



## Academic Program Review

**DUE DATE: November 21, 2018**

The HLC Criteria for Accreditation, specifically Core Component 4.A, require institutions to maintain a “practice of regular program review<sup>1</sup>” as one component for ensuring the quality of our educational programs and evaluating our effectiveness in achieving our stated student learning outcomes. For academic units, “Program” means an academic School.

<b>School:</b>	<b>Education</b>
<b>Degree Programs of the School: (indicate which, if any, hold specialized programmatic accreditation)</b>	Early Childhood Education Associate Early Childhood Education Bachelor Language Arts and Mathematics Concentration (Michigan Department of Education Specialty Program Approval) Early Childhood Education Concentration (Michigan Department of Education Specialty Program Approval) Special Education – Learning Disabilities (Michigan Department of Education Specialty Program Approval) Teacher Education: Elementary (Michigan Department of Education, Council for the Accreditation of Educator Preparation) Teacher Education: Secondary (Michigan Department of Education, Council for the Accreditation of Educator Preparation)
<b>Academic Program Review Submission Date:</b>	November 21, 2018
<b>Dean:</b>	Donna Fiebelkorn, EdD
<b>School Chair:</b>	n/a
<b>Names of Faculty Members Completing Program Review Report:</b>	Becky Davis, EdS Barb Light, PhD Joni Lindsey, PhD Mary McMyne, MFA Cathy White, EdD Guidi Yang, PhD

### Guidelines for Completing the Academic Program Review

Questions in Part 1 are focused at the School level, and should reflect School-level data, findings, etc.

<sup>1</sup> <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Questions in Part 2 should be completed for each distinct academic degree program in the School. In the cases where an academic degree holds specialized programmatic accreditation, Schools can cite the page(s) which address the prompt question. In all cases, attach evidence where available using the appendix cover sheet to identify how the evidence supports the relevant criteria or prompt.

## PART 1: School-Level Review

### School Mission and Goals

1. Provide the School's mission statement and explain its connection to the University mission.

The mission of Lake Superior State University School of Education is to promote the development of educational innovators who embrace diversity and are committed to the success of all learners. This connects with the University mission we focus on preparing our graduates for rewarding careers working with learners in a wide range of settings. The programs within the School place a priority on understanding and meeting the needs of individual students, requiring the generosity of self that all teachers demonstrate. In addition, the School has articulated its unique role among the public universities in Michigan of preparing teachers for small, primarily rural schools which resonates with the regional nature of the University mission.

2. List the School-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan.

<https://www.lssu.edu/wp-content/uploads/2018/09/2018-2023-LSSU-Strategic-Plan.pdf>

The School of Education has set goals in two broad categories: Program Development, and Retention and Enrollment. The priority on continuous improvement reflected in the Program Development category connects with the Culture goal of the LSSU Strategic Plan, and is key to the overall growth and development of the School. The goals in both Program Development and Retention and Enrollment connect with and support the Academics and Enrollment goals of the Strategic Plan as they will help the School assure quality, effective programs that attract and retain students.

**Program Development:** Build a fabulous program(s) and teach it extremely well

- Fully implement continuous improvement process using data cycles to improve courses and programs, with a focus on assuring student learning to meet mission
- Strengthen relationships in communities and schools to maximize partnerships
- Work with Regional Centers to implement teacher education programs in underserved areas
- Identify/develop new programs and expanded opportunities
  - Child development minor
  - Non-formal education
  - Alternate route
  - Leadership in collaboration with business
  - Human service
  - School counseling

**Retention and Enrollment:** Graduate effective educators who will make a difference in the lives PK-12 students

- Strengthen relationships in communities and schools to increase new student recruitment

- Teacher Cadet programs
- Charter School communities
- Identify factors contributing to attrition and develop strategies for addressing the issues
  - Peer mentoring
  - Intensive, intrusive advising

*Explain how the School works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

### **Teaching and Learning Programs Evaluation and Improvement: (CC 4.A)**

3. Explain how faculty determine program and course learning outcomes, course prerequisites, rigor of courses, expectations for student achievement, and student access to resources.

There are two types of programs within the School of Education, one which includes the teacher education unit for the elementary and secondary levels, the other which includes the specialty programs delivered by School of Education faculty. The teacher education unit programs are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Michigan Department of Education (MDE), and include the Professional Education Sequence courses required for certification. The specialty programs are approved by the MDE, except for the early childhood education bachelor and associate degrees.

In addition to the programs in the School of Education, teacher education specialty programs that require a discipline-specific major are housed in the respective Schools across the university. These include: Mathematics – Elementary and Mathematics – Secondary in the School of Mathematics and Computer Science; Language Arts – Elementary and English Language and Literature – Secondary in the School of Arts and Letters; Chemistry – Secondary and Integrated Science – Secondary in the School of Science and Medicine. Each of these programs is aligned with the MDE standards, as well as discipline specific standards, such as those from the National Council of Teachers of English, and is approved by the MDE.

Further, all elementary teacher education students complete the 49-credit Elementary Planned Program, approved by the MDE, which includes coursework in math, natural science, social science, English language arts. All of the required courses, except for CHLD225 Emergent Literacy, are developed and taught by faculty in the respective academic departments.

The nature of the elementary and secondary teacher education programs requires close collaboration between the School of Education and the other Schools that provide related coursework to assure alignment with appropriate MDE and CAEP standards. The performance of teacher education students on the Michigan Test for Teacher Certification subject tests is monitored and shared with the faculty in the other Schools to assure that the course learning outcomes are appropriate and that there are rigorous expectations of student learning. When issues are identified in terms of alignment of program and course outcomes with MDE and

CAEP standards, the School of Education faculty work closely with the other Schools to redefine and align the coursework.

Similarly, School of Education faculty work together on assuring that the coursework that is housed within the School is aligned with MDE and CAEP standards, as well as other professional organizations, such as the National Association for the Education of Young Children. Faculty participate in workshops and work sessions to discuss and develop the courses. As new courses are taught, faculty meet in work sessions to review outcomes and determine where skills are introduced, reinforced, or practiced. Faculty supervise practicums and student teaching experiences, which provides important insights and data on the ability of students to apply what is being taught in the courses. Based on their observations, continuous review of course outcomes and teaching processes involves all faculty.

Students have ample access to materials. The School of Education maintains a resource room with a variety of teaching materials, manipulatives, K-12 textbooks and curriculum packages, picture books, a laminator, Ellison die cuts, and art supplies. Students have ready access to the room. Students also have access to iPads, Macbooks and two Smart Boards. In their discipline-specific courses, education students have the same access to resources as all students in the courses.

4. Explain how faculty ensure the equivalence of learning outcomes and achievement in all modes and locations where degrees are delivered. Provide examples of course syllabi from multiple delivery modes and locations of the same course(s).

The Early Childhood Education bachelor degree is offered at the Petoskey Regional Center and the Escanaba Regional Center. In both locations, students complete their Early Childhood Education associate degree at the affiliated community college, and then continue on with LSSU for the remaining coursework for the bachelor degree. The courses are taught by adjunct faculty, using the departmental syllabus developed on the main campus. Courses at the Regional Centers are delivered in a blended format, with fewer class meetings at the Center.

Communication among the faculty teaching in all three locations is open and regular. An all-day work session was held on the main campus in June 2018 to review the courses, share best practices, and develop key assessments for the courses and the program. A further check on consistency and quality is the fact that the permanent early childhood faculty member on the main campus supervises the capstone practicum and works with all students on their senior research projects. Through this process, she is able to identify gaps and inconsistencies, and addresses concerns to the appropriate adjunct faculty, whether at the Regional Centers or on the main campus.

Attachments:

Syllabi

CHLD150 Observation and Assessment Spring 2018

LaBonte main campus, blended

Murray Petoskey Regional Center, blended

CHLD225 Emergent Literacy Spring 2018

Otten main campus, on ground

Loper Petoskey Regional Center, blended

Smeester Escanaba Regional Center, blended

School of Education

CHLD 150 Observation and Assessment S18

4 Credits

**Prerequisites: None**

**Instructor(s):** Professor Jennifer LaBonte, M.Ed., B.S.W.  
 Phone Number: 906-630-4365  
 E-mail address: [jlabonte@lssu.edu](mailto:jlabonte@lssu.edu)

**Class:** Mondays 5-6:50 pm in Library 112

**Office Hours:** By appointment Mondays before class

**Required Texts:****Power of Observation 2<sup>nd</sup> Edition**

Author: Jabloun, Dombro, Dichtelmiller  
 ISBN: 978-1-933021-52-2  
 Publication Date: 2013  
 Publisher: Teaching Strategies, Inc.

**Power of Assessment: Transforming Teaching and Learning.**

Author: Dichtelmiller  
 ISBN: 978-1-60617-392-3  
 Publication Date: 2011  
 Publisher: Teaching Strategies, Inc.

Your textbooks are available at the campus bookstore. New, used, rental and digital are options for purchase depending on title. You may use cash, checks, debit and credit cards as forms of tender, including financial aid checks. In addition to in-store purchase, the bookstore also offers the convenience of ordering your textbooks 24/7 online through My.LSSU (Anchor Access) or at [www.lssu.bncollege.com](http://www.lssu.bncollege.com).)

**Course Description:** This course provides experience with the practices and tools for observation, documentation, and assessment of young children from birth through age eight. Discussion will include the use of results of assessment for planning continued developmental and learning experiences, as well as for appropriate classroom management and guidance strategies. Field experience is required.

**Student Learning Outcome Statements:** At the conclusion of CHLD 150, a student will be able to:

1. Use developmental and learning theory to identify appropriate child and program assessments.
2. Use information from child or program assessments to plan learning environments.
3. Use child assessment information to communicate a child's developmental progress.
4. Recommend specialized services and interventions based on child developmental assessments.
5. Use a variety of program evaluations for continuous improvement in program quality

**Grading Scale and Policies:**

<b>Percent</b>	<b>Letter Grade</b>
90-100	A+
80-89	A
70-79	B
60-69	C
0-59	F

**Evaluation Plan**

Class Discussion / Participation	150 points
Online Discussion Participation	150 points
Midterm	50 points
Field Reports (10 x 20 points each)	200 points
Final Group Project	50 points
Final Exam	50 points
<b>TOTAL</b>	<b>650 points</b>

**Class Discussion**

Your learning in this course will be assessed in part by your ability to analyze and discuss learned concepts. This includes connecting examples from your own experience and sharing them; self-monitoring what you know, need to know more about, and want to explore more in the future; and critically analyzing learned information through discussion and notes. Marks will be earned each class for those who come prepared and actively participate in class activities.

**Online Discussion**

Each week you will be required log on to Moodle to read and respond to a question posed by the professor. This question will be relevant to this week's field study and or course readings. To receive full credit, you must substantially respond to the post **AND** two of your classmates.

**Final and Midterm Exams**

Exams in this course will be given twice per semester and will assess your knowledge of course content as well as your understanding of it and ability to apply learned concepts to real life scenarios.

**Field Reports**

About once per week, you will submit field reports. During class, you will be given the opportunity to share your findings, challenges and successes, and discuss questions in order to enhance your learning.

**Group Final Project**

At the culmination of this course, you will use the skills and observations that you have gained to complete a group project. Grades will be determined on your ability to work together as a "teaching team" and your individual effort.



### Course Policies:

1. **Attendance:** Attending class, completing assignments on time, and keeping up with the class material is important for success in this course and in college. Class attendance is required except for legitimate (pre-approved when possible) reasons. Examples of legitimate reasons are: illness, death in family, LSSU sanctioned travel. E-mail, call, or text the professor prior to class if you have a legitimate reason for an excused absence. LSSU sanctioned travel related absences (athletics, conference presentations, conference attendance) are approved by the Provost. Students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in "F" grades being assigned for the missed work.
2. **Participation:** Class participation marks are available for every class session. To earn participation marks you must **actively** contribute to class discussion and activities. Attendance does not guarantee participation points.
3. **Assignments:** Late or missed field reports **will not** be accepted. All field reports are to be submitted on Moodle by noon on the due date (see course outline for due dates).
4. **Field Work:** This course requires 30 hours of field work. You are to complete field work in two- or three-hour blocks. You are expected to follow the field work guidance handbook policies. All required forms must be completed prior to field placement.
5. **Plagiarism:** Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the Honor Code Procedures. Violations of the Honor Code may result in an F for the course grade.
6. **Electronic Device:** Electronic devices are allowed to be used in class for class related work only. Personal calls and browsing (i.e. Facebook) are to be done outside of the classroom.

### University Policies and Statements:

#### **Online and Blended Course Attendance Policy**

Students in online or blended classes are required to log in to the Course Management System (Blackboard, Wimba, TaskStream, etc.) and complete at least one "Academic Related Activity" within the Add/Drop period.

#### **The Americans with Disabilities Act & Accommodations**

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 149, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

#### **IPASS (Individual Plan for Academic Student Success)**

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email [ipass@lssu.edu](mailto:ipass@lssu.edu) if you would like to sign up early in the semester or if you have any questions or concerns

Date	Topics Covered in Class	Readings Due	Field Reports Due
Jan 15	Introduction to the course and syllabus review Overview of Child Assessment and Observation	n/a	n/a
Jan 22	Using Observation to Build Relationships, You as an Observer, Guidelines for Effective Observation, Becoming a Skilled Observer	PO 2,3,4,5	Site Agreement, DHS Clearance/ TB test/ I-CHAT
Jan 29	Michigan Standards of Quality, ASQ, Prep for Initial Observation	Hand outs on Moodle	Site Agreement, DHS Clearance/ TB test/ I-CHAT
Feb 5	Initial Observations from General Survey Field Study , The Big Picture, The Assessment Cycle	PA 2,3,4	General survey of classroom
Feb 12	Collecting Data Through Observing Field Reports – 3 intriguing children, Collecting Data-Checklists and Rating Scales	PA 5,6	3 Intriguing children
Feb 19	Infant Toddler Developmental Assessment		1 Focus Child
Feb 26	Field Report Discussion – 1 Focus Child <b>QUIZ 1:</b> -Power of Assessment Chapters 1-6 -Power of Observation Chapters 1-5. -ASQ, IDA, Class handouts		Checklist or Tally
March 5	<b>SPRING BREAK</b>		
Mar 12	Collecting Data - Portfolios Evaluating the Quality of Assessment Systems	PA 7 PA 12	ASQ
Mar 19	Snapshots of High Quality Assessment Systems Field Report discussion – brief notes CLASS *Guest Speaker	PA 13	Focus Child Revisit
Mar 26	TS GOLD *Guest Speaker Using What You Learn, Getting Started	PO 6,7	Running Record
April 2	COR *Guest Speaker PQA *Guest Speaker		CLASS
April 9	Helping Children Think About Their Learning Partnering With Families	PA 8, 9	Anecdotal Notes
April 16	Interpreting Assessment Data, Taking Action to Help and Resolve, Testing Young Children	PA 10,11, 14	PQA
April 23	The Power of Assessment and You <b>Final Group Project</b>	PA 15	
April 30	<b>FINAL</b> Power of Assessment Chapters 7-15 Power of Observation Chapters 6-7 PQA, COR, CLASS, Class handouts		



College of Arts & Sciences, School of Education  
CHLD – 150 – 790 Observation and Assessment

Spring 2018  
4 Credits

**Prerequisites:** None

**Instructor:** Amanda Murray  
Phone: 231-384-1324  
[amurray10@lssu.edu](mailto:amurray10@lssu.edu) (preferred method of contact)

**Office Hours:** Available upon request

**Required Text:** These can be found at the LSSU Bookstore.

1. The Power of Observation 2<sup>nd</sup> Edition by Jablon, Dombro, and Dichtelmiller
2. The Power of Assessment: Transforming Teaching and Learning by Margo L. Dichtelmiller

**Online Resource:** The course website on Moodle.

**Course Description:** This course provides experiences with the observation, assessment, and documentation of children birth to age 8. Field experience is required.

**Course Objectives (Student Learning Outcomes):** By the end of CHLD 150, the student will be able to:

1. Use developmental and learning theory to identify appropriate child and program assessments.
2. Use information from assessments to drive classroom learning goals.
3. Use child assessment information to communicate a child's developmental progress.
4. Recommend specialized services and interventions based on assessment outcomes.
5. Use data collected from a variety of program evaluations to continuously improve upon program quality.

**Grading Scale and Policies:**

**Assignment Types and Values:** written work, interactive work in class, labs, discussions in class, field work assignments, and a final exam. Different Assignments possess a different value of worth.

**Grading Scale:**

A 92 – 100	B- 80 – 81	D+ 68 – 69
A- 90 – 91	C+ 78 – 79	D 62 – 67
B+ 88 – 89	C 72 – 77	D- 60 – 61
B 82 – 87	C- 70 – 71	F below 60

**Course Policies:**

1. Attending class, completing assignments on time, and keeping up with the class material is important for success in this course and in college. The method of how an instructor chooses to handle late or missed assignments is left up to the instructor. Generally, late or missed assignments will not be accepted except for legitimate (pre-approved when possible) reasons as determined by the instructor. Examples of legitimate reasons are: illness, death in family, etc. The method of handling late or missed work is determined by the instructor and should be noted in the syllabus - add your policy here.
2. LSSU sanctioned travel related absences (athletics, conference presentations, conference attendance) are approved by the Provost. Instructors are expected to accommodate students in these situations. However, students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in "F" grades being assigned for the missed work.
3. Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the University policy on Academic Integrity:  
<http://www.lssu.edu/academics/pdfs/Academic%20Integrity%20Policy.pdf>
4. All courses at LSSU are required to provide the students with an educationally challenging culminating experience, typically referred to as a final exam. The final exam for this course is scheduled for Monday, April 23.

**University Policies and Statements:**

Policies, including those below, are posted on the Provost's website: [www.lssu.edu/provost/forms](http://www.lssu.edu/provost/forms).

- Online and Blended Course Attendance Policy
- The Americans with Disabilities Act & Accommodations
- IPASS (Individual Plan for Academic Student Success)

Class Number	Date	Planned Topic(s)	Assignments
1	Monday 1/15	In Petoskey Introduction to Observation and Assessment Course Set Up (syllabus, field placements, etc.) <i>Power of Observation Chap. 1</i>	N/A
2	Monday 1/22	<b>WE WILL NOT MEET</b> <i>P.O. Chapters 2-3</i> <i>P.O. Chapters 4-5</i>	<b>Due 1/28</b> Field report of classroom setting and makeup.  Discussion Post 2-3: Discussion Post 4-5:
3	Monday 1/29	In Petoskey Review of Field Reports and Discussion Posts Review of Chapters 2-5 Introduction of Chapters in P.A. Book Introduce IDA	<b>Due 2/4</b> In class discussions and activities
4	Monday 2/5	<b>WE WILL NOT MEET</b> <i>P.A. Chapters 1-2</i> <i>P.A. Chapter 3</i>	<b>Due 2/11</b> 1-2 page reflection on the overall ideas from chapters 1-3.  Discussion Post 1-2: Discussion Post 3:
5	Monday 2/12	In Petoskey Review of Chapters 1-3 Introduction of Observation Notes	<b>Due 2/18</b> In class discussions and activities
6	Monday 2/19	<b>WE WILL NOT MEET</b> <i>P.A. Chapters 4-5</i> C.L.A.S.S. WEBINAR	<b>Due 2/25</b> 1-2 page paper on the observation of an intriguing child. Attach observation notes as well.  <b>WEBINAR QUIZ</b>  Discussion Post 4-5:
7	Monday 2/26	In Petoskey Review of Chapters 4-5 Child Paper Discussion Webinar discussion Introduction of Checklists	<b>Due 3/4</b> In class discussions and activities
8	Monday 3/5	<b>WE WILL NOT MEET</b> <i>P.A. Chapters 6-7</i> <i>P.O. Chapters 6-7</i>	<b>Due 3/11</b> Child observation checklist

		TS Gold Webinar	<b>Webinar Quiz</b> Discussion Post PA 6-7: Discussion Post PO 6-7:
9	Monday 3/12	In Petoskey Review of Chapters 6-7 Share Observation Checklist Field Notes Discuss Webinar Introduce Parent Interview	<b>Due 3/18</b> In class discussions and activities
10	Monday 3/19	<b>WE WILL NOT MEET</b> <i>P.A. Chapters 8-9</i> COR Advantage Webinar	<b>Due 3/25</b> Family Interview  <b>Webinar Quiz</b> Discussion Post 8-9:
11	Monday 3/26	<b>Spring Break Week</b>	<b>N/A</b>
12	Monday 4/2	<b>WE WILL NOT MEET</b> <i>P.A. Chapters 10-11</i> <i>P.A. Chapters 12-13</i>	<b>Due 4/8</b> 1-2 Page overview of chapters 10-13  Discussion Post 10-11: Discussion Post 12-13:
13	Monday 4/9	In Petoskey Review of Chapters 10-13 Study guide for final exam	<b>Due 4/15</b> In class discussions and activities
14	Monday 4/16	<b>WE WILL NOT MEET</b> <i>P.A. Chapters 14-15</i>	<b>Due 4/22</b> 1-2 Page overview of chapters 14-15  Discussions Post 14-15:
15	Monday 4/23	In Petoskey FINAL EXAM	

**Description of Assignments:**

**In class activities:** You will be given 10 point for every class session attended. There will be class discussions vital to the material we are learning about. Your experiences and opinions are valued and necessary. (70 pts total)

**Discussion Posts:** Each of you will have an opportunity to post a question in regards to the weeks reading assignment. Your classmates will take turns responding to the question through Moodle. Questions and responses need to be completed before we meet again. (110 pts total)

**Field Reports and Reflection Papers:** You will periodically submit field reports on Moodle. During class we will discuss findings, challenges, and success. We will reflect upon each situation as a group. (70 pts. total)

**Quizzes:** You will take 3 quizzes over webinars you will be watching on your own. (60 pts. total)

**Final Exam:** We will have a comprehensive exam at the end of the semester. This is worth 50 points.



**School of Education**  
**CHLD 225 Emergent Literacy**

**Spring 2018**  
**3 Credits**

**Prerequisites:** CHLD 101 and CHLD 210

**Instructor(s):** Mary Anne Otten  
 motten@lssu.edu  
 Room 126 Library

**Class Meeting Dates:** Wednesday 6:00-8:50

**Office Hours:**

I will be available a ½ hour before and after course meeting dates and by appointment.

**Required Text(s):**

	<p><b><u>ALREADY READY   Edition:</u></b>  <b><u>08</u></b></p> <p>Author: RAY</p> <p>ISBN: 9780325010731</p> <p>Publication Date: 01/11/2008</p> <p>Publisher: HEINEMANN</p>
<input type="checkbox"/>	
	<p><b><u>LITERACY BEGINNINGS   Edition:</u></b>  <b><u>11</u></b></p> <p>Author: PINNELL</p> <p>ISBN: 9780325028767</p> <p>Publication Date: 02/17/2011</p> <p>Publisher: HEINEMAN</p>

Your textbooks are available at the campus bookstore. New, used, rental and digital are options for purchase depending on title. You may use cash, checks, debit and credit cards as forms of tender, including financial aid checks. In addition to in-store purchase, the bookstore also offers the convenience of ordering your textbooks 24/7 online through My.LSSU (Anchor Access) or at [www.lssu.bncollege.com](http://www.lssu.bncollege.com).

**School of Education**  
**CHLD 225 Emergent Literacy (1,12) 3**

**Spring 2018**  
**3 Credits**

**Recommended Text(s):** none

**Course Description:** This course focuses on literacy acquisition theory and language development milestones for children from birth through age 8. Factors that affect reading acquisition and techniques that assist children in developing listening, speaking, reading and writing skills are also explored. Consideration of the unique needs of English Language Learners is included. Prerequisite: CHLD 210.

**Student Learning Outcome Statements:** At the conclusion of CHLD 225, a student will be able to:

1. Discuss the multiple influences on development and learning including cultural and linguistic context, economic conditions of families, and the influence and impact of technology and the media.
2. Describe developmentally effective approaches that foster language and communication development, and promote literacy and cognitive development.
3. Develop learning environments and curriculum that link children's language, culture, and community to learning

**Grading Scale and Policies:**

Forms: IChat, DHS, Site Agreement	15 points
Field Reports 2 @ 50 points each	100 points
Reflection exit question 10@ 20 points each	200 points
Quizzes 2@ 50	100 points
Class Participation (Full participation in in-class assignments/activities) 14@10 points each	140 points
Field study hours documentation	60 points
Final project	100 points
<b>Total</b>	<b>715 points</b>

Points Earned	Percent	Letter Grade
715-687	100-96	A
686-643	95-90	A-
642-629	89-88	B+
628-586	87-82	B
585-572	81-80	B-
571-557	79-78	C+

School of Education  
CHLD 225 Emergent Literacy (1,12) 3

Spring 2018  
3 Credits

556-500	77-70	C
499-0	69-0	F

**Course Policies:**

**University Policies and Statements:**

1. **Attendance:** Attending class, completing assignments on time, and keeping up with the class material is important for success in this course and in college. Class attendance is required except for legitimate (pre-approved when possible) reasons. Examples of legitimate reasons are: illness, death in family, LSSU sanctioned travel. E-mail or call the professor prior to class if you have a legitimate reason for an excused absence. LSSU sanctioned travel related absences (athletics, conference presentations, conference attendance) are approved by the Provost. Students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in "F" grades being assigned for the missed work.
2. **Participation:** Class participation points are available for every class session. To earn participation points you must **actively** contribute to class discussion and activities. Attendance does not guarantee participation points. Expectation is that readings have been done prior to class meeting. Discussion and summarizing can happen during class.
3. **Assignments:** Late or missed field observation assignments **will not** be accepted. All field observation assignments are to be submitted via on Moodle by 10:00 pm on the due date (s).
4. **Field Work:** This course requires 30 hours of field work. You are to complete field work in two-three hour blocks. You are expected to follow the field work guidance handbook policies. All required forms must be completed prior to field placement. Please make sure you document ( sign in) each time you clock field work hours. Turn this documentation in to class for points at the end of the semester.
5. **Plagiarism:** Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the Honor Code Procedures. Violations of the Honor Code may result in an F for the course grade.
6. **Electronic Device:** Electronic devices are allowed to be used in class for class related work.
7. **Cell Phone Policy:** Silence your phone and put it out of sight.

**Online and Blended Course Attendance Policy**

Students in online or blended classes are required to log in to the Course Management System (Blackboard, Wimba, TaskStream, etc.) and complete at least one "Academic Related Activity" within the Add/Drop period.

**The Americans with Disabilities Act & Accommodations**

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 149, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.



**School of Education**  
**CHLD 225 Emergent Literacy (1,12) 3**

**Spring 2018**  
**3 Credits**

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

**IPASS (Individual Plan for Academic Student Success)**

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email [ipass@lssu.edu](mailto:ipass@lssu.edu) if you would like to sign up early in the semester or if you have any questions or concerns.

