

**Integrated Language Arts Program (ILA)
Summary of Assessment Accomplishments
2006-2007 Academic Year**

Submitted by: Timothy J. Murnen
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Learning Outcomes:

Upon completion of the baccalaureate degree, students in the Integrated Language Arts area of the Adolescent/Young Adult teacher education program are expected to:

1. Demonstrate competence of subject matter in the content area of specialization
2. Demonstrate competence in the theories and practices of sound pedagogy
3. Apply theories of human development and learning to plan, implement and assess daily lessons and units of instruction
4. Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

Annual Report

1. Learning Outcomes assessed this year:

Last year we focused on assessing outcomes #1. This year, we have focused on assessing outcome #3:

Apply theories of human development and learning to plan, implement and assess daily lessons and units of instruction

In 2005-2006, we focused on outcome #1: *Demonstrate competence of subject matter in the content area of specialization* by developing our preparation for and assessment of candidates taking the PRAXIS II content area test in English Language & Literature. This year (2006-2007) we were busy developing key assessments for our NCATE (National Council for the Accreditation of Teacher Education) report that was due in February, so in essence, I could probably illustrate how we engaged all four learning outcomes this year. However, it seems more useful to develop one outcome in more depth, rather than try to skim through what took over 100 pages to complete. If you want to read the entire ILA NCATE report, you are welcome to come visit me in my office, but call ahead, since it is summer time!

2. **Assessment Methods and Procedures:**

Outcome #3: *Apply theories of human development and learning to plan, implement and assess daily lessons and units of instruction*

Of the many key assessments we have developed for the NCATE accreditation process, the most meaningful for me has been Key Assessment #6: The Electronic Exit Portfolio. This assignment asks our teacher education candidates, in the methods semester (the first semester of their professional year), to develop an electronic portfolio designed to warehouse and showcase how they have addressed two different set of expectations: Pathwise criteria, and NCTE (National Council of Teachers of English) standards. In the e-portfolio, candidates demonstrate their competence in designing and implementing an Integrated Language Arts units through a sequence of powerpoint slides that include evidence in the form of artifacts, and reflection grounded in the core principles laid out by the College of Education here at BGSU.

Not only is it a culminating assignment for these students, but it becomes a key assessment tool for our program. The power of the eportfolio assignment is that it becomes an assessment tool that can be implemented in a couple of ways not only during the methods semester, but by the university supervisor and mentor teacher during the student teaching phase of the professional year. In other words, it is not simply a one-time assignment that gets assessed and forgotten; it becomes an assessment tool that takes on a life beyond the classroom. Students are assessed once by the methods instructor during the methods semester when they first start teaching their Integrated Language arts unit, and a second time by their university supervisor during the student teaching semester when they have had the opportunity to develop their teaching skills.

However, the primary purpose (for NCATE purposes) is as an assessment of 19 NCTE standards designed to focus on how our students engage principles of teaching and learning language arts in their field-site classrooms. The portfolio is assessed using a rubric that focuses on the 19 NCTE standards expected of program completers (see Attachment 1: *Electronic Exit Portfolio Rubric*). NCATE protocol requires us to parse our data into three categories: Target, Acceptable, and Unacceptable. For our purposes, we have developed a system whereby a student hitting the Target range on a given standard earns a score of “3,” an Acceptable earns a “2,” and an Unacceptable earns a “1.” Students must meet the Acceptable or Target categories to pass the standard. Finally, for NCATE purposes, we must be able to show an 80% pass rate on a given key assessment in order to be considered acceptable. The attached rubric illustrates the language of the NCTE standards, and the level of detail to which our teacher education candidates are accountable. The attached data table illustrates the aggregated data for our candidates in the Fall semester 2006.

As of the completion of this summary statement, the most recent data we have on Key Assessment #6 is from fall of the 2006 academic year. The attached data table (see

Attachment #2: *Integrated Language Arts*) shows the data for the 42 students assessed during the fall of 2006. These include 31 methods students, and 11 student teachers. In aggregated terms, our students scored well. Overall, only 2.91% of our students scored in the unacceptable category. This meant that 83.99% of students scored in the Acceptable range, and 13.08% scored in the Target range. By combining the Acceptable and Target scores, we can see that 97.07% of our students performed successfully on Key Assessment #6.

