

Unit Plan for Assessing and Improving Student Learning in Degree Programs

Unit: Council on Teacher Education

Unit Head approval: Christ Roegge

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SECTION 1: PAST ASSESSMENT RESULTS

Brief description of changes or improvements made in your unit as the result of assessment results since 2000.

- Development and implementation of Common Assessment Plans.
- Enhancement of data management systems for certification and clinical experiences.
- Streamlined compilation, analysis and reporting of assessment data.

SECTION 2: REVISED ASSESSMENT PLAN

(a) PROCESS: Brief description of the process followed to develop or revise this assessment plan.

Based on feedback during the 2002 ISBE accreditation review, Common Assessment Plans (CAP; see attached) were developed for undergraduate programs leading to initial certification, graduate programs leading to initial certification, and graduate programs leading to certification as school leaders and school service personnel. The CAPs address five transition points: (1) admission to the program; (2) continuation in the program; (2) admission to student teaching/internship; (4) recommendation for certification; and (3) follow up of program graduates. The CAPs have been periodically revised by with input from program faculty and staff, and approval of the Council Executive Committee.

(b) STUDENT OUTCOMES: List Unit's student learning outcomes (knowledge, skills, and attitudes).

According to the University of Illinois' conceptual framework, *Teaching and Learning in a Diverse Society*, candidates in all University of Illinois teacher, school leader, and school service personnel certification programs are expected to:

- Create and maintain positive and effective learning environments that recognize the talents and address the needs of students.
- Effectively communicate with students, parents, colleagues, and others to develop, enhance and support learning communities.

- Exhibit professional conduct consistent with the commitment to ‘establish community in teaching and learning environments.’
- Demonstrate thorough content knowledge.
- Develop and deliver appropriate instruction/practices that reflect the knowledge bases of subject matter content, pedagogy, and human growth and development.
- Assess student learning/progress and use results of assessment to revise and improve teaching/professional practice.
- Engage in critical self-reflective techniques to improve teaching/professional practice.
- Seek and participate in opportunities for continuing educational and professional growth.
- Locate, critically evaluate, and use appropriate media and resources to enhance practice.
- Display a disposition toward inquiry that is reflected in all areas of practice.

These expectations are mapped to the Illinois Professional Teaching Standards, Language Arts Standards for All Illinois Teachers, Core Technology Standards for All Illinois Teachers, and the Illinois Professional School Leader Standards. Individual programs also must address the Illinois Content Area Standards for the appropriate subject area.

(c) MEASURES AND METHODS USED TO MEASURE OUTCOMES:

Candidates are evaluated by their performance on state certification tests, in university courses, field experiences, student teaching/internship, and on the job. To be admitted to an undergraduate initial certification program, candidates must pass a state test of Basic Skills and have a GPA of 2.5. To be admitted to student teaching, candidates must maintain content and professional education GPA of 2.5, successfully complete early field experiences, and be recommended for student teaching. To be recommended for certification, candidates must maintain GPA of 2.5, successfully complete student teaching and an assessment portfolio, and pass the appropriate state content test and the Assessment of Professional Teaching test. Statewide teacher graduate assessment surveys evaluate the performance of graduates as perceived by their immediate supervisors. Equivalent requirements are in place for graduate initial certification and school leader/school service personnel programs (see attached CAPs).

Four GPA measures are used: content (subject area courses), professional education (the professional education course sequence), Urbana campus and cumulative (including institutions other than Illinois). Tests of basic skills, content and professional teaching skills are administered by the Illinois Certification Testing System and ISBE. Early Field Experience, Student Teaching and Internship evaluation forms, and portfolio assessment scoring rubric were developed by CTE in cooperation with program faculty. The follow up surveys are part of a statewide project involving the 12 public universities that provide teacher education in Illinois.

SECTION 3: PLANS FOR USING RESULTS

(a) PLANS: Brief description of plans to use assessment results for program improvement.

CTE manages candidate assessment data for all certification programs. Annually, summaries of candidate assessment data are provided to all teacher education programs. Program committees review the data and make changes as warranted. For example, the undergraduate elementary education program was recently revised based on assessment data and feedback from candidates.

CTE continues to develop strategies for streamlining the compilation, analysis and reporting of assessment data to programs.

(b) TIMELINE FOR IMPLEMENTATION:

To be completed by the next ISBE accreditation review in spring of 2010.

**University of Illinois at Urbana-Champaign
Council on Teacher Education**

**Common Assessment Plan for Graduate
Professional Education Programs Leading to Initial Certification**

Transition Point 1: Admission to a Graduate Professional Education Program

Requirements: All applicants must:

1. meet the admission requirements of the graduate college and department offering the program;
2. pass the Illinois Certification Testing System (ICTS) test of Basic Skills.*

Transition Point 2: Continuation in a Graduate Professional Education Program

Requirements: All candidates must:

1. maintain a minimum Urbana campus graduate GPA of 3.0;
2. maintain a minimum content area GPA of 2.5**;
3. maintain a minimum professional education GPA of 2.5**;
4. clear a criminal background check prior to participating in clinical experiences;
5. complete bloodborne pathogens training annually during clinical experiences;
6. satisfactorily complete all required early field experiences as documented by the *CTE EFE Evaluation Form* and other program-defined, performance-based assessments;

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:

1. have a minimum Urbana campus graduate GPA of 3.0;
2. have a minimum content area GPA of 2.5**;
3. have a minimum professional education GPA of 2.5**;
4. have satisfactorily completed all required early field experiences (minimum 80 contact hours) as documented by the *CTE EFE Evaluation Form* and other program-defined, performance-based assessments;

