Year 4

Student Learning Outcomes (SLOs) for Academic Programs

Elementary Education

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

Illinois Professional Teaching Standards:

1. Teaching Diverse Students - 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.

2. Content Area and Pedagogical Knowledge - 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.

3. Planning Differentiated Instruction -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.

4. Learning Environment - 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.

5. Instructional Delivery - 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.

6. Reading, Writing, and Oral Communications - 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.

7. Assessment - 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.

8. Collaborative Relationships - 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.

9. Professionalism, Leadership, and Advocacy - 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.

Overview of Measures/Instruments

SLO(s) *Note: Measures might be used for more than 1 SLO*	***ULG****	***Measures/Instruments*** *Please include a clear description of the instrument including when and where it is administered*	**How is the information Used?** *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*
1.Teaching Diverse Students	1, 5	Field Experience I Rubric (rubric follows document) Administered in ELE 2050 Addresses IPTS: 1, 6, and 9	The Field Experience 1 Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards The results of the Field Experience I Rubric: This data was not collected for the period Fall2020-Spring 2021.
2.Content Area and Pedagogical Knowledge	1, 2 5	Unit Plan Rubric (rubric follows document) Administered in ELE 3100, ELE 3290, ELE 3350 and ELE 4770 Addresses IPTS: 1, 2, 3, 4, 5, 7, 8	The Unit Plan Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards The results of Unit Plan Rubric: N=153 All achieved an average rating of "3" Each candidate "met the respective IPTS Standards
3.Planning Differentiated Instruction	1, 2, 3	The Student Teaching Rubric (rubric follows document) Administered in STG 4001 Addresses IPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9	The Student teaching Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards See Table 1 The results of the Student Teaching Rubric:

SLO(s) *Note: Measures might be used for more than 1 SLO*	***ULG****	***Measures/Instruments*** *Please include a clear description of the instrument including when and where it is administered*	**How is the information Used?** *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*
			N=55 All achieved an average rating of "3" Each candidate "met the respective IPTS Standards
4.Learning Environment	5-C	Unit Plan Rubric (rubric follows document) Administered in ELE 3100, ELE 3290, ELE 3350 and ELE 4770 Addresses IPTS: 1, 2, 3, 4, 5, 7, 8	The Unit Plan Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards The results of Unit Plan Rubric: N=153 All achieved an average rating of "3" Each candidate "met the respective IPTS Standards
5.Instructional Delivery	1-C, 2-W	The Student Teaching Rubric (rubric follows document) Administered in STG 4001 Addresses IPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9	The Student teaching Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards See Table 1 The results of the Student Teaching Rubric: N=55 All achieved an average rating of "3" Each candidate "met the respective IPTS Standards
6.Reading, Writing, and Oral Communications	2-W, 3-S	Field Experience I Rubric (rubric follows document) Administered in ELE 2050	The Field Experience 1 Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards The results of the Field Experience I Rubric:

SLO(s) *Note: Measures might be used for more than 1 SLO*	***ULG****	***Measures/Instruments*** *Please include a clear description of the instrument including when and where it is administered*	**How is the information Used?** *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*
		Addresses IPTS: 1, 6, and 9	This data was not collected for the period Fall2020-Spring 2021.
7.Assessment	1-C, 4-Q	Unit Plan Rubric (rubric follows document) Administered in ELE 3100, ELE 3290, ELE 3350 and ELE 4770 Addresses IPTS: 1, 2, 3, 4, 5, 7, 8	The Unit Plan Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards The results of Unit Plan Rubric: N=153 All achieved an average rating of "3" Each candidate "met the respective IPTS Standards
8.Collaborative Relationships	5-R	The Student Teaching Rubric (rubric follows document) Administered in STG 4001 Addresses IPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9	The Student teaching Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards See Table 1 The results of the Student Teaching Rubric: N=55 All achieved an average rating of "3" Each candidate "met the respective IPTS Standards
9.Professionalism, Leadership, and Advocacy	5-R	The Student Teaching Rubric (rubric follows document) Administered in STG 4001 Addresses IPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9	The Student teaching Rubric scale is: 1-2 = Does Not Meet Standard 3 = Meets Standards 4-5 = Exceeds Standards See Table 1 The results of the Student Teaching Rubric:

SLO(s) *Note: Measures might be used for more than 1 SLO*	***ULG****	***Measures/Instruments*** *Please include a clear description of the instrument including when and where it is administered*	**How is the information Used?** *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*
			N=55 All achieved an average rating of "3" Each candidate "met the respective IPTS Standards

**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*

Table 1: Elementary Education - Student Teaching Rubric data

Given the length of the student teaching evaluation, the holistic scores were used to provide a picture of candidates' performance. As evidenced by the table 1, the majority of candidates were rated as "exceeding standards" on each Illinois Professional Teaching Standard. Elementary Education candidates could not be disaggregated in Livetext.