3. Inferences from Assessments:

Outcome #3: *Apply theories of human development and learning to plan, implement and assess daily lessons and units of instruction*

The data show that our students can design meaningful language arts units, but can also implement these units successfully with their students in their field sites. The importance, of course, is that the numbers don't tell the whole story. This portfolio is really a qualitative assessment tool, and is best assessed by pouring over the near-100 slides of artifacts and reflection produced by each student. The portfolios are really elegantly-produced. They demonstrate that our students can create really meaningful academic content in the form of a unit, but they also show this unit in action, being implemented by the teacher education candidate. Furthermore, the portfolios demonstrate students' ability to reflect on the strengths and weaknesses of their teaching practices, and they demonstrate student efficacy, as our candidates take responsibility for the learning of their students in their field-site schools. Finally, while I would like to attach one of the actual eportfolios to this document, the complex network of attachments to the powerpoint document make this unwieldy, if not impossible.

4. Actions Taken/Program Improvements:

Outcome #3: *Apply theories of human development and learning to plan, implement and assess daily lessons and units of instruction*

As a result of our long and involved NCATE assessment of our ILA program, we can see some clear areas for development. First, while we have this electronic portfolio assessment tool in place, we need to strengthen a companion assessment—Impact on Student Learning. While this portfolio shows clear evidence of how prepared our teacher education candidates are to teach, it does not (in and of itself) show the impact our candidates' teaching has had on student learning. That kind of assessment requires a separate key assessment—Key Assessment #5. However, evidence of Key Assessment #5 can and will be folded into the eportfolio as further evidence of our candidates' preparedness to teach.

We are excited about the work our students are doing, and we look forward to finding out the results our NCATE reports, which were submitted in February of 2006. Feedback

from those report submissions will tell us a great deal about how experts in educational assessment perceive our program.



Name	Semester
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Attachment 1

Electronic Exit Portfolio Rubric

Standard	Unacceptable 1	Acceptable 2	Target 3	Suggestions	Score
2.1*	Candidate shows little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning.	Candidate creates an inclusive and supportive learning environment in which all students can engage in learning.	Candidate creates and sustains an inclusive and supportive learning environment in which all students can engage in learning.	<i>Show a strategy for ensuring participation by females, males; Include differentiation strategies in your lessons for students with special needs.</i>	
2.2*	Candidate shows little evidence in using ELA for helping their students to become familiar with their own and others' cultures.	Candidate uses the English language arts to help their students become familiar with their own and others' cultures.	Candidate uses ELA extensively and creatively to help students become more familiar with their own and others' cultures.	<i>Have students write about their own cultures, especially in a grammar/language study project.</i>	
2.3	Candidate demonstrates inconsistency in reflective practice and seldom pursues professional growth and collaboration with colleagues and involvement with appropriate professional organizations.	Candidate demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate uses the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others.	<i>Professional Development plan & analysis with CT or USuper; EPort with reflections; join a professional organization; Reflection & adapt instruction as a result</i>	
2.4	Candidate engages in few practices designed to assist students in developing habits of critical thinking and judgment.	Candidate uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking.	<i>Research paper, digital essay, etc. Do one or more assignments where students do critical thinking.</i>	
2.5	Candidate shows a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues.	Candidate makes meaningful connections between the ELA curriculum and developments in culture, society, and education.	Candidate makes meaningful and creative connections between the ELA curriculum and developments in culture, society, and education.	<i>Patrick Finn GNR; Make sure you write about language arts and culture; Be creative.</i>	
2.6	Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.	Candidate engages students in activities that demonstrate the role of arts and humanities in learning.	Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	<i>Incorporate art, music, history, etc. into a unit—interdisciplinary unit focused on arts or humanities.</i>	
3.2.3	Candidate exhibits infrequent use of the processes of composing to create various forms of oral, visual, and written literacy.	Candidate uses composing processes in creating various forms of oral, visual, and written literacy of their own and engages students in these processes.	Candidate demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.	<i>Various Formats: essay, digital video, lesson plans, e-portfolio; Teach the composing process in other modalities besides just ink on paper.</i>	
3.2.4	Candidate uses writing, visual images, and speaking for a variety of audiences and purposes.	Candidate demonstrates, through his/her own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and	Candidate engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes.	<i>GNR, Literacy Culture Project, etc. to persuade, inform, etc. If you show that you taught students how to work in multimodalities, you've really nailed this.</i>	

