

***STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005***

Degree and

Program Name: BS in Career and Technical Education

Submitted By: Roger Luft, Coordinator

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Students will understand workforce preparation and the variety of programs within CTE.	Assessed in CTE 2000 – Faculty assess using tests, student projects/papers, and oral reports. Assessed in CTE 3400 – Students complete an online career activity where they research the types of resources that are available to students. Assessed in CTE 3400 – Students observe and evaluate peers’ teaching lessons in their area of emphasis. Students also learn about career clusters and are tested on their knowledge. Assessment is continual throughout these courses.	Students will be aware of some of the resources available to use in their own classroom. Students will be aware of the stages of career development in order to share this with their future students. Students will be able to take an activity in career development/workforce preparation to their own classroom.	Students understand all areas of Career and Technical Education and how curriculum and activities in one area of emphasis are similar to other areas. Students understand that Career and Technical Education is comprehensive nomenclature for career preparation programs.	The program coordinator is the primary person who collects feedback to make sure students meet expectations. Each faculty is empowered to utilize appropriate techniques to measure results and share information during faculty meetings.
2. Students will utilize instructional technology in a variety of CTE classroom settings.	All teacher education students are required to pass a technology proficiency exam. CTE 3100-This is an instructional media course where students gain skill and are tested on their proficiency by using and demonstrating various	Students will demonstrate their skill in several instructional settings by using instructional technology including computers/software, smart boards, document cameras, wireless networks, and others. The primary point of	Students demonstrate proficiency in using instructional media similar to what they might use in a high school classroom. Faculty evaluate student performance based on rubrics or other similar	Each faculty is responsible for assuring that students demonstrate proficient use of the technology appropriate for their area of emphasis. Information is shared with other faculty during

	<p>instructional media. Students are expected to use instructional technology when presenting lessons in teaching methods classes. Each CTE student takes at least two related teaching methods courses.</p>	<p>demonstration is in teaching methods courses. Students will continue to use instructional media while student teaching.</p>	<p>criteria. Criteria are based on the Illinois Teaching Standards. Students perform well and demonstrate a high level of competence.</p>	<p>faculty meetings and during informal contact, especially if concerns arise.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

<p>3. Students will demonstrate competence in the usage of appropriate pedagogical practices for their selected CTE discipline</p>	<p>Successful completion of education courses with a “C” or better. Completion of a minimum of 100 hours of pre-clinical experiences and student teaching in education and CTE courses. Successful completion of CTE 3400 and content areas seminar(s) with a “C” or better prior to student teaching. Successful completion of the APT before qualifying for Illinois teacher certification. Student teaching feedback is collected via a survey of cooperating secondary school teachers approximately every two years.</p>	<p>Students will pass all coursework in preparation for a successful student teaching experience. Students will demonstrate acceptable pedagogical skills in teaching presentations during their methods class and their seminar(s). Students will successfully pass the APT test thereby qualifying them for Illinois teacher certification in their content area(s) Surveys of cooperating teachers in the high schools will yield an overall positive response regarding student teacher performance.</p>	<p>Very few students have to repeat education courses indicating that they gain the competence and skill needed to demonstrate pedagogical soundness. No students have failed practicum or student teaching experiences. Students demonstrate a variety of pedagogical skills in classroom situations. All students have passed the APT exam, a measure of pedagogical knowledge. Cooperating teachers have expressed a high degree of satisfaction with CTE student teachers. In the past year, CTE students have been signed to teaching contracts before completing their student teaching semester.</p>	<p>Each faculty member collects data on student performance in specific classes. The program coordinator is responsible for collecting data from cooperating teachers and for reviewing the results of the APT exam. Information and data are shared by providing summaries of the results with all CTE faculty.</p>
<p>4. Students will illustrate adequacy in their preparation to teach a variety of subjects in their selected discipline of BED, FCS, or TED</p>	<p>Students are required to prepare lesson plans and teach lessons in CTE 3400, 3401, 3402, 3403, and 3404. Lesson plans and teaching presentations are assessed using a grading rubric or similar criteria. Students submit specific unit and lesson plans via Live Text and these are assessed utilizing the rubric developed by the College of Education and Professional Studies. Rubrics are based on the Illinois Teaching Standards. Students are assessed during</p>	<p>Students take a variety of content courses and are well prepared to teach different subjects within business education, family and consumer science, and technology education. Students are expected to pass the content area exam in their specific area prior to student teaching. Students will be able to demonstrate their competence by teaching a variety of subjects while student</p>	<p>Students are well prepared for teaching in their content areas as they demonstrate in the courses listed to the left. The passage rate for content area exams is almost 100% for BED and FCS, and approximately 66% for TED. New content area exams were first administered in July 2004. Since that time, a few BED students have had to repeat the exam. Adjustments to the curriculum have been</p>	<p>The program coordinator monitors the results of statewide exams and shares the results with faculty members. Each faculty member is responsible for their own classroom assessment. Concerns are shared as needed.</p>

