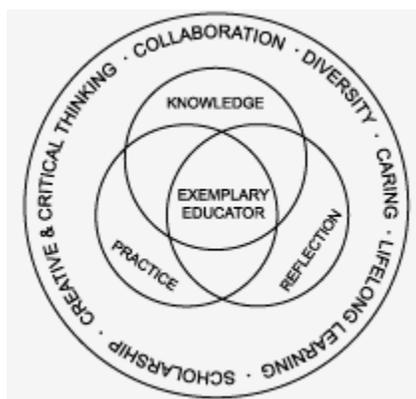


College of Education  
Department of Literacy and Elementary Education  
Bachelor of Science in Education—Elementary Education  
B.S.Ed.—Elementary Education  
September 13, 2016  
Anne E. Gregory, Chair and Professor

Northern Illinois University strives to prepare exemplary educators who enact an ethic of care in their practice; who form collaborative relationships to promote effective teaching; who think in creative ways to solve problems and address challenges as they arise; who effectively teach diverse others; who are life-long learners continually striving to grow, evolve, and refine their knowledge and pedagogy; and who engage in scholarly activities to remain current, contribute to the knowledge base in their fields, and provide research-based instruction to their students. These values form the conceptual framework that grounds and guides the practices of the unit.

Figure 1: *Northern Illinois University Conceptual Framework*



Built upon the three tenets of knowledge, practice and reflection, coursework in the Bachelor of Science in Education—Elementary Education program provide candidates with a broad foundation in general education, followed by a sequence of carefully designed professional courses emphasizing exploratory, experiential, student-centered teaching and learning, and extensive experiences observing and working with children in a variety of settings.

The Bachelor of Science in Education—Elementary Education is designed for future teachers of first through sixth grades. As an approved licensure program in the state of Illinois, coursework and field experiences are governed by mandates found in the Illinois Administrative code. Specifically, candidates’ experiences in courses and field experiences meet the requirements outlined in 23 Illinois Administrative Code, Section 25.97 Endorsement for Elementary Education (Grades 1-6); Part 20 Standards for Endorsements in Elementary Education; and the standards in Subpart B of the 23 Illinois Administrative Code, Section 26.310, 26.340-47 Standards for Endorsements in Early Childhood Education and in Elementary Education. These sections of code identify: standards related to curricular areas, human growth and development, planning and instruction, professionalism; requirements of coursework in three areas of the sciences (i.e., physical, life, and earth and space); as well as the applicable tests that candidates must pass (i.e., basic/foundational skills, content-area tests, and the teacher performance assessment) for licensure in the state.

In addition to state requirements, NIU has established the B.S.Ed. in Elementary Education as a limited admission program. This means that candidates planning to pursue this course of study must fulfill additional requirements for admission to the program. These requirements include a cumulative grade point average of 2.75, a grade of “C or better” in general education requirements and in professional educator coursework, application and approval for admission to the program, satisfactory completion of the first disposition check, and demonstrated competency in technology.

## 2. Student Learning Outcomes (SLOs)

The Association for Childhood Education International (ACEI) currently serves as the Specialized Professional Association (SPA) that informs accreditation through Council for the Accreditation of Educator Preparation (CAEP). As such the ACEI Elementary Education Standards serve as the Student Learning Outcomes for the B.S.Ed. – Elementary Education program. These statements specify what candidates in our program will know, be able to do and/or demonstrate upon completion of their studies at NIU.

	<b>Student Learning Outcomes</b>
Standard 1	Candidates will know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual student’s development, acquisition of knowledge, and motivation.
Standard 2	<p>Candidates will know, understand, and use fundamental concepts:</p> <ul style="list-style-type: none"> <li>• from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas;</li> <li>• of physical science, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;</li> <li>• and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;</li> <li>• and modes of inquiry from the social studies—integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</li> <li>• as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;</li> <li>• in health education, to create opportunities for student development and practice of skills that contribute to good health; and</li> <li>• as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster activity, healthy life styles and enhances quality of life for elementary students.</li> </ul>
Standard 3	<p>Candidates will know, understand, and use fundamental concepts to:</p> <ul style="list-style-type: none"> <li>• plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</li> <li>• understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</li> <li>• understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;</li> <li>• use their knowledge and understanding of individual and group motivation and behavior</li> </ul>

	<p>among students at the k-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments; and</p> <ul style="list-style-type: none"> <li>• use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</li> </ul>
Standard 4	Candidates will know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
Standard 5	<p>Candidates will know, understand, and use fundamental concepts to:</p> <ul style="list-style-type: none"> <li>• reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally; and</li> <li>• know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</li> </ul>

