

Standard 1: Candidate Knowledge, Skills and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

As stated in the College of Education's conceptual framework, the preparation of education professionals at Northeastern is centered on the theme of "Reflective Professionals Building Learning Communities." Every program in the College has designed its curriculum around a knowledge base composed of four aspects or knowledge organizers: knowledge of learners, knowledge of schools, knowledge of communities, and knowledge of professional self. More specifically, the fourteen College of Education performance standards reflect the commitment that all programs are well-grounded in general education, academic specialization and professional education. In addition, these performance standards, program curricula and performance assessments are aligned with the national professional associations, the Illinois' Content Area Standards for Teachers and the Illinois Professional Teaching Standards (IPTS). The College of Education's performance standards are embedded in candidate assessment across all programs at five points: program entry, prior to field experience, before clinical practice, before exiting clinical practice, and at program completion.

Element 1: Content Knowledge of Teacher Candidates

The College of Education is committed to the idea that teacher candidates need to have a thoroughly developed knowledge base in general education and specialized content. Northeastern Illinois University candidates have in-depth subject matter knowledge which represents the principles and concepts embedded in institutional, state, and professional standards. This idea is specifically represented in the eighth of the fourteen College of Education performance standards which specifies "*Northeastern Illinois University candidates plan learning experiences based upon in-depth knowledge of subject matter, learners, the community, the curriculum, educational goals and best practice.*"

The NEIU teacher preparation programs are aligned with the *State of Illinois' Content Area Standards for Educators* (2002). The Content Area Standards for Educators are aligned with the knowledge and skills expected of teachers, school service personnel, and administrators as represented in the Illinois Learning Standards for students.

Teacher candidates' in-depth knowledge develops from general education coursework as well as specialized content study. Assessment of candidates' content knowledge evaluates candidates' ability to explain important principles and concepts specified in institutional standards as well as professional and state standards. Undergraduate and graduate programs differ slightly in general education coursework and content area specialization, thus, information on these programs is presented separately in the following sections of Element 1. In each section, an overview of the general education required coursework is provided, followed

by information on how candidates' content knowledge is assessed at program admission, prior to field experience, during clinical practice and at program exit. Each of these assessments reflects institutional, professional and state standards.

- **Content Knowledge Assessments in Undergraduate Initial Certification Programs**

General Education. Candidates in all teacher preparation undergraduate programs are required to complete general education coursework in the following areas: Fine Arts/Humanities (15 cr), Behavioral/Social Science (12 cr), Biological and Physical Sciences (12 cr), English Composition (6 cr), Oral Communication/Speech (3 cr), Mathematics (3-6 cr), and Health and/or Physical Development (2-3 cr). Within the Behavioral/Social Science area, teacher candidates are required to complete coursework in American History, American Government, and a non-Western Third World Cultures course. (See NEIU Documents Room: Northeastern Illinois Academic Catalog; also NEIU Documents Room: Program Advisement Sheets.)

Assessment of general education knowledge. General education knowledge of candidates is assessed in multiple ways at multiple points in the course of undergraduate study. For admission to the College, candidates must pass the Illinois Certification Testing System (ICTS) Basic Skills Test. This test assesses grammar, reading, math, and writing competencies. Beginning Fall 2003, candidates must have passed this Basic Skills Test prior to declaring their teacher certification program major. Table 1.1 lists the test results for program completers for 2000-2001 and 2001-2002:

Table 1.1 ICTS Basic Skills Test Aggregate Scores for Program Completers

Year	Number Tested	Number Passed	NEIU Pass Rate
2000-2001	421	414	98%
2001-2002	415	413	100%

The College of Education admission requirements also include several requirements that relate to candidates' general knowledge. Specifically, candidates must have a cumulative GPA of 2.5/4.0, pass the University English Competency Exam (reading and writing subtests), and receive a "C" or better in approved coursework in speech (3 cr), mathematics (3-6 cr), and English composition (6 cr). Candidates are required to have completed 30 semester credits at the time of College of Education admission. College of Education admission requires two letters of recommendation that incorporate an evaluation of candidates' general knowledge. (See NEIU Documents Room: NEIU Academic Catalog, 2002-03, pp. 187; NEIU/NCATE website, Institutional Report, Documents 1.1 and 1.2-College of Education Admission Recommendation Forms)

A broader assessment of candidates' general education knowledge is assessed at program entry through transcript evaluation. Any outstanding general education courses must be completed prior to program exit along with maintaining a 2.5 cumulative grade point average.

Specialized Content Knowledge. In addition to the above general education requirements, each undergraduate teacher candidate in early childhood education, elementary, and bilingual/bicultural-elementary must complete an approved minor or area of concentration of 18 semester credits (minimum); nine credit hours must be taken at the 300-level. (See NEIU Documents Room: NEIU Academic Catalog, 2002-03, pp. 232, 237, 241 for listing of minor areas and areas of concentration).

The Secondary Education Program requires extensive preparation in the selected content area as candidates complete a major in their area of certification. The Secondary Education content major programs range from 33 semester hour credits to 65 semester hour credits: Biology (65 cr), English (51 cr), History (36 cr), Mathematics (43 cr), Physical Education (48 cr), Spanish (33 cr), and Music K-12 (54 cr).

Assessment of Specialized Content Knowledge. Candidates' specialized content knowledge is assessed through cumulative GPA requirements and through the mandated state content area testing. Secondary teacher candidates must maintain a 2.5 cumulative GPA in their major content area and must earn a minimum of "C" in all major courses. Early Childhood, Elementary and Bilingual/Bicultural Education Programs require a cumulative 2.5 GPA as well. Special Education requires a cumulative GPA of 2.75.

Candidates currently must pass the Illinois State Content Area Examination specific to their area of specialization prior to program graduation. The Illinois Certification Testing System (ICTS) Content Area Examinations were developed to incorporate national specialty organization standards as well as the Illinois Professional Teaching Standards and the Illinois Content Area Standards. Beginning July 2004, revised content tests will replace existing content tests. As of Fall 2003, NEIU candidates will be required to pass the Content Area Examination prior to approval for enrollment in clinical practice/student teaching.

The Illinois Certification Testing System's content area tests for Early Childhood Education and Elementary Education certification have subtest areas that assess candidates' specialized content knowledge in four areas: language arts, math/science, social studies, health/art. Candidates' specialized content knowledge in these areas is facilitated by the above prescribed general education coursework and minor/concentration area studies. Special Education candidates' specialized content knowledge is assessed through subtest areas of human development and special needs children, assessment, program development and intervention, professional knowledge and legal issues. The State of Illinois is currently transitioning from a categorical certification system (Educable Mentally Handicapped, Trainable Mentally Handicapped, Learning Disabilities, Social/Emotional Disorders) to a non-categorical certification (Learning Behavior Specialist I). Special Education Teacher Candidates begin to take the new certification exam in July 2003.

Analysis of program completers' subtest scores for Early Childhood Education, Elementary Education, and Special Education indicates a pass rate of 93-100% for the 2000-2001, 2001-2002 academic years. (See Institutional Report, Document 1.3 on NEIU/NCATE website.)

The ICTS content area tests in secondary education areas for program completers 2000-2002 indicates candidates have satisfactory levels of specialized content area knowledge with 67 to 100% of the candidates passing the state content exam. The lowest pass rate experienced was 67% in the Music K-12 certification for 2000-2001; however, the subsequent year the pass rate for this program was 100%. Pass rates for the remaining programs were consistently high for both years. Pass rates for individual programs for 2000-2001 and 2001-2002 are also listed in Institutional Report, Document 1.3 on the NEIU/NCATE website.)

