2015-2016
NCE Annual Program Assessment Report

Program __ CIL Coursework (not a program) (toward ESL/bilingual state endorsements)

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Section I: Program Overview

A. 2015-2016 (June 30, 2015 – July 1, 2016)

Total number of CIL course-takers for 4 quarters of summer 2015 through spring 2016: 1967

CIL courses were offered both at the undergraduate level, with 300-level courses, and graduate level, with 500-level courses.

	Undergraduate	Graduate	TOTAL
Total Number of Candidates in Coursework	95	1967	2062
Number of Candidates who Completed Coursework	n/a	n/a	n/a

note: This figure does not include students taking CIL coursework through the Illinois Resource Center or others for which NLU is the credit provider.

The CIL coursework is taken in a "mix and match" format, in whole or in part, by non-degree seeking students or within any of 21 different NCE programs. We tally our enrollment for CIL-prefixed courses every quarter, and the number of CIL course takers listed above is the sum of enrollment for the 4 quarters of the assessment period, taken off the searchable schedule in the second week of the quarter. The data does not differentiate among:

- pre-service or in-service students

- whether the student was a student at large or in a degree program, or which degree program

- the order in which the courses were taken

- how many total courses were taken by any individual

- whether it was taken as an elective or a requirement

- how many of these students went on to obtain the ESL and/or bilingual endorsements from the state of Illinois

The combined undergrad and grad CIL enrollment in 2015-2016 is 2062. This is 320 lower than 2382 for the previous year (2014-2015). This is partly due to the completion of two grant supported cohorts in spring 2015, which accounted for about 120 spots (40 x 3 quarters). However, at the same time, the number of undergraduates taking coursework increased from 6 to 95, a net gain of 89, and four of the undergraduate courses were taught this

year for the first time. The yearly course enrollment headcount has exceeded 2000 for all six years that we have kept track of it, and it continues to perform robustly for NCE.

B. Overview of Program (Coursework)

NLU has a distinguished history in ESL and bilingual education, offering the coursework since the endorsement requirements were first instituted in Illinois more than 30 years ago. We have become an established leader in ESL/bilingual teacher preparation in Illinois, with hundreds of successful cohorts in Chicago-area schools, including partnerships in seven counties and through two five year federal grants, partnered with 6 school districts. Our ESL/BE faculty and NLU staff are invested in candidates' success and these result in exceptional outcomes. For example, the completion rate of ESL/bilingual endorsement completers was 91% from 2013-present for candidates who took the coursework as part of one of our two National Professional Development (NPD) grants.

In 2015-16, we had three full time faculty, one of whom joined in Winter 2015, and two professional adjunct lecturers, who each taught three courses per term. In addition, we had approximately 27 adjunct faculty who convened as a group with the full-time faculty once each term. These highly-qualified faculty allowed us to teach in a multitude of settings and formats. The faculty engaged in professional development and programs every quarter in adjunct training sessions, and in 2015-2016 many of these were initiated and supported through the NPD grant, which concluded at the end of summer 2016.

The ESL/Bilingual endorsement coursework is not a program, but it partners with 21 different NCE programs. It was developed to provide in-service teachers with coursework to achieve the Illinois ESL and/or Bilingual endorsements. Over 30 years of existence, it has been offered in many formats, including:

- on campus, at all 5 campuses
- at off campus cohorts in 7 counties
- during the summer
- on Saturdays, both morning and afternoon
- fully online
- an early-childhood, elementary education, or high school focus
- with specialized options such as bilingual, early childhood, secondary, urban, or STEM focus
- blended, and
- accelerated, with late starts during the quarter.

There are 9 different CIL courses at the graduate level and 6 equivalent CIL courses now taught at the undergrad level, to a total of 15 distinct course offerings. Here is a list of them:

- CIL300/500 Foundations of ESL and Bilingual Education
- CIL501 Introduction to Linguistics for TESOL
- CIL305/505 Methods and Materials for Teaching ESL
- CIL306/506 Methods and Materials for Teaching Bilingual Education
- CIL310/510 Assessment of ESL and Bilingual Education
- CIL511 Family Literacy for Linguistically and Culturally Diverse Learners
- CIL312/512 Reading in a New Language: Linguistic Considerations
- CIL331/531 Crosscultural Education
- CIL532 Technology Instruction for Linguistically and Culturally Diverse Students

One or more CIL course is part of most NLU licensure programs, both at the masters and undergraduate levels. Now in its third full year, the new masters in Specialized Endorsements has convinced a number of in-service course takers to enroll in the masters program.

In 2015-2016, most CIL courses were offered online, some for the first time. Also, some courses were taught in a blended format for the first time. Because these are service courses toward an endorsement and not a degree program, there is no SPA report.

The Illinois ESL and/or Bilingual endorsements require 100 clinical hours, and our coursework folds these clinical hours into the courses, awarding 20 hours per course. In 2015-2016, those who completed the full endorsement coursework at NLU were facilitated for accelerated processing through ISBE because NLU was able to attest to their clinical hours if they had taken at least 5 courses with us (20 hours x 5 = 100 clinical hours).

C. Sequence and Courses within Program

The CIL coursework can be taken in any order, or in any quantity, by non-degree seeking or degree-seeking students. The undergraduate early childhood program has a fixed order for the CIL courses. Most enrollees in the two masters of education programs enter after taking their ESL endorsement coursework, and it may have occurred in any order. Several MAT programs require one CIL course, but students must take the additional courses on their own time, sometimes after they have completed their degree at NLU. Cohorts offer courses in a fixed order based on conversations between enrollment and the cohort site, but it is not always the same order or set of courses.

D. Delivery Models within Program

      _x_ Alternative Certification   _x_ Face to Face
      _x_ Online   _x_   Blended/Hybrid
      __   Offered in FL   __ Offered in WI
      _x_ Residency Program (i.e. AUSL, UStep, SStep)

Section II: CIL Signature Assessments

The following shows the CIL signature assessments <u>in use at this time</u> and the areas they assess. *Note the Dispositions Assessment is not a CIL signature assessment but is required of students in the graduate courses for data collection in licensure programs, even if students are not in those programs. The transition point in program is not applicable to our students unless they are in an MEd program with a fixed CIL cohort. Few students fall into this category.*

CIL Coursework Signature Assessments (5 at this time)

Assessment Domain	Name of Signature/Key Assessment	When the Assessment Is Administered (indicate course)	Transition Point in Program (entry, middle, exit point)
Assessment of Content Knowledge I	n/a	n/a	n/a
Assessment of Content Knowledge II (local key assessments)	- Second Language Acquisition (SLA) Literacy Knowledge using	during CIL312/512	n/a

	Quizzes		
	- Program Model Critique	during CIL300/500	
Assessment of Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences	- Second Language Acquisition (SLA) Literacy Knowledge using Quizzes - Lesson Plan - Data-based analysis of student work	during CIL312/512 during CIL305/505 during CIL310/510	n/a
Assessment of Field or Clinical Experiences/ Application to Professional Work	- Program Model Critique - Lesson Plan -Data-based analysis of student work - Community Member Immigrant Interview	note: Signature assessments fulfill <u>some</u> of 20 clinical hours per course for: CIL 300/500 CIL 305/505 CIL 310/510 CIL 331/531	n/a course by course basis, with instructor discretion for the remainder of the clinical hours
Assessment of Candidate Impact on Student Learning / Effect on Student Learning	- Program Model Critique - Lesson Plan -Data-based analysis of student work -SLA Literacy Knowledge using Quizzes - Community Member Immigrant Interview	CIL 300/500 CIL 305/505 CIL 310/510 CIL 312/512 CIL 331/531	n/a
Assessment of Candidate Dispositions	-NCE Dispositions Assessment	(early) after CIL300/500 (mid) after	Administered to all, but only valid for those in Med cohorts taking

		CIL305/505 (last) after CIL310/510	courses in this order
Assessment of Candidate Diversity Proficiencies	-Community Member Immigrant Interview	during CIL 331/531	n/a
Assessment of Candidate Technology Proficiencies	Lesson Plan [includes technology adaptation]	during CIL305/505	n/a

Section III: Relationship of Assessments to Coursework Outcomes and Standards

A. Alignment of Course Assessments to NCE Conceptual Framework/Outcomes

NCE Conceptual Framework/Outcomes *NCE Candidates:*	CIL Coursework Signature Assessments
Envision, articulate and model democratic and progressive education	Program Model Critique (CIL300/500) Community Member Interview (CIL331/531)
Design powerful learning environments that integrate appropriate technologies	Lesson Plan (CIL305/505)
Design powerful learning environments that utilize multiple meaningful assessments	Lesson Plan (CIL305/505) Data Driven Instruction (CIL310/510)
Design powerful learning environments that enable self-directed learning	Lesson Plan (CIL305/505) Data Driven Instruction (CIL310/510) SLA Literacy Knowledge Using Quizzes (CIL312/512)
Work collaboratively in diverse communities and with diverse learners to achieve learning goals	Program Model Critique (CIL300/500) Lesson Plan (CIL305/505) Community Member Interview (CIL331/531)
Advocate for democratic values, equity, access and resources to assure educational success for all	Lesson Plan (CIL305/505) Community Member Interview (CIL531)
Cultivate curiosity and excitement for learning in themselves and others	Lesson Plan (CIL305/505) SLA Literacy Knowledge Using Quizzes (CIL310/510) Community Member Interview (CIL331/531)
Respect and learn from other peoples, cultures, and points of view	Community Member Interview (CIL331/531)
Demonstrate a caring attitude in recognizing the needs of others and acting to promote their growth	Community Member Interview (CIL331/531)
Act with confidence and self-knowledge to assume professional leadership roles and responsibilities	Program Model Critique (CIL300/500)

	Lesson Plan (CIL305/505) Data Driven Instruction (CIL310/510)
Use information from self and others to continuously improve	Lesson Plan (CIL305/505) Data Driven Instruction (CIL310/510) CIL512