Rubric Element	Exceeds Standards 4-5	Meets Standards 3	Does Not Meet Standards 1-2
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	79%	21%	0%
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	82%	17%	1%
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	84%	14%	2%
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	88%	12%	0%
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	77%	22%	1%
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	83%	16%	1%
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	79%	19%	2%
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	85%	15%	0%
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	89%	9%	2%

Table 2

Initial: Candidate Competency at Completion

Illinois Licensure Elementary Education Exam Scores

Candidates are required to demonstrate competency in content knowledge and their ability to apply knowledge and skills with learners in the age and ability range of licensure. The 2020-2021 data below documents and provides a comparison of the institution and state averages/percentages and initial candidate pass rates by program for the Illinois Licensure Testing System (ILTS) content area tests. The pass cut score for the Illinois licensure exams is 240. Based on the data, candidate test scores across program areas consistently exceed state averages demonstrating candidates' demonstration of content knowledge.

Program	State Average Score	EIU Average Candidate Score	State Average Pass Rate	EIU Candidate Pass Rate
Business, Marketing, and Computer Education	221	244	21%	100%
English Language Arts	244	267	64%	100%
Family Consumer Science	258	261	88%	100%
General Science-Middle Level	240	247	57%	100%
Language Arts-Middle Level	240	254	59%	100%
LBS1 -Special Education	251	264	77%	100%
PE	241	254	55%	100%
Early Childhood	234	263	41%	100%
Elementary Education	242	257	63%	100%
French	257	261	66%	100%
Math	234	251	46%	100%
Science-BIO	251	268	69%	100%
Science-Chemistry	248	253	75%	100%
Science -Physics	---	271	---	100%
Middle Level Social Science	265	262	93%	100%
Spanish	265	276	88%	100%
SS-History	238	265	51%	100%
SS-PSY	278	279	100%	100%

* Note: Candidates have to pass the respective licensure exam prior to student teaching

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?
    - The Early Childhood, Elementary and Middle level class schedules have been modified to allow for students to participate in their on campus classes while completing their practicum components of CORE 2 and CORE 3. This is in response to student needing a "check in" with EIU faculty while applying the content learned in EIU classrooms to the K-12 classrooms in the community.
    - As post-pandemic students are returning to classrooms where K-12 students are also recovering from pandemic stresses in their classroom. This status is adding addition stress to practicum and student teaching placements. EIU students are provided instruction to address these issues.
    - Field Experience 1 rubric has been revisited and the classes have been reviewed that do have to submit the rubrics in the future.

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).
    - EIU students are continuing to be successful completing the initial licensure test for the State of Illinois. See Table 2
    - The TLF department is discussing the implementation of a practice licensure test for the practicum students during their CORE 2 classes. The TLF curriculum committee is discussing and will decide what classes and how remedial materials will be provided to students that are not successful in the practice test.

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..)**
September 2021	The TLF department Assessment Committee	The program is approved by the State Board of Education the Illinois Processional Teaching Standards may not be revised. However, the rubrics provide information for curricular changes. The committee has reviewed with assessments are taking place in appropriate classes.
April 2022	The TLF Curriculum committee	Started discussion related to the implementation of a practice licensure test in the CORE 2 classes.

Dean Review & Feedback: The program has provided two applications of data on 3 key assessments (Licensure Exam, Unit, and Student Teaching Evaluation) supporting candidate pedagogical knowledge, skills, and dispositions. Field Experience I data was not collected although the assessment was identified within the report. The reason for the lack of data was due to a perception that the Field Experience I assessment was no longer required. It is unclear as to whether the Fall 2021-Spring 2022 data are included within this report. Disaggregating the data by year to clearly demonstrate two years of data would affirm that the data is being systemically used to support proposed programmatic changes.

Christy Hoosier _____ __10/24/2022_____

Dean or designee Date

Academic Affairs – Review & Feedback: B.S.Ed. Elementary Education

The SLO plan looks reasonable and the Elementary Education program has secured CAEP approval. The EIU candidate pass rate on the Illinois Licensure Testing system content area test is particularly impressive. In order to clarify the assessment data that was collected and included in this SLO report, however, we request that evidence of the data be shared with faculty stakeholders at all licensure levels. Specifically, for student learning outcomes 1 (demonstrates understanding of diverse characteristics) and 6 (demonstrates foundational knowledge of reading, writing, and oral communication within the content area), the report's overview of measures notes that the Field Experience I Rubric was not used to collect data from Fall 2020 through Spring 2021. Yet the Student Teaching Rubric Data uses holistic scores that do encompass SLOs 1 and 6. The source of this data is unclear and difficult to interpret, especially since it is not disaggregated by year. Since the Field Experience 1 Rubric will undergo revision, please specify how the changes will affect the program curriculum.

Suzie Park, VPAA Office 2022-11-15

Date