During field experience and clinical practice/student teaching, candidates' content area knowledge is evaluated by their cooperating teachers and university supervisors. (See NEIU Documents Room: Field Experience and Student Teaching Evaluation Rubrics). Since the Field Experience and Student Teaching Evaluation Rubrics were finalized in the Spring 2002 term, aggregation and analysis of the data from these field evaluations began with candidates who completed their student teaching/clinical practice in the Fall 2002 term. Table 1.2 summarizes the assessment of content knowledge for candidates exiting student teaching in three program areas: Early Childhood, Elementary and Bilingual Education, and Secondary Education for Fall 2002. In each area the mean rating represented candidate performances which met or exceeded the standard. (See College of Education Performance Outcomes Assessment of Undergraduate Candidates, NEIU Documents Room.)

Table 1.2 Content Area Knowledge Assessment of Candidates Exiting Student Teaching

	Early Childhood		Elementary and Bilingual		Secondary Education	
	Range	Mean	Range	Mean	Range	Mean
Content Knowledge	3.00-4.00	3.82	3.00-4.00	3.52	2.50-4.00	3.50

Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations
 *Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%

Alumni Surveys. In addition, College of Education Alumni Surveys provided assessment of candidates' specialized content knowledge. In the 2002 Alumni Survey, between 75-90% of the graduates responding from each undergraduate program indicated that NEIU had helped them achieve the stated Performance Standard of Content: *"I can plan learning experiences based upon an in-depth knowledge of subject matter, the learners, the community, the curriculum, educational goals and best practice."* A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

- **Content Knowledge Assessment in Graduate Programs - Initial Certification**

General Education. Content area knowledge of graduate program teacher candidates is assessed at program entry, prior to admission to field experience and during clinical

practice/student teaching as well as program exit. At program entry, transcript evaluation of each candidate's prior general education coursework determines the remaining courses needed. In addition, candidates must pass the Illinois Certification Testing System Basic Skills Test prior to admission in the specific graduate program. This test assesses grammar, reading, math, and writing competencies.

Candidates in graduate initial certification programs (MAT: Language Arts-Elementary, MAT: Bilingual/Bicultural-Elementary, and MAT: Language Arts/English-Secondary) enter with a bachelor's degree from an accredited college or university and a cumulative GPA of 2.75 minimum. At program admission, candidates' transcripts are reviewed for the following general education coursework: Fine Arts/Humanities (15 cr), Behavioral/Social Sciences (12 cr), Biological and Physical Sciences (12 cr), English Composition (6 cr), Oral Communication/Speech (3 cr), Mathematics (3-6 cr), and Health and/or Physical Development (2-3 cr). This coursework contributes not only to candidates' general education knowledge, but also to their specialized knowledge of specific content areas. Any course deficiencies must be taken care of prior to the clinical practice/student teaching placement.

Specialized Content Knowledge. In each of the graduate programs for initial certification, specialized content knowledge is required at program admission. In the MAT: Language Arts-Elementary Program, 18 semester credits are required in language arts content areas (English composition and literature, linguistics, speech). The MAT: BLBC-Elementary program requires 18 semester credits in a cognate area. The MAT: LA-English-Secondary program requires that program applicants have completed a major in English Literature (32 credit hour minimum). Currently, graduate program initial certification teacher candidates must pass the Illinois Content Area Examination prior to program completion. Beginning in Fall 2003, teacher candidates must pass the Content Area Examination prior to approval for clinical practice/student teaching.

Assessment. Specialized content knowledge is assessed at the time of Graduate College candidacy with the requirement that 12 semester credits of specified core coursework must be completed with a GPA of 3.0. Candidates do not continue in the program unless they meet candidacy requirements. A subsequent evaluation of specialized content knowledge in 18 additional credit hours of required coursework with a GPA minimum of 3.0 also occurs prior to approval for enrollment in clinical practice/student teaching.

Analysis of program completers' scores of the MAT Candidates' ICTS Content Area Examination for 1999-2002 indicates a pass rate of between 83 and 100%. (See NEIU/NCATE website Institutional Report, Document 1.4 for MAT candidate subtest score means.)

During field experience and clinical practice/student teaching, candidates' content area knowledge is also evaluated by their cooperating teachers and university supervisors. (NEIU Documents Room: Field experience/Student Teaching Evaluation Rubrics). Since the Field experience and Student Teaching Evaluation Rubrics were finalized in the Spring 2002 term, aggregation and analysis of the data from these field evaluations began with candidates who

completed their field experiences in the Fall 2002 term. Data on candidate performance is located in candidates' files in the NEIU Office of Clinical Experiences and Student Teaching.

In addition, Alumni Surveys provided assessment of candidates' specialized content knowledge. Information is only available on the MAT: LA-Elementary and Secondary Programs since the MAT: Bilingual/Bicultural–Elementary Program had only a few graduates prior to 2002 and no responses were received from BLBC alumni. In the 2002 Alumni Survey, 100% of the graduates responding from each MAT program “strongly agreed” that NEIU had helped them achieve the stated performance standard of Content: *“I can plan learning experiences based upon an in-depth knowledge of subject matter, the learners, the community, the curriculum, educational goals and best practice.”* A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

Element 2 ***Content Knowledge for Other Professional School Personnel***

The College of Education is committed to the idea that professional school personnel should have a thorough understanding of central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards. Candidates' knowledge is shown through inquiry, critical analysis, and synthesis.

The College prepares professional school personnel in the areas of School Counseling, School Leadership (Principal), Chief School Business Official, and Reading Specialist K-12. Candidates' content knowledge is assessed at program admission, prior to clinical practice, prior to exiting clinical practice and at program exit.

- **Content Knowledge Assessed at Admission**

In all advanced programs, candidates enter with a bachelor's degree from an accredited university and a cumulative GPA minimum of 2.75/4.00. Each of the programs requires content knowledge represented by prerequisite coursework, experiences or testing (Graduate Record Exam score on verbal, mathematic and analytic subtests). (See NEIU Documents Room: NEIU Academic Catalog 2002-2003, p. 49; also see NEIU/NCATE website for Institutional Report, Document 1.5 which summarizes admission requirements specific to each program, in addition to general Graduate College requirements.)

- **Content Knowledge Assessed Prior to Clinical Practice.**

Prior to clinical practice, each of the professional school personnel programs requires Graduate College Candidacy, which specifies completion of a minimum of 12 semester credits in their respective programs. Candidates must have maintained a cumulative GPA of 3.0/4.0 and completed specified coursework at a satisfactory level. Prior to exiting each program,

candidates must have met expectations for performance in their respective clinical practice. Capstone experiences in each program center on written proficiency examinations and research seminars. The School Counseling program requires additional practica in the capstone experience.

State Content Area Examinations. The State of Illinois requires passage of specific content area examinations for each of the areas involving other professional school personnel, specifically, Reading, School Counseling, Chief School Business Official and Educational Administration. A review of candidates’ test scores for the respective Illinois Certification Testing System content area examinations is presented in Table 1.4.

Table 1.4
Summary of ICTS Content Area Scores of Program Completers 2000-2003
For School Personnel Programs

Program	2000-2001		2001-2002		2002-2003	
	Mean Passing Score	Pass Rate	Mean Passing Score	Pass Rate	Mean Passing Score	Pass Rate
Reading	79.7	87.5%	82.5	91%	80.2	91%
School Counseling	86.5	100%	86.2	100%	85.8	100%
School Leadership	85.4	90%	85.5	89.5%	82.7	89.4%
Chief School Business Official*	77	100%	73.5	67%	77	100%

*Note: Chief School Business Official n= 1 (2000), 3 (2001), and 1 (2002)

Each program is characterized by pass rates exceeding the 80% level set by NCATE, except for the Chief School Business Official Program, which has very low enrollment . Analysis of mean test and subtest scores at the College and Departmental/Program levels considered implications of candidates’ performance on these tests and appropriate program refinements or changes. (See NEIU/NCATE website for Institutional Report, Document 1. 6- School Personnel Content Area Test Score Aggregation.)