**Tentative Course Outline**

<b>Reading Assignment</b>	<b>Book</b>	<b>Due Date</b>
	Overview and Introductions	1/17
Section 1 Pgs. 1-71	Literacy Beginnings	1/24
Section 2 Pgs. 72-104	Literacy Beginnings	1/31
Section 3 Pgs. 105-146	Literacy Beginnings	2/7
Section 4 Pgs. 147-181	Literacy Beginnings	2/14
Section 5 Pgs. 183-205	Literacy Beginnings	2/21
Section 6 Pgs. 207-226	Literacy Beginnings	2/28
	Spring Break	3/7
Section 7	Literacy Beginnings Review Quiz 1 Literacy Beginnings materials	3/14
	Field Report 1 due	3/21
Part 1 Pgs. 1-104	Already Ready	3/28
Part 2 Pgs. 105-200	Already Ready	4/4
	Work session for Final projects	4/11
	Senior Symposium class session Field report 2 due	4/18
	Work time for final projects Quiz 2	4/25
Final projects presented, compiled and completed		Week of May 4



# LAKE SUPERIOR STATE UNIVERSITY

**School of Education**  
**CHLD 225 Emergent Literacy**  
**Prerequisites:** CHLD 101 and CHLD 210

**Spring 2018**  
**3 Credits**

**Instructor(s):** Patricia Loper  
 NCMC Campus  
 231.330.3048 (cell)  
 loperp@lssu.edu

**Class Meeting Dates:** 1/22, 2/5, 2/19, 3/5, 3/19, 4/2, 4/16,

**Office Hours:**

I will be available a ½ hour before and after course meeting dates and by appointment.

**Required Text(s):**



**ALREADY READY | Edition: 08**

Author: RAY  
 ISBN: 9780325010731  
 Publication Date: 01/11/2008  
 Publisher: HEINEMANN



**LITERACY BEGINNINGS | Edition: 11**

Author: PINNELL  
 ISBN: 9780325028767  
 Publication Date: 02/17/2011  
 Publisher: HEINEMANN



**No More Teaching A Letter A Week**

Author: William H. Teale and  
 Rebecca McKay  
 Publication Date: 2015  
 PUBLISHER: HEINEMANN

Your textbooks are available at the campus bookstore. New, used, rental and digital are options for purchase depending on title. You may use cash, checks, debit and credit cards as forms of tender, including financial aid checks. In addition to in-store purchase, the bookstore also offers the convenience of ordering your textbooks 24/7 online through My.LSSU (Anchor Access) or at [www.lssu.bncollege.com](http://www.lssu.bncollege.com).

**Course Description:** This course focuses on literacy acquisition theory and language development milestones for children from birth through age 8. Factors that affect reading acquisition and techniques that assist children in developing listening, speaking, reading and writing skills are also explored. Consideration of the unique needs of English Language Learners is included. Prerequisite: CHLD 210.

**Student Learning Outcome Statements:** At the conclusion of CHLD 225, a student will be able to:

1. Discuss the multiple influences on development and learning including cultural and linguistic context, economic conditions of families, and the influence and impact of technology and the media.
2. Describe developmentally effective approaches that foster language and communication development, and promote literacy and cognitive development.
3. Develop learning environments and curriculum that link children's language, culture, and community to learning.

**Grading Scale and Policies:**

Forms: IChat, DHS, Site Agreement	15 points
Field Reports	150 points
Quizzes	160 points
Class Participation (Full participation in in-class assignments/activities/Article Reviews)	200 points
Final	100 points
<b>Total</b>	<b>625 points</b>

Points Earned	Percent	Letter Grade
700-672	100-96	A
671-630	95-90	A-
629-616	89-88	B+
615-574	87-82	B
573-560	81-80	B-
559-546	79-78	C+
545-490	77-70	C
489-0	69-0	F

**Course Policies:**

**University Policies and Statements:**

1. **Attendance:** Attending class, completing assignments on time, and keeping up with the class material is important for success in this course and in college. Class attendance is required except for legitimate (pre-approved when possible) reasons. Examples of legitimate reasons are: illness, death in family, LSSU sanctioned travel. E-mail or call the professor prior to class if you have a legitimate reason for an excused absence. LSSU sanctioned travel related absences (athletics, conference presentations, conference attendance) are approved by the Provost. Students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in "F" grades being assigned for the missed work.

2. **Participation:** Class participation points are available for every class session. To earn participation points you must **actively** contribute to class discussion and activities, including article reviews/summaries. Attendance does not guarantee participation points.
3. **Assignments:** Late or missed field observation assignments **will not** be accepted. All field observation assignments are to be submitted via on blackboard by 6:00 pm on the due date (s).
4. **Field Work:** This course requires 30 hours of field work. You are to complete field work in two-three hour blocks. You are expected to follow the field work guidance handbook policies. All required forms must be completed prior to field placement.
5. **Plagiarism:** Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the Honor Code Procedures. Violations of the Honor Code may result in an F for the course grade.
6. **Electronic Device:** Electronic devices are allowed to be used in class for class related work.
7. **Cell Phone Policy:** Silence your phone and put it out of sight.

#### **Online and Blended Course Attendance Policy**

Students in online or blended classes are required to log in to the Course Management System (Blackboard, Wimba, TaskStream, etc.) and complete at least one "Academic Related Activity" within the Add/Drop period.

#### **The Americans with Disabilities Act & Accommodations**

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 149, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

#### **IPASS (Individual Plan for Academic Student Success)**

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email [ipass@lssu.edu](mailto:ipass@lssu.edu) if you would like to sign up early in the semester or if you have any questions or concerns.

**Tentative Course Outline**

<b>Reading Assignment</b>	<b>Book</b>	<b>Due Date</b>
Section 1 Pgs. 1-71	Literacy Beginnings	1/22
Section 2 Pgs. 72-104	Literacy Beginnings	1/22
Section 3 Pgs. 105-146	Literacy Beginnings	2/5
Section 4 Pgs. 147-181	Literacy Beginnings	2/19
Section 5 Pgs. 183-205	Literacy Beginnings	3/5
Section 6 Pgs. 207-226	Literacy Beginnings	3/19
Part 1 Pgs. 1-104	Already Ready	4/2
Part 2 Pgs. 105-200	Already Ready	4/2

**Tentative Quizzes/Final**

<b>Quiz</b>	<b>Point Value</b>	<b>Due Date</b>	<b>Topic Covered</b>
1	40	01/28	Literacy Beginnings Section 1 and 2
2	40	02/25	Literacy Beginnings Section 3 and 4
3	40	03/25	Literacy Beginning Section 5 and 6
4	40	04/08	Already Ready Part I and II
6	100	04/16	Comprehensive Final

**Tentative Field Reports**

<b>Due Date</b>	<b>Topic</b>	<b>Point Value</b>
2/4	Environmental Evaluation	50
4/1	Child Study Part A	50
4/16	Child Study Part B	50



School of Education  
CHLD 225 Emergent Literacy

Spring 2018  
3 Credits

**Prerequisites:** CHLD 101

**Instructor(s):** Myra Smeester

Online Moodle Hybrid  
Phone: (906) 280-0018  
Email: msmeester@lssu.edu

**Office Hours:**

Monday	Tuesday	Wednesday	Thursday	Friday
4:30-6:00	By appt.	By appt.	By appt.	By appt.

**Required Text(s):**



**ALREADY READY | Edition: 08**

Author: RAY  
ISBN: 9780325010731  
Publication Date: 01/11/2008  
Publisher: HEINEMANN



**LITERACY BEGINNINGS | Edition: 11**

Author: PINNELL  
ISBN: 9780325028767  
Publication Date: 02/17/2011  
Publisher: HEINEMANN

Your textbooks are available at the campus bookstore. New, used, rental and digital are options for purchase depending on title. You may use cash, checks, debit and credit cards as forms of tender, including financial aid checks. In addition to in-store purchase, the bookstore also offers the convenience of ordering your textbooks 24/7 online through My.LSSU (Anchor Access) or at [www.lssu.bncollege.com](http://www.lssu.bncollege.com).

**Additional Text(s) Recommended:** none

**Course Description:** This course focuses on literacy acquisition theory and language development milestones for children from birth through age 8. Factors that affect reading acquisition and techniques that assist children in developing listening, speaking, reading and writing skills are also

explored. Consideration of the unique needs of English Language Learners is included. Prerequisite: CHLD210.

**Student Learning Outcome Statements:** At the conclusion of CHLD 225, a student will be able to:

1. Discuss the multiple influences on development and learning including cultural and linguistic context, economic conditions of families, and the influence and impact of technology and the media.
2. Describe developmentally effective approaches that foster language and communication development, and promote literacy and cognitive development.
3. Develop learning environments and curriculum that link children’s language, culture, and community to learning

<b><u>Grading Scale and Policies</u></b>	<b><u>Points</u></b>
Discussion Bd (6)	300
Field Reports (3)	300
Quizzes (5)	200
Class Participation	100
Final Presentation	100
<b><u>Total 1,000</u></b>	

<b><u>Points Earned</u></b>	<b><u>Percent</u></b>	<b><u>Letter Grade</u></b>
1,000 - 960	100 - 96	A
950-900	95 - 90	A-
890-880	89 - 88	B+
870-820	87 - 82	B
810-800	81 - 80	B-
790-780	79 - 78	C+
770-700	77 - 70	C
690 - 0	69 - 0	F

**Course Policies:**

**University Policies and Statements:**

1. **Attendance:** Attending class, completing assignments on time, and keeping up with the class material is important for success in this course and in college. Class attendance is required except for legitimate (pre-approved when possible) reasons. Examples of legitimate reasons are: illness, death in family, LSSU sanctioned travel. E-mail, call, or text the professor prior to class if you have a legitimate reason for an excused absence. LSSU sanctioned travel related absences (athletics, conference presentations, conference attendance) are approved by the Provost. Students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in “F” grades being assigned for the missed work.
2. **Participation:** Class participation points are available for every class session. To earn participation points you must **actively** contribute to class discussion and activities. Attendance does not guarantee participation points.

3. **Assignments:** Late or missed field observation assignments **will not** be accepted. All field observation assignments are to be submitted via Moodle by midnight on the due date (see field observation assignment grid for due dates).
4. **Field Work:** This course requires 30 hours of field work. Your placement must be approved prior to moving forward with paperwork. If you have a high quality early childhood setting available to you, this may be an option. If you need suggestions on possible sites, let your instructor know. You are to complete field work in blocks of 2-3 hours each. You are expected to follow the field work guidance handbook policies. All required forms must be completed prior to the start of your field placement.
5. **Plagiarism:** Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the Honor Code Procedures. Violations of the Honor Code may result in an F for the course grade.
6. **Electronic Device:** Electronic devices are allowed to be used in class for class related work.
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#### **The Americans with Disabilities Act & Accommodations**

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 149, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

#### **IPASS (Individual Plan for Academic Student Success)**

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#### **Tentative Course Outline**

IN PERSON

ONLINE



Reading Assignment	Book	Due Date
Chapters 1,2,4,5      Appendix K, O	Literacy Beginnings	1/15
Chapters 1	Already Ready	1/22
Chapters 6,7,9,26      Appendix D-Lesson 16-20, 22	Literacy Beginnings	1/29
Chapters 6,8,9	Already Ready	2/5
Chapters 10,14	Literacy Beginnings	2/12
Chapters 10	Already Ready	2/19
Chapters 11,12,13,22      Appendix A, B, E, D-Lesson 1, 10	Literacy Beginnings	2/26
<b>SPRING BREAK</b>		3/5
Chapters 15,16,17,18,23      Appendix D-Lesson 11	Literacy Beginnings	3/12
Chapters 2,5,7	Already Ready	3/19
Chapters 8,19,21,24      Appendix A, E, D-Lesson 7,8, 23-29	Literacy Beginnings	3/29
Chapters 3	Already Ready	4/2
Chapters 3,20      Appendix C, D-Lesson 30-34, 35	Literacy Beginnings	4/9
Chapters 4	Already Ready	4/16
Chapters 25      Appendix L, M, N	Literacy Beginnings	4/23
<b>EXAM WEEK</b>		4/30

**Tentative Quizzes**

Quiz	Point Value	Due Date	Topic Covered
1	40	2/9	Literacy Beginnings Chapters 1,2,4,5,6,7,9,26
2	40	3/2	Literacy Beginnings Chapters 10, 11, 12, 13, 14, 22
3	40	4/6	Literacy Beginnings Chapters 8,15,16,17,18,19,21,23,24
4	40	4/27	Literacy Beginnings Chapters 3,20,25
5	40	4/20	Already Ready Part I and II
Exams	100	4/25	<b>Final Exam/Projects</b>

**Tentative Field Reports**

Due Date	Topic	Point Value
2-19	Environmental Assessment	50
3-19	Adult-Child Interactions	50
4-16	Child Assessment	200

**Tentative Discussion Boards**

Due Date	Topic	Point Value
1/26	TBA	50
2/9	TBA	50
2/23	TBA	50
3/23	TBA	50
4/6	TBA	50
4/20	TBA	50

5. If applicable, attach the most recent report, findings and recommendations from specialized programmatic accreditations within the School.

Attachments:

Council for the Accreditation of Educator Preparation

- October 28, 2013 Initial Accreditation, October 4, 2013 – October 4, 2018, Stipulation in Quality Principle 3.2
- November 18, 2015 Removal of Stipulation
- December 4, 2017 One-year Good Cause Extension, site visit moved from spring 2018 to spring 2019

Michigan Department of Education

- Early Childhood Education PK-General and Special Education Specialty Program Initial Approval, September 4, 2018
- Elementary Education Program Full Approval, Option 1 and Option 2, January 9, 2018
- Language Arts Specialty Program Approval, November 23, 2009
- Learning Disabilities Specialty Program Approval, February 25, 2011
- Mathematics Specialty Program Approval, August 18, 2006



2010 Massachusetts Avenue, NW, Suite 500  
 Washington, DC 20036  
 tel: 202.223.0077 fax: 202.296.4000  
[www.caeponet.org](http://www.caeponet.org)

October 28, 2013

Dr. Donna Fiebelkorn, Assistant Dean  
 School of Education  
 Lake Superior State University  
 650 W. Esterday Avenue  
 Sault Ste. Marie, MI 49783

Dear Dr. Fiebelkorn:

I am happy to confirm that the *Inquiry Brief* Commission of the Council for the Accreditation of Educator Preparation (CAEP) concluded at its meeting on October 4, 2013, in Philadelphia, PA that the evidence presented in your *Inquiry Brief Proposal*, as verified by the audit and evaluated by the Initial Review Panel, merits TEAC Initial Accreditation status.

The *Inquiry Brief* Commission unanimously passed the following motion:

1. The Teacher Education Program<sup>1</sup> submitted by Lake Superior State University is granted **Initial Accreditation (5 years) with one stipulation.**
2. **Stipulation in Quality Principle 3.2:**  
 There is insufficient evidence of capacity to continue to ensure that the teacher education program will be able to collect and analyze data on key assessments in support of its claims.
3. **Justification for the stipulation cited in Quality Principle 3.2**  
 The program faculty and administration have realized that significant further revision will be needed to get the quality of performance data necessary. Using data from students and alumni as well as the internal audit, faculty also identified the need to strengthen, systematize and better articulate the outcomes from field experiences and student teaching.

The Teacher Education program's TEAC initial accreditation status is effective between October 4, 2013 and October 4, 2020, provided the cited stipulation is satisfied by October 4, 2015.

This letter will be sent in both electronic and paper format, and, with the paper copy, we will enclose an insert that you may wish to display in your membership plaque.

Your initial accreditation status also entitles your program to use the statements of affiliation and accreditation in the endnote below<sup>ii</sup> and is conditional upon your continued adherence to the principles, standards, and policies of the *Inquiry Brief* Commission as described on the TEAC website ([www.teac.org](http://www.teac.org)). In announcing your accreditation status, you must make clear that it is

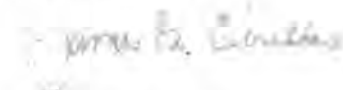
the teacher education program cited in your *Inquiry Brief* that is accredited by the IB Commission and not your department and institution.

You will receive an email announcement in early November describing CAEP's requirements for your annual reports which will include measures of program impact, measures of program outcome and consumer information, the number of completers, substantive changes (if any), progress on addressing the area for improvement in *Quality Principle 2.3*, and updates related to the Appendix E. Your first report is due by April 20, 2014 and needs to be up-loaded into the Accreditation Information Management System (AIMS).

In keeping with CAEP's policy on Public Disclosure and Transparency of Accreditation Information (Policy XXXIX), we request that you post links to performance assessment summaries and other information (including websites reporting Title II data) in addition to creating a link to the Summary of the Case, included in your audit report, that appears with your accreditation status on the TEAC website at <http://www.teac.org/membership/teac-members/>.

Congratulations on your accreditation achievement. We look forward to learning more about the evidence for the continued improvements you will be making in your Teacher Education program. We hope you will share what you are learning with others at CAEP and other conferences and will continue to be an active participant in CAEP and the IB Commission.

Sincerely yours,



James G. Cibulka  
President

<sup>1</sup> *The Teacher Education Program offers options at the undergraduate level in elementary education-special education, elementary education and secondary education in chemistry, mathematics and physical science. The state of Michigan, at its discretion, offers licensure to program completers in these option areas.*

<sup>2</sup> **Statements of Affiliation and Accreditation**

Programs accredited by the IB Commission of the Council for the Accreditation of Educator Preparation that wish to state this affiliation in published materials should use one of the following official statements, in accordance with CAEP Policy VI (Representation of Accreditation Status to the Public):

*The Teacher Education Program at Lake Superior State University is awarded TEAC initial accreditation by the Inquiry Brief Commission of Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from 2013-2018. The accreditation does not include individual education courses offered to P-12 educators for professional development, relicensure, or other purposes.*



1140 19<sup>th</sup> Street, NW Suite 400  
Washington, DC 20036  
tel: 202.223.0077 fax: 202.296.6620  
caepnet.org

November 18, 2015

Lake Superior State University Teacher Education Program  
650 West Easterday Avenue  
Sault Sainte Marie, MI 49783

Dear Dr. Donna Fiebelkorn,

I am pleased to confirm that the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) concluded at its meeting on October 24, 2015, in Bethesda, MD that the evidence presented with your petition for stipulation removal merits removal of the stipulation in TEAC Quality Principle III, Component 3.2 cited in the Spring 2013 site visit of the Lake Superior State University Teacher Education Program.

The original stipulation stated:

3.2: There is insufficient evidence of capacity to continue to ensure that the teacher education program will be able to collect and analyze data on key assessments in support of its claims.

The Inquiry Brief Commission reviewed the original accreditation decision where the stipulation was cited, as well as the stipulation removal case analysis, annual reports, and other documentation describing the program's response to the stipulation. Based on that review, the Inquiry Brief Commission passed the following motion:

The stipulation attached to the Spring 2013 accreditation decision for the Lake Superior State University Teacher Education Program.

The justification offered for this decision is as follows:

The material submitted for the removal of the stipulation provides ample evidence that the Teacher Education Program at Lake Superior State University has the capacity to collect and analyze data on key assessments in support of its claims, thereby adequately addressing the concerns raised by the TEAC Accreditation Committee.

You will receive a copy of this letter in both electronic and paper format.

If you have any questions about this decision or about accreditation going forward, please contact Glenda Breaux, Director for the Inquiry Brief Pathway at [glenda.breaux@caepnet.org](mailto:glenda.breaux@caepnet.org).

Congratulations on your accreditation achievement.

Christopher A. Koch, Ed.D.  
President

cc:

Dr. Donna J. Fiebelkorn

Assistant Dean, School of Education

[dfiebelkorn1@issu.edu](mailto:dfiebelkorn1@issu.edu)



1140 19<sup>th</sup> Street, NW Suite 400  
Washington, DC 20036  
tel: 202.223.0077 fax: 202.296.6620  
caepnet.org

December 4, 2017

Donna J. Fiebelkorn, Ed.D.  
Interim Dean  
College of Arts and Sciences  
Lake Superior State University  
650 W. Easterday Ave.  
Sault Ste. Marie, MI 49783  
[dfiebelkorn1@lssu.edu](mailto:dfiebelkorn1@lssu.edu)

Dear Dr. Fiebelkorn,

This letter is to confirm that CAEP has granted the EPP's request for a good cause extension. The next site visit for **Lake Superior State University**, under the CAEP standards, has been delayed **one (1) year** from **spring 2018** to **spring 2019**. The reason for granting the delay is due to changes in leadership and other extenuating circumstances cited by the EPP in their rationale letter.

Please note that the term of accreditation granted through the subsequent review will be reduced by the length of the extension. The EPP's projected next review is scheduled for **spring 2025** which is seven years from the original scheduled visit.

Once you have confirmed dates for your visit with the **Michigan Department of Education**, please email the visit dates to Cole Bowers ([cole.bowers@caepnet.org](mailto:cole.bowers@caepnet.org)). Should you have additional questions or need clarification, please do not hesitate to contact me or any of the CAEP staff.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tatiana Rivadeneira', is written over a faint, circular watermark or seal. The signature is fluid and cursive.

Tatiana Rivadeneira, Ed.D.  
Accreditation Director, Site Visitor Development and EPP Accreditation

cc: Gina Garner, Michigan Department of Education, Primary Contact



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

SHEILA A. ALLES  
INTERIM STATE SUPERINTENDENT

September 4, 2018

Dr. Donna Fiebelkorn, Dean  
College of Education and Liberal Arts  
Lake Superior State University  
650 W. Easterday  
Sault Sainte Marie, MI 49783

Dear Dr. Fiebelkorn:

The Michigan Department of Education is pleased to inform you that Lake Superior State University's request for full approval of its program to prepare teachers of Early Childhood PK-General and Special Education (ZS) has been approved. This program may continue to be offered to candidates for initial certification or additional endorsement at the elementary level.

This program is subject to continuing approval. Ongoing program approval will be based on national accreditation decisions that rely on outcome measures selected to demonstrate that the program has prepared well-qualified teachers. Lake Superior State University should continue collecting outcome data aligned with the teacher preparation program standards approved by the State Board of Education for this program.

Should you have questions regarding this approval or other aspects of this program, please contact Kelli Cassaday, Consultant, at [cassadayk@michigan.gov](mailto:cassadayk@michigan.gov).

Sincerely,

Leah C. Breen, Director  
Office of Educator Excellence

**STATE BOARD OF EDUCATION**

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[www.michigan.gov/mde](http://www.michigan.gov/mde) • 833-633-5788



## FULL APPROVAL OF SPECIALTY PROGRAM

### Recommendation to Prepare Teachers of Early Childhood PK - General and Special Education (ZS)

9/4/2018

Institution: Lake Superior State University		
Program Level	Initial Certification (# Credits)	Additional Endorsement (# Credits)
Elementary	28	28
Secondary		
K-12		
<b>Source of Standards/Guidelines:</b> State Board of Education		<b>Pub. Date:</b> 2008
Program Assessment Summary		
Data demonstrates satisfactory outcomes	Data does not demonstrate satisfactory outcomes	Insufficient documentation for program review
Full approval	Initial approval extended	Approval revoked
<b>Comments:</b>  The program has demonstrated satisfactory outcomes with assessment data. The coursework remains identical to that approved in the April 16, 2014 approval letter from MDE.		
<b>Office of Educator Excellence contact:</b>  Kelli Cassaday, <a href="mailto:cassadayk@michigan.gov">cassadayk@michigan.gov</a>		



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

BRIAN J. WHISTON  
STATE SUPERINTENDENT

January 9, 2018

Dr. Donna Fiebelkorn, Academic Dean  
School of Education  
Lake Superior State University  
650 W. Easterday  
Sault Sainte Marie, MI 49783

Dear Dr. Fiebelkorn:

The Michigan Department of Education is pleased to inform you Lake Superior State University's (LSSU's) request for full approval of its Option 2 Elementary Education program has been approved. This program may continue to be offered for initial teacher certification and as an additional endorsement on secondary certificates.

This program is subject to continuing approval. Ongoing program approval will be based on national accreditation decisions that rely on outcome measures selected to demonstrate that the program has prepared well-qualified teachers. LSSU should continue collecting outcome data aligned with the teacher preparation program standards approved by the State Board of Education for this program.

Should you have questions regarding this approval or other aspects of this program, please contact Dr. Sean Kottke, Education Consultant, at [KottkeS@michigan.gov](mailto:KottkeS@michigan.gov).

Sincerely,

Leah C. Breen, Director  
Office of Professional Preparation Services

Enclosure

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## Full Approval of Specialty Program

### Recommendation to Prepare Teachers of Elementary Education (ZG)

January 9, 2018

<b>Institution:</b> Lake Superior State University	
<b>Program Level:</b>	<input checked="" type="checkbox"/> Post Baccalaureate <input checked="" type="checkbox"/> Bachelor
<b>Source of Standards/Guidelines:</b> State Board of Education Standards for Certification of Elementary Teachers	<b>Pub. Date:</b> Jan. 8, 2008

Option 1	Credits Bachelor	Credits Post-Baccalaureate
<b>Planned program</b> incorporating core areas not in major or minor(s) as detailed in Standard 1.	49	49
<b>Professional Sequence</b> guided by the Professional Standards for Michigan Teachers (including required Reading Courses (MCL389.1531(4)))	47	47
Option 2	Credits Bachelor	Credits Post-Baccalaureate
<b>Comprehensive Major</b> Must include <b>all</b> : Integrated Science, Mathematics, Social Studies, Language Arts, Health, Physical Education, and the Arts	49	49
<b>Professional Sequence</b> guided by the Professional Standards for Michigan Teachers (including required Reading Courses (MCL389.1531(4)))	47	47

#### Program Assessment Summary/Recommendation

X Meets all standards and requirements	Not all standards and requirements are met	Insufficient documentation for program review
X Approval	Not Approvable	

**Comments:**

Lake Superior State University's (LSSU) Option 2 program has demonstrated satisfactory achievement of its claims with data collected on a comprehensive set of key assessments. The coursework for LSSU's Option 2 program for initial elementary certification remains identical to that approved in the December 18, 2012 and July 30, 2015 approval letters from the Michigan Department of Education. As reported on the above table, the Planned Program for Option 1 candidates is identical to the Comprehensive Major for Option 2 candidates, and all candidates for initial elementary certification complete the same Professional Sequence. Finally, LSSU retains approval to offer elementary certification programs to previously certified teachers wishing to add an Elementary Education (ZG) endorsement to a secondary certificate. All such candidates complete the same coursework that initial elementary certification candidates complete to satisfy LSSU's Elementary Planned Program/Comprehensive Major and Professional Education Sequence.

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**Initial Approval of Specialty Program**

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**Recommendations from Review Panel Regarding Programs to Prepare  
Teachers of Language Arts (BX)**

November 23, 2009  
Revisions reviewed June 2, 2010

<b>Institution: Lake Superior State University</b>					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary			42	30	30
Secondary					
K-12					
<b>Source of Standards/Guidelines: State Board of Education</b>				<b>Pub. Date: 2000</b>	
<b>Program Assessment Summary/Recommendation</b>					
X	Meets all standards and requirements	<input type="checkbox"/>	Not all standards and requirements are met	<input type="checkbox"/>	Insufficient documentation for program review
X	Approval	<input type="checkbox"/>	Program is not Approvable as Presented		
<b>Standards/Requirements Not Met:</b>					
<b>Additional information needed/action to be taken:</b>					
<b>Comments: The major option for the Language Arts (BX) program is robust and well presented.</b>					



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

February 25, 2011

Dr. Gary Balfantz, Dean  
Education  
Lake Superior State University  
650 W. Easterday  
Sault Sainte Marie, MI 49783

Dear Dr. Balfantz:

The Michigan Department of Education is pleased to inform you that Lake Superior State University's application for a program to prepare teachers of students with Learning Disabilities (SM) has been approved. This program may be offered as a K-12 major or endorsement for elementary or secondary teaching certificates.

