

College of Education

Department of Literacy and Elementary Education

Master of Arts in Teaching—Elementary Education

M.A.T.—Elementary Education

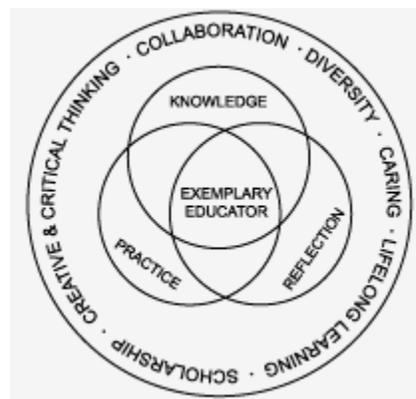
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Anne E. Gregory, Chair and Professor

1. Introduction

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 Master of Arts in Teaching—Elementary Education program provides candidates with a foundation education through professional coursework that emphasizes exploratory, experiential, student-centered teaching and learning.

The Master of Arts in Teaching—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.

Additionally, candidates must maintain a cumulative grade point average of 3.0 or higher, a grade of “C or better” in professional educator coursework, must apply and be approved for admission to the program, satisfactorily meet disposition checks, and demonstrate 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 M.A.T. – 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.

	Student Learning Outcomes
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"> • 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; • 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; • 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; • 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; • 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; • in health education, to create opportunities for student development and practice of skills that contribute to good health; and • 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.
Standard 3	<p>Candidates will know, understand, and use fundamental concepts to:</p> <ul style="list-style-type: none"> • plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; • understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; • understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving; • use their knowledge and understanding of individual and group motivation and behavior 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 • 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.
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"> • 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 • 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.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Not applicable since this is a graduate level program

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
Overall								

4. Curriculum Map

Course	Program Student Learning Outcomes				
	1. Development, Learning and Motivation	2. Curriculum	3. Instruction	4. Assessment	5. Professionalism
EPS 504	B				
KNPE 574		D	B		
LTLA 530		D	D	B	
LTLA 544		D	D	B	
EPS 550x	P				
LTIC 501	D		B		
EPFE 521				B	
LTRE 511		P		P	
TLEE 587	D			D	
TLEE 532		D	D	B	
TLEE 530		D	D	B	
MATH 502x		D	D	D	
LTRE 500		B	B	B	
SESE 556	P			D	
TLEE 383	P				
ETR 502			D	D	
TLEE 586	P	P	P	P	P
TLEE 561		P	P		

Note. 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 ^a	Program-Level Target ^b	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 fourth 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 ^a	Program-Level Target ^b	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"> • Planning for Instruction and Assessment • Instructing and Engaging Students in Learning • Assessing Student Learning. <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 7)</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 ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Multicultural Unit of Instruction	For this assessment, each candidate completes a project in which principles and concepts of multicultural education are applied to a unit of instruction for a student population. In this assessment, a unit of instruction is defined of comprising of at least 3 lessons.	An aggregate score is calculated for each candidate on the <i>Multicultural Unit of Instruction Rubric</i> . To meet minimum competency on this assessment, a candidate must score an aggregate or <i>Overall Total Performance</i> score within the “acceptable” or “target” range for his/her <i>Overall Total Performance</i> rating. A Target <i>Overall Total Performance</i> rating will range from 24.58-27. An Acceptable <i>Overall Total Performance</i> rating will range from 22.41-24.57.	80% of all candidates will meet the student-level target (i.e., <i>Overall Total Performance</i> score within the acceptable or target range) on the <i>Multicultural Unit of Instruction Rubric</i> .	Semester 2	LTIC 501 Multicultural Education: Methods and Materials Instructor	1, 3, 4, 5

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Flexible Reading Group Project	This assessment focuses on how well candidates can determine appropriate reading groups and plan appropriate reading instruction while taking all of the following into account: students' reading levels, students' strengths and weaknesses in the area of reading, students' interests, and students' diversity in terms of language, race/ethnicity, and special needs.	An aggregate or Rating for the Total Project is calculated for each candidate. To meet minimum competency on this assessment, a candidate must score an aggregate or Total Project Rating within the range of 92%-100% which is the percentage range that the instructors of this course have designated equivalent to a grade of A. An Acceptable rating will range from 80%-91% which is the percentage range that the instructors of this course have designated equivalent to a grade of B.	80% of all candidates will meet the student-level target (i.e., Target or Acceptable) on each of the seven performance criteria of the rubric <i>Flexible Reading Group Project Rubric</i> .	Semester 3	LTRE 500 Improvement of Reading in the Elementary School Instructor	2, 3, 4, 5

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	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 5 or 6	TLEE 532 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 7)	TLEE 586 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 ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
<i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.						

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
Multicultural Unit of Instruction	F, I		F, I	F, I	F, I
Flexible Reading Group Project		F, I	F, I	F, I	F, I
5 E Science Unit		F, I	F, I		F, I
Student Teaching Evaluation				S, D	S, D