B. Alignment of CIL Signature Assessments to Illinois Professional Teaching Standards

Illinois Professional Teaching Standards	CIL Course Signature Assessments
1. Teaching Diverse Students	CIL500 - Program Model Critique CIL505 - Lesson Plan CIL510 - Data Driven Instruction CIL512 - SLA Literacy Knowledge CIL531 - Community Member Interview
2. Content Area and Pedagogical Knowledge	CIL300/500 - Program Model Critique CIL305/505 - Lesson Plan CIL 310/510 - Data Driven Instruction CIL312/512 - SLA Literacy Knowledge CIL331/531 - Community Member Interview
3. Planning for Differentiated Instruction	CIL305/505 - Lesson Plan CIL310/510 - Data Driven Instruction CIL331/531 - Community Member Interview
4. Learning Environment	CIL300/500 - Program Model Critique CIL 305/505 - Lesson Plan CIL312/512 SLA Literacy Knowledge CIL331/531 - Community Member Interview

5. Instructional Delivery	CIL305/505 - Lesson Plan CIL 310/510 - Data Driven Instruction CIL312/512 - SLA Literacy Knowledge
6. Reading, Writing, and Oral Communication	CIL305/505 Lesson Plan CIL310/510 - Data Driven Instruction CIL312/512 SLA Literacy Knowledge
7. Assessment	CIL305/505 - Lesson Plan CIL 310/510 - Data Driven Instruction CIL312/512 - SLA Literacy Knowledge

Section IV: Assessment Tools and Data Analysis

A. Assessment of Content Knowledge I

 n/a - we do not complete a SPA report

B. Assessment of Content Knowledge II

see below

C. Assessment of Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences

see below

D. Assessment of Field or Clinical Experiences/Application to Professional Work

see below

E. Assessment of Candidate Impact/Effect on Student Learning
This section addresses B (content knowledge), C (Pedagogical knowledge), D (clinical experiences), and E (Effect on Student Learning) for each of the five signature assessments in use. Technology and Diversity Awareness will also be analyzed in this section. Quotations taken from the assessment description, instructions, or rubric *appear in italics*. The complete assessments and rubrics are found in the Appendix matching the course title.

CIL300/500 - Foundations of ESL and Bilingual Education

1. Description of the Assessment and What it Assesses:

"There are various program models used in schools to provide instruction for English language learners. The purpose of this assignment is to help you demonstrate an understanding of Second Language Acquisition (SLA) theories and program models by researching and critiquing a program model at a local site (e.g., a school/school district or a community based program). The assignment will also serve as 10 clinical hours for the course."

Standards Addressed

TESOL Standard(s) 1b, 2, 5a, 5b

B - Content Knowledge
Part II discusses the pros and cons of the program model based on your research and knowledge of SLA theories and program models developed through course material. Key aspects of the critique may include, but are not limited to:
"1) Program goals and language outcomes,
2) Identification and reclassification of participants in the program,
3) The way to assess the effectiveness of the program, and

C - Pedagogical Knowledge
4) Quality of program implementation (e.g., staff qualification, teaching practices, and resources). You need to use evidence from your research (e.g., observations, interviews, & internet search) and course material to support your critique."

D - Clinical Experience - 10 clinical hours are built into the assessment.

E - Effect on Student Learning
Part III is a recommendation section with suggestions to enhance the program model for the local site. Consider yourself as an advocate for research based on best practices for ELLs. These recommendations should be supported by course material.

Technology - No special technology is required per se, but the assessment is uploaded to the course dropbox.

Diversity awareness - Looking at and evaluating instructional designs for linguistically and culturally diverse students provides greater awareness of how they function not only within classrooms, but within the larger educational systems of schools and states. This valuable analysis benefits current and future teachers who will be part of complex learning environments.

2. How and when the Assessment is Implemented

The assessment is performed by all students in the class, as one of the main graded assignments.

3. When data is Analyzed and by Whom

Data is analyzed by the classroom teacher, as part of a course grade, and is also submitted to Livetext, where it is aggregated and sent to the faculty requesting it. This is the first year it has been available because it was linked to Livetext at the beginning of 2015 for the first time.

4. Remediation Provided to Candidates Not Meeting Criteria

The assessment forms part of the final grade, and those not achieving a passing grade are approached through Starfish or through direct contact with the instructor.

5. Blank sample of "Program Model Critique" - see Appendix A1

6. Blank sample of the scoring guide/rubric for "Program Model Critique" - see Appendix A1

7. Aggregated Assessment for CIL 500 (any delivery model):

      Overall ratings, n= 167
      Unsatisfactory: .3%
      Basic: 7.%
      Proficient: 91.7%

8. Narrative Interpretation of What Data Means in Relation to Candidates' Content Knowledge

Students who were rated were successfully able to evaluate different program instructional models, based on CIL500 course content.

9. The Program Model Critique clinical hours contribute to the ability of the ESL/bilingual teacher to better understand and evaluate the federal, state, and local guidelines and options for delivering instruction to English language learners.

10. Student learning is positively impacted because this assessment gives them the "overview" of instructional programs that they need in order to take stock of ELL learning environments in Illinois.

CIL505 - Methods and Materials for Teaching English as a Second Language

1. Description of the Assessment and What it Assesses
"The purpose of this assignment is to apply your knowledge of English as a second language concepts and practices to create a lesson plan that is consistent with your own principled approach to language, language learning, and language teaching."

B - Content Knowledge
from rubric: 2. *You present the language and content objectives for the lesson or unit of instruction and indicate how they relate to the WIDA, Common Core (and other learning standards, if applicable).
3. You discuss your own principled approach to language learning and language teaching, grounded in course texts (refer to at least one chapter in both texts).*

C - Pedagogical Knowledge
from instructions· *Present a detailed plan for a lesson or unit of instruction. Include the notes you would use and the steps you would follow.*
from rubric: *4. You state the specific teaching practices that you will use to achieve the instructional objectives.
7. You present a detailed plan for the lesson. You include the notes you would use and the steps you would follow. You explicitly include the steps in SIOP.
8. You indicate how you would differentiate the material for at least two language proficiency levels.*

D - Clinical Experience - 10 clinical hours are built into the assessment.

E - Effect on Student Learning
from instructions: *Present a detailed plan for a lesson or unit of instruction. Include the notes you would use and the steps you would follow. Indicate how you would evaluate/assess the learners' success during instruction.*

Technology - No special technology is required per se, but following a template is expected. For online sections of the course, the assessment is uploaded to the course dropbox.

Diversity awareness - the SIOP lesson plan is developed specifically for English language learners and includes many considerations of activating their background knowledge and practicing culturally responsive pedagogy.

2. How and when the Assessment is Implemented

The assessment is performed by all students in the class, as one of the graded assignments.

3. When data is Analyzed and by Whom

Data is analyzed by the classroom teacher, as part of the course grade, and is also submitted to Livetext. We have received data on this for the first time in 2015-2016.

4. Remediation Provided to Candidates Not Meeting Criteria
The assessment forms part of the final grade, and those not meeting passing grade are remediated on a case by case basis.

5. Blank sample of the assessment tool "Lesson Plan" - see Appendix A2

6. Blank sample of the scoring guide/rubric for "Lesson Plan" - see Appendix A2

7. Aggregated Assessment for CIL 505 (any delivery model):

> Overall ratings, n= 169
> Unsatisfactory: 2.2%
> Basic: 5.6.%
> Proficient: 92.1%

8. Narrative Interpretation of What Data Means in Relations to Candidates' Content Knowledge

Students were overwhelmingly able to create proficient lesson plans, based on CIL505 course content.

9. The Lesson Plan clinical hours contribute to the ability of the ESL/bilingual teacher to create and differentiate appropriate lesson plans for ELLs in different settings, based on knowledge of best practices. .

10. Making a multi-part lesson plan, using the sheltered instruction observation protocol (SIOP) impacts student learning positively because teachers come to recognize that lesson plans which do not account for the ways in which ELLs learn best miss out on some important pieces; these are carefully factored in during the lesson development process, and shared with both peers and the instructor. Peers engage in an informal edit with students before their final assignment submission.

CIL510 - Assessment of ESL and Bilingual Students

1. Description of the Assessment and What it Assesses

"The purpose of this assessment, completed by all students taking CIL 510, is to use knowledge and skills obtained through reading assignments and class activities to:
*   Develop knowledge of formative assessments as they are used with ELLs and their appropriateness for measuring aspects of language development.*
·   Become familiar with an assessment and the data it provides.
·   Analyze assessment data on one English language learner.
·   Evaluate the appropriateness of the assessment choice for the given purpose.
·   Make recommendations about data-driven instruction for the learner."

B - Content Knowledge
from description: *·Demonstrate the ability to use assessment data to differentiate instruction for language proficiency development and content learning.*
Demonstrate ability to understand and interpret qualitative and quantitative data for assessing students.
from directions: *Data Analysis*
1.   Analyze the data. What does the data about the student's performance on the assessment tell you about them? Factor in any demographic information about the student, family, and school/district that might enrich your analysis.
2.   Examine the assessment and evaluate the quality of the assessment and the data it provides (validity, reliability, and practicality).

 C - Pedagogical Knowledge
from description: *Demonstrate ability to evaluate and effectively use various instruments and procedures for assessing both language proficiency and academic performance.*
·
D - Clinical Experience - 10 clinical hours are built into the assessment.
from directions: *Imagine that an administrator has asked you to write a report about the learning needs of the student. Follow these steps.*

E - Effect on Student Learning
from description: *Demonstrate the ability to apply assessment results for reflecting on, and modifying teaching.*
from rubric: *Recommendations include appropriate instructional options based on data analysis*

Technology: No special technology is required per se, but data analysis is expected. For online sections of the course, the assessment is uploaded to the course dropbox.

Diversity awareness
from directions: *The student should be linguistically and culturally diverse and classified for ESL/bilingual services or recently exited from them.*   The beneficiary of this assignment is linguistically and culturally diverse students.

2. How and when the Assessment is Implemented
The assessment is given to all students in the class, as a graded assignment. It also awards 10 of the required 20 clinical hours

3. When data is Analyzed and by Whom

Data is analyzed by the classroom teacher, as part of the course grade, and are also submitted to Livetext. We have received data on this for the first time in 2015-2016.