The program is subject to continuing approval. As you are aware, the Superintendent of Public Instruction has identified a number of initiatives to reform teacher preparation in Michigan. These initiatives include requiring national accreditation for all teacher preparation institutions. All program re-approvals will be based on national accreditation decisions that rely on outcome measures selected to demonstrate that the program has prepared well-qualified teachers. Your institution is encouraged to begin collecting outcome data that is aligned with the teacher preparation program standards approved by the State Board of Education for each specialty-area.

Should you have questions regarding this approval or other aspects of this program, please contact Steven Stegink, Higher Education Consultant, at 517/241-4945

Sincerely,

Flora L. Jenkins, Ph.D.  
Director  
Office of Professional Preparation Services

Enclosure

c: Barbara Searight  
Vicki Miller  
Steven Stegink

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## Initial Approval of Specialty Program

### Recommendations from Review Panel Regarding Programs to Prepare Teachers of Students with Learning Disabilities (SM)

February 18, 2011

<b>Institution: Lake Superior State University</b>					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary					
Secondary					
K-12	32				32
<b>Source of Standards/Guidelines:</b> Michigan Administrative Rules for Special Education				<b>Pub. Date:</b> May 2005	
<b>Program Assessments Summary/Recommendation</b>					
X	Meets all standards and requirements		Not all standards and requirements are met		Insufficient documentation for program review
X	Approval		Program is not Approvable as Presented		
<b>Standards/Requirements Not Met:</b>					
<b>Additional information needed/action to be taken:</b>					
<b>Comments:</b>					
Reviewers compliment the institution on providing a program for preparation of teachers of K-12 students with learning disabilities.					
The institution should begin collecting program performance outcome data based on state administrative rules or national standards related to the preparation of teachers of students with learning disabilities. The choice of which to use will be based on national teacher accreditation decision made by institution.					



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM  
GOVERNOR

August 18, 2006

Dr. David M. Myton, Chair  
School of Education  
Lake Superior State University  
650 West Easterday  
Sault Sainte Marie, MI 49783

Dear Dr. Myton:

The Michigan Department of Education is pleased to inform you that Lake Superior State University's application for a program to prepare teachers of Mathematics (EX) has been approved. This program may be offered as a major, a minor, and as an additional endorsement at the elementary and secondary levels.

The program is subject to continuing approval based on the new seven-year schedule. Your next review will occur sometime within that new schedule; you will be notified when review and timelines are in place. During the period of 2005-2012, all periodic reviews will focus on outcomes that demonstrate the effectiveness of a program to prepare well-qualified teachers. Your institution is encouraged to begin collecting outcome data that is aligned with the teacher preparation program standards approved by the State Board of Education for each specialty area.

Should you have any questions regarding this approval or other aspects of this program, please contact Dr. Catherine B. Smith, Supervisor, Professional Preparation and Development Unit, at 517/335-0874, or Dr. Steven Stegink at 517/241-4945.

Sincerely,

Flora L. Jenkins, Ph.D.  
Director  
Office of Professional Preparation Services

FLJ:SS:ew

Enclosure

CC Catherine Smith  
Steven Stegink

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## Periodic Review/Program Evaluation

### Recommendations from Review Panel Regarding Programs to Prepare Teachers of Mathematics (EX)

August 16, 2006

<b>Institution: Lake Superior State University</b>			
Program Level	Major (# Credits)	Minor (# Credits)	Endorsement Only (# Credits)
Elementary	31	21	21
Secondary	39	23	23
<b>Source of Standards/Guidelines:</b> Michigan State Board of Education			Pub. Date: April, 13, 2000
<b>Program Assessment Summary/Recommendation</b>			
X	Meets all standards and requirements	Not all standards and requirements are met	Insufficient documentation for program review
X	Approval	Approval Pending	Approval Suspended
<b>Standards/Requirements Not Met:</b>			
NONE			
<b>Additional information needed/action to be taken:</b>			
NONE			
<b>Comments:</b>			
Reviewers compliment:			
<ul style="list-style-type: none"> <li>• The thoroughness in which Standard 1.6 is addressed and supported.</li> <li>• The clear, descriptive nature of the narratives included with the matrix.</li> <li>• The comprehensive philosophy, rationale, and objectives included in the program summary.</li> </ul>			
The institution retains language "encouraging" teacher candidates to participate in professional activities. Reviewers request that the institution develop ways to require teacher candidate participation in some professional activities.			
Reviewers recommend that the institution consider expanding the global perspective offered in MA321 to include contemporary as well as historical perspective.			
Reviewers were impressed to read that the institution intends to incorporate mathematics teacher candidate course work as an element of outcome data for review and analysis of program performance.			
The institution is encouraged to begin collecting other outcome data as well in relation to the Mathematics standards because outcome data will be the basis of subsequent periodic reviews.			



6. Report data from the past two years to show what students are doing after graduation from the programs in your School. For example, statistical data should report the numbers of students in specific areas (*i.e.*, business, government, education, military, unemployed, pursuing advanced degrees, etc.). Attach representative data.

Tracking employment and graduate school data for graduates has been more anecdotal than systematic. Our national accreditation requires more intentional efforts and the MDE has instituted a year-out survey for our teacher education graduates. This will be a focus for our work going forward.

For the past two years, *i.e.* 2016-2017 and 2017-2018, the information regarding employment of graduates by specific areas is as follows:

- Early Childhood Education bachelor – 23 graduates, 19 employed in full-time early childhood teaching positions
- Elementary with Early Childhood Education concentration – 3 graduates, all employed in teaching positions
- Elementary with Language Arts and Mathematics concentration – 1 graduate, currently employed as a classroom teacher in Canada
- Elementary with Learning Disabilities concentration – 5 graduates, all employed in teaching positions, four in Michigan and one in Colorado
- Language Arts – Elementary – 2 graduates, both are employed in teaching positions overseas
- Mathematics – Secondary – 3 graduates, 2 employed in teaching positions, one in Michigan and one in Canada; one unknown but not pursuing teaching position

### **Assessment** (CC 4.B and CC 4.C)

*Explain how the School uses assessment to promote ongoing growth and improvement. As evidence for each question, you may choose to include content from the 'Use of Results' column in the 4-Column Program Assessment Report, or provide broader assessment results from an alternative source.*

7. School-level goals and their connections to the university's CAFE Master Goals Strategic Plan were listed in Question 2 of this report. Select 3-5 of those goals as a focus for the School's 4-Column School Assessment Report; add the selected goals to the 4-Column report document, and attach the document.

Attachment:

School: Planning – Education  
Assessment: Planning Unit Four Column

# Assessment: Planning Unit Four Column

## School: Planning - Education

<i>Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Continuous Improvement</b> - Fully implement continuous improvement process using data cycles to improve courses and programs, with a focus on assuring student learning to meet mission</p> <p><b>Goal Status:</b> Active  <b>Start Date:</b> 11/01/2018  <b>Strategic Plan Outcome(s) addressed:</b> C3. We cultivate continuous self-improvement through service, assessment, and accountability., A2. We will cultivate student educational experiences that add value and allow students to reach their full potential.</p>	<p>Maintain record of meetings and actions taken based on findings.</p>		
<p><b>Partnerships</b> - Strengthen relationships in communities and schools to maximize partnerships and to increase new student enrollment.</p> <p><b>Goal Status:</b> Active  <b>Start Date:</b> 11/01/2018  <b>Strategic Plan Outcome(s) addressed:</b> C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. , A2. We will cultivate student educational</p>	<p>Status of each partnership, benefits to each partner, potential for growth in each.</p>		

<i>Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>experiences that add value and allow students to reach their full potential. , E2. We will cultivate collaborations with external and internal groups to promote student development and success.</p>			
<p><b>Retention</b> - Identify factors contributing to attrition and develop strategies for addressing the issues.  <b>Goal Status:</b> Active  <b>Start Date:</b> 11/01/2018  <b>Strategic Plan Outcome(s) addressed:</b> A2. We will cultivate student educational experiences that add value and allow students to reach their full potential. , E1. We will cultivate, maintain, and support an enrollment management strategic plan that will center on programs and activities that reach enrollment goals., E3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input.</p>	<p>Retention rate and implementation of strategies</p>		
<p><b>New Programs</b> - Identify and develop new programs and expanded opportunities  <b>Goal Status:</b> Active  <b>Start Date:</b> 11/01/2018  <b>Strategic Plan Outcome(s) addressed:</b> A1. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services.</p>	<p>Record of program development and implementation.</p>		

8. Describe how results from assessment have been used to improve your School. Include specific examples.

We review program data in School of Education work sessions and we devote time to discussions of strengths and weaknesses and plans for improvement. By discussing program level weaknesses all faculty are aware and can contribute ideas to where changes should be made. We often decide that changes fit best in one specific course, but sometimes multiple faculty members can contribute to improvement by making small changes in courses. One of the most important assessments to our program is the survey taken by candidates at the end of their student teaching experience. A few years ago, we noted that these graduating candidates rated our program poorly in their preparation for teaching English learners. In analyzing the data and our program we recognized that we were not able to easily provide field experience with English language learners. For the past three years there have been less than 10 English learners in the Eastern Upper Peninsula K-12 schools so our candidates cannot easily observe teachers working with English learners in the schools.

Through faculty discussion at School of Education work sessions, we also recognized that we were not addressing the topic well in courses and that we could easily address that gap. Assignments that addressed aspects of teaching English language learners were incorporated into three specific courses, EDSE 301, EDUC 330, and EDUC 440. In EDSE 301 Introduction to Special Education, a course taken by all teacher preparation candidates, the topic of "Speaking, Writing, and Listening in a Second Language" was added to the course outline, along with an assignment requiring candidates to design a learning activity that addresses the needs of an English language learner. In EDUC 330 Reading in the Elementary Classroom, a course taken by all elementary education candidates, and in EDUC 440 Reading in the Content Area, a course taken by all secondary candidates, a reflection paper on second language acquisition and reading is now included. These changes are recent enough that we do not yet have data to see if the candidate perception has changed when the candidates take the survey at the end of student teaching.

Another example of assessment use for program improvement is the creation and refinement of EDUC 415 General Instructional Methods, a required course for all teacher education students. The course was created during the program revision process in 2012-2013, instituting a new requirement for general methods at the elementary level and replacing a previously required secondary level course. The course was originally designed as a two-credit lecture, but after the initial delivery of the course, it was identified that there was insufficient time in the course to allow for candidates to actually practice teach in the course. The successful curriculum change proposal resulted in a 2 (1,2) configuration for the course.

Instruction in EDUC415 also quickly evolved to include the experience of teaching two whole class lessons in the field with actual elementary or secondary students with the instructor providing feedback to candidates base on direct observation in the field experience placement. Further study of the course has involved analysis of whether candidates can condense their program by taking content-specific methods courses concurrently with EDUC 415, which is set up as a prerequisite for the content-specific methods courses. Through anecdotal and observational evidence, we find that EDUC 415 provides early real life teaching experiences

that are pivotal to candidate development and, while not ideal, candidates can successfully take content-specific methods courses concurrently with EDUC 415.

9. Describe how the School uses assessment results to inform and facilitate better planning and budgeting.

As we have experienced the strong negative impact on enrollment resulting from the corrective action from MDE and the national downturn in enrollment in teacher education programs, we have streamlined program delivery to most efficiently utilize the financial resources provided by the university. Faculty have utilized professional development funds to participate in conferences and events most directly related to the requirements of national accreditation and state approval processes.

Within the Early Childhood Education program, faculty noted that first year students were not always able to utilize the required field experiences to apply course concepts and discussions to the real world situations. The decision was made to use the annual Perkins grant funds, along with a faculty member's individual professional development funds, to install microphones and cameras in East Hall, the current location of Superior Start preschool, that will allow for enhanced, faculty-directed observations for the early childhood students while they are observing at the preschool.

10. In addition to LSSU's campus-wide programs designed to support retention and degree completion, list any additional activities of the School specifically intended to increase retention and degree completion.

We build relationships with our current students as a retention and instructional strategy. This is our highest impact retention strategy. We have offered a first-year seminar course (even before this was mandated) and work to support students from the time they start until they complete the program. We work together on advising so that students can talk with any of us, and we encourage them to seek advising from multiple faculty members. This mode of operation takes great communication and trust among the advising faculty. Advising discussions touch on many topics including life challenges, careers options, and professional dispositions, as well as academics. If education is not the right major for a student, we work with the student and other program champions on campus to direct students into the program that is right for them at LSSU. We invest our time in creating meaningful class meetings and course work, as well as in our students. Our goal is to build a fabulous program and teach it well. Our students then spread the word and are much more effective recruiters than we are. This year's group of student teachers told us that, when asked about our program by potential or incoming students, they say that it's "brutal, but worth it." Our nearly 100% job placement at the end helps, too.

### **Resources (CC 5.A and CC 5.C).**

11. Describe how the School allocates resources to adequately support the mission. Include explanations of faculty/staff, fiscal, and infrastructure allocations. For example, describe the

process used to ensure that each faculty member or instructor in the program is qualified to teach the courses they are assigned, as consistent with HLC guidelines.

(<https://www.hlcommission.org/Publications/determining-qualified-faculty.html>)

The School of Education fulfills its mission to promote the development of educational innovators who embrace diversity and are committed to the success of all learners through rigorous inquiry and practice. This rigorous inquiry and practice occurs not only in courses where faculty and students work together to fulfill student learning outcomes, but also in field placements and student teaching.

As new faculty and field placement supervisors are needed, a request is included in the annual School budget to create additional faculty lines (or to hire new faculty for existing budget line items). The Dean then works to appoint a search committee, who design a position advertisement based on university, program, and course needs. As new faculty are hired, their qualifications are assessed by members of their discipline in the School. The Dean also reviews faculty qualifications on an annual basis to ensure that all courses are assigned to faculty who meet (or exceed) HLC guidelines.

Fiscal and infrastructure needs relating to courses come from action items in Nuventive (previously TracDat), our assessment data warehouse.

12. Explain how the School ensures that the curriculum for each program is current. For example, evidence may include specialized program accreditation, advisory boards, input from industry, discipline standards, previous School reviews or reports, etc.

All programs are updated to assure that they align with accreditation and discipline standards. The table below lists the programs housed within the School of Education, the related professional organization standards, the accrediting and/or approval bodies, and the last major revision of the program. The timeframes for these revisions are documented earlier in this report and in the following degree-level reviews.

<b>Program</b>	<b>Professional Organization Standards Accreditor or Approver</b>	<b>Last Revision</b>	<b>Program Assessment</b>
Early Childhood Education Associate and Bachelor	National Council for the Education of Young Children Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten	2013	August 2018 (LSSU)
Early Childhood Education PK-3 General and Special Education Concentration	National Council for the Education of Young Children Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten Michigan Department of Education	2013	August 2018 (LSSU)  Full Approval September 2018 (MDE)

Language Arts and Mathematics Concentration	National Council of Teachers of English National Council of Teachers of Mathematics Michigan Department of Education	2009 2006	August 2018 (LSSU)
Special Education – Learning Disabilities Concentration	Council for Exceptional Children Michigan Department of Education	In process	August 2018 (LSSU)
Teacher Education: Elementary	Michigan Department of Education Council for the Accreditation of Educator Preparation	2013	August 2018 (LSSU) Site Visit May 2019
Teacher Education: Secondary	Michigan Department of Education Council for the Accreditation of Educator Preparation	2013	August 2018 (LSSU) Site Visit May 2019

**PART 2: Degree-Level Review**

Degree Program: Early Childhood Education Associate

*Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

**Assessment** (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.

Attachment:

Program (CoELA) – Early Childhood Education AD  
Assessment: Program Four Column



# Assessment: Program Four Column

## Program (CoELA) - Early Childhood Education AD

**Assessment Contact:** Prof. Becky Davis

**Program Notes:** Focused on preparing effective early childhood educators for pre-schools, child care centers, and other programs.

**Mission Statement:** The mission of Lake Superior State University School of Education is to promote the development of educational innovators who embrace diversity and are committed to the success of all learners.

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Content Knowledge</b> - Candidates demonstrate their content area knowledge in the design, implementation, and evaluation of experiences that result in developmental and learning outcomes for each child.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p> <p><b>Assessment Year:</b> AY16-17</p>	<p><b>Direct - Writing Intensive Assignment</b> - Large Group/Small Group Activity Plan</p> <p>Rubric criteria will assess:</p> <p>Knowledge of the content addressed in plan, based on the Michigan Early Childhood Standards of Quality</p> <p>Integration of observation data of individual children into the design and adaptation of the plan for individual learners</p> <p>Assessment of learning outcomes for each child</p> <p><b>Criteria Target:</b> 100% of students will demonstrate high level of proficiency on each criteria.</p> <p><b>Schedule/Notes:</b> Completed in CHLD245 Early Childhood Curriculum, Year 3 Spring semester</p> <p><b>Related Documents:</b></p> <p><a href="#">Large Group Activity Plan.docx</a></p> <p><a href="#">Large Group Lesson Plan Scoring Rubric 2018.docx</a></p> <p><a href="#">Small Group Activity Plan.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>Class not taught in 2017-2018 (09/01/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>1/3 of the students demonstrate a sufficient level of competency through written lesson plans. 2/3 demonstrate high levels of competency on lesson plans. (08/24/2018)</p>	<p><b>Use of Result:</b> Implement in the 2018-2019 year and review. (09/01/2018)</p> <hr/> <p><b>Use of Result:</b> The use of lesson plans for large and small group will continue. Students are able to make links between the NAEYC standards and the lesson plans with high levels of proficiency. (08/24/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Child Development</b> - Candidates apply their knowledge and understanding of young children's developmental needs to create healthy, respectful, supportive, and challenging learning environments for each child.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><u><a href="#">Small Group Lesson Plan Scoring Rubric 2018.docx</a></u></p> <p><b>Direct - Field Placement/Internship Evaluation</b> - Students will complete a field practicum of 170 hours in a licensed high quality preschool, infant-toddler or special education preschool classroom. Students will assist with large group, small group and classroom management activities. Students will submit 10 field experience reports focused on various NAEYC standards.</p> <p><b>Criteria Target:</b> 100% of the students will complete all 10 field reports earning enough points to be "sufficient" based on the grading rubric criteria.</p> <p><b>High Impact Program Practices 1:</b> Internships</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of the students completing the practicum earned a level of "sufficient" on the grading rubric. (05/08/2018)</p>	<p><b>Use of Result:</b> Continue to monitor the new field report format. (09/01/2018)</p>
<p><b>Observation and Assessment</b> - Candidates demonstrate knowledge of systematic observations, documentation, and assessment strategies through the effective use of these techniques to promote positive outcomes for each child.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Ages and Stages Questionnaire (ASQ) Integrated Report</p> <p>Rubric criteria will assess: Accuracy of observations and documentation, and appropriate assessment of developmental stage</p> <p><b>Criteria Target:</b> 100% of students will score a 3 or 4 on each of the criteria on the rubric</p> <p><b>Schedule/Notes:</b> CHLD150 Observation and Assessment in Early Childhood Education, Year 2 Spring Semester</p> <p><b>Related Documents:</b></p> <p><u><a href="#">Claim 3 Key Assessment CHLD 150.doc</a></u></p>		

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p><b>Direct - Case Analysis</b> - Students learn protocol for Ages and Stages Questionnaire, then choose one child from their assigned field experience placement and conduct an ASQ. The results of the ASQ are then used in class to analyze the development of the child within an expected developmental range. Results are also used to develop activities and interventions to meet the child's developmental needs.</p> <p><b>Criteria Target:</b> 100% of students will successfully complete at least one ASQ and provide an analysis of development and lesson plan based on the assessment outcomes.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Students successfully completed one ASQ, analyzed the results, and completed a lesson plan reflective of the results. (12/17/2017)</p>	<p><b>Use of Result:</b> The student use of ASQ in one class was successful. Future planning could include expanding the use of this tool in at least two classes so that students might see a more diverse result. (12/17/2017)</p>
<p><b>Families as Partners</b> - Candidates value the important and complex characteristics of children's families in their development of respectful, reciprocal relationships and in the involvement of families in their children's development and learning.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Students create a mock parent newsletter which is grades on a scoring rubric.</p> <p><b>Criteria Target:</b> 100% of students will complete the mock newsletter. 80% will score 4/5 on the rubric.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of students completed the mock parent newsletter. 100% earned 4/5 or more on the scoring rubric. (08/31/2018)</p>	<p><b>Use of Result:</b> This assignment has been successful for students to demonstrate respectful relationships with families. The assignment will continue as is. (08/31/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Professional Dispositions -</b> Candidates demonstrate professional dispositions throughout coursework, field experience, and practicums. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Start Date:</b> 08/01/2014 <b>Institutional Learning:</b> ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b> 100% of students will demonstrate professional dispositions which will strengthen as students progress through the freshman, sophomore, junior and senior course work completing reflections for each field experience will demonstrate students growth toward professionalize.</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes 100% of students have had success in field experiences and practicum. Anecdotally, administrators and classroom teachers report LSSU students are respectful, prepared, and actively participating in classroom experiences with children. (08/31/2018)</p>	<p><b>Use of Result:</b> In order to further evaluate and make the field experiences a mutually beneficial opportunity, an external advisory committee could be formed with the intent of providing feedback to LSSU ECE faculty. (08/31/2018) <b>Budget Request:</b> 1000 <b>Budget Rationale:</b> Teachers and administrators are busy and have classroom and programs to run. The advisory meeting would need to be held during the summer months when school is not in session, compensation for their time seems reasonable. In order to compensate external advisory committee members it is recommended that each participate receive lunch and a \$50.00 stipend for an annual advisory meeting.</p>
<p><b>Advocacy -</b> Candidates integrate knowledge of ethical standards and other early childhood professional guidelines in advocating for sound educational practices and policies. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Start Date:</b> 08/01/2014 <b>Institutional Learning:</b> ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Exam/Quiz - within the course -</b> Students study the NAEYC Code of Ethics. (CHLD 270) Students participate in an extensive practicum placement of 170 hours and demonstrate confidentiality for both staff and student information. Students work with a diverse population of children and families during the field experiences and provide reflection papers which demonstrate an understanding of ethical and professional guidelines. <b>Criteria Target:</b> 100% of AD degree completion students will successfully complete 250 hours of field experience demonstrating</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes Students demonstrate knowledge of ethical standards within course work by analyzing ethical dilemma scenarios and then demonstrate integration during field work placements. Anecdotal feedback from field experience mentors continues to reflect that students maintain confidentiality and have respect for the information they learn about individual students during field experiences. (12/17/2017)</p>	<p><b>Use of Result:</b> In order to collect data in a more procedural way, a survey will be sent to field experience teachers and mentors to evaluate how students demonstrate in practice their knowledge of ethical standards. (01/15/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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knowledge of and acceptance of a diverse population of children, families and staff while placed in various settings.

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

In 2013, the LSSU early childhood program was not aligned with the NAEYC standards nor with MDE Early Childhood Standards for Quality. Program outcomes were identified and over the last five years, all courses have undergone revisions to align with the standards. For example, both NAEYC and MDE recommend graduates understand academic content areas such as literacy, humanities, and STEM. We created two new courses specifically to address these areas. Both courses focus on the underlying concepts and topics related to the academic content appropriate for prekindergarten children, teaching strategies and evaluation of the activities for child outcomes. Both courses have associated field experiences which require students to use the content taught in the classroom, develop an activity and implement it at field experience. The follow-up is provided in classroom lessons as a reflection and evaluation of the activity.

### **Quality, Resources and Support (CC 3.A)**

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

The associate degree program aligns with the 2010 NAEYC Standards for Initial, and Advanced Early Childhood Professional Preparation Programs. The required course work has been developed using the framework of the NAEYC initial standards key elements 1-6. Associate degree students complete two-hundred fifty (250) field experience and practicum hours. We have a relationship with our local child care, Head Start and Great Start Readiness Preschool programs, we gather anecdotal feedback on how well our students are able to handle their field experience. To date all the feedback has been positive, and helpful in tweaking the experiences. During the practicum, mentor teachers participate in two feedback sessions with the student highlighting their strengths and offering suggestions for areas of improvement. Students submit a reflection paper based on the mentor meeting, both mid-term and end of term. The reflection paper requires students to reflect on how well they were prepared to meet the expectations of the practicum site, the course professor reads and tracks the reflection papers for patterns of comments.

Over a three semester period the most commented topic was classroom management. Students did not feel confident in handling child to child conflict. They noted that they often had to defer to the classroom teacher and felt insecure in knowing what to do. Course professor contacted the cooperating agencies to understand what conflict resolution strategies were being used in the classroom. The strategy, called "Six steps of Conflict Resolution"™ *HighScope*. The six steps of conflict resolution are now integrated in all associate degree courses beginning with the foundation course. Students are expected to understand and use the six steps of conflict resolution at all field experiences. Anecdotal feedback over the last four semesters shows improved confidence of students in handling conflict, classroom teachers have also noted the consistent use of the strategy by most students, with varying success. Evaluation of the students reflections indicate the higher the course number the more confidence and success students have. This means that students need more practice

using the six steps in lower level courses. Emphasis on role playing and deconstructing conflict experiences will be needed in the 100 and 200 level courses.

Attachment:

Early Childhood Education Associate Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>



**Associate in Early Childhood Education  
Degree Audit Sheet**

**Full Name** \_\_\_\_\_ **ID#** \_\_\_\_\_ **Advisor** \_\_\_\_\_

**Expected Date of Graduation** \_\_\_\_\_ **Student Email Address** \_\_\_\_\_

*Enter semester (e.g. F17) and grade (e.g. B) for each class at LSSU. Enter TR for courses for which transfer credit has been awarded..*

	<b>Semester/Grade</b>		<b>Semester/Grade</b>
<b>Early Childhood Education (34 credits)</b>		<b>General Education Requirements (12 unique)</b>	
CHLD101 Found Early Child Educ	4 _____	<input type="checkbox"/> Check if MACRAO or GE-Cert completed	
CHLD103 Learn'g Env Yng Chld	4 _____	ENGL110 First Year Comp I	3 _____
CHLD150 Observ & Assess't	4 _____	ENGL111 First Year Comp II	3 _____
CHLD210 Infants and Toddlers	4 _____	COMM101 Fund of Speech	3 _____
CHLD225 Emergent Literacy	3 _____	Math elect 3-5 (MATH110+)	3-5 _____
CHLD241 STEM Found	3 _____	*Nat Science 4 (e.g. BIOL105)	4 _____
CHLD242 Creat'y & Humanities	3 _____	*Diversity 3 (e.g. SOCY103)	3 _____
CHLD245 Early Childhood Curr	3 _____		
CHLD260 Practicum I	4 _____	<b>Free Electives</b>	
CHLD270 Admin of EC Prog	2 _____	_____	_____
		_____	_____
		_____	_____
<b>Cognate Requirements (12 credits)</b>			
EDUC101 Self as Learner	1 _____		
BIOL105 Function Human Body	4 _____		
EMED181 First Aid	1 _____		
HLTH104 Nutrition Ely Child	3 _____		
SOCY103 Cultural Diversity	3 _____		

- Graduation Criteria include:**
- Total credits minimum 62
  - Departmental GPA 2.0 or higher
  - Overall GPA 2.0 or higher

Dean \_\_\_\_\_

\* indicates electives met by program requirements



**Intellectual Inquiry (CC 3.B).**

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

At the associate degree level students engage in activity planning, then implementing the activity in a field experience. Following the planning and implementation of activities specific to the course focus, students evaluate the activity for effectiveness of achieving child outcomes. Self reflection of the process of the activity is also included.

