



NORTHERN ILLINOIS UNIVERSITY

## College of Education

*Department of Literacy Education*

### Assessment Plan

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Program: M.S.Ed. in Literacy Education  
2009

### Learning Outcomes

Program Outcomes: To understand the academic programming for the M.S.Ed. in Literacy Education context must be provided. This degree objective is an outgrowth of the M.S.Ed. in Reading. At the time of the reorganization of the College of Education in 1999, the new degree title (the M.S.Ed. in Literacy Education) was put forth for approval. The field of study in reading was to continue, but in addition there would be a new field of study in the area of English as a second language and bilingual education. The Provost's Office considered carefully whether the latter should be formulated as a freestanding degree or whether it should be part of the existing but now titled degree. Given the tenor of the times with the I.B.H.E. frowning upon new degree objectives, the two fields of study were placed together. This marriage was most satisfactory producing a viable synergy for the department and for the candidates.

The following set of outcomes for the degree was developed at the time of the previous program review. The learning outcomes for the M.S.Ed. in Literacy Education are formed through the convergence of the national standards set by the International Reading Association for the field of reading and by the Teachers of English to Speakers of Other Languages for the field of second language instruction. In the standards movement in education, Specialized Professional Associations approved by the National Council for the Accreditation of Teacher Education issue standards along with subsumed elements that are written as outcomes of learning. Hence in this report the term "meets the standard" and the term "achieving the outcome benchmark" will be treated as synonymous. The national benchmark for all N.C.A.T.E. approved programs and I.S.B.E. approved programs is set at 80% of all candidates reaching the Target or Acceptable level for each standard or state mandated examination. At the program level individuals candidates must reach the Target or the Acceptable level on assignments to move forward.

### Degree Level Outcomes



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The candidate demonstrates and uses the knowledge of the major concepts, principles, and research on the psychological, sociological, linguistic, historical, and cultural foundations of literacy education at the Target/Exceeds Expectations or Acceptable/Meets Expectations level.

The candidate plans, implements, manages, and adapts instructional methods and curricular models to deliver literacy instruction to diverse learners at the Target/Exceeds Expectations or Acceptable/Meets Expectations level.

The candidate understands the constructs and issues associated with assessment and uses a range of instruments and practices to organize, deliver, and evaluate literacy education for individuals and larger groups at the Target/Exceeds Expectations or Acceptable/Meets Expectations level.

The candidate creates a learning environment that maximizes and motivates students' learning based on knowledge of interests, abilities, and prior experiences and use of varied textual sources, technology-based information, and nonprint materials at the Target/Exceeds Expectations or Acceptable/Meets Expectations level.

The candidate views career long professional development as central to keeping current with theory, research, best practice, and public policy issues so as to support literacy education at the Target/Exceeds Expectations or Acceptable/Meets Expectations level.

These outcomes are rather omnibus in nature. Indeed the use of such degree outcomes suggests a problem that exists in this departmental partnership. The problem comes with the conduct of assessment. Each area of study has extensive assessment activities that must be undertaken for each area's respective Specialized Professional Association. The reading focus must follow the International Reading Association standards as approved by N.C.A.T.E. The ESL/bilingual education focus must follow the N.C.A.T.E. approved standards within the domains from the Teachers of English to Speakers of Other Languages. The respective S.P.A. standards are also those that must be met for approval by the Illinois State Board of Education. N.C.A.T.E. accreditation procedures and standards are approved by the U.S.D.E.

The assessment process has become more sophisticated through the use of the first generation of LiveText. There is greater strength for decision making with the data at the level of the area of focus for each of the S.P.A.s standards. However, the artificial aggregation of data from across the two S.P.A. assessment systems would not demonstrate best practice in measuring the degree objective's effectiveness in meeting the aforementioned learning outcomes.



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Hence, the standards that are presented below come first from the I.R.A. and then from T.E.S.O.L. Again as noted before, the national benchmark is set at 80% of all candidates reaching the Target/Exceeds Expectations or Acceptable/Meets Expectations level for each standard. The department adheres to the national benchmark for each standard in each S.P.A.'s standards document.

