



UNIVERSITY OF
ILLINOIS CHICAGO

COUNCIL ON TEACHER EDUCATION

**The Meanings and Practice of Education in Democratic Life:
The Preparation of Professional Educators at UIC**

**Conceptual framework of the Preparation Programs in Education under
The Council on Teacher Education**

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Overview

The University of Illinois at Chicago (UIC) is a comprehensive public university located in the heart of Chicago, one of the nation's largest urban areas. The 25,000 students who study at UIC come from the city of Chicago, its suburbs, and from all 50 states and 95 foreign countries. UIC takes special advantage of the extraordinary ethnic and cultural diversity of the Chicago metropolitan area. The student body is rich in its diversity and cultural heritage, with minority students comprising 50 percent of the total enrollment. Many UIC students are first generation college students for whom a university education is not a long-standing family tradition. Often these students must overcome economic, social, and educational barriers to achieve a university education (*University of Illinois at Chicago Undergraduate Catalog, 2005-2007*).

UIC offers certification programs in elementary education, special education, early childhood education, reading specialist, urban school leader, secondary education (with programs in art, chemistry, English, French, German, history, mathematics, physics, and Spanish), school nursing, and school social work. These programs depend upon several entities working together—admissions, programs, advisors, colleges, ISBE, community schools and programs, students and candidates, and so on. The various activities involved in preparing teachers are coordinated through the office of the Council on Teacher Education (CTE).

The Illinois' Board of Trustees established the CTE in 1943-44 to formulate policies and programs of student selection, retention, guidance, preparation, and placement in elementary and secondary schools. The CTE consists of deans from the five colleges that sponsor professional education programs that lead to teacher, administrator, and school service personnel certificates: Architecture and the Arts; Education; Liberal Arts and Sciences; Nursing; and Social work. The chair of the CTE is the Dean of the College of Education. The CTE's activities are coordinated through an Executive Director, who is responsible to the CTE Deans. The Executive Director supervises staff who assist in the coordination and implementation of CTE procedures and policies and who insure that candidates are qualified for certification by the Illinois State Board of Education.

The CTE coordinates professional education curricula, policies, and procedures. It serves as a liaison between UIC and the Illinois State Board of Education and between UIC and P-12 school personnel. In its role as liaison with the state, it is regarded as the "unit" for accreditation. It is from the CTE that this conceptual framework was developed. The original conceptual framework was written in 2000 and unveiled to faculty in March of that year. At the time of the 2000 institutional review by ISBE, standards for the conceptual framework were met with weaknesses. The review indicated that the unit had not officially adopted the conceptual framework, that the framework had not been shared with the university community, and that there was no systematic and regular way to evaluate and update it.



The CTE addressed these weaknesses in a revision of the conceptual framework in 2003. The revision team sought commentary through focus groups of teachers in Chicago area schools, candidates, faculty, and other university personnel. The CTE also submitted the conceptual framework to a full faculty vote before adopting it. To insure wide understanding of the framework, (a) booklets, posters, and an executive summary of the framework were distributed to programs, (b) pre-candidates and candidates received the executive summary at orientation meetings, (c) the CTE requested that the conceptual framework be aligned with all methods syllabi, (d) the assessment system aligned the conceptual framework with the Illinois standards, and (e) the Assessment Committee created an assessment—the philosophy of teaching and learning essay—to specifically assess the framework. This version of the framework, too, stipulated a regular evaluation and update procedure.

In 2004, the program coordinators in the unit charged a subcommittee to work on a group of Safety and Technical Standards, in this document referred to as the Unit Standards. These standards, aligned with the conceptual framework and the Illinois standards, more fully explicate the expectation of the unit that candidates would develop competencies sufficient for effective practice. The competencies were approved by program coordinators and submitted to a full vote of certification faculty. The vote was positive, and the unit adopted the Unit Standards. All certification candidates read, discuss, and sign the standards document at the beginning of their program. Each program reviews candidate's progress at key points, and the Unit Standards are part of their review. At that time the standards were adopted, however, they were not added to the conceptual framework.

In 2006, three years after the 2003 revision of the conceptual framework was completed, the Program Coordinator's Committee conducted a planned review of the framework. They determined that the framework needed to be revised to add the Unit Standards and to highlight a set of dispositions that candidates should possess in order to be certified. The CTE Executive Director, the chair of the Assessment Committee, and members of the Program Coordinator's committee reviewed the existing document to form a first draft of a list of dispositions. At that point, members of the revision team also met with a faculty member who had been working on dispositional assessments and incorporated that work into the list of dispositions. Program Coordinators then reviewed the list, and the CTE director sent the list to all certification faculty for comment, shared it with the Northwest Personnel Association (an association of school districts in Chicago), shared it with a focus group of mentor teachers from Chicago Public Schools, and shared with another focus group of teacher candidates. After a number of revisions based upon the comments from these entities, the list of dispositions was submitted to all certification faculty for a vote and passed with a quorum of 36 faculty votes with a vote of 34 "Yes" and 2 "No." These dispositions were then inserted into the Unit Standards and the Unit Standards were inserted into the conceptual framework. Thus, in this version of the conceptual framework, the Unit Standards, including a set of dispositions is highlighted. In addition, during the Spring and Summer of 2006, this overview and a section on candidate proficiencies was added, along with other smaller edits, in order to more fully

align with the expectations of the state. And in January 2007, the document was revised once again to incorporate structural edits and updated references. This document, then, is a current, credible, and compelling statement of the unit's beliefs and values.

The Vision and Mission of the Institution and Unit

The Institution

Vision. UIC has an identity as a public, land grant, Research University that responds to its urban context. Its *vision* statement is as follows:

UIC seeks to embody the ideal of a public university: to cultivate the highest intellectual ambitions of faculty, students and staff and, at the same time, contribute to the making of a more egalitarian society. We will be a resource and destination accessible to all who share our ambitions and have the desire to excel. We seek to be both a leading research university and a great urban institution, taking advantage of the opportunities and needs presented to and by the state of Illinois and the city of Chicago. We believe that for this commitment to be meaningful in the 21st century, it must be both local and global, a commitment not only to Chicago but to all "Great Cities" – the physical, social, cultural, and intellectual communities that characterize our modern world. Whether in the surrounding communities or on the other side of the globe, in our own library or on the worldwide web, in the single-investigator laboratory or at an international research center, we are dedicated to creating, sharing, and applying the knowledge the 21st Century demands (2010 Strategic Thinking, p. 12).

Mission. This vision is embodied in UIC's mission (1) to educate the citizens of Chicago, Illinois and the world, insuring that education is not only accessible but challenging, (2) to excel at creating new knowledge that crosses traditional academic boundaries and answers real-world questions, (3) to expand the university's commitment to Chicago, its communities, and communities worldwide through the Great Cities initiative, and (4) to become a fully integrated university that offers "innovative, interdisciplinary partnerships along with essential disciplinary scholarship." UIC works toward expanding its partnerships, improving its environment, and serving as an "inclusive site for debate about the urban future of its neighbors and its city and about the global forces that are transforming urban life."

The Unit

Vision. The unit's vision and mission are clearly consonant with that of the university as a whole. UIC's professional preparation programs share a common commitment to respond to the urban context in which they exist in ways that are grounded in our public, land grant, research identity. In the field of professional education, UIC seeks to be a leader in preparing educators who are committed, knowledgeable, and skilled professionals, educators who excel in meeting the needs of urban students.

Mission. UIC's mission is to improve schools as learning environments through the preparation and career-long development of education professionals. UIC graduates work

in settings from early childhood through secondary school in a wide range of roles including teachers, administrators, school social workers, and school nurses. Our diverse professional education programs rely on collaboration among the Colleges of Architecture and the Arts, Education, Liberal Arts and Sciences, Nursing, and Social Work. **The programs in these five colleges share a common commitment to helping children and youth develop the full range of intellectual and personal qualities they will need to become active contributors to a society that strives to achieve its democratic promise.**

The Unit's Philosophy, Purposes, and Goals

The conceptual framework integrates the unit's philosophy, purposes, and goals with our knowledge base. In this section, we outline our philosophy, purposes, and goals, then discuss the unit standards, including a set of dispositions, that allow us to ensure that candidates can carry them out. We also discuss how a commitment to technology and a commitment to diversity are embedded within our philosophy, purposes, and goals. We more fully all of these in the section entitled Philosophical Knowledge Base.

Philosophy and Purpose. This conceptual framework is grounded in the philosophy that democratic societies are best served by an educated citizenry who are fulfilling their human potential, who are dedicated to informed, honest, and earnest criticism, open-mindedness, and inclusiveness, and who are able to use their knowledge effectively. Our purpose, then, is to develop educators who embrace that philosophy and strive to develop students who also embody that ideal.

Goals. We have three broad goals. Our goals are to prepare teachers who

- (1) Are committed to developing the full human potential of all students,
- (2) Are knowledgeable and can critically examine the knowledge they possess, and
- (3) Are effective in implementing that knowledge through practice.

In order to prepare teachers with these characteristics, our faculty must effectively model these qualities; thus, these goals are as pertinent to our collective development as faculty who prepare teachers as they are to the candidates we serve. As a faculty, we value these goals, and these values can be seen across colleges and programs. We strive to maintain a diverse faculty and student body. We assume leadership in not just critically examining our knowledge base but in creating new knowledge. We remain at the forefront of educational practice, embracing new technologies and other educational innovations.

Commitment to Technology. The ability to use technology in teaching and learning is integral to our philosophy, purpose, and goals. If it is our philosophy to prepare educators who will help students to fulfill their human potential and to engage in informed citizenship, then it is incumbent upon us to prepare students to live in a technologically advanced society. Informed citizens need to be able to gain knowledge through a variety of sources and to critically examine and be open minded about different perspectives. The internet has fueled a knowledge explosion—the number of sources of

information has grown exponentially in the last decade, and this growth will likely continue. This increase in the availability of knowledge and the means to communicate it brings with it obvious benefits but also potential drawbacks, if we do not help students to search for and be able to critically evaluate information that will help them make informed decisions. Thus, we strive to prepare educators who can not only use the internet as a tool for learning and communicating, but can also help their students to do the same. It is our commitment to use technology as a tool by which our philosophy, purposes, and goals are realized.