Standard	Unacceptable 1	Acceptable 2	Target 3	Suggestions	Score
		purposes.			
3.3.1	Candidate shows limited ability to respond to and interpret what is read.	Candidate responds to and interprets, in varied ways, what is read, teaching students how to do this as well.	Candidate integrates into teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty.	<i>Literature Circles; Teach lit circles systematically and show how you integrated it into students' learning</i>	
3.3.2	Candidate shows a lack of knowledge of ways to discover and create meaning from texts.	Candidate discovers and creates meaning from texts and guides students in the same processes.	Candidate uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts.	<i>Literature Circles; 7 Ways to Read a Novel; journals; Use a wide range of approaches and teach students to make meaning</i>	
3.3.3	Candidate uses few strategies to comprehend, interpret, evaluate, and appreciate texts.	Candidate uses a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teaches those strategies to students.	Candidate integrates into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.	<i>Set Induction, RAFT, etc.; Show students how to use them and how to decide which is most appropriate for certain situations</i>	
3.6.2	Candidate shows little understanding of how to construct meaning from media and nonprint texts.	Candidate shows an ability to construct meaning from media and non-print texts, and to assist students in learning these processes.	Candidate uses a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts.	<i>GNR; powerpoint; etc. Develop a variety of approaches and teach students how to use them</i>	
3.6.3	Candidate demonstrates limited knowledge of how to incorporate technology and print/nonprint media into instruction.	Candidate incorporates technology and print/nonprint media into his/her own work and instruction.	Candidate helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.	<i>Powerpoint, webquest, digital video, blog; At minimum, use tech/nonprint; Better yet, teach your students to use these.</i>	
3.7.1	Candidate shows a lack of knowledge of the major sources of research and theory related to English language arts.	Candidate uses major sources of research and theory related to English language arts to support one's teaching decisions.	Candidate reflects on his or her own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in teaching as appropriate.	<i>Include your Philosophy of Teaching Statement; make connections from your philosophy to your actual teaching; this could be done in your Digital Teaching Journal</i>	
4.4*	Candidate shows limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	Candidate creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	Candidate creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability.	<i>In your classroom, how do you show respect for various cultures, gender, ability? Better yet, teach a unit or set of lessons on respect for differences. Read a novel and discuss this theme.</i>	
4.5	Candidate demonstrates limited ability to engage students effectively in discussion for the purpose of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Candidate engages students often in meaningful discussions for the purpose of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Candidate helps students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms.	<i>Teach students how to discuss literature, their own writing and that of their peers, film & TV, etc. Make all of this language (discourse) explicit for your students. Teach them how to DO ELA.</i>	
4.6	Candidate shows limited ability to enable students to respond critically to different media and	Candidate engages students in critical analysis of different media and communications	Candidate engages students in critical analysis of different media and communications technologies and their effect on students' learning.	<i>Engaging students is key here, so teach your students how to analyze media, such as textbook,</i>	