- **Content Knowledge Assessed at Program Exit**

Each graduate program for other school personnel requires candidates to engage in inquiry, critical analysis and synthesis related to their fields of study during a research seminar, thesis experience, or action research project. In addition, content knowledge is assessed during the final comprehensive examination in each program. Candidates not meeting program standards are required to retake the examination and/or research experience, depending on the nature of

the difficulties they experienced in meeting these two requirements. The course of study in each program has been designed to require increasingly more complex, in-depth knowledge and skills related to the specific field, thus preparing candidates to meet the exit standards. (See NEIU Documents Room: NEIU Academic Catalog.)

- **Content Knowledge Assessed after Program Completion: Alumni Surveys for Other Professional School Personnel**

Alumni Surveys. At program exit, alumni surveys provide further assessment of content knowledge. In the 2002 Alumni Survey, between 70-94% of the graduates responding from each school personnel program indicated that NEIU had helped them achieve the stated Performance Standard of content: *“I can plan learning experiences based upon an in-depth knowledge of subject matter, the learners, the community, the curriculum, educational goals and best practice.”* A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

- **Content Knowledge Assessed in Employer /Supervisor Surveys for College of Education Candidates**

Employer surveys follow the same format as the alumni surveys; the employer is asked to rate the candidate’s performance with respect to demonstrating that they can *“plan learning experiences based upon an in-depth knowledge of subject matter, the learners, the community, the curriculum educational goals and best practice.”* This survey was initially collected in 2002. Unfortunately, there was a limited response from the employers/supervisors so that responses were not received for alumni of all College of Education programs. See Table 1.5 below. A full report on the Supervisor/Employer Data is located in the NEIU Documents Room.

Table 1.5
Supervisors’/ Employers’ Evaluation of Alumni Candidates on Content Knowledge-2002

Survey/Program	Strongly Agree- A	Agree- B
College of Education	70.8%	22.9%
Elementary Education	100%	--
Educational Leadership	66.7%	26.7%

Element 3: Pedagogical Content Knowledge for Teacher Candidates

The Northeastern Illinois University’s College of Education Conceptual Framework focuses on preparing reflective professionals who are able to develop and sustain learning communities. Specific College of Education Performance Standards emphasize candidates’ pedagogical knowledge: foundations, development, learning styles, diversity, instruction, and assessment. Candidates’ pedagogical content knowledge is acquired through an established sequence of course work in the respective professional sequences. (Refer to NEIU Academic Catalog, 2002-

2003.) Designed to incorporate the pedagogical content knowledge delineated in professional, state, and institutional standards, these courses and the accompanying field experiences encourage candidates to apply their disciplinary knowledge to curricular development and implementation.

- **Broad Knowledge of Instructional Strategies: Undergraduate Programs**

Each undergraduate program begins with coursework in educational foundations and the history and philosophy of education. This coursework is followed by general and specific methods courses that involve observational and participatory field experiences. A minimum of 100 clock-hours of supervised field experience is required in each program. In these field experience hours, candidates must participate in classroom interactions in a tutoring, small group, or whole class setting. (See NEIU Documents Room: *Field Experience and Student Teaching Experience Handbook*) In each program, candidates must receive a "C" or better in all professional sequence coursework and maintain a minimum 2.75/4.00 GPA in the professional sequence. In each of the methods courses, candidates must meet program standards for the preparation of lesson plans and curricular units. (See NEIU Documents Room: Program Reports.)

Pedagogical content knowledge is also evaluated by candidates' cooperating teachers and university supervisors during their field experience and clinical practice/student teaching experiences. (See NEIU Documents Room: Field Experience and Student Teaching Evaluation Rubrics). Since the field experience and clinical practice/student teaching evaluation rubrics were finalized through piloting just prior to Fall 2002, data from the Fall 2002 term is currently under analysis. A subset of that data summarized in Table 1.6 indicates that Northeastern Illinois University teacher candidates "*understand and use a variety of strategies to encourage learners' development of critical thinking, problem solving, and performance skills.*"

Table 1.6 Student Teaching Candidates' Pedagogical Knowledge

College of Education Standard	BLBC/ ELED Range	Mean	ECED Range	Mean	SCED Range	Mean
Instruction: <i>NEIU candidates understand and use a variety of strategies to encourage learners' development of critical thinking, problem solving, and performance skills.</i>	2.83-4.00	3.63	3.14-4.00	3.78	2.83-4.00	3.35

Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%

Candidates' pedagogical knowledge is also assessed through the Illinois Certification Testing System Content Area Examinations; specifically in the subtest area of professional knowledge. Currently, initial certification teacher candidates must pass the Illinois Content Area Examination prior to program completion. Data from program completers on the current ICTS Content Area professional knowledge subtest area for Early Childhood, Elementary, and Special Education indicates program candidates' mean test scores range between 72-93. (See NEIU/NCATE website for Institutional Report, Document 1.7 for a more detailed listing of program candidates' aggregated scores.)

Beginning in Fall 2003, a new test, the Assessment of Professional Teaching, will be required for each certificate area (early childhood, elementary, secondary, and special certificates). (See NEIU Documents Room: Assessment of Professional Teaching Test Objectives). As candidates' take this examination, their scores will be added to NEIU's unit assessment system. Analysis of candidates' performance on this examination will contribute to a clearer understanding of program success and the quality of graduating candidates.

The College of Education Survey of program graduates in 2002 also provided assessment of candidates' pedagogical knowledge. Survey results for the undergraduate initial certification programs indicated that between 80-90% of the responding alumni in each program reported that NEIU had helped them achieve the stated outcome of pedagogical knowledge: "*understanding and using a variety of strategies to encourage learners' development of critical thinking, problem solving, and performance skills.*" A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

- **Broad Knowledge of Instructional Strategies: Graduate Programs**

Each initial certification graduate program requires prerequisite coursework in educational foundations and the history and philosophy of education. This is followed by general and specific methods courses that involve observational and participatory field experiences. A minimum of 100 clock-hours of supervised field experience is required in each program. In these field experience hours, candidates must participate in classroom interactions in a tutoring, small group, or whole class setting. (See NEIU Documents Room: *Field Experience and Student Teaching Handbook*.)

Each of the graduate MAT programs requires a minimum of a 3.0 GPA in program coursework. Candidates who receive more than two "C" grades are placed on academic probation by the Graduate College. In each of the methods courses, candidates must meet program standards for the preparation of lesson plans and curricular units. (See NEIU Documents Room: Program Reports.)

Pedagogical content knowledge is also evaluated by candidates' cooperating teachers and university supervisors during their field experience and clinical practice/student teaching experiences. (See NEIU Documents Room: Field Experience and Student Teaching Evaluation Rubrics.) The field experience and clinical practice/student teaching evaluation rubrics were finalized through piloting just prior to Fall 2002. Evaluations from the Fall 2002 term on candidate performance are located in candidates' files in the NEIU Office of Clinical Experiences and Student Teaching.