Commitment to Diversity. Embedded in this conceptual framework is a deep commitment to diversity, and statements noting this commitment are evident throughout the document. We strive to prepare educators who help all students learn, regardless of race, ethnicity, social class, language, gender, sexual orientation, health, disability, and other social categories. We prepare educators who learn about the individuals, schools, and communities where they practice and who seek remedies to the inequalities they observe. These commitments are the focus of classroom discussion, instruction, field and clinical practice, and reflection. The unit's philosophy, purposes, and goals:

Unit Standards. The Unit Standards are a set of collectively agreed upon statements of proficiency that explicate the behaviors and dispositions necessary for the three goals to be met. These standards address physical, intellectual, dispositional, and communicative qualities that are necessary for commitment, knowledge, and practice.

Unit Standards

I. Physical Capacity (*These qualities relate to a candidate's commitment and effective practice*) *With or without reasonable accommodation, a candidate must have sufficient stamina, sense of vision, hearing, and touch to*

- A. Attend classes, fieldwork and other educationally related events and be punctual.
- B. Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
- C. Observe students accurately at a distance and close at hand; observation necessitates the functional use of the senses of vision and hearing, and is enhanced by the functional use of the senses of smell and touch.
- D. Perform the customary techniques used during instruction, such as visual assessment of student engagement and the management of a safe and orderly classroom environment.
- E. Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, Open Houses, and other assigned duties.

II. Intellectual Reasoning (*These qualities relate to a candidate's knowledge and effective practice*). *With or without reasonable accommodation, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to*

- A. Master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty.
- B. Comprehend, memorize, calculate, analyze, integrate and synthesize material in a timely manner appropriate to the practice of teaching.
- C. Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- D. Understand the central concepts, tools of inquiry (e.g., observation, documentation, interpretation), and structures of the disciplines and create learning experiences that make these aspects of subjects or content knowledge meaningful for students.
- E. Assimilate and apply complex information from lectures, small-group work, written materials, and field experience.

III. Dispositions (*These qualities relate to a candidate's commitment, knowledge, and effective practice*). *With or without reasonable accommodation, a candidate must possess the disposition to*

- A. Commit to the democratic ideal of developing all students' potential; demonstrate dedication and personal investment in meeting students' needs.
- B. Seek remedies to educational inequalities, take appropriate action, and motivate students to do the same; strive to meet the challenges of inequality brought about by race, ethnicity, social class, language, gender, sexual orientation, health, disability, and other social categories.
- C. Recognize and makes use of the human and cultural resources of local communities; demonstrate cultural awareness and competence.
- D. Create collaborative environments that foster mutual learning and growth: interact positively and energetically with students, families, colleagues, and community members to support common goals.
- E. Critically reflect on all aspects of professional practice; engage in self-assessment and pursue opportunities for further development as knowledgeable, skilled, and ethical professionals; accept constructive criticism in a professional manner.
- F. Continually seek and critically examine knowledge, understand and respect different and competing perspectives within and across knowledge domains, and question assumptions about what is known; demonstrate the ability to understand, think critically, and exhibit open-mindedness about what is known.

- G. Respect the complexities of educational practice; demonstrate adaptability, flexibility, initiative, resourcefulness, and risk-taking.
 - H. Display and model maturity through the qualities of compassion, justice, empathy, integrity, responsibility, and engagement, and demonstrate the emotional capacity to engage in the varying demands of the educator's job; meet responsibilities on time, resolve difficulties skillfully and fairly, remain positive, treat others with kindness and understanding, and show an eagerness for educational practice.
- IV. Communication (*These qualities relate to a candidate's knowledge and effective practice*). *With or without reasonable accommodation, a candidate must have sufficient verbal and written communication skills to*
- A. Communicate with, understand, and observe colleagues and students and their families in order to conduct conferences, conduct interviews, elicit information, describe changes in mood, activity, posture, and receive and analyze non-verbal communications.
 - B. Explain important principles and concepts delineated in professional, state, and institutional standards (e.g., school district policies and standards, school policies and practices).
 - C. Communicate with people so as to make assessments and plans known to others including colleagues and students and their families.
 - D. Communicate effectively, efficiently, and sensitively with colleagues and with students and their families regardless of their gender, sexual orientation, race, life-style, religion, or cultural and social backgrounds.
 - E. Communicate concepts, assignments, evaluations, and expectations with members of the learning community.
 - F. Read, write, speak and understand English at a level consistent with successful course completion, having the ability to communicate with colleagues and with students and their families.

A word about the Dispositions. The dispositions in Part III of the unit standards hold special value for our candidates. These dispositional statements clearly embody the mission and goals of the unit and are meant to guide candidates' thoughts and actions. Thus, not only are they embedded in unit standards, but also they are referred to in separate documents, reviewed, and assessed throughout a candidate's program.

Alignment between the Conceptual Framework's Goals and Unit Standards. The Unit Standards and our commitment to technology and diversity are aligned to the Conceptual Framework goals. This alignment is specified in the table below.

GOALS TO PREPARE CANDIDATES WHO ARE:	UNIT STANDARDS	TECHNOLOGY	DIVERSITY
1. Are Committed to developing the full human potential of all students	I. Physical capacity A, B, C, D III. Dispositions A, B, C, D, E	A commitment to helping all students to use technology	A commitment to helping all students learn regardless of race, ethnicity, race, social class, language, gender, sexual orientation, health, disability, and other social categories
2. Develop professional knowledge through critical inquiry	II. Intellectual reasoning standards A, B, C, D, E III. Dispositional standards F IV. Communication Standards B, E, F	A commitment to helping students critically examine the information they access using technology	A commitment to seek alternatives to inequality
3. Are effective at professional practice	I. Physical capacity B, C, D, E II. Intellectual Reasoning D, E III. Dispositional standards, D, F, G 4. Communication standards A, B, C, D, E, F	A commitment to help educators use technology for teaching and learning	A commitment to engage in effective practice that takes into account the needs of individuals and the sources of knowledge they bring.

Philosophical Knowledge Base

Programs within the unit share a common commitment to helping children and youth develop the full range of intellectual and personal qualities they will need to become active contributors to a society that strives to achieve its democratic promise. We do this by preparing professional educators who are committed to the democratic ideal of developing the full human potential of all students, who understand and critically think about professional knowledge, and who effectively apply that knowledge in practice. In addition, we are dedicated to rigorous assessment of the extent to which our commitments are achieved. Such assessment is integral to improving our programs and practices. IPTS 8; SNS 4; SSWS 4, 5; ISLC 1, 2

1. Commitment to developing the full human potential of all students

(This section speaks to the dispositions and physical capacity standards. Candidates must



exhibit a commitment to this ideal of helping students develop their potential seek remedies to the inequalities they observe, recognize and make use of human and cultural resources, and engage in collaboration, reflection, and self-assessment. In addition, they must have the physical capacity to exhibit this commitment through their actions.)

We seek university faculty, school personnel, and candidates for our programs who have the mind and character of well-educated individuals, who have an appetite for learning and inquiry, who want to nurture that appetite in others, and who are committed to the importance of education in democratic life. We want to engage with our candidates in an effort to understand the implications of the reciprocal relationship between education and democracy: that not only is an educated citizenry necessary for a democratic society, but a democratic society will value, as Dewey (1920) wrote, “the all around growth of every member of society.” Following W.E.B. DuBois’ (1903) belief that “honest and earnest criticism is the soul of democracy,” we want to join our educator candidates in critically appraising the extent to which our society meets Dewey’s democratic ideal in its educational institutions and how educators can help their students develop the capacities they will need to work toward that vision. As Oakes & Lipton (2006) have written more recently, such a perspective pays particular attention to social and educational inequalities associated with race, social class, language, gender, disability, and other social categories, “and looks for alternatives to those inequalities.”

As educator-researchers from UIC, we embrace the privilege of supporting educators in the field in their efforts to make a positive difference in the lives of students and in the ways schools serve their communities (Kohn, 1999; Kozol, 2005; Ladson-Billings, 2005). We can best do this by observing closely the circumstances in which professional practice occurs; by learning from local contexts as well as from the research literatures of our disciplines; by listening attentively to area educators, students and families; by working as partners with them to find solutions to challenges they face; and by constantly reevaluating the reciprocal nature of our collaborations (Ayers, 2004; Delpit, 2006; Meier, 1997). IPTS 9, 11; SNS 9, 12; SSWS 5, 6; ISLC 1, 4, 5.

The spirit of collaboration provides practical guidance to our role in UIC’s position as a public, urban, land grant, research university. Our programs and our candidates act as resources for the communities in and around Chicago and draw upon the richness of these communities to inform our scholarship and professional practice (Darder, 2002; Freire & Macedo, 1998; Fine, 1997; Gonzalez, 2005). We prepare our graduates to recognize the rich human, material, and cultural resources of the community as a source of continued learning as they interact with community members and strive to contribute to the well-being of the communities in which they practice. IPTS 9; ISLC 1, 4, 5, 6, 9; SNS 5, 9, 12; SSWS 5, 6

This commitment to continuing professional development is increasingly important in an era of rapid technological and social change in the diverse contexts of professional practice. There will never be one best curriculum or method for all contexts, and no one can be prepared fully for all contexts, except as they are prepared to continue learning.



Our candidates therefore need experiences that will help them grow and remain committed throughout their careers (Cochrane-Smith, 1999; Hanson, 2001).