Standard	Unacceptable 1	Acceptable 2	Target 3	Suggestions	Score
	communications technologies.	technologies.		<i>novel, movie, website, newsite vs. blogsite.</i>	
4.7	Candidate demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication.	Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	Candidate integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication.	<i>Discussion, speeches, presentations, debate, small-group decision-making, etc.</i>	
4.8	Candidate demonstrates limited ability to engage students in making meaning of texts through personal response.	Candidate engages students in making meaning of texts through personal response.	Candidate engages students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances.	<i>Journaling, Slice of Life Biography, GNRs; The key here is to engage students to connect their lives to the text to make meaning.</i>	
4.9	Candidate demonstrates limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate demonstrates that students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students.	<i>Show students how content reading to use strategies to construct meaning.</i>	
4.10	Candidate uses assessment in instruction by: 1) failing to use formal and informal assessment activities and instruments to evaluate student work; and 2) failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others.	Candidate integrates assessment consistently into instruction by: 1) using a variety of formal and informal assessment activities and instruments to evaluate processes and products; and 2) creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Candidate integrates assessment consistently into instruction by: 1) establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; 2) interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; 3) assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and 4) explaining to students, parents, and others concerned with education how students are assessed.	<i>Assessment Tests, rubrics, etc. Reporting to parents; Design a rubric along with assignment explanation sheet. Have parents sign on at the beginning. Have parents sign at the end once grade has been given. Create some sort of chart or table to show student progress to a parent, principal, U-Supervisor, etc.</i>	
5.2.2*	Candidate fails to participate in professional organizations, conferences, and inservice workshops to continue professional growth.	Candidate participates in professional organizations, conferences, and inservice workshops to continue professional growth.	Candidate takes on a leadership role in some professional organization, conference, or inservice workshop, as well as participate in several.	<i>Join OCTELA, NCTE, go to school board meetings, inservices, etc.</i>	

This portfolio is first developed in the methods semester and used to assess student progress at that time. It is used during student teaching as well, as an assessment tool by the university supervisor. Where there is limited evidence during methods of how candidates were able to teach and engage students, there is ample opportunity during student teaching for the candidate, cooperating teacher, and university supervisor to develop a plan for addressing these standards.

*Standards marked with an * are combined and used as part of Key Assessment 4 to address professional dispositions.

**Integrated Language Arts
Integrated Language Arts Unit
NCATE Key Assessment 6
Aggregated Data
BGSU
Fall 2006**

Number of Students (N=42)

NCTE Standards	Unacceptable	N	Acceptable	N	Target	N	Mean Score
2.3	2.38%	1	69.04%	29	28.57%	12	2.30
2.4	4.76%	2	71.42%	30	23.80%	10	2.20
2.5	0.00%	0	23.80%	10	76.19%	32	2.80
2.6	4.76%	2	88.09%	37	7.14%	3	2.00
3.2.3	0.00%	0	90.47%	38	9.52%	4	2.10
3.2.4	0.00%	0	88.09%	37	11.90%	5	2.10
3.3.1	2.38%	1	90.47%	38	7.14%	3	2.00
3.3.2	4.76%	2	90.47%	38	4.76%	2	2.00
3.3.3	2.38%	1	80.95%	34	16.66%	7	2.10
3.6.2	2.38%	1	92.85%	39	4.76%	2	2.00
3.6.3	2.38%	1	92.85%	39	4.76%	2	2.00
3.7.1	0.00%	0	95.23%	40	4.76%	2	2.00
4.5	2.38%	1	95.23%	40	2.38%	1	2.10
4.6	19.04%	8	76.19%	32	4.76%	2	1.90
4.7	0.00%	0	85.71%	36	14.28%	6	2.20
4.8	0.00%	0	95.23%	40	4.76%	2	2.10
4.9	0.00%	0	92.85%	39	6.97%	3	2.10
4.10	4.76%	2	92.85%	39	2.38%	1	2.00
Overall	2.91%		83.99%		13.08%		2.11
Overall Pass Rate		97.07%					

The Electronic Exit Portfolio is used twice during the Professional year. Methods students in EDTL 471 develop the portfolio during the time they are on campus designing their units and studying their school's literacy culture, but this development really engages during the 4-5 weeks they are in the field teaching and gathering evidence. However, because many NCTE standards call for candidates to engage in extensive teaching practices, which cannot be accomplished in methods alone, the EEP is developed further during student teaching, and is used by university supervisors and cooperating teachers during exit interviews. The data above reflects this two-tiered approach--including 31 methods students and 11 student teachers.