogical knowledge, and research as sources of reflection and revision of practice. InTASC 1a, 2b, 7f, 9d, 9c IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A, 2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A, 9.K, 9.O, 9.P DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f	0	0	1	1	1	4.000	4.000
14. Candidate articulates how choices in instructional planning and implementation impact student learning. Recommendations for changing candidate behaviors to increase impact on group learning are cited. InTASC 9d, 9c IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f	0	0	1	1	1	4.000	4.000
15. Candidate uses information about students' families, cultures, and communities to connect instruction to students' experiences. InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c	0	0	1	1	1	4.000	4.000
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences. InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c	0	0	1	1	1	4.000	4.000
17. Candidate designs, implements, and assesses student learning activities that integrate computers/technology. InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C, 5.N, 5.O DF: 1d, 3d	0	0	1	1	1	4.000	4.000
18. Candidate uses technology to analyze, organize, and display data. InTASC 6i, 9f IPTS 5.O, 7.A, 7.O, 8.M, 9.M DF: 4b	0	0	1	1	1	4.000	4.000

## P-12 Addendum Rubric – Spring 2019

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	Total Points (0 pts)	Mean	Mode
NCTE 1.2;2.3	0	0	0	2	1	0	4.333	4.000
NCTE 2.1	0	0	0	2	1	0	4.333	4.000
NCTE 3.2	0	1	0	0	2	0	4.000	5.000
NCTE 3.4	0	1	2	0	0	0	2.667	3.000
NCTE 4.2	0	0	2	0	1	0	3.667	3.000
NCTE 5.2	0	0	1	0	2	0	4.333	5.000
NCTE 5.3	0	0	0	1	2	0	4.667	5.000
NCTE 5.4	0	1	0	0	2	0	4.000	5.000
NCTE 7.1	0	0	0	0	3	0	5.000	5.000
NCTE 7.2	0	0	0	0	3	0	5.000	5.000

## Impact on P-12 Assessment - Fall 2019

	Does Not Meet (1 pts)	Occasionally Meets Standard (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds Standard (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
1. Candidate assesses individual and group performance and prior knowledge to design and modify instruction. InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS.1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e	0	0	3	1	1	3.000	3.000
2. Candidate designs instruction appropriate to learners' stages of development, learning styles, strengths and needs. InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e	0	0	2	1	1	3.500	3.000

3. Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence inTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a	0	0	3	1	1	3.000	3.000
4. Candidate's objectives reflect important learning and include assessment criteria. Goals and objectives are suitable for whole group learners. Assessments are non-discriminatory. InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.R DF: 1c, 2b, 2d, 3a	0	0	2	2	1	3.000	3.000
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials that are appropriate for diverse learners and are informed by curricular scope and sequence. InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e	0	0	3	1	1	3.000	3.000
6. Candidate uses a variety of strategies and materials/resources, based on data review, which were appropriate in accommodating learners' academic needs, behavioral needs, and experiences. InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.M DF: 1b, 1c, 1d, 1e, 2d	0	0	3	1	1	3.000	3.000
7. Candidate's modifications to strategies and materials are evident during instruction. InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e	0	0	3	1	1	3.000	3.000
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards. InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e	0	0	3	1	0	3.500	3.000
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. InTASC 1a, 6a, 6b, 7f IPTS 7.M DF: 4b	0	0	3	1	1	3.000	3.000
10. Candidate collects diagnostic, formative, and summative data using a variety of informal and formal assessments. Data are used to monitor student learning. InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d	0	0	2	2	1	3.000	3.000
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals. InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7.M DF: 1f, 4b	0	0	3	2	0	3.000	3.000
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners. InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b	0	0	3	1	1	3.000	3.000
13. Candidate uses classroom observation, information about students, pedagogical knowledge, and research as sources of reflection and revision of practice. InTASC 1a, 2b, 7f, 9d, 9c IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A, 2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A, 9.K, 9.O, 9.P DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f	0	0	2	2	1	3.000	3.000
14. Candidate articulates how choices in instructional planning and implementation impact student learning. Recommendations for changing candidate behaviors to increase impact on group learning are cited. InTASC 9d, 9c IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f	0	0	3	1	1	3.000	3.000
15. Candidate uses information about students' families, cultures, and communities to connect instruction to students' experiences. InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c	0	0	2	2	1	3.500	3.000
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences. InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c	0	0	3	1	1	3.000	3.000
17. Candidate designs, implements, and assesses student learning activities that integrate computers/technology. InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C, 5.N, 5.O DF: 1d, 3d	0	0	4	1	0	3.000	3.000
18. Candidate uses technology to analyze, organize, and display data. InTASC 6i, 9f IPTS 5.O, 7.A, 7.O, 8.M, 9.M DF: 4b	0	0	3	1	1	3.000	3.000

## P-12 Addendum Rubric – Fall 2019

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	Total Points (0 pts)	Mean	Mode
NCTE 1.2;2.3	1	0	1	1	2	0	3.600	5.000
NCTE 2.1	0	0	1	1	3	0	4.400	5.000
NCTE 3.2	1	0	0	0	4	0	4.200	5.000
NCTE 3.4	0	1	1	1	2	0	3.800	5.000
NCTE 4.2	1	0	0	2	2	0	3.800	4.000

NCTE 5.2	0	1	0	0	4	0	4.400	5.000
NCTE 5.3	0	3	0	2	0	0	2.800	2.000
NCTE 5.4	1	0	0	1	3	0	4.000	5.000
NCTE 7.1	0	0	1	0	4	0	4.600	5.000
NCTE 7.2	0	1	0	0	4	0	4.400	5.000

## Impact on P-12 Assessment – Spring 2020

	Does Not Meet (1 pts)	Occasionally Meets Standard (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds Standard (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
1. Candidate assesses individual and group performance and prior knowledge to design and modify instruction. InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS.1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e	0	0	0	2	0	4.000	4.000
2. Candidate designs instruction appropriate to learners' stages of development, learning styles, strengths and needs. InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e	0	0	0	1	1	4.500	4.000
3. Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence inTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a	0	0	0	2	0	4.000	4.000
4. Candidate's objectives reflect important learning and include assessment criteria. Goals and objectives are suitable for whole group learners. Assessments are non-discriminatory. InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.R DF: 1c, 2b, 2d, 3a	0	0	0	1	1	4.500	4.000
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials that are appropriate for diverse learners and are informed by curricular scope and sequence. InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e	0	0	0	2	0	4.000	4.000
6. Candidate uses a variety of strategies and materials/resources, based on data review, which were appropriate in accommodating learners' academic needs, behavioral needs, and experiences. InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.M DF: 1b, 1c, 1d, 1e, 2d	0	0	0	2	0	4.000	4.000
7. Candidate's modifications to strategies and materials are evident during instruction. InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e	0	0	0	2	0	4.000	4.000
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards. InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e	0	0	0	2	0	4.000	4.000
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. InTASC 1a, 6a, 6b, 7f IPTS 7.M DF: 4b	0	0	0	1	1	4.500	4.000
10. Candidate collects diagnostic, formative, and summative data using a variety of informal and formal assessments. Data are used to monitor student learning. InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d	0	0	0	2	0	4.000	4.000
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals. InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7M DF: 1f, 4b	0	0	0	2	0	4.000	4.000
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners. InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b	0	0	0	2	0	4.000	4.000
13. Candidate uses classroom observation, information about students, pedagogical knowledge, and research as sources of reflection and revision of practice. InTASC 1a, 2b, 7f, 9d, 9c IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A, 2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A, 9.K, 9.O, 9.P DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f	0	0	0	1	1	4.500	4.000
14. Candidate articulates how choices in instructional planning and implementation impact student learning. Recommendations for changing candidate behaviors to increase impact on group learning are cited. InTASC 9d, 9c IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f	0	0	0	2	0	4.000	4.000
15. Candidate uses information about students' families, cultures, and communities to connect instruction to students' experiences. InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c	0	0	0	1	1	4.500	4.000
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences. InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c	0	0	0	2	0	4.000	4.000

17. Candidate designs, implements, and assesses student learning activities that integrate computers/technology. InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C, 5.N, 5.O DF: 1d, 3d	0	0	0	2	0	4.000	4.000
18. Candidate uses technology to analyze, organize, and display data. InTASC 6i, 9f IPTS 5.O, 7.A, 7.O, 8.M, 9.M DF: 4b	0	0	0	2	0	4.000	4.000