**PART 2: Degree-Level Review**

Degree Program: Early Childhood Education Bachelor

*Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

**Assessment** (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.

Attachment:

Program (CoELA) – Early Childhood Education BS  
Assessment: Program Four Column

# Assessment: Program Four Column

## Program (CoELA) - Early Childhood Education BS

Assessment Contact: Prof. Becky Davis

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Content Knowledge</b> - Candidates demonstrate their content area knowledge in the design, implementation, and evaluation of experiences that result in developmental and learning outcomes for each child.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Large Group/Small Group Activity Plan</p> <p>Rubric criteria will assess:</p> <p>Knowledge of the content addressed in plan, based on the Michigan Early Childhood Standards of Quality</p> <p>Integration of observation data of individual children into the design and adaptation of the plan for individual learners</p> <p>Assessment of learning outcomes for each child</p> <p><b>Criteria Target:</b> 100% of students will demonstrate high level of proficiency on each criteria.</p> <p><b>Schedule/Notes:</b> Completed in CHLD245 Early Childhood Curriculum, Year 3 Spring semester</p> <p><b>Related Documents:</b></p> <p><a href="#">Large Group Activity Plan.docx</a></p> <p><a href="#">Large Group Lesson Plan Scoring Rubric 2018.docx</a></p> <p><a href="#">Small Group Activity Plan.docx</a></p> <p><a href="#">Small Group Lesson Plan Scoring Rubric 2018.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>80% of students scores 4 or 5 on the scoring rubric. (05/15/2018)</p>	<p><b>Use of Result:</b> This assignment will continue as is. (08/31/2018)</p>
<p><b>Child Development</b> - Candidates</p>	<p><b>Direct - Writing Intensive</b></p>		

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>apply their knowledge and understanding of young children's typical and atypical developmental needs to create healthy, respectful, supportive, and challenging learning environments for each child.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 08/01/2014  <b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Assignment</b> - Individual Learner Assessment and Plan  Rubric criteria will assess:  Accuracy of observation and assessment of developmental stages, both typical and atypical  Design of appropriate, supportive learning environments for individual stages and needs  <b>Criteria Target:</b> 100% of students will score a 3 or 4 on the rubric  <b>Schedule/Notes:</b> Administered in CHLD310 Inclusion in Early Childhood Settings, Year 4 Fall Semester  <b>Related Documents:</b>  <a href="#">Creating an Environment for Learning Checklist.docx</a>  <a href="#">Individual Learner Assessment and Plan.docx</a>  <a href="#">Reflection Evaluation Scoring Rubric.doc</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  The ASQ Integrated Report is an integral component of this course, however, due to transitions in faculty assignment for the course (four faculty - one full-time, three adjunct), the key assessment was not administered in a consistent manner. The ASQ assignment was a significant component of the grading each semester and the Early Childhood (General and Special) Education students enrolled in the course each earned a grade of B+ or better in the course. (08/31/2018)</p>	<p><b>Use of Result:</b> Faculty will review the key assessment framework to confirm the fit within the course framework, making appropriate adjustments to the course, if necessary. Information about the assignment will be more fully incorporated into the course syllabus. (08/31/2018)</p>
<p><b>Observation and Assessment</b> - Candidates demonstrate in-depth knowledge of systematic observations, documentation, and assessment strategies through the effective use of these techniques to promote positive outcomes for each child.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 08/01/2014  <b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve</p>	<p><b>Direct - Writing Intensive Assignment</b> - Ages and Stages Questionnaire (ASQ) Integrated Report  Rubric criteria will assess:  Accuracy of observations and documentation, and appropriate assessment of developmental stage  <b>Criteria Target:</b> 100% of students will score a 3 or 4 on each of the criteria on the rubric  <b>Schedule/Notes:</b> CHLD150 Observation and Assessment in Early Childhood Education, Year 2 Spring Semester  <b>Related Documents:</b>  <a href="#">Claim 3 Key Assessment CHLD 150.</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  Students will complete two field practicum of 170 hours each in a licensed high quality preschool, infant-toddler or special education preschool classroom. Students will assist with large group, small group and classroom management activities. Students will submit 10 field experience reports focused on various NAEYC standards. (08/31/2018)</p>	<p><b>Use of Result:</b> 20 students successfully completed the requirements of the practicum (CHLD 260 or CHLD 410) (08/31/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>a complex problem.</p>	<p><u>doc</u>  <b>Direct - Writing Intensive Assignment</b> - The ASQ Integrated Report is an integral component of this course, however, due to transitions in faculty assignment for the course (four faculty - one full-time, three adjunct), the key assessment was not administered in a consistent manner. The ASQ assignment was a significant component of the grading each semester and the Early Childhood (General and Special) Education students enrolled in the course each earned a grade of B+ or better in the course.</p>		
<p><b>Family and Community Partnerships</b>            - Candidates value the important and complex characteristics of children's families and communities in their development of respectful, reciprocal relationships and partnerships.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 08/01/2014  <b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Family Involvement Plan            Rubric criteria will assess:            Knowledge of the wide range of aspects of family and community culture and dynamics            Ability to develop goals and activities that are appropriate to the assessment families and communities.  <b>Criteria Target:</b> 100% of students will score a 3 or 4 on each criteria.  <b>Schedule/Notes:</b> CHLD440 Family and Community Partnerships, Year 4 Spring Semester  <b>Related Documents:</b>  <a href="#">Claim 4 Key Assessment CHLD 440.doc</a>  <a href="#">Family Involvement Plan Assignment.docx</a></p> <p><b>Direct - Writing Intensive</b></p>		

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p><b>Assignment</b> - Students create a mock parent newsletter which is graded on a scoring rubric.  <b>Criteria Target:</b> 100% of the students will complete the mock newsletter. 80% will score 4 or 5 on the rubric.</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes                      100% of students completed the mock parent newsletter. 100% earned 4 or 5 on the scoring rubric. (08/31/2018)</p>	<p><b>Use of Result:</b> This assignment has been successful for students to demonstrate respectful relationships with families. The assignment will continue as is. (08/31/2018)</p>
<p><b>Professional Dispositions</b> - Candidates demonstrate professional dispositions throughout coursework, field experience, and practicums.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 08/01/2014  <b>Institutional Learning:</b> ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments</b> - 100% of students will demonstrate professional dispositions which will strengthen as students progress through the freshman, sophomore, junior and senior course work completing reflections for each field experience will demonstrate students growth toward professionalize.</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes                      100% of students have had success in field experiences and practicum. Anecdotally, administrators and classroom teachers report LSSU students are respectful, prepared and actively participating in classroom experiences with children. (08/31/2018)</p>	<p><b>Use of Result:</b> In order to further evaluate and make the field experiences a mutually beneficial opportunity, an external advisory committee could be formed with the intent of providing feedback to LSSU ECE faculty. (08/31/2018)  <b>Budget Rationale:</b> Teachers and administrators are busy and have classrooms and programs to run. The advisory meeting would need to be held during the summer months when school is not in session, compensation for their time seems reasonable. In order to compensate external advisory committee members, it is recommended that each participant receive lunch and a \$50.00 stipend for an annual advisory meeting.  <b>Budget Request:</b> 1000</p>
<p><b>Advocacy</b> - Candidates demonstrate professional identification with and leadership skills in the early childhood field through articulating and advocating for sound professional practices and public policies.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 08/01/2014</p>	<p><b>Direct - Exam/Quiz - within the course</b> - Students study the NAEYC Code of Ethics. (CHLD 270) Students participate in an extensive practicum placement of 170 hours and demonstrate confidentiality for both staff and student information. Students work with a diverse population of children and families</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes                      Students demonstrate knowledge of ethical standards within coursework by analyzing ethical dilemma scenarios and then demonstrate integration during field work placements. Anecdotal feedback from field experience mentors continues to reflect that students maintain confidentiality and have respect for the information they learn about individual students during field experiences.</p>	<p><b>Use of Result:</b> In order to collect data in a more procedural way, a survey will be sent to field experience teachers and mentors to evaluate how students demonstrate in practice their knowledge of ethical standards. (08/31/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Institutional Learning:</b> ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>during the field experiences and provide reflection papers which demonstrate an understanding of ethical and professional guidelines  <b>Criteria Target:</b> 100% of BS degree completion students will successfully complete 500 hours of field experience demonstrating knowledge of and acceptance of a diverse population of children, families and staff while placed in various settings</p>	<p>(08/31/2018)</p>	

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

The bachelor degree in early childhood education is aligned with the NAEYC professional preparation standards, including all six standards, and key elements. Example: Standard 2: Building Family and Community Relationships: LSSU BA degree graduates complete a course called Family and Community Partnerships. In this course students are required to participate in two local events organized by local early childhood programs. In some cases students help plan and implement the activity, in some cases they provide support to the organizer. The course also requires students to plan a theoretical event which must include a family engagement activity, a community connection and a school readiness goal. This assignment is a key assessment for this course. The NAEYC standards are currently under review, once the NAEYC standards are published, LSSU will examine the courses and degree requirements for modification

### **Quality, Resources and Support (CC 3.A)**

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

LSSU uses the NAEYC standards as a guide for developing key assessments for each course. Student success indicates that the course content is supporting the assessment. Feedback from students and agencies who hire LSSU grads indicate our students are performing at exceptional levels and are prepared. Anecdotal feedback from LSSU graduates who have entered graduate programs reinforce the content and level of understanding of our BS graduates.

Attachment:

Early Childhood Education Bachelor Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>





# LAKE SUPERIOR STATE UNIVERSITY

## BS Early Childhood Education Degree Audit Sheet

Full Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_ Student Email Address \_\_\_\_\_

Enter semester (e.g. F17) and grade (e.g. B) for each class at LSSU. Enter **TR** for courses for which transfer credit has been awarded.

	Semester/Grade
<b>Early Childhood Education (54 credits)</b>	
CHLD101 Found Early Child Educ	4 _____
CHLD103 Learn'g Env Yng Chld	4 _____
CHLD150 Observ & Assess't	4 _____
CHLD210 Infants and Toddlers	4 _____
CHLD225 Emergent Literacy	3 _____
CHLD241 STEM Found	4 _____
CHLD242 Creat'y & Humanities	4 _____
CHLD245 Early Childhood Curr	3 _____
CHLD260 Practicum I	4 _____
CHLD270 Admin of EC Prog	2 _____
CHLD310 Inclusion EC Settings	3 _____
CHLD330 Phil Found of ECE	2 _____
CHLD350 EC Facilities Mgt	2 _____
CHLD410 Practicum II	4 _____
CHLD440 Family Comm Partner	3 _____
CHLD495 Senior Project	4 _____

<b>Cognate Requirements (12 credits)</b>	
EDUC101 Self as Learner	1 _____
BIOL105 Function the Human Body	4 _____
EMED181 First Aid	1 _____
HLTH104 Nutrition Early Child	3 _____
SOCY103 Cultural Diversity	3 _____

**Approved Minor – minimum 20 credits**  
(attach separate audit sheet)

\_\_\_\_\_

	Semester/Grade
<b>General Education Requirements (31 unique)</b>	
<input type="checkbox"/> Check if MACRAO or GE-Cert completed	
ENGL110 First Year Composition I	3 _____
ENGL111 First Year Composition II - 3	_____
Communication	3 _____
Humanities elective	3-4 _____
Humanities elective	3-4 _____
Social Sci elec.	3 _____
Social Sci elec.	3 _____
*Nat Science elec(e.g. BIOL105)	4 _____
Natural Science elective	3-4 _____
Math elect (MATH110 or higher)	3-5 _____
*Diversity (e.g. SOCY103)	3 _____

<b>Free Electives</b>	
_____	_____
_____	_____
_____	_____
_____	_____

**Graduation Criteria include:**

- Residency: 50% of 300/400 courses earned at LSSU
- Total credits in excess of 124
- Departmental GPA 2.0 or higher
- Overall GPA 2.0 or higher

Dean \_\_\_\_\_

\* indicates electives met by program requirements

**Intellectual Inquiry (CC 3.B).**

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Bachelor-level students in early childhood education engage in data collection during most courses requiring field experience. Beyond the 250 hours of associate degree field experience, students completing the BS degree complete an addition 220 hours of field experience.

All early childhood education students complete a senior research project. This course requires students to investigate a current early childhood topic of their interest, plan an action research project, collect data, write a paper and present to the class their findings and participate in a campus-wide senior symposium poster event. The ensuing discussions are rich and deep. The projects are done in collaboration with cooperating teachers or other educators in the field, and so the communication and collaboration required by this project are integral skills for becoming an educator.

Attachments:

Direct Assessment Versus Authentic Assessment Poster

Engaging the Senses Poster

What is Intentional Teaching and How Does This Practice Benefit Children?



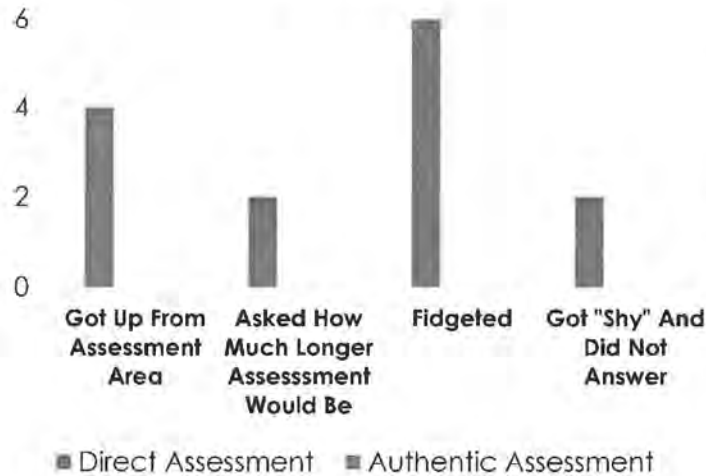
# Direct Assessment Versus Authentic Assessment



CASSANDRA BREGE

EARLY CHILDHOOD EDUCATION

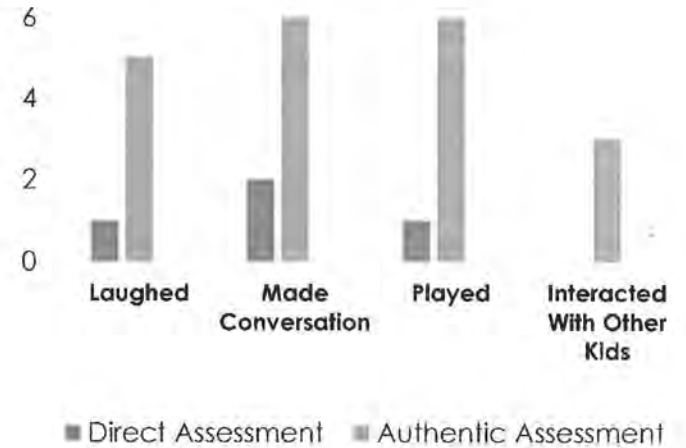
### Negative Behaviors Exhibited During Assessment



### Abstract

This study looks at the behaviors of children during direct and authentic assessments, and if those behaviors are indications of inappropriate assessments. Six children between the ages of 3-5 were chosen at random to be assessed both directly and authentically.

### Positive Behaviors Exhibited During Assessment



### Direct and Authentic Assessments

A direct assessment is a standard, formal assessment that measures if a child has mastered skills in a specific body of knowledge. An authentic assessment involves observation, documentation, and analysis of the child's knowledge by the caregiver.



### Results

- 100% of the children completed the authentic assessment
- 33% of the children completed the direct assessment
- 100% positive behaviors were shown during the authentic assessment
- During the direct assessment, just under 75% of the behaviors exhibited were negative

# ENGAGING THE SENSES

## My Question:

How do three and four year old children benefit from child-directed with natural materials VS. Teacher directed with natural materials?

## Data/Research:

- Total number of children worked with: 6
- Total number of activities done: 3
- Number of children engaged with teacher-directed: 1
- Number of children engaged with child-directed: 6



Child A, B and C participating in child-directed play with snow

## Abstract:

**Child-directed**—when the teacher allows the children to select and initiate their own activities that were prepared by the teacher. Children can use materials in ways of their own choosing which promotes enthusiasm for school, self-confidence and creativity.

**Teacher-directed**—The teacher is the one primarily responsible for creativity and presenting more cookie cutter lesson plans to the children. More of a direct teaching method.

**Natural Materials**—Any product or physical matter that comes from plants, animals or the ground.



Children A, B & D engaging their senses outdoors – running to find natural materials

*"When we treat children's play as seriously as it deserves, we are helping them feel the joy that's to be found in the creative spirit. It's the things we play with and the people who help us to play that makes a great difference in our lives."*  
-Fred Rogers

## Literature:

- Balanced and Barefoot* Angela Hanscom
- Vitamin N* Richard Louv



Children D, E & F participating in teacher-directed play

## Conclusion/What I learned:

- Interaction with natural materials:
- Engages the senses, improves vocabulary, physical development, increases attention span, inspires the mind
- Child-directed play:
- Improves creativity, imagination, problem solving, team work skills, physical development and creates independence.

## Acknowledgments:

Thank you to the parents who allowed me to observe their children and use that data as part of my research.  
To my fiancé for being the best support system.



# What is Intentional Teaching and How does this Practice Benefit Children?

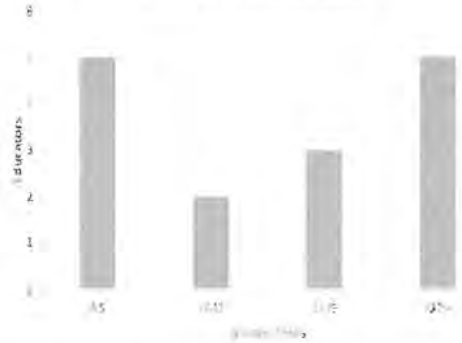


Brittany Lyn DeGrand  
Early Childhood Education

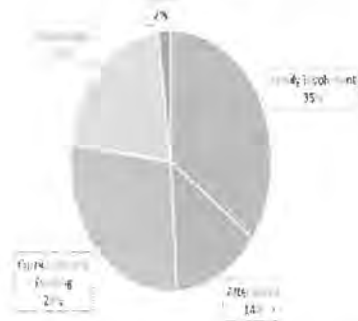
## Abstract

Intentional teaching is an art that uses instinct but also a science requiring knowledge and research in human development and subject content (Schiller, 2009). This paper is about educating individuals with higher levels of education, elementary and secondary, as well as all other adults and parents, about the importance of intentional teaching for preschool age children. Twenty-two EUP preschool teachers were sampled to help to determine the strengths and weaknesses of training programs, college, and the effects of kindergarten readiness skills. Teachers stated the most important factor contributing to kindergarten success as developing social and emotional skills.

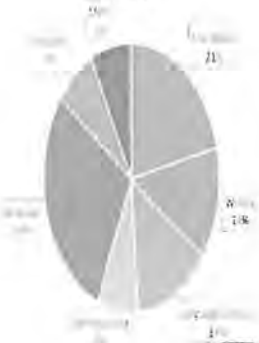
Years as an early childhood educator



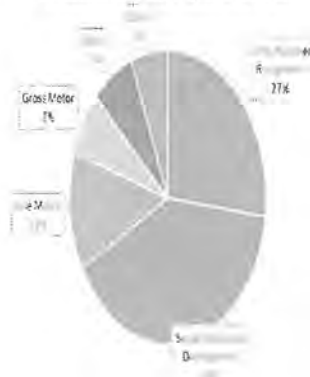
Barriers that Keep Educators from Preparing Children for Kindergarten Success



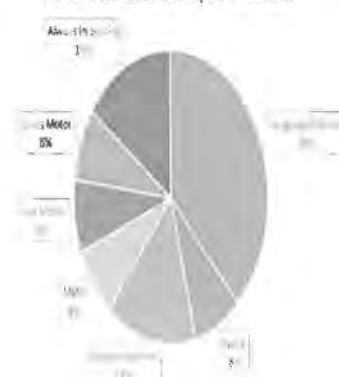
School Readiness Concept Educator Would Spend More Time On



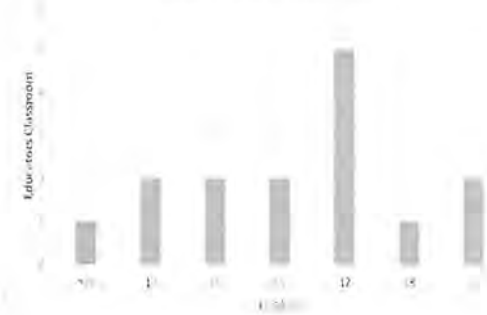
Educators Feel Best Prepared to Teach



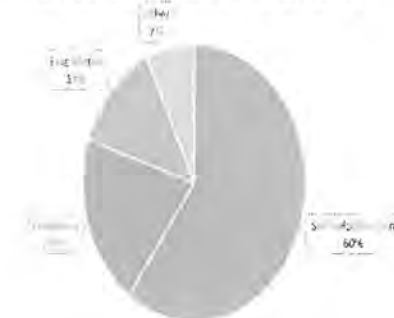
Educators Feel Least Prepared to Teach



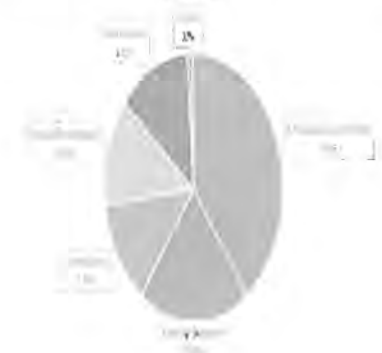
Number of Children in Classroom



Preparatory Techniques for Kindergarten Success



Reasons Children Are Not Successful in Kindergarten After Preschool



## PART 2: Degree-Level Review

Degree Program: Language Arts and Mathematics Concentration

*Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

### **Assessment** (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.

Attachment:

Program (CoELA) – Elementary Education Lang Arts/Math BS  
Assessment: Program Four Column

# Assessment: Program Four Column

## Program (CoELA) - Elementary Education Lang Arts/Math BS

Assessment Contact: Dr. Guidi Yang

<i>Program Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Instructional Choices - Language Arts</b> - Candidates will make instructional choices that consider the integrated nature of the language arts, the socio-cultural and dynamic nature of language, and the principles of rhetoric and communication. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Start Date:</b> 07/15/2018 <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p>	<p><b>Direct - Writing Intensive Assignment</b> - Candidates will design a unit plan that illustrates their ability to integrate all six components of the English language arts into units, and make instructional decisions based on sound rhetorical principles. Candidates will design a lesson in the unit that values the socio-cultural and dynamic nature of language. <b>Schedule/Notes:</b> EDUC411</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No Data from Fall 2017 course assessment: Unit plan integrates all six language arts: 6/6 Unit plan is based on sound rhetorical principles: 6/6 Unit plan contains a lesson focusing on the dynamic nature of language: 0/6 (09/03/2018)</p>	<p><b>Use of Result:</b> Faculty in Arts and Letters, and Education need to review the requirement to include a lesson in the EDUC411 unit that values the socio-cultural and dynamic nature of language. (09/04/2018)</p>
<p><b>Grammar and Language</b> - Candidates will value both prescriptive and descriptive grammars and conventions of English and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Start Date:</b> 07/15/2018 <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom] <b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex</p>	<p><b>Direct - Exam/Quiz - within the course</b> - Embedded questions on the final exam will allow students to demonstrate that they value both prescriptive and descriptive grammar, and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences. <b>Schedule/Notes:</b> ENGL222</p>	<p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> Yes Data from the Fall 2016 final exam embedded questions: Students understand the prescriptivism versus descriptivism debate: 83% Students value both descriptive and prescriptive grammars: 89% Students appreciate dynamic nature of English: 71.5% (09/04/2018)</p>	<p><b>Use of Result:</b> Integrated additional materials into Fall2017 course design to make students more appreciative of the dynamic nature of English affected by outside forces. (09/04/2018)</p>
<p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex</p>	<p><b>Direct - Exam/Quiz - within the course</b> - Instructor assessed student position on prescriptive and descriptive grammars and</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No Data from the Fall 2017 course offering:</p>	<p><b>Use of Result:</b> Future offerings of course will collect all information using the MDE-approved program assessment method (embedded</p>

<i>Program Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>ideas in written and oral presentations.</p>	<p>conventions of English with an essay; instructor assessed dynamic nature of English by having students take notes on an 8-part video on the subject. <b>Schedule/Notes:</b> ENGL222</p>	<p>Students understand prescriptivism versus descriptivism debate: 94% Students value both descriptive and prescriptive grammars: NO DATA Students appreciate the dynamic nature of English: 88% (09/04/2018)</p>	<p>questions on the final exam). (09/04/2018)</p>
<p><b>Analyze Texts</b> – Candidates will synthesize knowledge of genre, craft, and criticism to analyze texts. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Start Date:</b> 07/15/2018 <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom] <b>Institutional Learning:</b> ILO3 - Analysis and Synthesis – Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Candidates complete standardized essay assignments in American literature survey courses, using literary terminology, genre characteristics, and close reading, to complete textual analysis. <b>Schedule/Notes:</b> ENGL231, ENGL232</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes In Fall 2017, in ENGL 231, students performed a close reading of a text that illustrated how its style, voice, and language choices, as well as literary techniques and devices, impacted overall sense and meaning. They also considered how the text reflects or challenges the culture, values, and perspectives of the period. Of the three essays students composed performing analysis of literary texts, the average level of performance was in the intermediate range. Students continue to do well in identifying important passages and applying rudimentary interpretation of them, but fall short of a building a more advanced argument about the text. In Spring 2018, in ENGL 232, students performed similarly on both prose and poetry analytical essays. Their performance in both genres was in the high intermediate range. This is in contrast with previous years where poetry analysis faltered behind prose. (09/04/2018)</p>	<p><b>Use of Result:</b> For Fall 2018, in ENGL 231, devote class time to writing instruction; provide more opportunity to draft and revise and engage with basic skills of writing about literature. For Spring 2019, in ENGL 232, continue with organization of course into separate units for prose and poetry (09/04/2018)</p>
<p><b>Literacy and Scholarship</b> - Candidates will value, apply, and recommend effective literacy and scholarship practices. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Start Date:</b> 07/15/2018 <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom] <b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to</p>	<p><b>Direct - Writing Intensive Assignment</b> - Candidates complete a research project that illustrates their ability to value and apply effective literacy and scholarship practices midway through their coursework. Later, they will design a unit plan, which illustrates their ability to recommend effective literacy and scholarship practices to students. They also display their mastery of the ability to apply literacy and scholarship practices in their senior project.</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No A three-year review of student assignments, course evaluations, and informal feedback in EDUC 411--the place where key assessment of this outcome is supposed to occur--revealed that students are not given enough of an opportunity to focus enough on mastering this outcome in that course and its related fieldwork, due to the time spent on instilling in students a lifelong love of reading and writing in EDUC 411. (09/04/2018)</p>	<p><b>Use of Result:</b> Moved some materials pertaining to lifelong love of reading and writing focus to ENGL 470 (language arts senior thesis course). Removed creative writing component in EDUC 411 based on feedback from the district. Coordinated a series of meetings in spring and summer 2018 between program professors and key members of the local school district to initiate a new model for field placement in EDUC</p>