Candidates' pedagogical knowledge in the MAT: Bilingual Bicultural Program and the MAT: Language Arts-Elementary Program is also assessed through the Illinois Certification Testing System Elementary Content Examination; specifically in the subtest area of professional knowledge. Data from MAT program completers on the current ICTS Content Area

professional knowledge subtest area for 2000-2003 indicates program score means of 76.5 (MAT: LA-Elementary, n=19) and 76.7 (MAT: BLBC-Elementary, n=7). For more detailed score reporting, see Institutional Report, Document 1.8 on the NEIU/NCATE website)

Beginning in Fall 2003, a new test, the Assessment of Professional Teaching, will be required for each certificate area (early childhood, elementary, secondary, and special certificates). As candidates' take this examination, their scores will be added to NEIU's unit assessment system. Analysis of their performance on the examination will contribute to a clearer understanding of program success and the quality of graduating candidates. (See NEIU Documents Room: *Assessment of Professional Teaching Test Objectives* booklet.)

The College of Education Survey of MAT program graduates in 2002 also provided assessment of candidates' pedagogical knowledge (College of Education Instruction Performance Standard). Alumni were asked to "indicate the extent to which NEIU helped (you) achieve the outcome" of "*understanding and using a variety of strategies to encourage learners' development of critical thinking, problem solving, and performance skills.*" Survey results for the graduate initial certification programs indicated that in both programs, all (100%) of the alumni reported that NEIU had helped them achieve the stated outcome of pedagogical knowledge. A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

- **Ability to Facilitate Student Learning through Presentation of Content in Clear and Meaningful Ways**

Candidates are expected to be able to facilitate student learning through the development of lesson and unit plans that are presented in clear and meaningful ways. In each of the professional sequence courses candidates prepare lesson and unit plans and present mini lessons to their peers. Assessment rubrics used in evaluating candidates' lesson and unit plans and mini lessons are documented in the respective programs' NCATE-professional organization program report (See NEIU Documents Room). As candidates engage in field experiences and clinical practice they are evaluated on their ability to facilitate student learning through the presentation of content in clear and meaningful ways. Table 1.7 summarizes candidates' performance at the end of their clinical practice/student teaching on specific criterion relating to this indicator.

Table 1.7

Initial Certification Candidates' Presentation of Content at Student Teaching Exit

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>Develops a variety of clear, accurate presentations and representations of concepts and uses alternative explanations (12)</i>	3.00-4.00	3.64
Elementary Education	<i>Uses alternate explanations to assist students' understanding, while constantly monitoring and adjusting strategies in response to learner feedback (24)</i>	3.00-4.00	3.60
Secondary Education	<i>Evidences, during presentations, ability to prepare and guide students in understanding the content introduced (2)</i>	3.00-4.00	3.63

*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%
 Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

As indicated by the data, each program was characterized by mean scores for program candidates at the “meets standard” (3.0) level for the relevant criteria. (See also NEIU/NCATE website for Institutional Report, Document 1.9 for additional related criteria.)

- **Ability to Integrate Technology in Student Learning**

All candidates are expected to meet the College of Education performance standard on Communication/Technology which states: *“NEIU candidates use knowledge of effective communication techniques including verbal, nonverbal, media and technology to foster active inquiry, collaboration, and supportive interaction in the learning environment.”* This performance standard emphasizes the interactive relationship between communication and technology. The use of technology is seen as a way to enhance learning through the avenues for communication provided in the varied technologies that have developed and are continuing to develop. The use of technology is not an isolated technique but is part of a larger understanding of the role that technology has in communication and interactions in the classroom that enhance student learning.

Candidates for initial certification in Early Childhood Education, Elementary/Bilingual Education, and Secondary Education at both the undergraduate and graduate levels are expected to integrate technology into their curricular projects from early on in their professional sequence courses. Candidates use the world-wide web as a source of curricular resources. Collaborative projects are facilitated through the use of email and listserves. In addition, technology is used in the development and implementation of lessons and units through Powerpoint and on-line presentations. Candidates also use other technologies such as graphing calculators, VCRs, and overhead projectors in developing and implementing lesson and unit plans. Evidence of

candidates' work with technology is detailed in the NEIU Documents Room: Program Reports.

Candidates in the MAT Programs (Language Arts: Elementary, Secondary; Bilingual/Bicultural) are required to take a course in Media Technology (INMD 410). In this course, candidates have experience with a wide variety of technologies: CD-ROM, laser disc technology, telecommunications, satellite learning, and on-line data bases. Additionally, candidates review multimedia educational software, and engage in electronic data management, classroom applications, and integrated learning systems. Examples of candidates' projects and performance assessments are found in their program exit portfolios in the NEIU Documents Room. Assessment rubrics for course projects are found in the MAT Program Reports also located in the NEIU Documents Room.

As candidates engage in field experiences and clinical practice they are evaluated on their ability to use technology to facilitate student learning. Table 1.8 summarizes candidates' performance at the end of their clinical practice/student teaching on a specific criterion relating to this indicator. As indicated by the data, each program was characterized by candidate mean score levels which indicated the "meets standard" level for the criterion; however, analysis of the score ranges did indicate that a few candidates did not meet the standard. Program faculty have considered this assessment information and are considering appropriate program actions to facilitate further development of candidates' skills in this area.

Table 1.8
Initial Certification Candidates' Integration of Technology in Student Learning

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>"Is a thoughtful and responsive listener and uses knowledge of effective verbal, nonverbal, and media communication to foster interaction between all children."</i> (16)	3.00-4.00	3.91
Elementary Education	<i>"Uses technology effectively."</i> (25)	2.00-4.00	3.72
Secondary Education	<i>"Implements/utilizes available technology to enhance and enrich the students and the curriculum."</i> (6)	2.00-4.00	3.00

*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%
Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

Exit Portfolios. Program exit portfolios also are evaluated for evidence of candidates' effective integration of technology in student learning. In addition to documenting the integration of technology, candidates include a reflective essay explaining how the specific documentation

illustrates their achievement of the College of Education performance standard on Technology/Communication. Assessment rubrics for candidate portfolios are located in the respective Program Reports in the NEIU Documents Room.

Alumni Surveys. The College of Education Survey of program graduates in 2002 also provided assessment of candidates' integration of technology. Alumni were asked to "indicate the extent to which NEIU helped (you) achieve the outcome" of being able to "use my knowledge of effective verbal communication techniques, including nonverbal, media, and technology to foster active inquiry, collaboration and supportive interaction in my classroom and school." Over 87% of alumni from all of the programs except Biology reported NEIU had helped them achieve the Communication/ Technology performance standard. While the lower percentage reported for Biology (66%) is a concern, this concern is reduced as this data represents responses from only three alumni. A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

Element 4 ***Professional and Pedagogical Knowledge and Skills for Teacher Candidates***

The Northeastern Illinois University's College of Education Conceptual Framework focuses on preparing reflective professionals who are able to develop and sustain learning communities. It is not sufficient for candidates to have the pedagogical knowledge without also being able to apply and use this pedagogical knowledge and related skills effectively in developing and maintaining learning communities. Specific College of Education performance standards relate to the application of pedagogical knowledge and skills: organizational culture, collaboration, professional development, research, leadership, and communication/ technology. Each of these performance standards requires that candidates apply their professional and pedagogical knowledge to facilitate learning in a variety of contexts.

In each program, curricular content is aligned not only with the College of Education performance standards but also with professional and state standards. Assessment of candidates' ability to apply their professional and pedagogical knowledge and skills occurs at three main points in each certification program: (1) prior to initial field experience (2) prior to student teaching/clinical practice and (3) at the end of the clinical practice and program exit.

- **Assessment of Professional and Pedagogical Knowledge and Skills Prior to Initial Field Experience**

In each program, introductory coursework focuses on providing a foundation to understand the theoretical and pedagogical bases of instructional strategies. Introductory coursework in each initial certification program (undergraduate and graduate) involves case study analysis of specific diverse learning environments. Evaluation rubrics for these assignments are based upon the application of pedagogical knowledge and an understanding of organizational culture. (See NEIU Documents Room: Program Reports, EDFN course syllabi.)