5. have passed the appropriate ICTS content test(s) if required by the program and not previously required for admission;
6. be recommended for a student teaching placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:

1. have a minimum Urbana campus graduate GPA of 3.0;
2. have a minimum content area GPA of 2.5**;
3. have a minimum professional education GPA of 2.5**;
4. have satisfactorily completed student teaching as documented by the CTE Common Student Teaching Evaluation Form and other program-defined, performance-based assessments;
5. have satisfactorily completed the CTE Common Assessment Portfolio requirement;
6. be recommended for certification by the appropriate clinical experiences program coordinator;
7. be awarded a master's degree, if required by the program;
8. be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
9. have passed the appropriate ICTS content test(s) if not passed for admission or student teaching;
10. have passed the appropriate ICTS Assessment of Professional Teaching test.

Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:

1. Statewide follow-up surveys for first and third year teachers;
2. Statewide follow-up surveys for first and third year administrators;
3. exit surveys of Urbana candidates;
4. other follow-up instruments administered by the unit and/or programs.

**University of Illinois at Urbana-Champaign
Council on Teacher Education**

**Common Assessment Plan for Graduate
Professional Education Programs Leading to Certification as
School Leaders or School Service Personnel**

Transition Point 1: Admission to a Graduate Professional Education Program

Requirement: All applicants must meet admission requirements of the Graduate College and the department offering the program.

Transition Point 2: Continuation in a Graduate Professional Education Program

Requirements: All candidates must:

7. maintain a minimum Urbana campus graduate GPA of 3.0;
8. satisfactorily complete all requirements as documented by program-defined, performance-based assessments;

Transition Point 3: Admission to Internship/Clinical Experience

Requirements: All candidates must:

7. have a minimum Urbana campus graduate GPA of 3.0;
8. be cleared through a criminal background check prior to participating in clinical experiences;
9. complete bloodborne pathogens training annually during clinical experiences;
10. have satisfactorily completed all required pre-clinical experiences as documented by program-defined, performance-based assessments;
11. be recommended for an internship/clinical experience placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:

11. have a minimum Urbana campus graduate GPA of 3.0;
12. have satisfactorily completed internship/clinical experience as documented by CTE and other program-defined, performance-based assessments;
13. have satisfactorily completed the CTE Common Assessment Portfolio requirement;
14. receive a recommendation for certification by the appropriate clinical experiences program coordinator;

15. be awarded a master's or certificate of advanced study or equivalent;
16. be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
17. have passed the appropriate ICTS test(s).

Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:

5. Statewide follow-up surveys for first and third year administrators;
6. exit surveys of Urbana candidates;
7. other follow-up instruments administered by the unit and/or programs.

05/09/2001 Approved by CTE Executive Committee

01/25/2006 Revised by CTE Executive Committee

**University of Illinois at Urbana-Champaign
Council on Teacher Education**

**Common Assessment Plan for Undergraduate
Professional Education Programs Leading to Initial Certification**

Transition Point 1: Admission to an Undergraduate Professional Education Program

Requirements: All applicants must:

3. meet the admission requirements of the college and department offering the program;
4. have a minimum Urbana campus grade point average (GPA) of 2.5 (A=4.0)*;
5. have a minimum cumulative GPA of 2.5*;
6. pass the Illinois Certification Testing System (ICTS) test of Basic Skills.

Transition Point 2: Continuation in an Undergraduate Professional Education Program

Requirements: All candidates must:

9. maintain a minimum Urbana campus GPA of 2.5;
10. maintain a minimum cumulative GPA of 2.5;
11. maintain a minimum content area GPA of 2.5**;
12. maintain a minimum professional education GPA of 2.5**;
13. clear a criminal background check prior to participating in clinical experiences;
14. complete bloodborne pathogens training annually during clinical experiences;
15. satisfactorily complete all required early field experiences as documented by the *CTE EFE Evaluation Form* and other program-defined, performance-based assessments;
16. be recommended for continuation in the program.

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:

12. have a minimum Urbana campus GPA of 2.5;
13. have a minimum cumulative GPA of 2.5;
14. have a minimum content area GPA of 2.5**;
15. have a minimum professional education GPA of 2.5**;
16. have completed at least 90 semester hours of credit;
17. have satisfactorily completed all required early field experiences (minimum 80 contact hours) as documented by the *CTE EFE Evaluation Form* and other program-defined, performance-based assessments;

18. have passed the appropriate ICTS content test(s) if required by the program;
19. be recommended for a student teaching placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:

18. have a minimum Urbana campus GPA of 2.5;
19. have a minimum cumulative GPA of 2.5;
20. have a minimum content area GPA of 2.5**;
21. have a minimum professional education GPA of 2.5**;
22. have satisfactorily completed student teaching as documented by the *CTE Common Student Teaching Evaluation Form* and other program-defined, performance-based assessments;
23. have satisfactorily completed the *CTE Common Assessment Portfolio* requirement;
24. be recommended for certification by the appropriate clinical experiences program coordinator;
25. be awarded a bachelor's degree by the appropriate college;
26. be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
27. have passed the appropriate ICTS content test(s) if not required prior to student teaching;
28. have passed the ICTS Assessment of Professional Teaching test.

Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:

8. Statewide follow-up surveys for first and third year teachers;
9. Statewide follow-up surveys for first and third year administrators;
10. exit surveys of Urbana candidates;
11. other follow-up instruments administered by the unit and/or programs.