4. Remediation Provided to Candidates Not Meeting Criteria
The assignment forms part of the course grade, and students not achieving a passing grade are approached through Starfish or through direct contact with the instructor.

5. Blank sample of the assessment tool "Data Driven Instruction" - see Appendix A3

6. Blank sample of the scoring guide/rubric for "Data Driven Instruction" - see Appendix A3

7. Aggregated Assessment for CIL 510 (any delivery model):

       Overall ratings, n= 110
       Unsatisfactory: 0.4%
       Basic: 5.8.%
       Proficient: 93.1%

8. Narrative Interpretation of What Data Means in Relations to Candidates' Content Knowledge

Data indicates that a great majority of students were able create, administer, and analyze a formative assessment for ELLs, based on CIL510 course content.

9. The Data Driven Instruction clinical hours contribute to the ability of the ESL/bilingual teacher to create, administer, evaluates, and analyze instruction of English language learners through a formative assessment.

10. The data-driven instruction gives learners an opportunity to look at rubrics, checklists, formative and summative assessments, and accommodations, in order to allow ELLs to show what they know even when their language acquisition is still in process.

CIL512 Reading in a New Language: Linguistic Considerations

1. Description of the Assessment and What it Assesses

"The purpose of this assessment, completed by all candidates taking CIL512, is to demonstrate knowledge obtained through reading assignments and class activities by completing 4 quizzes on major topics of the class. The topics are: First Language Influence on Second Language Literacy, The Role of Oracy in Second Language Literacy, The Influence of Writing Systems on Second Language Literacy, and Morphemes."

B - Content Knowledge
topics in the quizzes consist of: *First Language Influence on Second Language Literacy, The Role of Oracy in Second Language Literacy, The Influence of Writing Systems on Second Language Literacy, and Morphemes."*
example of content question from Quiz #4: *1. English has _____writing system.*
a. a transparent
b. an opaque
Hint: An opaque writing system does not have a close or regular correspondence between the sounds and the symbols or letters. Answer: b

C - Pedagogical Knowledge

example from Quiz #3: *7. Dictation can be useful as an _____ listening activity.*
a. extensive
b. intensive
hint: It's a way to help students ensure that each word was understood correctly.
Answer: b

D - Clinical Experience - this assessment does not award clinical hours; it is purely academic and checks comprehension of core foundational concepts in linguistics and literacy.

E - Effect on Student Learning
example from Quiz #3: 10. *If we build up ELLs' oral vocabulary, _____.*
a. they will have fewer spelling problems
b. they will recognize more words once they learn to decode
hint: Oral vocabulary may exceed reading vocabulary for a while
Answer: b   (also an example of pedagogy)

Technology
The quizzes require students to go into D2L and take the quizzes online. Although the quizzes are not timed, they do require enough computer skills to follow the directions to complete the items. Once or twice, a student has been unable to execute the technology for the quizzes, but this is very rare.

Diversity awareness
example from Quiz 4: 10. *What do the Cherokee and Turkish orthographies have in common?*
a. they both use the roman alphabet
b. writing system reformers increased literacy in their speakers
Hint: Ataturk simplified Turkish, and Sequoia created the Cherokee orthography.
Answer: b
Several other questions indicate awareness of diverse languages and writing systems around the world.

2. How and when the Assessment is Implemented

The assessment is given to all students every quarter, in the form of four online quizzes. They form part of the course grade. This assignment does not award any clinical hours.

3. When data is Analyzed and by Whom

Data is analyzed by the classroom teacher, as part of summative grade, and is also submitted to Livetext. We received data for this class for the first time in 2015-2016

4. Remediation Provided to Candidates Not Meeting Criteria

Since the assessment forms part of the course grade, those not meeting criteria will be showing grade issues, and may need to be approached through Starfish or directly by the teacher.

5. Blank sample of the assessment tool "SLA Literacy Knowledge through Quizzes" - see Appendix A4

6. Blank sample of the scoring guide/rubric for "SLA Literacy Knowledge through Quizzes" - see Appendix A4

7. Aggregated Assessment for CIL 512 (any delivery model):

Overall ratings, n= 135
Unsatisfactory: 1.5%
Basic: 0.4.%
Proficient: 95.4%

8. Narrative Interpretation of What Data Means in Relations to Candidates' Content Knowledge

The high performance on the quizzes indicates that students mastered the content knowledge of linguistics and reading in a new language introduced through CIL512 course content.

9. The SLA Literacy Knowledge clinical hours are achieved through a different project, the literature circle/book group project, which is not the signature assessment. The project contributes to the ability of the ESL/bilingual teacher to better understand the first and second language and literacy development of the children they teach.

10. The knowledge of linguistics and reading development and their close interrelationship has a strong impact on student learning at all grade levels because they realize that certain linguistic foundations inform their understanding of the production and progress of both ELLs and native English speakers.

CIL531 - Crosscultural Education

1. Description of the Assessment and What it Assesses
"The purpose of this assignment is for you to demonstrate skills in: (1) __interviewing__ to establish a trusting relationship with an adult member of English learners' communities in order to create dialogue; (2) __gaining knowledge about English learners'__ community cultures, languages, and experiences; and (3) __developing cultural competence__, which is defined in this assessment as exploring what you learned in the interview about the connections of cultural and linguistic identities to learning and communication."

B - Content Knowledge
from instructions: *1. Analyze and interpret the interview.*
a.   Analyze the interview by discussing key points you learned and include quotes or descriptions from the interview to illustrate each of the key points.
b.   Include interpretation about what you learned by referring to at least three terms/concepts from the course materials to enrich your understandings by using the terms/concepts to add further insight, or explanation about the points you raise in your write-up.

C - Pedagogical Knowledge
from instructions: **Interview Categories**
·   *Background, including country of origin, occupation, interests*
·   *Family structure, history and relationships*
·   *Perspectives on cultural identification*
·   *Experiences with acculturation as well as possible experiences with cultural conflict*
·   *Experiences with cultural adjustment and/or culture shock, if immigrant to the US*
·   *Perceptions of US society and in particular culture*
·   *The role of community language(s) in the individual's life*
·   *The role of English in the individual's life*
        Formal and informal educational background, educational influences, and notions about how one becomes educated
·   *Attitudes toward and relationship to US educational system*

Because these interviewees are adults, there is only an indirect pedagogical connection; interviewers infer from their interview what kinds of educational experiences were salutary for students from linguistically diverse backgrounds.

D - Clinical Experience - 10 clinical hours are built into the assessment. A direct interview with an English language learner gives deepened understanding of the sociocultural and sociolinguistic backdrop of ELLs' experiences in the U.S.

E - Effect on Student Learning
from instructions: Review your interview project write-up using the rubric on the next page to ensure that all of the criteria have been met. Consider if you:
·   *described* the data you gathered.
·   *analyzed* and *interpreted* the data.
·   *evaluated* how the interview was conducted and how you might conduct it next time.

       The reflexivity of this assignment enhances takeaway of student learning.

Technology - There are no extraordinary technological requirements, but students will need to create a well structured paper and upload it to the online dropbox.

Diversity awareness
from the description: *"It is important for English language/emergent bilingual learners to have opportunities to express their cultural and linguistic identities in school and for teachers to connect their cultures and languages to school cultures and curricula. In order for teachers to facilitate opportunities for cultural/linguistic expressions and connections, they need to learn about the community cultures, languages, experiences, and funds of knowledge of the students in their classrooms."*
from directions: *c.*   *Be sure to keep in mind the following key question to guide you:* How do linguistic and cultural diversity connect to learning and communication?

2. How and when the Assessment is Implemented

The assessment is given to all students in the class, as a graded assignment. It also awards 10 clinical hours.

3. When data is Analyzed and by Whom

Data is analyzed by the classroom teacher, as part of summative grade, also submitted to Livetext. We have received data on this for the first time in 2015-2016

4. Remediation Provided to Candidates Not Meeting Criteria

The assessment forms part of the final grade, and those not earning a passing grade are remediated on a case by case basis through contact with Starfish or direct contact with the student.

5. Blank sample of the assessment tool "Community Member Interview" - see Appendix A5

6. Blank sample of the scoring guide/rubric for "Community Member Interview" - see Appendix A5

7. Aggregated Assessment for CIL 531 (any delivery model):

       Overall ratings, n= 178
       Unsatisfactory: 1.7%

Basic: 2.8.%
Proficient: 95.5%

8. Narrative Interpretation of What Data Means in Relations to Candidates' Content Knowledge

Data indicates that students were overwhelmingly proficient in conducting and analyzing a successful interview, based on course content.

9. The Community Member Interview clinical hours contributes to the ability of the ESL/bilingual teacher to better understand the forces that shape ELL learners, their schooling experiences, and their community and family funds of knowledge.

10. Performing the CIL531 signature assessment has a strong impact on the understandings of learners in this class. They recognize that ELLs come from many different backgrounds and experiences, and that the process of achieving proficiency in a new language is a multi-decade project requiring extensive support and encouragement.

Signature assessments are still in development for:

CIL501 Introduction to Linguistics for TESOL

The signature assessment "Language Journal" has been created and taught, but it has not yet been entered into Livetext. that is because CIL501 is rarely taught, and was not offered in 2015-2016. Therefore, no data is available for 2015-2016.

CIL306/506 Methods and Materials for Teaching Bilingual Education

The signature assessment "Biliteracy Lesson Plan" was not begun during 2015-2016. Instead, a lesson plan similar to the one used in CIL505 was applied to CIL506. CIL506 is also not taught every quarter - often only once or twice a year. Now, with a new full time faculty member hired Fall 2016, the bilingual lesson plan assessment is being developed.

CIL511 Family Literacy for Linguistically and Culturally Diverse Learners

The signature assessment "Family Literacy Gathering Workshop" was not completed during 2015-2016. CIL511 was not taught in 2015-2016. It is being worked on in 2016-2017, and it will be added to Livetext during the 2016-2017 academic year.