<i>Program Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Schedule/Notes:</b> ENGL320, EDUC411, ENGL470</p>		<p>411 and EDUC 422 that would both meet district needs and give our candidates the opportunity to more actively apply and recommend effective literacy and scholarship practices. As of Fall 2018, the EDUC 411 and 422 courses will be co-taught by LSSU professors at the local middle school, with field placement occurring during a History-Day themed 5th grade after school program designed by LSSU candidates in EDUC 411 (with debriefing and reflection occurring directly afterwards at the middle school in another room). The closer supervision of professors and more direct alignment of this program outcome with fieldwork will allow students more practice applying and recommending effective literacy and scholarship practices. (09/04/2018)</p>
<p><b>Mathematical Processes and Number Concepts</b> - Candidates will be able to use mathematical processes, axiomatic systems, computing, algorithms, and logical reasoning to solve problems and communicate mathematical ideas.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question,</p>	<p><b>Direct - Exam/Quiz - Standardized</b> - The Mathematical Processes and Number Concepts subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <p><b>Direct - Exam/Quiz - within the course</b> - Students in MATH103 are able to describe and justify algorithms used in elementary schools.</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes                      100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No                      56% of the students could complete this task and 88% were partially successful in that they were able to describe/replicate the algorithm but could not fully justify it. (09/04/2018)</p>	<p><b>Use of Result:</b> Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <p><b>Use of Result:</b> In Fall 2018, we will reinforce (through class activities) the justification of algorithms. We will also develop a rubric for grading this Key Assessment that can be used across multiple sections. (09/04/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>draw a conclusion, achieve a goal, or create a substantial work of art.</p> <p><b>Patterns, Algebraic Relationships, and Functions</b> - Candidates will describe, analyze, and generalize patterns, algebraic relationships and functions using the tools of algebra and calculus.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Exam/Quiz - Standardized</b> - The Patterns, Algebraic Relationships, and Functions subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <p><b>Direct - Group project, collaborative learning</b> - Candidates in MATH 103 are able to state a function given a list of values, such as an arithmetic sequence or other linear function.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>75% of the students were about to determine the function in 6 or fewer steps; 50% were able to do so in 4 or fewer steps. (09/04/2018)</p>	<p><b>Use of Result:</b> Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <p><b>Use of Result:</b> There were no concerns at this time. Will monitor in fall 2018. May need to disaggregate based on minor/major. (09/04/2018)</p>
<p><b>Measurement and Geometry</b> - Candidates will apply geometric principles in Euclidean, analytic, transformational and vector geometry to analyze geometric objects, form conjectures, solve problems and prove theorems.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or</p>	<p><b>Direct - Exam/Quiz - Standardized</b> - The Measurement and Geometry subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <p><b>Direct - Exam/Quiz - within the course</b> - Candidates in MATH 104 [Geometry and Measurement for Elementary Teachers] are able to use similar triangles and the Pythagorean Theorem to solve real world problems.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>93% of the class was successful (09/04/2018)</p>	<p><b>Use of Result:</b> Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <p><b>Use of Result:</b> No concern at this time. Continue to monitor. (09/04/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>create a substantial work of art.</p> <p><b>Data Analysis, Statistics, Probability, and Discrete Mathematics -</b> Candidates will organize, analyze and interpret data, sets and relations using the tools of statistics, probability, and discrete mathematics.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Exam/Quiz - Standardized -</b> The Data Analysis, Statistics, Probability and Discrete Mathematics subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <p><b>Direct - Exam/Quiz - within the course -</b> Candidates in MATH207 will calculate empirical probabilities given data.</p> <p><b>Direct - Group project, collaborative learning -</b> Candidates in MATH207 will complete a descriptive statistics project.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>79.8% scored a 7 or above (09/04/2018)</p> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>77.5% scored 70% or higher (09/04/2018)</p>	<p><b>Use of Result:</b> Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <p><b>Use of Result:</b> No concerns at this time. (09/04/2018)</p> <p><b>Use of Result:</b> No concerns at this time (09/04/2018)</p>
<p><b>Instructional Choices - Mathematics -</b> Candidates make instructional choices that reflect the integrated nature of mathematical concepts and mathematical practices within and among the mathematical domains.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately</p>	<p><b>Direct - Writing Intensive Assignment -</b> Candidates in EDUC420 will complete a unit plan.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of students scored 3 or higher on each section of the Unit Plan Rubric. (09/04/2018)</p>	<p><b>Use of Result:</b> The current unit plan key assessment in EDUC420 is not aligned with this claim. Additional criteria will need to be developed for the key assessment for this claim, which could be added to the EDUC420 unit plan assignment. (09/04/2018)</p>

*Program Outcomes**Assessment Criteria & Procedures**Assessment Results**Use of Results*

process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

This option for a discipline-specific concentration at the elementary level includes the minors in Language Arts and in Mathematics. As such, the outcomes for both programs are included at this time, even though some key assessments are administered in courses not required for the minors. The data from the key assessments has not been disaggregated by major and minor. The results of the August 2018 indicated the need for a thorough review of the program outcomes to better align them with the minors. However, the redesign of the Michigan teaching certificate structure currently in development by the MDE most likely will mean that this concentration option becomes obsolete.

### **Quality, Resources and Support (CC 3.A)**

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

As noted above the program-level outcomes are most likely not at an appropriate level, given that they were written for the majors in Language Arts and in Mathematics. At the course-level, it is unclear whether the outcomes are at the most appropriate level, as we have not had any candidates take the MTTC subject tests, based on holding the minors in the two disciplines, in the past three years. We are also seeing a pattern of candidates opting for the Early Childhood Education concentration, rather than the two minors, often based on avoiding the math courses included in the minor.

Attachment:

Elementary Education with Language Arts and Mathematics Concentration Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>



# LAKE SUPERIOR STATE UNIVERSITY

## B.S. Elementary Education with a Language Arts and Mathematics Concentration Degree Audit Sheet

Full Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

### Expected Date of Graduation \_\_\_\_\_

### Advisor Review \_\_\_\_\_

Enter semester (eg F17) and grade (eg B) for each class at LSSU; for transfer credits enter 'TR' and the grade. The Certification GPA for the Language Arts and Math Concentration, Elementary Planned Program and Professional Education Sequence include grades from all institutions.

#### Language Arts and Mathematics Concentration

[min. grade = 'C'; min. GPA = 2.70; max cr = 25]

ENGL221 Intro to Creative Writing	3	_____
ENGL231 American Literature I	3	_____
ENGL232 American Literature II	3	_____
ENGL320 Responding to Writing	3	_____
THEA112 Acting for Beginners	3	_____
MATH215 Fund Conc of Math	3	_____
MATH321 History of Math	3	_____
MATH112 Cal Bus & Life Sciences	4	_____
or		
MATH151 Calculus I	4	_____

#### Elementary Planned Program [EPP]

[min. grade = 'C'; min. GPA = 2.70; max cr = 49]

MATH103 Num Syst & Problem Solv	4	_____
MATH104 Geometry & Measurement	4	_____
MATH207 Princ. Stat. Methods	3	_____
BIOL104 Survey General Biology	4	_____
NSCI101 Conceptual Physics	4	_____
NSCI102 Intro Geology	4	_____
POLII10 American Government	4	_____
GEOG201 World Regional Geog	4	_____
HIST131 US History I	4	_____
HIST321 Michigan History	2	_____
ENGL180 Intro. Literary Studies	3	_____
ENGL222 English Gram & Lang Cont	3	_____
ENGL335 Children's Literature	3	_____
CHLD225 Emergent Literacy	3	_____

#### General Education Requirements

Check if MACRAO or GE-Cert completed

ENGL110 First year composition I	3	_____
ENGL111 First year composition II	3	_____
COMM101 Fundamentals Speech	3	_____
*HUMN electives (e.g. ENGL180)	3	_____
HUMN electives 3-4		_____
*Social Sci elective (e.g. GEOG201)	4	_____
*Social Sci elective (e.g. POLII10)	4	_____
*Nat Sci. elective (e.g. NSCI101)	4	_____
*Nat Science elective (e.g. NSCI102)	4	_____
*Math elect 3-5 (e.g. MATH207)	3	_____
*Diversity elect (e.g. EDUC250)	4	_____

#### Professional Education Sequence [PES]

[min. grade = B- incl. transfers; max cr = 48]

EDUC101 Self as Learner	1	_____
EDUC250 Student Diversity & Schools	4	_____
EDUC301 Ed. Psych. Learning Theory	3	_____

Admission to Teacher Education required to continue:

EDSE301 Intro to Special Education	3	_____
EDUC330 Reading Elem Classroom	3	_____
EDUC350 Integrating Technology	3	_____
EDUC410 Corrective Reading	3	_____
EDUC415 Gen Instructional Methods	2	_____
EDUC411 Elem Lang Arts Methods	2	_____
EDUC420 Elementary Math Methods	2	_____
EDUC421 Elemen Science Methods	2	_____
EDUC422 Elem Meth Social Studies	2	_____
EDUC423 Arts Methods	2	_____
EDUC424 Health/Phys Ed Methods	2	_____
EDUC460 Classroom Management	2	_____

Admission to Student Teaching required for following:

EDUC480 Directed Teaching; Sem	2	_____
EDUC492 Directed Teaching	10	_____

#### Graduation Criteria include:

- Residency: 50% of 300/400 courses earned at LSSU
- Total credits in excess of 124
- GPA OVERALL, LA/M & EPP minimum 2.70 (B-)
- No courses in LA/M or EPP below "C" (2.00)
- No PES course below "B-" (2.70)

**Certification requires a passing grade on the MTTC Elementary Education exam (test #103)**

**Language Arts Endorsement (BX) requires a passing grade on the MTTC Language Arts exam (test #090)**

**Mathematics Endorsement (EX) requires a passing grade on the MTTC Mathematics(Elementary) exam (#089)**

Dean Approval \_\_\_\_\_

**Intellectual Inquiry (CC 3.B).**

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Candidates completing the two content minors concentration apply the knowledge and skills gained in the content courses in their student teaching experience. Final evaluations completed with input from cooperating teachers, university supervisors, and student teacher capture evidence of their effectiveness in communicating language arts and mathematics concepts and skills to the elementary students with whom they work. Also, the completion of student teaching surveys completed by candidates in their final weeks of student teaching reflect a high level of agreement with the statements regarding the preparation in the content areas they are teaching.

## **PART 2: Degree-Level Review**

Degree Program: Early Childhood Education Concentration

*Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

### **Assessment** (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report.

Attachment:

Program (CoELA) – Elementary Education Early Childhood BS



# Assessment: Program Four Column

## Program (CoELA) - Elementary Education Early Childhood BS

Assessment Contact: Prof. Becky Davis

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Claim 1 Content Knowledge -</b> Candidates demonstrate their content area knowledge in the design, implementation, and evaluation of experiences that result in developmental and learning outcomes for each child.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Goal Level (Bloom/Webb):</b> High-Level (Creating/Evaluating) [Bloom]</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Writing Intensive Assignment -</b> Large Group/Small Group Activity Plan</p> <p>Rubric criteria will assess:</p> <p>Knowledge of the content addressed in plan, based on the Michigan Early Childhood Standards of Quality</p> <p>Integration of observation data of individual children into the design and adaptation of the plan for individual learners</p> <p>Assessment of learning outcomes for each child</p> <p><b>Criteria Target:</b> 100% of students will demonstrate high level of proficiency on each criteria.</p> <p><b>Schedule/Notes:</b> Completed in CHLD245 Early Childhood Curriculum, Year 3 Spring semester</p> <p><b>Related Documents:</b></p> <p><a href="#">Large Group Activity Plan.docx</a></p> <p><a href="#">Large Group Lesson Plan Scoring Rubric 2018.docx</a></p> <p><a href="#">Small Group Activity Plan.docx</a></p> <p><a href="#">Small Group Lesson Plan Scoring</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Of the 12 students who have completed the Early Childhood (General and Special) Education program or are currently in the program with credit for CHLD245, six transferred in CHLD245 and six completed the course at Lake Superior State. This provides a very small number of students on which to report data. Of the six students who completed the Large Group Activity Plan and Small Group Activity Plan assignments, all scored a 4 on the two criteria from the complete rubric that are used for the key assessment. (06/15/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Claim 1 Large and Small Group Activity Plans.docx</a></p>	<p><b>Use of Result:</b> CHLD245 is a required course for both the Early Childhood (General and Special) Education (ZS) program and the Early Childhood Education bachelor and associate degree programs. As this key assessment is implemented for the Early Childhood Education degrees and that a number of faculty have been assigned to teach the course, next steps will be to hold norming sessions for clarifying the expectations/framework of the assignment and the alignment of the rubric to the claim statements of the three programs. (08/20/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p><a href="#">Rubric 2018.docx</a></p> <p><b>Direct - Exam/Quiz - Standardized - MTTC Subject Test</b></p> <p><b>Criteria Target:</b> Candidates' performance on the sub-areas of the Early Childhood Education (General and Special Education) will be analyzed to assess candidates' preparation in the knowledge and skills specified in the standards. This will be done on an annual basis as part of the continuous program improvement process.</p> <p><b>Schedule/Notes:</b> The MTTC subject test is taken in Year 4, April, and must be passed prior to the preschool student teaching placement.</p> <p><b>Related Documents:</b>  <a href="#">MTTC Test Objectives Early Childhood Education (General and Special Education)</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>There have been 11 unique testers attributed to LSSU since the program was initially approved. One tested prior to approval, was not, in fact, a Lake State student, and failed and has not repeated. Of the remaining 10 testers, two failed on their first attempt; one passed on her second attempt, the other has yet to test again. The overall pass rate is 90%. There were two testers, both of whom passed on their first attempt, who were not eligible to be counted, so with 8 eligible testers, the pass rate is 87.5%.</p> <p>All of those who have passed the test scored a 3 or 4 on both the Child Development and Learning and the Communication, Language, and Literacy Development sections of the test. The overall percentage of 3 and 4 scores on those sections was 83%. Of those who passed the test, 78% scored a 3 or 4 on the Professional Development section; overall, 75% scored a 3 or 4 on that section. Of those who passed the test, 67% scored a 3 or 4 on the Learning in the Content Area section; overall, 58% scored a 3 or 4 on that section. (06/15/2018)</p> <p><b>Related Documents:</b>  <a href="#">Early Childhood (Gen &amp; Sp) MTTC Results.xls</a></p>	<p><b>Use of Result:</b> Faculty will review the alignment of the Professional Development standards with the coursework, to assure that the standards are being addressed in an appropriate sequence and that assessments are built into the course assessment plans. Faculty will review the Learning in the Content Area standards in terms of correspondence with the content provided in the Elementary Planned Program. It may be that there needs to be additional content provided in the Early Childhood Education courses, specific to the young child. (08/20/2018)</p>
<p><b>Claim 2 Child Development -</b> Candidates apply their knowledge and understanding of young children's typical and atypical developmental needs to create healthy, respectful, supportive, and challenging learning environments for each child.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the</p>	<p><b>Direct - Writing Intensive Assignment - Individual Learner Assessment and Plan</b></p> <p>Rubric criteria will assess: Accuracy of observation and assessment of developmental stages, both typical and atypical Design of appropriate, supportive learning environments for individual stages and needs</p> <p><b>Criteria Target:</b> 100% of students will score a 3 or 4 on the rubric</p> <p><b>Schedule/Notes:</b> Administered in</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Of the 15 students who have completed the Early Childhood (General and Special) Education program and who are currently in the program with credit for CHLD310, eight transferred in CHLD310 and seven completed it at LSSU. All of the students completing the course at LSSU demonstrated mastery on the criteria of the assessment (scores of 3 and 4 on the rubric). (06/15/2018)</p> <p><b>Related Documents:</b>  <a href="#">Claim 2 Individual Learner Assessment and Plan.docx</a></p>	<p><b>Use of Result:</b> CHLD310 is a required course for both the Early Childhood (General and Special) Education (ZS) program and the Early Childhood Education bachelor and associate degree programs. As this key assessment is implemented for the Early Childhood Education degrees and that a number of faculty have been assigned to teach the course, next steps will be to hold norming sessions for clarifying the</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>CHLD310 Inclusion in Early Childhood Settings, Year 4 Fall Semester</p> <p><b>Related Documents:</b>  <a href="#">Creating an Environment for Learning Checklist.docx</a>  <a href="#">Individual Learner Assessment and Plan.docx</a>  <a href="#">Reflection Evaluation Scoring Rubric.doc</a></p> <p><b>Direct - Capstone Project - including undergraduate research - Student Teaching Final Evaluation</b>            Analysis of narrative evaluation to assess the level on Bloom's Taxonomy at which candidates are performing at the completion of the student teaching experience.  <b>Criteria Target:</b> All candidates perform at the high-level (creating/evaluating) of Bloom's on each of the four claims.</p> <p><b>Schedule/Notes:</b> CHLD495 Directed Teaching: Early Childhood</p> <p><b>Related Documents:</b>  <a href="#">Early Childhood Student Teaching Final Evaluation.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            Seven students have completed the Directed Teaching requirement for the Early Childhood (General and Special) Education program. Six were placed in a pre-school setting; one was placed in an Early On setting as an exception to the approved program.            The final evaluations for each of the students provided evidence of their ability to develop and implement appropriate learning environments reflecting individual children's needs. In addition, a number of the final evaluations noted the ability of the student teacher to proactively set plans and expectations in place that reflected an understanding of individual children's developmental needs. (06/15/2018)</p>	<p>expectations/frameworks of the assignment and the alignment of the rubric to the claim statements of the three programs. (08/20/2018)</p> <p><b>Use of Result:</b> Faculty will review the initial supervision and evaluation process for the pre-school student teaching placement, with the goal of finding a balance between the process that is used for the Teacher Education Unit and the practices and principles of an early childhood setting and teacher role. A focus of this work will be the format for final evaluation narrative, and the alignment with the claim statement, to provide for more reliable and valid data. (08/20/2018)</p>
<p><b>Claim 3 Observation and Assessment -</b> Candidates demonstrate knowledge of systematic observations, documentation, and assessment strategies through the effective use of these techniques to promote positive outcomes for each child.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning</p>	<p><b>Direct - Writing Intensive Assignment -</b> Ages and Stages Questionnaire (ASQ) Integrated Report            Rubric criteria will assess:            Accuracy of observations and documentation, and appropriate assessment of developmental stage  <b>Criteria Target:</b> 100% of students will score a 3 or 4 on each of the</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            The ASQ Integrated Report is an integral component of this course, however, due to transitions in faculty assignment for the course (four faculty - one full-time, three adjunct), the key assessment was not administered in a consistent manner. The ASQ assignment was a significant component of the grading each semester and the Early Childhood (General and Special) Education students enrolled in the course each earned a grade of B+ or better in the course.</p>	<p><b>Use of Result:</b> Faculty will review the key assessment framework to confirm the fit within the course framework, making appropriate adjustments to the course, if necessary. Information about the assignment will be more fully incorporated into the course syllabus. (08/20/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>Start Date:</b> 08/01/2014</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.</p>	<p>criteria on the rubric</p> <p><b>Schedule/Notes:</b> CHLD150 Observation and Assessment in Early Childhood Education, Year 2 Spring Semester</p> <p><b>Related Documents:</b> <a href="#">Claim 3 Key Assessment CHLD 150.doc</a></p>	<p>(06/15/2018)</p>	
<p><b>Claim 4 Family and Community Partnerships</b> - Candidates value the important and complex characteristics of children's families and communities in their development of respectful, reciprocal relationships and partnerships.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/01/2014</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Family Involvement Plan</p> <p>Rubric criteria will assess: Knowledge of the wide range of aspects of family and community culture and dynamics Ability to develop goals and activities that are appropriate to the assessment families and communities.</p> <p><b>Criteria Target:</b> 100% of students will score a 3 or 4 on each criteria.</p> <p><b>Schedule/Notes:</b> CHLD440 Family and Community Partnerships, Year 4 Spring Semester</p> <p><b>Related Documents:</b> <a href="#">Family Involvement Plan Assignment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>In the three times that CHLD440 has been offered since the ZS program was approved, students in both the BS and ZS programs scored equally strong - earning full marks on the Family Involvement Plan. (06/15/2018)</p>	<p><b>Use of Result:</b> Norming sessions will be held for all faculty teaching this course to confirm expectations and criteria. At a June 14, 2018, assessment work session for all faculty (regular and adjunct), participants raised the question of assuring that there is a shared set of expectations regarding acceptable levels of writing, research, and rigor in class activities and in assignments. This will frame agendas for upcoming early childhood education work sessions. (08/20/2018)</p>
	<p><b>Direct - Capstone Project - including undergraduate research</b> - Student Teaching Final Evaluation</p> <p>Analysis of narrative evaluation to assess level at which candidates are performing at the completion of the student teaching experience.</p> <p><b>Criteria Target:</b> 100% of candidates will perform at the highest level of Bloom's.</p> <p><b>Schedule/Notes:</b> CHLD495 Directed</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Seven students have completed the Directed Teaching requirement for the Early Childhood (General and Special) Education program. Six were placed in a pre-school setting; one was placed in an EarlyOn setting as an exception to the approved program.</p> <p>The final evaluations for the students provided some evidence of respectful interactions with adults in the classroom setting. In most cases, the evidence related to this claim was provided by the student teacher or the</p>	<p><b>Use of Result:</b> Faculty will review the initial supervision and evaluation process for the pre-school student teaching placement, with the goal of finding a balance between the process that is used for the Teacher Education Unit and the practices and principles of an early childhood setting and teacher role. A focus of this work will be</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>Teaching: Early Childhood</p> <p><b>Related Documents:</b></p> <p><a href="#">Early Childhood Student Teaching Final Evaluation.docx</a></p>	<p>cooperating teacher; the university supervisor did not always happen to be in the classroom when other adults were present. Student teachers did not present written plans or communication as part of the expectation of documentation related to the student teaching experience. (06/15/2018)</p>	<p>the format for final evaluation narrative, and the alignment with the claim statement, to provide for more reliable and valid data. (08/20/2018)</p>

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

Anecdotal feedback from students indicates that students in this concentration are lacking in pre-kindergarten classroom experiences and a solid grounding in the philosophical foundations of early childhood education. While we do have 100% pass rate among the 10 candidates who have taken the MTTC subject test, two candidates did fail on their first attempt. In both cases, they scored a 2 on the sub-area Communication, Language, and Literacy Development, indicating that they missed most of the questions in that subarea. This is limited evidence, but supports what has been observed in the student teaching component of the program. However, given the changes just passed by the Michigan Department of Education pertaining to the teacher certification requirements, a close examination of the required courses and content will be forthcoming in the next academic year.

### **Quality, Resources and Support (CC 3.A)**

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

Students completing the early childhood endorsement are able to meet all individual course goals and successfully complete the seven (7) week internship. 100% of the early childhood concentration graduates have completed a final reflection paper indicating how they have meet the ZS program outcomes.

Attachment:

Elementary Education with Early Childhood Education Concentration Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>



# LAKE SUPERIOR STATE UNIVERSITY

## B.S. Elementary Education with an Early Childhood Education Concentration Degree Audit Sheet

Full Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

### Expected Date of Graduation \_\_\_\_\_

### Advisor Review \_\_\_\_\_

Enter semester (i.e. F17) and grade (i.e. B) for each class at LSSU, for transfer credits enter BOTH: 'TR' and the grade. The Certification GPA for Early Childhood Education, Elementary Planned Program and Professional Education Sequence will include all grades from all institutions.

#### Early Childhood Education Semest/Grade [min. grade = 'C'; min. GPA = 2.70; max cr = 28 ]

CHLD150 Observ & Assess in ECE	4	_____
CHLD210 Infants and Toddlers	4	_____
CHLD225 Emergent Literacy	3	_____
CHLD245 Early Childhood Curric -	3	_____
CHLD270 Administration of EC Prog.	2	_____
CHLD310 Inclusion in EC Settings -	3	_____
CHLD440 Family & Community Part	3	_____
CHLD480 Directed Teaching: Sem	1	_____
CHLD492 Directed Teaching: EC	5	_____

#### Elementary Planned Program [EPP] Semest/Grade [min. grade = 'C'; min. GPA = 2.70; max cr = 49]

MATH103 Num Syst & Problem Solv	4	_____
MATH104 Geometry & Measurement	4	_____
MATH207 Princ. Stat. Methods	3	_____
BIOL104 Survey General Biology	4	_____
NSCI101 Conceptual Physics	4	_____
NSCI102 Intro Geology	4	_____
POL110 American Government	4	_____
GEOG201 World Regional Geog	4	_____
HIST131 US History I	4	_____
HIST321 Michigan History	2	_____
ENGL222 English Gram & Lang Cont	3	_____
ENGL335 Children's Literature	3	_____
ENGL180 Intro. Literary Studies	3	_____
CHLD225 Emergent Literacy	3	_____

#### General Education Requirements

Check if MACRAO or GE-Cert completed

ENGL110 First year composition I	3	_____
ENGL111 First year composition II	3	_____
Communication (COMM101 rec)	3	_____
*Humanities elective (ENGL180)	3	_____
Humanities elective	3-4	_____
*Social Sci elec (e.g. GEOG201)	3-4	_____
*Social Sci elective (e.g. POL110)	3-4	_____
*Nat Science elective (e.g. NSCI101)	3-4	_____
*Nat Science elective (e.g. NSCI102)	4	_____
*Math elect (e.g. MATH207)	3	_____
*Diversity elect (e.g. EDUC250)	4	_____

#### Professional Education Sequence [PES]

[min. grade = B- incl. transfers; max cr = 48]

EDUC101 Self as Learner	1	_____
EDUC250 Student Diversity & Schools	4	_____
EDUC301 Ed. Psych, Learning Theory	3	_____

Admission to Teacher Education required to continue:

EDSE301 Intro to Special Education	3	_____
EDUC330 Reading Elem Classroom	3	_____
EDUC350 Integrating Technology	3	_____
EDUC410 Corrective Reading	3	_____
EDUC415 Gen Instructional Methods	2	_____
EDUC411 Elem Lang Arts Methods	2	_____
EDUC420 Elementary Math Methods	2	_____
EDUC421 Elemen Science Methods	2	_____
EDUC422 Elem Meth Social Studies	2	_____
EDUC423 Arts Methods	2	_____
EDUC424 Health/Phys Ed Methods	2	_____
EDUC460 Classroom Management	2	_____

Admission to Student Teaching required for following:

EDUC480 Directed Teaching: Sem	2	_____
EDUC492 Directed Teaching	10	_____

#### Graduation Criteria include:

- Residency: 50% of 300/400 courses earned at LSSU
- Total credits in excess of 124
- GPA OVERALL, ECE & EPP minimum 2.70 (B-)
- No courses in ECE or EPP below "C" (2.00)
- No PES course below "B-" (2.70)

**Certification requires a passing grade on the MTTC Elementary Education exam (test #103) and on the Early Childhood Education (General and Special Education exam (test #106)**

Dean \_\_\_\_\_

**Intellectual Inquiry (CC 3.B).**

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Candidates completing the early childhood education PK-3 concentration apply the knowledge and skills gained in the coursework in their seven-week pre-school student teaching experience, which is in addition to a full semester in a K, 1, 2, or 3 classroom. Final evaluations completed with input from cooperating teachers, university supervisors, and student teachers capture evidence of their effectiveness in engaging young children in meaningful learning experiences. This includes assessment and use of assessment data to plan, implement and evaluate learning activities which address children's developmental and academic progress. We continue to explore the incorporation of an action research project into student teaching.