## P-12 Addendum Rubric – Spring 2020

	1 (1 pts)	2 (2 pts)	3 (3 pts)	4 (4 pts)	5 (5 pts)	Total Points (0 pts)	Mean	Mode
NCTE 1.2;2.3	0	0	1	1	0	0	3.500	3.000
NCTE 2.1	0	0	0	0	2	0	5.000	5.000
NCTE 3.2	0	0	0	0	2	0	5.000	5.000
NCTE 3.4	0	0	2	0	0	0	3.000	3.000
NCTE 4.2	0	0	0	1	1	0	4.500	4.000
NCTE 5.2	0	0	1	1	0	0	3.500	3.000
NCTE 5.3	0	0	1	1	0	0	3.500	3.000
NCTE 5.4	0	0	0	0	2	0	5.000	5.000
NCTE 7.1	0	0	0	0	2	0	5.000	5.000
NCTE 7.2	0	0	0	0	2	0	5.000	5.000

## Impact on P-12 Assessment - Fall 2020

	Does Not Meet (1 pts)	Occasionally Meets Standard (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds Standard (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
1. Candidate assesses individual and group performance and prior knowledge to design and modify instruction. InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS 1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e	0	0	1	3	0	3.750	4.000
2. Candidate designs instruction appropriate to learners' stages of development, learning styles, strengths and needs. InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e	0	0	1	3	0	3.750	4.000
3. Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence inTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a	0	0	1	3	0	3.750	4.000
4. Candidate's objectives reflect important learning and include assessment criteria. Goals and objectives are suitable for whole group learners. Assessments are non-discriminatory. InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.R DF: 1c, 2b, 2d, 3a	0	0	1	3	0	3.750	4.000
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials that are appropriate for diverse learners and are informed by curricular scope and sequence. InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e	0	0	1	3	0	3.750	4.000
6. Candidate uses a variety of strategies and materials/resources, based on data review, which were appropriate in accommodating learners' academic needs, behavioral needs, and experiences. InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.M DF: 1b, 1c, 1d, 1e, 2d	0	0	1	3	0	3.750	4.000
7. Candidate's modifications to strategies and materials are evident during instruction. InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e	0	0	1	3	0	3.750	4.000
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards. InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e	0	0	1	3	0	3.750	4.000

9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. InTASC 1a, 6a, 6b, 7f IPTS 7.M DF: 4b	0	0	1	3	0	3.750	4.000
10. Candidate collects diagnostic, formative, and summative data using a variety of informal and formal assessments. Data are used to monitor student learning. InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d	0	0	1	3	0	3.750	4.000
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals. InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7M DF: 1f, 4b	0	0	1	3	0	3.750	4.000
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners. InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b	0	0	1	3	0	3.750	4.000
13. Candidate uses classroom observation, information about students, pedagogical knowledge, and research as sources of reflection and revision of practice. InTASC 1a, 2b, 7f, 9d, 9c IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A, 2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A, 9.K, 9.O, 9.P DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f	0	0	1	3	0	3.750	4.000
14. Candidate articulates how choices in instructional planning and implementation impact student learning. Recommendations for changing candidate behaviors to increase impact on group learning are cited. InTASC 9d, 9c IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f	0	0	1	3	0	3.750	4.000
15. Candidate uses information about students' families, cultures, and communities to connect instruction to students' experiences. InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c	0	0	1	3	0	3.750	4.000
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences. InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c	0	0	1	3	0	3.750	4.000
17. Candidate designs, implements, and assesses student learning activities that integrate computers/technology. InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C, 5.N, 5.O DF: 1d, 3d	0	0	1	2	1	4.000	5.000
18. Candidate uses technology to analyze, organize, and display data. InTASC 6i, 9f IPTS 5.O, 7.A, 7.O, 8.M, 9.M DF: 4b	0	0	1	2	1	4.000	5.000

## P-12 Addendum Rubric – Fall 2020

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>4 (4 pts)</b>	<b>5 (5 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE 1.2;2.3	0	0	1	0	3	0	4.500	5.000
NCTE 2.1	0	0	1	1	2	0	4.250	5.000
NCTE 3.2	0	0	1	0	3	0	4.500	5.000
NCTE 3.4	0	0	0	2	2	0	4.500	4.000
NCTE 4.2	0	0	1	0	3	0	4.500	5.000
NCTE 5.2	0	1	0	2	1	0	3.750	4.000
NCTE 5.3	0	0	1	0	3	0	4.500	5.000
NCTE 5.4	0	0	0	1	3	0	4.750	5.000
NCTE 7.1	0	0	0	0	4	0	5.000	5.000
NCTE 7.2	0	0	0	0	4	0	5.000	5.000

## Impact on P-12 Assessment - Spring 2021

	Does Not Meet (1 pts)	Occasionally Meets Standard (2 pts)	Meets Standard (3 pts)	Occasionally Exceeds Standard (4 pts)	Exceeds Standard (5 pts)	Mean	Mode
1. Candidate assesses individual and group performance and prior knowledge to design and modify instruction. InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS.1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e	0	0	2	1	0	3.33	3.000
2. Candidate designs instruction appropriate to learners' stages of development, learning styles, strengths and needs. InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e	0	0	1	1	1	4.000	4.000
3. Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence inTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a	0	0	2	1	0	3.333	3.000
4. Candidate's objectives reflect important learning and include assessment criteria. Goals and objectives are suitable for whole group learners. Assessments are non-discriminatory. InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.R DF: 1c, 2b, 2d, 3a	0	0	1	1	1	4.000	4.000
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials that are appropriate for diverse learners and are informed by curricular scope and sequence. InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e	0	0	2	0	1	3.667	3.000
6. Candidate uses a variety of strategies and materials/resources, based on data review, which were appropriate in accommodating learners' academic needs, behavioral needs, and experiences. InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.M DF: 1b, 1c, 1d, 1e, 2d	0	0	1	2	0	3.667	4.000
7. Candidate's modifications to strategies and materials are evident during instruction. InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e	0	0	1	2	0	3.667	4.000
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards. InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e	0	0	2	0	1	3.667	3.000
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. InTASC 1a, 6a, 6b, 7f IPTS 7.M DF: 4b	0	0	1	1	1	4.000	5.000
10. Candidate collects diagnostic, formative, and summative data using a variety of informal and formal assessments. Data are used to monitor student learning. InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d	0	0	1	2	0	3.667	4.000
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals. InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7M DF: 1f, 4b	0	0	2	1	0	3.667	3.000
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners. InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b	0	0	2	1	0	3.333	3.000
13. Candidate uses classroom observation, information about students, pedagogical knowledge, and research as sources of reflection and revision of practice. InTASC 1a, 2b, 7f, 9d, 9c IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A, 2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A, 9.K, 9.O, 9.P DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f	0	0	1	2	0	3.667	4.000
14. Candidate articulates how choices in instructional planning and implementation impact student learning. Recommendations for changing candidate behaviors to increase impact on group learning are cited. InTASC 9d, 9c IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f	0	0	2	1	0	3.333	3.000
15. Candidate uses information about students' families, cultures, and communities to connect instruction to students' experiences. InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c	0	0	1	1	1	4.00	5.000
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences. InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c	0	0	1	1	1	4.000	5.000
17. Candidate designs, implements, and assesses student learning activities that integrate computers/technology. InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C, 5.N, 5.O DF: 1d, 3d	0	0	1	1	1	4.000	5.000
18. Candidate uses technology to analyze, organize, and display data. InTASC 6i, 9f IPTS 5.O, 7.A, 7.O, 8.M, 9.M DF: 4b	0	0	1	0	2	4.333	5.000

P-12 Addendum Rubric – Spring 2021

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>4 (4 pts)</b>	<b>5 (5 pts)</b>	<b>Total Points (0 pts)</b>	<b><i>Mean</i></b>	<b><i>Mode</i></b>
NCTE 1.2;2.3	0	0	2	0	1	0	3.667	3.000
NCTE 2.1	0	1	0	1	1	0	3.667	2.000
NCTE 3.2	0	0	2	0	1	0	3.667	3.000
NCTE 3.4	0	0	1	1	1	0	4.000	3.000
NCTE 4.2	0	0	1	1	1	0	4.000	3.000
NCTE 5.2	0	1	1	1	0	0	3.000	3.000
NCTE 5.3	0	0	2	0	1	0	3.667	3.000
NCTE 5.4	0	0	1	0	2	0	4.333	5.000
NCTE 7.1	0	0	0	0	3	0	5.000	5.000
NCTE 7.2	0	0	1	0	2	0	4.333	5.000

(Note: In the 2021-2022 academic year EIU revised and piloted a new version of this rubric. Because of this, not all performance indicators align with the ones listed above. Further, in this year EIU discontinued using Live Text for their EPP and Program Assessments and transitioned over to D2L rubrics with different rubric formatting and calculations. The data for Fall 2021 and Spring 2022 for this assessment was reviewed in conjunction with this set but does not align in format or allow for the same statistical computations so it is not contained here. This is available as an additional electronic file for review upon request.)