As candidates progress beyond the introductory level, they are required to develop and apply more complex levels of professional/pedagogical knowledge in a range of learning environments. Prior to receiving approval for their initial field experiences, candidates must meet course and GPA prerequisites. Coursework is characterized by curriculum development projects that integrate subject areas as well as meet the needs of diverse students. In their course projects and mini teaching lessons, candidates are expected to show evidence of their understanding of professional and pedagogical knowledge and skills as well as reflect on practice and make necessary adjustments to enhance student learning. Courses in pedagogy beyond the introductory level in each program incorporate assessments and use rubrics that reinforce institutional, state and national professional organization standards. Undergraduate candidates must receive a “C” or better in all professional sequence coursework and maintain a 2.75/4.00 GPA in the professional sequence. Graduate program candidates must maintain a 3.00 GPA in all program coursework and can receive no more than two “C” grades in the program. Candidates cannot take the same course more than twice to meet program requirements. (See NEIU Documents Room: Program Reports; Candidates’ portfolios; Candidates’ Teaching Units and Lesson Plans.)

- **Assessment of Professional and Pedagogical Knowledge and Skills Prior to Student Teaching/Clinical Practice**

Candidates’ performances in each field experience are closely monitored to determine if each candidate meets the standard expectations for applying their pedagogical knowledge and skills to facilitate students’ understanding and learning. In major field experience placements, candidates are evaluated by both their cooperating teacher and the university supervisor on a number of detailed criteria. (See NEIU Documents Room: Field Experience Evaluation Rubrics.) Candidates must receive a “B” or better final grade in each field experience. Candidates not meeting this performance level must extend their field experience or take it completely over before receiving authorization for student teaching/clinical practice. Candidate evaluations for field experiences are located in the NEIU Office of Clinical Experience and Student Teaching.

- **Assessment of Professional and Pedagogical Knowledge and Skills at the End of Clinical Practice and Program Exit**

Evaluation of candidate performance in clinical practice/student teaching requires that candidates appropriately apply their pedagogical knowledge and skills to facilitate students’ understanding and learning. Candidates are monitored daily by their cooperating teacher and periodically by their university supervisor. Formal midterm and final evaluations are completed by both the cooperating teacher and university supervisor. (See NEIU Documents Room: Clinical Practice/ Student Teaching Evaluation Rubric.) A listing of the composite criteria representing professional and pedagogical knowledge and skills are available on the NEIU/NCATE website, Institutional Report, Document 1.10, Composite Criteria-Professional and Pedagogical Knowledge and Skills). Data from the Fall 2002 term for a sample of Early Childhood Education, Elementary/Bilingual Education and Secondary Education has been

analyzed and is reported in Table 1.9.

Table 1.9
Student Teachers' Professional and Pedagogical Knowledge and Skills

Criteria	Early Childhood		Elementary/Bilingual		Secondary	
	Range	Mean	Range	Mean	Range	Mean
Pedagogical Knowledge and Skills	3.40-4.00	3.85	2.67-4.00	3.71	2.67-4.00	3.58

*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%

Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

- Assessment of Professional and Pedagogical Knowledge and Skills Among Alumni**

The College of Education Survey of program graduates in 2002 also provided assessment of candidates' achievement of College of Education Performance Standards related to professional and pedagogical knowledge and skills. The specific College of Education Performance Standards related to this area include: Motivation, Learning Styles, Collaboration, Diversity, and Professional Development. For example, survey results for the alumni in initial certification programs on the Performance Standard of "learning styles" indicated between 83-100% of the alumni in each program reported that NEIU had helped them achieve the stated outcome of *"understanding how learners differ and can adapt approaches to teaching and to creating learning opportunities to meet the needs of diverse students."* A full report on the Alumni Survey 2002 Data is located in the Northeastern Illinois University Documents Room.

- Assessment of Candidates' Ability to Consider School, Family, and Community Contexts**

Through their course and field-based experiences, candidates indicate they know how students learn and how to make ideas accessible to them. Embedded in each course and the related field experiences, candidates are expected to consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems (See NEIU Documents Room: Program Reports-Course syllabi and evaluation rubrics)

Candidates' ability to consider school, family, and community contexts is assessed specifically in their student teaching/clinical practice experience. Cooperating teachers and university supervisors evaluate candidates on specific criteria relating to this concern. Table 1.10 presents the mean scores from a random sample of Fall 2002 student teaching candidates' final supervisor evaluations for the criteria related to the consideration of school, family and community contexts. In each instance, candidates' mean scores exceed the "meets standard" level. (See also NEIU/NCATE website, Institutional Report, Document 1.11 for more complete data on related criteria.)

Table 1.10
Candidates' Ability to Consider School, Family, and Community Contexts*

Certification Area	Evaluation Criterion-CEST Student Teaching Rubric	Range	Mean
Early Childhood Education	<i>"Can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts, linking them to students' prior understandings."</i> (3)	3.00-4.00	3.82
Elementary Education and Bilingual/Bicultural	<i>"Connects instruction to students' experiences (talents, prior learning, language, culture, family, and community values."</i> (20)	2.00-4.00	3.71
Secondary Education	<i>"Understands the needs of the community and school where he or she is assigned."</i> (18)	2.00-4.00	3.00
*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%			
Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations			

Candidates' ability to collaborate with colleagues, families and community agencies is also a part of the College of Education Performance Standards. Specifically, the College of Education Collaboration standard is: *"NEIU candidates foster positive relationships with colleagues, families and agencies in the larger community to support learners' development and well-being."* Candidates' collaborative skills are assessed throughout program coursework as they participate in group projects and discussion of case studies. (See NEIU Documents Room: Program Reports, course syllabi and assessment rubrics.) Candidates also document their collaborative skills in their program exit portfolios, addressing the College of Education Collaboration performance standard. (See NEIU Documents Room: Program Exit Portfolios.)

The College of Education Alumni Survey of program graduates in 2002 also provided assessment of candidates' collaborative skills. Between 87-100% of the alumni in each initial certification program reported that NEIU had helped them achieve the performance standard of Collaboration: *"NEIU candidates foster positive relationships with colleagues, families and agencies in the larger community to support learners' development and well-being."* The full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

Element 5: Professional Knowledge and Skills for Other School Personnel

In the advanced programs other school personnel at Northeastern Illinois University, professional knowledge and skills are developed through specific introductory courses in each program as well as extensive coursework in subsequent levels of the respective programs. Each program is characterized by intensive field experience/practica as well as required projects that involve the application of professional knowledge and skills. Each advanced program requires a

research seminar and may have either a thesis requirement or a thesis option. Candidates are expected to develop specialized knowledge of their field and to apply that knowledge to support and improve student learning. Each program is aligned with institutional, state, and national standards.

The Counselor Education Department offers a Master of Arts in Counseling: School Counseling. This is a 48 semester credit hour program, composed of 27 credits of required core courses and the remaining credits of elective courses. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Reading MA Program specifies 36 semester credits of coursework, including six credits of electives. A semester practicum is also required. The MA in Educational Leadership involves 36 semester credits of coursework which includes two semesters of practica. In the Chief School Business Official MA program, candidates take 36 semester credits of required course work, which includes a capstone practicum in school business management.

- **Professional Knowledge and Skills Delineated in Professional, State, and Institutional Standards**

Throughout each program candidates are expected to acquire the knowledge and skills delineated in professional, state and institutional standards. After completing 12 semester credits in their respective programs, graduate candidates are required to apply for “Graduate College Candidacy.” Graduate candidates must maintain a 3.0 minimum cumulative GPA and can accumulate no more than two “C” course grades. Throughout each program, candidate performance assessments that increase in depth and complexity are embedded in required course work. Each program requires a research or research seminar experience which also provides assessment of candidates’ professional knowledge and skills. (See Program Reports located in the NEIU Documents Room.)