These experiences include opportunities to use strategies supported by recent research, to reflect on and 1 apply new research and new technologies as they become available, to participate in professional organizations, and to collaborate extensively with colleagues in their school communities (McKenna et al. 2006; Pappas, et al. 2006; Provenzo et al. 2005; Shanahan 2005). IPTS 10, 11; SNS 12; SSWS 5, 10; CTS 4; ISLC 1, 6

A commitment to ongoing development is also a commitment to ongoing self-assessment (Dufour, 2005; Schubert & Ayers, 1999). Individuals who fuse scholarship and practice are constantly reflecting on and critically assessing their own knowledge and skills in view of their educational contexts. Thus, we encourage the habit of being critically reflective in all aspects of professional practice (Kridel & Bullough 2007; Schon, 1987, 1991; van Manen, 2002) and provide our candidates with frequent and varied opportunities to reflect on their own practice. This preparation for ongoing learning and self-assessment will also prepare our candidates eventually to participate actively as leaders in educational improvement. IPTS 10; SNS 11

IPTS = Illinois Professional Teaching Standards

SNS = School Nurse Standards

SSWS = School Social Work Standards

CLAS = Core Language Arts Standards

CTS = Core Technology Standards

ISLC = School Leader Standards

However, in the brief period of a professional preparation program, candidates can only begin to develop and apply the full knowledge they will need to become effective educators in a society

that still strives to achieve its democratic promise. We believe that becoming a professional will

always be unfinished business (Brubaker, 2004; Darling-Hammond & Sykes, 1999; Henderson & Gornick 2007; Marshall, et al. 2007). We therefore seek to foster in our candidates a commitment to their continued development as knowledgeable, skilled, and ethical professionals. We strive to support our graduates as they move through the stages of early induction into mature professionalism by providing a variety of opportunities for continued learning and for establishing relationships with other UIC graduates and faculty members that continue throughout their professional careers. IPTS 9, 11; SNS 10; SSWS 9, 10; ISLC 1, 2,

2. Professional knowledge through critical inquiry

(This section speaks to the Unit Standards of Intellectual Reasoning, Dispositions, and Communication. Specifically, candidates must comprehend and master relevant subject matter content and pedagogy, develop reasoning, problem solving, and decision making



skills, understand the tools of inquiry, and assimilate complex information. They must continually seek and critically examine knowledge. They must be able to explain sufficiently the principles and concepts they learn.)

Specialized knowledge is at the heart of any profession, and educators must call on multiple kinds of knowledge if they are to become effective educators of children and youth. These kinds of knowledge include four major domains: (a) content knowledge, (b) knowledge of human development, (c) knowledge of diverse contexts of teaching and learning, and (d) knowledge of professional practice (Chiarelott, 2006; Hiebert, et al, 2002; Henderson & Kesson, 2004; Shulman, 1986). In each of these, educators view knowledge not as an established body of facts, but as a *process* of knowing that is based on inquiring, reflecting, and interpreting within particular social and institutional contexts (Clandenin & Connelly, 2004; Linn & Shi, 2000; Urmacher & Matthews 2005). As faculty in a research institution, we are committed to the idea that educators should understand the research bases for knowledge, the evolution in knowledge that develops through continued research, the tensions that exist across multiple forms and functions of research, and the differences in ways of knowing that occur in different cultures. These understandings all have implications for practice, as well as for research on practice (Cronbach & Suppes, 1969; Gutstein, 2006; Tuhiwai Smith, 2001; Willis & Schubert, 2000).

First, educators need knowledge of the content that undergirds their work (Marzano, 2003; Wiggins & McTighe, 2006;). Educators o). Educators of preschool and elementary school children need to have sufficient knowledge of the content and practices of a number of disciplines (such as the sciences, social sciences, mathematics, and the language arts) to help students gain understandings and engage in age-appropriate practices within those disciplines. Educators of middle school and secondary students must have more specialized knowledge; they must understand the current state of knowledge in their fields and also understand the ways that information within a particular field is known, created, shared, and evaluated. They must be familiar with the tools that the knowledge domain uses for those purposes (Shulman, 1986). Specialized content knowledge of this sort includes critical analysis and constructive thinking about the various competing perspectives that exist within and across every domain (Broudy, 1982; Connelly, 2007 Denzin & Lincoln, 2005). IPTS 1; SNS 1; SSWS 1; ISLC 1, 2). IPTS 1; SNS 1; SSWS 1; ISLC 1, 2

A second kind of knowledge is knowledge of human development, motivation, and learning (Donavan, 2005; Pressley & McCormick, 1995; Thorkildsen & Nicholls, 2001; Vygotsky, 1978).). We recognize that students may have special needs and that they will have different kinds of abilities, interests, and resources upon which to draw. The diversity evident in school populations needs to be honored as a learning asset, not regarded as an obstacle to learning and teaching (Banks, 1997; Nieto, 1996; Gonzalez et al., 2005; Phillion, et al., 2005). Thus, educators must understand the cognitive, social, psychological, and emotional needs of all of their students, whether they are struggling or succeeding, as well as the unique challenges and opportunities that these needs bring to professional practice. Knowledge of human development, motivation, and learning is

essential if content knowledge is to be used to meet the unique needs of all students and to support their intellectual, social, and personal growth as individuals. IPTS 2; SNS 1, 2; SSWS 7, 8; ISLC 2; CLAS 3

A third kind of knowledge is an understanding of the diverse cultural and situational contexts of teaching and learning, including knowledge of communities from which students are drawn, and an understanding of schools and school systems as historical, social, political, and cultural institutions (Lipman, 2004; Spring, 2004, 2005; Tozer, et al., 2005; Watkins, 2001, 2005). Knowledge is created, shared, and valued differently in different contexts and as the result of unique conditions, both pre-existing and current (Cuban, 1993; Kliebard, 2004; Lather, 2004). An understanding of the changing nature of knowledge within different contexts and across time helps educators make decisions about how students' particular resources can be utilized. Such knowledge includes an understanding of the dynamics of race, class, language, and gender, and their intersection with the learning that takes place in schools and communities (Delpit, 2006; Murrell, 2002; Weis & Fine, 1993). It is essential for educators to recognize that their perspectives result from their own unique cultural experiences and to realize that potential biases within these perspectives must be addressed to foster the success of learners from different cultural origins (Apple & Beane, 2006; Nieto, 2004). A critical analysis of the contexts in which schools exist is essential to understanding how the ideals of democracy can and should operate in educational decision-making and practice—including practice that leads to institutional and societal change (Beyer, 1996; Johnson, 2005; Kumashiro, 2004; Rury, 2002). IPTS 3, 9, 11; SNS 3; SSWS 3, 6, 8; ISLC 1, 2, 4; CLAS 3

Educators also need knowledge of professional practice. Key in this area is understanding differences among approaches and why no single approach is appropriate for the variety of students in any classroom. Educators also need an understanding of culturally relevant practice that draws on and responds effectively to students' unique histories and ways of understanding and that reflects the best of what we know through research and the successful practices of others (Delpit, 2006; Bowers & Flinders, 1990; Ladson-Billings, 1994, 2005). This knowledge of pedagogy includes more than simply knowledge of theory or knowledge of teaching techniques or strategies (Freiberg & Driscoll, 2005). It also includes knowledge of students, learning contexts, learning principles, procedures, planning, **technology use**, and **communication** skills. The knowledge of professional practice includes knowing what it means to be an education professional who understands professional conduct, the standards of quality that must be upheld, and the ethical responsibilities inherent in ensuring the best possible experiences for one's students. Without knowledge of professional practice, candidates will be unprepared to apply that knowledge in educational contexts (Pinar, 2004; Posner & Rudnitsky, 2006). IPTS 5, 6, 11; SNS 4, 6, 7; SSWS 4, 7, 9; CTS 1, 4, 9; ISLC 3, 5; CLAS 1, 2, 3

Educators need to understand how the knowledge of pedagogy interacts with content knowledge, cultural knowledge, and developmental knowledge to enable them to engage in practices that help students participate actively in learning processes. Responsive, responsible views of education take place at the intersection of these various kinds of knowledge.

3. Effective professional practice

(This section addresses the Unit Standards related to physical capacity, intellectual reasoning, dispositions, and communication. Specifically, candidates have the physical capacity to engage in educational practice, the intellectual reasoning necessary to enable them to assimilate and apply complex information to the task of teaching and learning, the commitment to create collaborative environments, critically reflect on their practices, respect the complexities of educational practice, and display the emotional maturity to engage in educational practice, and the communication skills to communicate appropriately for the purposes of collaboration, teaching, and learning).

Professionals in any field are effective not only because of what they *know* about content, human development, cultural and situational context, and professional practice, but also because of what they can *do* with that knowledge, using practices that are specific to the profession. Despite their shared goals as educators, the roles of school social worker, school nurse, preschool teacher, high school teacher, and school administrator require different professional expertise. Teaching, for example, has been compared to the performance arts because it exists at a creative intersection between knowledge and skills (Hight, 1950; Rubin, 1985; Sarason, 1999). To serve democratic ideals by educating all students in a classroom well, when they have very different needs, cultural backgrounds, and skill levels, requires more than commitment and more than knowledge; it requires the competence of a practitioner who respects the complexities of teaching and who is dedicated to learning a craft that is never completely mastered (Darling-Hammond & Bransford, 2005; Shanahan, 2005). The same can be said of other professions within education, such as school administration, school social work, and school nursing.

Good teachers demonstrate specialized skills, for example, when they plan the experiences that help achieve ambitious learning outcomes for students who are behind grade level, when they implement what they have planned under difficult circumstances, when they creatively apply new technologies to engage students actively in learning, when they assess students' work and provide feedback to help move students forward, and when they effectively enlist parents to support student success. As with other performance-based professions, teaching, school social work, school nursing, and school administration require complex skills that can be developed only through sustained and repeated opportunities to develop and refine these skills in practical settings (Wang & Walberg, 2001; Wenger, et al. 2001). IPTS 1, 2, 3, 4, 5, 6, 8; SNS 4; SSWS 2; ICLS 3; CLAS 1, 3; CTS 1, 2, 5, 6, 7, 8

We expect our candidates to hold a view of professional practice affirming that educators must learn from students if students are to learn from educators (Bowers & Flinders, 1990; Dewey, 1902; Noguero, 2003). Education can then be understood as a *dialogue* characterized by mutual learning and reciprocal change (Burbules, 1993; Delgado-Gaitan, 1993; Freire, 1970; Murrell, 2001). Our candidates learn to communicate and collaborate with other professionals as they strive to create learning environments that respond to the **diverse** needs of children and youth. With sufficient practice in

educational settings and with rich, ongoing interactions with students and professional colleagues in their school communities, our candidates learn to create learning environments that draw on and respond to **students' diverse needs**—including the needs of students who vary in ability, cultural and linguistic backgrounds, gender, and race. IPTS 3, 7, 9, 10; SNS 4, 6, 8; SSWS 2, 4, 8; CTS 3, 5, 6, 8; ISLC 4; CLAS 2

At the same time, we expect our graduates to foster their students' abilities to inquire and to think critically and independently, regardless of the subject matter being taught (Barrell, 1991; Paul, 1990, Varelas, et al., 2005). Our preparation programs are therefore committed to exploring methods of helping children and youth learn to understand different and competing perspectives, diverse ways of solving problems in different disciplines, and ways to make reasoned choices among these perspectives and approaches to problem solving. Creating learning environments in which children and youth engage in such critical thinking requires highly accomplished teaching consistent with the highest educational and democratic ideals. (Bowers & Flinders, 1990; Dewey, 1916, 1938; Fuhrman & Lazerson, 2005).) IPTS 1, 2, 3, 5, 6; ISLC 2

Fostering this kind of ongoing professional inquiry and reflection in our candidates requires intensive, school-based opportunities to develop professional expertise within the context of professional practice (Darling-Hammond & Sykes, 1999; Wenger, 2002). We strive to develop the habit of reflection in our candidates through early, frequent, and high-quality field experiences as well as through ongoing communication with our graduates after they enter the profession. IPTS 1, 9, 10; SNS 11; CTS 7; ISLC 2

Summary

The ideals expressed within the three elements of this conceptual framework-- (1) commitment to developing the potential of all students; (2) professional knowledge through critical inquiry; and (3) effective professional practice--guide our efforts to prepare education professionals. Faculty members in our programs use these ideals and dispositions along with the Illinois Standards in their courses and in other work with candidates. Programs provide experiences to foster candidate development. Each candidate is assessed at numerous points to ensure that program aims are being achieved.