### 3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Development, Learning and Motivation		M						
2. Curriculum	M	M						M
3. Instruction	M	M		S				M
4. Assessment			M				M	
5. Professionalism					S	S		
Overall	M	M	M	S	S	S	M	M

#### 4. Curriculum Map

Course	Program Student Learning Outcomes				
	1. Development, Learning and Motivation	2. Curriculum	3. Instruction	4. Assessment	5. Professionalism
ENGL 103		B			B
ENGL 203		D			D
COMS 100					D
MATH 110		B	B		
PSYC102	B				
MATH 201			B		
HIST 260		D			
GE: Nat & Tech		D			
EPFE 201			D		
SESE 240	D				
HIST 261		D	P		
ETT 229			B		
GE: Soc Science		D			
GE: Nat & Tech		D			
EPS 300	D				
EPS 304	D				
EPS 282	D				

Course	Program Student Learning Outcomes				
	1. Development, Learning and Motivation	2. Curriculum	3. Instruction	4. Assessment	5. Professionalism
ARTE 383/ MUED 360		D	B		
KNPE 245		D	B		
GE: Nat &Tech		D			
LTRE 300		B	B	B	
LTLA 301					P
LTLA 341		D	D	B	
LTLA 362		D	D	B	
EPS 450	P				
TLEE 382	D			B	
ETT 401A			D		
LTIC 301	D		B		
LTIC 420	D		D	D	
EPFE 410				B	
TLCI 300		D			
LTRE 350		P		P	
TLEE 385	D			D	
TLEE 342		D	D	B	
TLEE 344		D	D	B	
MATH 402		D	D	D	
SESE 456	P			D	
TLEE 383	P				
ETR 430			D	D	

Course	Program Student Learning Outcomes				
	1. Development, Learning and Motivation	2. Curriculum	3. Instruction	4. Assessment	5. Professionalism
TLEE 485	P	P	P	P	P
TLEE 461		P	P		
ETT 401B			P	P	
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.					

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

**5. Assessment Methods**

<b>Assessment Method</b>	<b>Explanation</b>					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Elementary/ Middle Grades subject matter knowledge content test	This assessment is administered by the state of Illinois and required of elementary education candidates for licensure. It is a 125 multiple-choice exam that includes the following subtests: (a) Language Arts and Literacy; (b) Mathematics; (c) Science; (d) Social Sciences; and (e) the Arts, Health, and Physical Education.	Scores are reported on a scale of 100-300. A total test score of 240 or above is required to pass this assessment.	80% or higher of all candidates will meet the total test score of 240 or higher.	Candidates take the test at midpoint of their coursework; typically at the end of the sixth semester.	Candidates report scores on ELIS accounts for licensure	2, 3

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

Assessment Method	Explanation					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Teacher Performance Assessment (edTPA)	<p>The “edTPA Elementary Literacy” is comprised of three tasks:</p> <ul style="list-style-type: none"> <li>• Planning for Instruction and Assessment</li> <li>• Instructing and Engaging Students in Learning</li> <li>• Assessing Student Learning.</li> </ul> <p>Candidates plan 3-5 consecutive literacy lessons (i.e., a learning segment). The learning segment includes learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills supporting that strategy. Candidates, then, teach the learning segment, videorecording their interactions with students during instruction. Candidates are asked to both formally and informally assess students’ learning throughout the learning segment.</p>	<p>The Illinois State Board of Education established an “edTPA Elementary Literacy” cutscore plan that requires that scores increase over a five-year period, beginning in September 2015 with the cutscore of 35 points and leading to a cutscore of 41 by September 2019.</p>	<p>85% or higher of all candidates will meet or exceed the “cut score” of 35 (through spring 2017); of 37 beginning 9/2017; of 39 beginning 9/2018; and of 41 beginning 9/2019.</p>	<p>Student teaching semester (semester 8)</p>	<p>Candidates report scores on ELIS accounts for licensure</p>	<p>1, 2, 3, 4, 5</p>

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

Assessment Method	Explanation					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Child Study Project	Candidates are asked to demonstrate their knowledge and understanding of children’s physical, cognitive, and socio-emotional development by observing, analyzing, and interpreting a child’s behavior, supported by relevant developmental theories and research. Specifically, candidates are required to collect data on a child across three sessions with the participant.	A candidate will receive an <i>Overall Assessment</i> score of “Meets Expectations” (i.e., a 2 or higher) on the <i>Child Study Project Rubric</i> .	80% of all candidates will meet the student-level target (i.e., a 2 or higher) on each of the four performance criteria on the rubric	Semester prior to admission to the program (semester 4)	EPS 304 Development of the Elementary School Child Instructor	1

