



<p>Literacy Classes</p>  <p>Outcomes, Connections, and Artifacts</p> 	<p>EDUC 566 Middle School and High School</p>	<p>EDUC 565 Young Child and Language and Literacy Development</p>	<p>EDUC 519 Word Study</p>	<p>EDUC 622 Teaching Writing in Grades PK-12</p>	<p>EDUC 635 Lit. Pre-K through Grade 12</p>	<p>EDUC 520 Assessment</p>	<p>EDUC 630 Prelim Case Study</p>	<p>EDUC 631 Case Study</p>
<p>1. Demonstrate-depth of knowledge of the psychological, sociological, and linguistic theoretical base of literacy education</p> <ul style="list-style-type: none"> Expectation(s) 1st set (EDUC 566) 3/2/2015-11/1/2015: mean 1.5 – 2 1/1/2016 – 10/24/2016: Mean 1.5 – 2 8/29/16 – 12/31/16: Mean 1.5-2 2nd set (EDUC 565) 1/1/2016 – 10/24/2016: Mean 2 – 3 8/29/16 – 12/31/16: Mean 2-3 3rd set (EDUC 520) 1/1/2016 – 10/24/2016: Mean 2.5 – 3.5 8/29/16 – 12/31/16: Mean 2.5 – 3.5 <p>4th set of data Case Study 8/29/16 – 12/31/16</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results 3/2/2015-11/1/2015 N=52 Mean 2.58 12% beginning; 37% developing; 35% advancing; 17% proficient</p> <p>1/1/2016 – 10/24/2016 N=35 Mean 1.74 Beginning 31% Developing 63% Advancing 6% Proficient 0%</p> <p>8/29/16 – 12/31/16 N = 9 Mean 1.56</p>	<p>Capstone</p> <p>2nd set (EDUC 565) of assessment data results 1/1/2016 – 10/24/2016 N=46 Mean 2.3 Beginning 20% Developing 37% Advancing 37% Proficient 7%</p> <p>8/29/16 – 12/31/16 N=8 Mean 2.38 Beginning 13% Developing 38% Advancing 50% Proficient 0%</p>				<p>Workshop plan</p> <p>3rd set (class) of assessment data results 1/1/2016 – 10/24/2016 N=9 Mean 2.89 Beginning 0% Developing 11% Advancing 89% Proficient 0%</p> <p>8/29/16 – 12/31/16 N=10 Mean 2.9 Beginning 0% Developing 20% Advancing 70% Proficient 10%</p>		<p>Case Study</p> <p>8/29/16 – 12/31/16 N = 7 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>

	Beginning 56% Developing 33% Advancing 11% Proficient 0%							
2. Demonstrate a knowledge base relating to the developmental nature of language, language acquisition, reading, and the language arts	Backward Design Unit							
<p>2a Demonstrate a knowledge base relating to the developmental nature of language and language acquisition.</p> <p>Expectation(s)</p> <p>1st set (EDUC 566)</p> <p>3/2/2015-11/1/2015: mean 1.5 - 2</p> <p>1/1/2016 – 10/24/2016: Mean 1.5 – 2</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set (EDUC 622): Mean 2 – 3</p> <p>1/1/2016 – 10/24/2016</p> <p>8/29/16 – 12/31/16: Mean 2-3</p> <p>3rd set (EDUC 635): Mean 2.5 – 3.5</p> <p>1/1/2016 – 10/24/2016</p> <p>8/29/16 – 12/31/16: Mean</p> <p>4th set of data (EDUC 630) 2.75 – 3.75</p> <p>Individualized Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>5th Set of data 3.0 – 4.0</p> <p>Case Study</p> <p>8/29/16 – 12/31/16</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results</p> <p>3/2/2015-11/1/2015 N=52 Mean = 2.77; 2% beginning; 38% developing; 40% advancing; 19% proficient</p> <p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 1.83 Beginning 23% Developing 71% Advancing 6% Proficient 0%</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>N = 9 Mean 1.56</p>			<p>Reflective essay</p> <p>2nd set (EDUC 622) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=10 Mean 2.8 Beginning 0% Developing 20 % Advancing 80% Proficient 0%</p> <p>8/29/16 – 12/31/16</p> <p>N = 10 Mean 2.8 Beginning 0% Developing 20% Advancing 80% Proficient 0%</p>	<p>Final project</p> <p>3rd set (EDUC635) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=10 Mean 2.4 Beginning 10% Developing 40% Advancing 50% Proficient 0%</p> <p>8/29/16 – 12/31/16</p> <p>N = 10 Mean 1.4 Beginning 60% Developing 40% Advancing 0% Proficient 0%</p>	<p>Individualized Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>N = 3 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>	<p>Case Study</p> <p>8/29/16 – 12/31/16</p> <p>N = 7 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>	