Candidate Proficiencies Aligned with Expectations in Professional, State, and Institutional Standards

Unit Faculty realize that various candidate competencies are crucial to being an effective educator. The Unit Standards, including dispositions, ensure that candidates not only hold values consonant with the unit's philosophical underpinnings, but also meet core competencies. These unit standards ensure that candidates can engage in effective practice.

We aim to meet candidate proficiencies through the various learning activities, opportunities for reflection, and engagement in field, internships, and clinical practice experiences. Candidates in both initial and advanced programs have multiple opportunities to read and discuss the theory and research regarding educational preparation, teaching, and learning, engage in inquiry, collaborate with other candidates, study the diverse communities in which they will work, and learn and use effective professional practices. These are articulated through program reports, course syllabi, and the assessments that are discussed in the next section. We seek to prepare teachers and educational professionals who are committed, knowledgeable, and effective, as instantiated through the unit standards and Illinois standards.

On the next pages, we show the alignment across Illinois Professional Standards for teachers, administrators, school nurses, and school social workers to each of the three Conceptual Framework goals, and unit standards and NCATE standards. Because the state standards are aligned with professional standards, these goals also signal alignments to professional standards. We use state and institutional standards to measure the effectiveness of our programs.

Table 1. Alignment of goals with NCATE, Illinois Professional Teaching, Technology, Language Arts, School Nurse, School Social Work, and School Leader Standards

GOALS TO PREPARE CANDIDATES WHO:	NCATE	IPTS	CTS	CLAS	SNS	SSWS	ISLC
1. Are Committed to developing the full human potential of all students	1. Candidate knowledge, skills, and dispositions 2. Assessment system & unit evaluation 4. Diversity	9. Collaborative relationships 10. Reflection and personal growth 11. Professional conduct	4. Social, Ethical, and Human Issues		5. Planning and Intervention 9. Collaborative Relationships 10. Professional Conduct and Ethics 12. Leadership and Advocacy	5. Consultation and collaborative relationships 6. Advocacy and facilitation 9. Professional conduct and ethics 10. Professional development	1. Facilitating a vision of learning 4. Collaboration with families and communities 5. Acting with integrity, fairness and in an ethical manner. 6. The political, social, economic, legal, and social context
2. Develop professional knowledge through critical inquiry	1. Candidate knowledge, skills, and dispositions 2. Assessment system and unit evaluation	1. Content knowledge 2. Human development and learning 3. Diversity 5. Learning environment 6. Instructional delivery 9. Collaborative	1. Basic computer technology 2. Personal and professional use of technology 5. Productivity tools 6.	1. Literacy techniques and strategies 2. Modeling 3. Constructive feedback for diverse	1. Content knowledge 2. Human Development and learning 3. Diversity and evaluation 4. Assessment and evaluation 6. Service delivery 7. Learning	1. Content 3. Planning 6. Advocacy and facilitation 4. Assessment and evaluation 7. Learning community 8. Diversity 9. Professional conduct and	1. Facilitating a vision of learning 2. School culture and instructional program 3. Management 4. Collaboration with families and communities 5. Acting with integrity, fairness,

GOALS TO PREPARE CANDIDATES WHO:	NCATE	IPTS	CTS	CLAS	SNS	SSWS	ISLC
		relationships 11. Professional conduct CTS 1. Basic computer	Telecommunications and information access 7. Research, Problem solving and product development. CTS 8. Information literacy skills technology	needs	environment	ethics	and in an ethical manner
3. Are effective at professional practice 3. Are effective at professional practice	1. Candidate Knowledge, Skills, and Dispositions. 2. Assessment system and unit evaluation. 3. Field experiences and	1. Content knowledge 2. Human development and Learning 3. Diversity 4. Instructional planning 5. Learning	3. Application of technology in instruction 5. Productivity tools	1. Literacy techniques and strategies 2. Modeling 3. Constructive	4. Assessment and Evaluation 5. Planning and Intervention 6. Service delivery 8. Communication 11. Reflection	2. Service delivery 4. Assessment and evaluation 8. Diversity	2. School culture and instructional program 3. Management 4. Collaboration with families and communities

GOALS TO PREPARE CANDIDATES WHO:	NCATE	IPTS	CTS	CLAS	SNS	SSWS	ISLC
	clinical practice	environment 6. Instructional delivery 7. Communication 8. Assessment 9. Collaborative Relationships 10. Reflection and Professional Growth	6. Telecommunications and information access 8. Information literacy skills	feedback for diverse needs.	and Professional Growth		

IPTS = Illinois Professional Teaching Standards; SNS = School Nurse Standards; SSWS = School Social Work Standards; ISLC = School Leader Standards; CTS = Core Technology Standards; CLAS = Core Language Arts Standard

Assessment Practices to Support Professional Growth

Professional preparation programs at UIC employ various forms of assessment to ensure that the ideals explicated in this conceptual framework are met. This conceptual framework is grounded in the Illinois State and Unit Standards. Candidates' commitment, knowledge, and practices are assessed both within individual courses and across courses.

At UIC, professional assessment serves multiple purposes: to help programs ensure that candidates enter educational practice with a strong base of knowledge and skills and a commitment to ongoing development; to help candidates reflect on their own practices; to provide information that facilitates remediation efforts for students who have difficulty meeting program requirements; and to help faculty members, programs, and the overarching Council on Teacher Education reflect on the efficacy of UIC professional preparation programs.

Candidate Assessment

Candidate assessment is essential to ensure that graduates enter professional practice well prepared. Moreover, this kind of assessment also supports self-reflection for continued professional development. To these ends, UIC aims to have candidates involved in multiple assessments throughout their coursework and field experiences as well as at strategic points in their professional preparation as they move through the various phases of their programs. One of the purposes of our assessments is to identify candidates' areas of strength and weakness. If candidates do not meet standards at any point of assessment, individual action plans are created. In cases where these action plans are not effective, candidates are counseled out of the certification program.

UIC has a number of undergraduate and graduate certification programs within the Council on Teacher Education, and each program develops assessments appropriate to its program goals. Assessing candidates for certification is partially the responsibility of the faculty who teach in the various certification programs. For the initial certification programs, both the education faculty and the content area faculty assess whether or not candidates meet the Illinois Professional Teaching Standards, the Core Language Arts Standards, the Core Technology Standards, and the unit standards; the content area faculty are responsible for assessing candidates on the applicable Content Area Standards. Within the certification programs in Urban School Leadership, Nursing, School Social Work, and Reading Specialist programs, the responsibility for assessing candidates lies within those programs. The Council on Teacher Education, the unit in which all of the certification programs are coordinated, holds responsibility for gathering and sharing data across programs. For initial programs, they collect data regarding admission to candidacy, state tests completion, course completion, student teaching assignments, and entitlement. Before candidates move to student teaching, their progression through the various programs is reviewed to ensure that candidates have met the grade, course, and test assignments. Before candidates are entitled, their work is reviewed by the certification officer to determine whether or not candidates have met the various requirements. In addition, common assessments data are collected by the data



manager, who prepares data reports and shares them with the program coordinators once per semester. These assessments include technology surveys, a philosophy of teaching and learning essay, a teaching and assessment event, an exit survey, and a teacher graduate survey.

A note about the relationship between experiences in curriculum and field-based coursework and assessment data. Individual program assessments are both within and across courses. Overarching assessments of initial certification candidates exist across courses. It would be easy to assume that these assessments are “tests” of candidates’ competence, and in one sense they are. But in another sense, many of the assessments themselves are formative in nature and based upon assignments that encourage critical thinking, reflection, and the development of real teaching competencies. For example, the Teaching and Assessment Event asks candidates to plan, implement, assess, and reflect on a lesson or unit. Candidates must plan for instruction taking into account the context of instruction, the students they are teaching, and the knowledge goals that are to be the focus of instruction. They must also decide how they will know that students met their goals and develop assessments that are truly aligned to the lesson goals. In addition, they must analyze the results of the assessment and determine their next teaching steps. Finally, they discuss the alignment between their lesson/unit and the conceptual framework and state professional teaching standards. This assessment is completed during the student teaching semester and is based upon the notion that student teaching seminar instructors, field instructors, and cooperating teachers will provide ongoing feedback about its development.

The following assessment points are common to all initial programs: admission to candidacy, admission to final practicum, completion of final practicum, graduation/certification, and induction. This document will first discuss initial programs (early childhood/special education, elementary, special education, and secondary [art, chemistry, English, French/Spanish, German, history, mathematics, physics]), then the advanced and non-teaching programs (Reading Specialist, School Social Work, School Nurse, and School Leader).

