

## **AY 2004-2005 Assessment Report Department of Secondary Education and Foundations**

### **Introduction**

As a service department with two areas of emphasis, Secondary Education and Educational Foundations, the assessment of student performance, courses and programs is done by the faculty in their respective areas of expertise to ensure compliance with the Illinois Core Professional Teaching Standards. The department faculty is a committee of the whole in developing, reviewing and implementing performance assessment activities for the courses taught. Qualitative and quantitative data are collected for assessment purposes in a continuous manner to demonstrate compliance with ISBE and NCATE standards.

The department also has course-based subcommittees to review and refine assessment practices and policies for the writing-intensive courses (EDF 2555, EDF 4450, SED 3000, SED 3100 and SED 3330) offered. Assessment data for these courses is regularly reviewed by the subcommittees, and recommendations for refinement are developed and forwarded to the departmental faculty. These regular periodic reviews are central to the departmental planning and budgetary process. A practicum has been instituted during AY 2003-04 for SED 3100, and a budget for tuition waivers for high school mentors/cooperating teachers has been utilized for this purpose.

During AY 2004-2005 the implementation of the refined Unit Assessment System adopted by the Council on Teacher Education was undertaken through the use of LiveText, electronic portfolio data system. The council has adopted the revised Unit Assessment System during Fall 2004 and pilot data gathering activities using LiveText were undertaken during Spring semester 2005. Many ingredients of the Unit Assessment System had been implemented earlier during AY2003-04. The newly adopted system, developed by a broadly representative Ad Hoc Assessment Committee, has five commonly identified sequential stages for all teacher education programs. Each stage includes clearly stipulated performance measures that candidates must demonstrate and record in their electronic portfolio. Through these five stages candidates are to develop and demonstrate compliance with the eleven Illinois Teaching Standards as well as detailed standards for language arts, special education and technology. These eleven standards, aligned with the ten INTASC standards, are included in the sequence of professional education courses beginning with SED 2000 and include SED 3330/EDP 3331 for regular secondary education certification program and SED 3000 and SED 3100 for the integrated secondary education program (ISEP). All certification candidates are required to take two foundation courses, EDF 2555 and EDF 4450.

During AY 2004-05 common rubrics to assess required artifacts produced and used by candidates in their practica and clinical experiences have been developed. These rubrics and the ones already developed by the instructors for the professional education courses are generating assessment data that is being recorded in the

e-portfolio, thus giving progressive evidence of candidates meeting the state and national standards at various formative stages of their teacher education programs. Candidates are free to store whatever information they wish to post beyond the required artifacts, so long as it remains within the domain of the licensing agreement. Student and faculty have been provided training to use the LiveText program to record progressive assessment data during Spring 2005. Candidates are required to bring their formative e-portfolios including artifacts produced and assessed and their reflective pieces to each of their advisement session to monitor progress.

## **I. Assessment is Related to the Mission and Vision Statement**

### Department Vision Statement

The Department of Secondary Education and Foundations will continue to offer into the 21<sup>st</sup> Century quality educational programs at the undergraduate and graduate levels in the areas of core foundations of education, curriculum and methodologies of education using available and emerging technologies of instruction. The department is committed to providing practicing and prospective educators sound preparation in the core knowledge-base needed to successfully meet the diverse educational needs of students in the information age.

Consistent with the mission of the University, the department will continue to provide excellence in teaching by retaining and recruiting faculty eminently known for their scholarship, creativity, research and service. The department will continue to attract and graduate culturally diverse students dedicated and qualified to create effective learning environments. It will foster opportunities for collaboratively developed, clinically based professional programs for certified educators. The faculty of the department commits itself and all its resources to producing educators who can inform, instruct, and inspire future generations to become culturally literate, technologically knowledgeable, productive and responsible citizens in our republic and global community.