## **Assessment #6 -Pedagogy Reflection (Clinical Experience) Essay**

**SLO 1 - Demonstrate the ability to think and write critically about clinical experiences.**

**SLO 2 - Demonstrate the ability to use English language arts to help students become familiar with their own and others' cultures, thereby promoting global citizenship.**

### **Part I. Narrative**

#### **A. Description**

Candidates are required to complete five clinical experience hours in each of the three required content methods courses (ENG 3401: Methods of Teaching Composition, ENG 3402: Methods of Teaching Literature, ENG 4801: Integrating the English Language Arts). While these hours are documented on a Clinical Experience Log, and record of completed field work is kept on file in the department and in the College of Education, this assessment serves as additional evidence of completion of this program requirement. The Pedagogy Reflection (Clinical Experience) Essay finds candidates reflecting not only on their observations within secondary English Language Arts classrooms, but also on their own educational experiences and related pedagogy theory/research. In this assessment candidates showcase their ability to make connections between their coursework and training and their applied experiences and field work.

#### **B. Alignment with Standards**

The Pedagogy Reflection (Clinical Experience) Essay asks students to reflect on key areas aligned with NCTE Standards. For example, as evident in the prompt (**see E. Assessment Tool**), candidates are asked to consider the ways in which they analyze learning environments and apply their knowledge concerning best pedagogical practices in order to engage all learners (**NCTE 3.1, 4.2**) and to differentiate instruction (**NCTE 4.4, 5.1, 5.2**) in order to ensure academic growth across all student populations (**NCTE 3.1**). Candidates are specifically asked to reflect on instructional approaches that draw upon students' diverse backgrounds empower them within their roles as learners as well as the ways in which the ELA curriculum can find students engaging with interdisciplinary studies (**NCTE 3.6**) and important social justice issues (**NCTE 6.1**). Ultimately the assessment demonstrates candidates' abilities to critically reflect on the teaching profession, their experiences, training, skills, and opportunities for additional growth and professional development (**NCTE 7.1, 7.2**).

#### **C-D. Analysis of Data & Evidence for Meeting Standards**

Collectively, the assessment data gathered for the Pedagogy Reflection (Clinical Experience) Essay between Fall 2018 and Spring 2021 indicates that the NCTE standards aligned with this



assessment are being met. With the exception of Fall 2020 (which was not only a challenging semester due to the global health pandemic, but also included an abnormally high number of ELA candidates who struggled academically), mean scores for candidate data for all performance indicators exceeded 2.0 out of a 3.0 scale (with 2.0 aligned with the “Meets Standard” score on the assessment rubric). Looking at individual criterion suggests programmatic strengths in terms of training candidates to engage in professional reflection (**NCTE 7.1, 7.2**) as in five out of the six semesters candidate mean scores were at a perfect 3.0. In terms of areas for potential growth, the third performance indicator (“candidate demonstrates a commitment to customizing instruction to draw upon students’ home and community language, cultural backgrounds, individual differences, and literacy levels to create inclusive learning environments that contextualize curriculum and help students participate actively in their own learning in ELA” (**NCTE 4.4, 5.1, 5.2**)) suggests opportunities for potential monitoring or growth. While mean scores were typically close to 2.5, compared to other performance indicators this one was often slightly lower than the others included in the assessment. A review of the data also reveals higher scores in the upper-division capstone methods course (ENG 4801) than in the lower-division ones (ENG 3401, ENG 3402). Mean scores from the three datasets collected from ENG 4801 typically scored 2.7 or higher. This finding suggests growth across our program being that students tend to take the lower-division methods courses earlier in their studies and the capstone methods course toward the end of the program (usually the semester prior to student teaching).

## **Part 2: Assessment Documentation**

### **E. Assessment Tool**

#### **Pedagogy Reflection (Clinical Experience) Essay**

**Purpose:** The purpose of this essay is to draw upon your experiences outside the methods classroom (during classroom observations, practicum, tutoring sessions, and even during your own informal observations as a student in educational settings) to reflect on best educational practices, theory, and research. This essay is an opportunity for you to critique what works well and what does not work well in learning environments and to actively use forward thinking to imagine ways to problem solve and plan for your future teaching experiences. Ideally, this is an essay that blends real world experience (your interactions within the secondary classroom) with academic inquiry. This reflection piece allows you to “test” the pedagogy and best practices covered in this class (as presented through the assigned readings, our class discussions, and your individual research), as well as from your other education classes, against real world application. Therefore, it is required that you integrate research into this reflective essay, citing specific texts, theories, scholars, strategies, and so forth into the essay. This practice will prepare you for the type of reflective essay required from you during the EdTPA process. But above all, this a space to reflect on how to successfully integrate the various aspects of Language Arts, and create and sustain a learning environment that allows all students to succeed (one that engages students, fosters critical thinking skills, engages with cultural diversity, etc.) This essay also documents your ability to think critically about the profession and your role within it (how you will work with others to develop professionally and how you will draw upon classroom experiences to inform your teaching).

**Process:** Although this 3-5 page essay may be formatted in any way, we suggest using the below section headers to allow readers to easily assess your reflection on all issues required on the rubric:

- **Brief Overview:** Provide a brief synopsis of your experience(s) in the classroom possibly discussing the types of classes you observed/instructed/worked in and what types of lessons/instructional strategies you witnessed.
- **The Learning Environment:** Reflect on best practices, theory, and research concerning the teacher’s role (and yours now and in the future) in creating an environment that engages and motivates all students.
- **Cultural Diversity:** Discuss the role of cultural diversity within the Language Arts curriculum and how instructors can enact instructional approaches that benefit all students (regardless of race, ethnicity, gender, sexuality, religious affiliation, socioeconomic status) . Discuss ways in which instructor do (or can) draw upon students’ histories, cultural/linguistic background, individual identities, and range of academic/literacy abilities to strengthen learning outcomes, improve classroom interaction, and empower students to participate actively in their own ELA learning. In this section, discuss both what you have seen in various learning environments but also what additional research-based best practices you would enact.
- **Differentiated Instruction:** Demonstrate an ability to critique learning activities and lesson plans, not only to form evaluative opinions but in order to problem-solve and determine solutions that would better meet the needs of students. This section of your

paper should show how instructors can (or how you will) adapt instruction to meet the needs of students (e.g. special needs students, second language learners, etc.), mentioning specific instructional/assessment strategies and or research. Specific attention should be paid to best practices in all areas of the English Language Arts (literature, reading, writing, speaking, listening, viewing), but more emphasis can be placed on the ELA strand(s) specific to this particular methods course.

- **Social Justice Pedagogy:** While all of the sections address promoting equality among all student learners, discuss more explicit ways in which instructor can (or do) craft lessons that specifically address issues of equity, inclusivity, and other social justice related goals.
- **Critical Thinking & Real World/Cultural/Societal Connections:** Discuss the level of student thinking witnessed during your time in the secondary classroom and consider what learning activities and assessments helped to develop higher-order thinking skills. Also consider what alterations could be made in the future to develop these further if they were lacking. This discussion should also include how the instruction did/could tap into the current cultural environment (current issues, cultural concerns, & societal trends important to students).
- **Integrating the Language Arts Threads & Crafting Cross-Curricular Connections:** Language Arts consists of many threads (Literature, Composition, Grammar, Vocabulary, Speaking, Listening, Technology, Media) and requires that we take an interdisciplinary approach to instruction that draws upon other. Reflect on how this is carried out in secondary classrooms today and how you plan to successfully do this in the future. You may utilize specific examples from previous course assignments (unit plans, lesson plan, pedagogy research, course designs, etc.) if you would like.
- **Professional Reflection/Growth & Reflection on Pedagogy/Practice Alignment:** Ideally you should end your essay with a discussion of how your experiences in the classroom (either as a student, a teacher, and/or an observer) align with the material we have covered in this specific class (the discussions we have had, the readings assigned, the individual research you have conducted) or in other education courses. List specific course texts/concepts during this discussion. What does this alignment (or lack thereof) say about the state of education and what does it mean for you in the future as an instructor? What, if any, indication does this have for your professional development plans? After reflecting on all of these issues, in which areas do you feel you still need additional training and growth. This section, and the essay as a whole, should prove your ability to reflect on the profession, your growth, and you overall commitment to reflective, ethical professional practices.