Initial Programs:

Admission to candidacy. To be accepted into a program, candidates must have the necessary grade point average in their prior coursework, as specified in each program. UIC has a strong academic tradition, and the various programs have rigorous grade-point-average admission requirements in both general education and content area coursework. Candidates must also pass the Illinois Certification Testing System (ICTS) Basic Skills test. Applicants to most certification programs provide a writing sample, participate in an interview, and provide letters of recommendation. The Basic Skills test, interview, and the writing sample required for entry into the programs ensure that candidates have communication and literacy skills (addressing the Core Language Arts Standards for All Teachers). Different professional programs require specialized assessments for admission. For example, candidates in teacher education may also be evaluated based on their previous experiences working with children. In school administration, candidates for admission are assessed with regard to prior school leadership experiences. Similarly,



other programs have particular admissions assessment criteria. Students sign a “Safety and Technical Standards” document (The Unit Standards) with their candidacy application that spells out the qualities required for teaching and articulates the physical and intellectual capacity, dispositions, and communication abilities that programs expect candidates to develop. Students are told that, as candidates, the development of these qualities will be monitored and that, if students fail to develop them as expected, an action plan will be initiated. Prior to or at admission, students must also complete a technology survey. The technology survey helps candidates set goals and select experiences for improving technological expertise in their preparation programs.

Admission to Final Practicum. Candidates are assessed in several ways during candidacy and before they participate in final practicum. Within courses, candidates participate in ongoing, multiple assessments in support of professional learning and the appropriate standards. Grade requirements in certification coursework during candidacy remain rigorous, ensuring that course grades also generally reflect successful acquisition of specific content and pedagogical knowledge, components of the standards and of the conceptual framework. Since coursework and field experiences are designed to address all of the appropriate standards for each program, these grades are an important assessment component. Evaluations in early practicum experiences by both mentors and field supervisors reflect candidates’ knowledge, practical skills, and commitment, and, thus, address aspects of the standards and the conceptual framework, as well. Candidates are not allowed to begin practicum unless they meet the course and grade requirements and pass the appropriate ICTS Content Test, which provides another assessment of candidates’ mastery of content-area knowledge.

In addition to the required state testing and to traditional grading that takes place through papers, projects, presentations, and examinations, initial teacher certification candidates also develop a certification portfolio documenting their philosophy of teaching and learning. As candidates progress in their coursework and field experiences, they have multiple opportunities to reflect on that philosophy, so that, at the point of admission to final practicum, their writing about it is expected to reflect the ideals of the conceptual framework. This assessment is uploaded on an electronic portfolio (TaskStream) and is evaluated by full-time clinical faculty. The CTE aggregates this data and provides feedback to programs through the Program Coordinators’ Committee.

Graduation/Certification. During final practicum, both UIC and field supervisors evaluate candidates’ knowledge, practices, and commitment through both formative and final practicum evaluations, with the final student teacher evaluation being a common assessment across all initial certification programs. Student teachers are required to add an Exit Survey to the electronic portfolio. This survey is designed to examine candidates’ perceptions of their level of preparedness for teaching, and is closely aligned with the Illinois Professional Teaching Standards. They also add a second Technology Survey measuring candidate’s ability to use technology in teaching and learning--one of the ways programs ensure that the Core Technology Standards for All Teachers have been addressed. A final but substantive assessment is the Teaching and Assessment Event. This assessment consists of an extended lesson and plan assessment of student



learning. The format requires student teachers to plan a lesson and assessment of their students, implement the lesson and assessment, document and analyze student learning, and reflect on their teaching.

Before final recommendation for certification, candidates must have completed GPA requirements in all course work, successfully completed all phases of their professional preparation experiences, turned in a completed electronic portfolio (initial teacher certification candidates), and successfully taken all Illinois certification tests.

Induction. After graduation and certification, the success of certified teacher education graduates is monitored through the Teacher Graduate Survey during their first year of employment in public education. The Teacher Data Warehouse is used to identify graduates' Illinois school placements and completion of requirements for standard certification. With these data, the university tracks information such as attrition rates and the extent to which teachers remain in schools or move. The Teacher Graduate Survey, in addition, provides information about both graduates and their supervisor's perceptions of the graduates' competencies. The items graduates and supervisors respond to are closely aligned with the Illinois Professional Teaching Standards. These data are collected and aggregated by institution, and each participating institution also receives data on the state averages on each item. These data allow comparisons of the graduates and supervisors' perceptions with the state data. When the data are received, they are shared through program coordinators, the Secondary Teacher Education Committee (STEAC), and faculty meetings to be used for program review.

Table 2. Unit Assessment System: Initial Certification Programs

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS	Responsibility for Collection/aggregation/ decision
Admission to candidacy	Candidacy application					<ul style="list-style-type: none"> Elementary Ed processes its own candidacy applications and shares the data with the CTE. All masters' programs process their own applications and share the information with the CTE. The CTE collects candidacy applications for all secondary undergraduate programs,
	Cumulative GPA requirements (varies per program)	2. Intellectual Reasoning				
	Major or specialization GPA (varies per program)	2. Intellectual Reasoning		2. Development of professional knowledge	1. Content Knowledge	
	Letters of Recommendation	3. Dispositions	8. Display and model maturity			
	Essay	3. Dispositions 4. Communication	1. Commit to the democratic ideal of developing all students' potential	1. Commitment to developing the full human potential of all students	7. Communication Language Arts Standards	
	General Education Requirements (Elementary Ed)	2. Intellectual Reasoning				
	Felony Conviction and Citizenship					

	Acknowledgement					sends information to programs, and processes decisions.
	Safety and Technical Standards signature					
	Basic Skills Test pass	2. Intellectual Reasoning 4. Communication			7. Communication	
	Interview	3. Dispositions 4. Communication	1. Commit to the democratic ideal of developing all students' potential; 8. Display and model maturity through the qualities of compassion, justice, empathy, integrity, responsibility, and engagement...	1. Commitment to developing the full human potential of all students	7. Communication 8. Language Arts Standards	

Table 2, cont. Unit Assessment System: Initial Certification Programs

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS	Responsibility for Collection/aggregation/ decision
Admission to final practicum	Completion of Student Teaching Application					<ul style="list-style-type: none"> • Student teaching application is turned into Program and
	Successful completion of all course and field requirements	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	5. Critically reflect on all aspects of professional practice; 6. Continually seek and critically examine knowledge; 7. Respect the complexities of educational practice; 8. Display and model maturity	2. Development of professional knowledge 3. Effective professional practice	1-11. All IPTS Standards 1-3. Language Arts Standards	Shared with CTE for COE programs <ul style="list-style-type: none"> • For Secondary programs, student teaching application is turned into CTE • CTE conducts review of applicants to insure they have met requirements • Tech Survey and Philosophy of Teaching and Learning are scored and monitored by CTE and shared with Program Coordinators
	Overall GPA requirement	2. Intellectual Reasoning		2. Development of professional knowledge		
	Major GPA requirement	2. Intellectual Reasoning		2. Development of professional knowledge	Content Knowledge	

	Education GPA requirement	2. Intellectual Reasoning 3. Dispositions	5. Critically reflect on all aspects of professional practice; 6. Continually seek and critically examine knowledge 7. Respect the complexities of educational practice 8. Model maturity	2. Development of professional knowledge	2. Human Development and Learning 3. Diversity 4. Instructional Planning 5. Learning Environment 6. Instructional Delivery 8. Assessment 10. Reflection and Professional Growth 11. Professional Conduct
	Technology 1 Survey	2. Intellectual Reasoning		2. Development of professional knowledge	Technology Standards 6. Instructional Delivery

Table 2, cont. Unit Assessment System: initial certification programs

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS	Responsibility for Collection/aggregation / decision
	Philosophy of Teaching and Learning Essay	3. Dispositions 4. Communication	All Dispositions	1. Commitment to developing the full human potential of all students 2. Development of professional knowledge 3. Effective professional practice	Language Arts Standards 3. Diversity 10. Reflection and professional growth	
	Content Area Test	2. Intellectual Reasoning		2. Development of professional knowledge	1. Content Knowledge	

Table 2, cont. Unit Assessment System: Initial Certification Programs

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS	Responsibility for Collection/aggregation/decision
Graduation/Certification	B or better in student teaching	1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication	All dispositions	1. Commitment to developing the full human potential of all students 3. Effective professional practice	All IPTS standards (performance indicators)	<ul style="list-style-type: none"> • Graduation requirements reviewed in respective colleges • Entitlement requirements reviewed by CTE • Teaching and Assessment Event, Exit Survey, and Technology II Survey scored by Adjunct and Clinical faculty, monitored by CTE, shared with Program Coordinators
	Teaching and Assessment Event	3. Dispositions 4. Communication	All dispositions	1. Commitment to developing the full human potential of all students 3. Effective professional practice	All IPTS Standards (performance indicators)	
	Student Teaching Evaluation	2. Intellectual reasoning 3. Dispositions 4. Communication	All dispositions	3. Effective professional practice	All IPTS standards (performance indicators)	
	Technology II Survey			3. Effective professional practice	6. Instructional delivery Technology standards	
	Exit Survey	2. Intellectual reasoning 3. Dispositions	All dispositions	2. Development of professional knowledge 3. Effective professional practice	All IPTS Standards	

Table 2, cont. Unit Assessment System: Initial Certification Programs

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS	Responsibility for Collection/aggregation/decision
Induction	Teacher Graduate Survey	2. Intellectual reasoning 3. Dispositions 4. Communication	5. Critically reflects on all aspects of professional practice 7. Respects and adapts to the complexities of educational practice	2. Development of professional knowledge 3. Effective professional practice	All IPTS Standards	<ul style="list-style-type: none"> • Employment sites of Teacher graduates and supervisors identified through Teacher Data Warehouse • Survey results sent to CTE by IAPDCE • Survey results shared with Program Coordinators and Certification faculty

Reading Specialist:

Admission to candidacy. Admission to candidacy takes place immediately upon admission to the degree program in Literacy, Learning, and Culture for students who wish to enter the Reading Specialist Strand. Applicants must meet the grade prerequisites required of all MEd programs (3.0 in all graduate work; 2.75 in the last 60 hours of undergraduate work), pass the Basic Skills test, provide two letters of recommendation, and provide evidence (a portfolio) that they have met the Illinois Professional Teaching Standards. Further, to become a reading specialist, they must have already obtained a teaching certificate and show that they have completed three years of teaching prior to certification. The LLC program evaluates the application materials for evidence that applicants have the potential to meet the unit standards and Illinois standards for reading specialists. To become a candidate, new students sign their acknowledgement of the unit standards and the felony conviction and citizenship identification process and complete a form requesting candidacy. The CTE ensures that candidates have met the criteria.