	Beginning 56% Developing 33% Advancing 11% Proficient 0%							
2b Demonstrate a knowledge base relating to the developmental nature of reading and the language arts.	Backward Design Unit				Final project		Intervention Plan	Case Study
1st set (EDUC 566) 3/2/2015-11/1/2015 : mean 1.5 – 2 1/1/2016 – 10/24/2016: Mean 1.5 – 2 8/29/16 – 12/31/16: Mean 1.5-2	1st set (EDUC 566) of assessment data results 3/2/2015-11/1/2015 N=52; mean=2.85; 6% beginning; 25% developing; 46% advancing; 23% proficient				2nd set (EDUC 635) of assessment data results 1/1/2016 – 10/24/2016 N=10 Mean 2.5 Beginning 10% Developing 5% Advancing 50% Proficient 0%		8/29/16 – 12/31/16 N = 3 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%	8/29/16 – 12/31/16 N = 7 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%
2nd set (EDUC 635) 1/1/2016 – 10/24/2016: Mean 2.5 – 3.5 8/29/16 – 12/31/16 Mean 2.5 – 3.5	1/1/2016 – 10/24/2016 N=35 Mean 2 Beginning 9% Developing 83% Advancing 9% Proficient 0%				8/29/16 – 12/31/16 N = 10 Mean 1.6 Beginning 50% Developing 40% Advancing 10% Proficient 0%			
3 rd set (EDUC 630) 2.75 – 3.75 8/29/16 – 12/31/16	8/29/16 – 12/31/16 Mean 1.5-2							
4 th Set of data 2.75 – 3.75 Case Study 8/29/16 – 12/31/16	N = 9 Mean 1.89 Beginning 22% Developing 67%							

	Advancing 11% Proficient 0%							
<p>3. Demonstrate an understanding and respect for the cultural linguistic, ethnic, and academic diversity of literacy learners Expectation(s)</p> <p>1st set (EDUC 565) 3/2/2015</p> <p>1/1/2016 – 10/24/2016: Mean 1.5 – 2</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set (EDUC 622): Mean 2 – 3 1/1/2016 – 10/24/2016</p> <p>8/29/16 – 12/31/16: Mean 2-3</p> <p>3rd set of data (EDUC 631) Mean 2.5-3.5</p> <p>Case Study 8/29/16 – 12/31/16</p>		<p>Capstone</p> <p>1st set (EDUC 565) of assessment data results 1/1/2016 – 10/24/2016</p> <p>N=46 Mean 2.15 Beginning 22% Developing 43% Advancing 33% Proficient 2%</p> <p>8/29/16 – 12/31/16:</p> <p>N=8 Mean 2.38 Beginning 0% Developing 63% Advancing 38% Proficient 0%</p>		<p>Reflective essay</p> <p>2nd set (EDUC 622) of assessment data results 1/1/2016 – 10/24/2016</p> <p>N=10 Mean 2.3 Beginning 10% Developing 50% Advancing 40% Proficient 0%</p> <p>8/29/16 – 12/31/16</p> <p>N = 10 Mean 2.1 Beginning 0% Developing 90% Advancing 10% Proficient 0%</p>				<p>Case Study</p> <p>8/29/16 – 12/31/16</p> <p>N = 7 Mean 2.86 Beginning 0% Developing 29% Advancing 57% Proficient 14%</p>
<p>4. Demonstrate knowledge of reading research and history of reading, including being able to recognize, summarize, and evaluate reading methods and materials in light of seminal and current research studies. • Expectation(s)</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results</p>		<p>Article review</p> <p>2nd set (EDUC 519) of assessment data results</p>				<p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>N = 3 Mean 3</p>	<p>Case Study</p> <p>8/29/16 – 12/31/16</p> <p>N = 7 Mean 3</p>