## PART 2: Degree-Level Review

Degree Program: Special Education - Learning Disabilities

*Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

### **Assessment** (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.

There are three claim statements for the Special Education-Learning Disabilities program. All are assessed at key points in the program and again as candidates complete their student teaching.

Attachment:

Program (CoELA) – Elementary Education Special Education BS  
Assessment: Program Four Column

# Assessment: Program Four Column

## Program (CoELA) - Elementary Education Special Education BS

Assessment Contact: Dr. Cathy White

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Assessment</b> - Candidates utilize appropriate methods and instruments in conducting assessments of individual strengths and needs of students with learning disabilities.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 07/15/2018</p> <p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Progress Monitoring Project – candidates identify an IEP objective to monitor, choose appropriate assessments, implement the assessments, and monitor student progress.</p> <p><b>Criteria Target:</b> 100% of students will earn 170/170 on total of Tool, Data, and Recommendations rows of rubric.</p> <p><b>Schedule/Notes:</b> EDSE403</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>Class not taught (08/29/2018)</p>	<p><b>Use of Result:</b> Class not taught. Program is under review and data from previous classes will be considered in review (08/29/2018)</p>
	<p>Student Teaching</p> <p><b>Schedule/Notes:</b> EDSE492</p>	<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> No</p> <p>Class not taught (08/22/2018)</p>	<p><b>Use of Result:</b> Class not taught (08/29/2018)</p>
		<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Two candidates student taught in S18. Both were successful in this goal. Both candidates used a variety of assessments, both formal and informal, to inform their teaching. One candidate utilized Fountas &amp; Pinnell. The other candidate used classroom assessments such as quizzes, activities, and exit tickets. Both students used the assessment data to inform instruction. (08/29/2018)</p>	<p><b>Use of Result:</b> Although both students were able to use a variety of assessments and adjust their instruction, neither collected and used data for student behavior. They could both speak of overall trends in student behavior but could not quantify it. More work is needed in the courses to prepare candidates to collect and use behavior data. Both candidates demonstrated skills mostly at the Applying level of Blooms Taxonomy with occasional demonstrations at the Analyzing and Evaluating levels.</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
			<p>The program is currently under review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes                      Two candidates student taught in S17. Both were successful in this goal. Both candidates used a variety of assessments, both formal and informal, to inform their teaching. Candidates utilized district resources such as Fountas &amp; Pinnell, and MAP NWEA. Candidates used individual assessments such as Dolch lists and running records. Candidates kept data records of daily progress based on student IEP goals and objectives and adjusted instruction accordingly. (08/22/2018)</p>	<p><b>Use of Result:</b> Although both candidates had some experience collecting data for FBAs, more work is needed at the course level to prepare them for daily behavior monitoring and collecting data for plans. Both candidates demonstrated skills mostly at the Applying level of Blooms Taxonomy with occasional demonstrations at the Analyzing and Evaluating levels. The program is currently under review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)</p>
	<p>MTTC Learning Disabilities exam Subarea 2: Assessing Students with Learning Disabilities and Developing Individualized Programs  <b>Criteria Target:</b> 100% of students will earn a 3 or 4 on this portion of the exam</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No                      Aggregate scores from 7 program completers show 6 students earned a 3 or a 4 on subarea 2 of the MTTC exam. One student earned a 2. (08/29/2018)</p>	<p><b>Use of Result:</b> Program is under review. Although most students achieved the desired scores, these scores will be used in conjunction with other program assessments to guide necessary course revision. (08/29/2018)</p>
<p><b>Individual Plans</b> - Candidates develop, implement, and amend Individual Education Programs, Individualized Family Service Plans, and transition plans for students with</p>	<p>IEP - candidates will complete an IEP with justification for each section of the document.  <b>Criteria Target:</b> 100% of students will earn full points (200) as</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No                      Class not taught (08/29/2018)</p>	<p><b>Use of Result:</b> Class not taught but assessment data from 15-16 will be used for program review. (08/29/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>learning disabilities.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 07/15/2018  <b>Goal Level (Bloom/Webb):</b> High-Level (Creating/Evaluating) [Bloom]  <b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>measured by the rubric  <b>Schedule/Notes:</b> EDSE403                       Student Teaching  <b>Schedule/Notes:</b> EDSE492</p>	<p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> No                      Class not taught (08/22/2018)   <b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes                      Two candidates student taught in S18. Both were able to work with their collaborating teacher to write IEPs with appropriate goals. Both candidates planned activities based on the IEPs but the alignment could have been stronger. One candidate developed individualized lessons based on student strengths and weaknesses and the IEP goals. (08/22/2018)   <b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes                      Two candidates student taught in S17. Both worked with their collaborating teacher to develop IEPs. In addition, both had the opportunity to independently run at least one IEP meeting. Learning activities were based on the IEP goals and objectives but could have been more closely aligned and in some cases more individualized. (08/15/2018)</p>	<p><b>Use of Result:</b> Class not taught (08/29/2018)   <b>Use of Result:</b> Although both candidates could write appropriate IEPs and based lessons on IEP goals, more coursework is needed in selecting individualized activities. Candidates were mostly at the lower levels of Blooms Taxonomy when developing IEPs. The program is currently under review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)   <b>Use of Result:</b> Courses need to be adjusted to better prepare candidates on teaching strategies and the selection of learning activities. Candidates were mostly at the lower levels of Blooms Taxonomy when developing IEPs. The program is currently under review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)</p>
	<p>MTTC Learning disabilities exam Subareas 1 (Understanding Students with Learning Disabilities) and 4 (Working in the Professional Environment)</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No                      Of 7 program completers, 5 earned a 3 of 4 on Subarea 1 and 2 earned a 2. Subarea 4 had the same scores with 5 earning a 3 or 4 and 2 earning a 2. (08/29/2018)</p>	<p><b>Use of Result:</b> These two subareas of the MTTC were the only two areas where 2 candidates earned a 2. As the program is reviewed and courses are analyzed for</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p><b>Criteria Target:</b> All students will earn a 3 or 4 on both subareas</p>		<p>alignment to MI standards, this data will be considered. Coursework may need to be adjusted to better address the standards. (08/29/2018)</p>
<p><b>Learning Environment</b> - Candidates implement instructional and behavioral intervention strategies to create and maintain an effective learning environment for students with learning disabilities.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 07/15/2018  <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]  <b>Institutional Learning:</b> ILO1 - Formal Communication – Students will develop and clearly express complex ideas in written and oral presentations., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Inclusion Case Study  <b>Schedule/Notes:</b> EDSE401                      Fieldwork Reflection - candidates will reflect on learning activities they've conducted in their fieldwork placements.  <b>Criteria Target:</b> All students will earn 90/90 on the total of the context and plan, analysis and interpretation, and reflection sections of the rubric.  <b>Schedule/Notes:</b> EDSE404</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No                      Class not taught (08/30/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> No                      Class not taught (08/29/2018)</p>	<p><b>Use of Result:</b> Class not taught but assessment data from 15-16 will be used for program review (08/29/2018)</p> <hr/> <p><b>Use of Result:</b> Class not taught (08/29/2018)</p>
	<p>Student Teaching  <b>Schedule/Notes:</b> EDSE492</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes                      Two candidates student taught in S18. Both were very effective at creating a positive classroom environment. Both used a variety of activities and modalities in their instruction. Both had opportunities to use behavior strategies effectively. Both candidates collaborated with general education teachers and used that information in their planning. (08/22/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes                      Two candidates student taught in S17. Both were very effective at creating a positive classroom environment. Both used a variety of activities and modalities in their instruction. Both had opportunities to use behavior strategies effectively. (08/15/2018)</p>	<p><b>Use of Result:</b> Both candidates were successful at implementing strategies but were not always able to articulate the educational reason for an activity. Some were chosen more for student interest than academic need. More work is needed in the courses to provide candidates with opportunities to choose research-based interventions. (08/22/2018)</p> <hr/> <p><b>Use of Result:</b> Both candidates were successful at implementing strategies but were not always able to articulate the educational reason for an activity. Some were chosen more for student interest than academic need. More work is needed in the courses to provide candidates with opportunities to</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>MTTC Learning Disabilities exam Subarea 3 (Teaching and Modifying Instruction and Curricula for Students with Learning Disabilities)</p> <p><b>Criteria Target:</b> All students will earn a 3 or 4 on Subarea 3</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Of 7 program completers, 7 candidates earned a 3 or a 4 on Subarea 3 (08/29/2018)</p>	<p>choose research-based interventions. (08/22/2018)</p> <p><b>Use of Result:</b> The goal was met. Candidates can identify and implement appropriate strategies (08/29/2018)</p>

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

The key assessments are used to improve the program. Although the last cohort of special education candidates were successful in their student teaching, specific areas of improvement were identified. Candidates need more preparation in choosing and implementing individualized academic and behavioral strategies. The courses were revised and are in the School and Curriculum approval process.

### **Quality, Resources and Support (CC 3.A)**

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

The key assessments identify what skills candidates should have at certain points in the program. In the revised courses, student learning outcomes were mapped to standards.

Attachment:

Special Education – Learning Disabilities, Elementary Teaching Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>



**B.S. Special Education (Learning Disabilities - SM) Elementary Teaching**  
**Degree Audit Sheet**

Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

**Expected Date of Graduation** \_\_\_\_\_

**Advisor Review** \_\_\_\_\_

*Enter semester (i.e. F17) and grade (i.e. B) for each class at LSSU, for transfer credits enter BOTH 'TR' and the grade.  
The Certification GPA for the Special Ed major, the EPP and PES will include all grades from all institutions.*

**Major Requirements Sem./Grade**  
**[min. grade=C; min. GPA=2.70, min credits=33]**

PSYC 301 Except Child and Adol 3 \_\_\_\_\_

*Admission to Teacher Education required:*

EDSE 301 Intro to Spec Education 3 \_\_\_\_\_

EDSE 302 Comm and Community 3 \_\_\_\_\_

EDSE 320 Intro to Learn. Disab. 4 \_\_\_\_\_

EDSE 401 Issues and Trends Sp Ed 4 \_\_\_\_\_

EDSE 403 Asses and Diagnosis 3 \_\_\_\_\_

EDSE 404 Instr Techn LD: 4 \_\_\_\_\_

*Admission to Student Teaching required:*

EDSE 480 Stu Teach Sem: LD SE 1 \_\_\_\_\_

EDSE 492 Intern/Stud Teach: LD 8 \_\_\_\_\_

**Elementary Planned Program [EPP] Semest/Grade**  
**[min. grade = 'C'; min. GPA = 2.70; max cr = 49]**

MATH103 Num Syst & Problem Solv 4 \_\_\_\_\_

MATH104 Geometry & Measurement 4 \_\_\_\_\_

MATH207 Princ. Stat. Methods 3 \_\_\_\_\_

BIOL104 Survey General Biology 4 \_\_\_\_\_

NSCI101 Conceptual Physics 4 \_\_\_\_\_

NSCI102 Intro Geology 4 \_\_\_\_\_

POLI110 American Government 4 \_\_\_\_\_

GEOG201 World Reg Geography 4 \_\_\_\_\_

HIST131 US History I 4 \_\_\_\_\_

HIST321 Michigan History 2 \_\_\_\_\_

ENGL222 English Grammar 3 \_\_\_\_\_

ENGL335 Children's Literature Class 3 \_\_\_\_\_

ENGL180 Intro. Literary Studies 3 \_\_\_\_\_

CHLD225 Emergent Literacy 3 \_\_\_\_\_

**General Education Requirements (36-42)**

Check if MACRAO or GE-Cert completed

ENGL110 First year composition I 3 \_\_\_\_\_

ENGL111 First year composition II 3 \_\_\_\_\_

Communication (COMM101 rec) 3 \_\_\_\_\_

\*Humanities elective (e.g. ENGL180) 3 \_\_\_\_\_

Humanities elective 3-4 \_\_\_\_\_

\*Social Sci. elect (e.g. GEOG201) 3-4 \_\_\_\_\_

\*Social Sci. elect (e.g. POLI110) 3-4 \_\_\_\_\_

\*Natural Sci. elec. (e.g. NSCI110) 4 \_\_\_\_\_

\*Natural Sci elec (e.g. NSCI102) 4 \_\_\_\_\_

\*Math elective (e.g. MATH207) 3 \_\_\_\_\_

\*Diversity elective (e.g. EDUC250) 3 \_\_\_\_\_

**Professional Education Sequence [PES] Sem./Grade**  
**[min. grade = B- incl. transfers; max cr = 45]**

EDUC101 Self as Learner 1 \_\_\_\_\_

EDUC250 Student Diversity & Schools 4 \_\_\_\_\_

EDUC301 Ed. Psych. Learning Theory 3 \_\_\_\_\_

*Admission to Teacher Education required to continue:*

EDUC330 Reading Elem Classroom 3 \_\_\_\_\_

EDUC350 Integrating Technology 3 \_\_\_\_\_

EDUC410 Corrective Reading 3 \_\_\_\_\_

EDUC415 Gen Instructional Methods 2 \_\_\_\_\_

EDUC411 Elem Lang Arts Methods 2 \_\_\_\_\_

EDUC420 Elementary Math Methods 2 \_\_\_\_\_

EDUC421 Elemen Science Methods 2 \_\_\_\_\_

EDUC422 Elem Meth Social Studies 2 \_\_\_\_\_

EDUC423 Arts Methods 2 \_\_\_\_\_

EDUC424 Health/Phys Ed Methods 2 \_\_\_\_\_

EDUC460 Classroom Management 2 \_\_\_\_\_

*Admission to Student Teaching required for following:*

EDUC480 Directed Teaching:Sem 2 \_\_\_\_\_

EDUC492 Directed Teaching 10 \_\_\_\_\_

**Graduation Criteria include:**

- Two student teaching placements are required
- Residency: 50% of 300/400 courses earned at LSSU
- Total credits in excess of 124, no minor required
- GPA OVERALL, in major & EPP 2.70 (B-) or higher
- No courses in major or EPP below "C" (2.00)
- No education course below "B-" (2.70)

**Certification requires a passing grade on the MTTC  
Elementary Subject Test (#103) and Learning  
Disabilities Subject Test (#063)**

Dean \_\_\_\_\_

\* indicates electives which are met by program requirements



**Intellectual Inquiry (CC 3.B).**

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Candidates completing the special education – learning disabilities concentration apply the knowledge and skills gained in their coursework in a full-semester student teaching experience in a special education setting. Final evaluations completed with input from cooperating teachers, university supervisors, and student teacher capture evidence of their effectiveness with the elementary and/or secondary students with whom they work. Also, the completion of student teaching surveys completed by candidates in their final weeks of student teaching reflect a high level of agreement with the statements regarding their preparation for teaching students with learning disabilities.

## PART 2: Degree-Level Review

Degree Program: Teacher Education: Elementary

*Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

### **Assessment** (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.

Attachment:

Program (CoELA) – Teacher Education: Elementary  
Assessment: Program Four Column

# Assessment: Program Four Column

## Program (CoELA) - Teacher Education: Elementary

**Mission Statement:** The mission of Lake Superior State University School of Education is to promote the development of educational innovators who embrace diversity and are committed to the success of all learners.

**Assessment Contact:** Dr. Donna Fiebelkorn

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Claim 1. Content Knowledge (revised)</b> - Candidates demonstrate deep content knowledge through analyzing and synthesizing ideas, information, and data in the disciplines</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/24/2015</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Unit Plan assignment in EDUC411-EDUC422, EDUC420-EDUC421</p> <p>Assessment rubric includes criteria regarding higher order engagement in content</p> <p>All students will complete a unit plan in each of the two methods blocks.</p> <p><b>Criteria Target:</b> At least 80% of candidates will score at 4 on each of the criteria.</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome</p> <p><b>High Impact Program Practices 2:</b> Service Learning, Community-based learning</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>The goal was met for the Essential Question, Connections, and Engaging Students criteria. Only 43% of candidates scored at 4 on the Enduring Learning criteria. Candidates effectively framed essential questions and connected big ideas with learning activities. The learning activities were problem-based, learner-centered activities that would engage learners. The plans also connected the essential questions to standards and the teaching of standards.</p> <p>The need to revisit the quantity vs quality of the Enduring Learnings criteria was underscored in the analysis of the students work this year.</p> <p>(05/15/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Claim 1. Unit Plan Key Assessment Summary 17-18 Elementary.docx</a></p> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>Candidates demonstrated depth of content understanding in making connections between standards that are related to the essential questions, for example, including science content standards, a safety standard, an inquiry process standard, and an ELA communication standard within one</p>	<p><b>Use of Result:</b> Focus on School of Education work session will be on the Enduring Learning criteria for this key assessment. (10/26/2018)</p> <p><b>Use of Result:</b> At School of Education Work Session, discuss removal of Enduring Learnings from rubric criteria, and strengthening that aspect of the Essential Question criteria. (08/18/2017)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p><b>Direct - Exam/Quiz - Standardized - MTTC Subject Test</b> Analysis of sub-area scores for elementary for evidence of mastery (3 or 4 level) <b>Criteria Target:</b> At least 80% of the sub-areas reports will be at the 3 - 4 level. <b>High Impact Program Practices 1:</b> Not applicable to this outcome <b>High Impact Program Practices 2:</b> Not applicable to this outcome</p>	<p>unit plan. Activities included in the plans provided sufficient opportunities for students to engage the essential questions/big ideas, and to make connections to the enduring learnings. Faculty expressed concern regarding the quantitative, rather than qualitative, nature of the Enduring Learnings criteria and whether this aspect of deep content knowledge is reflected in the Essential Question criteria on the rubric. (06/05/2017)</p> <p><b>Related Documents:</b> <a href="#">Claim 1. Unit Plan Key Assessment Summary 16-17 Elementary.docx</a></p> <p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No The percentage of candidates scoring a 3 or 4 on each of the subareas on the elementary subject test in the 2016 - 2017 test year (the most recent available) is as follows: English Language Arts - 100% Social Studies - 55% Visual/Performing Arts - 82% Mathematics - 55% Science - 64% Health/Physical Education - 73%</p> <p>All candidates have passed, with only two needing to repeat the test. (05/15/2018)</p> <p><b>Related Documents:</b> <a href="#">Claim 1. MTTC.xls</a></p>	<p><b>Use of Result:</b> While the overall pass performance remains strong, given the pending revision that will require a passing score on each sub-area test in order for a candidate to pass the overall test, the sub-areas and required coursework will need to be discussed with each of the disciplines over the 2018 - 2019 academic year. This will link with the revision to the teacher certification grade band structure. (05/15/2018)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> No Overall candidate performance on the new elementary subject test, test number 103, shows that of 29 unique testers since the implementation of the new test in October, 2013, all but two have passed. One of those who failed has chosen not to continue in the program due to other factors; the other will be retesting during summer 2017.</p>	<p><b>Use of Result:</b> Following the beginning of the 2017 - 2018 academic year, further research into the alignment of the required coursework in the Elementary Planned Program with the test objectives and elementary standards will be done by teacher education faculty in collaboration</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>Claim 2. Pedagogical Content Knowledge</b> - Candidates demonstrate deep subject knowledge through their ability to engage learners in concepts and problem solving from multiple perspectives.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or</p>	<p><b>Direct - Writing Intensive Assignment</b> - Lesson Plan assignment in EDUC411-EDUC422, EDUC420-EDUC421</p> <p>Rubric criteria include demonstration of engaging learners from multiple perspectives</p> <p><b>Criteria Target:</b> At least 80% of the candidates score a level 4 on each criteria on the rubric.</p> <p><b>Schedule/Notes:</b> Criteria/Objective defined 08/2015</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome</p> <p><b>High Impact Program Practices 2:</b> Not applicable to this outcome</p> <p><b>Related Documents:</b></p> <p><a href="#">Claim 2. Lesson Plan Key Assessment</a></p>	<p>The percent of candidates scoring a 3 or 4 on each of the subareas on the final test experience, during the 2013 - 2017 period, for each of the 29 candidates is as follows:</p> <p>English Language Arts - 86%</p> <p>Social Studies - 72%</p> <p>Visual/Performing Arts - 93%</p> <p>Mathematics - 72%</p> <p>Science - 48%</p> <p>Health and Physical Educ - 66%</p> <p>(06/05/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">MTTC Elementary 103 2013 - 2017 .xlsx</a></p>	<p>with academic departments. (09/11/2017)</p> <p><b>Use of Result:</b> School of Education faculty will review the appropriate alignment of the claim with the MTTC subarea scores, given the limited amount of detailed data provided from the test vendor. Consideration to be given to the overall pass rate on the MTTC as the more appropriate assessment. (08/18/2017)</p>
		<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Candidates developed activities that were able to be done in the same class session and were able to be assessed using the same criteria.</p> <p>The areas in which candidates continue to have difficulty are Choice and Assessment. Regarding Choice, they are not always able to explain how they provide students with the opportunity to make choices within a framework or to develop their choices from their own interests. A small number of candidates were not able to accurately describe how they would assess the outcomes set for the lesson. (05/15/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Claim 2. Lesson Plan Key Assessment Summary 17-18 Elementary.docx</a></p>	<p><b>Use of Result:</b> School of Education will review the assignment and assessment rubric at a worksession during the fall semester. (09/28/2018)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>Candidates successfully met the objective for three of the four criteria: Options, Equity, and Assessment. They were able to develop alternate approaches for engaging students in the content and big ideas, that allowed students to complete each option within the same setting and time</p>	<p><b>Use of Result:</b> At next Work Session, prior to the 2017 - 2018 academic year, review claim and rubric for alignment of Choice criteria with the multiple perspectives focus of the claim. Choice might well be more</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>create a substantial work of art.</p>		<p>frame, with the same assessment criteria, regardless of option chosen.</p> <p>Candidates designed in the expectation that all students complete each of the alternative approaches designed into the lesson plans, continuing to have difficulty with the idea of allowing students choice of how they engage in the content. Faculty noted that this aspect of the assessment sparked discussion among candidates about grouping strategies and about the relative merit of requiring that all students experience all learning experiences/activities. (06/05/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 2. Lesson Plan Key Assessment Summary 16-17 Elementary.docx</a></p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes  All candidates met the criteria, completing the plans with alignment of standards, assessments, and activities. The average number of technology tools used per candidate fall 2016 was 1.3. This is a 0.3 increase over last year. Many of the lessons did not use technology tools such as websites or presentation tools, but did use interactive activities and manipulatives.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates. (06/01/2017)</p>	<p>appropriately aligned with candidates' ability to differentiate instruction, which is reflected in Claim 7. (08/15/2017)</p> <p><b>Use of Result:</b> Review of assessment at School of Education Work Session (08/15/2017)</p>
<p><b>Claim 3. Technology Integration -</b> Candidates intentionally infuse technological tools into curriculum, instruction, and assessment to enhance differentiation, collaboration, and student achievement.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately</p>	<p><b>Direct - Writing Intensive Assignment - Lesson Plan</b> assignment in EDUC350 Developing standards-based lessons utilizing technology tools  <b>High Impact Program Practices 1:</b> Not applicable to this outcome  <b>High Impact Program Practices 2:</b> Not applicable to this outcome</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  There were five technology tools used by candidates in the lessons they developed in the course, out of a total of 18 candidates. All of the technology tools were in the instructional plan part of the lesson plan, none in the assessment part of the lesson plan.  The design of the lesson plan assignment does include a requirement that technology tools be utilized, with the intent of truly gauging candidates comfort and ease with technology.</p>	<p><b>Use of Result:</b> Consider revamp of assignment to create expectation of inclusion of technology tools. This will be a topic for an upcoming School of Education work session. (10/26/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>		<p>Note: Results for elementary and secondary candidates were not disaggregated. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes  All candidates met the criteria, completing the plans with alignment of standards, assessments, and activities.  The average number of technology tools used per candidate fall 2016 was 1.3. This is a 0.3 increase over last year. Many of the lessons did not use technology tools such as websites or presentation tools, but did use interactive activities and manipulatives.</p>	<p><b>Use of Result:</b> Review of assessment at School of Education Work Session. (08/15/2017)</p>
	<p><b>Direct - Presentation, Performance -</b> Technology Integration in Instruction - assessment of technology integration in student teaching  <b>High Impact Program Practices 1:</b> Internships  <b>High Impact Program Practices 2:</b> Service Learning, Community-based learning  <b>Related Documents:</b>  <a href="#">OPTIC Rubric.docx</a>  <a href="#">OPTIC.pdf</a></p>	<p>Note: Results were not disaggregated for elementary and secondary candidates. (06/09/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 3. Technology Integration Key Assessment - EDUC 350 Fall2016.docx</a></p> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  There were six student teachers who completed student teaching in the 2017-2018 school year. The OPTIC was used to evaluate three of the six student teachers. The overall mean rating was 3.96 out of a five point scale. These student teachers scored the lowest involving students in the planning of their use of technology for learning with a mean score of 1.33 out of 5. The student teachers scored well on the categories of skill in effective technology use by students at or above grade level (mean = 5 out of 5) and students being highly engaged in the use of technology (mean = 5 out of 5). (05/15/2018)</p>	<p><b>Use of Result:</b> Continue to provide training to university supervisors on the instrument and to integrate into the program. Will need to disaggregate secondary and elementary results going forward. (05/15/2018)</p>
<p><b>Claim 4. Reflection and Improvement</b>  - Candidates respond to the results of self-evaluation and reflection for continued improvement in their implementation of research-based pedagogical practices that result in student learning.  <b>Goal Status:</b> Active</p>	<p><b>Direct - Writing Intensive Assignment -</b> Dispositions Reflection EDUC250 candidates' reflection on candidate-course instructor conference on candidate self-assessment and instructor assessment of demonstration of dispositions</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  All candidates scored at level 4 on the reflection rubric, demonstrating the ability to effectively compare and contrast personal self-assessment and input from the instructor regarding professional dispositions. (05/15/2018)</p> <p><b>Related Documents:</b></p>	<p><b>Use of Result:</b> Continue using the dispositions framework and reflection process. (05/15/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>High Impact Program Practices 1:</b> Learning Communities</p> <p><b>High Impact Program Practices 2:</b> Diversity/Global Learning</p> <p><b>Related Documents:</b>  <a href="#">Claim 4. Dispositions Reflection EDUC250 Key Assessment</a>  <a href="#">Dispositions Assessment.docx</a></p> <p><b>Direct - Writing Intensive Assignment</b> - Dispositions Reflection - EDUC415</p> <p><b>High Impact Program Practices 1:</b> Learning Communities</p> <p><b>High Impact Program Practices 2:</b> Common Intellectual Experiences</p>	<p><a href="#">Claim 4. Dispositions Reflection EDUC250 Key Assessment 17-18.docx</a></p> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>Eleven of 16 candidates listed specific improvements, noted factors and described the resulting impact of the improvements. They were able to communicate their growth and often cited specific events from teaching lessons in class or in the field.</p> <p>Five candidates listed three specific or general professional dispositions they either worked at or demonstrated. These five explained neither the factors nor the impact of their work on dispositions. Therefore, each of these reflections scored zero on the rubric. (05/15/2018)</p> <p><b>Related Documents:</b>  <a href="#">Claim 4. Dispositions Reflection EDUC415 Key Assessment 17-18.docx</a></p>	<p><b>Use of Result:</b> Further investigation regarding possible correlation between the scoring on the reflection and candidate performance in class may help with strengthening the assessment as a predictor of success in the program. (05/15/2018)</p>
	<p><b>Direct - Portfolio Review - Reflective Portfolio</b></p> <p><b>High Impact Program Practices 1:</b></p>	<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>Candidates reflected on their professional growth, gaining confidence and feeling more comfortable in the role of the teacher presenting the lessons.</p> <p>Assignment and rubric, as implemented, did not align with the earlier revision. (06/05/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 4. Dispositions Reflection EDUC415 2016-17.docx</a>  <a href="#">Claim 4. Dispositions Reflection EDUC415 Key Assessment.docx</a></p>	<p><b>Use of Result:</b> Assignment and rubric revised for future implementations. (06/09/2017)</p> <p><b>Update:</b> At next School of Education Work Session, review revised assignment and rubric, complete norming exercise for implementation in the 2017-2018 academic year. (08/15/2017)</p>
		<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>Student teaching application reflective portfolios were</p>	<p><b>Use of Result:</b> Review and refinement of the portfolio criteria and process will be the</p>