Admission to final practicum. Before candidates can participate in the clinic coursework (their practicum experience), they must demonstrate their knowledge of the content by passing the final examination and lesson set in CIE 503. This assessment ensures that candidates have the requisite knowledge to work with struggling readers in a practicum setting. In addition, candidates must have maintained a B or better grade point average in all coursework.

Graduation/Certification. To become a certified reading specialist, candidates must pass the clinical practice assessment and summary evaluation. This assessment shows that candidates are capable of working with struggling readers. They are also evaluated relative to the improvement that their students show in reading and writing on the "Evaluation of tutee progress." Candidates take and pass the IPTS Reading Specialist Content Area Test and the Assessment of Professional Teaching (k-12) test prior to certification. They must also pass a comprehensive evaluation that indicates the extent to which candidates are knowledgeable about their profession and can use that knowledge to plan and assess instruction.

Induction. Faculty maintain communication through email with graduates of their program. In addition, the Teacher Data Warehouse tracks their employment in public Illinois schools.

Table 5. Unit Assessment System: Reading Specialist program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS/Reading Specialist Standards	Responsibility for Collection/aggregation/ decision
Admission to Candidacy: Master's in Literacy, Language, and Culture. Strand B	Bachelor's Degree with GPA of 2.75/4.00 or better. 3.00/4.00 or better on all graduate work.	1. Physical capacity 2. Intellectual reasoning		2. Development of professional knowledge		Literacy, Language, and Culture (LLC) faculty
	Basic Skills Test, Content Area Test, and APT test pass	1. Physical capacity 2. Intellectual Reasoning 4. Communication		2. Development of professional knowledge 3. Effective professional practice	All IPTS Standards All Language Arts Standards All Technology Standards	
	Illinois Teaching Certificate	1. Physical capacity 2. Intellectual Reasoning 4. Communication		2. Development of professional knowledge 3. Effective professional practice	All IPTS Standards All Language Arts Standards All Technology Standards	
	Two letters of recommendation	3. Dispositions	1. Commits to the democratic ideal of developing all	1. Commitment to developing the full human potential of all		

		students 8. Displays and models maturity	students		
Portfolio addressing the IPTS	1. Intellectual reasoning 4. Communication		2. Development of professional knowledge 3. Effective professional practice	All IPTS Standards All Language Arts Standards All Technology Standards	
Felony Conviction and Citizenship Acknowledgement					
Safety and Technical Standards signature					
Candidacy Application					
Resume or completed work experience form	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication				

Table 5, cont. Unit Assessment System: Reading Specialist Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS/Reading Specialist Standards	Responsibility for Collection/aggregation/ decision
Admission to Final Practicum	Final Examination and Lesson Set in CIE 503	2. Intellectual reasoning 3. Dispositions 4. Communication	1. Commits to the democratic ideal 2. Seeks remedies to educational inequalities 3. Recognizes and makes use of human and cultural resources 5. Critically reflects on all aspects of professional practice 6. Continually seeks and examines knowledge	1. Commitment to developing the full human potential of all students 2. Development of professional knowledge 3. Effective Professional practice	1. IPTS Content Knowledge 1. Has deep understanding of reading and reading instruction 5. Provides leadership in curriculum design and implementation	Literacy, Language, and Culture Faculty
	B or better in all required coursework	1. Physical capacity 2. Intellectual Reasoning	6. Continually seeks and examines knowledge	2. Development of professional knowledge	1. IPTS Content Knowledge 1. Has deep understanding of	

		3. Dispositions 4. Communication			reading and reading instruction 3. Understands how to interpret and use reading research 4. Provides leadership in curriculum design and implementation	
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Table 5 Cont., Unit Assessment System: Reading Specialist Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	IPTS/Reading Specialist Standards	Responsibility for Collection/aggregation/ decision
Graduation/Certification	Clinical Practice Assessment/Session Summary Evaluation	1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication	All dispositions	1. Commitment to developing the full human potential of all students 3. Development of professional knowledge Effective professional practice	All IPTS Standards All Reading Specialist Standards	LLC Faculty
	Tutee Progress Data	1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication	All dispositions	1. Commitment to developing the full human potential of all students 2. Development of professional knowledge 3. Effective professional practice	All IPTS Standards All Reading Specialist Standards	
	Reading Specialist Content Area Test and K-12 APT Test Pass	2. Intellectual Reasoning	6. Continually seeks and examines	2. Development of professional	All IPTS Standards All Reading Specialist Standards	

			knowledge	knowledge		
	Comprehensive Exam:	<ul style="list-style-type: none"> 2. Intellectual Reasoning 3. Dispositions 4. Communication 	<ul style="list-style-type: none"> 5. Continuously seeks and critically examines knowledge 7. Respects and adapts to the complexities of educational practice 	<ul style="list-style-type: none"> 2. Development of professional knowledge 3. Effective professional practice 	<ul style="list-style-type: none"> 1. Has deep understanding of reading and reading instruction 4. Provides leadership in curriculum design and implementation 	

School Social Work:

Admission to candidacy. Similar to other programs, applicants to the school social work MSW program must meet pre-requisite grade requirements (2.75 undergraduate GPA). In addition, they must demonstrate that they have completed a pre-requisite statistics course and have taken and passed at least 20 semester hours in the social and behavioral sciences.

They also submit an essay and participate in an interview, which are evaluated by program faculty, show that they have passed the Basic Skills Test, and sign the unit standards (Safety and Technical Standards) and the felony conviction and citizenship acknowledgements. At entry, they are admitted into the general master's program in social work, but not into the school social work concentration. To be admitted into the concentration (candidacy), they must receive a B or better in the foundations coursework and uphold the ideals of the Jane Adams School of Social Work Code of Ethics.

Admission to final practicum. Once admitted into the school social work concentration, candidates begin taking practicum coursework, and continue taking the practicum coursework throughout the rest of their program.

Graduation/Certification. Several key assessments are required for graduation and certification. Candidates must take and pass the Content Area Test, demonstrate their ability to plan an appropriate environment for students (an Individual Educational Plan), pass all of the assessment measures in four key courses, be assessed regarding their field-instruction learning (an 81-item checklist), show that they can plan practice interventions by applying school social work practice to vulnerable populations, and engage in self-assessment.

Induction. Graduates periodically complete a survey that asks them to evaluate their preparation. In addition, the Teacher Data Warehouse tracks employment information in Illinois public schools.

Table 3. Unit Assessment System: School Social Work Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SSWS	Responsibility for Collection/aggregation/ decision
Admission to Candidacy: Master's in Social Work	BA degree from accredited university with at least 2.75 GPA/4.0	1. Physical capacity 2. Intellectual reasoning				<ul style="list-style-type: none"> MSW program directors and staff
	Successful completion of statistics course	2. Intellectual reasoning		2. Development of professional knowledge	1. Content Knowledge	
	20 semester hours of social and behavioral sciences	2. Intellectual reasoning				
	Essay	3. Dispositions 4. Communication	1. Commit to the democratic ideal of developing all students' potential 8. Displays and models maturity	1. Commitment to developing the full human potential of all students		
	Felony Conviction and Citizenship Acknowledgement					
	Safety and Technical Standards signature					

	Basic Skills Test pass	2. Intellectual Reasoning 4. Communication				
	Interview	3. Dispositions 4. Communication	1. Commit to the democratic ideal of developing all students' potential; 8. Display and model maturity	1. Commitment to developing the full human potential of all students		
Admission to School Social Work Concentration	Successful Completion of foundation Curriculum (B Average or better)	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	6. Continually seeks and critically examines knowledge	2. Development of professional knowledge	1. Content Knowledge	School Social Work Program faculty
	Uphold Jane Addams School of Social Work Code of Ethics	2. Dispositions	8. Displays and models maturity	2. Development of professional knowledge		

Table 3, cont. Unit Assessment System: School Social Work Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SSWS	Responsibility for Collection /aggregation/ decision
Graduation/ Certification	Content Area Test	2. Intellectual Reasoning		2. Development of professional knowledge	1. Content	School Social Work faculty
	Ability to Plan Appropriate Environment (Writing of Educational Plans)	2. Intellectual Reasoning 3. Dispositions 4. Communication	2. Seeks remedies to social inequalities 3. Recognizes and makes use of human and cultural resources 7. Respects and adapts to the complexities of educational practice	2. Development of professional knowledge 3. Effective professional practice	1. Content 2. Service delivery 3. Planning 4. Assessment and Evaluation 7. Learning community 9. Professional conduct and ethics	
	Course grades in four required courses (four key courses in content knowledge and field)	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	5. Critically reflects on all aspects of professional practice 6. Continuously seeks and critically examines knowledge	2. Development of professional knowledge 3. Effective professional practice	1. Content 2. Service Delivery 4. Assessment and Evaluation 5. Consultation and Community Relationships 6. Advocacy and Facilitation	

					<ul style="list-style-type: none"> 7. Learning Community 8. Diversity 9. Professional conduct and ethics 10. Professional development
	<p>Assessment of Field Instruction Learning (81-Item checklist evaluating performance in the field)</p>	<ul style="list-style-type: none"> 1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication 	<p>All Dispositions</p>	<ul style="list-style-type: none"> 1. Commitment to developing the full human potential of all students 2. Development of Professional Practice 3. Knowledge Effective Practice 	<ul style="list-style-type: none"> 1. Content 2. Service Delivery 3. Planning 4. Assessment and Evaluation 5. Consultation and collaborative relationships 6. Advocacy and facilitation 7. Learning community 8. Diversity 9. Professional conduct and ethics 10. Professional development

Table 3, cont. Unit Assessment System: School Social Work Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SSWS	Responsibility for Collection /aggregation/ decision
	5. Planning practice interventions (Candidates prepare a paper that applies school social work practice to a vulnerable population)	1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication	All dispositions	2. Development of professional knowledge 3. Effective professional practice	1. Content 2. Service Delivery 3. Planning 4. Assessment and Evaluation 5. Consultation and collaboration 6. Advocacy and facilitation 7. Learning community 8. Diversity 9. Professional conduct and ethics	
	Assessment of Candidate Evaluation-of-Practice Skills (Candidate does self evaluation of evaluation skills)	2. Intellectual reasoning 3. Dispositions 4. Communication	5. Critically reflects on all aspects of professional practice 6. Continually seeks and critically examines knowledge	2. Development of Professional Knowledge 3. Effective Practice	1. Content 4. Assessment & Evaluation 6. Advocacy and facilitation 9. Professional conduct and ethics	

Induction	Survey			2. Development of professional knowledge 3. Effective professional practice	All SSWS standards	SSWS faculty
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School Nurse:

Admission to candidacy. Candidates for the school nurse certificate must already hold a current Registered Nurse License with a BS in Nursing or Bachelors degree in Health Assessment, Nursing leadership, or Public Health/Community Nursing. Further, they must have taken and passed the pre-requisite course work: 1) public health nursing, human growth and development, social science, and mental health, 2) the exceptional child, 3) educational psychology, met grade requirements (2.75 or greater in Bachelor's degree), provided two letters of recommendation and a resume, passed the Basic Skills Test, signed the felony conviction and citizenship acknowledgment form and the acknowledgement of the unit standards, and demonstrate prerequisite computer skills. This documentation is evaluated by program faculty to ensure that candidates have the potential to meet or exceed state, unit, and program standards.