<p>1st set (EDUC 566)</p> <p>3/2/2015-11/1/2015 Mean: 1.5-2 1/1/2016 – 10/24/2016: Mean 1.5 – 2</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set (EDUC 519): Mean 2 – 3 1/1/2016 – 10/24/2016</p> <p>8/29/16 – 12/31/16: Mean 2 - 3</p> <p>3rd set (EDUC 630) 2.75 – 3.75</p> <p>8/29/16 – 12/31/16</p> <p>4th set of data (EDUC 631) 2.8 - 3.8 Case Study</p> <p>8/29/16 – 12/31/16</p>	<p>3/2/2015-11/1/2015 N=52 mean 2.48</p> <p>Beginning; developing; advancing; proficient</p> <p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 1.49 Beginning 60% Developing 31% Advancing 9% Proficient 0%</p> <p>8/29/16 – 12/31/16; Mean 1.5-2</p> <p>N = 9 Mean 1.22 Beginning 78% Developing 22% Advancing 0% Proficient 0%</p>		<p>1/1/2016 – 10/24/2016</p> <p>N=28 Mean 2.86 Beginning 0% Developing 14% Advancing 86% Proficient 0%</p> <p>8/29/16 – 12/31/16</p> <p>N = 10 Mean 2.0 Beginning 40% Developing 40% Advancing 20% Proficient 0%</p>				<p>Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>	<p>Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>
<p>5. Demonstrate knowledge of curriculum, methods, grouping, assessment, and diagnostic teaching for students experiencing reading challenges. • Expectation(s)</p> <p>1st set (EDUC 566)</p> <p>3/2/2015-11/1/2015 Mean: 1.5 – 2.0 1/1/2016 – 10/24/2016: Mean 1.5 – 2</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results</p> <p>3/2/2015-11/1/2015 N=52 mean 2.73</p>	<p>Capstone</p> <p>2nd set (EDUC 565) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=46 Mean 2.07</p>	<p>Article review</p> <p>3rd set (EDUC 519) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=28 Mean 2.54</p>		<p>Final Project</p> <p>1/1/2016 – 10/24/2016</p> <p>N=10 Mean 2.5 Beginning 10% Developing 30% Advancing 60% Proficient 0%</p>	<p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>N = 3 Mean 3 Beginning 0% Developing 0% Advancing 100%</p>	<p>Case Study</p> <p>8/29/16 – 12/31/16</p> <p>N = 7 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>	