<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>Capstone Course(s), Projects  <b>High Impact Program Practices 2:</b>            Learning Communities  <b>Related Documents:</b>  <a href="#">Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment.docx</a></p>	<p>reviewed by faculty for the five candidates who will student teach in the 2018 - 2019 academic year. Each candidate was found to have met each of the four criteria. In addition, portfolios were returned to the 2017 - 2018 student teachers in individual conferences to further explore reflection and connections that candidates were making. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            Candidates demonstrate their reflective skills and ability to make connections between evidence/artifacts and their philosophy/who they are becoming as educators. When probed in discussion, they are able to discuss the underlying principles and practices that go beyond the educational jargon that they have learned through their coursework. Given the relatively new sequential development of the portfolio, growth over time is not as easy for candidates to document. With the full implementation of the sequence, beginning with the application to the program to student teaching application and culminating with the capstone reflective portfolio in student teaching, assessment of the evolution of reflection on personal growth and development will continue. (06/05/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment 2017.docx</a></p>	<p>focus at an upcoming School of Education work session. (11/30/2018)</p> <p><b>Use of Result:</b> At School of Education Work Session, in preparation for Student Teaching and Program Application information sessions, faculty will review expectations, processes, and assessment criteria as part of norming session for the portfolio process in its entirety. (09/15/2017)</p>
<p><b>Claim 5. Dispositions</b> - Candidates demonstrate professional dispositions throughout coursework, field experience, and student teaching.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional</p>	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b>            Dispositions Ratings - EDUC250, EDUC415, EDUC460  <b>High Impact Program Practices 1:</b>            Learning Communities  <b>High Impact Program Practices 2:</b>            Service Learning, Community-based learning  <b>Related Documents:</b>  <a href="#">Dispositions Assessment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            Of the 16 students in EDUC415 in spring 2018, 55% rated themselves as consistently demonstrating the professional dispositions listed on the self-assessment, with an additional 38% rating themselves as demonstrating them most of the time. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            Candidate self-assessment data was collected in EDUC250 in fall 2015 and in EDUC415 in spring 2017. The process of</p>	<p><b>Use of Result:</b> A review of the instrument and the use of the results will be the focus of a School of Education work session in the 2018 - 2019 academic year. (05/15/2018)</p> <p><b>Use of Result:</b> At next School of Education Work Session, focus will be on the reviewing the alignment of the dispositions-related key</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>		<p>tracking self-assessment across the three key courses, EDUC250, EDUC415, and EDUC460, continues to be implemented. More than 80% of the candidates rate themselves as consistently or usually demonstrating each of the dispositions on the two sets of data at this time. (06/05/2017)</p> <p><b>Related Documents:</b> <a href="#">Claim 5. Dispositions Ratings EDUC415 2016-17.docx</a> <a href="#">Claim 5. Dispositions Ratings Key Assessment Summary 15-16.docx</a> <a href="#">Claim 5. Dispositions Ratings EDUC415 Key Assessment.docx</a></p>	<p>assessments and on clarifying expectations and processes. (08/15/2017)</p>
<p><b>Claim 6. Equity</b> - Candidates demonstrate commitment to equity and democracy in their active participation in learning communities at the university, school., and community levels. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Institutional Learning:</b> ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Field Placement/Internship Evaluation</b> - Student Teaching Final Evaluation Assessment on effectiveness in participation in learning communities <b>High Impact Program Practices 1:</b> Learning Communities <b>High Impact Program Practices 2:</b> Internships</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes During the 2017 - 2018 academic year, there were five elementary student teachers, four in the fall and one in the spring. On three of the final evaluation narratives for this outcome there were higher level statements regarding how they created a classroom environment in which all students and adults were valued and included, as well as in other examples. On the remaining two final evaluation narratives, equity was noted primarily as sharing responsibilities for the tasks that needed to be done in the classroom and for the school. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> Yes The student teachers are active in engaging with cooperating teacher in learning communities. They value providing their students with choices, giving them a voice in the classroom. There is less evidence that student teachers understand and/or incorporate a focus on equity for the students and a democratic voice for students. However, in discussion with university supervisors, they see evidence of this in the classroom; it is not documented on the final evaluation. (06/05/2017)</p>	<p><b>Use of Result:</b> During the 2018 - 2019 academic year, the School of Education faculty and university supervisors will develop an additional key assessment for this outcome. (05/15/2018)</p> <p><b>Use of Result:</b> At School of Education Work Session, faculty, including university supervisors, will review data from past assessments, discuss the claim statement and expectations, and develop strategies for more thorough incorporation into coursework throughout the program. (10/13/2017) <b>Use of Result:</b> Additional training for university supervisors and</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>Claim 7. Differentiation</b> - Candidates value the uniqueness of each individual through their commitment to learners and learner-centered processes.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Case Analysis</b> - Implications of Disability - EDSE301 Research and presentation on specific disability and potential impact for student and teacher Rubric criteria include commitment to learners and learner-centered processes <b>Criteria Target:</b> At least 80% of the candidates score at level 4 on each of the criteria on the rubric for the assignment. <b>High Impact Program Practices 1:</b> Diversity/Global Learning <b>High Impact Program Practices 2:</b> Collaborative Assignments, Projects <b>Related Documents:</b> <a href="#">Claim 7. Implications of Disabilities Key Assessment</a></p>	<p><b>Related Documents:</b> <a href="#">Claim 6. xCommitment to Equity and Democracy Key Assessment Summary 16-17.docx</a></p> <p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes In the 2017 - 2018 academic year, all students completing the case analysis scored a 4 on both criteria on the rubric. (05/15/2018)</p> <p><b>Related Documents:</b> <a href="#">Claim 7. Implications of Disability Key Assessment EDSE301 17-18.docx</a></p> <p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> Yes In both 2015-2016 and 2016-2017, all candidates scored at the level 4 on each of the four criteria on the rubric. (06/05/2017)</p> <p><b>Related Documents:</b> <a href="#">Claim 7. Implications of Disability Key Assessment 16-17.docx</a> <a href="#">Claim 7. Implications of Disability Key Assessment Summary 15-16.docx</a></p>	<p>cooperating teachers will be incorporated into the Student Teaching Orientation prior to the beginning of the 2017-2018 school year, to support the shared commitment to this outcome. (08/15/2017)</p> <p><b>Use of Result:</b> Continue assessment as currently designed. (05/15/2018)</p>
	<p><b>Direct - Writing Intensive Assignment</b> - Unit Plan assignment - EDUC411-EDUC422, EDUC420-EDUC421 Rubric criteria include learner-centered strategies and awareness of individual learning styles/needs <b>High Impact Program Practices 1:</b> Writing-Intensive Course(s) <b>High Impact Program Practices 2:</b> Service Learning, Community-based learning</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No More than 80% of the candidates scored a 4 on two criteria: Individualization and Summative Assessment. only 60% scored a 4 on the Differentiated Assessment criteria. It was noted that candidates found it difficult to provide truly differentiated assessments and that, even if they had differentiated assignments/assessments within lessons, the summative tended to be the same for all students. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017</p>	<p><b>Use of Result:</b> At School of Education Work Session, all faculty to review and confirm the alignment of the claim, assignment, and rubric, as well the implications for other coursework. (11/10/2017)</p> <p><b>Use of Result:</b> Faculty will review the curriculum to identify how and when both summative/formative assessment, and differentiated assessment are introduced and developed, during the 2018 - 2019 academic year. (09/03/2018)</p> <p><b>Use of Result:</b> Review of claim and</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p><b>Related Documents:</b>  <a href="#">Claim 7. Unit Plan Key Assessment</a></p> <p><b>Direct - Group project, collaborative learning - Classroom Management Plan - EDUC460</b>            Rubric criteria include evidence of focus on individual learners</p> <p><b>High Impact Program Practices 1:</b>            Diversity/Global Learning</p> <p><b>High Impact Program Practices 2:</b>            Collaborative Assignments, Projects</p>	<p><b>Goal met:</b> No            Candidates demonstrated less than 80% proficiency on each of the three criteria on the rubric for the unit plan assignment that are specific to this claim.            (06/05/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 7. Unit Plan Key Assessment Summary 16-17 Elementary.docx</a></p> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            All six candidates scored at 4 on the rubric. The classroom management plans were clearly tied to the theories each student identified with. All had positive and proactive strategies in place for developing the emotional environment and managing misbehavior. It was clear through the plans and the presentation of the plans that the candidates all value developing positive relationships with their students. (06/01/2018)</p>	<p>alignment with the three key assessments to be focus of School of Education Work Session. There is evidence of candidate success with some of the key assessments, so further investigation into the alignment of the claim, the assignments, and the rubric criteria will be important.            (08/18/2017)</p> <p><b>Use of Result:</b> Continue to monitor effectiveness of assessment. (06/01/2018)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            All candidates scored at level 4 (proficient) on the rubric for the assignment. (06/05/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 7. xClassroom Management Plan Key Assessment 16-17.docx</a></p>	<p><b>Use of Result:</b> At upcoming School of Education Work Session, all faculty will review and confirm the alignment of the claim, assignment and rubric, as well as the implications for coursework throughout the program.            (11/10/2017)</p>

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

School of Education faculty reviewed the results from the Unit Plan key assessment which was designed to assess Claim 1. Content Knowledge: Candidates analyze and synthesize ideas, information, and data to make applications of knowledge in inquiry, problem solving, and critical thinking. The assessment is completed by candidates in their fourth year of their programs, in the subject-specific methods courses. Following norming sessions and two rounds of implementation, the faculty identified that the assessment was not aligned with the claim as stated and discussed whether the assessment or the claim should be revised. There were two changes made. First, the claim was revised to read: Candidates demonstrate deep content knowledge through analyzing and synthesizing ideas, information, and data in the disciplines. Second, there was an adjustment in terminology on the rubric for first criteria from Big Idea to Essential Question, which is in keeping with backward design process and for clarity as to what is being asked for. The results of these changes continue to be monitored, but initial results indicated a stronger performance on the deep subject knowledge that we want our candidates to have.

The results on the Michigan Test for Teacher Certification Elementary Education subject test are a key assessment for Claim 1. Content Knowledge. With the implementation of revised standards and a new test in 2014, LSSU saw a significant drop in pass rates on the subareas of the test. Action on related to the findings on the elementary education subject test began in the spring 2015 semester, with meetings with the academic departments for each subarea to discuss the findings, the curriculum alignment with the standards and test objectives, and the general preparation of the candidates for the content required on the test. Additional data was provided as to candidate/test taker's grades in the related, required coursework to explore possible correlation between performance in coursework and performance on the exam. No correlation was found; rather, the indicator seemed to be the quality of test taking ability. While there were no specific actionable findings, the discussions provided a heightened awareness of the need to monitor the alignment of courses and standards. Current results on the elementary subject test show 100% pass rate for our candidates.

### **Quality, Resources and Support (CC 3.A)**

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

The program-level outcomes for the teacher education units, which are stated as claims that we make about our graduates, were developed in keeping with the MDE standards and CAEP standards. Both entities specify expectations, and the School of Education faculty continue to monitor changes at both levels.

The course-level outcomes are designed to support development of candidates' skills, knowledge and dispositions at appropriate levels through the course sequence. Intentional field experiences are incorporated into the course activities and outcomes, providing rich learning from real world classroom settings.

Attachment:

Elementary Education with Language Arts and Mathematics Degree Audit (sample for the Elementary options)

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>



# LAKE SUPERIOR STATE UNIVERSITY

## B.S. Elementary Education with a Language Arts and Mathematics Concentration Degree Audit Sheet

Full Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_ Advisor Review \_\_\_\_\_

Enter semester (eg F17) and grade (eg B) for each class at LSSU; for transfer credits enter 'TR' and the grade. The Certification GPA for the Language Arts and Math Concentration, Elementary Planned Program and Professional Education Sequence include grades from all institutions.

### Language Arts and Mathematics Concentration

[min. grade = 'C'; min. GPA = 2.70; max cr = 25]

ENGL221 Intro to Creative Writing	3	_____
ENGL231 American Literature I	3	_____
ENGL232 American Literature II	3	_____
ENGL320 Responding to Writing	3	_____
THEA112 Acting for Beginners	3	_____
MATH215 Fund Conc of Math	3	_____
MATH321 History of Math	3	_____
MATH112 Cal Bus & Life Sciences	4	_____
or		
MATH151 Calculus I	4	_____

### Elementary Planned Program [EPP]

[min. grade = 'C'; min. GPA = 2.70; max cr = 49]

MATH103 Num Syst & Problem Solv	4	_____
MATH104 Geometry & Measurement	4	_____
MATH207 Princ. Stat. Methods	3	_____
BIOL104 Survey General Biology	4	_____
NSCI101 Conceptual Physics	4	_____
NSCI102 Intro Geology	4	_____
POLI110 American Government	4	_____
GEOG201 World Regional Geog	4	_____
HIST131 US History I	4	_____
HIST321 Michigan History	2	_____
ENGL180 Intro. Literary Studies	3	_____
ENGL222 English Gram & Lang Cont	3	_____
ENGL335 Children's Literature	3	_____
CHLD225 Emergent Literacy	3	_____

### General Education Requirements

Check if MACRAO or GE-Cert completed

ENGL110 First year composition I	3	_____
ENGL111 First year composition II	3	_____
COMM101 Fundamentals Speech	3	_____
*HUMN electives (e.g. ENGL180)	3	_____
HUMN electives 3-4	_____	_____
*Social Sci elective (e.g. GEOG201)	4	_____
*Social Sci elective (e.g. POLI110)	4	_____
*Nat Sci. elective (e.g. NSCI101)	4	_____
*Nat Science elective (e.g. NSCI102)	4	_____
*Math elect 3-5 (e.g. MATH207)	3	_____
*Diversity elect (e.g. EDUC250)	4	_____

### Professional Education Sequence [PES]

[min. grade = B- incl. transfers; max cr = 48]

EDUC101 Self as Learner	1	_____
EDUC250 Student Diversity & Schools	4	_____
EDUC301 Ed. Psych. Learning Theory	3	_____

Admission to Teacher Education required to continue:

EDSE301 Intro to Special Education	3	_____
EDUC330 Reading Elem Classroom	3	_____
EDUC350 Integrating Technology	3	_____
EDUC410 Corrective Reading	3	_____
EDUC415 Gen Instructional Methods	2	_____
EDUC411 Elem Lang Arts Methods	2	_____
EDUC420 Elementary Math Methods	2	_____
EDUC421 Elemen Science Methods	2	_____
EDUC422 Elem Meth Social Studies	2	_____
EDUC423 Arts Methods	2	_____
EDUC424 Health/Phys Ed Methods	2	_____
EDUC460 Classroom Management	2	_____

Admission to Student Teaching required for following:

EDUC480 Directed Teaching: Sen	2	_____
EDUC492 Directed Teaching	10	_____

### Graduation Criteria include:

- Residency: 50% of 300/400 courses earned at LSSU
- Total credits in excess of 124
- GPA OVERALL, LA/M & EPP minimum 2.70 (B-)
- No courses in LA/M or EPP below "C" (2.00)
- No PES course below "B-" (2.70)

**Certification requires a passing grade on the MTTC Elementary Education exam (test #103)**

**Language Arts Endorsement (BX) requires a passing grade on the MTTC Language Arts exam (test #090)**

**Mathematics Endorsement (EX) requires a passing grade on the MTTC Mathematics(Elementary) exam (#089)**

Dean Approval \_\_\_\_\_

**Intellectual Inquiry (CC 3.B).**

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Teacher education candidates are engaged in observation and assessment throughout their programs, as they participate in clinical placements that are integrated into the on-campus coursework. Project-based inquiry is incorporated into the curriculum as an instructional strategy that they will, in turn, develop and implement themselves. A full semester of student teaching in an elementary classroom is the capstone experience through which candidates demonstrate the skills, knowledge, and dispositions required by the program.

Candidates develop a reflective portfolio over their experience in the program, beginning with the initial submission as part of their program application. Following review by faculty, the portfolios are returned to candidates in individual conferences in which feedback is provided and further probing on educational philosophy and demonstration of beliefs is pursued. A second iteration of the portfolio is submitted as part of the application for student teaching, and the review – conference feedback cycle repeats. This process supports deep reflection which enables candidates to be successful in job interviews.

The School of Education faculty continue to discuss the potential role for a senior research project in the program. Candidates in the Language Arts major do complete a senior project as part of their Language Arts coursework. Candidates have designed and carried out an action research project in student teaching, however, the assessment of feasibility of requiring this and of the depth and breadth of what can be accomplished within the one semester experience has not been determined. This will be a topic for future work in the School.



## PART 2: Degree-Level Review

Degree Program: Teacher Education: Secondary

*Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.*

### **Assessment** (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.

Attachment:

Program (CoELA) – Teacher Education: Secondary  
Assessment: Program Four Column

# Assessment: Program Four Column

## Program (CoELA) - Teacher Education: Secondary

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Claim 1. Content Knowledge (revised)</b> - Candidates demonstrate deep content knowledge through analyzing and synthesizing ideas, information, and data in the disciplines</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 08/24/2015</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Unit Plan assignment in EDUC441/451, EDUC442/452, EDUC443/453</p> <p>Assessment rubric includes criteria regarding higher order engagement in content</p> <p>All students will complete a unit plan in the respective subject methods course.</p> <p><b>Criteria Target:</b> At least 80% of candidates will score at 4 on each of the criteria.</p> <p><b>Related Documents:</b>  <a href="#">Claim 1. Unit Plan Key Assessment v.2.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>No secondary candidates were enrolled in these methods courses during the 2017 - 2018 academic year. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> No</p> <p>One candidate completed the key assessment in both EDUC452 and EDUC453, covering his major and his minor. He was able to state appropriate Essential Questions (4 on both rubrics), but struggled with the Connections and Enduring Learnings. (06/01/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 1. Unit Plan Key Assessment Summary 16-17 Secondary.docx</a></p>	<p><b>Use of Result:</b> Assessment will be reviewed in conjunction with elementary program assessment plan review. (05/15/2018)</p> <p><b>Use of Result:</b> Review of the assessment and rubric for the secondary program will be linked with that for the elementary program. Current small N makes it difficult to draw solid conclusions. (05/15/2018)</p>
	<p><b>Direct - Exam/Quiz - Standardized - MTTC Subject Test</b></p> <p>Analysis of sub-area scores for subject area tests for evidence of mastery (3 or 4 level)</p> <p><b>Criteria Target:</b> At least 80% of the sub-areas reports will be at the 3 - 4 level.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>One candidate completed the secondary mathematics test; sub-area scores:</p> <p>Mathematical Processes and Number Concepts - 3            Patterns, Algebraic Relationships, and Functions - 4            Measurement and Geometry - 3            Data Analysis, Statistics, Probability and Discrete Mathematics - 3 (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>One candidate took the Mathematics MTTC subject test.</p>	<p><b>Use of Result:</b> Strong performance on the mathematics MTTC subject test continues. Results shared with the Math Department. (05/15/2018)</p> <p><b>Use of Result:</b> Continue to monitor results. Share with Math Department. (09/03/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>Claim 2. Pedagogical Content Knowledge</b> - Candidates demonstrate deep subject knowledge through their ability to engage learners in concepts and problem solving from multiple perspectives.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Lesson Plan assignment in EDUC441/451, EDUC442/452, EDUC443/453</p> <p>Rubric criteria include demonstration of engaging learners from multiple perspectives.</p> <p><b>Criteria Target:</b> At least 80% of the candidates score a level 4 on each criteria on the rubric.</p> <p><b>Schedule/Notes:</b> Criteria/Objective defined 08/2015</p> <p><b>Related Documents:</b> <a href="#">Claim 2. Lesson Plan Key Assessment.docx</a></p>	<p>Sub-area scores were: Mathematical Processes and Number Concepts - 4 Patterns, Algebraic Relationships, and Functions - 4 Measurement and Geometry - 4 Data Analysis, Statistics, Probability and Discrete Mathematics - 4 (06/01/2017)</p> <p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No No secondary candidates complete the subject methods courses in 2017 - 2018. (05/15/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> Yes One candidate completed both EDUC452 and EDUC453, reflecting his major and minor. He scored 4 on all criteria for both courses, except for a 2 on Choice in one course. (06/01/2017)</p> <p><b>Related Documents:</b> <a href="#">Claim 2. Lesson Plan Key Assessment Summary 16-17 Secondary.docx</a></p>	<p><b>Use of Result:</b> Continue to monitor effectiveness of key assessment in conjunction with elementary program.. (05/15/2018)</p> <hr/> <p><b>Use of Result:</b> Low N makes it difficult to draw solid conclusions. Evidence is that candidate was able to promote student investigation of concepts from multiple perspectives. (06/01/2017)</p>
<p><b>Claim 3. Technology Integration</b> - Candidates intentionally infuse technological tools into curriculum, instruction, and assessment to enhance differentiation, collaboration, and student achievement.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis</p>	<p><b>Direct - Writing Intensive Assignment</b> - Lesson Plan assignment in EDUC350</p> <p>Developing standards-based lessons utilizing technology tools</p> <p><b>Related Documents:</b> <a href="#">Claim 3. Technology Integration Key Assessment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No There were five technology tools used by candidates in the lessons they developed in the course, out of a total of 18 candidates. All of the technology tools were in the instructional plan part of the lesson plan, none in the assessment part of the lesson plan. The design of the lesson plan assignment does include a requirement that technology tools be utilized, with the intent of truly gauging candidates comfort and ease with technology.</p> <p>Note: Results for elementary and secondary candidates not disaggregated. (05/15/2018)</p> <p><b>Related Documents:</b> <a href="#">Claim 3. Technology Integration EDUC350 Key Assessment</a></p>	<p><b>Use of Result:</b> Consider revamp of assignment to create expectation of inclusion of technology tools. This will be a topic for an upcoming School of Education work session. (05/15/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>		<p><a href="#">17-18.docx</a></p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes  All candidates met the criteria, completing the plans with alignment of standards, assessments, and activities. The average number of technology tools used per candidate fall 2016 was 1.3. This is a 0.3 increase over last year. Many of the lessons did not use technology tools such as websites or presentation tools, but did use interactive activities and manipulatives.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates. (06/01/2017)</p>	<p><b>Use of Result:</b> Review of assessment at School of Education Work Session. (08/15/2017)</p>
	<p><b>Direct - Presentation, Performance -</b> Technology Integration in Instruction - assessment of technology integration in student teaching  <b>High Impact Program Practices 1:</b> Internships  <b>High Impact Program Practices 2:</b> Service Learning, Community-based learning</p>	<p><b>Related Documents:</b>  <a href="#">Claim 3. Technology Integration Key Assessment - EDUC 350 Fall2016.docx</a></p> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  There were six student teachers who completed student teaching in the 2017-2018 school year. The OPTIC was used to evaluate three of the six student teachers. The overall mean rating was 3.96 out of a five point scale. These student teachers scored the lowest involving students in the planning of their use of technology for learning with a mean score of 1.33 out of 5. The student teachers scored well on the categories of skill in effective technology use by students at or above grade level (mean = 5 out of 5) and students being highly engaged in the use of technology (mean = 5 out of 5). (05/15/2018)</p>	<p><b>Use of Result:</b> Continue to provide training to university supervisors regarding the instrument and to incorporate results into overall program review process. (09/04/2018)</p>
<p><b>Claim 4. Reflection and Improvement</b> - Candidates respond to the results of self-evaluation and reflection for continued improvement in their implementation of research-based pedagogical practices that result in student learning  <b>Goal Status:</b> Active</p>	<p><b>Direct - Writing Intensive Assignment -</b> Dispositions Reflection EDUC250  Candidates' reflections on candidate-course instructor conference on candidate self-assessment and instructor assessment of demonstration of</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  All candidates scored at level 4 on the reflection rubric, demonstrating the ability to effectively compare and contrast personal self-assessment and input from the instructor regarding professional dispositions.</p> <p>Note: Results were not disaggregated for secondary and</p>	<p><b>Use of Result:</b> Continue using dispositions framework and reflection process (05/15/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>dispositions</p> <p><b>High Impact Program Practices 1:</b> Learning Communities</p> <p><b>High Impact Program Practices 2:</b> Diversity/Global Learning</p> <p><b>Related Documents:</b> <a href="#">Claim 4. Dispositions Reflection EDUC250 Key Assessment.docx</a></p> <p><b>Direct - Writing Intensive Assignment - Dispositions Reflection - EDUC415</b></p> <p>Candidates' reflection on candidate-course instructor conference on candidate self-assessment and instructor assessment of demonstration of dispositions</p> <p><b>High Impact Program Practices 1:</b> Learning Communities</p> <p><b>High Impact Program Practices 2:</b> Common Intellectual Experiences</p> <p><b>Related Documents:</b> <a href="#">Claim 4. Dispositions Reflection EDUC415 Key Assessment.docx</a></p>	<p>elementary candidates (05/15/2018)</p> <p><b>Related Documents:</b> <a href="#">Claim 4. Dispositions Reflection EDUC250 Key Assessment 17-18.docx</a></p> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>Eleven of 16 candidates listed specific improvements, noted factors and described the resulting impact of the improvements. They were able to communicate their growth and often cited specific events from teaching lessons in class or in the field.</p> <p>Five candidates listed three specific or general professional dispositions they either worked at or demonstrated. These five explained neither the factors nor the impact of their work on dispositions. Therefore, each of these reflections scored zero on the rubric.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates (05/15/2018)</p> <p><b>Related Documents:</b> <a href="#">Claim 4. Dispositions Reflection EDUC415 Key Assessment 17-18.docx</a></p>	<p><b>Use of Result:</b> Further investigation regarding possible correlation between the scoring on the reflection and candidate performance in class may help with strengthening the assessment as a predictor of success in the program. (05/15/2018)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>Candidates reflected on their professional growth, gaining confidence and feeling more comfortable in the role of the teacher presenting the lesson.</p> <p>Assignment and rubric, as implemented, did not align with the earlier revision</p> <p>Note: Results are not disaggregated for secondary and elementary candidates (06/01/2017)</p> <p><b>Related Documents:</b> <a href="#">Claim 4. Dispositions Reflection EDUC415 2016-17.docx</a></p>	<p><b>Use of Result:</b> Assignment and rubric revised for future implementation. (06/01/2017)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p><b>Direct - Portfolio Review</b> - Reflective Portfolio</p> <p><b>High Impact Program Practices 1:</b> Capstone Course(s), Projects</p> <p><b>High Impact Program Practices 2:</b> Learning Communities</p> <p><b>Related Documents:</b>  <a href="#">Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No            No secondary candidates submitted Student Teaching Application Reflective Portfolios for student teaching in the 2017 - 2018 academic year. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            Candidates demonstrate their reflective skills and ability to make connections between evidence/artifacts and their philosophy/who they are becoming as educators. When probed in discussion, they are able to discuss the underlying principles and practices that go beyond the educational jargon that they have learned through their coursework. Given the relatively new sequential development of the portfolio, growth over time is not as easy for candidates to document. With the full implementation of the sequence, beginning with the application to the program to student teaching and culminating with the capstone reflective portfolio in student teaching, assessment of the evolution of reflection on personal growth and development will continue.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates. (06/01/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment 2017.docx</a></p>	<p><b>Use of Result:</b> Continue to monitor use of reflective portfolios in conjunction with elementary program. (09/03/2018)</p> <p><b>Use of Result:</b> At School of Education Work Session, in preparation for Student Teaching and Program Application information sessions, faculty will review expectations, processes, and assessment criteria as part of norming session for the portfolio process in its entirety. (09/15/2017)</p>
<p><b>Claim 5. Dispositions</b> - Candidates demonstrate professional dispositions throughout coursework, field experience, and student teaching.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex</p>	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments</b> - Dispositions Ratings - EDUC250, EDUC425, EDUC460</p> <p><b>High Impact Program Practices 1:</b> Learning Communities</p> <p><b>High Impact Program Practices 2:</b> Service Learning, Community-based learning</p> <p><b>Related Documents:</b></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            Of the 16 students in EDUC415 in spring 2018, 55% rated themselves as consistently demonstrating the professional dispositions listed on the self-assessment, with an additional 38% rating themselves as demonstrating them most of the time.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates. (05/15/2018)</p>	<p><b>Use of Result:</b> A review of the instrument and the use of the results will be the focus of a School of Education work session in the 2018 - 2019 academic year. (05/15/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><a href="#">Dispositions Assessment.docx</a></p>	<p><b>Related Documents:</b>  <a href="#">Claim 5. Dispositions Ratings EDUC415 Key Assessment 17-18.docx</a></p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes  Candidate self-assessment data was collected in EDUC250 in fall 2015 and in EDUC415 in spring 2017. The process of tracking self-assessment across the three key courses, EDUC250, EDUC415, and EDUC460, continues to be implemented.  More than 80% of the candidates rate themselves as consistently or usually demonstrating each of the dispositions on the two sets of data at this time.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates. (06/01/2017)</p>	<p><b>Use of Result:</b> At the next School of Education Work Session, focus will be on reviewing the alignment of the dispositions-related key assessments and on clarifying expectations and processes. (06/01/2017)</p>
<p><b>Claim 6. Equity</b> - Candidates demonstrate commitment to equity and democracy in their active participation in learning communities at the university, school, and community levels.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Institutional Learning:</b> ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Field Placement/Internship Evaluation</b> - Student Teaching Final Evaluation  Assessment is on effectiveness in participation in learning communities.  <b>High Impact Program Practices 1:</b> Learning Communities  <b>High Impact Program Practices 2:</b> Internships</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  There was one secondary student teacher in the 2017 - 2018 academic year. His final evaluation reflected mid- and low-level comments related to equity and learning communities. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes  The student teachers are active in engaging with cooperating teachers in learning communities. They value providing students with choices, giving them a voice in the classroom.  There is less evidence that student teachers understand and/or incorporate a focus on equity for the students and a democratic voice for the students. However, in discussion with university supervisors, they see evidence of this in the classroom; it is not documented on the final evaluation. (06/01/2017)</p>	<p><b>Use of Result:</b> Low N makes it difficult to draw many conclusions. Need to continue to monitor effectiveness of the final evaluation as the key assessment for this claim. (05/15/2018)</p> <p><b>Use of Result:</b> At School of Education work session, faculty, including university supervisors, will review data from past assessments, discuss the claim statement and expectation, and develop strategies for more thorough incorporation into coursework throughout the program. (06/01/2017)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Claim 7. Differentiation</b> - Candidates value the uniqueness of each individual through their commitment to learners and learner-centered processes.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Case Analysis</b> - Implications of Disability - EDSE301 Research and presentation on specific disability and potential impact for student and teacher. Rubric criteria include commitment to learners and learner-centered processes.</p> <p><b>Criteria Target:</b> At least 80% of the candidates score at level 4 on each of the criteria on the rubric for the assignment.</p> <p><b>High Impact Program Practices 1:</b> Diversity/Global Learning</p> <p><b>High Impact Program Practices 2:</b> Collaborative Assignments, Projects</p> <p><b>Related Documents:</b> <a href="#">Claim 7. Implications of Disability Key Assessment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes In the 2017 - 2018 academic year, all students completing the case analysis scored a 4 on both criteria on the rubric.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates. (05/15/2018)</p> <p><b>Related Documents:</b> <a href="#">Claim 7. Implications of Disability Key Assessment EDSE301 17-18.docx</a></p>	<p><b>Use of Result:</b> Continue assessment as currently designed. (05/15/2018)</p>
<p><b>Direct - Writing Intensive Assignment</b> - Unit Plan assignment - EDUC441/451, EDUC442/452, EDUC443/453 Rubric criteria include learner-centered strategies and awareness of individual learning styles/needs</p> <p><b>High Impact Program Practices 1:</b> Writing-Intensive Course(s)</p> <p><b>High Impact Program Practices 2:</b> Service Learning, Community-based learning</p>	<p><b>Direct - Writing Intensive Assignment</b> - Unit Plan assignment - EDUC441/451, EDUC442/452, EDUC443/453 Rubric criteria include learner-centered strategies and awareness of individual learning styles/needs</p> <p><b>High Impact Program Practices 1:</b> Writing-Intensive Course(s)</p> <p><b>High Impact Program Practices 2:</b> Service Learning, Community-based learning</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No No secondary candidates completed the subject methods during the 2017 - 2018 academic year. (05/15/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> No The one candidate completing this assessment in EDUC453 in 2017 - 2018 scored a 4 on Individualization, and a 2 on both Summative Assessment and Differentiated Assessment. The low N makes it difficult to draw any conclusions or to make a recommendation. (06/01/2017)</p> <p><b>Related Documents:</b> <a href="#">Claim 7. Unit Plan Key Assessment Summary 16-17 Secondary.docx</a></p>	<p><b>Use of Result:</b> Continue to monitor when assessment is implemented. (05/15/2018)</p> <p><b>Use of Result:</b> Continue to monitor, in conjunction with the elementary program results. (05/15/2018)</p>
<p><b>Direct - Group project, collaborative learning</b> - Classroom Management</p>	<p><b>Direct - Group project, collaborative learning</b> - Classroom Management</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes</p>	<p><b>Use of Result:</b> Continue to monitor. Will need to</p>