CIL532 Technology Instruction for Linguistically and Culturally Diverse Students

The signature assessment "New Technology Tool Application", was not completed in 2015-2016, and is currently being written in collaboration with faculty from the Illinois Resource Center.

F. Assessment of Candidate Dispositions

1. Description of the Assessment and What it Assesses
The purpose of the NCE Candidate Dispositions Assessment tool is to help nurture growth in professional dispositions as they relate to the NCE Conceptual Framework.

2. How and when the Assessment is Implemented

The self-assessment tool is in Livetext and given to all students enrolled in CIL500, CIL505, and CIL510, The idea is that those taking CIL500 are likely to be in the beginning of a degree program, those in CIL505 are likely to be in the middle of that program, and those in CIL510 are likely to be at the end of that program. However, few students take the courses in this order, and many are not in a degree program, but taking courses for the endorsement only, as students at large.

3. When data is Analyzed and by Whom
The data is provided by the NCE Assessment Council to CIL course faculty in aggregated form for global analysis; however, individual student scores are not provided. 2015-2016 is the second year this data has been provided

4. Remediation Provided to Candidates Not Meeting Criteria
Students taking the CIL coursework do not take it in a fixed order, so the measure cannot indicate a trend across a program.

5. How Data from Assessment is used by Program, Instructors and Candidates
Analyzing the dispositions assessment would not result in reliable results, for two reasons: 1.) a dispositions self-assessment score by a student in any of the target courses does not mean they have taken a previous assessment or will take a future one; 2.) the dispositions assessment is rarely synched with the quarters of study it is set up to be given.   Although the data provided is more extensive than the previous year, it is impossible to know if there is growth or if students have met certain benchmarks in programs they may or may not be part of. Still, the self-evaluation scores we have received indicate that these inservice and occasionally pre-service teachers consider themselves to be strong in the area of dispositions.

6. Blank sample of the assessment tool: Name of Tool : NCE Candidate Dispositions Assessment, Appendix B

7. Blank sample of the scoring guide/rubric: Same as above, Appendix B2

8. Aggregated Assessment Data

1. "Dispositions Assessment" in Livetext
2. Self-assessment offered three times for students taking CIL courses as part of the MEd program in a cohort. Not part of a CIL or CIC course grade. *note: The titles of the dispositions are based on the assumption that students are taking the courses in a certain order, but they are not.*
3. Data analyzed by program faculty of the C&I Masters program.
4. We do not know how these results are used in the C&I Masters Program; most of our students are not in it.
5. Blank sample of the Dispositions Assessment - see Appendix,
6. Blank sample of the Dispositions Scoring guide/rubric: see Appendix
7. Aggregated Assessment for "Early" dispositions assessment (CIL505): Overall ratings, n= 33
   Unsatisfactory: 0%
   Basic: 3%
   Proficient: 95.5%
   Aggregated Assessment for "last" dispositions assessment (CIL531) Overall ratings, n = 45
   Unsatisfactory: 0%
   Basic: 0%
   Proficient: 92%
8. Although the sample is small, the results clearly indicate the our students consider themselves to be strong in the area of Dispositions. None of them scored at a level below proficient for the last disposition assessment, and only one student scored at the "basic" level for the early assessment. The students that would have taken the dispositions self-assessment are already practicing teachers, which means they have already been vetted and have elected to have careers in teaching; in addition, since the assessment is not part of a grade or graduation requirement, it self-selects in favor of students who think this is an interesting topic.

G. Assessment of Candidate Diversity Proficiencies

We have an extremely diverse student body. However, no assessment of their diversity proficiency is conducted in our coursework; however, diversity is addressed in all of the signature assessments listed under the . We do not have access to the demographic data, but since our coursework is used by those seeking the ESL and bilingual endorsements in Illinois, there is a higher probability that they will be members of linguistic and/or cultural minorities.

H. Assessment of Candidate Technology Proficiencies

Each of the signature assessments for the CIL coursework is submitted to a Dropbox or taken as a quiz in D2L. Learners must be proficient enough in D2L to examine the rubric and submit the assignment. In addition, if they are in a degree program, they must learn to submit assignments in Livetext. When we offer an online or blended version of the coursework, additional technology requirements may be required, such as contributing to a discussion board, but no assessment of candidate technology proficiency is administered per se.

Section V: Use of Assessment Results to Improve Candidate and Program Performance

Our signature assessments are still in their infancy; only 5 of our 9 courses have assessments in place, and we have only one year of data to examine except for the dispositions assessment. At the end of the previous year, faculty were still required to report on their classes' performance to the faculty in charge of that course, and the faculty member (when there was one) had to "hand tabulate" the scores on the rubric. Now that the assessments are connected to Livetext, we are able to get greater amounts of data, and this has opened up a whole new world. Since our candidates (mainly practicing teachers) have all scored at or above 90% proficiency in our 5 course assessments as well as the disposition assessment, we feel fairly well placed in terms of nurturing the qualities we seek in our course takers.

In fall 2016 we added a new faculty member, in addition to a nearly-new faculty member, a senior faculty member about to take a two quarter sabbatical, and our coordinator, who also has other duties within the college. The four of us have settled on three assessment goals for the 2016-2017 year, which is already ⅓ complete:

1.) to complete and submit the signature assessments of the four remaining courses

2.) to look at possible adaptation of the signature assessment and courses for undergraduate versions of the course. This is a new issue because undergrads have not taken our courses until the 2015-2016 year. and

3.) to look at ways the assessments need to be differentiated for online, blended, and face to face formats. Until now, this has been done on a catch-as-catch-can basis.

Relationship to NCE Conceptual Framework: Our learners are intensively involved in education, in venues that are both progressive and struggling, and our coursework allows them to position themselves in new kinds of leadership in schools. The coursework helps them understand appropriate assessment, technology, lesson planning, and classroom methods and techniques for linguistically and culturally diverse learners. Some of our learners are being "groomed" by their schools to take an ESL or bilingual position when they complete the coursework; others are new to teaching, and for others, the endorsement may help them to secure a first job, a preferred job at their school, or even save their position at a school or district. All of these areas of leadership and knowledge are reflected in the NCE Conceptual Framework. Most particularly, our learners learn to "work collaboratively in diverse communities and with diverse learners to achieve learning goals" and learn to advocate "for democratic values, equity, access and resources." Hopefully through a varied and interactive learning experience, they will come to cultivate a love of learning and excitement about their mission; in the crosscultural class, required for the state endorsements, they will come to "respect and learn from other peoples, cultures, and points of view" - the core outcome of that class. Also "caring" is a core concept of working with children who come from poverty, war,

migration, and displacement, which is the target population of our students' students.

C. Reflection on previous year's assessment and recommendation from the NCE Assessment Committee.

The reviewing rubric from the 2014-2015 ESL/bilingual report awarded 1 "proficient" designation, 5 "basic", and 12 "unsatisfactory." Several of the less than proficient ratings have been addressed, as follow:

1. The NCE Conceptual Framework and Illinois Professional Teaching Standards were not included in 2014-2015, and they are now included and aligned with CIL signature assessments.
2. There is greater documentation and more extensive analysis in the sections for content knowledge, pedagogical knowledge, clinical experience, and impact on student learning. We did this by breaking those out for each assessment and citing and analyzing details from the assessment.
3. The assessment of candidate dispositions includes not only data from this year, but some discussion.
4. We added a diversity responsiveness and technology proficiency section for each course signature assessment.
5. Finally, the eight part structure suggested by last year's reviewers was adopted, along with added lines for diversity and technology. In all of these ways, we have submitted an improved report for 2015-2016.

[*sidenote: The report ratings were shared for the first time during the zoom meeting, without a chance to see the rubric in advance. We suggest that the report be sent several days in advance of a zoom evaluation meeting so that the report writers have a chance to digest and respond to it*].

APPENDIX A - CIL SIGNATURE ASSESSMENTS

APPENDIX A.1

CIL 500 signature Assessment: Program Model Critique

Context and Overview
There are various program models used in schools to provide instruction for English language learners. The purpose of this assignment is to help you demonstrate an understanding of Second Language Acquisition (SLA) theories and program models by researching and critiquing a program model at a local site (e.g., a school/school district or a community based program). The assignment will also serve as 10 clinical hours for the course.

Standards Addressed
  TESOL Standard(s) 1b, 2, 5a, 5b
Learning Outcomes (UCO)
· Demonstrate knowledge of theories and models of Second Language Acquisition (SLA).
· Demonstrate knowledge of program models.
· Develop strategies to be able to serve as advocates for the needs of English Language Learners in one's school, district, and community.

Directions
1. Choose a local site that has a language program model implemented for this project.
2. Engage in research to find out about the program model offered at the site. Your research should include gathering information through at least two of the following methods: Exploring the site website, interviewing key personnel about the language program model, observing a class, and interviewing with parents/guardians and/or community members.
3. Write up the results of your research. Your write-up includes three parts.
Part I provides the site context and describes the program model. The site context includes a description of the geographic location, socio-economic status, culture, and demographics of the local community and students at the site. Program model description includes the type(s) of program models offered and details of the way in which the program is implemented.

Part II discusses the pros and cons of the program model based on your research and knowledge of SLA theories and program models developed through course material. Key aspects of the critique may include, but are not limited to:
1) Program goals and language outcomes,
2) Identification and reclassification of participants in the program,
3) The way to assess the effectiveness of the program, and
4) Quality of program implementation (e.g., staff qualification, teaching practices, and resources). You need to use evidence from your research (e.g., observations, interviews, & internet search) and course material to support your critique.

Part III is a recommendation section with suggestions to enhance the program model for the local site. Consider yourself as an advocate for research based on best practices for ELLs. These recommendations should be supported by course material.

4. Your project will be assessed using the criteria on the rubric below. Please read this carefully when constructing your report.

5. Your instructor may ask you to make an in-class oral report or other presentation online to share your results.
· You may be asked to share the results of your investigation in a small group discussion or whole class format, using presentation software (PowerPoint, etc.), or making a poster or hand-out.
· In online courses, your instructor will vary this part of the assignment. You may be required to submit a narrated PowerPoint, a Prezzi presentation, or participate in an online discussion, simulation, or other activity.

