

College of Education

Department of Literacy and Elementary Education

Bachelor of Science in Education—Middle Level Teaching and Learning

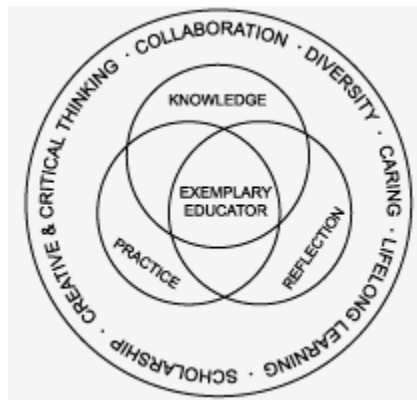
B.S.Ed.—Middle Level Teaching and Learning

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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—Middle Level Teaching and Learning program provide candidates with the content knowledge and pedagogical approaches necessary to serve the needs of young adolescent learners in specific disciplines, and includes a sequence of carefully designed professional courses emphasizing exploratory, experiential, student-centered teaching and learning, and extensive experiences observing and working with middle school-age children in a variety of settings. Field experiences begin early in candidates' programs and gradually increase through senior year, culminating in student teaching.

The Bachelor of Science in Education—Middle Level Teaching and Learning is designed for future teachers of fifth through eighth 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, Part 25, Section 25.25, and the field of specialization. These sections of code identify: standards related to curricular areas, human growth and development, planning and instruction, professionalism; requirements of coursework; 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 that candidates in the B.S.Ed. in Middle Level Teaching and Learning must meet several admission requirements to be part of the 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 (i.e., EPS 300, EPS 382 EPS 419), successful completion of the foundational skills requirement (i.e., accomplished through the TAP, ACT Plus Writing of 22 or higher (with a minimum score of 16 on the writing subtest), or SAT composite of 1030 (math and critical reading and at least a 450 on the writing subtest)), satisfactory completion of the first disposition check, documentation of completion of the Safety Training Module, and documentation of criminal background check.

## 2. Student Learning Outcomes (SLOs)

The B.S.Ed. in Middle Level Teaching and Learning supports NIU’s commitment to prepare educators based upon the three grounding concepts that have been identified by the professional education unit: 1) knowledge 2) practice, and 3) reflection. These concepts provide a directional guide for the decisions we make regarding our work as we prepare candidates for initial licensure. These concepts provide a foundation for the Learning Outcomes that are assessed continuously throughout a candidate’s program. The five Learning Outcomes, identified below, unite the EPPs Conceptual Framework with national (i.e., State standards (Illinois Professional Testing Standards (IPTS), Illinois Standards for Endorsement in Middle Grades Education (23 Illinois Administrative Code Part 21).

<b>Student Learning Outcomes</b>
1. The competent candidate knows, practices, and reflects on inquiry, critical analysis, and synthesis of the central concepts, tools of inquiry, and structures of the field as delineated in professional, state, and institutional standards governing his or her subject matter and integrates knowledge across discipline and other content areas to make such content meaningful for all learners (Content Knowledge).
2. The competent candidate knows, practices, and reflects on learning environments and opportunities that support the intellectual, social, and personal development of all students; that promote real-world problem solving and critical/creative thinking; and that encourage positive social interaction and active engagement (Impact on Student Learning).
3. The competent candidate knows, practices, and reflects on instruction/intervention based upon knowledge of the discipline, students, community, and curricular goals; learning opportunities that are adapted to meeting the needs of diverse learners; and the use of a variety of formal and informal assessment strategies to support the continuous development of all students (Ability to Plan Instruction).
4. The competent candidate knows, practices, and reflects on collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being; communication techniques that foster active inquiry, collaboration, and supportive interaction; and standards of professional conduct and leadership that improve student learning and well-being (Professional Dispositions).
5. The competent candidate knows, practices, and reflects on the principles that govern the application of his or her knowledge of subject matter, ability to meet the needs of all learners, the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance (Field Experiences).

### 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. Content Knowledge	M	M	M	S				S
2. Impact on Student Learning		M			S	S		
3. Ability to Plan Instruction	M	M	M	S			M	M
4. Professional Dispositions					S	M		
5. Field Experiences					S	M		
Overall	M	M	M	S	S	M	M	M

#### 4. Curriculum Map

Course	Program Student Learning Outcomes				
	1. Content Knowledge	2. Impact on Student Learning	3. Ability to Plan Instruction	4. Professional Dispositions	5. Field Experiences
ENGL 103/203	B		B	B	
ENGL 204	D		D	D	
COMS 100				D	
MATH 155/MATH 229	D				
CHEM 210/212	D				
GEOL 120/121	D				
PHYS 210	D				
POLS 100/150/220	D				
ECON 160/260/261	D		D		
SESE 240		B	B		
HIST 260/261	D				
EPFE 201				D	
PSYC 102	B	B			
ENGL 404	D	D			
LTRE 311	D		B		
SESE 457		P	P		
LTIC 420	D	D	D		