For each I.R.A. standard on the chart below, we identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple I.R.A. standards. Language is taken directly from the I.R.A. *Standards for Reading Professionals*.

I.R.A. STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<b>Standard 1. Foundational Knowledge.</b> Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, reading specialist/literacy coach candidates:	
1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.	#1 #2
1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.	#1 #2
1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	#1 #2 #3 #8
1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.	#1 #2 #3 #5
<b>Standard 2. Instructional Strategies and Curriculum Materials.</b> Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:	
2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.	#1 #2 #3
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.	#1 #2 #3 #4 #7 #8



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<p>2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	<p>#1 #3 #4 #5 #7 #8</p>
<p><b>Standard 3. Assessment, Diagnosis, and Evaluation.</b> Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist-literacy coach candidates:</p>	
<p>3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.</p>	<p>#1 #2 #3</p>
<p>3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>	<p>#1 #2 #3 #5 #7</p>
<p>3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school-reading programs.</p>	<p>#1 #3 #5 #7 #8</p>
<p>3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).</p>	<p>#3</p>
<p><b>Standard 4. Creating a Literate Environment.</b> Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:</p>	
<p>4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students..</p>	<p>#1 #3 #5 #7</p>
<p>4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>	<p>#1 #3 #5 #8</p>
<p>4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.</p>	<p>#1 #3 #4</p>



4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.	#1 #3 #4 #7
<b>Standard 5. Professional Development.</b> Candidates view professional development as a career-long effort and responsibility. As a result, reading specialist/literacy coach candidates:	
5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.	#1 #3 #4 #6
5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.	#1 #3 #7
5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.	#1 #3 #4 #6 #7
5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.	#1 #3 #6 #7

For each T.E.S.O.L. standard on the chart below, we identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple T.E.O.S.L. standards. Language is taken directly from the standards document for T.E.S.O.L.

<b>T.E.S.O.L. STANDARD</b>	<b>Applicable Assessments From Section II</b>
<b>Domain 1 – Language.</b> Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.	
<b>1a. Describing Language.</b> Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	#1 #2 #4 #5
<b>1b. Language Acquisition and Development.</b> Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.	#1 #2 #3 #4 #5 #6



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<p><b>Domain 2 – Culture.</b> Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities, language and literacy development, and content-area achievement.</p>	
<p><b>2a. Nature and Role of Culture.</b> Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.</p>	#1 #3 #7
<p><b>2b. Cultural Groups and Identity.</b> Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.</p>	#1 #2 #3 #7
<p><b>Domain 3 – Planning, Implementing and Managing Instruction.</b> Candidates know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing, and integrating language skills, and choosing and adapting classroom resources.</p>	
<p><b>3a. Planning for Standards-Based ESL and Content Instruction.</b> Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p>	#1 #3 #5
<p><b>3b. Managing and Implementing Standards-Based ESL and Content Instruction.</b> Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.</p>	#1 #3 #5
<p><b>3c. Using Resources Effectively in ESL and Content Instruction.</b> Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</p>	#1 #3 #5
<p><b>Domain 4 – Assessment.</b> Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.</p>	
<p><b>4a. Issues of Assessment for ESL.</b> Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.</p>	#1 #3 #4 #5 #7



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<b>4b. Language Proficiency Assessment.</b> Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.	#1 #4 #5
<b>4c. Classroom-Based Assessment for ESL.</b> Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.	#1 #4 #5
<b>Domain 5 – Professionalism.</b> Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.	
<b>5a. ESL Research and History.</b> Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	#1
<b>5b. Partnerships and Advocacy.</b> Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.	#1 #3 #7
<b>5c. Professional Development and Collaboration.</b> Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.	#1 #3 #7

## 2. Methods

A total of eight assessments provide evidence for meeting the national standards for the field of study in reading. The benchmark is set at 80% of candidates meeting the criterion level.