Online Course Consideration
For the online version of this course, students will follow the same instructions to complete this project.
For students who do not have access to a local site, an alternative can be offered by researching websites where a detailed description of a program model is available, viewing an appropriate multimedia post, or by reading a research report about a program model and its implementation in a local context. This option is only available with prior approval from the instructor.

Due Date
Your instructor will specify due date in the course syllabus.
Rubric
See next page

Criteria and Rubric

RFORMANCE VEL →	TESOL andards	nsatisfactory (1)	Basic (2)	Proficient (3)	stinguished (4)
Performance Description		efers to candidate formance that does ot yield sufficient idence to make a termination or is onsistently below standards.	ers to candidate performance emonstrating necessary nowledge and skills but its pplication is inconsistent.	ers to candidate emonstrating mastery of rformance at a consistently ofessional level.	Refers to xemplary andidate rformance t stands as a del for other andidates. ==/A for this ssessment==
eria					
cribe the local ext		vides no or very ted information	vides basic rmation about	vides a detailed ription of the	

		t local context , location, munity, SES, ure, and students).	ocal context , location, munity, SES, ure, and ents).	l context by iding examples numerical data , location, munity, SES, ure, and ents).	
gram model ription		less than two arch methods and ides no or very ted information t program model nderstand the type implementation.	at least two arch methods provides basic rmation about type(s) and lementation of rogram model.	two or more arch methods provides a iled description e type(s) and lementation of rogram with nples.	
ique of the gram model: and cons	5a	udes no or curate critique of pros and cons of rogram model; no ence from the arch and course erial to support.	udes an rate critique by yzing the pros cons of key cts of the gram model and orting them examples.	udes an accurate que by yzing the pros cons of key cts of the gram model and orting them examples and se material.	
endations	5a, 5b	ommendations missing or do not ess key issues tified in the que.	t of the mmendations ress key issues tified in the que but they are all supported by se material.	ommendations ress all the key es identified in critique and are upported by se material.	
ng & hanics		ting is rganized and ains numerous hanical and other rs that interfere comprehension.	ting is nized and ains several hanical and r errors that do nterfere with prehension.	ting is clearly nized and sional hanical and r errors do not rfere with prehension.	

		ting contains erous APA errors.	ting contains ral APA errors.	ting contains sional APA rs.	

To the teacher: You may add whatever other classroom expectations you wish to your classroom rubric; the rubric above is the ONLY part of your classroom assessment that is used for the common assessment. You may also choose the percentage of the final grade you assign to the project.

CIL 500 Program Model Critique
Class Aggregated Scores - Data Reporting Form

Quarter/Date:
Instructor:
Number of Candidates Completing Assessment: n = _____
Class Totals

Number of Candidates at Unsatisfactory (1) level	Number of Candidates at Basic (2) level	Number of Candidates at Proficient (3) level

APPENDIX A.2 CIL505

CIL 505 –Lesson Plan Assignment – signature Assessment

Due:

The purpose of this assignment is to apply your knowledge of English as a second language concepts and practices to create a lesson plan that is consistent with your own principled approach to language, language learning, and language teaching. Your completed report should contain these three sections:

Introductory Section
A prose introduction written in essay style with answers to these questions. Do not answer in the form of a numbered list.
·   State the topic of your lesson.
·   Give a rationale for why you decided to teach this specific lesson. Your rationale might be that it is part of the curriculum, related to the tests students have to take, or an area your students have had difficulty with in the past.

· **Present language and content objectives for the lesson or unit of instruction, referencing WIDA Standards and Common Core/Illinois Learning Standards, and other standards, if applicable.**
· **Discuss your own principled approach to language learning and language teaching, grounded in course texts (refer to at least one chapter from each text).**
· **State the specific teaching methods that you would use to achieve the instructional objectives.**

Lesson Plan and Materials (the actual lesson plan). You may use the lesson plan format you usually follow OR one of the SIOP lesson plan templates in the SIOP text.
· **Provide a list of materials needed.**
· **Provide a list of language and content objectives (connected to the WIDA and Common Core/Illinois Learning Standards)**
· **Present a detailed plan for a lesson or unit of instruction. Include the notes you would use and the steps you would follow.**
· **Indicate how you would evaluate/assess the learners' success during instruction.**
· **Indicate how you would differentiate the lesson for at least two different language proficiency levels.**
· **Include all the steps of SIOP.**

Discussion/Reflection
In essay format, answer these questions. Do NOT write in the form of a numbered list.
· **Discuss what you would do again in the future and what you would do differently (based upon your experience using it in class, discussing it with a practicing teacher, or reflecting on it in relation to course readings/discussions)**
· **Is your lesson planning better because of the tools we learned in our class? Why? Which of the tools were more/less helpful? Why? Did you try any methods for the first time? Which ones? Would you use them again? Why or why not? How will you go about planning differently after our class? Be specific and give examples.**

If possible, use your lesson with one or more students, or discuss it with a practicing teacher.

Turn in your completed project as a hard copy. If you can, include samples of students' work if you tried it in class. If you can, also include copies of textbook assignments, handouts, etc.

Rubric/Criteria: Lesson Plan Signature Assignment
CIL 505

1—Approaches   2—Meets   3—Exceeds

Introductory Section
 1. You state the topic of your lesson and give a rationale.
 2. You present the language and content objectives for the lesson or unit of instruction and indicate how they relate to the WIDA, Common Core (and other learning standards, if applicable).

3. You discuss your own principled approach to language learning and language teaching, grounded in course texts (refer to at least one chapter in both texts).
 4. You state the specific teaching practices that you will use to achieve the instructional objectives.

Lesson Plan and Materials
    5. You provide a list of materials needed.
    6. You provide language and content objectives.
    7. You present a detailed plan for the lesson. You include the notes you would use and the steps you would follow. You explicitly include the steps in SIOP.
    8. You indicate how you would differentiate the material for at least two language proficiency levels.
    9. You indicate how you would evaluate/assess the learners' success during instruction.

Discussion/Reflection
_____10. You discuss what you would do again in the future and what you would do differently (based upon your experience using it with students, discussing it with a practicing teacher, or reflecting on it in relation to course readings/discussions)
    11. You reflect on your process of planning this lesson. Is your lesson planning better because of the tools we learned in our class? Will you make plans differently now?

General
    12. You answered in the form of a clear, cogent essay with an introduction, body, and concluding paragraphs that develop a main idea or thesis. You typed your paper and used spell check.

Total Points: _____

Rating Scale: 0-12 pts. = approaching
              13- 24 pts. = meets
              25-36 pts. = Exceeds

CIL 505 Lesson Plan
Class Aggregated Scores – Data Reporting Form

Quarter/Date:
Instructor:
Number of Candidates Completing Assessment: n = _____
Class Totals

Number of Candidates at Unsatisfactory (1) level	Number of Candidates at Basic (2) level	Number of Candidates at Proficient (3) level

CIL 510 – Data-Driven Instruction signature Assessment
for ESL and Bilingual Education Students

Overview and Context

The purpose of this assessment, completed by all students taking CIL 510, is to use knowledge and skills obtained through reading assignments and class activities to:

· Develop knowledge of formative assessments as they are used with ELLs and their appropriateness for measuring aspects of language development.
· Become familiar with an assessment and the data it provides.
· Analyze assessment data on one English language learner.
· Evaluate the appropriateness of the assessment choice for the given purpose.
· Make recommendations about data-driven instruction for the learner.

The assignment typically earns 10 clinical hours in the course.

Standards Addressed

Illinois Professional Teaching Standards for English as a New Language 3, 7
TESOL/NCATE Standards 3a, 4a, 4b

Course Learning Outcomes

· Demonstrate the ability to use assessment data to differentiate instruction for language proficiency development and content learning.
· Demonstrate ability to evaluate and effectively use various instruments and procedures for assessing both language proficiency and academic performance.
· Demonstrate ability to understand and interpret qualitative and quantitative data for assessing students.
· Demonstrate the ability to apply assessment results for reflecting on, and modifying teaching.

Directions

Think of a student you are curious about. It may be a struggling learner, a learner with certain skill gaps, a learner who has made amazing progress, or any student who you want to understand better than at present. The student should be linguistically and culturally diverse and classified for ESL/bilingual services or recently exited from them. You may also consider a child whose parent/guardian has refused services. Imagine that an administrator has asked you to write a report about the learning needs of the student. Follow these steps.

Context/Setting

1. Choose a student and be able to give a rationale as to why you chose that particular student. Obtain basic demographic information on the student and family (e.g. age, first and second language(s), race/ethnicity, socioeconomic status, etc.). Use a pseudonym to respect privacy rights.
2. View the Illinois State Board of Education Report Card (http://illinoisreportcard.com) and obtain demographic information about the school and its students.

Assessment Procedure

3.   Choose and administer an assessment or obtain ONE piece of assessment data about that learner. The data may be from a standardized assessment or a structured, classroom-based assessment.

Data Analysis

4.   Analyze the data. What does the data about the student's performance on the assessment tell you about them? Factor in any demographic information about the student, family, and school/district that might enrich your analysis.

5.   Examine the assessment and evaluate the quality of the assessment and the data it provides (validity, reliability, and practicality).

Recommendations

6.   Consider the student's performance on the assessment. How does the data help inform instruction in order to meet the academic needs of this student?

Written Report

Use the information you gathered to write a 2-3 page (minimum) report you might share with a teacher at the school, with instructional recommendations.

·   Write a cogent, organized report (not a numbered list) in standard written English with an introduction, body, and conclusion. You can use the headings under "Directions" to organize your report.

·   Submitting the written report to anyone other than your professor is not part of the assignment.

·   Your professor may also ask you to share your report with the class as part of the assignment.

Assessment

Before submitting, review your project using the rubric below to ensure that all of the criteria have been met.

Class Instructional Activity

After completion of the assessment, your instructor may use this as an in-class activity.