During the clinical practice/practicum experiences, candidates are expected to begin to assume the professional roles of their chosen area. For example, in the School Leadership Program, candidates are expected to become involved in staff and curriculum development, pupil personnel services, implementation of policy, business and facilities’ management, and community relations. In the Reading MA Program, candidates diagnose and give remedial reading instruction to small groups of children and disabled readers. In each program candidates are expected to engage in reflective practice as they participate in their respective practica and/or internships. Criteria for performance assessments for each program are located in the NEIU Documents Room: Program Reports; Counselor Education Practicum/Internship Handbook.

In the Chief School Business Official Program and the School Leadership Program, candidates’ exit portfolios provide further documentation of their professional knowledge and skills. Among the portfolio artifacts, candidates include their philosophy of education, a description of their leadership style, a professional book critique (e.g. on zero-based budgeting). In the Reading MA Program, candidates diagnose, develop and implement specific extensive and

intensive remediation plans, along with formative and summative assessments to meet the needs of specific children, followed by a comprehensive summary of student progress.

Candidates' scores on ICTS Content Area tests also provide evidence of their professional knowledge (refer to Table 1.4). Each content area exam is comprised of professional knowledge as delineated in professional and state standards.

Alumni Survey. The College of Education Alumni Survey in 2002 for other school personnel programs also provided assessment of candidates' pedagogical knowledge (College of Education Instruction Performance Standard). Over 90% of the responding alumni in each program reported that NEIU had helped them achieve the stated outcome of pedagogical knowledge: *NEIU candidates understand and use a variety of strategies to encourage learners' development of critical thinking, problem solving, and performance skills.* A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

- **Candidates' Knowledge of Their Students, Families and Communities**

Assessment of candidates' knowledge of their students, families, and communities occurs during their clinical practice experiences. The success of each professional school personnel candidate depends upon his/her understanding of the students, families, and communities they serve.

The College of Education survey of program graduates in 2002 also provided assessment of candidates' collaborative skills. Over 87% of the alumni in each program reported that NEIU had helped them achieve the Performance Standard of Collaboration: *NEIU candidates foster positive relationships with colleagues, families and agencies in the larger community to support learners' development and well-being.* A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

- **Candidates' Use of Research to Inform Practice**

One of the College of Education performance standards specifically focuses on research. It states: *NEIU candidates understand the current research on teaching and learning and demonstrate its application in their current practice.* Each of programs for other school personnel requires candidates to study, analyze, and synthesize research as it is embedded in regular coursework in preparing major term assignments as well as in a research/seminar experience. Each program also requires comprehensive written examinations that require candidates to incorporate research as a source of informed practice. (See Program Reports located in the NEIU Documents Room.)

The College of Education survey of program graduates in 2002 also provided assessment of candidates' achievement of the Research Performance Standard. Over 90% of the responding alumni in each program reported that NEIU had helped them achieve the Performance Standard of Research. A full report on the Alumni Survey 2002 Data is located in the NEIU Documents

Room.

- **Candidates' use of Technology in their Practices**

Each program requires candidates develop proficiencies in using technology appropriate to their respective areas. For example, in the Chief School Business Program, candidates are expected to be able to use computer software needed for the school and district budgeting process. Candidates are also encouraged to learn flexibility in adapting to new software programs. In the Reading MA Program, candidates use computer software for instructional and diagnostic purposes. (See NEIU Documents Room: Program Reports.)

One of the College of Education performance standards specifically focuses on technology as an aspect of effective communication: *“NEIU candidates use knowledge of effective communication techniques including verbal, nonverbal, media and technology to foster active inquiry, collaboration and supportive interaction in the learning environment.”* The College of Education survey of program graduates in 2002 provided assessment of candidates' attainment of the Communication/Technology Standard. Over 90% of the alumni in each program reported that NEIU had helped them achieve the Performance Standard of technology. A full report on the Alumni Survey 2002 data is located in the NEIU Documents Room.

- **Candidates' Support of Student Learning Through their Professional Services**

In each program, candidates support student learning through their professional services. In School Counseling, student learning is supported through the counseling services provided to students. The Chief School Business Official supports student learning through the management decisions that are made that have an impact on learning environment. In the School Leadership Program, Principal candidates support student learning through the administrative decisions that facilitate the learning environment in the classroom and in the school. The Reading Specialist supports student learning through the remediation of individual reading difficulties and through curriculum development and implementation. Assessment of candidates' support for student learning is a major component of the evaluation of each practica and internship. (See Program Reports located in the NEIU Documents Room.)

Element 6: Dispositions for All Candidates

Candidates are familiar with the dispositions expected of professionals reflected in professional, state, and institutional standards. Throughout each program, candidates are encouraged to reflect on their professional dispositions and to work with students, families, and communities in ways that reflect the dispositions expected of professional educators. Candidates are expected to engage in self-evaluation and reflection related to their professional dispositions and are encouraged to make plans to continue to develop the appropriate professional dispositions.

Candidates' dispositions are assessed directly as well as indirectly, along with their

performances in working with students, families and communities. The dispositions reflected in the College of Education Conceptual Framework are embedded in candidate field evaluations for practica, clinical practice/student teaching, and other field work. (See NEIU/NCATE Website: Institutional Report, Documents 1.12a-c, Alignment of College of Education Dispositions and CEST criteria.)

- **Assessment of Initial Certification Program Candidates' Dispositions**

Undergraduate program candidates' dispositions are first assessed during the College of Education admission process. Each candidate must have two positive recommendations from university faculty. One of those recommendations must be from an Educational Foundations professor. Specific professional dispositions are embedded on each of the recommendation forms. Candidates lacking two positive letters of recommendation are not admitted to the College. Beginning with the Fall 2003 term, candidates' disposition ratings from the College of Education Recommendation form will become part of the College of Education Candidate Data Base. (See Institutional Report, Documents 1.1 and 1.2 on the NEIU/NCATE website.)

Candidates' dispositions are also evaluated prior to admission to their first field experience. For example, in the Elementary Education Program, candidates must have a positive letter of recommendation from a program faculty member prior to authorization for the 100-clock hour field experience. Clinical practice/student teaching candidates must receive a positive recommendation from the Teacher Education Department Chairperson and the Coordinator of Clinical Experiences (field experiences) and Student Teaching.

During the field experience and during clinical practice/student teaching, candidates' cooperating teachers and university supervisors assess candidates' dispositions as evidenced during their performance at the assigned school site. These evaluations are based upon the candidates' classroom interactions, reflective journal excerpts, portfolio reflective essays, and participation in the required seminar sessions. Candidates with problematic dispositions are identified and counseled on an individual basis. In rare instances, candidates' school assignments are extended to provide additional opportunity to develop and solidify the appropriate professional dispositions. Each department has a procedure for reviewing candidates who have exhibited "unprofessional conduct." Candidates who continue to exhibit unprofessional conduct are first referred to the College of Education's Admissions, Retentions, and Appeals Committee and then to the NEIU Dean of Students.