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

Assessment Method	Explanation					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Lesson Analysis	<p>Candidates are required to identify the lesson goals and objectives, instructional strategies the teacher uses to promote student learning, assessment strategies, and ways in which the teacher differentiates the lesson. Further, candidates are asked to tie instructional strategies used to principles of various learning theories and evaluate how well the lesson goals and objectives, instruction, and assessment are aligned with one another and standards. Finally, candidates are required to offer suggestions for improving student learning through more effective instruction.</p>	<p>A candidate will receive an <i>Overall Assessment</i> score of “Meets Expectations” (i.e., a 2 or higher) on the <i>Lesson Analysis Rubric</i>.</p>	<p>80% of all candidates will meet the student-level target (i.e., a 2 or higher) on each of the five performance criteria on the rubric</p>	<p>Semester prior to admission to the program (semester 4)</p>	<p>EPS 300 Educational Psychology Instructor</p>	<p>1, 3</p>

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

Assessment Method	Explanation					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
5 E Science Unit	This assessment requires candidates to plan and implement an inquiry-based unit of instruction that minimally incorporates three science activities and five interdisciplinary activities; that is student-centered and age-appropriate; that is conceptually and procedurally accurate; and that identifies both the Illinois Learning Standards and National Science Standards.	Candidates' scores are averaged across the 13 criteria resulting in a composite average performance score on this assessment. A candidate's average performance score must fall at the "Meets Expectations" level (i.e., a composite average performance score of 2 or higher) to be considered passing on this assessment.	85% of all candidates will meet the student-level target (i.e., a 2 or higher) on each of the thirteen performance criteria on the rubric	Semester prior to student teaching (semester 7)	TLEE 344 Science Methods Instructor	2, 3, 5
Student Teaching Evaluation	The NIU <i>Student Teaching Evaluation</i> is used to assess candidates' competency related to the Illinois Professional Teaching Standards (IPTS). This tool is aligned to the five primary and 16 supporting Association for Childhood Education International (ACEI, 2007) standards. It is comprised of 9 competencies and 65 indicators	Candidates are expected to meet program expectations on this assessment (i.e., perform at the <i>Developing and Progressing without Concerns (2)</i> or <i>Proficient (3)</i> levels).	Scores are aggregated to determine the number of scores reaching the 80% or greater threshold	Student teaching semester (semester 8)	TLEE 485 Student Teaching Liaison/Instructor and Cooperating Teacher	4, 5

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

Assessment Method	Explanation					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Interview/Assessment Report and Reflection: A Reflective Inquiry Experience	This assessment requires candidates to select and identify key understandings targeted by the line of questioning in age-appropriate interview protocols; to conduct an interview with a child and analyze the state of the student’s understandings; to plan additional questions based upon the assessment of the student’s knowledge and understanding of the interview content; and reflect on the importance of such focused analysis of student understanding for instruction.	Candidates’ written Interview and Assessment Report and Reflections are evaluated using the <i>Interview/Assessment Report and Reflection: A Reflective Inquiry Experience Rubric</i> . An aggregate score is calculated for each candidate. To meet minimum competency on this assessment, a candidate must score an aggregate or <i>Overall Total Performance</i> score of 20 points or more.	85% of all candidates will meet the student-level target (i.e., an <i>Overall Total Performance</i> score of 20 points or more).	Semester prior to student teaching (semester 7)	MATH 402 Instructor	2, 4
<p><i>Note.</i> <sup>a</sup> Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. <sup>b</sup> Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

## UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

### *Assessment Methods-by-Outcomes Matrix*

Assessment Method	Program Student Learning Outcome				
	1. Development, Learning and Motivation	2. Curriculum	3. Instruction	4. Assessment	5. Professionalism
Elementary/ Middle Grades subject matter knowledge content test		S, D	S, D		
Teacher Performance Assessment (edTPA)	S, D	S, D	S, D	S, D	S, D
Child Study Project	F, I				
Lesson Analysis	F, I		F, I		
5 E Science Unit		F, I	F, I		F, I
Student Teaching Evaluation				S, D	S, D
Interview/Assessm ent Report and Reflection: A Reflective Inquiry Experience		F, I		F, I	