Online Course Consideration

For the online version of this course, candidates will follow the same instructions to complete this project.

Rubric

FORMANCE EL →	SOL dards	Unsatisfactory (0-1)	Basic (2)	Proficient (3)	inguished (4)
Performance Description		fers to candidate ormance that does t yield sufficient idence to make a termination or is nsistently below standards.	efers to candidate performance demonstrating essary knowledge nd skills but its application is inconsistent.	efers to candidate onstrating mastery performance at a sistently professional level.	Refers to xemplary andidate ormance that ds as a model for other andidates. N/A

eria					
...onale regarding ...e of student		...onale regarding ...e of student was ...ing.	...onale regarding ...e of student was ...mplete.	...onale regarding ...e of student was ...plete.	
...c demographic		...ographic ...rmation was ...ing.	...ographic ...rmation (as ...able) was ...mplete.	...ographic ...rmation (as ...able) was complete.	
...sis of data		... analysis does not ...de an ...pretation of what ...tudent can do ...or knows, and does ...actor in ...opriate ...graphic ...rmation about the ...ent, family, and ...ol/district.	... analysis ...des a cursory ...pretation of what ...tudent ...o and/or knows, or ... not factor in ...gh appropriate ...graphic ...rmation about the ...ent, family, and ...ol/district.	... analysis includes a ...ghtful interpretation ...hat the student can ...nd/or knows and ...rs in appropriate ...graphic information ...t the student, family, ...school/district.	
...ysis of the ...opriateness of the ...ative assessment ...he target learner		...formative ...ssment for the ...et learner was not ...yzed for ...opriateness, ...lity, reliability, or ...ticality	...formative ...ssment for the ...et learner was ...yzed for its ...opriateness, ...lity, reliability, and ...ticality, but not ...oughly, or not in all ...s.	...formative ...ssment for the target ...er was thoroughly ...yzed. Included in the ...ysis was its ...opriateness, validity, ...bility, and ...ticality.	
...mmendations ...nstruction		...mmendations ... missing, or did ...nclude appropriate ...uctional options ...data analysis.	...mmendations ...de instructional ...ns that are not ...opriate or are not ...d on data analysis.	...mmendations ...de appropriate ...uctional options ...d on data analysis.	
...ing		...ing is disorganized ...contains numerous ...hanical and other ...rs (e.g. APA) that ...fere with ...prehension.	...ing is organized ...contains several ...hanical and other ...rs (e.g. APA) that ...t interfere with ...prehension.	...ing is clearly ...nized and occasional ...hanical and other ...rs (e.g. APA) do not ...fere with ...prehension.	

ll Score	tisfactory	c	icient	
		5 points	8 points	

To the teacher: You may add whatever other classroom expectations you wish to your classroom rubric; the rubric above is the ONLY part of your classroom assessment that is used for the university signature Assessment. You may also choose the percentage of the final grade you assign to the project.

CIL 510 Data Driven Instruction
Class Aggregated Scores - Data Reporting Form

Quarter/Date:
Instructor:
Number of Candidates Completing Assessment: n = _____
Class Totals

Number of Candidates at Unsatisfactory (1) level	Number of Candidates at Basic (2) level	Number of Candidates at Proficient (3) level

APPENDIX A4 CIL512

CIL 512 – Common Assessment
Second Language Acquisition (SLA) Literacy Knowledge using Quizzes

<u>**Overview and Context**</u>
The purpose of this assessment, completed by all candidates taking CIL512, is to demonstrate knowledge obtained through reading assignments and class activities by completing 4 quizzes on major topics of the class. The topics are: First Language Influence on Second Language Literacy, The Role of Oracy in Second Language Literacy, The Influence of Writing Systems on Second Language Literacy, and Morphemes.

Standards Addressed
Illinois Professional Teaching Standards 1, 2, 3, 6
**   TESOL/NCATE Standards 1a, 1b**

Course Learning Outcomes
1. Express an understanding of theories and models of first and second language acquisition and theoretical models of reading.

2. Demonstrate knowledge of phonology, morphology, syntax, semantics and discourse patterns as they relate to first language (L1) and second language (L2) literacy.

3. Demonstrate understanding of the complex architecture of English vocabulary (morphemes).

4. Demonstrate understanding of the key role of oracy (listening and speaking) in the development of literacy in a new language.

6. Demonstrate understanding of the effect of first language orthography on literacy development in a new language.

Directions

1. The four multiple choice quizzes, each consisting of ten questions, are available in every section of the course through the learning platform and must be taken online. Each quiz is graded automatically. A candidate has two opportunities to answer each question and the higher score is the one recorded. Quizzes are part of homework assignments and are "open book." A "hint" for each question can be accessed as needed.

2. Each quiz is taken after the course material on the topic has been read and discussed.

3. Each of the four quizzes earns 5% of the course grade, and the four together constitute 20% of the course grade in all sections of the course.

Criterion 1 is addressed through the Quiz in the unit connected to First Language Influence (Chapter 2 of the textbook). Criteria 2 and 3 are addressed through the Quiz in the unit connected to Morphemes (Chapter 5 of the textbook). Criterion 4 is addressed through the Quiz in the unit connected to Oracy (Chapter 3 of the textbook). Criterion 5 is addressed through the Quiz in the unit connected to Morphemes (Chapter 5 of the textbook).

For each quiz, a score of 9 or 10 correct is considered "proficient," a score of 7 or 8 is considered "basic," and a score below 7 is considered "unsatisfactory." When scores on the four quizzes are added up, their results can be reported on a cumulative rubric in the following way:

Proficient (3 points) – total score of 36-40 points correct
Basic (2 points) – total score of 28-35 points correct
Unsatisfactory (0-1 points) – total score below 28 points correct

Online Course Considerations
There are no modifications for online delivery of the course

Due Dates
Individual quizzes do not have a closing date, but all 4 must be completed before the end of the course.

Criteria and Rubric
The rubric below signifies course content for which the project will be assessed.

ORMANCE →		standard(s)	atisfactory (1)	Basic (2)	roficient (3)	guished (4)

Performance Description			...ers to candidate ...rmance that does ...yield sufficient ...ence to make a ...rmination or is ...sistently below ...standards.	...ers to candidate ...performance ...nstrating necessary ...edge and skills but ...application is ...inconsistent.	...rs to candidate ...strating mastery ...rformance at a ...ently professional level.	...to exemplary ...ndidate ...rmance that ...s as a model ...r other ...ndidates. ...ot applicable ...Assessment
...ia						
...standing of ...es and models of ...nd second ...ge acquisition ...eoretical models ...ling. ENL 1, 2,			...date did not ...strate ...standing of ...es and models of ...nd second ...ge acquisition ...eoretical models ...ling.	...date ...strated limited ...standing of ...es and models of ...nd second ...ge acquisition ...eoretical models ...ling.	...date ...strated ...standing of ...es and models of ...nd second ...ge acquisition ...eoretical models ...ling.	
...edge of ...logy, ...ology, syntax, ...tics and ...rse patterns as ...late to first ...ge and second ...ge literacy.			...ate did not ...strate knowledge ...ology ...ology, syntax, ...ics, and discourse ...s as they relate to ...nguage and second ...ge literacy.	...ate demonstrated ...knowledge of ...ogy, morphology, ...semantics, and ...se patterns as they ...o first language and ...language literacy.	...ate demonstrated ...edge of ...logy, ...ology, syntax, ...tics and ...rse patterns as ...late to first ...ge and second ...ge literacy.	
...nstrate ...standing of the ...ex architecture ...lish vocabulary ...hemes).			...ates did not ...strate ...tanding of the ...x architecture of ...vocabulary ...hemes).	...ate demonstrated ...l understanding ...complex ...ecture of English ...ulary ...hemes).	...ate ...strated ...standing of the ...ex architecture ...lish vocabulary ...hemes).	
...nstrate ...standing of the ...le of oracy ...ng and ...ng) in the ...pment of ...y in a new ...ge.			...ate did not ...strate ...tanding of the key ...oracy in the ...ment of literacy ...w language.	...ate demonstrated ...understanding of ...role of oracy in the ...ment of literacy in ...anguage.	...te demonstrated ...tanding of the key ...oracy in the ...ment of literacy ...w language.	
...nstrate ...standing of the			...date did not ...strate	...date ...strated limited	...date ...strated	

of first language raphy on y development w language.			standing of the of first language raphy on y development w language.	standing of the of first language raphy on literacy pment in a new ge.	standing of the of first language raphy on y development w language.	

To the instructor: The quizzes, answer keys, and hints are in the master shell in D2L and are able to be accessed by the instructor. Each quarter, teachers need to make the quizzes "active" in D2L so they are available to be taken.

Copies of the quizzes, answer keys, and hints can also be sent as word documents in email attachments by contacting Kristin Lems (klems@nl.edu). They must be kept safe and secure.

CIL 512 Quizzes
Class Aggregated Scores - Data Reporting Form

Quarter/Date:
Instructor:
CRN(s):
Number of Candidates Completing Assessment: n = _____
Class Totals

Number of Candidates at Unsatisfactory (1) level	Number of Candidates at Basic (2) level	Number of Candidates at Proficient (3) level

For each quiz, a score of 9 or 10 correct is considered "proficient," a score of 7 or 8 is considered "basic," and a score below 7 is considered "unsatisfactory." The four quiz scores are added up for each student, divided by 4, and reported in the following way:
Proficient (3 points) – total score of 36-40 points correct (90-100%)
Basic (2 points) – total score of 28-35 points correct (70-89%)
Unsatisfactory (0-1 points) – total score below 28 points correct (below 69%)

APPENDIX A5 CIL531

CIL 531 Signature Assessment: Community Member Interview Project
 Overview and Context
It is important for English language/emergent bilingual learners to have opportunities to express their cultural and linguistic identities in school and for teachers to connect their cultures and languages to school cultures and curricula. In order for teachers to facilitate opportunities for cultural/linguistic expressions and connections, they need to learn about the community cultures, languages, experiences, and funds of knowledge of the students in their classrooms.