**Reminders:** This essay can be inspired by much more than just your clinical experience observation hours alone. A simple summary/critique of your time observing will NOT create a successful (passing) reflection essay. Feel free to draw upon previous experiences (practicum, other observations, other classes, our course work, etc.) to fully reflect on the above-listed issues. Don't forget to attach the EIU rubric to your paper prior to submission in your portfolio. Also, when discussing best practices and research, be sure to accurately cite your sources and refer to specific educational experts, theories, texts, and so forth. (Again, this will be extremely helpful to you as you prepare for the edTPA write-up).

## F. Scoring Rubric

### Pedagogy Reflection (Clinical Experience) Essay Rubric

NCTE Standard(s)	Not Acceptable (1)	Acceptable (2)	Target (3)	Candidate Score
NCTE III.1	Candidate does not showcase adequate knowledge of theory, research, and best practice in terms of crafting ELA learning experiences and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	Candidate showcases knowledge of theory, research, and best practice in terms of crafting ELA learning experiences and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	Candidate showcases extensive knowledge of theory, research, and best practice in terms of crafting ELA learning experiences and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	
NCTE III.6	Candidate does not consistently indicate an ability to incorporate interdisciplinary teaching methods.	Candidate indicates an ability to incorporate interdisciplinary teaching methods.	Candidate indicates an advanced ability to incorporate interdisciplinary teaching methods.	
NCTE IV.4 NCTE V.1 NCTE V.2	Candidate does not demonstrate a commitment to customizing instruction to draw upon students' home and community languages, cultural backgrounds, individual differences, and/or literacy levels to create inclusive learning environments that contextualize curriculum and help students participate actively in their own learning in ELA.	Candidate demonstrates a commitment to customizing instruction to draw upon students' home and community languages, cultural backgrounds, individual differences, and/or literacy levels to create inclusive learning environments that contextualize curriculum and help students participate in their own learning in ELA.	Candidate demonstrates a commitment to customizing instruction to draw upon students' home and community languages, cultural backgrounds, individual differences, and literacy levels to create inclusive learning environments that contextualize curriculum and help students participate actively in their own learning in ELA.	
NCTE VI.1	Candidate does not demonstrate an ability to plan or reflect upon instructional units that promote social justice and engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	Candidate discusses instructional plans that promote social justice and critical engagement with issues related to maintaining a diverse, inclusive, equitable society.	Candidate articulates instructional plans that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	
NCTE VI.2	Candidate shows little evidence of analyzing learning environments and/or the ability to draw upon theories and research to consider instructional approaches that are responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects.	Candidate analyzes learning environments and draws upon theories and research to consider instructional approaches that are responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects.	Candidate skillfully analyzes learning environments and draws upon a range of theories and research to consider instructional approaches that are responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects.	
NCTE VII.1, NCTE VII.2	Candidate shows limited ability to reflect on ELA experiences and/or fails to demonstrate ethical practices and/or plans for professional development.	Candidate reflects on experiences related to ELA and indicates a commitment to ethical practices and professional development.	Candidate critically reflects on a variety of experiences related to ELA and demonstrates a commitment to ethical practices and professional development.	

**Rubric Score:** \_\_\_\_\_ / 18

## G. Candidate Data

### Pedagogy Reflection (Clinical Experience) Essay Assessment Data (Fall 2018 – Spring 2021) For Three Content Area Methods Courses (ENG 3401, ENG 3402, ENG 4801)

#### ENG 3401: Methods of Teaching Composition at the Middle & Secondary Levels

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 3401 – Fall 2018

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<i>Mean</i>	<i>Mode</i>
NCTE 3.1	0	7	5	0	2.417	2.000
NCTE 3.6	0	1	11	0	2.917	3.000
NCTE 4.4;5.1;5.2	0	5	7	0	2.583	3.000
NCTE6.1	0	1	11	0	2.917	3.000
NCTE 6.2	0	8	4	0	2.333	2.000
NCTE 7.1;7.2	0	0	12	0	3.000	3.000

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 3401 – Fall 2019

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<i>Mean</i>	<i>Mode</i>
NCTE 3.1	0	4	4	0	2.500	2.000
NCTE 3.6	0	0	8	0	3.000	3.000
NCTE 4.4;5.1;5.2	0	3	5	0	2.625	3.000
NCTE6.1	0	0	8	0	3.000	3.000
NCTE 6.2	0	3	5	0	2.625	3.000
NCTE 7.1;7.2	0	0	8	0	3.000	3.000

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 3401 – Fall 2020

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<i>Mean</i>	<i>Mode</i>
NCTE 3.1	2	6	1	0	1.889	2.000
NCTE 3.6	2	4	3	0	2.111	2.000
NCTE 4.4;5.1;5.2	4	3	2	0	1.778	1.000
NCTE6.1	2	7	0	0	1.778	2.000
NCTE 6.2	1	6	2	0	2.111	2.000
NCTE 7.1;7.2	1	4	4	0	2.333	2.000

**ENG 3402: Methods of Literature & Reading at the Middle & Secondary Levels**

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 3402 – Spring 2019

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE 3.1	0	3	6	0	2.667	3.000
NCTE 3.6	1	4	4	0	2.333	2.000
NCTE 4.4;5.1;5.2	1	2	6	0	2.556	3.000
NCTE6.1	0	1	8	0	2.889	3.000
NCTE 6.2	0	3	6	0	2.667	3.000
NCTE 7.1;7.2	0	0	9	0	3.000	3.000

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 3401 – Spring 2020

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE 3.1	0	4	4	0	2.500	2.000
NCTE 3.6	0	0	8	0	3.000	3.000
NCTE 4.4;5.1;5.2	0	4	4	0	2.500	2.000
NCTE6.1	0	1	7	0	2.875	3.000
NCTE 6.2	0	3	5	0	2.625	3.000
NCTE 7.1;7.2	0	0	8	0	3.000	3.000

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 3402 – Spring 2021

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE 3.1	3	2	3	0	2.000	1.000
NCTE 3.6	1	6	1	0	2.000	2.000
NCTE 4.4;5.1;5.2	0	4	4	0	2.500	2.000
NCTE6.1	0	2	6	0	2.750	3.000
NCTE 6.2	1	5	2	0	2.125	2.000
NCTE 7.1;7.2	0	2	6	0	2.750	3.000

**ENG 4801: Integrating the English Language Arts (Capstone Methods Course)**

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 4801 - Spring 2019

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE 3.1	0	1	6	0	2.857	3.000
NCTE 3.6	0	2	5	0	2.714	3.000
NCTE 4.4;5.1;5.2	0	1	6	0	2.857	3.000
NCTE6.1	0	1	6	0	2.857	3.000
NCTE 6.2	0	4	3	0	2.429	2.000
NCTE 7.1;7.2	0	0	7	0	3.000	3.000

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 4801 - Spring 2020

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE 3.1	1	0	10	0	2.818	3.000
NCTE 3.6	0	1	10	0	2.909	3.000
NCTE 4.4;5.1;5.2	1	1	9	0	2.727	3.000
NCTE6.1	0	1	10	0	2.909	3.000
NCTE 6.2	0	0	11	0	3.000	3.000
NCTE 7.1;7.2	0	0	11	0	3.000	3.000

Pedagogy Reflection (Clinical Experience) Essay Rubric – ENG 4801 – Spring 2021

	<b>1 (1 pts)</b>	<b>2 (2 pts)</b>	<b>3 (3 pts)</b>	<b>Total Points (0 pts)</b>	<b>Mean</b>	<b>Mode</b>
NCTE 3.1	1	0	6	0	2.714	3.000
NCTE 3.6	1	2	4	0	2.429	3.000
NCTE 4.4;5.1;5.2	0	1	6	0	2.857	3.000
NCTE6.1	0	1	6	0	2.857	3.000
NCTE 6.2	1	0	6	0	2.714	3.000
NCTE 7.1;7.2	0	0	7	0	3.000	3.000

(Note: In the 2021-2022 academic year EIU discontinued using Live Text for their EPP and Program Assessments and transitioned over to D2L rubrics with different rubric formatting and calculations. The data for Fall 2021 and Spring 2022 for this assessment was reviewed in conjunction with this set but does not align in format or allow for the same statistical computations so it is not contained here. This is available as an additional electronic file for review upon request.)