### Mission Statement

To provide professional education and theoretical, instructional, and organization services for:

1. all undergraduate prospective secondary school teachers in the instructional tasks of the secondary school, and philosophy and history of education;
2. all undergraduate prospective elementary and middle school teachers in philosophy and history of education;
3. graduate level fundamental educational theory in curriculum development, social foundations of education, philosophy of education, and history of educational thought;

4. foundational unity and the basis for communication between the several specializations in professional education;
5. special purposes training workshops and institutes of schools and other community organizations;
6. liaison and consulting services to schools, state agencies, and community organizations with educational functions; and
7. direct public service of individual departmental personnel in governmental and civic agencies.

## **II. Goals and Learning Objectives for Student Outcomes:**

- A. Knowledge of Subject Matter: The candidate understands the central concepts, tools of inquiry, and structures of the disciplines of Diversity, History, and Philosophy of Education.
- B. The candidate can create learning experiences that make these aspects of learning meaningful for students by demonstrating knowledge of past and present issues in the field of Education.
- C. Knowledge of Human Development and Learning can provide learning opportunities that support intellectual, social, and personal development.
- D. Communication Skills: The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- E. The candidate can effectively emphasize higher-order critical thinking optimizing academically engaged time.
- F. The candidate can plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
- G. The candidate designs instruction to promote healthy self concept and demonstrates sensitivity to students from diverse backgrounds.

These learning objectives are consistent with the College of Education Outcomes and Illinois Professional Teaching Standards.

### **College of Education Outcomes:**

The College of Education and Professional Studies (CEPS) is committed to preparing teachers by addressing the following five knowledge domains. These domains are identified in the Unit Conceptual Framework revised in AY 2004-05.

- A. Knowledge Domain: Diverse Students (establish environments for positive development of learners.)
- B. Knowledge Domain: Diverse Strategies (establish environments for academic achievement)
- C. Knowledge Domain: diverse Societies/Communities (establish educational environments in school and community)

- D. Knowledge Domain: Diverse Subject Areas and Levels (demonstrate professional knowledge and skills)
- E. Knowledge Domain: diverse Technologies

**The Illinois Professional Teaching Standards:**

The Illinois Professional Teaching Standards (IPTS) define the expected outcomes within the above outlined domains. Eleven standards provide the expected competencies in knowledge and skills for the beginning teacher in the state of Illinois. The standards are stated as follows (the related knowledge and skills can be located on the Illinois State Board of Education website [www.isbe.state.il.us](http://www.isbe.state.il.us)). These standards have been incorporated in all the undergraduate courses offered by the department for initial teacher certification.

**#1 Content Knowledge**

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

**#2 Human Development and Learning**

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

**#3 Diversity**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**#4 Planning for Instruction**

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

**#5 Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**#6 Instructional Delivery**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**#7 Communication**

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### #8 Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#### #9 Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#### #10 Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#### #11 Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

### **III. Assessment Techniques/Measures**

- A. Knowledge of Subject Matter: Locally developed tests, short answer tests, weekly writing exercises, quizzes, article/literature critiques, exams, and assessment of class participation. ITC Proficiency Test, Mid-term exams, Final exams
- B. Knowledge of past and present issues in the field of Education: Capstone paper on the local, national, and international history and philosophy of education, Adopt-a-Nation research report, article/literature reviews and critiques, Curriculum Issues and Trend Project (EDF 2555 and EDF 4450)
- C. Support for intellectual, social, and personal development: Cultural Biography, Multicultural Methods Demonstration, teaching simulations, Case presentation on local social problem, written course summary (EDF 2555, EDF 4450)
- D. Communication Skills: Lesson plan and videotaped lesson review, clinical experiences, resume and personal portfolio, class participation and attendance, First Day Presentation Activity (SED 2000, SED 3000, SED 3100, SED 3330)
- E. Critical Thinking Skills: Cultural Biography, Multicultural Methods Demonstration, teaching simulations, Case presentation on local social problem, Capstone paper on the local, national, and international history and philosophy of education, Adopt-a-Nation research report, article/literature review and critiques, Curriculum Issues and Trend Project (EDF 2555, EDF 4450)