<p>2nd set (EDUC 565) 1/1/2016 – 10/24/2016: Mean 1.5 – 2 8/29/16 – 12/31/16: Mean 2-3</p> <p>3rd set (EDUC 519) 1/1/2016 – 10/24/2016: Mean 2 – 3 8/29/16 – 12/31/16: Mean 2-3</p> <p>4th set (EDUC 635) 1/1/2016 – 10/24/2016: Mean 2.5 – 3.5 8/29/16 – 12/31/16 Mean 2.5 – 3.5</p> <p>5th set (EDUC 630) 2.75 – 2.85</p> <p>Intervention Plan 8/29/16 – 12/31/16</p> <p>6th set (EDUC 631) 2.80 – 3.80 Case Study 8/29/16 – 12/31/16</p>	<p>10% beginning; 29% developing; 40% advancing; 21% proficient</p> <p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 1.74 Beginning 34% Developing 57% Advancing 9% Proficient 0%</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>N = 9 Mean 1.89 Beginning 22% Developing 67% Advancing 11% Proficient 0%</p>	<p>Beginning 33% Developing 35% Advancing 26% Proficient 7%</p> <p>8/29/16 – 12/31/16:</p> <p>N=8 Mean 2.13 Beginning 13% Developing 63% Advancing 25% Proficient 0%</p>	<p>Beginning 0% Developing 46% Advancing 54% Proficient 0%</p> <p>8/29/16 – 12/31/16</p> <p>N = 10 Mean 2.0 Beginning 40% Developing 40% Advancing 20% Proficient 0%</p>		<p>8/29/16 – 12/31/16</p> <p>N = 10 Mean 1.4 Beginning 70% Developing 20% Advancing 10% Proficient 0%</p>		<p>Proficient 0%</p>	
<p>6. Demonstrate knowledge of literate classroom environment that fosters multiple literacies via appropriate use of technology. .</p> <p>Expectation(s)</p> <p>1st set (EDUC 566) 3/2/2015-11/1/2015: 1.5-2.0 1/1/2016 – 10/24/2016: Mean 1.5 – 2 8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set (EDUC 565) 1/1/2016 – 10/24/2016: Mean 1.5 – 2</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results 3/2/2015-11/1/2015 N=52 Mean 2.77</p> <p>8% beginning; 27% developing; 46%</p>	<p>Capstone</p> <p>2nd set (EDUC 519) of assessment data results 1/1/2016 – 10/24/2016</p> <p>N=46 Mean 2 Beginning 30% Developing 52% Advancing 15%</p>					<p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>N = 3 Mean 2.33 Beginning 0% Developing 67% Advancing 33% Proficient 0%</p>	

<p>8/29/16 – 12/31/16: Mean 2-3</p> <p>3rd Set of data</p> <p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p>	<p>advancing; 19% proficient</p> <p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 2.09 Beginning 26% Developing 40% Advancing 34% Proficient 0%</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>N = 9 Mean 1.89 Beginning 44% Developing 22% Advancing 33% Proficient 0%</p>	<p>Proficient 2%</p> <p>8/29/16 – 12/31/16:</p> <p>N=8 Mean 2.0 Beginning 25% Developing 50% Advancing 25% Proficient 0%</p>						
<p>7. Demonstrate knowledge of phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, read aloud, comprehension, study, writing, and spelling instructional strategies with student</p> <p>Expectation(s)</p> <p>1st set (EDUC 566)</p> <p>3/2/2015-11/1/2015</p> <p>1/1/2016 – 10/24/2016: Mean 1.5 – 2</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set (EDUC 519)</p> <p>1/1/2016 – 10/24/2016: Mean 2 – 3</p> <p>8/29/16 – 12/31/16: Mean 2-3</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results</p> <p>3/2/2015-11/1/2015 N=52 Mean: 2.44</p> <p>12% beginning; 42% developing; 37% advancing; 10% proficient</p>	<p>Proficient 2%</p> <p>8/29/16 – 12/31/16:</p> <p>N=8 Mean 2.0 Beginning 25% Developing 50% Advancing 25% Proficient 0%</p>	<p>Art. Review</p> <p>2nd set (EDUC 519) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=28 Mean 2.61 Beginning 0% Developing 39% Advancing 61% Proficient 0%</p>			<p>Work Shop Plan</p> <p>3rd set (class) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=9 Mean 2.78 Beginning 0% Developing 22% Advancing 78% Proficient 0%</p>	<p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>N = 3 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>	<p>Case Study</p> <p>8/29/16 – 12/31/16</p> <p>N = 7 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>