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	[Licensure assessment, or other content-based assessment] Illinois Certification Testing System (ICTS): Reading Specialist 176	State licensure test	Upon completion of required courses.
2	[Assessment of content knowledge in reading education] Course examinations	Essay and multiple choice format for course examinations in each of the four foundational courses in instruction and assessment	At appropriate times throughout the program: LTRE 500, LTRE 505, LTRE 511, and LTRE 520.



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3	<b>[Assessment of candidate ability to plan instruction]</b> Program portfolio narratives	Reflective narratives written by each candidate that describe how assignments demonstrate competency with I.R.A. standards and impact the candidate's knowledge base, practice, and philosophy	Rubric scores: -Review 1 at end of "Foundations of Literacy" course strand -Review 2 at end of "Diagnosis and Remediation" course strand, and -Review 3 at end of "Leadership in Literacy" course strand.
4	<b>[Assessment of internship, practicum, or other clinical experience]</b> Project artifacts from internship class	Rubrics for Paraprofessional Training and E Evaluation Project and Demonstration Lesson artifacts	Final class in program: LTCY 586: Internship
5	<b>[Assessment of candidate effect on student learning]</b> Document of Student Learning	Rubric based on the results from the LTRE 531 Tutoring Report	LTRE 531 Practicum in Problems of Teaching Reading
6	<b>Additional assessment that addresses I.R.A. standards (required)</b> ] Dispositions Assessment Forms	Rubrics for six different dispositions	Rubric scores for the specified dispositions upon completion of each required reading course (2 per course)
7	<b>Additional assessment that addresses I.R.A. standards (optional)</b> ] M.S.Ed. in Literacy Education Employer Survey	Forced choice surveys of candidate effectiveness.	Surveys sent to employer following the candidate's completion of M.S.Ed. in Literacy Education program
8	<b>Additional assessment that addresses I.R.A. standards (optional)</b> ] Diversity Proficiencies	Project-specific demonstrations of proficiencies in each of the two required assignments for each course.	During all reading courses





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	<b>Name of Assessment</b>	<b>Type or Form of Assessment</b>	<b>When the Assessment Is Administered</b>
1	<b>[Licensure assessment, or other content-based assessment]</b> Capstone Paper or Comprehensive Examination or Thesis	Capstone Paper: research paper requiring critical analysis of the professional literature Essay Exam: candidates answer 3 questions Thesis: defense of a thesis	In Assessment Phase of Program: Capstone Paper during enrollment in LTIC 598 Exam and thesis defense at the end of the program
2	<b>[Assessment of content knowledge in English as a second language]</b> Response Paper	Response Paper: assignment	In Foundational Phase of Program: during enrollment in LTIC 545
3	<b>[Assessment of candidate ability to plan instruction]</b> Unit of Instruction for Diverse Learners and Home Visit Lesson	Unit: Lesson Plans and a reflection in the form of a Statement of Philosophy of Multicultural Education Home Visit Lesson: lesson based on funds of knowledge observed in a Home Visit	In Foundational Phase of Program: during enrollment in LTIC 501
4	<b>[Assessment of clinical practice]</b> Performance Assessment in Clinical Practice	Performance Assessment: project	In Assessment Phase of Program: during enrollment in LTIC 547
5	<b>[Assessment of candidate effect on student learning]</b> Evaluation for Integration of Language and Content Objectives	Project: pre and post instruction evaluation of candidate knowledge	In Instructional Phase of Program: during enrollment in LTIC 520
6	Assessment of Professionalism	Case Study: project	In Foundational Phase of Program: during enrollment in EPFE 505
7	Assessment of Candidate Dispositions	Observational Protocol: instrument based and aligned to the T.E.S.O.L. Standards administered three times	In Foundational, and Instruction and Assessment Phase of Program: Progressively during enrollment in EPFE505, LTIC 520, and LTIC 547
8	M.S.Ed. in Literacy Education Survey	Survey completed by employers of graduates	One year after graduation