**Assessment #7 – edTPA Exam**  
**SLO 3 - Demonstrate knowledge of writing processes**

**Part I. Narrative**

**A. Description**

The official preparation handbook for the edTPA exam explains that it “is a nationally available performance assessment of readiness to teach for novices. The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers: develop knowledge of subject matter content standards and subject-specific pedagogy, develop and apply knowledge of varied students’ needs, consider research and theory about how students learn, and reflect on and analyze evidence of the effects of instruction on student learning. As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways” (Pearson). This assessment requires candidates to develop and teach 3 to 5 consecutive English-Language Arts lessons (referred to as a “learning segment”). The directions state that “the learning segment prepared for this assessment should provide opportunities for students to comprehend, construct meaning from, and interpret complex text, and to create a written product, interpreting or responding to complex features of a text that are just beyond your students’ current skill levels” (Pearson). The assessment is comprised of three tasks in which candidates receive sub-scores: 1) Planning for Instruction and Assessment, 2) Instructing and Engaging Students in Learning, and 3) Assessing Student Learning.

Candidates in our program complete this assessment during student teaching. While successfully passing the edTPA is not required for program completion (earning their bachelor’s degree), passing the exam is required by the state in order to be granted teacher licensure.

**B. Alignment with Standards**

The edTPA Exam is aligned with various NCTE Standards. The below chart details how the exam’s scoring rubrics for the three required tasks align with specific NCTE Standards.

<b>edTPA Rubric Numbers &amp; Pedagogical Focus Area</b>	<b>Related NCTE Standard(s)</b>
Rubric 2: Planning to Support Varied Student Learning Needs & Rubric 3: Using History of Students to Inform Teaching & Learning	NCTE 4.1, 5.1, 5.2, 5.4, 6.2
Rubric 6: Learning Environment	NCTE 6.2
Rubric 7: Engaging Students in Learning	NCTE 4.4
Rubric 8: Deepening Student Learning	NCTE 7.1
Rubric 10: Analyzing Teaching Effectiveness & Rubric 11: Analysis of Student Learning	NCTE 5.3
Rubric 13: Use of Student Feedback	NCTE 4.2
Rubric 13: Use of Student Feedback & Rubric 14: Analyzing Students’ Language Use & English Language Arts Learning	NCTE 7.2
Rubric 15: Using Assessment to Inform Instruction	NCTE 5.3



## C-D. Analysis of Data & Evidence for Meeting Standards

The data collected over the two available academic years (2018-2019 and 2019-2020)<sup>1</sup> indicate that the NCTE Standards aligned with the edTPA Exam are being met. The exam requires a passing score of 39.0 or higher in order to be granted licensure. The combined overall mean scores for these two datasets was 40.9 (39.3 for 2018-2019 and 42.5 for 2019-2020) indicating that the majority of the candidates attempting the exam were able to successfully pass it. The exam uses a four-point scale wherein level one indicates no mastery of the performance indicator, level two indicates some mastery of the performance indicator, level three indicates mastery of the performance indicator, and level four indicates advanced mastery of the performance indicator. Expectations for candidates at this stage of their career is to score within the 2.0-3.0 range (or an average of 2.5) for individual assessment areas. There were only 5 instances of individual scores on any performance indicator that fell below that target goal by earning a 1.0. Therefore, 97.6% of the time candidates fell within the expected 2.0-3.0 range. Means across the two datasets (housing scores for all 15 rubric assessment areas) consistently calculated above 2.0 (with 2.2 being the lowest mean score listed in any area). The collective mean scores for the three tasks tabulated as follows: Task 1: Planning (14.15), Task 2 Instruction (13.45), and Task: Assessment (13.35). This suggests that NCTE Standards pertaining to instructional planning (**NCTE 4.1, 5.1, 5.2, 5.4, 6.2**) were met or exceeded. At first glance it might appear that Assessment was the weakest area, suggesting areas for potential program growth tied to the related standards (**NCTE 4.2, 5.3, 7.2**). However, the two datasets show notable deviation. For the 2018-2019 cohort the mean score for Task 3: Assessment was 12.2, the lowest mean score of the three tasks. However, for the 2019-2020 cohort the mean score for Task 3: Assessment was 14.5, the highest mean score of the three tasks. For example, *Rubric 12: Providing Feedback to Guide Learning*, had mean scores of 2.3 and 3.5 for the two respective groups. While the 2018-2019 candidates had individual scores falling in the 1.0, 2.0, and 3.0 levels, the 2019-2020 found all candidates scoring between 3.0-4.0. Because of this discrepancy, as will be discussed further in **Section V**, additional monitoring may be needed to determine whether any additional program supports are necessary in this area.

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<sup>1</sup> As noted previously, due to the COVID-19 global health pandemic, the state of Illinois did not require the edTPA exam for licensure during the 2020-2021 academic year. Therefore, unlike with all other Assessments submitted for this report, there is not a third year of data for this particular assessment.

## Part 2: Assessment Documentation

### E. Assessment Tool

As this is an external exam the actual assessment is not available but specific directions can be found within the edTPA Secondary English Language Arts Handbook published by Pearson. The below scoring rubrics are from this handbook.

### F. Scoring Rubrics

Planning Rubrics				
Rubric 1: Planning for English-Language Arts Understandings				
How do the candidate's plans build students' abilities to comprehend, construct meaning from, interpret, and/or respond to complex text?				
Level 1 <sup>3</sup>	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans <b>focus solely on</b> literal comprehension of text with <b>little or no connection</b> to constructions of meaning, interpretation, or responses to the text.</p>	<p>Plans for instruction <b>support student learning of facts</b> and procedures with <b>vague connections to interpretative skills OR</b> responses to the text.</p>	<p>Plans for instruction <b>build on each other</b> to support learning of meanings of complex text with <b>clear</b> connections to interpretive skills or responses to the text, supported by textual references.</p>	<p>Plans for instruction build on each other to support learning of meanings of complex text with <b>clear and consistent</b> connections to interpretive skills or responses to the text, supported by textual references.</p>	<p><b>Level 4 plus:</b> Candidate explains how s/he will use learning tasks and materials to <b>lead students to make</b> clear and consistent <b>connections</b>.</p>
<p>There are <b>significant content inaccuracies</b> that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are <b>not aligned with each other</b>.</p>				

Planning Rubrics continued				
Rubric 2: Planning to Support Varied Student Learning Needs				
How does the candidate use knowledge of his/her students to target support for students to comprehend, construct meaning from, interpret, and respond to complex text?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is <b>little or no evidence</b> of planned supports.</p> <p>OR</p> <p>Candidate does <b>NOT</b> attend to requirements in IEPs and 504 plans.</p>	<p>Planned supports are <b>loosely tied to learning objectives or the central focus of the learning segment</b>.</p> <p>AND</p> <p>Candidate <b>attends to</b> requirements in IEPs and 504 plans.</p>	<p>Planned supports are <b>tied to learning objectives</b> and the central focus <b>with attention to the characteristics of the class as a whole</b>.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Planned supports are tied to learning objectives and the central focus. <b>Supports address the needs of specific individuals or groups with similar needs</b>.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p><b>Level 4 plus:</b> Supports include <b>specific strategies to identify and respond to common errors and misunderstandings</b>.</p>

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's justification of learning tasks is either missing or represents a deficit view of students and their background/s.</p>	<p>Candidate justifies learning tasks with limited attention to students' prior academic learning OR personal/cultural/community assets.</p>	<p>candidate justifies why learning tasks (or their adaptations) are appropriate using</p> <ul style="list-style-type: none"> <li>examples of students' prior <b>academic learning</b></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>examples of personal/cultural/community assets</li> </ul> <p>candidate makes superficial connections to research and/or theory.</p>	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using</p> <ul style="list-style-type: none"> <li>examples of students' prior academic learning</li> <li>examples of personal/cultural/community assets</li> </ul> <p>Candidate makes connections to research and/or theory.</p>	<p><b>Level 4 plus:</b> Candidate's justification is supported by principles from research and/or theory.</p>