The purpose of this assignment is for you to demonstrate skills in: (1) <u>interviewing</u> to establish a trusting relationship with an adult member of English learners' communities in order to create dialogue; (2) <u>gaining knowledge</u> <u>about English learners'</u> community cultures, languages, and experiences; and (3) <u>developing cultural competence</u>, which is defined in this assessment as exploring what you learned in the interview about the connections of cultural and linguistic identities to learning and communication.

This assignment will also serve as 10 clinical hours for the course.

Standards Addressed

Illinois Professional Teaching Standards for English as a New Language 1

TESOL/NCATE Standard 2d, 2e

Course Learning Outcome

Demonstrate awareness of the role of culture in the American educational system and the ways various ethno-linguistic groups contribute to the cultural dynamic of a classroom.

Directions

A. Selecting an interview participant

1.   Select an adult who has experience acquiring more than one language who is an immigrant or refugee, or who was born in the US and speaks a minority language. The person should be a family or community member in a school or community where you work, or a school/community where you are interested in working.

2.   Make sure the person you select to interview is not the parent or family member of a student that you teach or anyone else that you supervise.

3.   If you need help identifying an interview participant, you can use others in the class to help you find someone. Class members who have friends or neighbors in a nearby community might help approach potential individuals to interview.

4.   Inform the person you are interviewing that this is a class assignment and that you will be sharing your written report with others in class. Assure the interviewee that you will keep the information confidential and use pseudonyms.

B. Developing Interview Questions

1.   Develop a list of 10-15 interview questions. You might not use all of the questions you develop, but it is a good idea to have several extra questions to choose from in case a few questions do not elicit much of a response.

2.   Some time will be provided during class to brainstorm and discuss interview questions. Select 3-4 categories from the list below and develop 4-5 interview questions for each of the categories you select. You should have a list of roughly 10 questions, with 4-5 extra questions that you can use if you need them.

Interview Categories

·   **Background, including country of origin, occupation, interests**

·   **Family structure, history and relationships**

·   **Perspectives on cultural identification**

·   **Experiences with acculturation as well as possible experiences with cultural conflict**

·   **Experiences with cultural adjustment and/or culture shock, if immigrant to the US**

·   **Perceptions of US society and in particular culture**

·   **The role of community language(s) in the individual's life**

·   **The role of English in the individual's life**

·   **Formal and informal educational background, educational influences, and notions about how one becomes educated**

·   **Attitudes toward and relationship to US educational system**

C. Planning the Interview

1.   Find a comfortable, quiet place to conduct the interview. If possible, conduct the interview in person rather than over the phone. Plan about an hour for the entire interview process (including arriving, small talk, leave-taking), and tell the person that you will take around 45 minutes for the actual interview.

D. Conducting the interview

1.   Begin with an unstructured discussion to make the individual feel comfortable, and spend a little time getting to know each other. If you share a little bit about yourself, it can help to create a comfortable atmosphere.

2.   Ask the person for permission to audio record the interview or to hand write brief notes during the interview so that you can remember key phrases and important information for your write-up. If the person seems hesitant about recording the interview, then don't do it, but write notes about the interview, including key phrases, immediately afterward so as not to forget information.

3.   If you spend more time on some of the questions, that is fine. You do not need to rush or spend extra time to make sure you get through all of the questions. Also, you can ask the questions in the order you list them, but you do not have to if it seems to make sense to go in a different order during the interview. The goal is to have a rich conversation, not to get through a list of questions.

E. Writing the interview findings

Write an integrated report that is a minimum of three pages, using Times 12 point font, and one-inch margins.

      1.   *Review the data.*

2.   *Listen to the interview or review your notes, and select important or salient quotes to illustrate points you want to share.*

3.   *Describe the interview and interview participant.*

Introduce the person that you interviewed at the beginning of the write-up. Remember to use pseudonyms for names of people and specific locations, but do use real names of cities and countries. Provide a brief summary of the interview and your interpretation of how it went. How did you locate this person? In the interview summary, explain the key points about community cultures, languages, and experiences with school that arose during the interview, which you plan to explain in the body of your write-up.

4.   *Analyze and interpret the interview.*

a.   Analyze the interview by discussing key points you learned and include quotes or descriptions from the interview to illustrate each of the key points.

b.   Include interpretation about what you learned by referring to at least three terms/concepts from the course materials to enrich your understandings by using the terms/concepts to add further insight, or explanation about the points you raise in your write-up.

c.   Be sure to keep in mind the following key question to guide you: How do linguistic and cultural diversity connect to learning and communication?

d.   Additional questions you might consider:

·   What did you learn about the person's cultural identification and experiences with acculturation?

·   What did the person share regarding experiences with school?

·   What information did you gain about the person's culture, language, beliefs, values?

·   What information was a surprise, unanticipated or confirming?

·   What new or confirming views did the interview make you think about? What wonderings were you left with?

5. *Conclude your discussion of the interview.*

   a. In your conclusion, think about what you learned and what it means to you.

   b. What did you learn about how language and culture connect to learning?

   c. Consider how you could use the information you learned to involve culturally and linguistically diverse families in schools, and

      incorporate cultural differences in schools.

Additional important points

·   Make sure your write-up has an introduction with a thesis statement, a well-developed body, and a conclusion.

·   Include a reference list in APA format.

·   Follow your instructor's directions on how to submit your interview project write-up.

Assessment

Review your interview project write-up using the rubric on the next page to ensure that all of the criteria have been met. Consider if you:

· *described* the data you gathered.
· *analyzed* and *interpreted* the data.
· *evaluated* how the interview was conducted and how you might conduct it next time.
· *wrote a coherent write-up* with an introduction that includes a thesis statement, well developed body, and a conclusion.

Class Instructional Activity
After completion of the assessment, your instructor may use this as an in-class activity.

Online Course Consideration
For the online version of this course, candidates will follow the same instructions to complete this project.

Due date
The instructor will specify the due date in the course syllabus.

Rubric
See next page.

CIL 531 Signature Assessment: COMMUNITY MEMBER INTERVIEW PROJECT

RUBRIC

Criteria

formance vel	ESOL andards	nsatisfactory (1)	Basic (2)	oficient (3)	tinguished (4)
rformance escription		Refers to candidate formance that oes not yield sufficient dence to make	Refers to candidate rformance monstrating necessary owledge and	Refers to candidate monstrating nastery of formance at consistently	efers to emplary ndidate rformanc e that nds as a

		determination is consistently low standards.	kills but its plication is consistent.	rofessional level.	odel for other ndidates. <mark>A for this sessment</mark>
iteria					
erviewing		ssing a cussion of how interview nt, or what s learned out erviewing.	gue luation of w the erview nt, and a himal cussion of at was rned about ducting erviews.	oughtful luation of w the erview went l a ostantial cussion of at was rned about ducting erviews.	
ining owledge out glish arners		gue sentation of person erviewed. ludes a tchy nmary of glish learners'	equate sentation of person erviewed. ludes a rtial nmary of at was	mplete sentation of person erviewed. ludes a ughtful egrated nmary of	

			nmunities, tures, guages, and eriences	rned about glish rners' nmunities, tures, guages, and eriences	at was rned about glish rners' nmunities, tures, guages, and eriences	
	veloping ltural mpetence		e points rned from the erview (e.g. ut culture, guage, eriences, ds of owledge, itics, and ectations ut school) are gue or not esented, and quotes or ormation from interview are d to illustrate points.	esents one two points rned from interview g. about ture, guage, eriences, ds of owledge, itics, and ectations ut school); d/or only ited quotes nformation m the erview are d to	esents at st three nts learned m the erview (e.g. ut culture, guage, eriences, ds of owledge, itics, and ectations ut school) ng a quote description llustrate h point.	

		strate the nts.		
zing the ew Using /Concepts		key ms/concepts m the course terials luded to add ther insight or lanation ut the erpretations of points raised.	es only one two key ms/concepts m the rse terials to l further ight or lanation ut the erpretation points sed, or the icepts are d orrectly.	rrectly uses ee or more y ms/concepts m the rse terials to l further ight, or lanation ut erpretations he points sed.	
g		iting is organized and tains merous chanical and er errors (e.g. A) that rfere with nprehension.	iting is anized and tains eral chanical l other ors (e.g. A) that do interfere h nprehensio	iting is arly anized and asional chanical l other ors (e.g. A) do not rfere with nprehension	

rall Score		satisfactory	sic 3 points	ficient 15 points	

To the teacher: You may add whatever other classroom expectations you wish to your classroom rubric; the rubric above is the ONLY part of your classroom assessment that is used for the university signature Assessment. You may also choose the percentage of the final grade you assign to the project.

CIL 531 Community Member Interview Project
Class Aggregated Scores - Data Reporting Form

Quarter/Date:
Instructor:
Number of Candidates Completing Assessment: n = _____
Class Totals

Number of Candidates at Unsatisfactory (1) level	Number of Candidates at Basic (2) level	Number of Candidates at Proficient (3) level

Appendix B

B.1 NCE Dispositions Self-Assessment: Early Phase (201690)

1   NCE Candidate LAST Name:

2   NCE Candidate FIRST Name:

3   NLU ID #
    (N00*****)

4   NCE Faculty Name:
    (Last name first, for example: Smith, John)

5   Person Completing Form:
    (Last name first, for example: Smith, John)

6   Today's Date:

(MM/DD/YYYY)

7   Year:
     (YYYY)

8   Academic Term
     Fall (between September and December)
     Winter (between January and March)
     Spring (between April and June)
     Summer (between July and August)

9   Please select your degree:
      BA
      MAT
      MED
      MSED
      CAS
      EDS
      EDD

10   Please write your program here:
      (For example: Elementary Education, Curriculum & Instruction, etc.)

11   Course Number
      (For example: SEC 590, EDL 598)

12   Course Reference Number (CRN)
      (5-digit number identifying the course section, for example: 90123, 19876, 34567, 65431)

13   PART 1. CURIOSITY: Candidate cultivates an intellectual curiosity and excitement for
      learning in oneself.
      In the questions labeled "CURIOSITY" below, please rate your proficiency related to
      intellectual curiosity and excitement for learning.