Admission to final practicum. Upon admission in the school nurse certification program, candidates enroll in a year-long, two-course sequence of full-time practicum experiences that represent clinical practice.

Graduation/Certification. Candidates graduate and are eligible for certification after completing satisfactorily a number of rigorous practicum assessment requirements, maintaining a B average in coursework and demonstrating that they can uphold the College of Nursing Ethical Standards. They must participate in discussion board conversations and virtual chats, complete a Community Needs Assessment, engage in a case management project where they create and carry out an individual health plan, complete a literature review, implement a project, and present their project to their colleagues. They also create and are evaluated on three lesson plans, and they keep a log of their activities. Finally, they are evaluated by UIC field instructors and by their on-site preceptors.

Induction. Graduates are tracked informally through email and other communication and through the Teacher Data Warehouse if employment is in Illinois public schools.



Table 4. Unit Assessment System: School Nursing Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SNS	Responsibility for Collection/ aggregation / decision
Admission to Candidacy: Master's in School Nursing	Current Registered Nurse License with a BS in Nursing or Bachelors degree in Health Assessment, Nursing leadership, or Public Health/Community Nursing	1. Physical capacity 2. Intellectual reasoning		2. Development of professional knowledge	1. Content Knowledge	School Nurse faculty
Admission to internship	Successful completion of courses in 1) public health nursing, human growth and development, social science, and mental health, 2) the exceptional child, 3) educational psychology	1. Physical capacity 2. Intellectual Reasoning		2. Development of professional knowledge	1. Content Knowledge	
	2.75/4.00 minimum GPA in last 60 hours of bachelor's degree	1. Physical capacity 2. Intellectual Reasoning		2. Development of professional knowledge	1. Content Knowledge	

	Two letters of recommendation	3. Dispositions	1. Commitment to the democratic ideal of developing all students' potential 8. Displays and models maturity	1. Commitment to developing the full human potential of all students 8. Displays and models maturity		
	Felony Conviction and Citizenship Acknowledgement					
	Safety and Technical Standards signature					
	Basic Skills Test pass	2. Intellectual Reasoning 4. Communication			8. Communication	
	Resume	3. Dispositions 4. Communication	1. Commit to the democratic ideal of developing all students' potential; 8. Display and model maturity	1. Commitment to developing the full human potential of all students	8. Communication	
	Basic Skills on the Computer Skills Self Assessment Survey			2. Developing professional knowledge	Technology standards	

Table 4, cont. Unit Assessment System: School Nurse Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SNS	Responsibility for Collection/ aggregation / decision
Graduation/ Certification	B or better in coursework	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	6. Continually seeks and critically examines knowledge	2. Development of professional knowledge	1. Content Knowledge	School Nurse Program faculty
	Uphold College of Nursing Ethical Standards	3. Dispositions	8. Displays and models maturity	2. Development of professional knowledge	10. Professional conduct and ethics	
	School Nurse Content Exam	2. Intellectual reasoning		2. Development of professional knowledge	1. Content knowledge	
	Global Assessment (Grades in two key classes on key assignments)	1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication	All dispositions	1. Commitment to developing the full human potential of all students 2. Development of professional knowledge 3. Effective professional practice	1. Content knowledge 2. Human development and learning 3. Diversity 4. Assessment and evaluation 5. Planning and intervention 6. Service delivery 7. Learning environment 8. Communication 9. Collaborative relationships	

					10. Professional conduct and ethics 11. Reflection and professional growth 12. Leadership and advocacy	
	Discussion Board/Virtual chat	1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication	5. Critically reflects on all aspects of professional practice 6. Continually seeks and critically examines knowledge	2. Development of professional knowledge 3. Effective professional practice	All SNS (1-12).	

Table 4., cont. Unit Assessment System: School Nurse Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SNS	Responsibility for Collection/ aggregation /decision
Graduation/ Certification	Community Needs Assessment: Use primary and secondary data to analyze the school community's health environment use the CDC's School Health Index	<ul style="list-style-type: none"> 2. Intellectual Reasoning 3. Dispositions 4. Communication 	<ul style="list-style-type: none"> 1. Commits to the democratic ideal of developing all students' potential 3. Recognizes and makes use of human and cultural resources 5. Continuously seeks and critically examines knowledge 6. Continually seeks and critically examines knowledge 7. Respects and adapts to the complexities of educational practice 	<ul style="list-style-type: none"> 1. Commitment to development of full human potential 2. Development of professional knowledge 3. Effective professional practice 	<ul style="list-style-type: none"> 1. Content Knowledge 3. Diversity 4. Assessment and evaluation 7. Learning environment 9. Collaborative relationships 11. Reflection and professional growth 	School Nurse Faculty

Case Management Study: Individual health care plan	<ol style="list-style-type: none"> 2. Intellectual reasoning 3. Dispositions 4. Communication 	<ol style="list-style-type: none"> 2. Seeks remedies to social inequalities 3. Recognizes and makes use of human and cultural resources 5. Critically reflects on all aspects of professional practice 6. Continually seeks and critically examines knowledge 7. Respects and adapts to the complexities of educational practice 	3. Effective professional practice	<ol style="list-style-type: none"> 1. Content knowledge 2. Human development and learning 3. Diversity 4. Assessment and evaluation 5. Planning and intervention 6. Service Delivery 11. Reflection and professional growth
Site Visit	<ol style="list-style-type: none"> 1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication 	All dispositions	<ol style="list-style-type: none"> 1. Commitment to development of full human potential 2. Development of professional knowledge 3. Effective professional practice 	All SNS standards

	Preceptor evaluation of the intern	<ol style="list-style-type: none"> 1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication 	All Dispositions	<ol style="list-style-type: none"> 1. Commitment to development of full human potential 2. Development of professional knowledge 3. Effective professional practice 	All SNS standards	
	Practicum Log					
Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SNS	Responsibility for Collection/ aggregation /decision
Graduation/ Certification (con't)	Literature Review: identification of needs and exploration of research base for effective ways to address needs	<ol style="list-style-type: none"> 2. Intellectual reasoning 3. Dispositions 4. Communication 	<ol style="list-style-type: none"> 1. Commits to the democratic ideal of developing all students' potential 2. Seeks remedies to educational inequalities 5. Critically reflects on all aspects of professional practice 6. Continually seeks and 	<ol style="list-style-type: none"> 1. Commitment to development of full human potential 2. Developing professional knowledge 	<ol style="list-style-type: none"> 1. Content knowledge 3. Diversity 4. Assessment and Evaluation 6. Service delivery 7. Learning environment 9. Collaborative relationships 11. Reflection and professional growth 12. Leadership and advocacy 	

			critically examines knowledge			
	Project: Intervention implementation	<ol style="list-style-type: none"> 1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication 	All dispositions	<ol style="list-style-type: none"> 1. Commitment to development of full human potential 2. Effective professional practice 	<ol style="list-style-type: none"> 1. Content knowledge 3. Diversity 4. Assessment and evaluation 6. Service delivery 7. Learning environment 9. Collaborative relationships 11. Reflection and professional growth 12. Leadership and advocacy 	
	Poster presentation: of project	<ol style="list-style-type: none"> 2. Intellectual reasoning 3. Dispositions 4. Communication 	<ol style="list-style-type: none"> 5. Critically reflects on all aspects of professional practice 7. Respects and adapts to the complexities of educational practice 	<ol style="list-style-type: none"> 2. Effective professional practice 	<ol style="list-style-type: none"> 1. Content knowledge 7. Learning environment 8. Communication 9. Collaborative relationships 11. Reflection and professional growth 12. Leadership and advocacy 	

Table 4., cont. Unit Assessment System: School Nurse Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	SNS	Responsibility for Collection/aggregation/decision
Graduation/Certification (con't)	Lesson Plan: for teaching health education	2. Intellectual reasoning 3. Dispositions 4. Communication	3. Recognizes and makes use of human and cultural resources 4. Creates collaborative environments 5. Critically reflects on all aspects of professional practice 7. Respects and adapts to the complexities of educational practice	3. Effective professional practice	1. Content knowledge 2. Human development and learning 3. Diversity 4. Assessment and evaluation 5. Planning and intervention 7. Learning environment 8. Communication	
Induction	Informal listserv communication and follow up—approximately 50% of graduates			3. Effective professional practice	All IPTS Standards	School Nurse Program faculty

Urban Educational Leader Program:

Admission to candidacy. Admission to candidacy occurs immediately after entry into the EdD program. Program applicants must have earned a bachelors and master's degree, have a 3.0/4.0 average or greater GPA for the final 60 semester hours of post-baccalaureate work, submit their GRE or GMAT score, provide three letters of commendation, sign the felony conviction and citizenship acknowledgement and the Safety and Technical Standards (unit standards) document, provide a portfolio regarding teaching and learning and undergo an interview. Based upon these multiple points of assessments, applicants who appear to possess the potential to be successful urban school leaders are admitted into the EdD program and candidacy.

Final practicum. Candidates enter a supervised clinical internship upon admission to candidacy.

Graduation/certification. Candidates must have earned a B or better in coursework and have successfully completed a full year of internship before being recommended for Type 75 certification. Also, candidates must have completed the ISBE content exam. Also, they must complete the annual review of academic and professional progress, a strategic intern plan, an analysis of three teaching observations, and the CPS Eligibility Portfolio Assessment.

Induction. After candidates receive their Type 73 certification, students continue in the EdD program, completing two more years of internship, passing the qualifying exam, and completing and defending a dissertation. Graduates are followed as they achieve leadership positions. In 2007, a pilot Illinois survey will be administered to graduates.