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key English-Language Arts learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands identified by the candidate are not consistent with the selected language function or task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p>	<p>Candidate identifies vocabulary as the major language demand associated with the language function. Attention to additional language demands is superficial.</p> <p>Language supports primarily address definitions of vocabulary.</p>	<p>candidate identifies vocabulary and additional language demand(s) associated with the language function.</p> <p>Plans include general support for use of vocabulary as well as additional language demands.</p>	<p>Candidate identifies language demand(s) associated with the language function.</p> <p>Plans include targeted support for use of vocabulary as well as additional language demand(s).</p>	<p><b>Level 4 plus:</b> Instructional supports are designed to meet the needs of students with different levels of language learning.</p>

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students' progress toward the standards/objectives?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments only provide evidence of students' rote memorization, comprehension, or recall.</p> <p><b>Assessment adaptations</b> required by IEP or 504 plans are not made.</p>	<p>The assessments provide limited evidence to monitor students' abilities to construct meaning from, interpret, and/or respond to complex text during the learning segment.</p> <p><b>Assessment adaptations</b> required by IEP or 504 plans are minimal.</p>	<p>The assessments provide <b>specific evidence</b> of students' abilities to construct meaning from, interpret, and/or respond to a complex text during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide multiple forms of <b>evidence</b> of students' abilities to construct meaning from, interpret, and/or respond to complex text during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>Level 4 plus:</p> <p>The assessments are <b>strategically designed</b> to allow individuals or groups with specific needs to demonstrate their learning.</p>
<p>Assessments are not aligned with the central focus or standards/objectives for the learning segment.</p>				

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The clips reveal <b>evidence of disrespectful</b> interactions between teacher and students or between students.</p> <p><b>OR</b></p> <p>Candidate allows disruptive behavior to interfere with student learning.</p>	<p>The candidate demonstrates <b>respect for students</b>. Candidate provides a <b>learning environment that serves primary control of student behavior, and minimally supports, the learning goals.</b></p>	<p>The candidate demonstrates <b>rapport with and respect for students</b>.</p> <p>Candidate provides a <b>positive, low-risk social environment that reveals mutual respect among students.</b></p>	<p>The candidate demonstrates <b>rapport with and respect for students</b>.</p> <p>Candidate provides a <b>challenging learning environment that promotes mutual respect among students.</b></p>	<p>The candidate demonstrates <b>rapport with and respect for students</b>.</p> <p>Candidate provides a <b>challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.</b></p>

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing students' abilities to construct meaning from and interpret complex text?

Level 1	Level 2	Level 3	Level 4	Level 5
In the clip(s), students are participating in tasks that are vaguely or superficially related to the central locus.	In the clip(s), students are participating in learning tasks or activities primarily focused solely on literal comprehension of text with little attention to developing interpretive skills.	In the clip(s), students are engaged in learning tasks that address the abilities to construct meaning from and interpret a complex text.	In the clip(s), students are engaged in learning tasks that develop their abilities to construct meaning from and interpret a complex text.	In the clip(s), students are engaged in learning tasks that deepen and extend their development or deep understanding of strategies to construct meaning from and interpret a complex text.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes superficial links between prior academic, learning and new learning.	Candidate links prior academic learning to new learning.	Candidate uses both prior academic learning and personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning.

Rubric B: Deepening Student Learning

How does the candidate elicit student responses to promote thinking and develop their abilities to, construct meaning from and interpret complex text?

Level 1	Level 2	Level 3	Level 4	Level 5
The candidate elicits most of the time few responses, OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses related to constructing meaning from and interpreting complex text.	Candidate elicits and builds on students' responses to develop or construct a meaning and interpretation of complex text.	Candidate facilitates interaction among students so they can evaluate their own abilities to apply strategies for constructing meaning and interpreting complex text.

Rubric 9: Subject-Specific Pedagogy

How does the candidate use textual references to help students understand how to construct meaning from and Interpret a complex text?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The candidate stays focused on literal comprehension of the text with little attention to strategies to construct meaning or to interpret complex text.</p> <p>OR</p> <p>Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate makes vague or superficial use of textual references to help students construct meaning from and interpret complex text.</p>	<p>Candidate uses textual references in ways that help students understand strategies to construct meaning from and interpret complex text.</p>	<p>Candidate uses textual references in ways that deepen student understanding of strategies to construct meaning from and interpret complex text.</p>	<p>Candidate and students use strategies to cite textual references in ways that deepen student understanding of strategies to construct meaning from and interpret complex text.</p>

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate suggests changes unrelated to evidence of student learning.</p>	<p>Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.</p>	<p>Candidate proposes changes that address students' collective learning needs related to the central focus.</p> <p>candidate makes superficial connections to research and/or theory.</p>	<p>Candidate proposes changes that address individual and collective learning needs related to the central focus.</p> <p>Candidate makes connections to research and/or theory.</p>	<p>Level 4 plus:</p> <p>Candidate justifies changes using principles of research and/or theory.</p>

## Assessment Rubrics

### Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is superficial or not supported by evidence from work samples or the summary of student learning.</p> <p>OR</p> <p>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p>	<p>The analysis focuses on what students did right OR wrong using evidence from the summary or work samples.</p>	<p>The analysis focuses on what students did right OR wrong and is supported with evidence from the summary and work samples. Analysis includes some differences in whole class learning.</p>	<p>Analysis uses specific examples from work samples to demonstrate patterns of student learning consistently. Patterns are described for whole class.</p>	<p>Analysis uses specific evidence from work samples to demonstrate the connections between qualitative and quantitative patterns or student learning for individuals or groups.</p>

### Assessment Rubrics continued

### Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to the focus students?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the learning objectives OR is inconsistent with the analysis of the student's learning.</p> <p>OR</p> <p>Feedback contains significant content inaccuracies.</p>	<p>Feedback addresses only errors OR strengths general related to the learning objectives.</p> <p>OR</p> <p>Feedback is inconsistent with factors students,</p>	<p>Feedback is accurate and primarily focuses on either errors OR strengths related to specific learning objectives, with some attention to the other.</p> <p>Feedback is provided consistently for the focus students.</p>	<p>Feedback is accurate and addresses both strengths and needs related to specific learning objectives.</p> <p>Feedback is provided consistently for the focus students.</p>	<p>Level 4 plus: Candidate describes how s/he will guide focus students to use feedback to evaluate their own strengths and needs.</p>

Rubric 13: Student Use of Feedback

How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for applying feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback to inform student learning.</p>	<p>Candidate provides vague explanation for how focus students will use feedback to complete current or future assignments.</p>	<p>Candidate describes how focus students will use feedback on their strengths and weaknesses to revise their current work, as needed.</p>	<p>Candidate describes how she will support focus students to use feedback on their strengths and weaknesses to deepen understanding of skills related to their curriculum.</p>	<p>Level 4 plus: Candidate guides focus students to generalize feedback beyond the current writing sample.</p>

Rubric 14: Analyzing Students' Language Use and English-Language Arts Learning

How does the candidate analyze students' use of language to develop content understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate notes language use that is specifically related or unrelated to the language demands (function, vocabulary, and additional demands).</p> <p>OR</p> <p>Candidate does not address students' repeated misuse of vocabulary.</p>	<p>Candidate provides evidence that students use vocabulary associated with the language function.</p>	<p>Candidate explains and provides evidence of students' use of the language function as well as vocabulary or additional language demands.</p>	<p>Candidate explains and provides evidence of students' use of the language function, vocabulary, and additional language demand(s) in ways that develop content understandings.</p>	<p>Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>



**Rubric 15: Using Assessment to Inform Instruction**

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps <b>do not follow</b> from the analysis.</p> <p><b>OR</b></p> <p>Next steps are <b>not relevant to the standards and learning objectives</b> assessed.</p> <p><b>OR</b></p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p>	<p>Next steps <b>focus on repeating instruction, pacing, or classroom management issues.</b></p>	<p>Next steps <b>propose general support that improves student learning related to standards and learning objectives assessed.</b></p>	<p>Next steps <b>provide targeted support to individuals or groups to improve their learning relative to standards and learning objectives</b> assessed.</p> <p>Next steps are <b>connected with research and/or theory.</b></p>	<p>Next steps provide targeted support to individuals <b>AND</b> groups to improve their learning relative to standards and learning objectives assessed</p> <p>Next steps are <b>justified with</b> principles from research and/or theory.</p>

**G. Candidate Data**

**English edTPA Data  
2018-2019**

edTPA Performance Summary Data:

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P0 1	P0 2	P0 3	P0 4	P0 5	I01	I02	I03	I04	I05	A0 1	A0 2	A0 3	A0 4	A0 5	P	I	A
English	6	39.3	3.2	2.5	2.8	2.7	3.0	3.0	2.7	2.5	2.5	2.3	3.0	2.3	2.2	2.2	2.3	14.2	13.0	12.2

edTPA Score Distributions (Percent and Frequency):

	N	Mean Score	Distribution of Scores										
			<35	35	36	37	38	39	40	41	42	>42	
English	6	39.3	17 (1)	17(1)		17(1)					33(2)		17(1)

edTPA Score Distributions by Rubric (Percent and Frequency)

Rubric	N	Mean Score	Distribution of Scores			
			1.0	2.0	3.0	4.0
1	6	3.2			83 (5)	17 (1)
2	6	2.5		66 (4)	17 (1)	17 (1)
3	6	2.8		17 (1)	83 (5)	
4	6	2.7		33 (2)	66 (4)	
5	6	3.0			100 (6)	
6	6	3.0			100 (6)	
7	6	2.7			33 (2)	17 (1)
8	6	2.5		50 (3)	50 (3)	
9	6	2.5		50 (3)	50 (3)	

10	6	2.3		66 (4)	33 (2)	
11	6	3.0		17 (1)	66 (4)	17 (1)
12	6	2.3	17 (1)	33 (2)	50 (3)	
13	6	2.2	17 (1)		33 (2)	
14	6	2.2		83 (5)		17 (1)
15	6	2.3			33 (2)	

**English edTPA Data  
2019-2020**

edTPA Performance Summary Data:

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P01	P02	P03	P04	P05	I01	I02	I03	I04	I05	A01	A02	A03	A04	A05	P	I	A
English	8	42.5	3.0	2.7	3.0	2.7	2.8	3.0	2.8	2.5	2.9	2.8	3.1	3.5	2.3	2.8	2.8	14.1	13.9	14.5

edTPA Score Distributions (Percent and Frequency):

	N	Mean Score	Distribution of Scores											
			<35	35	36	37	38	39	40	41	42	>42		
English	8	42.5		13(1)				13(1)	13(1)				25(2)	38(3)

edTPA Score Distributions by Rubric (Percent and Frequency)

Rubric	N	Mean Score	Distribution of Scores					
			1.0	2.0	2.5	3.0	3.5	4.0
1	8	3.0		13(1)		75 (6)		13 (1)
2	8	2.7	25 (2)			50 (4)	13 (1)	13 (1)
3	8	3.0		13 (1)		75 (6)		13 (1)
4	8	2.7			38 (3)	38 (3)		13 (1)
5	8	2.8	13 (1)	13 (1)		63 (5)		13 (1)
6	8	3.0				100(8)		
7	8	2.8		25 (2)		75 (6)		
8	8	2.5		50 (4)		50 (4)		
9	8	2.9		25 (2)		63 (5)		13 (1)
10	8	2.8		25 (2)		75 (6)		
11	8	3.1				88(7)		13 (1)
12	8	3.5				50 (4)		50 (4)
13	8	2.3		75 (6)		13 (1)	13 (1)	
14	8	2.8		38 (3)		50 (4)		13 (1)
15	8	2.8		25 (2)		63 (5)	13 (1)	

**English edTPA Data  
2020-2022**

**Note:** Due to the COVID-19 global health pandemic, the state of Illinois did not require candidates to take the edTPA licensure exam during the 2020-2021 academic year to earn licensure. Therefore, there is no data available for Fall 2020, Spring 2021, Fall 2021, or Spring 2022

## Assessment #8 – Dispositions Evaluation

**SLO 4 - Demonstrate knowledge of and skills in use of the English Language, including effective speaking skills**

### **Part I. Narrative**

#### **A. Description**

The Dispositions Evaluation Assessment is used to assess our teacher candidates at various points throughout the program: in all three of their departmental methods courses and during student teaching. The methods instructors in ENG 3401, 3402, and 4801 complete this Disposition Assessment via Live Text by combining their own assessment of the candidates' dispositions with the feedback provided from the cooperating teachers with whom the candidates observe in the field. During student teaching the university coordinator completes this assessment via Live Text combining their observation with feedback from the cooperating teacher. This assessment, along with Department Disposition Evaluation online forms that candidates have filled out by each English instructor they take courses with (**See Assessment #2, Student Teaching Approval Portfolio, Checklist Item #8**), plays a key role in not just program assessment, but also monitoring candidate growth and any need for intervention. Together these assessment tools allow for a steady cycle of feedback concerning candidate dispositions. Should any candidate struggle in any dispositional area the Director of English Education meets individually with the student to craft a Remediation Plan which is then approved by the English Education Committee. The candidate must successfully complete the Remediation Plan and show growth in the noted dispositional areas in order to be granted approval to student teach.

#### **B. Alignment with Standards**

The Dispositions Evaluation Assessment aligns with key NCTE Standards. As this is based on interactions in classroom and in field placements (observations and student teaching), the assessment finds cooperating teachers, supervisors, and/or methods instructors reflecting on candidates' professional communication, interpersonal skills, and ethical practices (**NCTE 7.1**). Of particular importance is insight concerning the candidates' ability not simply to interact respectfully with diverse student learners, but also on their understanding of students' diverse characteristics and abilities and how to take such factors into consideration when crafting instructional material (**NCTE 3.1, 4.1, 4.4, 5.1, 5.2, 6.1, 6.2**) and assessments (**NCTE 3.2, 4.2, 5.3**).

### **C-D. Analysis of Data & Evidence for Meeting Standards**

The data collected over the past three academic years on the Dispositions Evaluation Assessment show evidence that the aligned NCTE Standards have been met. The Dispositions Evaluation scoring rubric (**see E-F below**) utilizes a three-point scale wherein 1 denotes unacceptable behavior, a 2 denotes acceptable behavior, and a 3 denotes exemplary behavior related to the performance indicators. Throughout the six semesters of data collected from the three methods courses as well as the student teaching cohorts, the average of all mean scores (across the 90 combined performance indicators) was 2.70 out of 3.0. There were only two instances (both in datasets from candidates within methods courses) wherein a candidate earned a 1.0 on any performance indicator. In both instances the indicator in question was “the candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture” (NCTE 7.1). This suggests irregular behavior specific to those particular students (e.g. struggles with professionalism in terms of time management, instances of plagiarism, etc.) rather than larger programmatic concerns. One area in which candidates continuously scored high, particularly within the datasets obtained during the three methods courses, was “Interactions with Students/Others.” Mean scores from these datasets were calculated at 2.857 or higher indicating a programmatic strength in training candidates to “demonstrate positive regard for all learners, faculty, and staff” (NCTE 7.1). While above the acceptable range, the performance indicators assessing whether candidates are able to consider diverse characteristics and abilities into their instructional planning (NCTE 3.1, 4.1, 4.4, 5.1, 5.2, 6.1, 6.2) and assessment (NCTE 3.2, 4.2, 5.3) were slightly lower, typically averaging in the 2.2-2.5 range. This, in part, is likely due to both their earlier points in the program and to the fact that both methods instructors and cooperating teachers at this stage have more limited opportunities to observe candidates and/or see their instructional material enacted. While ideally we would like to see higher mean scores in the datasets from student teaching cohorts, this particular three-year period does not reflect this typical pattern. Rather, the datasets from student teaching suggest that cooperating teachers and supervisors tended to assess candidates holistically rather than always with specific attention to the individual performance indicators (i.e. giving candidates scores of all 2’s or 3’s across all indicators). As will be discussed more in **Section V**, this may suggest more about improvements that need to be made in terms of administrating the assessment (e.g. providing additional training on using these assessment rubrics) rather than any particular programmatic strength or weakness in these areas.

## **Part 2: Assessment Documentation**

### **E-F. Assessment Tool & Scoring Rubric**

#### **Eastern Illinois University English Department Disposition Evaluation Rubric for Cooperating Teachers**

**Directions:**

- Please take a moment to evaluate the EIU teacher certification candidate who completed clinical experience hours within your classroom/school by simply circling/highlighting the appropriate number for each category below, printing/signing your name, and recording the information for your school.
- After completing this form, please email it to EIU's English Education Director, Dr. Melissa Ames, [mames@eiu.edu](mailto:mames@eiu.edu) by December 1<sup>st</sup>.
- Your time and cooperation in helping us assess the dispositional traits of our candidate is much appreciated.