14   CURIOSITY: Referencing course materials and readings
      Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to
      make a determination or is consistently below standards)
      Basic (Refers to candidate performance demonstrating necessary knowledge and skills but
      its application is inconsistent)

Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

15   CURIOSITY: Asking questions of others
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

16   CURIOSITY: Making connections to practice
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

17   CURIOSITY: Actively participating in group activities/discussions
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

18   CURIOSITY: Sharing ideas as a means for engaging others
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

19   CURIOSITY: Attending class prepared and ready to engage
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)

Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

20   PART 1 RATIONALE. CURIOSITY: Candidate cultivates an intellectual curiosity and excitement for learning in oneself.
Please provide a rationale for your rating in this section (Part 1).

21   PART 2. RESPECT: Candidate demonstrates respectful learning from other cultures and points of view.
In the questions labeled "RESPECT" below, please rate your proficiency related to respectful learning from other cultures and points of view.

22   RESPECT: Actively listening/inviting others' ideas and perspectives
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

23   RESPECT: Asking questions about culture, and/or points of view that differ from one's own
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

24   RESPECT: Being open to learning from all peoples/perspectives
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

25   RESPECT: Welcoming differing opinions as a way to understand underlying beliefs and assumptions

Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

26 RESPECT: Welcoming debate with alternative ideas
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

27 PART 2 RATIONALE. RESPECT: Candidate demonstrates respectful learning from other cultures and points of view.
Please provide a rationale for your rating in this section (Part 2).

28 PART 3. CARING: Candidate demonstrates a caring attitude by promoting growth in others.
In the questions labeled "CARING" below, please rate your proficiency related to a caring attitude by promoting growth in others.

29 CARING: Welcoming debate with alternative ideas
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

30 CARING: Giving of him/herself to assist others (in class assignments, discussions, etc.
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

31 CARING: Providing helpful feedback and support to others
    Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to
    make a determination or is consistently below standards)
    Basic (Refers to candidate performance demonstrating necessary knowledge and skills but
    its application is inconsistent)
    Proficient (Refers to candidate demonstrating mastery of performance at a consistently
    professional level)

32 CARING: Sharing knowledge and resources to enhance the education of other candidates
    Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to
    make a determination or is consistently below standards)
    Basic (Refers to candidate performance demonstrating necessary knowledge and skills but
    its application is inconsistent)
    Proficient (Refers to candidate demonstrating mastery of performance at a consistently
    professional level)

33 CARING: Promoting growth in other classmates and faculty by asking compelling
    questions and sharing relevant experiences
    Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to
    make a determination or is consistently below standards)
    Basic (Refers to candidate performance demonstrating necessary knowledge and skills but
    its application is inconsistent)
    Proficient (Refers to candidate demonstrating mastery of performance at a consistently
    professional level)

34 PART 3 RATIONALE. CARING: Candidate demonstrates a caring attitude by promoting
    growth in others.
    Please provide a rationale for your rating in this section (Part 3).

35 PART 4. LEADERSHIP: Candidate acts with confidence and self-knowledge to assume
    leadership roles and responsibilities.
    In the questions labeled "LEADERSHIP" below, please rate your proficiency related to
    acting with confidence and self-knowledge to assume leadership roles and responsibilities.

36 LEADERSHIP: Promoting growth in other classmates and faculty by asking compelling
    questions and sharing relevant experiences
    Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to
    make a determination or is consistently below standards)
    Basic (Refers to candidate performance demonstrating necessary knowledge and skills but
    its application is inconsistent)

Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

37 LEADERSHIP: Sharing ideas, learnings, lessons and activities with classmates and colleagues to help improve or assist others
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

38 LEADERSHIP: Assuming leadership roles in one's professional context as evident in coursework and reflections
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

39 LEADERSHIP: Seeking out professional development experiences
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

40 LEADERSHIP: Participating in professional organizations
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

41 LEADERSHIP - Additional evidence for candidates in ADVANCED PROGRAMS: Assuming leadership roles in professional organizations

Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

42   PART 4 RATIONALE. LEADERSHIP: Candidate acts with confidence and self-knowledge to assume leadership roles and responsibilities.
Please provide a rationale for your rating in this section (Part 4).

43   PART 5. IMPROVEMENT: Candidate uses information from others meaningfully for self-reflection and continuous improvement.
In the questions labeled "IMPROVEMENT" below, please rate your proficiency related to using information from others meaningfully for self-reflection and continuous improvement.

44   IMPROVEMENT: Seeking out feedback, critiques and suggestions for improvement
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

45   IMPROVEMENT: Using self-assessment as a key learning tool
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

46   IMPROVEMENT: Applying new knowledge to practice, and/or policy and/or theory
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

47 PART 5 RATIONALE. IMPROVEMENT: Candidate uses information from others meaningfully for self-reflection and continuous improvement.
Please provide a rationale for your rating in this section (Part 5).

48 PART 6. LEARNER: Candidate engages in appropriate learner behavior.
In the questions labeled "LEARNER" below, please rate your proficiency related to engaging in appropriate learner behavior.

49 LEARNER: Comes to class on time
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

50 LEARNER: Comes to class prepared and ready to learn
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

51 LEARNER: Completes assignments on time including online posting as required
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

52 LEARNER: Actively participates in class discussions and activities
Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)
Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)
Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

53   LEARNER: Adheres to academic honesty policies

Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)

Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)

Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

54   LEARNER: Uses technology appropriately

Unsatisfactory (Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards)

Basic (Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent)

Proficient (Refers to candidate demonstrating mastery of performance at a consistently professional level)

55   PART 6 RATIONALE. LEARNER: Candidate engages in appropriate learner behavior. Please provide a rationale for your rating in this section (Part 6).

Appendix B.1 - NCE Dispositions Evaluation: EARLY Phase Rubric

	Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)
1. CURIOSITY• Referencing course materials and readings (1.000, 3%)			
1. CURIOSITY• Asking questions of others (1.000, 3%)			
1. CURIOSITY• Making connections to practice (1.000, 3%)			
1. CURIOSITY• Actively participating in group activities/discussions (1.000, 3%)			
1. CURIOSITY• Sharing ideas as a means for engaging others (1.000, 3%)			

1. CURIOSITY• Attending class prepared and ready to engage (1.000, 3%)			
2. RESPECT• Actively listening/inviting others' ideas and perspectives (1.000, 3%)			
2. RESPECT• Asking questions about culture, and/or points of view that differ from one's own (1.000, 3%)			
2. RESPECT• Being open to learning from all peoples/perspectives (1.000, 3%)			
2. RESPECT• Welcoming differing opinions as a way to understand underlying beliefs and assumptions (1.000, 3%)			
2. RESPECT• Welcoming debate with alternative ideas (1.000, 3%)			
3. CARING• Giving of him/herself to assist others (in class assignments, discussions, etc.) (1.000, 3%)			
3. CARING• Providing helpful feedback and support to others (1.000, 3%)			
3. CARING• Sharing knowledge and resources to enhance the education of other candidates (1.000, 3%)			
3. CARING• Promoting growth in other classmates and faculty by asking compelling questions and sharing relevant experiences (1.000, 3%)			
4. LEADERSHIP• Promoting growth in other			

classmates and faculty by asking compelling questions and sharing relevant experiences (1.000, 3%)			
4. LEADERSHIP• Sharing ideas, learnings, lessons and activities with classmates and colleagues to help improve or assist others (1.000, 3%)			
4. LEADERSHIP• Assuming leadership roles in one's professional context as evident in coursework and reflections (1.000, 3%)			
4. LEADERSHIP• Seeking out professional development experiences (1.000, 3%)			
4. LEADERSHIP• Participating in professional organizations (1.000, 3%)			
4. LEADERSHIP• Additional evidence for candidates in ADVANCED PROGRAMS: Assuming leadership roles in professional organizations (1.000, 3%)			
5. IMPROVEMENT• Seeking out feedback, critiques and suggestions for improvement (1.000, 3%)			
5. IMPROVEMENT• Using self-assessment as a key learning tool (1.000, 3%)			
5. IMPROVEMENT• Applying new knowledge to practice, and/or policy and/or theory (1.000, 3%)			

6. LEARNER• Comes to class on time (1.000, 3%)			
6. LEARNER• Comes to class prepared and ready to learn (1.000, 3%)			
6. LEARNER• Completes assignments on time including online posting as required (1.000, 3%)			
6. LEARNER• Actively participates in class discussions and activities (1.000, 3%)			
6. LEARNER• Adheres to academic honesty policies (1.000, 3%)			
6. LEARNER• Uses technology appropriately (1.000, 3%)			
SUMMARY: 1. CURIOSITY. Candidate cultivates an intellectual curiosity and excitement for learning in oneself.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 1, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 1, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 1, using the feedback button in the cell at the left.
SUMMARY: 2. RESPECT. Candidate demonstrates respectful learning from other cultures and points of view.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 2, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 2, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 2, using the feedback button in the cell at the left.
SUMMARY: 3. CARING. Candidate demonstrates a caring attitude by promoting growth in others.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for

	ratings given in the elements of Criterion 3, using the feedback button in the cell at the left.	the ratings given in the elements of Criterion 3, using the feedback button in the cell at the left.	the ratings given in the elements of Criterion 3, using the feedback button in the cell at the left.
SUMMARY: 4. LEADERSHIP. Candidate acts with confidence and self-knowledge to assume leadership roles and responsibilities.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 4, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 4, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 4, using the feedback button in the cell at the left.
SUMMARY: 5. IMPROVEMENT. Candidate uses information from others meaningfully for self-reflection and continuous improvement.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 5, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 5, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 5, using the feedback button in the cell at the left.
SUMMARY: 6. LEARNER. Candidate engages in appropriate learner behavior.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 6, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 6, using the feedback button in the cell at the left.	*Please select the N/A cell at the right - not this cell.* SUMMARIZE YOUR RATIONALE for the ratings given in the elements of Criterion 6, using the feedback button in the cell at the left.