	<p>student teaching by their cooperating teacher and the university assigned coordinator. Students are also assessed by completing the content area exams in their area of emphasis.</p>	<p>teaching.</p>	<p>made and went into effect in the fall semester of 2004. However, because students applying for the alternative certification program must pass the content area exam prior to being admitted, there are now many students who are not currently enrolled but do appear on the CTE tests results. Some of those students fail the exams.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>5. Students will critically analyze instructional and community environments in order to plan and prepare standards based curriculum.</p>	<p>Students are required to include state and national learning standards in their unit and lesson plans. A rubric is used to assess the unit and lesson plans to ensure that students' use of the standards is appropriate. Courses in which standards are most used are CTE 3400, 3401, 3402, 3403, and 3404.</p>	<p>Students will be able to utilize state and nationally developed standards. Students will be able to customize curriculum to meet the needs of the local community by validating state and national standards in a localized situation. Students will be expected to be able to develop a curriculum plan utilizing available standards.</p>	<p>Students are able to demonstrate their ability to develop curriculum, courses, units, and lesson plans in the appropriate teacher education courses, and while student teaching if called upon to do so.</p>	<p>Faculty who teach the methods courses will monitor the students' progress and their use of standards. Feedback from cooperating teachers will be collected by the program coordinator and shared with faculty.</p>
<p>6. Students will examine and solve classroom management situations as they arise.</p>	<p>Students are given classroom management situations and asked to solve them in the teaching methods courses. Assessment is based upon logical solutions to varied situations. Students also address situations while they are microteaching lessons and are evaluated using rubrics or other appropriate criteria. Students are assessed while student teaching in a variety of classroom situations.</p>	<p>Students are expected to handle classroom situations quickly and appropriately depending on the situation. Students are expected to be able to operate their classroom in an efficient and educationally sound manner.</p>	<p>Students are pretty well prepared to handle classroom management problems, whether they be disciplinary problems, or routine management situations such as taking role and making announcements.</p>	<p>Each faculty member is responsible for measuring student performance in the methods courses they teach. Student teaching coordinators assess the students' performance while student teaching. Results are shared verbally with CTE faculty as necessary.</p>

(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

- Faculty continue to collect data from students as they complete the teaching methods course to determine how well they feel they are prepared to teach.
- There is a plan to collect evaluative data from cooperating teachers in the school semi-annually. This will give a larger base from which to collect the data.
- New evaluative ideas are being implemented as new faculty are now teaching some of the methods courses.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

- During the past year, the business education emphasis implemented new course requirements to better meet the needs of students as they prepare to teach a variety of business subjects.
- Because there are new faculty with different skills, teaching assignments to specific CTE courses have been implemented and will continue to be implemented in the fall of 2005.
- Assessment activities have provided valuable data that is necessary to make decisions and improve the program.
- The CTE program was approved by the Illinois Board of Higher Education during the review/evaluation process. Approval was received during the fall semester of 2004. The self-study was an assessment tool that offered great insight into the operations of the program.