

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM AY 2004-2005

Degree and Program Name:

Student Teaching

Submitted By:

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

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?
<p>I Upon completion of the student teaching semester the pre-service teacher will be able to:</p> <p>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.</p> <p>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.</p> <p>3. Diversity: The teacher understands how students differ in their approaches to</p>	<p>Throughout student’s teacher education program and in the capstone full semester student teaching experience. Major Department and Office of Clinical Experiences.</p> <p>These eleven outcomes (<u>The Illinois Professional Teaching Standards</u>) replace the previous 19 ‘exit level competencies’.</p> <p>In Student Teaching all of these objectives have been expected to be met and have been assessed by the University coordinator and the cooperating teacher based on student teacher performance in the classroom at mid-term and at the end of student teaching. Intermittent evaluations are used as ongoing assessment, and serve as a basis for guiding the student teacher toward accomplishment of the</p>	<p>All teacher education candidates must earn credit in student teaching in order to graduate.</p> <p>Credit is earned through performance by the student teacher in the classroom reflecting satisfactory or proficiency on each of these 11 outcomes. A student who is not able to earn satisfactory – proficient ratings would not be given “credit” for student teaching.</p>	<p>In the Fall of 2004, 299 of 301 student teachers completed student teaching. This is a 99.3% success rate. In Spring 2005, 264 of 269 student teachers completed student teaching successfully. This is a 98.1% completion rate.</p> <p>Student teachers who are removed may be allowed to repeat student teaching during a subsequent semester but each must develop a remediation plan which must be met before the subsequent experience commences. Reasons for no credit or required withdrawal are varied.</p> <p>In academic year 04-05, a total of seven students did not complete student</p>	<p>COTE and Dean of the College of Education and Professional Studies.</p> <p>The Office of Clinical Experiences reviews the final evaluation on each student teacher. The final evaluations are analyzed relative to student performance collectively in student teaching and by major.</p> <p>A summary of the data, by major, is shared with each major department. Departments are able to review evaluations of specific students if requested. Major departments may use this data as part of program review and revision, but the extent to which this</p>

<p>learning and creates instructional opportunities that are adapted to diverse learners</p> <p>4. Planning for Instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>8. Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.</p>	<p>learning objectives.</p> <p>Acquisition of knowledge, skills and dispositions is longitudinal throughout each student's preparation. Therefore, when applicable within a particular class, these are also assessed by major departments and departments providing professional education service courses throughout the prerequisite courses to the student teaching semester.</p> <p>Assessment of these eleven outcomes has been expected across the student's program.</p> <p>The Council on Teacher Education (COTE) and the Dean of the College of Education and Professional Studies are responsible for monitoring programs, not Student Teaching.</p>		<p>teaching. Two withdrew for personal reasons, and have chosen not to continue in teaching at this time. (One Math, one Social Sciences.) One of the seven lacked subject matter competence and classroom skills, and has chosen not to pursue public school teaching. (Family and Consumer Sciences.) Four were removed due to dispositional concerns. (Two Physical Education, one Math, one Music.) Remediation plans, in conjunction with the student, a representative from the Major Department, the University Student Teaching Coordinator, and Chair of the Department of Student, were agreed upon and put into place. As of the submission of this report, three of the four have successfully completed their remediation plans and will be repeating student teaching in Fall 2005.</p>	<p>takes place is not the responsibility of the Department of Student Teaching and Clinical Experiences.</p>
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<p>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.</p> <p>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.</p> <p>11. Professional Conduct and Leadership: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.</p>				
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(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.

The student teaching experience is the capstone experience of the teacher education program. It is aimed at providing the opportunity for the pre-service teacher to take all of the knowledge and skills from the total teacher education program and put those to work in the classroom. As of August 2004, the transition to the Illinois Professional Teaching Standards was complete and fully integrated into the assessment instrument used by the Department of Student Teaching and Clinical Experiences. This new student teaching evaluation, developed by a group of K-12 teachers in concert with a Chicago area coordinator,

went through rigorous piloting, and the data from an inter-rater reliability study provided support for the instrument. The instrument, tied directly to the Illinois Professional Teaching Standards, evaluates students in five areas: Students, Strategies, Subject Areas and Grade Levels, Dispositions & Professional Responsibilities within a School Community (Societies), and Technology.

The evaluation instrument is completed with the cooperating teacher and the University Coordinator, with primary input from the cooperating teacher. A mid-term evaluation is also completed, using the same instrument, as a benchmark for improvement. Intermittent evaluations (a minimum of four) are also used to guide the student teacher as s/he strives to achieve satisfactory/proficient final ratings in all categories.

The Department of Student Teaching does not have majors nor does it have any undergraduate coursework beyond STG 4000 and 4001. All student teachers have an academic major. The major department is responsible for the assessment in the major. The Department of Student Teaching also does not offer general education courses. Student teachers have completed general education courses in other departments that have responsibility for the assessment of these learning outcomes.

Areas for improvement: Group data specific to performance of student teachers gives insights as to which outcomes are program strengths and which need further attention in the teacher education curriculum. Continued communication with departments with regard to trend data as supported by evaluations is important for program evaluation. The Department of Student Teaching and Clinical Experiences continues to improve data dissemination to major departments.

Data for Fall, 2004 (the first semester of full implementation of the new evaluation instrument based upon the Illinois Professional Teaching Standards) indicates that 92% of student teachers were rated as 'proficient' (4 or 5 on a 5-point scale) in all areas. Seven percent were either "Satisfactory" or below (3 or less on a 5 point scale).

The implementation of LiveText for assessment collection will need careful training of all end-users. The Department of Student Teaching and Clinical Experiences will use the next year to determine how best to use and disseminate assessment data gleaned from LiveText.

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?

The Department of Student Teaching does not have majors nor does it have any undergraduate coursework beyond STG 4000 and 4001. All student teachers have an academic major. The major department is responsible for the assessment in the major. The Department of Student Teaching also does not offer general education courses. Student teachers have completed general education courses in other departments that have responsibility for the assessment of these learning outcomes. The assessment program has, however, provided Student Teaching Faculty and Cooperating Teachers with a direct link to the Illinois Professional Teaching Standards, and has also acted as a catalyst for discussion and growth plans for student teachers during their capstone experience.

Data for Fall, 2004 (the first semester of full implementation of the new evaluation instrument based upon the Illinois Professional Teaching Standards) indicates that 92% of student teachers were rated as 'proficient' (4 or 5 on a 5-point scale) in all areas. Seven percent were either "Satisfactory" or below (3 or less on a 5 point scale). As of the writing of this report, data analysis is not yet complete for Spring, 2005. However, the initial data seems to indicate that more students are being rated as "proficient" than were on the previous instrument. Several factors must be taken into account for the rise in ratings of "proficient". Program

curriculum revision to align with standards, increased clinical experience prior to student teaching, strong cooperating teacher – university supervisor mentorship of the student teacher, and authentic alignment of the assessment instrument with the program objectives must all be considered when reviewing the data