In the Master of Arts in Teaching (MAT) programs for initial certification, candidates' dispositions are first examined during the application process via candidates' admission application essays. The next evaluation of dispositions, occurs as candidates apply for Graduate College Candidacy after they have completed 12 semester credits in the program. Then during field experiences and again in clinical practice/student teaching, the candidates' dispositions are evaluated by their cooperating teachers and university supervisors. Candidates with problematic dispositions are identified and counseled on an individual basis. In rare instances, candidates' school assignments are extended to provide additional opportunity to develop and

solidify the appropriate professional dispositions. Each of the MAT programs requires an exit oral examination and an exit program portfolio. At this time candidates' dispositions are further evaluated. (See NEIU Documents Room: Program Reports, MAT Oral Exam evaluation rubric)

All candidates' dispositions are also monitored through the field experience and student teaching seminars. Candidates' responses during the seminar discussions and their reflective journal entries provide a way for their university supervisors to examine candidates' dispositions and professional attitudes. Candidates exhibiting potentially problematic dispositions receive individual counseling and may be encouraged to contact an appropriate on-campus resource (e.g. Counseling Office, Dean of Students). In rare instances where a candidates' dispositions have significantly interfered with their success in their field experience or student teaching, the candidate is counseled and may be assigned additional time at the school site or may be withdrawn from the school site. If the candidate is withdrawn from the school site, the severity of the situation determines the decision as to whether the candidate will receive another site placement.

The Field Experience and Clinical Practice/Student Teaching evaluation rubrics used by the cooperating teachers and university supervisors are aligned with the College of Education Dispositions. Analysis of a random subset of data representing Early Childhood Education, Elementary/Bilingual Education, and Secondary Education for Fall 2002 student teachers is presented in Table 1.11. This data indicated that while the range of scores on each disposition varied from 2.00-4.00 on a 4.0 scale, the mean scores for each disposition across all groups varied only from 3.4 to 4.00. This indicates that Northeastern Illinois University undergraduate candidates, as a group, are exhibiting the expected professional dispositions. (See also NEIU/NCATE website, Institutional Report, Documents 1.12a-c for the Alignment of College of Education Dispositions and Clinical Practice/Student Teaching Evaluation Criteria). Detailed data reports are available in the NEIU Documents Room.

Table 1.11 College of Education Dispositions as Assessed at Student Teaching Exit
Fall 2002*

COE Disposition	Early Childhood		Elementary/ Bilingual		Secondary	
	Range	Mean	Range	Mean	Range	Mean
NEIU candidates are committed to acquiring an extensive knowledge base and seeking out opportunities to develop, demonstrate and apply that knowledge to their professions.	4.00	4.00	2.00-4.00	3.56	2.50-4.00	3.48
NEIU candidates value and promote the skills of effective decision-making, critical analysis and synthesis of information in linking theory and practice.	3.50-4.00	3.86	2.33-4.00	3.59	2.80-4.00	3.59
NEIU candidates value and promote the creation of environments conducive to building learning communities.	3.50-4.00	3.86	3.18-4.00	3.81	2.40-4.00	3.39
NEIU candidates engage in critical reflective thinking as an integral part of their professional interactions.	3.33-4.00	3.88	2.75-4.00	3.66	3.00-4.00	3.71
NEIU candidates value human diversity and respect varied talents and perspectives.	3.40-4.00	3.84	3.13-4.00	3.80	2.33-4.00	3.48
NEIU candidates are guided by a personal professional philosophy that exemplifies individual identity and integrity.	2.00-4.00	3.55	2.67-4.00	3.72	2.50-4.00	3.44
NEIU candidates value and promote lifelong learning	3.67-4.00	3.97	2.50-4.00	3.65	2.67-4.00	3.50
NEIU candidates value learning communities of professionals, parents, students, the community and professional organizations developed through communication, collaboration and leadership	3.50-4.00	3.86	3.18-4.00	3.81	2.40-4.00	3.39
Summary/Means	2.00-4.00	3.85	2.00-4.00	3.70	2.40-4.00	3.50
*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%						
Rating Scale: 4= Exceeds Standard; 3=Meets Standard; 2=Needs Improvement; 1=Below Expectations; 0= Standard not Evidenced						

- **Professional School Personnel**

Each department has established procedures for reviewing candidates' dispositions. Candidates for the School Counseling Program must attend and participate in a pre-admission workshop where they are evaluated on the following criteria: aptitude for graduate-level study, potential for success in forming effective interpersonal relationships in individual and small groups, and openness to self-examination and potential for personal and professional development.

Each department has a professional standards board composed of program faculty that reviews candidates who have been referred for "unprofessional conduct." Candidates who continue to exhibit unprofessional conduct are first referred to the Graduate College Advisory Board and then to the NEIU Dean of Students.

Candidates' dispositions are observed informally throughout their professional coursework and their practica/internships. Professional attitudes are formally evaluated at the end of the practica or internships. In addition, candidates' dispositions are also monitored as they complete their portfolio and comprehensive written examinations. (See NEIU Documents Room: Program Reports; Candidate Portfolios.)

- **Dispositions of All College of Education Candidates**

In addition to the College of Education Performance Standard on Collaboration, three other standards incorporate specific professional dispositions: Organizational Culture, Professional Development, and Diversity. The College of Education survey of program graduates in 2002 provided assessment of candidates' attainment of these three performance standards. The survey asked alumni to "indicate the extent to which NEIU helped (you) achieve the outcome" of the specific performance standard. (See NEIU Documents Room for Alumni Survey 2002 Repor.)

Organizational Culture. Between 81-100% of responding alumni indicated that Northeastern had helped them achieve this standard: "NEIU candidates understand the context/culture in which they are employed and they are able to apply this knowledge as a learner advocate." (Note: Biology Alumni were not included here since only 3 alumni responded.)

Professional Development. Between 87-100% of responding alumni indicated that Northeastern had helped them achieve this standard: "NEIU candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and actively seek out opportunities to grow professionally."

Diversity. Between 87-100% of responding alumni indicated Northeastern had helped them achieve this standard: "NEIU candidates understand the value of cultural diversity and individual differences and demonstrate the application of these values in their current practice."

Element 7: Student Learning for Teacher Candidates

- **Candidates' Assessment of Student Learning and Use of Assessments in Instruction**

The College of Education performance standard of Assessment focuses on candidates' competencies in assessing student learning and in using assessments in planning and implementing instruction. Specifically, the standard is: "*NEIU candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous cognitive, affective, social and physical development of the learner.*"

Throughout the preparation of teacher candidates at Northeastern Illinois University, an emphasis on this standard is present. In Educational Foundations coursework, candidates focus on identifying factors which impact the learning environment of the classroom as well as considering the implications of those factors on planning and implementing instruction to meet learner needs. This is followed by extensive course work in curriculum planning and teaching strategies. Candidates' lesson plans and teaching units assigned as part of the curriculum coursework as well as in the field experience and clinical practice/student teaching experience are expected to include assessment components. Field experience and clinical practice/student teaching evaluation rubrics also include criteria relating to student learning and assessment. These criteria focus on candidates' development and implementation of lesson and unit plans to help students with specific needs as well as reflection and evaluation of the impact of instruction on student learning and the need to make adjustments to instruction based upon assessment of student progress. (See NEIU Documents Room: Program Reports; Candidate Work Samples; Field and Clinical Practice Candidate Evaluations.)

Candidates' competencies in assessment and evaluation of student learning are also documented in their exit program portfolios. Candidates are expected to document their attainment of the College of Education performance standard on Assessment and to include a reflective essay describing how the documentation indicates they have achieved that performance standard. (See NEIU Documents Room: Candidate Portfolios.)

Analysis of a random subset of student teaching candidates' final evaluation scores on assessment-related criteria in Early Childhood Education, Elementary/Bilingual Education, and Secondary Education for Fall 2002 is presented in Table 1.12. This data indicated that while the range of individual scores on each criterion varied from 2.00-4.00 on a 4.0 scale, the mean scores for each criterion across all groups varied only from 3.5 to 4.00. This indicates that Northeastern Illinois University undergraduate candidates, as a group, are meeting this standard. (See also NEIU/NCATE website, Institutional Report, Document 1.13, for more complete data on related criteria.)