Table 6. Unit Assessment System: Principal Preparation Program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	School leader/ Principal Standards	Responsibility for Collection/aggregation/ decision
Admission to Candidacy: EdD program and Supervised Clinical Internship	Baccalaureate Degree Master's degree	1. Physical capacity 2. Intellectual reasoning				Policy Studies faculty
	GPA 3.00/4.00 for final 60 semester hours of study for all post-baccalaureate work	1. Physical capacity 2. Intellectual Reasoning				
	GRE or GMAT	1. Physical capacity 2. Intellectual Reasoning				
	Three letters of recommendation	3. Dispositions	1. Commit to the democratic ideal of developing all students 8. Displays and models maturity	1. Commitment to developing the full human potential of all students...		
	Felony Conviction and Citizenship Acknowledgement					
	Safety and Technical Standards signature					
	Personal Statement	3. Dispositions 4. Communication	1. Commit to the democratic	1. Commitment to developing the	Language Arts Standards	

			ideal of developing all student 8. Displays and models maturity	full human potential of all students...		
	Portfolio and Interview: Portfolio of successful teaching and leadership experience in educational settings presented in two-hour interview	2. Intellectual Reasoning 3. Dispositions 4. Communication	All dispositions	1. Commitment to developing the full human potential of all students 2. Development of professional knowledge 3. Effective professional practice	All IPTS Standards Language Arts Standards	

Table 6, cont. Unit Assessment System: Principal preparation program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	School Leader/Principal Standards	Responsibility for Collection/aggregation/ decision
Graduation/Certification	B or better in 40 hours of coursework and full year of supervised clinical experience	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	All Dispositions	All goals	All School Leader/Principal Standards	Policy Studies faculty
	Annual Review of academic and professional progress	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	All Dispositions	All goals	All School Leader/Principal Standards	
	School Leader/Principal Content Exam	2. Intellectual reasoning		Development of professional knowledge	All School Leader Standards (knowledge indicators)	

Table 6, cont. Unit Assessment System: Principal preparation program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	School Leader/ Principal Standards	Responsibility for Collection/aggregation/ decision
Graduation/Certification	Strategic internship plan with measurable outcomes/Powerpoint and written analysis of plan's execution	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	All dispositions	1. Commitment to development of full human potential 2. Development of professional knowledge 3. Effective professional practice	1. Facilitating a vision of learning 2. School culture and instructional program 4. Collaboration with families and communities 5. Acting with integrity, fairness, and in an ethical manner 6. The political, social, economic, legal, and cultural context (Technology standards)	<ul style="list-style-type: none"> • Policy Studies faculty • CTE evaluates for certification
	Candidate's analysis of three classroom teaching episodes	1. Physical capacity 2. Intellectual reasoning 3. Dispositions 4. Communication	5. Critically reflects on all aspects of professional practice 7. Respects and adapts to the complexities of educational	3. Effective professional practice	1. Facilitating a vision of learning 2. School culture and instructional program 5. Acting with integrity, fairness, and in an ethical manner	

			practice			
	CPS Principal's Eligibility Portfolio Assessment	<ol style="list-style-type: none"> 1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication 	<ol style="list-style-type: none"> 1. Commit to the democratic ideal of developing all students 3. Recognizes and makes use of the human and cultural resources 4. Creates collaborative environments 7. Respects and adapts to the complexities of educational practice 8. Displays and models maturity 	<ol style="list-style-type: none"> 1. Commitment to development of full human potential 2. Development of professional knowledge 3. Effective professional practice 	<ol style="list-style-type: none"> 1. Facilitating a vision of learning 2. School culture and instructional program 3. Management 	

Table 6, cont. Unit Assessment System: Principal preparation program

Phases	Assessments	CF Safety and Tech Standards	CF Dispositions	CF Goals	School Leader/ Principal Standards	Responsibility for Collection/aggregation/ decision
Induction	Writing Assessment: Urban schools	2. Intellectual reasoning 3. Dispositions 4. Communication	6. Continually seeks and critically examines knowledge	2. Development of professional knowledge	6. The political, social, economic, legal, and cultural context	Policy Studies faculty
	Student Professional Progress Table: Whether candidates are achieving leadership positions.	1. Physical capacity 2. Intellectual Reasoning 3. Dispositions 4. Communication	All Dispositions	All goals	All school leader standards	
	Comprehensive Qualifying Exam	2. Intellectual reasoning		2. Development of professional knowledge		
	Dissertation and Comprehensive Exam	2. Intellectual reasoning 3. Dispositions	6. Continuously seeks and critically examines knowledge	2. Development of professional knowledge		

Faculty Assessment

Faculty members are provided numerous opportunities to engage in activities that foster professional growth and development. Participation in these opportunities is one way in which faculty commitment to continuing improvement is observed. This includes but is not limited to participation in professional conferences, university and department-wide symposia, invited guest lectures, and faculty workshops. Faculty are also expected to participate in the design and evaluation of the programs in which they teach. These expectations are met through participation in department and program meetings where issues of program quality are discussed and where plans for program improvement are created. Program Coordinators and other key faculty also participate in the Program Coordinator's meetings (monthly) and, for secondary programs, the Secondary Teacher Education Advisory Committee (STEAC).

At UIC, the expectation for tenure-track and tenured faculty is that they engage in a full program of research, teaching, and service. Non-tenure track and clinical faculty are expected to engage in teaching, service, and scholarship. These are evaluated annually through an annual review process and at the time of tenure and promotion. Teaching is evaluated through student evaluations at the end of each course and through the observation of those courses by colleagues. In addition, faculty document other contributions to teaching, such as course and materials design, implementation of special projects, and advising activities. In terms of research/scholarship, faculty must document their publications, presentations, and other scholarly activities, and these are evaluated in relation to pre-determined norms to determine the extent to which faculty meet expectations for merit or for tenure and promotion.

Service activities involve participation in service to the profession, the public, and the university. Service to the profession might consist of membership and leadership in professional organizations, editing and reviewing for professional journals, and so on. Service to the public as an expert in one's field can involve activities as varied as serving on national boards and committees or working with local schools to improve achievement. Serving the university involves taking on leadership roles, being program, department, college, and university committees, etc.

At the time of annual review, faculty have the opportunity to reflect on their current level of development and to set goals for future development along the dimensions of teaching, service, and research/scholarship. They also reflect on the alignment of their activities with the ideals specified in the Conceptual Framework and in the strategic plans of the various colleges that are in the CTE. All faculty have the opportunity to discuss their current progress and future goals, and are given guidance as appropriate.

These various expectations for faculty ensure that faculty as well as candidates are addressing the mission, value, and standards outlined in the conceptual framework. They serve the urban community in which they teach and engage in scholarship. They take



advantage of the multiple opportunities to engage in continued learning through professional development and scholarship. They are reflective practitioners. They engage in collaboration with other faculty and with their partner schools. They are dedicated to the ultimate goal of helping all students (and candidates) meet their potential. They are knowledgeable, and effective in the practice of teaching.

Program Assessment

Program assessment is the responsibility of the faculty in the individual programs, the departments in which the programs are housed, the Council on Teacher Education (CTE), the CTE Secondary Teacher Education Advisory Committee (STEAC), and the CTE Assessment Committee. The deans of the colleges with certification programs comprise the Council on Teacher Education that sets direction for the professional education preparation programs housed in the various colleges. The Program Coordinators Committee meets each month to receive updates on ISBE requirements and to discuss policies and procedures necessary for continuous program improvement. Faculty members in individual programs meet several times a semester to discuss procedures for monitoring student progress and for using assessment data for continuous program improvement. In addition, STEAC, which is advisory to the CTE, meets monthly to discuss coherence and policy among the secondary programs. Finally, the CTE Assessment Committee meets to discuss issues of assessment across the various programs. The Assessment Committee includes representatives from the various program areas.

Individual programs collect data on candidate admissions and on candidate performance, including coursework, practicum evaluations, and portfolio data. These data allow program faculty to determine the extent to which candidates are meeting the professional teaching standards and the ideals of the conceptual framework. The data also provide vital information regarding the strengths and weaknesses of the individual programs so that faculty can make appropriate revisions to strengthen the preparation of candidates in these programs. In addition to individual program data, the Council on Teacher Education collects and aggregates common data across teacher education program so that these data can be used in policy decisions. The CTE houses information about candidates' applications for admission, final practicum, and certification; test scores on the ICTS Basic Skills Test, Content Test, and the Assessment of Professional Teaching, transcript evaluations; grade point averages (aggregated at admission to candidacy, before final practicum, and before graduation/certification); final practicum placements; professional placements in schools; candidates' student teaching evaluations, and data from candidates electronic portfolios. The Assessment Committee is a committee of the Council on Teacher Education whose purpose is to develop new assessments, encourage the use of assessments in unit and program planning, and ensure coherence in key assessments across programs within the unit. Data are collected each semester and shared each semester with Program Coordinators, who, in turn, share the data with their program faculty. Discussions of the data are intended to lead to program and unit changes, when necessary.



Programs regularly review their effectiveness using the numerous assessments at their disposal. If they deem that changes are necessary, the institute these changes, going through their college's policy committee for curricular changes, and to university committees and the IBHE for substantive changes to their programs. Since the last accreditation review in Spring 2000, all programs have gone through substantial revisions in order to implement standards-based education (prior to July 2003). Since 2003, a special education/early childhood program was added, the principal preparation program merged into a new EdD program, elementary education substantially changed the sequence and content of their courses, the secondary programs added workshops and content-based orientations to the student teaching semester, and numerous other small changes were made and discussions initiated based upon the data programs and the CTE collect.

These various assessments enable professional education faculty to assess candidates' strengths and weaknesses and their readiness to move through the various phases of the programs as well as provide information regarding program quality that enables faculty to make needed improvements in UIC's professional preparation programs.

*Every three years, the Council on Teacher Education begins a review of the conceptual framework. This review is started in the Program Coordinator's meeting. The Program coordinators discuss the conceptual framework with program faculty. Revisions are made based upon this discussion. Once revised, all program faculty review the document and provide more commentary. The revised version is voted on by Program Coordinators. The cycle started in 2003, and it was revised in 2006, with the final revisions made as a result of feedback of the ISBE Conceptual Framework Review Panel.



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