<b>DISPOSITIONAL AREA</b>	<b>DOES NOT EXHIBIT</b>	<b>OCCASIONALLY EXHIBITS</b>	<b>CONSISTENTLY EXHIBITS</b>	<b>NO BASIS FOR JUDGMENT</b>
<b>Interaction with Students/Others (IWS)</b> Candidate demonstrates positive regard for all learners, faculty and staff.  <b>NCTE VII.1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
<b>Effective Communication (EC)</b> Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students.  <b>NCTE VII.1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
<b>Professional Ethics &amp; Practices (PEP)</b> The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture  <b>NCTE VII.1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>

<p><b>Planning and Teaching for Student Learning (PTSL)</b></p> <p>The candidate 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.</p> <p><b>NCTE III.1, IV.1, V.1, V.2, VI.1, VI.2</b></p>	<p><b>1</b></p> <p><b>Comments:</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>NA</b></p>
<p><b>Planning and Teaching for Student Learning (PTSL)</b></p> <p>The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities.</p> <p><b>NCTE III.2, IV.2, V.3</b></p>	<p><b>1</b></p> <p><b>Comments:</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>NA</b></p>
<p><b>Sensitivity to Diversity and Equity (SDE)</b></p> <p>The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning.</p> <p><b>NCTE III.1, IV.4, V.1, V.2, VI.1, VI.2</b></p>	<p><b>1</b></p> <p><b>Comments:</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>NA</b></p>

Teacher Candidate Name & EIU Course: \_\_\_\_\_

Jr/Sr High School Name: \_\_\_\_\_

Cooperating Teacher Name (Print): \_\_\_\_\_

School Address: \_\_\_\_\_

Signature & Date: \_\_\_\_\_

\_\_\_\_\_

## G. Candidate Data

### Disposition Evaluation Assessment Data (Fall 2018 – Spring 2021) For Three Content Area Methods Courses (ENG 3401, ENG 3402, ENG 4801) & Student Teaching

#### ENG 3401: Methods of Teaching Composition at the Middle & Secondary Levels

Dispositions Rubric (Field Experience 2) – ENG 3401 – Fall 2018

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	12	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	0	12	0	3.000	3.000	0.000
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	0	12	0	3.000	3.000	0.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	2	10	0	2.833	3.000	0.373
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	3	9	0	2.750	3.000	0.433
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	11	0	2.917	3.000	0.276

Dispositions Rubric (Field Experience 2) – ENG 3401 – Fall 2019

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	8	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	0	8	0	3.000	3.000	0.000
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	1	7	0	2.875	3.000	0.331
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	4	4	0	2.500	2.000	0.500
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	4	4	0	2.500	2.000	0.500
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	2	6	0	2.750	3.000	0.433



Dispositions Rubric (Field Experience 2) – ENG 3401 – Fall 2020

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	9	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	4	5	0	2.556	3.000	0.497
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	3	6	0	2.667	3.000	0.471
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	6	3	0	2.333	2.000	0.471
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	7	2	0	2.222	2.000	0.416
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	7	2	0	2.222	2.000	0.416

**ENG 3402: Methods of Literature & Reading at the Middle & Secondary Levels**

Dispositions Rubric (Field Experience 2) – ENG 3402 – Spring 2018

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	9	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	0	9	0	3.000	3.000	0.000
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	1	8	0	2.889	3.000	0.314
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	8	0	2.889	3.000	0.314
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	2	7	3.00	0.000	0.000
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	6	3	3.00	3.000	0.000

Dispositions Rubric (Field Experience 2) – ENG 3402 – Spring 2020

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	1	13	0	2.929	3.000	0.258
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	5	9	0	2.643	3.000	0.479
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	4	10	0	2.714	3.000	0.452
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	3	5	6	0	2.214	3.000	0.773
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	3	5	6	0	2.214	3.000	0.773
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	7	7	0	2.500	2.000	0.500

Dispositions Rubric (Field Experience 2) – ENG 3402 – Spring 2021

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	8	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	1	7	0	2.875	3.000	0.331
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	1	0	7	0	2.750	3.000	0.661
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	7	0	2.875	3.000	0.331
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	6	2	0	2.250	2.000	0.433
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	5	3	0	2.375	2.000	0.484

## ENG 4801: Integrating the English Language Arts (Capstone Methods Course)

Dispositions Rubric (Field Experience 2) – ENG 4801 – Spring 2019

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS	0	1	6	0	2.857	3.000	0.350
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC	0	2	5	0	2.714	3.000	0.452
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP	1	3	3	0	2.286	2.000	0.700
The candidate 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. PTSL	0	3	4	0	2.571	3.000	0.495
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL	0	4	3	0	2.429	2.000	0.495
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE	0	4	3	0	2.429	2.000	0.495

Dispositions Rubric (Field Experience 2) – ENG 4801 – Spring 2020

	<b>Not Acceptable (1 pts)</b>	<b>Acceptable (2 pts)</b>	<b>Exemplary (3 pts)</b>	<b>No Basis for Judgement (0 pts)</b>	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	13	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	2	11	0	2.846	3.000	0.361
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	1	12	0	2.923	3.000	0.266
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	4	9	0	2.692	3.000	0.462
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	3	10	0	2.769	3.000	0.421
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	3	10	0	2.769	3.000	0.421

Dispositions Rubric (Field Experience 2) – ENG 4801 – Spring 2021

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	1	6	0	2.857	3.000	0.350
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	3	4	0	2.571	3.000	0.495
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	0	7	0	3.000	3.000	0.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	5	2	0	2.286	2.000	0.452
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	3	4	0	2.571	3.000	0.495
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	4	3	0	2.429	2.000	0.495

## STG 4001: ELA Cohort Disposition Evaluation Data from Student Teaching

### Dispositions Rubric - Student Teaching – Fall 2018

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	2	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	0	2	0	3.000	3.000	0.000
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	0	2	0	3.000	3.000	0.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	2	0	3.000	3.000	0.000
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	2	0	3.000	3.000	0.000
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	2	0	3.000	3.000	0.000



Dispositions Rubric - Student Teaching – Spring 2019

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	1	2	0	2.667	3.000	1.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	1	2	0	2.667	3.000	1.000
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	1	2	0	2.667	3.000	1.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	1.000
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	1.000
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	1.000

Dispositions Rubric - Student Teaching – Fall 2019

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	4	1	0	2.200	2.000	1.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	4	1	0	2.200	2.000	1.000
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	4	1	0	2.200	2.000	1.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	4	1	0	2.200	2.000	1.000
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	4	1	0	2.200	2.000	1.000
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	4	1	0	2.200	2.000	1.000

Dispositions Rubric - Student Teaching – Spring 2020

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	0	3	0	3.000	3.000	0.000
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	1	2	0	2.667	3.000	0.333
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	0	3	0	3.000	3.000	0.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	3	0	3.000	3.000	0.000
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	3	0	3.000	3.000	0.000
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	0	3	0	3.000	3.000	0.000

Dispositions Rubric - Student Teaching – Fall 2020

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	1	2	0	2.667	3.000	0.333
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	1	2	0	2.667	3.000	0.333
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	0	3	0	3.000	3.000	0.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	0.333
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	0.333
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	0.333

Dispositions Rubric - Student Teaching – Spring 2021

	Not Acceptable (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	No Basis for Judgement (0 pts)	Mean	Mode	Stdev
Candidate demonstrates a positive regard for all learners, faculty and staff. IWS (NCTE 7.1)	0	1	2	0	2.667	3.000	0.333
Candidate demonstrates effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and students. EC (NCTE 7.1)	0	1	2	0	2.667	3.000	0.333
The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, advocacy, altruism and respect, including in matters with respect to digital culture. PEP (NCTE 7.1)	0	2	1	0	2.333	2.000	0.000
The candidate 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. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	0.333
The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. PTSL (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	2	1	0	2.333	2.000	0.333
The candidate demonstrates understanding of 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 by using these experiences to create instructional opportunities that maximize student learning. SDE (NCTE 3.1, 4.4, 5.1, 5.2, 6.1, 6.2)	0	1	2	0	2.667	3.000	0.333

(Note: In the 2021-2022 academic year EIU discontinued using Live Text for their EPP and Program Assessments and transitioned over to D2L rubrics with different rubric formatting and calculations. The data for Fall 2021 and Spring 2022 for this assessment was reviewed in conjunction with this set but does not align in format or allow for the same statistical computations so it is not contained here. This is available as an additional electronic file for review upon request. Unlike the previous rubrics, because this one was not revised until Spring 2022, however, content and performance indicators are the same.)