<p>3rd set (EDUC 520) 1/1/2016 – 10/24/2016: Mean 2.5 – 3.5</p> <p>8/29/16 – 12/31/16</p> <p>4th set of data</p> <p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>5th set of data</p> <p>Case Study 2.80 – 3.80</p> <p>8/29/16 – 12/31/16</p>	<p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 1.89 Beginning 20% Developing 71% Advancing 9% Proficient 0%</p> <p>8/29/16 – 12/31/16; Mean 1.5-2</p> <p>N = 9 Mean 1.67 Beginning 44% Developing 44% Advancing 11% Proficient 0%</p>		<p>8/29/16 – 12/31/16</p> <p>N = 10 Mean 2.0 Beginning 30% Developing 50% Advancing 20% Proficient 0%</p>			<p>8/29/16 – 12/31/16</p> <p>N=10 Mean 3.1 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>		
<p>8. Demonstrate knowledge and application of formal and informal assessments that involve multiple indicators of learner progress, diagnostic teaching, elements of a case study, the diagnostic/assessment/instructional process, and communication of the findings, and recommendations to parents and the school.</p>	<p>Backward Design Unit</p>							
<p>8a Demonstrate knowledge and application of formal and informal assessments that involve multiple indicators of learner progress, diagnostic teaching, elements of a case study, and the diagnostic/assessment/instructional process.</p> <p>Expectation(s)</p> <p>1st set (EDUC 566)</p> <p>3/2/2015-11/1/2015: mean 1.5-2.0 1/1/2016 – 10/24/2016: Mean 1.5 – 2</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results</p> <p>3/2/2015-11/1/2015 N=52 Mean 2.56</p>					<p>Informal assessment file</p> <p>2nd set (EDUC 520) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=9</p>	<p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>N = 3 Mean 3 Beginning 0% Developing 0% Advancing 100%</p>	<p>Case Study</p> <p>8/29/16 – 12/31/16</p> <p>N = 7 Mean 3 Beginning 0% Developing 14% Advancing 71%</p>

<p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set (EDUC 520) 1/1/2016 – 10/24/2016 Mean</p> <p>3rd set (EDUC 630) Intervention Plan 8/29/16 – 12/31/16</p> <p>4th set of data (EDUC 631) 2.75 – 3.75 Case Study 8/29/16 – 12/31/16</p> <p>N = 7 Mean 3 Beginning 0% Developing 14% Advancing 71% Proficient 14%</p>	<p>13% beginning; 29% developing; 46% advancing; 12% proficient</p> <p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 1.17 Beginning 83% Developing 17% Advancing 0% Proficient 0%</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>N = 9 Mean 2.22 Beginning 11% Developing 56% Advancing 33% Proficient 0%</p>					<p>Mean Beginning Developing Advancing Proficient</p>	<p>Proficient 0%</p>	<p>Proficient 14%</p>
<p>8b Demonstrate knowledge and application of formal and informal assessments that involve communication of the findings and recommendations to parents and the school.</p> <p>Expectation(s) 1st set (EDUC 566) 3/2/2015-11/1/2015: mean 1.5-2.0 1/1/2016 – 10/24/2016: Mean 1.5 – 2 8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set of data Intervention Plan</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results 3/2/2015-11/1/2015 N=52 Mean 2.27</p> <p>13% beginning; 56% developing;</p>					<p>Intervention Plan 8/29/16 – 12/31/16</p> <p>N = 3 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>	<p>Case Study 8/29/16 – 12/31/16</p> <p>N = 7 Mean 3 Beginning 0% Developing 0% Advancing 100% Proficient 0%</p>	