<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	Plan - EDUC460 <b>High Impact Program Practices 1:</b> Diversity/Global Learning <b>High Impact Program Practices 2:</b> Collaborative Assignments, Projects	<p>Each of the candidates who completed the assessment scored a 4. The classroom management plans were clearly tied to the theories each student identified with. All had positive and proactive strategies in place for developing the emotional environment and managing misbehavior. It was clear through the plans and the presentation of the plans that the candidates all value developing positive relationships with their students. (06/01/2018)</p> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            All candidates scored at level 4 (proficient) on the rubric for the assignment. (06/01/2017)</p> <p><b>Related Documents:</b>  <a href="#">Claim 7. xClassroom Management Plan Key Assessment 16-17.docx</a></p>	<p>disaggregate elementary and secondary candidates going forward. (09/04/2018)</p> <p><b>Use of Result:</b> At upcoming School of Education Work Session, all faculty will review and confirm the alignment of the claim, assignment and rubric, as well as the implications for coursework throughout the program. (06/01/2017)</p>

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

School of Education faculty reviewed the results from the Unit Plan key assessment which was designed to assess Claim 1. Content Knowledge: Candidates analyze and synthesize ideas, information, and data to make applications of knowledge in inquiry, problem solving, and critical thinking. The assessment is completed by candidates in their fourth year of their programs, in the subject-specific methods courses. Following norming sessions and two rounds of implementation, the faculty identified that the assessment was not aligned with the claim as stated and discussed whether the assessment or the claim should be revised. There were two changes made. First, the claim was revised to read: Candidates demonstrate deep content knowledge through analyzing and synthesizing ideas, information, and data in the disciplines. Second, there was an adjustment in terminology on the rubric for first criteria from Big Idea to Essential Question, which is in keeping with backward design process and for clarity as to what is being asked for. The results of these changes continue to be monitored, but initial results indicated a stronger performance on the deep subject knowledge that we want our candidates to have.

The final evaluation of student teaching is the key assessment for Claim 6. Equity: Candidates demonstrate commitment to equity and democracy in their active participation in learning communities at the university, school and community levels. Assessment of the level of statements in the narrative evaluations indicated that student teachers are active in engaging with cooperating teacher in learning communities and that they value providing their students with choices, giving them a voice in the classroom. There is less evidence that student teachers understand and/or incorporate a focus on equity for the students and a democratic voice for students. However, in discussion with university supervisors, they see evidence of this in the classroom; it is not documented on the final evaluation. Additional training for university supervisors and cooperating teachers will be incorporated into the Student Teaching Orientation prior to the beginning of the next semester, and will be the focus of a future School of Education work session to support the shared commitment to this outcome.

### **Quality, Resources and Support (CC 3.A)**

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

The program-level outcomes for the teacher education units, which are stated as claims that we make about our graduates, were developed in keeping with the MDE standards and CAEP standards. Both entities specify expectations, and the School of Education faculty continue to monitor changes at both levels.

The course-level outcomes are designed to support development of candidates' skills, knowledge and dispositions at appropriate levels through the course sequence. Intentional field experiences are incorporated into the course activities and outcomes, providing rich learning from real world classroom settings.

**Attachments:**

Chemistry Secondary Education Degree Audit

English Language and Literature Secondary Education Degree Audit

Integrated Science Secondary Education Degree Audit

Mathematics Secondary Education Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:

<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>

## B.S. Chemistry Secondary Teaching (DC endorsement) (ACS Option)

Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_ Advisor Review \_\_\_\_\_

Enter semester (e.g. F17) and grade (e.g. B) for each class at LSSU, for transfer credits enter BOTH: 'TR' and the grade. The Certification GPA for the CHEM major and PES will include all grades from all institutions.

### Chemistry Major Requirements Grade/Sem.

[min. grade=C (2.0), min. GPA=2.70, credit=44]

CHEM115 General Chemistry I 5	_____
CHEM116 General Chemistry II 5	_____
CHEM225 Organic Chemistry I 4	_____
CHEM231 Quantitative Analysis 4	_____
CHEM261 Inorganic Chemistry 4	_____
CHEM326 Organic Chemistry II 4	_____
CHEM332 Instrumental Analysis 4	_____
CHEM351 Intro Biochemistry 4	_____
CHEM361 Physical Chemistry I 4	_____
CHEM362 Physical Chemistry II 3	_____
CHEM363 Physical Chem. Lab 1	_____
CHEM395 Junior Seminar 1	_____
CHEM499 Senior Seminar 1	_____

### American Chemical Society Certification:

For American Chemical Society certified degree, additionally required (total lab hours must be at least 400 hrs.) See Chair for special rules regarding ACS certification.

CHEM 3XX or higher elec. (min. 3 cr)	_____
CHEM495 Senior Project 2	_____

Complete one methods course from following two:

EDUC443 Second Meth Science 3	_____
EDUC453 Ind Study Sci. Methods 3	_____

### Support Courses (19)

PHYS221 or PHYS231 4	_____
PHYS222 or PHYS232 4	_____
MATH207 Princ Statistics 3 or	_____
BUSN211 Bus. Stats. 3	_____
MATH151 Calculus I 4	_____
MATH152 Calculus II 4	_____

### General Education Requirements (36-42)

Check if MACRAO or GE-Cert completed

ENGL110 First year composition I 3	_____
ENGL111 First year composition II 3	_____
Communication (COMM101 rec) 3	_____
Humanities elective 3-4	_____
Humanities elective 3-4	_____
Social Science elective 3-4	_____
Social Science elective 3-4	_____
*Diversity elec 3-4 (e.g. EDUC250)	_____
*Natural Sci elect 4 (e.g. CHEM115)	_____

\*Natural Sci elect 4 (e.g. PHYS221) \_\_\_\_\_  
 \*Math elec 3-5 (e.g. MATH151) \_\_\_\_\_

### Professional Education Sequence (PES) Grade/Sem.

[min. grade = B- incl. transfer; max cr = 35]

EDUC250 Student Div. & Schools 4	_____
EDUC301 Educ Psych Learning Theory 3	_____

Admission to Teacher Education required to continue:

EDUC350 Integrating Tech Learning 3	_____
EDSE301 Intro to Special Education 3	_____
EDUC415 Gen Instructional Methods 2	_____
EDUC 440 Reading Content Area 3	_____

Complete one methods course from following two:

EDUC443 Second Methods Science 3	_____
EDUC453 Dir Study Science Methods 3	_____
EDUC460 Classroom Management 2	_____

Admission to Student Teaching required for following:

EDUC480 Directed Teaching: Seminar 2	_____
EDUC492 Directed Teaching 10	_____

### Education Cognate (4 credits)

MATH207 Princ Statistical Method 3	_____
EDUC101 Self as Learner 1	_____

### Minor

An approved teaching minor is recommended, but not required. Indicate choice below:

- Teaching minor:** \_\_\_\_\_  
 (attach minor audit sheet, 2.7 GPA min, min grade of C)
- Non-teaching minor** \_\_\_\_\_  
 (attach minor audit sheet)
- No minor**

### Graduation Criteria include:

- Residency: 50% of 300/400 courses earned at LSSU
- Total credits in excess of 124
- GPA OVERALL & in major, minimum of 2.70 (B-)
- No courses in major below a "C" (2.00)
- No education course below "B-" (2.70) in PES

**Certification requires a passing grade on the MTTC Chemistry exam (test #018)**

Education Dean \_\_\_\_\_



## B.A. English Language and Literature—Secondary Teaching

Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_ Advisor Review \_\_\_\_\_

Enter semester (e.g. F17) and grade (e.g., B) for each class at LSSU. For transfer credits enter BOTH: 'TR' and the grade. The Certification GPA for the ENGL major and PES will include all grades from all institutions.

<u>English Major</u>	Grade/Sem.
[min. grade=C, min. GPA=2.70, credit=40]	
ENGL 180 Intro to Literary Studies (3)	_____
ENGL 221 Intro to Creative Writing (3)	_____
ENGL 222 Grammar & Lang in Cont (3)	_____
ENGL 231 American Literature I (3)	_____
ENGL 232 American Literature II (3)	_____
ENGL 320 Responding to Writing (3)	_____
ENGL 336 Young Adult Lit&Culture (3)	_____
ENGL 345 Studies in Classic Texts (3)	_____
ENGL 380 History of Lit Criticism (3)	_____
ENGL 435 Studies in Visual Texts (3)	_____
ENGL 490 Senior Thesis – Fall (2)	_____
ENGL 490 Senior Thesis – Spring (2)	_____

\*EDUC 440 Reading in Content Area (3) \_\_\_\_\_

Complete one methods course from following two:

\*EDUC441 Eng LA Methods Sec Tch(3) \_\_\_\_\_

\*EDUC451 Dir. Study ELA Methods (3) \_\_\_\_\_

### B.A. Requirement: (8 credits)

One year of a modern language other than English (e.g. SPAN161/162)

\_\_\_\_\_

\_\_\_\_\_

### General Education Requirements

Check if MACRAO or GE-Cert completed

ENGL110 First year composition I (3) \_\_\_\_\_

ENGL111 First year composition II (3) \_\_\_\_\_

COMM101 Fundamentals Speech (3) \_\_\_\_\_

\*HUMN elective (3-4) (e.g. ENGL180) \_\_\_\_\_

HUMN elective (3-4) \_\_\_\_\_

Social Science elective (3-4) \_\_\_\_\_

Social Science elective (3-4) \_\_\_\_\_

\*Diversity elective (3-4) (e.g. EDUC250) \_\_\_\_\_

Natural Sci elective (4) \_\_\_\_\_

Natural Sci elective (4) \_\_\_\_\_

\*Math elective (3-5) (e.g. MATH207) \_\_\_\_\_

### Professional Education Sequence [PES] Grade/Sem.

[min. grade = B- incl. transfer; max cr = 35]

EDUC 250 Student Div. & Schools (4) \_\_\_\_\_

EDUC 301 Educ Psych Learn'g Theory (3) \_\_\_\_\_

Must be Admit. to Ed. Prior to EDUC350

EDUC 350 Integrating Tech Learning (3) \_\_\_\_\_

EDSE 301 Intro to Special Education (3) \_\_\_\_\_

EDUC 415 Gen Instructional Methods (2) \_\_\_\_\_

EDUC 440 Reading Content Area (3) \_\_\_\_\_

Complete one methods course from following two:

\*EDUC441 Eng LA Methods Sec Tch(3) \_\_\_\_\_

\*EDUC451 Dir. Study ELA Methods (3) \_\_\_\_\_

EDUC 460 Classroom Management (2) \_\_\_\_\_

Admission to Student Teaching required for following:

EDUC 480 Directed Teaching;Seminar (2) \_\_\_\_\_

EDUC 492 Directed Teaching (10) \_\_\_\_\_

### Education Cognate (4 credits)

MATH207 Princ Statistical Method (3) \_\_\_\_\_

EDUC101 Self as Learner (1) \_\_\_\_\_

### Minor

An approved teaching minor is recommended, but not required. Indicate choice below:

**Teaching minor:** \_\_\_\_\_

(attach minor audit sheet, 2.7 GPA min, min grade of C)

**Non-teaching minor** \_\_\_\_\_

(attach minor audit sheet)

**No minor**

### Graduation Criteria include:

Residency: 50% of 300/400 courses earned at LSSU

Total credits in excess of 124

GPA overall and in major minimum of "B-" (2.70)

No courses in major below a "C" (2.00)

No education course below "B-" (2.70) in PES

**Certification requires a passing grade on the MTTC English exam (test #002)**

Education Dean \_\_\_\_\_



**B.S. Integrated Science (leading to a DI endorsement) (ACS Option)**

Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_ Advisor Review \_\_\_\_\_

Enter semester (e.g. F17) and grade (e.g. B) for each class at LSSU, for transfer credits enter BOTH: 'TR' and the grade. The Certification GPA will include all grades from all institutions.

**Integrated Science Major \_\_\_\_\_ Grade/Sem**  
 [min. grade = C (2.0), overall min. GPA=2.70]

BIOL105 Function of Human Body 4	_____
BIOL131 General Biology:Cells 4	_____
BIOL132 General Biology II: Org 4	_____
BIOL220 Genetics 4	_____
BIOL337 General Ecology 3	_____
CHEM115 General Chemistry I 5	_____
CHEM116 General Chemistry II 5	_____
CHEM208 Fund Organic BioChem 4	_____
CHEM231 Quantitative Analysis 4	_____
CHEM395 Junior Seminar 1	_____
CHEM499 Senior Seminar 1	_____
GEOL121 Phys Historical Geology I 4	_____
GEOL122 Phys Historical Geology II 4	_____
MATH111 College Algebra 3	_____
MATH207 Princip of Statistics 3	_____
NSCI119 Astronomy 4	_____
PHYS221 Principles of Physics I 4	_____
PHYS222 Principles of Physics II 4	_____

Select one of the following two (2) courses:

- GEOL108 Phys Geog: Metr. Clim. 4 \_\_\_\_\_
- NSCI116 Oceanography 4 \_\_\_\_\_

**Professional Education Sequence \_\_\_\_\_ Grade/Sem**  
 [min. grade for EDUC and EDSE = B- (2.70), overall min. GPA=2.70]

EDUC250 Student Div & Schools 4	_____
EDUC301 Educ Psych Learn Theory 3	_____
<i>Admission to Education Program required for the following:</i>	
EDUC350 Integrating Tech Learning 3	_____
EDSE301 Intro to Spec Ed 3	_____
EDUC415 Gen Instructional Methods 2	_____
EDUC440 Reading in Content Area 3	_____
<i>Complete one methods course from following two:</i>	
• EDUC443 Second Meth Science 3	_____
• EDUC453 Ind Study Sci. Methods 3	_____
EDUC460 Classroom Management 2	_____
<i>Admission to student teaching required for the following:</i>	
EDUC480 Directed Teaching Seminar 2	_____
EDUC492 Directed Teaching 10	_____

**Education Cognate (4 credits)**

- \*MATH207 Princ Statistical Method 3 \_\_\_\_\_
- EDUC101 Self as Learner 1 \_\_\_\_\_

**General Education Requirements (36-42)**

Check if MACRAO or GE-Cert completed

ENGL110 First year composition I 3	_____
ENGL111 First year composition II 3	_____
Communication (e.g. COMM101) 3	_____
Humanities elective 3-4	_____
Humanities elective 3-4	_____
Social Science elective 3-4	_____
Social Science elective 3-4	_____
*Diversity elec 3-4 (e.g. EDUC250)	_____
*Natural Sci elect 4 (e.g. CHEM115)	_____
*Natural Sci elect 4 (e.g. PHYS221)	_____
*Math elec 3-5 (e.g. MATH111)	_____

**Graduation Criteria include:**

- Residency: 50% of 300/400 courses earned at LSSU
- Total credits in excess of 124
- GPA OVERALL & in major, minimum of 2.70 (B-)
- No courses in major below a "C" (2.00)
- No EDUC or EDSE course below "B-" (2.70)

Certification requires a passing grade on the MTTC Integrated Science test

I have reviewed the degree plan and recommend the candidate be evaluated for graduation.

College Dean \_\_\_\_\_ Date \_\_\_\_\_

Education Dean \_\_\_\_\_



### B.S. Mathematics Secondary Teaching (EX endorsement)

Name \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_ Advisor Review \_\_\_\_\_

Enter semester (e.g F17) and grade (e.g B) for each class at LSSU, for transfer credits enter BOTH: 'TR' and the grade. The Certification GPA for the MATH major and PES will include all grades from all institutions.

<u>Secondary Math Major</u> [min. grade=C, min. GPA=2.70, credit=42]	Grade/Sem.	<u>Professional Education Sequence [PES]</u> [min. grade = B- incl. transfer; max cr = 35]	Grade/Sem.
MATH151 Calculus I 4	_____	EDUC250 Student Div. & Schools 4	_____
MATH152 Calculus II 4	_____	EDUC301 Educ Psych Learning Theory 3	_____
MATH207 Prin Statistical Methods 3	_____	<i>Must be Admit. to Ed. Prior to EDUC350</i>	
MATH215 Fund Concepts of Math 3	_____	EDUC350 Integrating Tech Learning 3	_____
MATH216 Discrete Math Prob Solv 3	_____	EDSE301 Intro to Special Education 3	_____
MATH251 Calculus III 4	_____	EDUC415 Gen Instructional Methods 2	_____
MATH305 Linear Algebra 3	_____	EDUC 440 Reading Content Area 3	_____
MATH310 Differential Equations 3	_____	<i>Complete one methods course from following two:</i>	
MATH321 History of Math 3	_____	*EDUC442 Math Methods Secon. 3	_____
MATH325 College Geometry 3	_____	*EDUC452 Dir Study Math Methods 3	_____
MATH341 Abstract Algebra 3	_____	EDUC460 Classroom Management 2	_____
MATH401 Mathematical Model 3	_____	<i>Admission to Student Teaching required for following:</i>	
<i>Complete one methods course from following two:</i>		EDUC480 Directed Teaching: Seminar 2	_____
EDUC442 Second Math Methods 3	_____	EDUC492 Directed Teaching 10	_____
EDUC452 Dir St Math Methods 3	_____		
<u>Cognate</u>		<u>Education Cognate (4 credits)</u>	
CSCI105 Intro to Computer Prog 3	_____	*MATH207 Princ Statistical Method 3	_____
<b>or</b>		EDUC101 Self as Learner 1	_____
CSCI121 Prin of Computer Prog 3	_____		
		<u>Minor</u>	
		An approved teaching minor is recommended, but not required. Indicate choice below:	
		<input type="checkbox"/> <u>Teaching minor:</u> _____	
		(attach minor audit sheet, 2.7 GPA min, min grade of C)	
		<input type="checkbox"/> <u>Non-teaching minor</u> _____	
		(attach minor audit sheet)	
		<input type="checkbox"/> <u>No minor</u>	
		<u>Graduation Criteria include:</u>	
		<input type="checkbox"/> Residency: 50% of 300/400 courses earned at LSSU	
		<input type="checkbox"/> Total credits in excess of 124	
		<input type="checkbox"/> GPA overall and in major minimum of 2.70 (B-)	
		<input type="checkbox"/> No courses in major below a "C" (2.00)	
		<input type="checkbox"/> No education course below "B-" (2.70) in PES	
		<b>Certification requires a passing grade on the MTTC Secondary Math exam (test #022)</b>	
		Education Dean _____	

**Intellectual Inquiry (CC 3.B).**

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Teacher education candidates are engaged in observation and assessment throughout their programs, as they participate in clinical placements that are integrated into the on-campus coursework. Project-based inquiry is incorporated into the curriculum as an instructional strategy that they will, in turn, develop and implement themselves. A full semester of student teaching in a secondary classroom is the capstone experience through which candidates demonstrate the skills, knowledge, and dispositions required by the program.

Candidates develop a reflective portfolio over their experience in the program, beginning with the initial submission as part of their program application. Following review by faculty, the portfolios are returned to candidates in individual conferences in which feedback is provided and further probing on educational philosophy and demonstration of beliefs is pursued. A second iteration of the portfolio is submitted as part of the application for student teaching, and the review – conference feedback cycle repeats. This process supports deep reflection which enables candidates to be successful in job interviews.

The School of Education faculty continue to discuss the potential role for a senior research project in the program. Candidates in the English Language and Literature, Chemistry, and Integrated Science majors do complete a senior project as part of their coursework. Candidates have designed and carried out an action research project in student teaching, however, the assessment of feasibility of requiring this and of the depth and breadth of what can be accomplished within the one semester experience has not been determined. This will be a topic for future work in the School.