- F. Instruction based on knowledge of subject matter, students, the community, and curriculum goals: Clinical Experiences, Lesson Plans and videotaped lesson reviews, reflective journals, formative course portfolios (SED 2000, SED 3000, SED 3100, SED 3330)
- G. Instruction that promotes healthy self concept and demonstrated sensitivity to students' feelings: Cultural Biography, Multicultural Methods Demonstration, teaching simulations, Case presentation on local social problem, Capstone paper on the local, national, and international history and philosophy of education, Adopt-a-Nation research report, article/literature reviews and critiques, Curriculum Issues and Trend Project (EDF 2555)
- H. State teacher competency tests including enhanced basic skills test, content area tests, and the new Assessment of Professional Teaching test.

#### **IV. Summary of General Strengths and Expectations:**

- A. Assessment tools demonstrate that students can instruct with attention to issues of diversity; Students become aware of what other countries do about diversity compared to U.S. initiatives in multicultural education.
- B. Locally developed tests demonstrate that students can use programs on Diversity and Education, their textbooks, and other resources to analyze how diversity has been and is being treated in their own country as well as other countries. In addition, they demonstrate that students can detect and apply key philosophical possibilities in education.
- C. Capstone papers demonstrate that students are aware of epistemology, ethics, and ontology as these issues influence their own perceptions of education and schooling.
- D. Class project on philosophies of teaching simulation shows that students can philosophically direct practice. In addition, there is an emphasis on higher-order critical thinking. Students learn to apply knowledge and skills to their future profession.
- E. Assessment tools provide students with a means of critically analyzing educational philosophies as well as encouraging reflection on their understanding of educational philosophy.
- F. Capstone papers and article critiques provide students opportunities to demonstrate the ability to apply course concepts to literature in the field.
- G. Exams and daily quizzes provide students with a means of demonstrating good communication skills and reflect student acquisition of analytic skills and knowledge of issues discussed in the text and in class.
- H. Sequence of supervised clinical experiences in actual school settings to assess candidate performance in pedagogical skills fostered in SED 2000, SED 3000, SED 3100, SED 3330, and SED 4000.

## **V. Results**

- The topic and focus of the Capstone Paper assignment was individualized by each instructor, while keeping the essentials of the writing experience, in order to respond to the needs of students in the different sections.
- There is a departmental goal of increasing the use of technology through reference to Internet resources and encouragement for students to access and catalogue work and information in an electronic medium.
- Students would significantly benefit from increased time in school and community environments that reflect issues of diversity discussed in this class: Socioeconomic status, Race, Gender, Religion, Exceptionality, Age, and Ethnicity.
- Data are collected for all objectives and analyzed in a systematic manner and reported on an institutional basis through Title II reports.

## **VI. The Assessment Process**

- Qualitative and quantitative data are collected for assessment purposes in a continuous manner. These data are used for a variety of periodic review of student performance mandated by ISBE/NCATE.
- Assessment of student performance in courses and programs is done by the faculty in their areas of expertise and shared with candidates in a timely manner.
- The total department faculty acts as a committee of the whole in developing, reviewing, and implementing assessment activities and instituting changes in curriculum based on the ongoing assessment data.
- To provide knowledge of the major American philosophies of education—traditional, contemporary and emerging—and encourages students to develop their personal philosophies of education. In addition, courses are designed to enable students to integrate general education, content area knowledge, and pedagogical strategies and skills.
- The performance assessment data is gathered in SED 2000, SED 3330, SED 3000, and SED 3100 courses using well-developed rubrics which are provided to the students in electronic form at the beginning of the courses.
- A review of the data resulted in major changes in the field experience components of all Secondary Education methods courses.
- Technology has been incorporated in all Secondary Education technology-enhanced courses. The course syllabi for SED 2000 and SED 3330 provide detailed instruction for in-class and off-campus assignments done under the supervision of university faculty and classroom teachers. These instructions and the evaluation rubrics are provided to students on disks.