<p>8/29/16 – 12/31/16</p> <p>3rd set of data 2.5 – 3.5</p> <p>Case Study</p> <p>8/29/16 – 12/31/16</p>	<p>21% advancing; 10% proficient</p> <p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 1.06 Beginning 94% Developing 6% Advancing 0% Proficient 0% s</p> <p>8/29/16 – 12/31/16; Mean 1.5-2</p> <p>N = 9 Mean 1.0 Beginning 100% Developing 0% Advancing 0% Proficient 0%</p>							
<p>9. Demonstrate knowledge and application of a professional attitude relating to communication of literacy information to students, parents, allied professions, administrators, school board members, and the general public</p> <p>Expectation(s)</p> <p>1st set (EDUC 630)</p> <p>2nd set (class)</p> <p>3rd set (class)</p>							<p>Prelim to case study</p> <p>3rd set (EDUC 630) of assessment data results</p>	
<p>10. Demonstrate knowledge and application of the design, implementation, and evaluation of professional develop programs.</p> <p>Expectation(s)</p>						<p>Work Shop Plan</p> <p>1st set (EDUC 520) of</p>		

<p>1st set (EDUC 520) 1/1/2016 – 10/24/2016: Mean 2.5 – 3.5</p> <p>8/29/16 – 12/31/16</p>						<p>assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=9 Mean 3.11 Beginning 0% Developing 0% Advancing 89% Proficient 11%</p> <p>8/29/16 – 12/31/16</p> <p>N=10 Mean 3.0 Beginning 0% Developing 10% Advancing 80% Proficient 10%</p>		
<p>11. Demonstrate knowledge of facilitation of paraprofessional participation in the literacy classroom.</p> <p>Expectation(s)</p> <p>1st set (EDUC 520) 1/1/2016 – 10/24/2016: Mean 2.5 – 3.5</p> <p>8/29/16 – 12/31/16</p>						<p>Work Shop Plan</p> <p>1st set (EDUC 520) of assessment data results</p> <p>1/1/2016 – 10/24/2016</p> <p>N=9 Mean 3.11 Beginning 0% Developing 0% Advancing 89% Proficient 11%</p>		

						<p>8/29/16 – 12/31/16</p> <p>N=10 Mean 2.4 Beginning 10% Developing 40% Advancing 50% Proficient 0%</p>		
<p>12. Demonstrate professionalism by actively participating in reading, reflection, interaction, and presentation with other professionals and literacy organizations.</p> <p>Expectation(s)</p> <p>1st set (EDUC 566)</p> <p>3/2/2015-11/1/2015: mean 1.5-2.0</p> <p>1/1/2016 – 10/24/2016: Mean 1.5 – 2</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p> <p>2nd set (EDUC 630)</p> <p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>3rd set (EDUC 631)</p>	<p>Backward Design Unit</p> <p>1st set (EDUC 566) of assessment data results</p> <p>3/2/2015-11/1/2015 N=52 Mean 2.46</p> <p>8% beginning; 46% developing; 38% advancing; 8% proficient</p> <p>1/1/2016 – 10/24/2016</p> <p>N=35 Mean 1.11 Beginning 91% Developing 6% Advancing 3% Proficient 0%</p> <p>8/29/16 – 12/31/16: Mean 1.5-2</p>					<p>Intervention Plan</p> <p>8/29/16 – 12/31/16</p> <p>N = 3 Mean 2 Beginning 0% Developing 100% Advancing 0% Proficient 0%</p>	<p>Case study</p> <p>3rd set (EDUC 631) of assessment data results</p>	

	N = 9 Mean 1.0 Beginning 100% Developing 0% Advancing 0s% Proficient 0%							
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Data results:

- January 31, 2016 (use Chalk and Wire charts) by outcomes
 - An overall statement for the first set of data coming from EDUC 566 for outcomes 1, 2a, 2b, 4, 5, 6, 7, 8a, 8b, and 12
 - The means were higher than expected.
 - Originally when the course writer selected 8 outcomes as being assessable for EDUC 566, I was skeptical. All outcomes were met. I am still watching to see if this continues.
- July 31, 2016 (use Chalk and Wire charts) by outcomes

Plan of action

Budget implications