Table 1.12
Candidates' Use of Assessment of Student Learning In Instruction

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>“Appropriately uses a variety of formal and informal assessment techniques including observational analysis to modify instruction and determine students’ progress.” (24)</i>	3.00-4.00	3.64
Elementary Education	<i>“Utilizes assessment information to design and modify instruction.” (37)</i>	2.00-4.00	3.56
Secondary Education	<i>“Uses formal and informal assessments to evaluate and ensure the continuous intellectual, social, and physical growth of the learners.” (5)</i>	2.50-4.00	3.50

*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%
Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

- Candidates’ Development of Meaningful Learning Experiences for Students Based on their Developmental Levels and Prior Experience**

Beginning with the Educational Foundations course work and continuing throughout their professional sequences, candidates are expected to develop meaningful learning experiences for students based upon their developmental levels and prior experience. During the field experiences and student teaching/clinical practice, candidates are expected to develop meaningful learning experiences for their assigned classroom(s). Candidates’ success in achieving this is evaluated on a daily basis by the cooperating teacher and on a periodic basis by the university supervisor.

Specific criteria on the field experience and student teaching/clinical practice evaluation rubrics addresses candidates’ ability to develop meaningful learning experiences for students based upon their developmental levels and prior experience. Analysis of a random subset of student teaching candidates’ final evaluation scores on this aspect of assessment in Early Childhood Education, Elementary/Bilingual Education, and Secondary Education for Fall 2002 is presented in Table 1.13. This data indicated that while the range of individual scores on each criterion varied from 2.00-4.00 on a 4.0 scale, the mean scores for each criterion across all groups varied only from 3.33 to 3.64. This indicates that Northeastern Illinois University undergraduate candidates, as a group, are meeting the standard. (See NEIU/NCATE website, Institutional Report, Document 1.14, for more complete data on related criteria.)

Table 1.13

Candidates' Development of Meaningful Learning Experiences Based on Student Needs

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>“Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners.” (22)</i>	3.00-4.00	3.64
Elementary Education	<i>“Designs and makes use of instructional approaches that use students’ strengths as the basis for growth and achieving success.” (17)</i>	3.00-4.00	3.57
Secondary Education	<i>“Evidences sensitivity to students’ diverse cultural, ethnic, and religious backgrounds by creating and adjusting instructional activities.” (8)</i>	2.00-4.00	3.33

*Random Sample of Fall 2002 Student Teachers: ECED 11/22 = 50%; ELED/BLBC 25/67=37%; SCED 8/23=35%
 Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

Alumni Survey. The College of Education Survey of program graduates in 2002 for initial certification programs also provided evaluation of candidates’ achievement of the Assessment standard. Alumni were asked to “indicate the extent to which NEIU helped (you) achieve the outcome” of the College of Education Assessment performance standard: *NEIU candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous cognitive, affective, social and physical development of the learner.*” Between 83-100% of the responding alumni in each program reported that NEIU had helped them achieve the performance standard of Assessment. A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

Element 8: Student Learning for Other Professional School Personnel

- **Candidates’ Ability to Create Positive Environments for Student Learning**

Candidates in each program are required to create positive environments for student learning through their roles as professional school personnel. Assessment of candidates’ abilities in this area occurs in course work as well as in clinical practice. For example, in the Reading MA Program candidates plan and demonstrate strategies to enhance the literacy environment of elementary and secondary schools. Then in their clinical practice, they diagnose, remediate, and evaluate literacy skills of students. (See NEIU Documents Room: Reading Program Report.) There is a similar set of experiences in each of the other school personnel programs: School Counseling, Educational Leadership (Principal), and Chief School Business Official. (See NEIU Documents Room: Program Reports.)

- **Candidates Understand and Build upon the Developmental Levels of Students with Whom They Work,**

Each of the professional school personnel programs, except the Chief School Business Official, requires that candidates have teacher certification and have taught in a school prior to admission to the graduate program. The Chief School Business Official Program requires two years of experience in school business management. Thus, candidates enter their programs with knowledge and experiences working within the context of a school and with students. Early program course work focuses on designing and developing plans and strategies to meet the needs of their respective constituencies.

As candidates interact with the students in their professional roles, they build upon the students' developmental levels. For example, in the Educational Leadership program, candidates seeking their principal certificate participate in pupil personnel services and establishing and maintaining effective learning environments. To be successful in these tasks, candidates must build upon the developmental level of students. (See NEIU Documents Room: Educational Leadership Program Report.)

In the Reading MA Program, the clinical practice experience requires candidates to be able to diagnose, appropriately remediate, and evaluate students with reading difficulties. The foundation of this process is the candidates' understanding of students' developmental levels. (See NEIU Documents Room: Reading Program Report.)

- **Candidates Work with Diversity of Students, Families, and Communities**

Northeastern Illinois University is situated in a metropolitan area noted for its diversity of cultural/ ethnic groups. Not only is the student body and faculty at Northeastern diverse, the clinical practice sites are diverse as well. (See Standards 3 and 4 of this Institutional Report) For example, in the Chief School Business Official Program, candidates are evaluated on their understanding and implementation of Affirmative Action policies. (See NEIU Documents Room: Chief School Business Official Report.)

- **Candidates' Understanding of the Policy Contexts in which They Work**

One of the College of Education's Performance Standards focuses on organizational culture. It specifies: "*NEIU candidates understand the organizational context and culture in which they are employed and can apply this understanding as advocates for their students.*"

Candidates are assessed on this standard in both their professional course work and during their clinical practice. For example, in the Educational Leadership (Principal) Program, performance assessments of candidates in coursework on community relations, school finance, and school law indicates their understanding of the policy contexts in which they work.

Alumni Survey. The College of Education Survey of program graduates in 2002 for other

school personnel programs also provided assessment of candidates' achievement of the Organizational Culture standard. Between 94-100% of the responding alumni in each program reported that NEIU had helped them achieve the stated performance outcome of Organizational Culture. A full report on the Alumni Survey 2002 Data is located in the NEIU Documents Room.

- **Candidates' Reflection on their Role in Student Learning**

"Reflective practice" is a central concept in Northeastern Illinois University's College of Education conceptual framework. Throughout each of the professional school personnel programs, candidates are expected to reflect on their role in student learning. Candidates collect and analyze data related to student learning in order to determine the appropriate professional actions and practice. Data on student learning informs candidates' decisions and professional practice during practicum/field experiences. Clinical practice evaluation criteria assess candidates informed practice. (See NEIU Documents Room: Program Reports; clinical practice evaluation criteria.)

The College of Education 2002 Alumni Survey of other school personnel programs also provided assessment of candidates' achievement of the reflective practice through the College of Education performance standard of Professional Development: "*NEIU candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and actively seek out opportunities to grow professionally.*" Between 93-100% of the responding alumni in each program reported that NEIU had helped them achieve the performance standard of Professional Development. (See full report on the Alumni Survey 2002 Data in NEIU Documents Room.)

- **Candidates' Application of Strategies for Improving Student Learning**

Candidates in each program are required to produce artifacts designed to meet standards to improve learning outcomes of all students. For example, in the Reading MA Program, candidates document the diagnosis of reading difficulties, the remediation plans, as well as formative and summative evaluations. (See NEIU Documents Room: Reading Program Report, READ 404 syllabus and assessment rubrics.) Candidates in the Educational Leadership (principal) Program are required to develop materials to be used in school supervision, such as staff evaluations, implementation of school policy, business and facilities management, and community relations. (See NEIU Documents Room: Educational Leadership Program Report.)