Course	Program Student Learning Outcomes				
	1. Content Knowledge	2. Impact on Student Learning	3. Ability to Plan Instruction	4. Professional Dispositions	5. Field Experiences
EPS 419		P	P		
TLCI 422		D	D	D	
EPS 450		D	D		
EPS 300		B	B	B	
ETRA 422		D	D		P
LTLA 350/GEOL 483/MLTL 432/MATH 404		D	D		
EPS 382		B	B	B	B
MLTL 302		B	B	B	D
MLTL 303	B	D	D	D	D
MLTL 304	D	D	D	D	D
MLTL 461		P	P	P	P
MLTL 485	P	P	P	P	P
<b><i>Additionally candidates complete an endorsement area in a Major Content Area (English Language Arts, Mathematics, Science, or Social Science) that is 29-33 credit hours and a Minor Content Area (English Language Arts, Mathematics, Science, Social Science, Health Education, Bilingual/ESL, Art Education, Foreign Language—Spanish, or Physical Education) that is 18-25 additional credit hours — Course work in both the Major and Minor Content Areas focuses on developing candidates' Content Knowledge</i></b>					
	D, 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**

Assessment Method		Explanation					
		Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Content Area Knowledge</b>	<i>English Language Arts</i>  Analysis of Instructional Approaches and Materials Project (LTLA 350)	Candidates develop and implement a writing lesson plan that is evaluated using a rubric aligned to standards. Writing is a central emphasis in the ELA Common Core State Standards. As such, this assignment is designed to provide candidates an opportunity to develop an effective writing lesson to be taught during their clinical teaching experience. Candidates are encouraged to model writing instruction that addresses one of the following text types: <b>opinion, informational/expository, or narrative.</b>	A candidate will receive “Meets Standard” total score of 12 points.	80% of all candidates will meet the student-level achievement target	Second semester of Junior year	Instructors of LTLA 350	1, 2, 3

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Assessment Method		Explanation					
		Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
	<p><b>Mathematics</b></p> <p>Curriculum Evaluation Project (MATH 404)</p>	<p>Prepare a review of a reform lesson and a traditional lesson on the same content with respect to the Illinois Learning Standards, consistent with the Common Core State Standards-Mathematics Content Standards and Mathematical Practices, assessment opportunities, and modifications for special needs students. Use specific items from the lessons, accompanying teacher pages, and the Common Core State Standards to support your conclusions.</p>	<p>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 16 points or more.</p>	<p>80% of all candidates will meet the student-level achievement target</p>	<p>Second semester of Junior year</p>	<p>Instructors of MATH 404</p>	<p>1, 2, 3</p>
	<p><b>Science</b></p> <p>Unit Plan with Content Standards Alignment (GEOL 483x/MLTL 483x)</p>	<p>Candidates develop a Science Unit Plan. Pre-service teachers in the science teacher licensure programs are introduced to NGSS from the very beginning and are instructed on how to align all their lesson with NGSS through disciplinary core ideas that are based on science practices including inquiry laboratory experiences, real world connections and cross cutting concepts. Furthermore, lessons are to include planning for differentiated instruction that is appropriate for all learners.</p>		<p>80% of all candidates will meet the student-level achievement target</p>	<p>Second semester of Junior year</p>	<p>Instructors of GEOL 483x/MLTL 483x</p>	<p>1, 2, 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
	<b><i>Social Science</i></b>  Reflection on Teaching, Curriculum & Students' Learning (MLTL 432)	Candidates complete a series of content quizzes that provide evidence for their knowledge of nine themes found in social studies as well as completing the Reflection on Teaching, Curriculum and Student Learning.	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 10 points or more.	80% of all candidates will meet the student-level achievement target	Second semester of Junior year	Instructors of MLTL 432	1, 2, 3
Mini-Teacher Performance Assessment (mini-edTPA)		The "mini-edTPA" is comprised of the Planning for Instruction and Assessment task in their major content area (i.e., English Language Arts, Math, Science or Social Science) instruction.	The target level for candidates performance is a level 3 or higher on each of the 5 planning rubrics.	85% or higher of all candidates will meet or exceed level 3 on each rubric.	Semester prior to student teaching	Instructors of MLTL 304	1, 2, 3
Dispositions		Disposition requirements are assessed throughout the program of study through observations of how the candidate copes with the organizational, intellectual, communication, and ethical demands ordinarily inherent in the licensure process.	Acceptable dispositions: Tier One	80% of all candidates will meet the student-level target (i.e., Tier One).	In every clinical course (MLTL 301, 302, 303, 304, 385)	Instructors of MLTL 301, 302, 303, 304, 385	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
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. 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	MLTL 485 Student Teaching Liaison/Instructor and Cooperating Teacher	4, 5
<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>						

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

Assessment Method	Program Student Learning Outcome				
	1. Content Knowledge	2. Impact on Student Learning	3. Ability to Plan Instruction	4. Professional Dispositions	5. Field Experiences
Analysis of Instructional Approaches and Materials Project (English/Language Arts—Major Content Area)	F, D	F, I	F, I		

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

<b>Assessment Method</b>	<b>Program Student Learning Outcome</b>				
	1. Content Knowledge	2. Impact on Student Learning	3. Ability to Plan Instruction	4. Professional Dispositions	5. Field Experiences
Curriculum Evaluation Project (Math—Major Content Area)	F, D	F,I	F,I		
Unit Plan with Content Standards Alignment (Science—Major Content Area)	F, D	F,I	F,I		
Reflection on Teaching, Curriculum & Students' Learning (Social Science—Major Content Area)	F, D	F, I	F,I		
Mini-Teacher Performance Assessment (mini-edTPA)	S, D	S, D	S, D		
Dispositions				F, I	F,I
Student Teaching Evaluation	S, D	S, D	S, D	S, D	S, D